TOO MANY PEOPLE, TOO FEW TREES

Moti Nisani

MOTI NISANI, a teacher at Waynes State University, USA, is an interdisciplinarian holding degrees in genetics, philosophy and psychology. He has several publications in genetics, ecology, politics, science, education, and language instruction. His essay below provides a brief introduction to the twin problem of overpopulation and deforestation.

A. Work in small groups and discuss the relation between population and pollution. You may include these points in your discussion:

1. **Population explosion.**
2. **Its effect on the development of the country.**
3. **More people, more land.**
4. **Deforestation**

TOO MANY PEOPLE, TOO FEW TREES

1 Human populations have always been in flux, for the simple reason that every day some people die while others are born. Throughout most of human existence, the number of births was slightly higher than the number of deaths; consequently, world populations grew at a very slow rate. A few hundred years ago, however, the situation began to change, especially in the industrialized world. With advances in nutrition, sanitation, and health, people live longer and more of them reach reproductive age. Thus, for the first time in our species existence, the balance between the number of deaths and births has been significantly disturbed. Consequently, during the last three centuries or so, the global human population has been rapidly going up. Every year, in fact, the world's population grows by more than 80 million people. It is, for instance, sobering to recall that for every eleven human beings alive now, only one was alive in the year 1950!

2 On first sight, it may appear that, when it comes to something as valuable as a human being, the more we have, the better off we are. In some ways, this is true. All things being equal, more people are likely to generate more inventions, more

technological breakthroughs, and more corporate profits. But, taken as a
ecologists are convinced that the world is already overpopulated.

3 Human populations cannot continue to grow indefinitely for the simple r
the world itself is finite. More people will need even more food than they n
and therefore, the process of deforestation will continue so that, eventually, w
will vanish. As the population goes up, so does pollution of rivers, lakes, air, dr
water and soil. With more people both town and country become more crowded.
quality of life, and the value we place on human life, will continue to erode. When
population is stable, increases in such things as food production, number of physician
or hospitals are often tantamount to improved quality of life, but such increases ofte
fail to keep pace with population growth. Higher population density is also likely
exacerbate crime, ethnic conflicts, and warfare.

4 The American government, to take another example, estimates that some 60,0
Americans die each year from respiratory diseases which are in turn caused by huma
made pollution. Fourteen Americans die each day of asthma aggravated by air pollutio
three times the incidence of just twenty years ago. Needless to say, the situation i
cities like Los Angeles, Kathmandu, Mexico, and Sh ghai is even worse. In all thes
cases, the situation could be considerably improved by controlling pollution an
population.

5 Moreover, the world, as we have seen, faces such frightening problems a
desertification, depletion of nonrenewable resources (e.g., patrol, natural gas, helium
acid rain, loss of wild species, ozone layer depletion, and the greenhouse effect.
United Nations 1993 document puts it this way: "Population size and rates of growt
are key elements in environmental change. At any level of development, increase
populations increase energy use, resource consumption and environmental stress"
So, the more people the world has, the more severe these problems are likely t
become.

B.1.1. Write 'T' for true and 'F' for false statements:

1. **Throughout most of human existence, the number of birth was slightly higher than the number of death.**
2. **More people will need even less food than they need now.**
3. **With more people both town and country become more crowded.**
4. **Higher population density is also not likely to exacerbate crime, ethnic conflict and warfare.**
5. **Population size and rates of growth are key elements in environmental change.**

B.1:2. Awing questions very briefly:
1. For obal population been rapidly going up?
2. Wha population goes up?
3. Hovie each day of asthma?

Throwing populations make decisive contributions to all environhe long run, efforts to save the biosphere depend in part on our back its numbers. Yet thehis otherwise grim tale: Hense tell us that we can con. The German and Swediample, defy world trends clining. In such overpohina, Thailand, and Egypt growth has slowed down s to concerted governo these countries manavn, population growth? Many factors account for these remaration, literacy, media campaigns, readily available family planniual economic, educational, and legal opportunities for womoow how to control their numbers. What they have been lackimake use of this knowledge.



Lag-term problem: the state of the world's trees. Owing to rapverty, and other factors, many third world people are forcear, burn, or cultivate tropical forest. Thus, population pressechnologies and the affluent lifestyle of some people – exacrestation. A country like Nepal has just so much arable land vs, more and more people are forced to convert forests into cut down more and more trees for fuel. The people of rich satisfy Westerners' insatiable demands for hamburgers, morests in countries like Brazil are cleared and converted to palso buy mahogany furniture, newspapers, and other papes. It is frightening to recall, for instance, how many treeuce the Sunday edition of the *New York Times!* Many forellution, tourism, construction of houses and factories, ander, the productivity and general health of the world's forings as the greenhouse effect, ozone layer depletion, airb.

8 The deforestation crisis is not new. Many earlier civilizations, including those of the Middle East, New Mexico, and Easter Island, precipitated their own decline through overpopulation and deforestation. The difference is that we are destroying our forests faster, and on a larger scale, than ever before.

9 Earlier in this century, forests covered around 40% of the earth's total land area. By this century's end, that figure will stand at about 25%. The destruction of forest, in turn contributes to such things as the greenhouse effect, irreversible loss of many thousands of species of plants and animals, landslides, soil erosion, siltation of rivers and dams, droughts, and weather extremes. For instance, as the trees of Nepal are cut down, its topsoil is gradually being lost and its rains are likelier to cause devastating floods in India and Bangladesh.

10 The eventual consequences of massive and ongoing deforestation are uncertain, but they are likely to damage the quality of life on earth, reduce the number of life forms that share the planet with us, and hamper the ability of the biosphere to sustain life. Humanity can continue to fell trees, cross its fingers, and hope for the best. Or it can take hold of its future and reverse the process of deforestation.

B.2.1. Complete the following sentences on the basis of the lesson:

1. **The more we have, the better .....**
2. **History and common sense tell us that we .....**
3. **As the population grows, more and more people are forced .....**
4. **Forest covered around 40% of the earth's .....**
5. **Humanity can continue to fell trees, cross its finger, and .....**

B.2.2. Answer the following questions very briefly:

1. **Name the countries in which the population growth has been slowed down remarkably?**
2. **The productivity and general health of the world's forest is threatened. How?**
3. **What hampers the ability of the biosphere to sustain life?**
4. **How does deforestation in Nepal affect India?**

GLOSSARY AND NOTES

flux (n) : continuous flow
existence (n): the state or fact of being real or living
sanitation (n): improvement in sanitary methods.
species (n): group having some common characteristics
sobering (adj): serious.
vanish (v): to disappear.
tantamount (adj): equivalent

exacerbate (v): to make sour and bitter
ethnic : pertaining to races
erode (v): to destroy
desertification (n) the process of becoming or making something a desert
defy (v): resist openly
campaign (n): organised course of action.
arable (adj): fit for cultivation
tropical (adj): pertaining to the tropics.
pastures (n): land for grazing of cattle.
landslides (n): falling of rocks and stones from mountains
devastating (v): causing destruction
hamper (v): to hinder

C.1. LONG ANSWER QUESTIONS

1. Why have human populations always been in flux?
2. What does the writer mean by reproductive age? How do people reach this age?
3. What is human made pollution? How has it affected America? How will it affect your locality?
4. Population size and rates of growth are key elements in environmental change. Explain with any two examples from your own society.
5. How do countries like Germany, Switzerland, China, Thiland and Egypt manage to 'reverse' or slow down population growth? What does 'reverse' mean here? How has it been possible?

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. "Rising population and deforestation are likely to damage the quality of life on the earth."

C.3. COMPOSITION

1. Write a letter to your friend, emphasising the need of population control.

D. WORD STUDY

D.1. Dictionary Use:

Ex.1. Correct the spelling of the following words:

existense	specis	allready
contineu	eventualy	fourty
resorses	probelm	compain

D.2. Fill in the blanks with suitable form of words given below:

We are ..... our forest. (destroy)
*We are **destroying** our forest.*

rise **lose** **go** **grow**

1. As population ..... up, more and more people are forced to convert forests into farmlands.
2. In fact world population has been rapidly ..... up
3. As population ..... up, so does pollution of river, lakes, air, drinking water and soil.
4. As the trees of Nepal are cut down, its topsoil is being .....

D.3. Match the following words in column **A** with the meanings in column **B**

A		**B**
i.	grim	(a) unsatisfied
ii.	decisive	(b) cut down
iii.	affluent	(c) to support.
iv.	insatiable	(d) severe, horrible.
v.	felled	(e) wealthy
vi.	sustain	(f) deciding

E. GRAMMAR

Look at the following sentence:

*It **may** appear that, when it comes to something as valuable as a human being, the more we have, the better off we are.*

Here '**may**' indicates **possibility**. 'May' is a 'Modal' or 'Modal Auxiliary'.

can, may, shall, will, could, might, should, would, must, dare, need, used to and **ought to** are called Modals or Modal Auxiliaries.

Now look at the following sentences:

May I come in, please? Yes, you **may**. (Here '**may**' indicates permission)

'**May**' indicates 'possibility, wish, permission':

You **can** take this pen. (Here **'can'** indicates permission.)

Ravi **can** solve this problem (Here **'can'** indicates ability.)

'**Can**' indicates 'power, capacity, ability'; in informal use 'permission' also.
He said that he **could** do it (indirect speech.)
When Rohit was young, he **could** run twenty miles (Here '**could**' indicates 'past ability, power'.)

'**Could**' indicates 'past ability / power / capacity' etc. It also indicates an unreal situation and a polite request.
You **must** do as you are told. (Here '**must**' indicates 'compulsion')
You **must** have heard about Pt. Nehru (Here '**must**' indicates 'strong possibility')

'**Must**' indicates 'compulsion, strong possibility, duty, certainty'
We **should** love our country (Here '**should**' indicates 'duty'.)

'**Should**' indicates 'duty, obligation, advice, instructions'.

Ex.1. Fill in the blanks with suitable Modals given below:

can may should could must

i. We ..... serve our master honestly.
ii. Soldiers ..... obey their commander.
iii. It ..... rain today.
iv. I ..... lift this box.
v. He said that he ..... catch a cobra.
vi. Jack was so strong that one ..... not defeat him.
vii. Candidates ..... answer all the questions.
viii. We ..... honour our National Flag.
ix. My father ..... be late today.
x. I ..... win the race.

F. ACTIVITIES

1. What big changes do you find in your surroundings? Make a list with the help of three experienced persons in your locality.
2. Ask your geography teacher to explain desertification and its impact on human life.
3. Do a project work on the devastation caused by flood.

G. TRANSLATION

Translate the following sentences into English:

1. तुम्हें माता-पिता की आज्ञा माननी चाहिये।
2. तुम यह ले सकते हो।
3. हमें सत्य बोलना चाहिये।
4. सोनू परीक्षा में उत्तीर्ण हो सका।
5. क्या तुम मेरी मदद कर सकते हो ?
6. क्या आज वर्षा होगी ?
7. उसे वहाँ जाने की जरूरत नहीं है।
8. क्या मैं आपकी मदद कर सकता हूँ?
9. हमें जल प्रदूषित नहीं करनी चाहिये।
10. हमलोग कल बाढ़ पीड़ितों की सेवा करने जायेंगे।



ECHO AND NARCISSUS

Moira Kerr and John Benett

The present myth from Greek mythology intorduces two people, Echo and Narcissus. Their names have a meaning in the myth that has carried over to our present day langauge. The given piece has been rendered in English by MOIRA KERR AND JOHN BENETT.

A. Work in small groups and discuss the following:

1. **How much do you love yourself?**
2. **Is loving oneself good or bad?**

ECHO AND NARCISSUS

1 Not many men, or even gods, were as handsome as young Narcissus. So fair was he that almost everyone who saw him fell in love with him that moment.

2 One day, as Narcissus roamed the forests with his hunting companions, he was spied by the watchful nymph Echo. She had once been a great chatterer, ready to talk to any passer-by on any subject at any time, and on several occasions she had detained goddess Hera with hours of casual talks, just as Hera was on the point of stumbling upon Zeus with one of his illicit loves. Eventually Hera grew so annoyed that she put a curse on Echo, and from that time on the unfortunate nymph could say nothing but the last few words that she heard.

3 Trembling, Echo followed Narcissus through the trees. She longed to go closer to him to gaze upon the beauty of his face, but she feared that he would laugh at her silly speech. Before long, Narcissus wandered away from his companions, and when he realised he was lost, he called in panic. "Is there anybody here?"

4 "Here!" called Echo.

5 Mystified by this reply, Narcissus shouted. "Come!"

6 "Come!" shouted Echo.

7 Narcissus was convinced that someone was playing trick on him.

8 "Why are you avoiding me?" he called. The only answer he heard was his own question repeated from the woods.

9 "Come here, and let us meet!" pleaded Narcissus.

10 "Let us meet!" Echo answered, delighted.

11 She overcame her shyness, and crept from her hiding place to approach Narcissus. But he, satisfied now that he had solved the mystery of the voice, roughly pushed her away and ran.

12 "I would die before I would have you near me!" he shouted mockingly over his shoulder.



13 Helpless, Echo had to call after him, "I would have you near me!"

14 The nymph was so embarrassed and ashamed that she hid herself in a dark cave, and never came into the air and sunlight again. Her youth and beauty withered away, and her body became so shrunken and tiny that eventually she vanished altogether. All that was left was the pathetic voice that still roams the world, anxious to talk, yet able only to repeat what others say.

15 Poor Echo was not the only one to be treated brutally by Narcissus. He had played with many hearts, and at last one of those he had scorned prayed to the gods that Narcissus would some day find himself scorned by one he loved. The prayer was heard, and granted.

16 Tired and thirsty from his hunting, Narcissus threw himself down beside a still, clear pool to drink. As he leaned over the shining surface, he saw the reflection of the most beautiful face he had ever seen. His heart trembled at the sight, and he could not tear himself away from it – his own image.

17 For a long time Narcissus remained there beside the pool, never raising his eyes from the surface, and from time to time murmuring words of love. At last his body withered away and became the stem of a flower, and his head the lovely gold and white blossom which still looks into quiet pools, and is called Narcissus.

B.1. 1. Write 'T' for true and 'F' for false statements:

1. Narcissus was very young and handsome.
2. Narcissus went fishing.
3. Echo had detained goddess Hera.
4. Hera cursed Echo.
5. Echo did not want to speak to Narcissus.

B.1.2. Study the lesson carefully and complete these sentences:

1. The ..... was so embarrassed and ashamed.
2. Her youth and beauty ..... away.

3. Narcissus had ..... many women.
4. Narcissus was tired and .....
5. Narcissus could not tear himself away from his own .....

B.1. 3. Answer the following questions very briefly:

1. Who was Narcissus?
2. Who was Echo?
3. What did Echo do with any passer-by?
4. Who was detained by Echo?
5. Whom did Echo follow?
6. What was the reaction of Narcissus when he saw Echo?
7. Why did Echo hide herself in a dark cave?
8. Who had cursed Narcissus?
9. Who did Narcissus fall in love with?
10. At last what happened with Narcissus?

GLOSSARY AND NOTES

roam (v) : to walk or travel around an area without any definite aim or direction
nymph (n): spirit of nature in the form of a young woman
passer-by (n): a person who passes somebody or something
detain (v): to delay somebody or prevent him from going somewhere.
stumbling upon: discovering something/ somebody unexpectedly
mystify (v): to make somebody confused
annoyed (adj): slightly angry
curse (n): a word or phrase or sentence calling for the punishment, injury or destruction of something or somebody
trembling (adj): shaking from fear, excitement
long (v): to want something very much
gaze (v): to look steadily at somebody or something for a long time
embarrassed (adj): to feel awkward or ashamed
wither (v): to become less or weaker, especially before disappearing completely
shrunken (adj): become smaller and less attractive
altogether (adv): in every way, completely
pathetic (adj): pitiful, sad
anxious (adj): desirous
brutally (adv): in a violent and cruel manner
scorned (v): showed contempt
image (n): reflection
murmuring (n): a low quiet voice

C.1. LONG ANSWER QUESTIONS

1. Who was Narcissus? What was special about him?
2. Who was Echo? Who cursed him and why? What was the curse?

3. Why did Echo follow Narcissus? Why was she eager to talk to him?
4. Describe what happened during the meeting of Echo and Narcissus.
5. Why was the nymph embarrassed and ashamed? What was the result of it?
6. Who prayed to gods against Narcissus? What did she pray? Was it granted?
7. What happened to Narcissus when he went to the pool to quench his thirst?
8. What feeling do you have when you see your reflection in a mirror?

C.2. GROUP DISCUSSION

1. If you meet two persons, one having a beautiful face and the other a beautiful heart, whom would you prefer and why?
2. Falling in love with oneself is dangerous. Do you agree?

C.3.COMPOSITION

1. Write a paragraph in about 80 words on '**Beauty is only skin-deep**'.

D. WORD STUDY

D.1. Dictionary Use

Ex.1. Correct the spelling of the following words:

handsum	watchfull	ilicit
anoyed	embarassed	blosom

Ex.2. Look up a dictionary and write two meanings of the following words - the one in which it is used in the lesson and the other which is more common.

handsome	pleaded	tiny
roamed	convinced	quiet
companion	pool	anxious

D.2. Word Formation

EX.1. Read carefully the following sentences taken from the lesson:

*She overcame her **shyness**.....*

***Helpless**, Echo had to call after him.....*

In the first sentence, the word '***shyness***' is an abstract noun which is derived from the adjective '**shy**' by adding the suffix '**-ness**' to it. In the

second sentence the word **'helpless'** is an adjective which is derived from the noun **'help'** by adding suffix **'-less'** to it.
Now, make at least 10 words each by adding suffixes '-ness' and '-less' to different nouns and adjectives.

Ex.2. Read carefully the following sentences taken from the lesson:
But he, satisfied now that he had solved the mystery of the voice, ***roughly*** *pushed her away and ran.....*
"I would die before I would have you near me!" he shouted ***mockingly*** *over his shoulder.*

In the first sentence the word ***'roughly'*** is an adverb which is derived from the adjective **'rough'** by adding the suffix **'-ly'** to it. In the second sentence, again the adverb **'mockingly'** is derived from the adjective 'mocking' by adding the suffix **'-ly'** to it. Now, make adverbs from the following adjectives.

skilful	.....	slow	.....	wise	.....
brave	.....	smart	.....	intelligent	.....
beautiful	.....	careless	.....	strong	.....
bitter	.....	heart	.....	clear	.....
final	.....	foolish	.....	rough	.....

D.3. Word Meaning

Ex.1. Find out from the lesson the words of which the meanings have been given in Column **A**. The last part of each word has been given in Column **B**:

A	B
spirit in the form of a woman	..... mph
make somebody confused	.....tify
felt awkward	..... assed
refuse something in pride	..... orn
violently and cruelly	..... ally
pitiful	..... tic
wanting something very much	..... ous

D.4. Phrases

Ex.1. Read the lesson carefully and find out the sentences in which the following phrases have been used. Then use these phrases in sentences of your own.

follow through	before long	play trick on
wither away	tear oneself away	at last

E. GRAMMAR

*Tired and thirsty from his **hunting**, Narcissus threw himself beside a still,clear pool to drink.*

*As he leaned over the **shining** surface, he saw the reflection of the most beautiful face he had ever seen.*

In the first sentence '**hunting**' has been used as a 'Gerund' whereas in the second sentence '**shining**' has been used as a Participle.

A Gerund is a verbal noun; it is formed by adding '-ing' to the end of the first form of the Verb.As a noun, it is used in various ways. It is used as a subject, as an object to a verb, as an object of a preposition and as a complement of a verb etc; **e.g.**

Swimming is a good exercise.

I like **painting**.

A Gerund can also be used after prepositions; e.g.

He stopped me **from smoking**

It is used in the following ways:

a) as a subject

Swimming is a good exercise.

Smoking is injurious to health.

Walking is good for health

b) as an object

I like **painting**

She hates **smoking**

I know **swimming**

Ex.1. Fill up the blanks with suitable gerunds.

1. He was accused of .....
2. She stopped her mother from .....
3. I controlled myself from .....
4. He avoids ..... ruffians.
5. They were accused of .....

The Participle as is obvious in the second sentece ('shining') works as a Verb as well as an Adjective. The main difference between a Gerund

and a Participle is that a Gerund works as a noun and a verb while a Participle works as an Adjective to qualify Nouns or Pronouns.

There are three kinds of Participles

1. **Present Participle**
2. **Past Participle**
3. **Perfect Participle**

The present participle 'shining' in the second sentece above has been used as an Adjective. See another example:

Barking dogs seldom bite.

Ex. 2. Fill up the blanks to make meaningful sentences.

1. A crying child .....
2. He was hit by a running .....
3. Investigating officers .....
4. Hunting dogs .....
5. Caring parents .....
6. I was charmed by the .....
7. Patna is a ..... city.
8. This is my .....room.

Past Participle :- It is formed by adding - '**d**', '**ed**', '**t**', '**en**', and '**ne**' to the end of verbs. It always functions as an Adjective.

A **tired** man can't work well.
I found the room **locked**.
She gave a **written** statement.

Ex. 3. . Write ten sentences using Past Participle form of different Verbs as Adjectives.

Perfect Participle : It is formed by using the word 'Having' before the Past Participle form of the Verb i.e. (Having + Past Participle) or (Having + V^3); e.g.

Having taken his meal he went to school.
Having fallen at the feet of his mother he started weeping.

The difference among the use of Present Participle, Past Participle and Perfect Participle:

(a) The Present Participle is used to denote an unfinished action; e.g.

I saw a **running horse** in the circus. (It shows that the action is taking place or is in progress or unfinished)

(b) Past Participle is used to denote a finished action; e.g.
She gave a **written statement**.(It shows a finished action)

(c) **Perfect Participle** is used to denote a finished action before another action takes place; e.g.
Having taken his meal he went to college.

Ex. 4. Write ten sentences using Present Participle form of different verbs.
Ex. 5. Write ten sentences using Past Participle form of different Verbs.
Ex. 6. Write ten sentences using Perfect Participle forms of different Verbs.

F. ACTIVITIES

1. Collect two fairy tales.
2. Read the story **Echo and Narcissus** carefully and narrate it in your own words.

G. TRANSLATION

Translate the following sentences into English:

1. मैंने उसे पार्क में बैठा हुआ देखा।
2. मैंने उसे पढ़ते हुए पाया।
3. उसने मुझे सोया हुआ पाया।
4. पुलिस ने चोर को भागते हुए देखा।
5. एक लड़का चलती हुई गाड़ी से कूद पड़ा।
6. मैंने एक पीये हुए आदमी को वहाँ देखा।
7. इस कमरे में दो टूटी हुई कुसियाँ थीं।
8. उसने घायल आदमी की बहुत सेवा की।
9. मैंने उसे कमरे में ताला लगाते देखा।
10. सुबह में टहलना लाभदायक है।
11. सिगरेट पीना हानिकारक है।
12. मैं गाना जानती हूँ।

THE SHEHNAI OF BISMILLAH KHAN



USTAD BISMILLAH KHAN, the great Shehnai maestro, and the receipient of the highest civilian award the ***Bharat Ratna*** *(2001), was born on 21 March 1916 in a well-known family of musicians in Bihar. In spite of having travelled all over the world, he was exceedingly fond of Benaras and Dumraon and they remained for him the most wonderful towns of the world. He passed away on 21 August 2006 at the age of ninety after a prolonged illness. He was given a state funeral and the Government of India declared one day of national mourning.*

A. Work in small groups and discuss the following:

1. **Have you ever heard a shehnai being played in marriage ceremonies or festivals?**
2. **How do you like this instrument?**
3. **Discuss any pipe instrument which is played in your locality in marriage ceremonies or festivals.**
4. **Do you know that it was Bismillah Khan, the great Shehnai maestro , who made this instrument a reality? Can you name some leading players of other popular musical instruments?**

THE SHEHNAI OF BISMILLAH KHAN

1 Emperor Aurangzeb banned the playing of a musical instrument called *pungi* in the royal residence, for it had a shrill unpleasant sound. *The pungi* became the generic name for reeded noisemakers. Few had thought that it would one day be revived. A barber of a family of professional musicians, who had access to the royal palace, decided to improve the tonal quality of the *pungi*. He chose a pipe with a natural hollow stem that was longer and broader than the *pungi*, and made seven holes on the body of the pipe. When he played on it, closing and opening some of these holes, soft and melodious sounds were produced. He played the instrument before royalty and everyone was impressed. The instrument so different from the *pungi* had to be given a

new name. As the story goes, since it was first played in the Shah's chambers and was played by a nai (barber), the instrument was named the '*shehnai*'.

2 The sound of shehnai began to be considered auspicious. And for this reason it is still played in temples and is an indispensable component of any North Indian wedding. In the past, the shehnai was part of the naubat or traditional ensemble of nine instruments found at royal courts. Till recently it was used only in temples and weddings. The credit for bringing this instrument onto the classical stage goes to Ustad Bismillah Khan.



3 As a five-year old boy, Bismillah Khan played *gilli-danda* near a pond in the ancient estate of Dumraon in Bihar. He would regularly go to the nearby Bihariji temple to sing the Bhojpuri 'Chaita', at the end of which he would earn a big laddu weighing 1.25 kg, a prize given by the local Maharaja. This happened 80 years ago, and the little boy has travelled far to earn the highest civilian award in India – the Bharat Ratna.

4 Born on 21 March 1916, Bismillah belongs to a well-known family of musicians from Bihar. His grandfather, Rasool Bux Khan, was the *shehnai-nawaz* of the Bhojpur king's court. His father, Paigambar Bux, and other paternal ancestors were also shehnai players.



5 The young boy took to music early in life. At the age of three, when his mother took him to his maternal uncle's house in Benaras (now Varanasi), Bismillah was fascinated watching his uncles practise the shehnai. Soon Bismillah started accompanying his uncle, Ali Bux, to the Vishnu temple of Benaras where Bux was employed to play the shehnai. Ali Bux would play the shehnai and Bismillah would sit captivated for hours. Slowly, he started getting lessons in playing the instrument and would sit practising throughout the day. For years to come the temple of Balaji and Mangala maiya and the banks of the Ganga became the young apprentice's favourite haunts where he could practise in solitude. The flowing waters of the Ganga inspired him to improvise and invent ragas that were earlier considered to be beyond the range of the shehnai.

B.1.1. Write 'T' for true and 'F' for false statements:

1. Bismillah Khan belongs to a family of musicians from Uttar Pradesh.
2. Bismillah Khan's ancestors were also great shehnai players.
3. The flowing water of the Ganga gave inspiration to Bismillah to create *ragas*.
4. He learnt shehnai from his parent and grandfather.

B.1.2. Complete the sentences on the basis of the unit you have just studied

1. The pungi is a ..... instrument.
2. The pungi became the generic name for ..... noise makers.
3. The instrument which is so different from the pungi is called .....
4. ..... holes were made on the body of a pipe.
5. ..... was the Shehnai nawaj of Bhojpuri king's court.
6. ..... was Bismillah's grandfather.
7. Bismillah accompanied ..... to the Vishnu temple of Benaras.
8. Bismillah played at the temple of ..... and at the banks of ..... as a young apprentice.

B.1.3. Answer the following questions very briefly:

1. Who banned the playing of the pungi?
2. What generic name did the pungi come to acquire?
3. Who revived the pungi?
4. Where was the Shehnai played for the first time?
5. Who played the instrument for the first time so different from the pungi?
6. What is naubat called?
7. Who brought the instrument Shehnai on the classical stage?
8. Which sport did Bismillah Khan play in his childhood?
9. Where did he play the sport?
10. Where did he go to sing the Bhojpuri "Chaita"?
11. What is the highest civilian award in India?
12. Who was Bismillah's father?
13. Who was Bismillah's maternal uncle?

6 At the age of 14, Bismillah accompanied his uncle to the Allahabad Music Conference. At the end of his recital, Ustad Faiyaz Khan patted the young boy's back and said, "Work hard and you shall make it." With the opening of the All India Radio in Lucknow in 1938 came Bismillah's big break. He soon became an often-heard shehnai player on the radio.

7 When India gained independence on 15 August 1947, Bismillah Khan became the first Indian to greet the nation with his shehnai. He poured his heart out into Ragg Kafi from the Red Fort to an audience which included Pandit Jawaharlal Nehru, who later gave his famous 'Tryst with Destiny' speech.

8 Bismillah Khan has given many memorable performances both in India and abroad. His first trip abroad was to Afghanistan where King Zahir Shah was so taken in by the maestro that he gifted him priceless Persian carpets and other souvenirs. The King of Afghanistan was not the only one to be fascinated with Bismillah's music. Film director Vijay Bhatt was so impressed after hearing Bismillah play at a festival that he named a film after the instrument called *Gunj Uthi Shehnai*. The film was a hit, and one of Bismillah Khan's composition, "*Dil ka khilona hai toot gaya...,*" turned out to be a nationwide chartbuster! Despite this huge success in the celluloid world, Bismillah Khan's success in film music was limited to two: Vijay Bhatt's *Gunj Uthi Shehnai* and Vikram Srinivas's Kannada venture, *Sanadhi Apanna*. "I just can't come to terms with the artificiality and glamour of the film world," he says with emphasis.



9 Awards and recognition came thick and fast. Bismillah Khan became the first Indian to be invited to perform at the prestigious Lincoln Centre Hall in the United States of America. He also took part in the World Exposition in Montreal, in the Cannes Art Festival and in the Osaka Trade Fair. So well known did he become internationally that an auditorium in Teheran was named after him – Tahar Mosiquee Ustaad Bismillah Khan.

10 National awards like the *Padmashri,* the *Padma Bhushan* and the *Padma Vibhushan* were conferred on him.

11 In 2001, Ustad Bismillah Khan was awarded India's highest civilian award, the *Bharat Ratna*. With the coveted award resting on his chest and his eyes glinting with rare happiness, he said, "All I would like to say is: Teach your children music, this is Hindustan's richest tradition; even the West is now coming to learn our music."



12 In spite of having travelled all over the world Khansaab, as he is fondly called, is exceedingly fond of Benaras and Dumraon and they remain for him the most wonderful towns of the world. A student of his once wanted him to head a shehnai school in the U.S.A., and the student promised to recreate the atmosphere of Benaras by replicating the temples there. But Khansaab asked him if he would be able to transport River Ganga as well. Later he is remembered to have said, "That is why whenever I am in a foreign country, I think of only Benaras and the holy Ganga. And while in Benaras, I miss the unique *mattha* of Duraon.

13 Shekhar Gupta: When partition happened, didn't you and your family think of moving to Pakistan?

14 Bismillah Khan: God forbid! Me, leave Benaras? Never! I went to Pakistan once-I crossed the border just to say I have been to Pakistan. I was there for about an hour. I said *namaskar* to the Pakistanis and *salaam alaikum* to the Indians! I had a good laugh.

15 Ustad Bismillah Khan's life is a perfect example of the rich, cultural heritage of India, one that effortlessly accepts that a devout Muslim like him can very naturally play the shehnai every morning at the Kashi Vishwanath temple.

(Courtesy: NCERT, New Delhi)

B.2.1. Complete the senteces on the basis of the unit you have just studied:

1. **At the age of fourteen Bismillah accompanied his uncle to .....**
2. **In 1938 came Bismillah's first break in ..... in .....**
3. **He sang ..... on 15th August 1947.**
4. **His first trip abroad was to .....**
5. **Film director Vijay Bhatt named his film as ..... after being impressed by the shehnai.**
6. **National awards like the ....., ... and the Padma Vibhushan were conferred on him.**
7. **Bismilah Khan was also referred to as .....**
8. **An auditorium in Tehran named after him is called.....**

B.2.2. Write 'T' for true and 'F' for false statement:

1. **An auditorium in Tehran was named after Bismillah Khan.**
2. **Bismillah Khan was fondly called 'Khansaab'**
3. **Khansaab was a shehnai player of international repute even then no National Awards were conferred on him.**

B.2.3 Answer the following questions very briefly:

1. **When was Bismillah Khan awarded India's highest civilian award?**
2. **Of which two cities was he most fond of?**

GLOSSARY AND NOTES

generic name (n): a name given to a class or group as a whole.
reeded (adj): wind instrument which have reeds like the flute, the clarinet.
auspicious(adj): promising to bring good fortune.
indispensable(adj): without which a piece of work cannot be done.
ensemble (n): things (here instruments) considered as a group.
souvenir (n): things given in memory of a place, person or events.
celluloid (n): old fashioned way of referring to films.
venture (nj): project that often involves risks.
coveted (adj): much desired.

C.1. LONG ANSWER QUESTIONS

1. Which emperor banned the playing of the pungi? Do you think that it is against the right to expression?
2. Ustad Khan refused the celluloid world after two films. Was it a loss to the cinema world or gain to Hindustani Music? Discuss.
3. Capture in your own words the feelings of the Ustad , when he received Bharat Ratna.
4. 'Only in India it is possible that a devout Muslim like Khan Saheb can very naturally play the Shehnai every morning at Kashi Vishwanath temple.' What light does this statement throw on India's cultural heritage? Discuss.
5. Describe the incident of Ustad Khan visiting Pakistan.
6. How did shehnai get its name? Describe in your own words the process how the Pungi became the shehnai.

C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Composite culture of our country
2. Musical instrumets of your area

C.3. COMPOSITION

1. Imagine yourself as young Bismillah and write in 10 lines about your attachment to Benaras (Varanasi).
2. Write in about 100 words the achievements of Ustad Bismillah Khan.

D. WORD STUDY

D.1. Dictionary Use:

Ex. 1. Correct the spelling of the following words:

mucisal	awardeb	conapnoin
auditoriun	instrunmint	

Ex. 2. Look up a dictionary and write two meanings of the following words - the one in which it is used in the lesson and other which is more common.

impressed	traditional	favourite
auspicious	ancestor	coveted
heritage	hollow	prestigious

D.2. Word Formation

Ex. Study the following sentence:
And for this reason it is still played in temples and is an ***indispensable*** *component of any North Indian wedding.*
Mark how **'indispensable'** is made of 'dispense' (verb), prefix 'in' and suffix '-able'.

Now make ten more words, adding suffix '- able' to diffrent verbs.

D.3. Word Meaning

Ex. 1. Match the words or phrases in column **A** with thier meanings given in column **B**.

A	B
promising to bring good fortune	souvenir
things considered as a group	auspicious
believing strongly in a religion	ensemble
given (a title, degree etc)	conferred
something that reminds one of a place, occasion or event	devout

D.4. Phrase

Ex. 1. Read the lesson carefully and find out 10 sentences in which phrases have been used. Use these phrases in sentences of your own.

E. GRAMMAR

Ex. 1. Different Punctuation marks have been used in this paragraph from the text. Identify them in the passage given below:
"In 2001, Ustad Bismillah Khan was awarded India's highest civilian award, the Bharat Ratna. With the coveted award resting on his chest and his eyes glinting with rare happiness he said, "All I would like to say is: Teach your children music, this is Hindustan's richest tradition; even the West is now coming to learn our music."

apostrophe: 1. Used to indicate the possessive case
2. Used to mark an omission of one or more letters.

Colon: 1. Used to introduce an example or a list
2. Used to introduce an interpretation or description of what precedes it.

3. Used to introduce the Direct Speech in a play or in a newspaper report where quotation marks are omitted.

Comma: 1. to separate items in a list
2. to separate Main Clauses
3. after a Vocative or a Clause etc. with no finite verb
4. to separate phrases etc. in order to clarify meaning
5. following words that introduce the Direct Speech or after the Direct Speech where there is no question mark or exclamation mark
6. to separate a parenthetical word, phrase or clause

Dash: 1. used to mark the beginning and end of an interruption in the structure of a sentence.

Full stop: 1. used at the end of all sentences that are not questions or exclamations.

Hyphen: 1. used to join two or more words so as to form a single expression

Question mark : 1. used after every question that expects a separate answer

Quotation marks: 1. used round a direct quotation

Semicolon: 1. used to separate those parts of a sentence between which there is a more distinct break than would be called for by a comma but which are too closely connected to be made into separate sentences.

F. ACTIVITIES

1. Make a shehnai using newspaper, glue, thermocol etc.
2. On the map of India show the two cities Ustad Bismillah Khan was fond of.
3. Among a group of four, discuss the origin, use and construction of the shehnai.
4. Cut and paste the pictures of musical instruments, which are similar to the shehnai (e.g. the flute)
5. Cut and paste the pictures of shehnai players of these days.

G. TRANSLATION

Translate into Hindi/ your mother language

Bismillah Khan has given many memorable performances both in India and abroad. His first trip abroad was to Afghanistan where King Zahir Shah

was so taken in by the maestro that he gifted him priceless Persian carpets and other souvenirs. The King of Afghanistan was not the only one to be fascinated with Bismillah's music. Film director Vijay Bhatt was so impressed after hearing Bismillah play at a festival that he named a film after the instrument called *Gunj Uthi Shehnai*. The film was a hit, and one of Bismillah Khan's composition, "*Dil ka khilona hai toot gaya...,*" turned out to be a nationwide chartbuster] Despite this huge success in the celluloid world, Bismillah Khan's success in film music was limited to two: Vijay Bhatt's *Gunj Uthi Shehnai* and Vikram Srinivas's Kannada venture, *Sanadhi Apanna*. "I just can't come to terms with the artificiality and glamour of the film world," he says with emphasis.

KATHMANDU

Vikram Seth

VIKRAM SETH, born in Kolkata in 1952, was educated at Oxford. He has travelled widely and has captured his experiences of China, Tibet and Nepal in his famous book ***Heaven Lake,*** *which won the Thomas Cook Travel Book Award. The present piece "Kathmandu", which is an extract from* ***Heaven Lake,*** *beautifully delineates the beauty of Kathmandu, the capital of Nepal.*

A. Answer the following questions orally:

1. **Have you ever visited a sacred place? Share your experiences with your friends.**
2. **Name some of the holy places of your state.**
3. **Describe the surroundings of a holy place you have visited.**

KATHMANDU

1 I get a cheap room in the centre of town and sleep for hours. The next morning, with Mr. Shah's son and nephew, I visit the two temples in Kathmandu that are most sacred to Hindus and Buddhists.

2 At Pashupatinath (outside which a sign proclaims 'Entrance for the Hindus only') there is an atmosphere of 'febrile confusion'. Priests, hawkers, devotees, tourists, cows, monkeys, pigeons and dogs roam through the grounds. We offer a few flowers. There are so many worshippers that some people trying to get the priest's attention are elbowed aside by others pushing their way to the front. A princess of the Nepalese royal house appears; everyone bows and makes way. By the main gate, a party of saffron-clad Westerners struggle for permission to enter. The policeman is not convinced that they are 'The Hindus' (only Hindus are allowed





to enter the temple). A fight breaks out between two monkeys. One chases the other, who jumps onto a *shivalinga*, then runs screaming around the temples and down to the river, the holy Bagmati, which flows below. A corpse is being cremated on its banks; washerwomen are at their work and children bathe. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the river. A small shrine half protrudes from the stone platform on the river bank. When it emerges fully, the goddess inside will escape, and the evil period of the Kaliyug will end on earth.

3 At the Baudhnath stupa, the Buddhist shrine of Kathmandu, there is, in contrast, a sense of stillness. Its immense white dome is ringed by a road. Small shops stand on its outer edge: many of these are owned by Tibetan immigrants; felt bags, Tibetan prints and silver jewelry can be bought here. There are no crowds: this is a haven of quietness in the busy streets around.

4 Kathmandu is vivid, mercenary, religious, with small shrines to flower-adorned deities along the narrowest and busiest streets; with fruit sellers, flute sellers, hawkers of postcards; shops selling Western cosmetics, film rolls and chocolate; or copper utensils and Nepalese antiques. Film songs blare out from the radios, car horns sound, bicycle bells ring, stray cows low questioningly at motorcycles, vendors shout out their wares. I indulge myself mindlessly: buy a bar of marzipan, a corn-on-the-cob roasted in a charcoal brazier on the pavement (rubbed with salt, chilli powder and lemon); a couple of love story comics, and even a Reader's Digest. All this I wash down with Coca Cola and a nauseating orange drink, and feel much the better for it.



The Baudhnath Stupa, Kathmandu

5 I consider what route I should take back home. If I

were propelled by enthusiasm for travel per se, I would go by bus and train to Patna, then sail up the Ganges past Benaras to Allahabad, then up the Yamuna, past Agra to Delhi. But I am too exhausted and homesick; today is the last day of August. Go home, I tell myself: move directly towards home. I enter a Nepal Airlines office and buy a ticket for tomorrow's flight.

B.1.1. Write 'T' for true and 'F' for false statements:

1. At Pashupatinath there is an atmosphere of 'febrile confusion'.
2. By the main gate an Indian struggles for permission to enter.
3. I consider what route I should take back home.
4. From a balcony a basket of flowers and leaves, old offerings now wilted, is dropped into the lake.
5. I enter a Nepal Airport office and buy a ticket for the day after tomorrow flight.

B.1.2. Answer the following questions very briefly:

1. With whom does Mr. Vikram Seth visit the two temples in Kathmandu?
2. Why does a party of saffron - clad Westerner struggle?
3. Briefly describe Baudhnath stupa?
4. What does the author buy at Nepal Airlines?
5. When will the Kaliyug end on earth?

6 I look at the flute seller standing in a corner of the square near the hotel. In his hand is a pole with an attachment at the top from which fifty or sixty bansuris protrude in all directions, like the quills of a porcupine. They are of bamboo: there are cross-flutes and recorders. From time to time he stands the pole on the ground, selects a flute and plays for a few minutes. The sound rises clearly above the noise of the traffic and the hawkers' cries. He plays slowly, meditatively, without excessive display. He does not shout out his wares. Occasionally he makes a sale, but in a curiously offhanded way as if this were incidental to his enterprise. Sometimes he breaks off playing to talk to the fruit seller. I imagine that this has been the pattern of his life for years.



7 I find it difficult to tear myself away from the square. Flute music always does this to me:

it is at once the most universal and most particular of sounds. There is no culture that does not have its flute – the reed neh, the recorder, the Japanes *shakuhachi*, the deep bansuri of Hindustani classical music, the clear or breathy flutes of South America, the high-pitched Chinese flutes. Each has its specific fingering and compass. It weaves its own associations. Yet to hear any flute is, it seems to me, to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is living breath: it too needs to pause and breathe before it can go on.

8 That I can be so affected by a few familiar phrases on the *bansuri*, surprises me at first, for on the previous occasions that I have returned home after a long absence abroad, I have hardly noticed such details, and certainly have not invested them with the significance I now do.

B.2. Answer the following questions very briefly:

1. **Where does the author look at the flute seller?**
2. **Name three kinds of the flute.**
3. **What does the flute seller have in his hand?**
4. **Why does the author find it difficult to go away from the square?**

GLOSSARY AND NOTES

travel (n) : journey
cheap (adj): low in price
priest (n): a clergy man who performs service to the deity etc.
febrile (adj): pertaining to fever
protrudes (v) projects
confusion (n): disorder
clad (v): p.p. of cloth. (adj) putting on clothes
roam (v): walk aimlessly
scream (v): cry out in shrill voice
corpse (n): a dead body
shrine (n): a sacred place
immense (adj): very great
immigrants (n): persons who immigrate.
wilt (v): wither, to become limp and dropping as a fading flower.
mercenary (adj): working only for money
porcupine (n): a small rat-like animal covered with spines that the animals can stick out if attacked
bar (n): a rod
marzipan (n): a sweet made with grated almond
roast (v): cook or be cooked in hot oven
quills (n): the spines of a porcupine
curiously (adj): strangely
significance (n): importance

C. LONG ANSWER QUESTIONS

1. Why is Kathmandu famous? Describe briefly.
2. Describe Baudhnath Stupa and its surroundings.
3. Describe daily happenings at Pashupatinath.
4. What, according to the author, has been the pattern of the flute seller's life?
5. The author was moved by the music of the flute. Describe a similar experience of your own.

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs

1. Religious tolerance is inbuilt in Indian society.
2. Music has overwhelming power.

C.3. COMPOSITION

1. Write a paragraph on an important holy place.
2. Narrate any travel experience of yours in about 100 words.

D. WORD STUDY

D.1. Dictionary Use

Correct the spelling of the following words:

suroundinngs	convinse	cremat
shrin	relegious	flut
sametime	occasionaly	familier

D.2. Word Meaning

Fill in the blanks with suitable forms of verbs given below:

A corpse is being ..... on the bank of the holy Bagmati (cremate)

A corpse is being **cremated** on the bank of the holy Bagmati

do	notice	convince	invest	buy

1. Tibetan prints and silver Jewellery can be ..... in Kathmandu.
2. The police man is not ..... that they are the Hindus.
3. I have hardly ..... such details and certainly have not ..... them with the significance I now ..... .

D.3. Match the words in column '**A**' with their meaning given in column '**B**'

A	B
i. vivid	(a) confidently
ii. sacred	(b) extravagant
iii. attachment	(c) writing that says what something is like
iv. description	(d) affection
v. excessive	(e) conceive
vi. imagine	(f) bright
vii. certainly	(g) holy

D.4. Read the lesson carefully and find out the sentences in which the following phrases have been used. Then use them in sentences of your own:

ring by	roam through	look at	sail up	move by
break off	take back	at the top	to push	way to

E. GRAMMAR

Look at the following sentences:

i. I went to Mr. Sen, **who** is my teacher.
ii. She did the home work **which** was given by Mr. Patil.
iii. Is this the watch **which** you lost?
iv. The dog **that** barks does not bite.

In these sentences **who, which** and **that** add two sentences.

In example No. (i):

(a) I went to Mr sen. (b) He is my teacher.

Sentences (a) and (b) are added by **who** and it qualifies the noun **Mr. Sen.**

Definition: A Relative Clause (also called Adjective Clause) qualifies a noun or a pronoun by providing some information. Relative Clauses begin with a Relative Pronoun (who, whom, which, that, whose) or a relative Adverb (when, where, why, how).

In example No. (ii) **which** qualifies the noun **home work** and in (iii) **which** qualifies the noun **watch**. In (iv) **that** qualifies the noun **the dog**. Relative Clauses can be **restrictive** or **non - restrictive**.

Restrictive or Defining Relative Clauses

A Restrictive Relative Clause is essential in order to complete the meaning of the Main Clause; e.g.

This is the man **who he is talking about.**

This is the pen **that I bought yesterday.**

Non-Restrictive or Continuative or Non-Defining Relative Clauses:

A Non-Restrictive Relative clause adds some information to the Main Clause, but is not necessary for meaning. Non-Restrictive Relative Clauses are set off by commas; e.g.

He is John, **who** is my friend.

I have bought a flat, **where my parents live.**

Ex.1. Complete the following paragraph using Relative Clauses given in the box:

(a)

who is a famous actor.
where my brother Amitabh has been living.
which is very impressive.

I am going to Delhi ..... for the last five years. I am eager to see the Metro Rail ..... I will also meet Govinda .....

(b)

how to reach there.
where my friend Gopi lives.
which is a world-famous monument

I am looking forward to my visit to Agra ..... . I am very eager to see the Taj ..... My father has described to me the way .....

c) Pick-out Relative Clauses in the following sentences:

(i) He who loves the poor is loved by God.
(ii) This is the boy who stood first in his class last year.
(iii) This is the house that Mr. Sen built.
(iv) He is the boy whom I want to teach.
(v) I am going to Ranchi, where my brother has been living for ten years.

ACTIVITY

Do some project work on how the following places show the seeds of religious tolerance in Indian society since time immemorial. Take assistance from your teacher or reference books.

Nalanda, Khajuraho, Ajanta, Ellora, Mount Abu.

G. TRANSLATION

Translate the following sentences into English:

1. लड़का जो वर्ग में बैठा है मेरा छोटा भाई है।
2. पुस्तक जो मैंने खरीदी है महंगी है।
3. जो गाय मेरे पास है वह काफी दूध देती है।
4. क्या यह वही लड़का है जो वार्षिक परीक्षा में वर्ग में प्रथम आया है?
5. क्या यह वही मकान है जिसे तुम्हारे पिताजी ने बनाया था?
6. यह वही कुत्ता है जो न भूँकता है न काटता है।
7. यह वही व्यक्ति है जो कहता बहुत है पर करता कम है।
8. मैं मुम्बई जाना चाहता हूँ जहाँ मेरा भाई तीन वर्षों से रह रहा है।
9. क्या यह वही घोड़ा है जिसे तुमने गत वर्ष खरीदा?
10. मैं ताज महल देखना चाहता हूँ जिसे शाहजहाँ ने बनवाया।

MY CHILDHOOD

Dr. A. P. J. Abdul Kalam

DR. A. P. J. ABDUL KALAM was born in 1931. He specialized in Aeronautical Engineering from Madras Institute of Technology. After working for two decades in ISRO and mastering launch vehicle technologies, Dr. Kalam took up the responsibility of developing Indigenous Guided Missiles at the Defence Research and Development Programme. He was responsible for building indigenous capability and critical technologies through networking of multiple institutions, development and operationalization of Prithvi and Agni missiles. From July 1992 to December 1999, he was appointed Scientific Adviser to Defence Minister and was Secretary, Department of Defence Research and Development from July 1992 to December 1999. Pokhran II nuclear tests, which made India a nuclear weapon state, was carried under him. He took up academics as a Professor of Technology and Societal Transformation in Anna University, Chennai in 2001. He has won many awards including the Padma Bhushan (1981), the Padma Vibhushan (1990) and the Bharat Ratna (1997). He became the eleventh President of India on 25 July, 2002 and succesfully completed his five - year term as the Presdient of India.



*In 'My Childhood', taken from his autobiography '**Wings of Fire**', he focuses on his childhood days.*

A. Answer these questions orally:

1. **Who is the only scientist to have become the President of India?**
2. **Name any three scholars who have been the President of India.**
3. **Who is called the 'Missile Man of India'?**
4. **Do you remember any chidlhood expereince of your own? If yes, narrate your experience.**

MY CHILDHOOD

1 I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras State. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma. I do not recall the exact number of people she fed every day, but I am quite certain that far more outsiders ate with us than all the members of our own family put together.

2 I was one of many children – a short boy with rather undistinguished looks, born to tall and handsome parents. We lived in our ancestral house, which was built in the middle of the nineteenth century. It was a fairly large *pucca* house, made of limestone and brick, on the Mosque Street in Rameswaram. My austere father used to avoid all inessential comforts and luxuries. However, all necessities were provided for, in terms of food, medicine or clothes. In fact, I would say mine was a very secure childhood, both materially and emotionally.

3 The Second World War broke out in 1939, when I was eight years old. For reasons I have never been able to understand, a sudden demand for tamarind seeds erupted in the market. I used to collect the seeds and sell them to a provision shop on Mosque Street. A day's collection would fetch me the princely sum of one anna. My



Sivasubramania Iyer's wife took me inside her kitchen and served me food.

ABDIEL SOLUTIONS ABSOL PATNA



I always sat in the front row next to Ramanadha Sastry.

brother-in-law Jallaluddin would tell me stories about the War which I would later attempt to trace in the headlines in *Dinamani*. Our area, being isolated, was completely unaffected by the War. But soon India was forced to join the Allied Forces and something like a state of emergency was declared. The first casualty came in the form of the suspension of the train halt at Rameswaram station. The newspapers now had to be bundled and thrown out from the moving train on the Rameswaram Road between Rameswaram and Dhanus Rodi that forced my cousin Samsuddin, who distributed newspapers in Rameswarm, to look for a helping hand to catch the bundles and , as if naturally, I filled the slot. Samsuddin helped me earn my first wages. Half a century later, I can still feel the surge of pride in earning my own money for the first time.

B.1.1 Write 'T' for true and 'F' for false statements:

1. **Kalam was born in a high-class family.**
2. **Kalam was eight years old when the Second World War broke out.**
3. **India joined the Allied Forces.**
4. **Jalaluddin helped Kalam earn his first wages.**
5. **Kalam is now ashamed of how he earned his own money for the first time.**
6. **Dr. A. P. J. Abdul Kalam was born in a Tamil family at Rameswaram in Madras.**

B.1.2. Answer the following questions very briefly:

1. **Who were the parents of Dr. A. P. J. Abdul Kalam?**
2. **When was his ancestral house built?**
3. **When did the Second World War breake out?**

4 Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister. I had three close friends in my childhood – Ramanadha Sastry, Aravindan and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple. Later, he took over the priesthood of the Rameswaram temple from his father; Aravindan went into the business of arranging transport for visiting pilgrims; and Sivaprakasan became a catering contractor for the Southern Railways.

5 During the annual Shri Sita Rama Kalyanam ceremony, our family used to arrange boats with a special platform for carrying idols of the Lord from the temple to the marriage site, situated in the middle of the pond called Rama Tirtha which was near our house. Events from the *Ramayana* and from the life of the Prophet were the bedtime stories my mother and grandmother would tell the children in our family.

6 One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore the sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to



go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me.

7 After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologise or quit the school. The teacher did not regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

B.2. 1. Write 'T' for true and 'F' for false statements:

1. **Kalam had three close friends: Ramanandha Sastry, Aravindan and Siva Prakasan.**
2. **All the three boys were from orthodox Hindu Brahamin families.**
3. **The ancestral business of their family was cooking.**
4. **Events from the Ramayana and from the life of the Prophet were the bedtime stories that his mother and grandmother used to tell the children.**

B.2.2. Fill in the blanks with the appropriate words from the text:

1. **Pakshi Lakshmana Sastry was the high ..... Of Rameshwaram Temple.**
2. **During the annual ..... Ceremony our family used to arrange boats for special platform for carrying idols from the temple to the marriage site.**
3. **Kalam used to wear ..... which marked him as a Muslim.**
4. **He used to sit in front ..... next to Ramanadha Sastry.**

B.2.3. Answer the following questions very briefly:

1. **What qualities did he inherit from his parents?**
2. **What was the occupation of his family?**
3. **How did the new teacher behave with Kalam and what did he do?**
4. **What profession did his three friends adopt on growing adult?**
5. **How many brothers and sisters did Kalam have?**

8 On the whole, the small society of Rameswaram was very rigid in terms of the segregation of different social groups. However, my science teacher Sivasubramania Iyer, though an orthodox Brahmin with a very conservative wife, was something of a rebel. He did his best to break social barriers so that people from varying backgrounds could mingle easily. He used to spend hours with me and would say, "Kalam, I want you to develop so that you are on par with the highly educated people of the big cities."

9 One day, he invited me to him for a meal. His wife was horrified at the idea of a Muslim boy being invited to dine in her ritually pure kitchen. She refused to serve me in her kitchen. Sivasubramania Iyer was not perturbed, nor did he get angry with his wife, but instead, served me with his own hands and sat down beside me to eat his meal. His wife watched us from behind the kitchen door. I wondered whether she had observed any difference in the way I ate rice, drank water or cleaned the floor after the meal. When I was leaving his house, Sivasubramania Iyer invited me to join him for dinner again the next weekend. Observing my hesitation, he told me not to get upset, saying, "Once you decide to change the system, such problems have to be confronted." When I visited his house the next week, Sivasubramania Iyer's wife took me inside her kitchen and served me food with her own hands.

10 Then the Second World War was over and India's freedom was imminent. "Indians will build their own India," declared Gandhiji. The whole country was filled with an unprecedented optimism. I asked my father for permission to leave Rameswaram and study at the district headquarters in Ramanathapuram.

B.3.1. Fill in the blanks with appropriate words from the text:

1. Kalam's father Jainulabdeen possesed great ..... wisdom and a true ..... of sprit.
2. The Second World War broke out in ..... .
3. Rameswaram, his birth place, is an ..... .
4. He had a very secure ..... , both materially and emotionally.
5. Samsuddin helped Kalam to ..... his first wages.
6. Kalam's ancestral house was built in the middle of ..... century.

B.3.2. Answer the following questions briefly:

1. Point out the modes and manners of Sivasubramania Iyer, Kalam's Science teacher?
2. Who was the eleventh President of India?
3. Who was the man whose projects in space, defence and nuclear technology guided India into the twenty first century?
4. Where did Kalam go for his higher studies after leaving Rameswaram?

B.3.3. Answer the following questions very briefly:

1. Why did Sivasubramania Iyer invite Kalam to his house? What was the reaction of Iyer's wife?
2. When was India's freedom declared imminent?

GLOSSARY AND NOTES

accent (n): emphasis given to a syllable or word by means of pitch or stress.
intonation (n): rise and fall of the pitch of the voice in speaking, esp as this affects the meaning of what is said.
innate (adj): (of quality, feeling, etc. in one's nature)possessed from birth.
casualty (n): thing that is lost, damaged or destroyed in an accident
inheritance (n): property received from ancestors.
authority (n): power to give orders and make others obey
apologise (v): make an apology, say one is sorry for having done wrong or hurt sb's feelings.
impression (n): (on sb) deep lasting effect on the mind or feelings of sb.
imminent (adj): about to happen; likely to happen very soon.
perturb (v): make very worried; disturb
segregation (n): state of being placed away from the rest; separating from the rest of the community and treat them unfairly.
confront (v): make sb face or consider sb/sth unpleasant, difficult, etc.

C.1. LONG ANSWER QUESTIONS

1. Elucidate the circumstances leading to a materially and emotionally secured childhood of Dr. A. P. J. Abdul Kalam.
2. Describe the circumstances which helped Kalam in earning his first wages during the outbreak of the Second World War.
3. What relationship did Kalam have with his three friends - Ramanandha Sastry, Aravindan and Sivaprakasan.
4. Describe the circumastances that led to Kalam's punishment by his new teacher when he was in standard fifth.
5. How was the teacher compelled to withdraw the punishment inflicted on A. P. J. Abdul Kalam?
6. How did Kalam's science teacher, Sivasubramania Iyer, try to break social barriers in the small town of Rameswaram?

C. 2. DISCUSSION

Discuss the following in groups or pairs:

1. Should there be discrimination on the basis of caste and creed?

C. 3. COMPOSITION

1. Write a letter to your friend describing Kalam's childhood and how it inspired you to the path of success.

D. 1. WORD STUDY

Correct the spelling of the following words:

rabel	marriege	pilgriem	tample
luk	allide	wajes	bussines

E. GRAMMAR

E.1. Synthesis means the combination of two or more simple sentences into one new sentence - simple, compound or complex.

Ex. Study the following sentence in the lesson.

My father, Jainulabdeen, had **neither** much formal education **nor** much wealth.

The words in bold letters in the sentence given above are co-relatives. With the help of co-relatives or sentence connectors or sentence linkers or conjunctions you can connect or link the words or sentences.

The following words are Conjunctions which are used to combine sentences:

As, since, while, than, until/till, just/ then, because, unless, lest, before, after, when, but, so/ therefore, if, as soon as, as long as, also/ or/ otherwise, although/ though

The following are some pairs of words which are used to combine sentences:

either ..... or	neither ..... nor
not only ..... but also	not ..... but
though ..... yet	as/so..... as
so ..... that	as ..... so
I hardly ..... when/before	scarcely ..... when/before
no sooner ..... than	

E. 2. Find out some Conjunctions in the lesson.

E.3. With the help of Conjunctions make five sentences.

Learn this also:

A clause is a group of words forming a part of a sentence and containing a Subject and a Predicate of its own.

Ex.1. Give examples of simple, compound and complex sentence.
Ex.2. How many kinds of clauses are there?
Ex.3. Write the types of clauses and their definitions.
Ex.4. Write the definition of Simple Sentence, Compound Sentence and Complex Sentence and give at least two examples of each.
Ex.5. We can change Simple Sentences into a single Compound Sentence by using Participles, Absolute Phrases, Prepositions with Nouns or Gerunds, Infinitives etc.

E. 4. SYNTHESIS

Ex.1 Combine the following pairs of sentences using appropriate Conjunctions:

1. He worked hard. He felt tired.
2. He drew his sword. He rushed at his enemy.
3. The agreement was signed. All were satisfied.
4. The creditors were ruined. The bank was locked.
5. He made a promise. He kept it also.
6. He has lost his health. It has added to his difficulties.
7. He is a wise man. This is well known.

Ex. 2. Fill in the blanks with suitable Sentence Connectors / Conjunctions:

She can run faster ..... her brother.
*She can run faster **than** her brother.*

1. She sang ..... she danced.
2. He cannot walk ..... he is very weak.
3. ..... he is poor, he is honest.
4. He cannot buy a flat, ... he has no money.
5. She is afraid to go out alone, ... the streets are unsafe at night.
6. I would rather die ..... beg.
7. Milk is more wholesome ..... bread.
8. Let us wait ..... the rain stops.
9. Many stars are larger ..... the sun.
10. He fell asleep ..... he was doing his homework.

F. ACTIVITIES

1. Do a project work on the relationship that Kalam had with his three intimate friends - Ramanadha Shastri, Aravindan and Shivaprakasan. Point out what light does it throw on Abdul Kalam's personality?
2. Write a report on the social barriers in your locality village.

G. TRANSLATION

Translate the following sentences into English:

1. ज्यों ही मेरे पिताजी आये वर्षा शुरू हो गई।
2. यदि वर्षा होगी तो मैं बाहर नहीं जाऊँगा।
3. सुबह में टहलो नहीं तो बीमार पड़ जाओगे।
4. हमलोग जानते हैं कि सुबह की हवा दिनभर की दवा है।
5. सुभाष चन्द्र बोस को अब तक लौट जाना चाहिए था।
6. डा॰ कलाम मध्यम वर्गीय परिवार में जन्मे थे।
7. वह पढ़ना चाहता है लेकिन उसकी आर्थिक स्थिति संतोषप्रद नहीं है।
8. मैं चल भी नहीं सकता लेकिन तुम दौड़ जाते हो।
9. यद्यपि उसे सब कुछ है तथापि वह पढ़ नहीं सकेगा।
10. यद्यपि तुम तेज हो तथापि गृह कार्य नहीं करते।

THE GIFT OF THE MAGI

O. Henry

OLIVER HENRY (1862-1910) is the pen name of William Sydney Porter. He was a prolific writer. He wrote three hundred short stories which are collected in volumes such as ***Cabbages and Kings***, ***The Four Million***, ***Roads of Destiny***, ***Waifs and Strays*** *and* ***The Voice of the City***.



O. Henry's short stories are best known for wit, word play, warm characterisation and clever twist endings. He was called the American answer to the famous French short story writer Guy De Maupassant. Both authors were famous for surprise endings, but O. Henry's stories are much more playful and optimistic than Maupassant's.

The present story, ***'The Gift of the Magi'***, *depicts the profound love of Jim and Della for each other and shows that physical possessions, however valuable they may be, are of little value before true and unselfish love.*

A. Form small groups and discuss the following:

1. **The importance of gifts on great occasions.**
2. **Importance of Christmas, Eid, Diwali and New Year presents.**

THE GIFT OF THE MAGI

1 One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time, by bulldozing the grocer and the vegetable man and the butcher until one's cheek burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

2 There was clearly nothing left to do but flop down on the shabby, little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

3 While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the look-out for the mendicancy squad.

4 In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young".

5 The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, the letters of "Dillingham" looked blurred, as though they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young already introduced to you as Della. Which is all very good.

6 Della finished her cry and attended to her cheeks with the powder rug. She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim: Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling – something just a little bit near to being worthy of the honour of being owned by Jim.

7 There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

8 Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

9 Now, there were two possessions of the James Dillingham Young in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the Queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures pile up in the basement, Jim would have pulled out his watch every time he passed just to see him pluck at his beard from envy.

10 So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

11 On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street.

12 Where she stopped the sign read, "Mme Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie".

13 "Will you buy my hair?" asked Della.

14 "I buy hair," said Madame, "Take your hat off and let's have sight at the looks of it."

15 Down rippled the brown cascade.

16 "Twenty dollars," said Madame, lifting the mass with a practiced hand.

17 "Give it to me quick," said Della.

18 Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

19 She found it at last. It surely had been made for Jim, and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation – as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value – the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

B.1.1 Complete the following sentences on the basis of the unit you have studied:

1. **Della counted her money ..... times.**
2. **Expenses had been greater than Della had .....**
3. **The two precious possessions that Jim and Della had were .....**
4. **The Queen of Sheba might have been envious of Della's .....**
5. **"Will you buy my hair?" said .....**
6. **Della bought ..... for her husband.**

B.1.2 Answer the following questions very briefly:

1. Who are Jim and Della?
2. Who is the mistress of the home?
3. What was the possession of Della in which she took pride?
4. What was the precious possession of Jim?
5. Why did Della sell her hair?
6. What was worthy of the watch?
7. Why did Della buy a platinum fob chain?

20 Tradition of giving presents or gifts is very common on some occasions in every religion. For the Christians it is Chrismas, for the Hindus it is Diwali, for the Muslims it is Eid etc.

21 When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends – a mammoth task.

22 Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant school boy. She looked at her reflection in the mirror long, carefully, and critically.

23 "If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do – oh! What could I do with a dollar and eighty-seven cents?".

24 At seven o'clock the coffee was made and the frying-pan was on the back of the stove, hot and ready to cook the chops.

25 Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stairway down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

26 The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two and to be burdened with a family! He needed a new overcoat and he was without gloves.

27 Jim stepped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

28 Della wriggled and went for him.

29 "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. It'll grow out again – you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice – what a beautiful, nice gift I've got for you."

30 "You've cut off your hair?" asked Jim laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labour.

31 "Cut it off and sold it," said Della. "Don't you like me just as well, any how? I'm me without my hair, ain't I?"

32 Jim looked about the room curiously.

33 "You say your hair is gone?" he said with an air almost of idiocy.

34 "You needn't look for it," said Della. It's sold, I tell you – sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. May be the hairs of my head were numbered". She went with a sudden serious sweetness. Shall I put the chops on, Jim?"

35 Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year – what is the difference? A mathematician or a wit would give you the wrong answer. The Magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

36 Jim drew a package from his overcoat pocket and threw it upon the table.

37 "Don't make any mistake, Dell" he said, "about me". I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going awhile at first."

38 White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

39 For there lay The Combs – the set of combs, side and back, that Della had worshipped for long in a Broadway window. Beautiful combs, pure tortoise-shell, with jewelled rims – just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now they were hers, but the tresses that should have adorned the coveted adornments were gone.

40 But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say : "My hair grows so fast, Jim!"

41 And then Della leaped up like a little singed cat and cried, "Oh, oh!"

42 Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

43 "Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch I want to see how it looks on it."

44 Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

45 "Dell," said he, "let's put our Christmas presents away and keep'em awhile. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

46 The Magi, as you know, were wise men – wonderfully wise men – who brought gift to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days, let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are the wisest. Everywhere they are the wisest. They are the Magi.

B.2.1 Write 'T' for true and 'F' for false statements:

1. **Jim will say that Della looks like a Coney Island chorus girl.**
2. **Della had a habit of saying noisy prayers.**
3. **Jim scolded Della for selling her hair.**
4. **Jim bought a set of combs for Della.**
5. **The Magi presented a gift to infant Christ.**

B.2.2 Answer the following questions briefly:

1. **Why does Della say, "Please God, make him think I am still pretty"?**
2. **"He simply stared at her fixedly with that peculiar expression on his face" Why did Jim stare at her fixedly?**
3. **"May be the hairs of my head were numbered but nobody could ever count my love for you." Why did Dela say so?**
4. **Why did Jim say about their gifts that "they're too nice to use at present?"**
5. **Who is a Magi? Why are Jim and Della called the Magi?**

GLOSSARY AND NOTES

magi (n): (singular form : Magus) : The three wise men of the East who offered a gift to infant Christ. This marked the custom of giving Christmas presents.

cent (n): the hundredth part of a dollar

imputation (n): accusation
parsimony (n): miserliness; niggardiness
implied (v): meant
flop (v): fall and fail
shabby (adj): soiled; worn and torn
couch (n): bed
howl (n): long, loud cry
sobs (n): acts of sobbing
sniffles (n): sniffing sounds
predominating (adj): having control (over)
It did not exactly beggar description: it was not so bad that words could not describe it.
mendicancy squad (n): troops of beggars
vestibule (n): lobby or entrance hall to a building
appertaining (adj): belonging to
sterling (adj): of standard value and purity
pier-glass (n): large but narrow mirror
agile (adj): quick-moving, active
longitudinal (adj): perpendicular
Queen of Sheba, King Solomon (n): Queen of Sheba, the Biblical queen, went with countless gifts to King Solomon, famous for his wisdom
janitor (n): doorkeeper
piled up (adj): accumulated
basement (n): underground room
rippling (adj): waving
cascade (n): a small waterfall
brown waters (adj+n): suggests Della's golden hair
hashed (adj): worn out
metaphor (n): the use of words to indicate something different from the literal meaning
ransacking (v): searching thoroughly
meretricious (adj): attractive on the surface but of little value
sly (adj): deceitful; keeping or doing things secretly
on account of (idiom): because of
prudence (n): carefulness; careful forethought
truant (n): a child who stays away from school without good reason
Coney Island (n): pleasure resort of New York
setter (n): a hunting dog
quail (n): a little bird of prey
terrified (v): scared, horrified
wriggled (v): moved with quick, short twisting
awfully (adv): terribly, dreadfully
curiously (adv): eagerly
idiocy (n): stupidity, foolishness
trance (n): state of insensibility
enfolded (v): embraced; took in his arms

discreet (adj): careful, tactful
scrutiny (n): examination
assertion (n): statement
illuminated (v): explained
ecstatic (adj): joyous
scream (n): loud, sharp cry
why you had me going awhile :why I was stunned for the moment
nimble (adj): quick
Broadway (n): a fashionable shopping centre in New York
vanished (adj): disappeared
coveted (adj): desired
hugged (v): embraced tightly
dandy (n): (slang) anything excellent of its kind
Babe in the manger (n): Christ, when Christ was born, his parents were unable to find any room in the inn in which they were staying and so they put him in the manger.
lamely (adv): unconvincingly; unsatisfactorily

C.1. LONG ANSWER QUESTIONS

1. What is the significance of the title "The Gift of the Magi"?
2. How can you say that Jim and Della loved each other very much?
3. Describe the family status as well as family life of Jim and Della.
4. Who invented the art of giving Christmas gifts and why are Jim and Della called the Magi?
5. The essence of love is sacrifice. Justify this statement with reference to 'The Gift of the Magi'. Jim and Della were right in their decision.
6. Do you think that to sell their possessions for Christmas gifts was wise? Give your own opinion.

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Christmas and its importance
2. Love overrides helplessness.

D. WORD STUDY

D. 1. Dictionary Use:

Ex. 1. Correct the spelling of the following words

reflecsion	prosperiti	nervusly
laboreously	inconseqential	asertion
worshiped	yarned	previlege

Ex. 2. Look up a dictionary and write two meanings of each of the following words - the one in which it is used in the lesson and the other which is more common.

instigate	unassuming	intoxication
slender	splashed	hysterical
necessitating	craved	adornments

D.2. Word Formation

On the basis of the text complete the following blanks to form words:

predomi ..... apper..... disappr .....

generos ..... mathemati ..... privil .....

D.3. Word Meaning

Match the words given in **Column A** with their meanings in **Column B**.

Column A	**Column B**
agile	embraced
cascade	active
janitor	soiled
appertaining	waterfall
predominating	scared
shabby	belonging to
terrified	controlling
assertion	doorkeeper
enfolded	careful
discreet	statement

D.4. Phrases

Write the meaning of each of the following phrases and make at least one sentence by using each of them.

on account of	pull out	wriggle off
cut off	hold out	all over

E. GRAMMAR

E.1. Active and Passive Voice

Read the following sentences taken from the lesson carefully:

1. She **saw** it. (Active)
2. He **looked at** it. (Active)
3. He **was called** Jim. (Passive)

In the first two sentences you will notice that the verbs **saw** and **looked** are in the Active Voice whereas in the third sentence the Verb **was called** is in the Passive Voice. In the first sentence **She** and in the second sentence **He** are doers, but in the third sentence **He** is not a doer but something is done to him. You will also notice that in the first sentence the Past form of the Verb **see** and in the second sentence the Past form of the Verb **look** have been used but in the third sentence the Past Participle form of the Verb **call** has been used with the Past and Singular form of the Verb **be**. If we change the Voice of the above sentences we find the following new sentences:

4. It **was seen** by her. (Passive)
5. It **was looked at** by him. (Passive)
6. People **called** him Jim. (Active)

Notice that the Verb **saw** in example 1 has been changed as **was seen** in example 4, **looked** in example 2 as **was looked** in example 5, and **was called** in example 3 as **called** in example 6. Mark that the Preposition **at** in the Active Voice of example 2 has been retained in the Passive Voic of example 5.

For changing the sentences of the Active Voice into those of the Passive Voice and vice-versa we observe certain rules. Study them carefully and follow them whenever you do exercises.

Some Important Facts:

1. Active Voice: The Subject does something.
2. Passive Voice: Something is done to the Subject.
3. Only Transitive Verbs have Passive forms. Intransitive Verbs have no passive forms.
4. In the Passive voice the form of the verb is always **V^3**.

Rules for changing Active into Passive:

1. The Object of the Active is made the Subject of the Passive.
2. The Subject of the Active is made the Agent of the Passive.

ABDIEL SOLUTIONS ABSOL PATNA

3. An appropriate form of 'Be' is used with the subject in the Passive if the Active is in the Simple Present or in the simple Past. But in other conditions an appropriate form of 'Be' is used with the Auxiliary Verb in the sentence.
4. The Past Participle Form (i.e. V^3) is used after 'Be'.
5. Normally Preposition 'by' is used before the Agent of the Passive.

Note - 1. Indefinite subjects in the Active Voice (like everybody, somebody, everyone, someone, one, People etc.) are deleted in the Passive Voice.
Note - 2. The Tense of the Active is not changed in the Passive.
Note - 3. By reversing the above rules we change the Passive into the Active.

1. Ram **made** this mistake (Active)
= This mistake **was made** by Ram. (Passive)
2. No one can **solve** this problem. (Active)
= This problem cannot **be solved**. (Passive) ('by no one' is not required)

E.2. Change into the Passive Voice:

1. She had spent many a happy hour.
2. Take your hat off.
4. Della doubled the fob chain in her hand.
5. He needed a new overcoat.
6. You needn't look for it.
7. She held it out to him.
8. I sold the watch to get the money.
9. The Magi invented the art of giving Christmas presents.
10. They sacrificed for each other the greatest treasures of their house.

F. ACTIVITIES

1. Do a project work on the well - known lovers in the history of human civilization such as Laila - Majnu, Shirih - Ferhad, Romeo - Juliet, Heer - Ranjha. You can take help of your teacher or reference materials in your school library.
2. Make some gift item for your best friend.

G. TRANSLATION

Translate the following sentences into Hindi / your mother tongue.

1. Some children were playing football in the field.
2. All the chairs were broken by Mohan.
3. Can this work be done by tomorrow?
4. Why have the thieves not been sent to jail?
5. The two cars were badly damaged in the accident.
6. Five persons will be sent to help the injured persons.
7. Jim and Della loved each other very much.
8. The door opened and Jim stepped in and closed it.
9. She had a habit of saying little silent prayers.
10. A new overcoat was needed by Jim.







PROSE





ABDIEL SOLUTIONS ABSOL PATNA

DHARAM JUDDHA

Arjun Dev Charan

ARJUN DEV CHARAN, a teacher by profession, is basically a poet. His plays appear like an extension of his poetry. The poet in him shows through his short, crisp and pithy lines and the song of the chorus in his play. His first book of Rajasthani plays published in the late seventies was received rather indifferently in the Rajasthani literary circles. Till that time drama in Rajasthani had meant either some stray one-act plays on social issues like widow-remarriage, dowry etc., or the folk plays based on historical and mythological themes; a full length play on a contemporary theme was beyond conjecture. However, Arjun's arrival on the scene is significant not only in terms of dramatic literature but also of modern theatre.Arjun Dev's plays include ***Do Naatak Aaj Ra, Guwari*** *and* ***Sankario, Bol Mhari Machhali Kittok Paani, Dharam Juddha*** *and* ***Mugati Gatha.***



'Dharma Juddha' is the story of Padma, a young girl educated through scriptures like the ***Ramayana****, the* ***Mahabharata*** *etc. She feels aggrieved and agitated by the uncharitably orthodox attitude of the society towards women. She repeatedly questions her parents and her teacher about the rights and the identity of a woman and asks them whether her identity is subject to her marriage.*

A.Work in small groups and discuss the following:

1. **What forms the identity of a woman in the society?**
2. **How is marriage related to the identity of a woman?**

DHARAM JUDDHA

Padma : Mother, what is the identity of a woman?

Maa : Why do you ask that?

Padma : How am I different from others?

Maa : You are my daughter, our only child and your father's darling.

Padma : Father cares more for money than for me. It takes a heart to bestow love.

Maa : For whom does he save? He does all this only for your sake. You shouldn't think that I've no heart.

Padma : But I didn't say it of you.

Maa : I am not in any way different from him. My identity is linked with his and I cherish the bond.

(Enter Padma's father)

Father : What is this talk about the bond, Padma's mother?

Maa : Here is your father. Ask him whatever you want to know.

Father : What's it, my child?

Maa : She wants to know what is the identity of a woman.

Father : You will know it, dear, when you are married.

Padma : Does marriage lend identity to a woman?

Maa : What is a woman without a husband?

Padma : What if one does not get married?

Maa : Why do you always ask such senseless questions?

Padma : What about a woman whose husband is dead?

Maa : Life is hell for her.

Padma : That's injustice!

Maa : You needn't talk of justice and injustice here.

Padma : Why?

Maa : Over here women don't have the right to ask questions.

Padma : What right do they have then?

Father : Rights are for equals, dear.

Padma : Why is a home considered a place for bargaining? One shouldn't live in such a place.

Father : You will get the same replies to these questions wherever you go.

Padma : But the identity of a woman is the identity of the human race. A society sans women...

Father : That's why they say that marriage lends this identity.

Padma : So if a girl does not get married she has no identity! Why is it that an unmarried man is venerated and called a saint while an unmarried woman is called immoral and wanton?

B.Answer the following questions very briefly:

1. What was the question that Padma wanted to know from her parents?
2. How many brother and sisters did Padma have?
3. Why was Padma unhappy with her father?
4. For whom is life hell according to Padma's mother?
5. What, according to Padma, is the identity of the human race?

GLOSSARY AND NOTES

identity (n): individuality
darling (n): dear or lovable child
bestow (v): confer
cherish (v): to hold as dear
senseless (adj.): unreasonable
sans (prep) : without
venerated (adj.): treated with respect
saint (n): a person of great holiness
immoral (adj.) having no moral
wanton (adj.): unchaste

C.1.LONG ANSWER QUESTIONS

1. 'Father cares more for money than for me'. Why does Padma say so? Have you ever felt like Padma? Explain.
2. What, according to Padma's father, is the identity of a woman? Do you agree with him?
3. What question did Padma ask that her mother calls senseless? Why did Padma's mother call it senseless? Explain.
4. What is the injustice that Padma talked about?
5. Sketch the character of Padma.
6. Padma's mother is the true image of a typical traditional woman. Elaborate.
7. Discuss the main idea contained in the text.
8. Why is the lesson called "Dharam Juddha"? Give reasons.

C.2. GROUP DISCUSSION

1. An unmarried man is venerated and called a saint, while an unmarried woman is called immoral and wanton. Is it justified ?
2. Both men and women are equally important for the human society. Do you agree?

C.3. COMPOSITION

1. Write a paragraph in about 100 words on the status of women in our society.
2. Write a letter to your friend, emphasising equality between men and women.

D. WORD STUDY

D.1. Dictionary Use

Ex. 1. Correct the spelling of the following words:

identiti	deferrent	doughter
bestowe	sensless	injustive
bargen	socity	marriag

Ex. 2. Look up a dictionary and write at least two meanings of the following words - the one in which it is used in the lesson and the other which is more common.

money	save	child
husband	hell	venerated
saint	wanton	

D.2. Word Formation

Make ten words by using the suffix '-less'.

Hint: sense + less = senseless
care + less = careless
flaw + less = flawless
harm + less = harmless

D.3. Word Meaning

Find out the words from the text which have the following meanings:

1. a person of great holiness _____ nt
2. unchaste _____ on
3. treated with respect _____ ed
4. to hold as dear _____ sh
5. individuality _____ ty
6. unreasonable _____ ess

D.4. Phrases

Read the lesson carefully and find out the sentences in which the following phrases have been used. Then use these phrases in sentences of your own.

care for	for one's sake
in any way	what if
for equals	a place for bargaining

E. GRAMMAR

Ex. 1. Study the following sentences from the lesson:

It takes a heart to bestow love.
Ask him whatever you want to know.
Over here women don't have the right to ask questions.

In the above sentences 'to bestow' and 'to know' are called Infinitives. When the first form of any verb is preceded by the Infinitive Particle 'to', this combination is called an Infinitive. e.g. to+V^1 - to go, to come, to buy

An Infinitive is a kind of non -finite form of the Verb.

Uses of Infinitives

1. An Infinitive is used as the subject of a verb.
   To swim *is a good exercise.*
   To steal *is a crime.*
   To walk *is good for health.*
2. It is used as the object to a verb.
   We eat **to live**.
   He gave me a book ***to read.***
   He went to market ***to buy*** *vegetables.*
3. It is used as an adjective to qualify a noun.
   I have a stick ***to walk*** *on.*
   She has no pen ***to write*** *with.*
   I have no money ***to buy*** *a car.*
4. It may be used as an adverb to qualify a verb or an adjective.
   The students do hard work ***to pass*** *the examination*
   English is easy ***to learn.***

Kinds of Infinitives

There are two kinds of Infinitives:

(a) Infinitive with 'to' - to read, to write, to eat, to go, to buy

(b) Infinitive without 'to' - read, write, eat, go, buy

In a normal condition an Infinitive with 'to' is used. Some of the specific adjectives after which an infinitive with 'to' is used are:

angry, astonished, delight, disappointed, glad, surprised, horrified

*I was **astonished to find** him.*
*I was **horrified to see** the scene.*

Note : Know is a special Verb which is never directly followed by an Infinitive but , 'how + Infinitive' or 'any other Interrogative word +Infinitive'

know + how + (to + V')

*I know **how to play** chess.*
*He knows **how to drive** a car.*
*He knows **how to swim**.*
*I know **what to do** with him.*

But in the following cases an Infinitive without 'to' is used:

Case 1. The use of an Infinitive with 'to' with the following verbs is not very acceptable:

make, feel, find, let, bid, see, smell, hear, watch

I **watched** him **to cross** the river. X
I **watched** him **cross** the river. √
I **heard** her **to sing** a song. X
I **heard** her **sing** a song. √
I **made** her **to weep**. X
I **made** her **weep**. √

Note : The use of an Infinitive without 'to' with the Verbs given above is possible only in the case of Active structures. In the case of Passive structures , Infinitive with 'to' must be used.

I **watched** him **cross** the river. (Active Voice)
He was **watched to cross** the river. (Passive Voice)
I **heard** him **sing** a song. (Active Voice)
He **was heard to sing** a song. (Passive Voice)

Note: The word 'let' is always followed by infinitive without 'to' in the Active voice but with 'to' in the Passive voice.

e.g.

I **let** them **to do** it.	(Active)	X
I **let** them **do** it.		√
They were **let to do** it.	(Passive)	√
They were **let do it**.		X

Case 2. An infinitive without 'to' should also be used after the following:
had better, would rather

had better/ would rather + Infinitive without 'to'

You **had better to go** now from here.	X
You **had better go** now from here.	√
He **had better to take** care of his study.	X
He **had better take** care of his study.	√
She **would rather to attend** the meeting.	X
She **would rather attend** the meeting.	√

Case 3. 'had sooner' and 'would sooner' are also followed by infinitive without 'to'

had sooner / would sooner + Infinitive without 'to'

He **had sooner to take** care of his health.	X
He **had sooner take** care of his health.	√
She **would sooner to reach** her home than stay here.	X
She **would sooner reach** her home than stay here.	√

Case 4. 'had rather'and 'would rather' are also followed by infinitive without 'to'.

had rather/ would rather + Infinitive without 'to'

You **had rather to spend** your leisure with your seniors.	X

You **had rather spend** your leisure with your seniors.	√
He **had rather to inform** the police of the matter.	X
He **had rather inform** the police of the matter.	√
They **would rather to go** by bus.	X
They **would rather go** by bus.	√

Case 5. An infinitive without 'to' must be used after the Preposition '**but**' and the Conjunction '**than**' if the Verb 'do' comes before them.

She **did** nothing **but to read**.	X
She **did** nothing **but read**.	√
You **did** no more than **to cut** a joke.	X
You **did** no more than **cut** a joke.	√

F. ACTIVITIES

1. Find out the safeguards given to the women by the Indian Constitution.
2. Find out the name of at least five persons who tried to reform the condition of women.

G. TRANSLATION

Translate the following sentences into English:

1. चोरी करना पाप है।
2. बिना टिकट यात्रा करना दंडनीय अपराध है।
3. भूल करना मानवीय है; क्षमा करना दैवीय है।
4. तैरना एक अच्छा व्यायाम है।
5. सुबह में टहलना स्वास्थ्य के लिए लाभदायक है।
6. बड़ों का आदर करना हमारा धर्म है।
7. सिगरेट पीना स्वास्थ्य के लिए हानिकारक है।
8. गणित सीखना कठिन नहीं है।
9. दूसरों की सहायता करना हमारा फर्ज है।
10. बिना हेलमेट पहने स्कूटर चलाना खतरनाक है।

ABDIEL SOLUTIONS ABSOL PATNA

YAYATI

This story from the ***Mahabharata*** *has been taken from* ***Spiritual Stories of India*** *compiled and edited by Chaman Lal and publisded by Publication Divison, Ministry of Inforamtion and Broadcasting, Governmnet of India. The story has been rendered in English by C. RAJGOPALACHARI.*

A. Work in small groups and discuss the following:

1. **Which is the golden period of life - childhood, youth or old age? Give reasons for your choice?**
2. **Why does man want to remain always young?**

YAYATI

1 Emperor Yayati was one of the ancestors of the Pandavas. He had never known defeat. He followed the dictates of the sastras, adored the gods and venerated his ancestors with intense devotion. He became famous as a ruler devoted to the welfare of his subjects.

2 He became prematurely old by the curse of Sukracharya for having wronged his wife Devayani. In the words of the poet of the Mahabharata: "Yayati attained that old age which destroys beauty and brings on miseries." It is needless to describe the misery of vigorous youth suddenly blighted into age, where the horrors of loss are accentuated by pangs of recollection.

3 Yayati, who found himself suddenly an old man, was still haunted by the desire for sensual enjoyment. He had five beautiful sons, all virtuous and accomplished. Yayati called them and appealed pitcously to their affection: "The curse of your grandfather Sukracharya has made me unexpectedly and prematurely old. I have not had my feel of the joys of life; for not knowing what was in store for me. I lived a life of restraint, denying myself even lawful pleasures. One of you ought to bear the burden of my old age and give his youth in return. He who agrees to this and bestows his youth on me will be the ruler of my kingdom. I desire to enjoy life in the full vigour of youth."

4 He first asked his eldest son to do his bidding. That son replied: "O great king, women and servants will mock at me if I were to take upon myself your old age. I



cannot do so. Ask of my younger brothers who are dearer to you than myself."

5 When the second son was asked, he gently refused with the word: "Father, you ask me to take up old age which destroys not only strength and beauty but also – as I see – wisdom. I am not strong enough to do so."

6 The third son replied: "An old man cannot ride a horse or an elephant. His speech will falter. What can I do in such a helpless plight? I cannot agree."

7 The king grew angry when he saw that his three sons had declined to do as he wished. He hoped for better from his fourth son, to whom he said: "You should take up my old age. If you exchange your youth with me, I shall give it back to you after some time and take back the old age with which I have been cursed."

B.1.1 Answer the following questions briefly:

1. **Who was Emperor Yayati?**
2. **How did Yayati become old? Who cursed him?**
3. **Was Yayati devoid of sensual desires?**
4. **What was the reply of his eldest son?**
5. **Why did he become angry?**

8 The fourth son begged to be forgiven, as this was a thing he could by no means consent to. An old man has to seek the help of others even to keep his body clean, a most pitiful plight. No, much as he loved his father, could not do it.

9 Yayati was struck with sorrow at the refusal of the four sons. He paused for some time and then supplicated his last son who had never yet opposed his wishes: "You must save me. I have got this old age with its wrinkles, debility and grey hairs as a result of the curse of Sukracharya. I cannot bear it. If you take upon yourself these infirmities, I shall enjoy life for just a while more and then give you back your youth and resume my old age and all its sorrows. Puru, do not refuse as your elder brothers have done." Puru, the youngest son, moved by filial love, said: "Father, I gladly give you my youth and relieve you of the sorrows of old age and the cares of State. Be happy." Hearing these words Yayati became a youth. Puru, who accepted the old age of his father, ruled the kingdom and acquired great renown.

10 Yayati enjoyed life for long and, not satisfied, went later to the garden of Kubera and spent many years with an apsara maiden. After long years spent in vain efforts to quench desire by indulgence, the truth dawned on him. Returning to Puru, he said:

11 "Dear son, sensual desire is never quenched by indulgence, any more than fire is by pouring ghee in it. I had heard and read this, but till now I had not realised it. No object of desire – corn, gold, cattle and women – nothing can ever satisfy the desires of man. We can reach peace only by a mental pose beyond likes and dislikes. Such is the state of Brahman. Take back your youth and rule the kingdom wisely and well."

12 With these words Yayati took back his old age. Puru, who regained his youth, was made king by Yayati who retired to the forest. He spent his time there in austerities and in due course attained heaven.

B. 1.2. Answer the following questions briefly :

1. **What are the symptoms of an old man?**
2. **Who was Puru? Did he accept his father's proposal?**
3. **Sensual desire is everlasting. Whose thought is this?**
4. **Why did Yayati resume his old age?**
5. **Do corn, gold, cattle and woman satisfy the desire of a man?**

B. 1.3. Answer the following questions briefly:

1. **What was Yayati famous for?**
2. **Why did Yayati call his sons?**
3. **What did he say to them?**
4. **Which son agreed to give Yayati his youth and take his old age?**
5. **Why did Yayati go to the garden of Kubera?**

GLOSSARY AND NOTES

ancestors (n): people from whom one is descended
dictate (n): an order which one has to obey
venerated (v): respected deeply
prematurely (adv): before the usual or proper time
curse (n): solemn invocation of divine wrath on a person or thing
wronged (n): treated unjustly
bidding (n): command
mock (v): ridicule
plight (n): unfortunate condition or state
supplicated (v): addressed humbly

C. 1. LONG ANSWER QUESTIONS

1. Why did Yayati become prematurely old? Why did he dislike it?
2. In order to enjoy the pleasures of youth, Yayati wished to take the youth of one of his sons. Was he right in doing so? Explain with arguments of your own.
3. Write in your own words the responses of the first three sons to their father's request.
4. How did the fourth son respond to his father's appeal? How would you have responded if you were the fourth son?
5. Why did Puru agree to give his youth to his father and take his father's old age in the bargain? Did he do the right thing?
6. Is it right for a father to make such a request to his sons as Yayati did?
7. Were the four sons justified in refusing their father's request? If yes, give reasons.

8. What lesson do you learn from this story?

C. 2. GROUP DISCUSSION

1. "Elderly people are assets to our nation." Do you agree? Give reasons.

C. 3. COMPOSITION

1. Write a paragraph in about 100 words on **"Relation between parents and sons"**.

Message: Telegram

A telegram is a brief message sent by telegraphy in emergency through Post and Telegraph Department. Since money is charged for each word in the message, only key words are written in such a message. It has lucidity, simplicity and brevity. It is written on a form provided by the Post and Telegraph Department.

FORMAT

INDIAN POST AND TELEGRAPH

ADDRESSEE'S NAME AND ADDRESS	
MESSAGE	
SENDER'S NAME (NOT TO BE TELEGRAPHED) SENDER'S ADDRESS:	

Urgent telegrams are usually delivered in one day while ordinary ones are delivered within two or three days depending on the distance of the addresses.

Your mother is seriously ill. Your father is on an official tour. Send a telegram to him in this connection.

INDIAN POST AND TELEGRAPH

ADDRESSEE'S NAME AND ADDRESS	*Mr. G. S. Gupta* *7-3 Arobindo Marg, New Delhi.*
MESSAGE..... *Mother serious (stop) Come soon (stop)*	
SENDER'S NAME *Ramesh Kumar* (NOT TO BE TELEGRAPHED) SENDER'S ADDRESS: *Buddha Colony, Patna - 800001*	

Ex. 1. Your friend Amit has passed NTS examination. Send a congratulatory telegram to his parents. Do not use more than 10 words to write the message.

Ex. 2. You were scheduled to reach home from you school hostel on 30th Sept.. But now you will be reaching on 5th October, as you are preoccupied with other businesses. Inform your parents of your programme by telegram.

D. WORD STUDY

D.1. Dictionary Use

Ex. 1. Correct the spelling of the following words:

vigor pityful releive bestouw induljence

Ex. 2. Look up a dictionary and write two meanings of the following words - the one as used in the lesson and another which is more common.

defeat desire restraint affection pleasure

D. 2. Word Formation

Read carefully the following sentences taken from the lesson:

(a) *He had five beautiful sons, all **virtuous** and accomplished.*

*(b) Yayati, who found himself suddenly an old man, was still haunted by the desire for sensual **enjoyment**.*

In the first sentence the word '**virtuous**' is an Adjective which is derived from the word Noun '**virtue**'. The new word has been made by adding suffix '**-ous**' to it. Similarly, in the second sentence the word '**enjoyment**' is a Noun which is derived from the Verb '**enjoy**' by adding suffix '**-ment**' to it.

Ex. 1. Now, make Adjectives from the following Nouns by using the suffix '-ous', '-eous' or '-ious':

joy, prestige, fame, population, vigour, danger, courage, labour, pity, victory, industry, luxury, merit, spontaneity, continuity, humour

Ex. 2. Now make new words from the following Verbs by using the suffix '-ment':

fulfil, attain, enchant, agree, better, settle, retire, require, engage, entertain, adjust, improve.

D. 3. Word-Meaning

Ex. 1. Find out from the lesson the words the meanings of which have been given in Column **A**. The last few letters of each word have been given in Column **B**:

A	**B**
morally good	.....uous
painful feeling	.....usly
people from whom one is descended	.....tors
respected deeply	.....rated
command	.....ding

Ex. 2. Fill in the blanks with words given below:

wrinkle	consent	prematurely	curse
virtuous	mocked	maiden	bidding

1. I finally gave my ..... to my father's proposal.
2. I saw a ..... standing at the gate of my school.
3. We should not ..... anyone.
4. He ..... me and I became angry.
5. Your face is covered with ..... . Are you getting old?
6. The patient died ..... .
7. ..... men will go to the heaven.
8. Excuse me, I am not at your ..... .

D. 4. Phrases

Ex. 1. Read the lesson carefully and find out the sentences in which the following phrases have been used. Then use these phrases in sentences of your own:

have had	fill of	by no means	take upon oneself
take up	give back	in due course	

E. GRAMMAR

Sequence of Tenses

The principle of the Sequence of Tenses is that the tense of the Verb in a Subordinate Clause follows the tense of the verb in the Principal Clause.

There are two main rules with regard to the sequence of tenses.

(1) If the Verb in the Principal Clause is in the Present or Future Tense, the Verb in the Subordinate Clause may be in any tense, according to the sense needed to express.

I know or **I shall know**	what he **does**.
	what he **is doing**.
	what he **has done**.
	what he **has been doing**.
	what he **did**.
	what he **was doing**.
	what he **had done**.
	what he **had been doing**.
	what he **will do**.
	what he **will be doing**.
	what he **will have done**.

(2) If the Verb in the Principal Clause is in the Past Tense, the Verb in the Subordinate Clause must also be in the Past Tense; e.g.

*I **knew** what he **was doing**.*
*He **worked** hard so that he **might succeed**.*

(3) However, there are some exceptions to this rule:

(i) If the Verb in the Subordinate Clause expresses some universal truth or habitual fact, it is always in the Present Tense, even if the Verb in the Principal Clause is in the Past Tense; e.g.

*The teacher **said** that the earth **is** round.*
*He **said** that man **is** mortal.*

(ii) If the Verb in the Subordinate Clause is introduced by the Conjunction 'than' the Verb of the Subordinate Clause may be in any tense, even though there is Past Tense in the Principal Clause; e.g.

*He **liked** her better than he **likes** you.*
*They **helped** us more than they **help** their own children.*

(iii) If the Subordinate Clause is an Adverbial Clause of place or reason, it may be in any tense according to the sense implied; e.g.

*He **failed** because he **has** poor health.*

We must remember that the Conjunction 'lest' is always followed by 'should'; e.g.

*He **worked** hard **lest** he **should** fail.*

(4) The conjunction 'as if' and 'as though' always take 'were' or V^2 (i.e; Past Form of a Verb) in the subordinate clause, whatever the tense of the Principal Clause may be; e.g;

*He speaks **as if** he **were** mad.*
*He speaks **as if** he **knew** everything.*
*He fought **as though** he **were** a tiger.*

F. ACTIVITY

1. What is the place of an old man in our society? Do a project work to find out the real position of an old man in our society.

G. TRANSLATION

Translate the following sentences into Hindi / your mother tongue.

1. Rajeev was going to market when it started raining.
2. Seema is cooking food now.
3. When the doorbell rang, Abhinav was working on his homework.

4. Sita is trying to go abroad for studies.
5. Does he want to go to market with his mother?
6. Mr. Shah is going out for fishing with his son today.
7. Aashu is a naughty boy, isn't he?
8. Oh! What a hot day it is!
9. To err is human; to forgive is divine.
10. Were you ready to come and play with me?
11. Sita said, "I am feeling hungry."
12. Rajeev told Mira that he was going out of town during the summer vacation.



A SILENT REVOLUTION

This interesting piece, published in the ***Hindustan Times*** *(Patna edition), talks about one of the latest and very popular means of communication known as SMS. This piece has been written by Kunal Varma.*

A. Work in small groups and discuss these questions:

1. **How do you send your message to your freinds and relatives?**
2. **Have you ever sent an SMS? How did you write your message? How did you send it?**

A SILENT REVOLUTION

1 Short Messaging Service or SMS was conceived as a part of the Global System for Mobile Communication (GSM) digital standard. It is the ability to send and receive text massages (alphanumeric) at a mobile phone. SMS, like e-mail, is a store and forward service that utilizes gateways to send messages from senders to the recipients.

2 However, messages are not sent directly from the sender to the receiver but are routed through a Short Messaging Service Centre, (SMSC) run by the service provider. This ensures that the message is delivered at the destination mobile even if it is switched off or out of the coverage area. The SMSC stores the message and forwards it when the mobile is switched on or enters the network. Normally, messages are delivered instantly but at times there can be delay of some hours due to congestion.



3 The beauty of SMS is that messages can be sent and received even while making voice calls. This is possible because a voice call takes over a dedicated radio channel for the duration of the call, while the short messages travel over and above the radio channel using the signalling path.

4 The process of sending messages and reading them generally varies from handset to handset. However, confirmation of message delivery is immediate and there is always an alert signal to convey the arrival of a message.

5 SMS messages are immediate but not simultaneous like the Instant Messaging Service, which allows virtual real time text conversations with people who are simultaneously logged on to the Internet.

6 Access to SMS is generally free and a beginner has only to register the network service centre into his/her handset. The message service centre number for BSNL is + 919434099997.

7 The launch of SMS opened a new vista in the field of text communication, providing a new easy way to the people to communicate. The limitation of characters (160 for the GSM networks at present) or the tedious process of typing from the small handset keypads failed to deter the spirit of the enthusiasts. The SMS revolution that took roots in Europe slowly spread to other parts of the globe, especially Asia. From the first short message, believed to have been sent in December 1992 from a PC to a mobile phone on the Vodafone GSM network in the UK, SMS has come a long way today.



8 Judging by its success, at present not many would believe that SMS had a very silent beginning. Not even the cellular operators could comprehend the potential of this sleepy technology initially and cared little to advertise it as an attraction for mobile users. However, all that is history now. Today every market player, from cellular operators to mobile handset manufactures, is keen to capture its share of the pie. Nokia recently launched the first Hindi compatible handsets3350, to give its users the option of sending messages in Hindi.

9 Buoyed by the success of SMS, the industry is now preparing for the more advanced MMS or multi-media messaging service, which would enable pictures, sounds and longer formatted texts to be sent to other MMS-enabled terminals or e-mail addresses via the mobile.

B. Answer the following questions briefly:

1. What does SMS stand for?
2. How was it conceived?
3. What ability does it have?
4. How are messages sent and routed?
5. What ensures that the message is delivered at the destination mobile even if it is switched off or out of the coverage area?
6. What does SMSC stand for?
7. What is its function?
8. On what account may the delivery of a message be delayed?
9. What is the beauty of SMS?
10. What is a voice call?
11. How does it differ from SMS?

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GLOSSARY AND NOTES

conceived : imagined, thought
alphanumeric (adj): containing both letters and numbers
recipient (n) : person who receives something
simultaneous (adj): occurring or operating at the same time
access (n): way of approach or entry, admittance
vista (n): long narrow view as between rows of trees, mental view of a long series of even
tedious (adj): tiresomely long, wearisome
deter (v): discourage or prevent esp from fear
compatible (adj) able to coexist, well suited
buoyed (v): encouraged

C.1. LONG ANSWER QUESTIONS

1. How has SMS brought about a silent revolution?
2. How do you think that SMS has now become the most preferred option for communication?
3. What is the attractive feature of SMS? How does a voice call differ from SMS?
4. "The launch of SMS has opened a new vista in the field of text communication." Explain.

C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. With the introduction of SMS and E-mail writing a message on paper (letter writing) and sending it to others has come down. Do you agree?
2. The current phase of rapidly changing world conditions is a good sign or a bad sign for humanity.

C. 3. COMPOSITION

1. Write a paragraph in about 80 words on each of the following:
   (a) The mobile as a companion

2. Learn how to write a memo/memorandum:

MEMO / MEMORANDUM

A memo is a short official note that is written from one person to another within the same company or organization. Requiring an employee to explain his conduct, intimation regarding grant of permission to do certain things requested for epc. are usually given in the form of a memorandum. It is

addressed to the individual concerned and sent through the departmental / sectional head so that the latter is aware of the matter contained in the memo. The actual format of a memorandum varies from company to company or from an organisation to author.

Example-1:

Ref. Name of the office / company
Dated
To

_____
_____
_____

Memorandum No.

_____
_____
_____

Sender's name
Designation

Name of the officer

Ref. Dated

Memorandum No.

With reference to his letter dated ..... for change of seat on health grounds, Mr. ..... is informed that the matter is under consideration and the decision would be conveyed / communicated to him soon.

_____
Manager (Administration)

To

_____
_____
_____

Through : Stores Manager

Ex. 1. You are a head teacher in a govt. school. Write a memorandum to your subordinate informing him / her that special casual leave has been granted to him / her for enabling him to participate in the All India Teachers' Conference to be held in Delhi.

Ex.2. You are Ashok Soni, Manager Soni Sports, Patna. Write a memorandum to Mr S. P. Jain informing him about your inability to give him a job in your firm.

D. WORD STUDY

D.1. Dictionary Use

Ex. 1. Correct the spelling of the following words:

messege	recieve	concieved	coverege
conjestion	simelteniosly	enthuziasts	begining
addres	seagnaling	arriveal	distination

Ex.2. Find out words from the lesson which have the following meanings:

means of access	information	occurring immediately
tiresomely long	encouraged	able to coexist
handed over	formally introduce (a new product)	

time or place at which anything begins

Ex.3. Match the words given in Column **A** with their meanings given in Column **B**

A	B
manufacture	occurring immediately
especially	place where a person lives
vary	make possible
share	make articles on an industrial scale
address	portion of a whole
instant	be or become different
enable	particularly
comprehend	carry, communicate
signal	understand
convey	sign conveying information

D.2. WORD FORMATION

purchase - purchasable - purchasibility
able - ability

You see that suffu **'-ity'** is added to an adjective to make a a noun of quality

Add '-ity' to the followings words to make nouns:
durable, sensible, flexible, inable, possible, accessible, feasible

D.3. Phrases

Read the lesson carefully and find out the sentences in which the following phrases have been used, and then use them in sentences of your own:

even if at times go/come a long way.

E. GRAMMAR

Read the following sentences carefully:

However, messages are not sent directly from the sender to the receiver. They are routed through a short Messaging Service Centre (SMSC) by the service providers.

We use 'however' when we add a comment which is surprising or which contrasts with what has just been said.

This was an easy decision. It is, ***however****, a decision that we had to take.*

Sometimes we use 'however' before an adverb or adjective to emphasis that the degree or extent of something cannot change a situation.

However *fast he ran, he failed to win.*

Ex.1. Use 'however' in both forms at least in five sentences each.

Ex.2. What do these words mean?

Use **'it can .....'** or **'it can't.....'** to explain the meaning of each of the words given below. Use a dictionary if necessary. One is done for you.

1. washable, **it can be washed**
2. unusable, ...
3. edible, ...
4. eligible, ...
5. readable, ...
6. invisible .....
7. inexplicable .....
8. disposable .....
9. audible.....
10. inaudible .....

F. ACTIVITIES

1. Imagine your are in a boarding school. Send an SMS to your brother in Rome asking him not to neglect his studies.
2. Make a list of changes you observe in people's behaviour after the invention of the mobile.

G. TRANSLATION

Translate into Hindi/ your mother tongue

The beauty of SMS is that messages can be sent and received even while making voice calls. This is possible because a voice call takes over a dedicated radio channel for the duration of the call, while the short messages travel over and above the radio channel using the signalling path.

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POETRY



THE GRANDMOTHER

Ray Young Bear

*RAY YOUNG BEAR (b.1950) is a Native American poet and novelist of the Mesquaki tribe of North America. Growing up on the Mesquaki Tribal Settlement in Iowa, he was encouraged to learn English by his maternal grandmother, and he began to translate his poems into that language. His work was first published in 1968. He often switches between English and the Meskwaki language to express himself more fully. In the present poem, "**The Grandmother**", he draws a picture of his gramdmother , all-loving and all-inspiring.*



A. Answer the following questions orally:

1. **What do you call your mother's mother or father's mother?**
2. **How do you behave with your grandmother?**
3. **What is the role of a grandmother in a family?**
4. **Is your grandmother alive? How much are you attached with her?**

THE GRANDMOTHER

if i were to see
her shape from a mile away
I'd know so quickly
that it would be her.
the purple scarf
and the plastic
shopping bag.
if i felt
hands on my head
I'd know that those
were her hands

warm and damp
with the smell
of roots
if i heard
a voice
coming from
a rock
i'd know
and her words
would flow inside me
like the sight
of someone
stirring ashes
from a sleeping fire
at night.

B.1. Write 'T' for true and 'F' for false statement:

1. The speaker sees his grandmother from two miles away.
2. The grandmother's scarf was red.
3. The shopping bag was made of jute.
4. The poet felt hands on his head.
5. The grandmother's hands were too hot.
6. Her hands were warm with smell of roots.
7. A voice was coming from a mountain.

B.2. Fill in the blanks on the basis of your reading of the poem:

1. If I ..... to see her ..... from a mile away,
2. I .....know so ..... that it ..... be her.
3. If I ..... hands on my .....
4. I ..... know that those ..... her .....
5. If I ..... a voice coming ..... a rock,
6. I ..... know her words ..... flow.

B.3. Answer the following questions very briefly:

1. From what distance does the poet recognise his grandmother?
2. What is the colour of grandmother's scarf?
3. What material the shopping-bag is made of?
4. What are the two things in first eight lines which the speaker associates with his grandmother?

or

What helps the speaker to recognise his grandmother from a mile? Name two identifying marks that the poet has mentioned in the poem.
5. **In the poem, the poet feels the tender-touch of his grandmother. Explain the lines.**
6. **From where was the voice coming?**
7. **Where do the words of grandmother flow in the poet?**

GLOSSARY AND NOTES

see (v): become aware of (sb/sth) by using the eyes; perceive; look at or watch.
shape (n): appearance; outline of a figure.
purple (adj): colour of red and blue mixed together.
scarf (n): piece of cloth worn for ornament or warmth round the neck (by women) or over the shoulders or hair.
damp (adj): slightly wet, moist.
smell (n): ability to smell, (v): notice by using the nose
root (n): apart of plant that keeps it firmly in the soil and absorbs water and food from the soil; source or basis.
rock (n): part of the earth's crust; (here) hill
inside (n): inner side or surface; part within
light (n): kind of natural radiation that makes things visible; understanding; enlightenment
stirrings (v): causing to move, especially slightly
night (n): time of darkness between sunset and sunrise; evening on which a specified activity takes place.

C.1. LONG ANSWER'S QUESTIONS

1. 'The purple scarf' and 'the plastic shopping bag' suggest the social position of the speaker. Explain.
2. How does the poet express the close and emotional relationship with his grandmother? Discuss.
3. Explain the expression: 'With the smell of roots'.
4. Why does the speaker say 'a voice coming from a rock'. When does a voice come from a rock? Have you ever experienced your sound coming back to you?
5. What does 'sleeping fire' suggest in the poem? Explain.
6. What are 'stirring ashes'in the poem? Explain.
7. 'her words would flow inside me' shows the poet's insense closeness with his grandmother. Comment on the speaker's relation with his grandmother.
8. The speaker has shown his intimate relation with his grandmother using all his five senses. How? Explain.

C.2. GROUP DISCUSSION

Discuss the following in groups and pairs:

1. Distance does not affect intimate relation. Do you agree?

C.3. COMPOSITION

1. Write a letter to your grandmother expressing your deep love to her.
2. You are Abhijeet. Your granmother is very sick and your mother is away on some business assignment. Send a telgram to your mother about your grandmother's sickness, asking her to come soon.

D. WORD STUDY

D. 1. Dictionary Use:

Correct the spelling of the following words:

wera	shaipe	queek	purpal	skarf
hed	thos	smel	ruts	rok
wods	flou	ligt	stiring	sleping
ashs	faire	nite		

D. 2. Write a synonym for each of the following:

away quick damp ash scarf

E. GRAMMAR

E.1. Use of Modal Auxiliaries

In English Grammar 'can, could, may, might, shall, should, will, would, must, ought, dare and need' are known as modal auxiliaries.

Most of the modal auxiliaries in English have more than one meaning. The multiple meanings of 'would' have been listed and illustrated below:

i. Expressing futurity (in the past).
He wrote to say that he would be back on Friday.

ii. Expressing volition:
(a) Would you pass the salt?
(b) He wouldn't tell us where the money was hidden.

iii. Expressing probability:
(a) The French would be having a holiday today.
(b) That would be the policeman.

E. 2. Fill in the blanks with correct prepositions given below:

on with of from inside at

1. I feel hands ..... my head.
2. Her hands were warm and damp ..... the smell ..... roots.
3. I hear a voice coming ..... a rock.
4. Her words will flow ..... me.
5. Someone is stirring ashes ..... a sleeping fire ..... night.

F. ACTIVITIES

1. Draw a diagram of family-relation.
2. Match the sense organs with the phrases from the poem.

Sense Organs		Poem's Line
1. Eye	(a)	the purple scarf
2. Ear	(b)	the plastic shopping bag
3. Nose	(c)	smell of roots
4. Tongue	(d)	roots
5. Skin	(e)	a voice coming from a rock
	(f)	from a rock
	(g)	her hands warm and damp.

G. TRANSLATION

Translate the following sentences into English:

1. यदि मैं पक्षी होता तो आकाश में उड़ता।
2. यदि मैं राजा होता तो प्रजा की खूब सेवा करता।
3. यदि मैं संत होता तो शांति लाता, क्रान्ति नहीं।
4. यदि तुम ने भयादोहन करने की कोशिश की होती तो मैं ने पुलिस को सूचित कर दिया होता।
5. यदि उसने परिश्रम किया होता तो वह परीक्षा में सफल हो जाती।
6. यदि मैं वित्त मंत्री होता तो देश की आर्थिक स्थिति सुधार देता।
7. यदि तुम प्रधानमंत्री होते तो गरीबों के हित में क्या करते?
8. यदि मैं इस विद्यालय का प्रधानाध्यापक होता तो, छात्र परिषद का गठन करता।
9. यदि वह यहाँ होती तो मैं उसे उसके पिता की बात मानने पर मजबूर करता।
10. यदि मेरे पास तुम्हारा पता होता तो मैं तुम्हें अवश्य पत्र लिखता।

ON HIS BLINDNESS

John Milton

JOHN MILTON (1608-1674) was born in Bread Street, London on 9 December, 1608. He was a well known Puritan poet of the 17th century. It is widely acknowledged that he lost his eye-sight but developed his insight to the maximum. He composed ***L'Allegro and IL Penseroso*** *(1632)* ***Comus*** *(1634), and* ***Lycidas*** *(1637). His great epic poems* ***Paradise Lost*** *(1667) and* ***Paradise Regained*** *along with the play* ***Samson Agonistes*** *were his highly thoughtful and evelasting creations. He was known for his grand style.*



*"**On His Blindness**" is a Petrarchan sonnet. The opening eight lines are called 'octave' whereas the concluding six lines are called 'sestet'. This sonnet deals with his mental condition when he was deprived of his eye-sight.*

A. Work in small groups and discuss these questions:

1. **How is a visually challenged person socially recognised?**
2. **Discuss the modes and manners of a man who is unable to see the world.**
3. **Point out the feelings and emotions of a man who has lost his/her eye-sight.**

ON HIS BLINDNESS

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent, which is death to hide,
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest He, returning, chide;
'Doth God exact day-labour, light denied?'
I fondly ask: but Patience, to prevent

That murmur, soon replies, 'God doth not need
Either man's work, or His own gifts; who best
Bear His mild yoke, they serve Him best; His state
Is kingly: thousands at His bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait.'

B. Answer the following questions briefly:

1. **What is meant by 'my light is spent'?**
2. **Why is the world 'dark and wide' to the poet?**
3. **Who is the 'Maker' in this sonnet?**
4. **Is God a hard task master?**
5. **Does God require His appreciation?**
6. **Is Milton afraid of the Almighty?**
7. **Discuss the meaning of the closing line, "They also serve who only stand and wait."**

GLOSSARY AND NOTES

consider (v): think
e're : before
talent (n): a natural ability to be good at something
Puritan (n): a member of an English religious group in the 16th and 17th centuries.
hide (v): conceal
lodg'd (v): lived, resided.
bent (v): past form of 'bend', to (cause to) curve
least (adj): the superlative form of little
chide (v): scold
denied (v): refused
fondly (adv): in a loving way; foolishly
patience (n): the ability to wait or continue doing something despite difficulties
prevent (v): to stop doing something
murmur (v): to speak or say very quickly.
gifts (n): something which are given as present
yoke (n): a wooden bar which is fastened over the neck of two animals
doth (v): does
biddings (n): order
ocean (n): sea

C.1. LONG ANSWER QUESTION

1. Discuss the poet's feelings and emotions.
2. Why is the poet sad? What has happened to him?
3. Why does the poet fear from God in this poem?
4. Which do you think is superior - insight or eye-sight?
5. How does the poet get consolation?
6. Who answered his question?
7. Is God absolutely merciful? Is he a King of kings?
8. Will God forgive the poet?
9. Do you think that God needs only humble submission? Give arguments.
10. What lesson do you learn from the poem?

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs

1. The value of eyes in life
2. Loss of vision leads to suffering and problems in life.

C.3. COMPOSITION

1. Write a letter to your friend describing a boy of your village who has lost his eye-sight before his examination.
2. Milton was physically challenged but mentally agile.

D. WORD STUDY

D. 1. Dictionary Use

Correct the spelling of the following words

sonet,	yoak,	feer,
lossen,	waitt	educaton,

. 2. Word Meaning

Ex. 1. Match the words given under the column '**A**' with their meanings given under the column '**B**'

A	B
hide	God
pauper	stanza of six lines
prevent	very poor
octave	to stop doing something

sestet	stanza of eight lines
Almighty	conceal

Ex. 2. Fill in the blanks, using the wards given below

great God poet
merciful heart the blind

1. John Milton was a great .....
2. Surdas was also a ..... poet
3. ..... should not be looked down.
4. God needs pure .....
5. Let us pray to .....
6. A man should be absolutely .....

E. GRAMMAR

The Conditional Clauses or Adverb Clauses of Condition

Adverb clauses of condition begin with subordinating conjunctions: if, unless etc.

***If he comes**, I shall help him.*
If you work hard, you will succeed.
If she goes to Gaya, I shall see her.
We shall go out, **if the rain stops.**
Unless you work hard, you will not succeed.
Unless he comes, I shall not go.
I shall open the window **provided no one objects to me.**
Supposing it rains, where shall we go?
I shall help you **on the condition that you promise to be honest.**

The sentences given above contain conditional clauses. Mark that no future tense is used in the conditional clauses, even though they refer to the future tesne.

Ex. 1. Frame ten sentences with conditional clauses.

Ex. 2. Fill in the blanks

1. If he writes .....
2. If it rains .....
3. Unless he walks, ...
4. Unless she comes .....

5. Supposing he refuses to help .....

Sometimes Subordinating Conjunctions are not used in Adverb Clauses of Condition.

Had I not seen this with my own eyes, I would not have believed it.
Had I the wings of a bird, I would fly.

Frame two sentences on the pattern of the sentences given above.
Sometimes Adverb Clauses of condition begin with a Relative Pronoun, or Adjective or Adverb (without any antecedent):
Whatever happens, I must go
However hard one may work, one cannot be sure of success.
Whichever course we adopt, we cannot solve this problem.
Whichever road we take, we shall be too late.

Ex. 3. Write five sentences on the pattern of sen nces given above.

Ex. 4. Correct the following sentences:

1. Unless he will come, I shall not go.
2. If he walks, he will be improving his health.
3. If she passes, she gets a prize.
4. Unless you will labour hard, you will not pass.

F. ACTIVITIES

1. Take help from your teacher/reference books and do a project work on the reaction of the general people when they come across a physically challenged man.
2. Discuss the behaviour of a beggar who is without eye-sight.

TRANSLATION

Translate the following sentences into English:

1. यदि वह मुझे आमंत्रित करे तो मैं वहाँ जाऊँगा।
2. यदि वह सुबह में टहलेगा तो मैं शाम में टहलूंगा।
3. यदि वर्षा होगी तो मैं बाहर नहीं जाऊँगा।
4. कठिन परिश्रम करो नहीं तो फेल कर जाओगे।

5. प्रतिदिन सुबह में टहलो क्योंकि सुबह की हवा दिन भर की दवा है।
6. क्लास में शांति बनाए रखें नहीं तो शिक्षक वर्ग छोड़ देंगे।
7. शांति एक अमूल्य चीज है।
8. कुछ लोग शांति में विश्वास नहीं करते हैं।
9. जॉन मिल्टन एक महान कवि थे।
10. उन्हें कौन नहीं जानता है?



Blow, Blow, Thou Winter Wind

William Shakespeare

WILLIAM SHAKESPEARE (1564-1616), the greatest playwright and poet in English literature, was the third of eight children born to a glovemaker in Stratford-on-Avon in England. He received little formal education. At eighteen, he married Anne Hathway and soon moved to London. Within a few years, he was well known as a leading actor and playwright. His great tragedies include ***Hamlet*** *(1602),* ***Othello*** *(1604),* ***King Lear*** *(1605), and* ***Macbeth*** *(1606). He wrote 154 sonnets. Some of them are addressed to an attractive young man, (the Earl of Southampton whom the poet urges to marry); others to the mysterious dark lady. A love triangle - two men to a woman - is suggested in a number of sonnets.* ***'Blow, Blow, Thou Winter Wind'*** *is about man's ingratitude. The cold winter wind does not cause so much suffering as a man's ingratitude.*



A. Work in small groups and answer the following questions orally:

1. **Why do you wear wollen clothes in Winter?**
2. **How much do you like this season?**
3. **Which is your favourite season?**

Blow, Blow, Thou Winter Wind

Blow, blow, thou winter wind,
Thou art not so unkind
As man's ingratitude;
Thy tooth is not so keen,
Because thou art not seen,
Although thy breath be rude.

Heigh-ho! sing, heigh-ho! unto this green holly;
Most friendship is feigning, most loving mere folly:

Then, heigh-ho! the holly!
This life is most jolly.

Freeze, freeze, thou bitter sky,
Thou dost not bite so nigh
As benefits forgot:
Though thou the waters warp,
Thy sting is not so sharp
As friend remember'd not.

Heigh-ho! sing, heigh-ho! unto the green holly:
Most friendship is feigning, most loving mere folly:

Then, heigh-ho! the holly!
This life is most jolly.



Q.1. Answer the following questions very briefly:

1. Why does the poet ask the wind to blow?
2. Why does the poet call the winter wind not so unkind as man's ingratitude?
3. What makes the poet say 'Thy tooth is not so keen'?
4. Explain the mood of the poet when he says " Heigh-ho! sing, heigh-ho! unto the green holly"
5. Explain the use of the word 'warp' in the second stanza.
6. How is nature not so cruel as man?

GLOSSARY AND NOTES

ingratitude (n): lack of gratitude, unthankfulness
keen (adj): sharp, penetrating
breath (n): air drawn into or, expelled from the lungs (here) it refers to the gusts of wind
rude (adj): impolite, uncivilized, offensive
heigh- ho : sound repeated in the song for the sake of music
holly (n): an evergreen shrub with prickly leaves.
feigning (n): affectation, false pretence, imaginary
jolly (adj): cheerful, jovial, festive, joyful, merry
bitter (adj): (here) showing mental pain, full of affliction, bitingly cold.
high (adj): almost, near

C.1. LONG ANSWER QUESTION

1. The speaker's tragic mood is very pronounced in the poem. Elaborate.
2. What does the poet mean to say "Most friendship is feigning, most loving mere folly" ? Explain.
3. Why and how is the severe winter kinder than an ungrateful person?
4. Describe how the poet has conveyed the feelings of an afflicted man.
5. Summarise this poem in about 100 words.

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Gratitude is a mark of civility.
2. Everything is fair in love and war.

C.3. COMPOSITION:

Write a paragraph in about 100 words on each of the following:

1. A friend in need is a friend indeed.
2. A cold winter morning.

D.1. WORD STUDY

Ex.1. Correct the spelling of the following woods:

ungratitude breeth fiegning frease

Ex.2. What words do you use for 'thou', 'thy', 'dost', and 'art' in modern English?

Ex. 3. Use the following words both as nouns and verbs in meaningful sentences bringing out the difference in their meanings:

blow (v)	blow (n)	benefit (v)	benefit (n)
sting (v)	sting (n)	love (v)	love (n)
man (v)	man (n)		

D.2. Word Formation

Read the following lines carefully:

Freeze, freeze, thou, bitter sky

Thou dost not bite so nigh
As benefits forgot

'Forgot' is the past form of forget; other words derived from forget are as follows:

forgot,	forgets,	forgetting,	forgot,
forgotten,	forgetful,	forgetfulness,	forgettable

Ex. Write as many words derived from the following verbs as possible in the same way.

Hope thank charm sing

D. 3. Word Meaning

Ex. 1. Find from the lesson words the meanings of which have been given on the left hand side in column **A.** The last part of each word is given in column **B.**

A	B
unthankfulness	.....ude
affectation, false pretence	.....ing
jovial, joyful	.....ly
an evergreen, shrub with prickly leaves	.....ly
Impolite, uncivilized	.....de
air drawn into or, expelled from the lungs	.....th
full of affliction	.....ter
sharp, penetrating	.....en

Ex. 2. Complete the following with appropriate form of the word given in the brackets:

(love, bite, benefit, water, friend, keen, bitter, feign, rude, freeze)

1. His ..... for the arts is worth appreciating.
2. I have a ..... relationship with my subordinates.
3. He is ..... his plants.
4. He ....., illness and did not go to school.
5. Many boys are ..... by stray dogs in my school locality everyday.
6. It the temperature drops low, water.....
7. Even in summer there are some areas in Kashmir where it is ..... cold.
8. There are many programmes launched by the Tata Steel ..... its employers.
9. I am unable to understand why you shared ..... to me.
10. His ..... nature impressed everyone.

'-ship' is the suffix in 'friendship'. Write five more words in which 'ship' has been used as a suffix and use them in sentences of your own.

e.g. Membership

E. GRAMMAR

Examine the following forms of the Verbs 'freeze' carefully -

freeze - froze - frozen - freezing

Ex. Give different forms of the given Verbs as illustrated above.

rise	sing	see	below
grow	flow	have	bend

F. ACTIVITY

1. Write a report on the sufferings caused by winter wind in a jungle.

G. TRANSLATION

Translate the poem into Hindi or any other language that you know.



TO DAFFODILS

Robert Herrick

ROBERT HERRICK (1591-1674) is a well known poet of the 17th century. His poems have simplicity, lucidity and brevity. This poem "To Daffodils" deals with the perishable nature of daffodils which ultimately suggests the transitory existence of all human beings. Nothing is static in this world. Marked by a note of sadness, the poem has philosophical overtones.



A. Work in small groups and answer the following questions orally:

1. **Which is your favourite flower? Why do you like it?**
2. **A flower blossoms and decays. Can it be compared to the life of a human being?**

TO DAFFODILS

Fair Daffodils, we weep to see
You haste away so soon;
As yet the early-rising Sun
Has not attain'd his noon.
Stay, stay,
Until the hasting day
Has run
But to the even-song;
And, having pray'd together, we
Will go with you along.



We have short time to stay, as you,
We have as short a Spring;

As quick a growth to meet decay
As you, or any thing.
We die,
As your hours do, and dry
Away
Like to the Summer's rain;
Or as the pearls of morning's dew,
Ne'er to be found again.

ABDIEL SOLUTIONS ABSOL PATNA

GLOSSARY AND NOTES

daffodil (n): a yellow trumpet shaped flower with a long stem that blooms in the spring
fair (adj): beautiful
haste away (v): leave the place hastily, quickly or hurriedly
attained (v): gained, reached
even song : service of evening prayer in the church of England
decay (n): rotten state (v) to wither
ne'er (adv): never, not ever, on no occasion
dew (n): a small drop of water formed on the ground and other surfaces outside especially during the night.

B.1. Answer the following questions very briefly:

1. To whom does the speaker address the poem?
2. Why does the speaker weep to see fair daffodils?
3. What does the speaker want the daffodils to do?
4. What time of day does the speaker say it is?
5. Name three things that, according to the speaker, 'die away'.
6. Why does the speaker repeat the word 'stay' in this poem?
7. What does the summer's rain symbolise in this poem?

C.1. LONG ANSWER QUESTIONS

1. Why does the poet weep to see fair daffodils? What does he want it to do? Do you ever have such a feeling?
2. Do you think that the title of the poem is suggestive and evocative?
3. How has human life been compared to the life of daffodils?
4. Give the main idea of the poem.
5. Who are 'we'? What do 'we' and the daffodils have in common?

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Love the life you live, live the life you love.
2. 'Take life as it comes.

D.2. COMPOSITION

1. Write a letter to your friend telling him how you feel to see a flower blooming and how you feel to see it decaying.
2. Write a letter to your cousin congratulating him on his success at the examination.

D.3. WORD STUDY

Ex. 1. Below you'll find some words with an adverb 'away' which is often used with verbs of movement, such as 'go' and 'drive' and also in phrasal verbs such as 'run away', 'take away' etc.

Make meaningful sentences with the following phrasal verbs. One has been done for you.

run away, take away, give away, put away, fade away

The Headmaster gave away prizes to the students.

Ex. 2. See the following words:

rising sun, hasting day

rise + ing + Noun, haste + ing + Noun

Present Participle + Noun = Adj

Complete the following sentences with words given in the brackets (rolling, rising, crying, running, sleeping)

1. Let the ..... dogs lie.
2. A ..... stone gathers no moss.
3. Everyone adores the ..... sun.
4. I saw a ..... baby on the road.
5. A ..... motorcycle dashed against my friend

Ex. 3. Match the following words under '**A**' with the explanations given under '**B**'

A	**B**
hasting	rot, decompose
attained	free from moisture
spring	condensed water vapour
decay (v)	The season between winter and summer
dry	gained, accomplished
dew	leaving the place hastily

Ex. 4. Correct the spelling of the following words:

hesting decey due grouth sumer

E. GRAMMAR

1. Sub. + Verb + Infinitive
   He wants to sleep.
   We eat to live.

Make ten more sentences on the pattern given above.

2. 'as' is a Conjunction. It is used in various forms. Below it has been used "in the manner"
   Do as you like.
   Do as I do.

Make five more sentence using 'as' given in the examples above.

3. *Until, with, from, to, on, of, in, along*
   Fill in the blanks with suitable prepositions given above.

i. I saw a rat sitting ..... the corner of my room.
ii. Wait here ..... I return.
iii. The dog ran ..... the road.
iv. He is staying ..... his friend
v. He came ..... Delhi.
vi. My uncle went ..... America.
vii. The book is lying ..... the table.
viii. The average age ..... students in my class is 15.

F. ACTIVITIES

1. What kind of flowers are found in your locality. Write their names on your activity note book. Draw their pictures and name their parts.
2. You want to grow flowers in your school garden.
   How will you prepare flower beds in the garden.

G. TRANSLATION

Translate the poem into Hindi or any other language that you know

SOUND

Rajani Parulekar

RAJANI PARULEKAR (b. 1945), recipient of Maharashtra State Award, is a poet in Marathi with three collections of poems to her credit. The present poem, taken from ***Indian Literature,*** *has been translated by Suhas Sooryakant Limaye.*

A. Work in small groups and discuss the questions given below:

1. **How do trees help us?**
2. **Should you cut trees?**
3. **Name the trees which you have in your school garden.**
4. **Have you planted trees in your locality? If not, would you do it?**



SOUND

A tree in the woods is hacked
Its branch breaking away
what do the halves
whisper to each other?
Do they moan and groan
In the heart of their hearts?
And do these logs driven from each other
Reminisce?
Do they remember how the wind tossed them?
How they got drenched in the rain?
And the blossoms in the spring
And the fall in autumn?
Oh! But the wind knows.
The wind blowing with a din
In places forlorn
Sings such songs

B.1. Answer the following questions very briefly:

1. **What happens to a tree in the woods?**
2. **Do the halves express their grief?**
3. **Do they make a sound because they are in pain?**
4. **Where do the logs go?**
5. **Who knows the predicament of trees?**
6. **Can all men sense the agonies of trees?**
7. **Why does the poet call the songs not song but just sounds?**
8. **What will be the ultimate end of such sounds?**



Those songs not all could praise
Many a man is blunt,
He doesn't even sense
The agonies caught
Even in simple words!
What then of these songs
They are just sounds
Such sounds as would be choked to death
If confined in the strokes and coils of script.

GLOSSARY AND NOTES

hacked (v): cut or chopped roughly
halves (n): pl. of half
log (n): unhewn piece of a felled tree
reminisce (v): indulge in remembering things past
din (n): prolonged loud confused noise
forlorn (adj): sad and abandoned in a pitiful state
agonies (n): pl. of agony = extreme mental or physical suffering
script (n): text of a play, film.

C. 1. LONG ANSWER QUESTIONS

1. The poet has given a touching account of a tree which has been cut down. Don't you think that this is a sad poem in memory of a felled tree?
2. Why has the poet indulged in reminiscences? Has anything ever compelled you to reminisce?
3. What does 'the wind know and what the wind blowing a din' suggest?
4. "Many a man is blunt, so blunt,/ He doesn't even sense the agonies caught/ Even in simple words." Explain the lines.

5. Justify the title of the poem.
6. The poem suggests that the writer of this poem is an environmentalist. She is deeply concerned with protecting and preserving the natural environment. Do you agree with it? Write your opinion.
7. A lot of people are insensitive to the agonies of trees'. Comment.
8. What is the theme of the poem? Could you suggest another title?
9. Do trees have souls? give your opinion.
10. Imagine yourself to be a branch which has just been hacked out. Describe your feelings to your parent tree.

C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Trees are our friends; we must not cut them.
2. Save trees today for a better tomorrow.

C. 3. COMPOSITION

1. Write a paragraph in about 100 words on the following:

(a) Utility of tree for birds and animals
(b) Preserving Environment

C. 4. WORD STUDY

1. Complete the following sentences with the appropriate words given in the brackets. You can change the forms of verbs where necessary.
(woods, hack, moan, drench, rain, spring, song, praise, sense, death)

i. When I left home it was ..... .
ii. I had neither a rain-coat nor an umbrella; so I was ..... from head to foot.
iii. If winter comes can ..... be far behind?
iv. He went to the ..... to collect some firewood.
v. The criminal was ..... to ..... .
vi. The Headmaster ..... him for his courage.
vii. He perhaps ..... that I wasn't telling him the whole story.
viii. The mother was ..... on a lot about the loss of her child.

D. 1. Dictionary Use

1. Correct the spelling of the following words:
reminise, autum, agany, chocked, strocks, blosoms, fourlorn

2. Use the following words in sentences of your own:

groan	log	rain
sense	confine	script

D. 2. Word Formation

By adding the suffix - ly

Noun	Adjective	Adverb
man	manly	.....
heart	.....	heartily
.....	simple	simply
cost	.....	.....
day	.....	.....
friend	.....	.....
home	.....	.....
month	.....	.....
heaven	.....	.....
order	.....	.....
fortnight	.....	.....

E. GRAMMAR

Ex. 1 Complete the sentences with the correct form of the verbs.
(hack, blunt, blow, break, moan, toss, drench, blossom, choke, confine)

1. The tree was ..... down.
2. The soldier was ..... in a cell.
3. The stump is ..... .
4. The drains are ..... .
5. The wind is ..... .
6. Flowers ..... in spring.
7. He ..... the coin.
8. The wind was ..... .
9. The old lady was ..... for her loss.
10. People were thoroughly ..... in the rain.

Ex. 2. Change the given sentences from passive to active:
Passive : *Tennis is played by me.*

Active : *Ramu plays tennis.*

a. The tree was hacked down by men.
b. She was teased by the cousins.
c. The branches of the tree were being tossed by the wind.
d. Oxygen is provided by the trees.
e. The car is being driven by the driver.
f. A tree in the woods is hacked.
g. The house was built in 1995.

Ex. 3. Study the following sentences:

1. The poet asks the reader, "What do the halves whisper to each other?"
2. The poet asks the reader what the halves whisper to each other.

Here, in the first sentence, the part of the sentence in the inverted commas (" ")has been expressed as it is told by the speaker. This is an example of Direct Narration.

The second sentence is an example of the Indirect Narration of the same sentence mentioned above.

Can you change the following sentences into Indirect Narration?

1. The teacher says to the students, "The earth is round."
2. She said to me, "I am asking you this question."
3. You said to Muskan, "What are you reading?"
4. The master said to the servant, "Bring a glass of water."
5. He said to you, "What a beautiful flower this is!"

F. ACTIVITIES

1. Imagine yourself to be a fallen tree. Now write your feelings. You may write your feelings at diffrent stages - before, during and after felling.
2. Does music influence the growth of trees? Play music before a plant for 15 days and mark the impact of music on it (plant).
3. Work in pairs: Given below are two sets of words, one for you and the other for your partner. Use your set of words to create a story. Tell your partner your story.

(importance, environment, group, village, genius, sapling, plant)

One way of doing this is done for you in the form of conversation between Grandpa and Isha.

Grandpa : You can do a lot. You and your friends can set up a group, say, Bal Morcha, which will tell everyone about the importance of trees and

keep a check that nobody cuts trees and spoils the environment. In our village too we have a group called 'Green Group' which takes care of trees.

Isha : Oh! Grandpa you are a genius. I will talk to my friends about the value and uses of trees.

Grandpa : You all can plant a sapling each to make up for the loss of trees that are being cut.

Isha : Sure! Grandpa.

G. TRANSLATION

Translate the poem into your mother tongue.

SELF - INTRODUCTION

Neerada Suresh

NEERADA SURESH (b. 1952) is an Indian English poet with over 100 poems to her credit. She has won several prizes for poetry. She has been working as a teacher in Kendriya Vidyalaya.



A. Work in small groups and answer the questions orally:

1. How many members are there in your family?
2. How many among them are female?
3. Do you love your mother?
4. Do you respect her?
5. How does your father treat your mother?

SELF - INTRODUCTION

I am
an ordinary woman
with a creativity confined
To home and children.
To juxtaposing of carpets and curios,
Labelling books, tying up shoe laces.

My sensitivity
suffering silent blows
through a decade of togetherness
hardening to a tortoise shell.
My soul entrapped.
Flaps itself into silence.

My ordinariness
A tag to bind me conveniently
To a home and children
To be made extraordinary perhaps
At the cost of a few sad dry tears
That might dare to crack through!

B .1. Answer the following questions very briefly:

1. **Why does the woman call herself ordinary?**
2. **To what is an ordinary woman's creativity confined?**
3. **Why does the sensitivity of the ordinary woman suffer blows?**
4. **How long has the woman been living with her husband?**
5. **Why is the woman unable to express her anguish?**
6. **What is the tag which is attached to an ordinary woman?**
7. **With what jobs has the woman been associated?**
8. **How might the woman be made extraordinary?**
9. **How does the woman visualise in this connection?**

GLOSSARY AND NOTES

juxtaposing : placing side by side
curio : rare or unusual object
decade : a period of ten years.
dare : have the courage or impudence
crack through : break with a sharp sound, give way or cause to give way

C. 1. LONG ANSWER QUESTIONS

1. Who is the speaker of the poem? How does she introduce herself?
2. The second stanza depicts great mental suffering and physical pain of a woman. Elaborate.
3. Do you think that the 'ordinary woman' of the first stanza becomes rebellious in the last stanza? Which line (s) indicates it? Explain.
4. Write a summary of the poem in your own words.
5. The poem depicts the plight of the housewives in general. Do you agree? Elaborate.
7. Comment on the Juxtaposition of carpets and curio in the poem.

C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Gender discrimination has been taking place since time immemorial.

2. How far will the reservation for women in different walks of life help elevate their status in the society? Give arguments.

C. 3. COMPOSITION

Write a paragraph in about 100 words on the following:

1. The role of a housewife is more difficult than that of a working woman.
2. Behind the success of a man there is always a woman.

D. WORD STUDY

D. 1. Dictionary Use

Ex. 1. Correct the spelling of the following words:
Jukstaposing, labeling, sensetivity, entraped, conveniantly, ordinaryness, dair

Ex. 2. Look up a dictionary and write at least two meanings of each of the following words - the one in which it is used in the lesson and the other which is more common.

ordinary	suffering	bind
cost	laces	confined
blows	silence	conveniently

D. 2. Word-formation

Ex. 1. Read carefully the following sentences taken from the lesson:
"I am an ordinary woman with a **creativity** confined." The word creativity is derived from the verb '**create**'. Other words derived from this word are as follows:
creativeness, creatively, creation, creator, creative, creativity, creature etc.
Now make as many words as possible derived from the following root words.

ordinary	home	sense
sad	cost	silence

D. 3. Word meaning

Find from the poem words the meanings of which have been given in **column A.** The last part of each word is given in **column B.**

A	B
normal or usual	.....ary
restricted or imprisoned	.....ed
placing side by side	.....ing
cord for lacing shoes	.....es
moves up and down, beats	.....aps
tie or fasten tightly	.....ind
label	.....ag
drop secreted by glands from the eye	.....rs.

E. GRAMMAR

E. 1. Look at the different forms of the Verb "bind" carefully-
bind - bound - bound - binding - binds
Give different forms of the following Verbs as illustrated above:

tie	make	wind	swear	spend
lie	hide	create	dare	suffer

Ex. 2. Read the following line, taken from the lesson, carefully:
I am an ordinary woman ***with*** *a creativity confined.*
Here preposition '**with**' has been used to show the woman's unpleasant situation. In fact, 'with' is a preposition which generally expresses association or company with something. It also expresses possession.
He is a man with rare talent.
I saw a man with long beards.

Ex. 3. Fill in the blanks with appropriate prepositions:

1. What is wrong ..... you?
2. She has fallen in love ..... me.
3. Don't make friendship ..... bad boys.
4. He doesn't agree ..... me.
5. He agreed ..... my proposal.
6. He is known ..... me.
7. You should not laugh ..... the poor.
8. She is living ..... her mother.
9. Please handle this machine ..... care.
10. He prevented me ..... smoking.

F. ACTIVITIES

1. Meet working women in your locality. Write a profile of them.
2. Visit a slum. Write a report on the condition under which the women are living there.

G. TRANSLATION

Translate the poem into Hindi or your mother tongue.

I AM LIKE GRASS

Pash

PASH (1950 -88), was a major Punjabi poet. His important works include ***Lok Katha, Udadiyan Bajjan Magar*** *and* ***Sade Samayan Vich.*** *The present poem "I Am Like Grass" , translated from Punjabi by Suresh Sethi, breathes optimism.*

A. Work in small groups and discuss the questions given below:

1. **Have you seen grass?**
2. **How does it look?**
3. **How do you feel when you walk on it?**
4. **Can a man be compared to grass? Read the poem and see why the poet thinks himself similar to grass.**

I AM LIKE GRASS

I am like grass
you can chop me mow me down
but I shall sprout again
grow
and bounce back

you can obliterate my signposts
you can bomb the Universities
reduce the hostels to rubble
you may scorch the slums
but you cannot erase my identity
because I am like grass
I will sprout again
and my mantle shall cover everything

B.1. Answer the following questions very briefly:

1. **Why does the poet say that he is like grass?**
2. **Why does the poet say that he will sprout again even after being mowed down?**
3. **What makes the poet say that people can't erase his identity?**
4. **What will his mantle cover?**

you may bomb Banga
you may destroy Sangrur
and reduce the whole district of Ludhiana
to ashes
but it will be only a matter of time
two years ten years
before my green mantle covers everything again

I shall become a vast green jungle
the green jungle of Barnala
where tourists will visit me
visit my green jungle
because I am like grass
you can chop me
you can mow down
but I will sprout again
and cover everything

B.2. Answer the following questions very briefly:

1. **What do Banga and Sangrur refer to?**
2. **"And reduce the whole district of Ludhiana to ashes." What does this line suggest?**
3. **What time will it take for the poet to come back to his normal state?**
4. **Why will the tourists visit the green jungle of Barnala?**

GLOSSARY AND NOTES

chop (v): cut or fell by the blow of an axe
chopper (n): short axe with a large blade
mow (v): cut (grass, hay, etc.) with a scythe or machine
sprout (v): put forth, begin to grow
bounce back (v): recover well after a setback
obliterate (v): blot out, destroy, leave no clear traces of
signpost (n): post on a road etc. indicating direction

rubble (n): rough fragments of stone, brick etc., esp. from a demolished building
scorch (v): burn or discolour the surface with dry heat
slum (n): house unfit for human habitation
mantle (n): loose sleeveless cloak, covering
vast (adj): immense, huge

C. 1. LONG ANSWER QUESTION

1. Why has the poet compared himself to grass? What are the features of grass?
2. Grass is soft, smooth and not rough. It is easily cut. But the poet here has used it as a symbol. What does grass symbolise here?
3. The poem suggests the resolute nature of the poet. Do you agree with it? Give your own opinion.
4. What is the background of this poem? In what circumstances do you think this poem has been written?
5. Summarise the poem in about 100 words.

C.2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Nature is our best teacher.
2. We can always get inspiration from Nature.

C.3. COMPOSITION

1. Write a letter of condolence to your friend living in Punjab who has lost his parents in an attack by the terrorists. Encourage him in your letter and ask him to face the situation boldly.
2. Write a paragraph in about 100 words on the following topics:
   (i) National Integration
   (ii) Love for the country is the need of the hour.

D. 1. Word Study

1. Correct the spelling of the fallowing words:

signepost	univercity	ruble
mantel	mater	sprot

2. Match words under **A** with their meanings under **B**.

A	B
mow	loose sleeveless cloak, covering
slums	put forth, begin to grow
vast	recover well after a setback
mantle	immense, huge
bounce back	cut or fell by blow of an axe
sprout	home unfit for human habitation

3. Study the following words:

air	anger	grass	hunger	ice
fog	chill	cloud	dirt	juice

By adding the suffix 'y' we can make them adjectives, e.g;
air + y = airy

Now make the rest words 'adjectives' by adding 'y'. Sometimes a change in spelling is necessary.

E. GRAMMAR/ Figure of Speech

Simile and Metaphor

Simile

Read the following sentence:

I am like grass.

Here a comparison has been made between two objects (man and grass) of different kinds which have at least one point in common. This is called **simile.**

The **simile** is usually introduced by such words as **like** and **as.**

She **is like** a star.

He is as brave **as** a lion.

Ex.1. Make ten sentences using 'like' and 'as'

Metaphor

A metaphor is an imaginative way of describing something by referring to something else which has the qualities that we want to express. e.g. if we want to say that someone is very shy and timid, we might say that he is a mouse.

When we say 'He fought like a lion' we use a simile but when we say, 'He was a lion in the fight.' We use a metaphor.

Ex. 2. Make ten sentences using metaphors.

F. ACTIVITY

1. With the help of your science teacher do a project work on grass. You may focus your attention on the varieties of grass, how it grows, where it grows etc.

G. TRANSLATE

Translate the following sentences into English:

1. टेबुल पर पाँच किताबें हैं।
2. गाड़ी प्लेटफार्म पर खड़ी है।
3. शिक्षक वर्ग में पढ़ा रहे हैं।
4. कुछ छात्र पेड़ के नीचे पढ़ते हैं।
5. छोटा बच्चा टेबुल के नीचे खेल रहा है।
6. वह चार घंटे से पढ़ रहा है।
7. सीता सुबह छः बजे से काम कर रही है।
8. दीवार पर घड़ी है।



ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

ABRAHAM LINCOLN (1809 – 15, 1865), the sixteenth President of the United States of America, successfully led his country through its greatest internal crisis, the American Civil War. He introduced measures that resulted in the abolition of slavery, issuing his Emancipation Proclamation in 1863 and promoting the passage of the Thirteenth Amendment to the Constitution. Lincoln successfully rallied public opinion through his rhetoric and speeches. Lincoln held a moderate view of Reconstruction, seeking to speedily reunite the nation through a policy of generous reconciliation. His assassination in 1865 was the first presidential assassination in U.S. history and made him a martyr for the ideal of national unity. The present piece, **'Abraham Lincon's Letter To His Son's Teacher'**, is a wonderful piece of suggestion as to the kind of education a child should receive.



A. Answer the following questions orally:

1. **What do you know about Abraham Lincon, the famous President of America?**
2. **Has your father ever written any letter to your teacher?**
3. **Can you imagine how much your father is worried for your future?**

ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER

He will have to learn, I know,
that all men are not just,
all men are not true.
But teach him also that

for every scoundrel there is a hero:
that for every selfish Politician,
there is a dedicated leader....

Teach him for every enemy there is
a friend,
It will take time, I now;
but teach him if you can,
that a dollar earned is of far more value than five
pound...

Teach him to learn to lose...
and also to enjoy winning.

Steer him away from envy,
if you can,
teach him the secret of
quiet laughter.

Let him learn early that
the bullies are the easiest to lick...

Teach him, if you can,
the wonder of books...
But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.

In the school teach him
it is far honourable to fail
than to cheat...

B. 1. Write 'T' for true and 'F' for false statement:

1. It is a letter written by a father to his son.
2. All men are not just and true.
3. A dollar earned is of far more value than five pound.
4. One should be taught to mourn over losing.
5. One should be taught to fail rather than to cheat.

Teach him to have faith
in his own ideas,
even if everyone tells him
they are wrong...

Teach him to be gentle
with gentle people,
and tough with the tough.

Try to give my son
the strength not to follow the crowd when everyone is getting on
the band wagon...

Teach him to listen to all men...
but teach him also to filter
all he hears on a screen of truth,
and take only the good
that comes through.

Teach him if you can,
how to laugh when he is sad...
Teach him there is no shame in tears,

Teach him to scoff at cynics
and to beware of too much sweetness...

Teach him to sell his brawn
and brain to the highest bidders
but never to put a price-tag
on his heart and soul.

Teach him to close his ears
to a howling mob
and to stand and fight
if he thinks he's right.

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Treat him gently,
but do not cuddle him,
because only the test
of fire makes fine steel.

Let him have the courage
to be impatient...
let him have the patience to be brave.

Teach him always
to have sublime faith in himself,
because then he will have
sublime faith in mankind.

This is a big order,
but see what you can do...
He is such a fine fellow,
my son!

B. 2. Complete the sentences on the basis of your reading of the poem:

1. **Teach him to sell his ..... and brain to the highest .....**
2. **Teach him to be..... with gentle people.**
3. **Teach him to ..... at cynics.**
4. **Teach him it is far ..... to fail than to .....**
5. **Let him learn early that the bullies are the easiest to .....**
6. **Teach him the ..... of books.**
7. **He should be given quiet time to ponder the ..... mystery of birds in the sky.**
8. **One should have sublime ..... in himself to have faith in mankind.**

GLOSSARY AND NOTES

coundrel (n): a person who has no moral principles and no conscience; a villain

nvy (n): feeling of discontent caused by sb else's good fortune or success, esp when one wishes this for oneself

ck (v): pass the tongue over (sb/sth).

onder (v): think about (sth) carefully and for a long time, esp in trying to reach a decision.

coff (v): speak contemptuously; jeer or mock

cynic (n): a person who believes that people do not do things for good, sincere or noble reasons, but only for their own advantage.
howling (adj): (infml) very fierce
sublime (adj): of the greatest, most admirable kind; causing awe and reverence.
cuddle (v): hold (sb, sth, each other) close and lovingly in one's arms.
eternal (adj): without beginning or end; lasting or existing for ever.

C. 1. LONG ANSWER QUESTIONS

1. Why did Abraham Lincoln write a letter to his son's teacher?
2. What does Lincoln mean by saying that "for every scoundrel there is a hero; that for every selfish Politician, there is a dedicated leader..."
3. A child should be treated gently but not cuddled. Do you agree? Give your opinion.
4. "All men are not just, all men are not true." Comment on this statement.
5. Why do you think Lincoln wants his son to steer away from envy and learn the secret of quiet laughter?
6. Why does Lincoln not want his son to follow the crowd when everyone is getting on the band wagon?
7. What qualities did Lincoln want his son's teacher to teach him?

C. 2. GROUP DISCUSSION

1. The present system of education is at variance with the learners' experience.

C. 3. COMPOSITION

1. Imagine your brother/sister studies at class V. You find some problem with him/her. Write a letter to his/her teacher drawing his attention to the problems.

D. Word Study

D. 1. Correct the spelling of the following words:

pander	envi	mistry
braon	mab	paitense

D. 2. Write the synonyms of the following words:

big enemy enjoy wonder howl

E. GRAMAR

Study the follwoing sentences

1. Teach him to sell his brawn
   and brain to the highest bidders
   but never to put a price-tag
   on his heart and soul.

2. Teach him to close his ears
   to a howling mob
   and to stand and fight
   if he thinks he's right.

Here, '**on**' in the first example is used to establish relation between the words '**price-tag**' and '**his heart and soul**'.
The word '**to**' also establishes relation between '**his ears**' and '**a howling mob**'

Such words, used to establish relation between a Noun or Pronoun and other words in a sentence is called a '**Preposition**'.
The relationship may be based on **time**, **place**, **position** or **direction** etc. '**Above**', '**under**', '**below**' etc. are the **Prepositions of Place** or **Position**, '**towards**', '**to**', '**from**' etc are the **Prepositions of Direction**; '**on**', '**at**', **until**' etc. are the **Preposition of time.**

Can you find out other Prepositions from this lesson? Also mention their types and the words these Prepositions relate together.

F. ACTIVITY

1. Do a project work on the Gurukul, the ancient system of education in India.

G. TRANSLATE

Translate the following sentences into English:

1. तुम्हें अंग्रेजी सीखना होगा।
2. सरकार को अंग्रेजी अनिवार्य करनी होगी।
3. रोजगार के लिये अंग्रेजी पढ़नी होगी।
4. सभी लोग दयालू नहीं होते।
5. सभी बदमाश में एक नायक होता है।

6. बुराई में अच्छाई भी होती है।
7. प्रत्येक दुश्मन में एक दोस्त होता है।
8. उसे आराम से अंग्रेजी सीखने दें।
9. अगर पढ़ा सकते हैं तो किताब के महत्व के बारे में बतावें।
10. मेरे भाई को अंग्रेजी सीखने की कोशिश करने दें।





READ, THINK AND ENJOY



THE SECRET OF WORK

Swami Vivekanand

SWAMI VIVEKANAND (1863 – 1902) is one of the makers of modern India. His first name was Narendranath Dutt, but he became Vivekanand after he joined the Ashram of Ramkrishna Paramhans as his disciple. In his short span of life, he toured extensively in India and abroad and delivered scores of lectures in order to propagate the ideals of his teacher. He was perhaps the first Indian to raise his country and its culture in the eyes of the West. His lectures and writings possess a clarity and force which comes not only from the mastery of the language but also from his total commitment to the cause he was working for.



In the "Secret of Work", an extract from his Karma-yoga, Swami Vivekanand gives a remarkable exposition of the idea of non-attachment to action.

THE SECRET OF WORK

1 The miseries of the world cannot be cured by physical help only. Until man's natures change, his physical needs will always arise, and miseries will always be felt, and no amount of physical help will remove them completely. The only solution of the problem is to make the mankind pure. Ignorance is the mother of evil, and of all the misery we see. Let man have light, let them be pure and spiritually strong and educated; then alone will misery cease in the world. We may change every house of the country in a charitable asylum; we may fill the land with hospitals, but human misery will continue until man's character changes.

2 We read in *Bhagavad-Gita* again and again that we must all work incessantly. We cannot do any work which will not do some good somewhere; there cannot also be any work which cause some harm somewhere. Every work must necessarily be a mixture of good and evil; yet we are commanded to work incessantly. Good and evil will both have their consequences. Good action will entail upon us a good effect; bad

action bad. But good and bad both forge fetters for the soul. The solution reached in the *Geeta* in regard to this cramping influence of work is that if we do not attach ourselves to it, it will not hold our soul in bondage.

3 This is the one central idea in the *Geeta*; work incessantly, but be not attached to it. To use the simile of a lake for the mind, no ripple or wave that rises in it dies out entirely, but it leaves a mark and there is a possibility of that wave coming out again. This mark, with the possibility of the wave reappearing, is what is called *Samskara*. Every work that we do, every movement of the body, every thought that we think, leaves such an impression on mind, and even when the impressions are not obvious on the surface, they work in the subconscious region of the brain. What we are is determined every moment by the sum total of impressions on the mind. What I am just at this moment is the effect of the sum total of all the impressions of my past life. This is really what is meant by character; each man's character is determined by the sum total of these impressions. If good impressions prevail, the character becomes good; if bad, it becomes bad. If a man continuously hears bad words, thinks bad thoughts, does bad acts, his mind will be full of bad impressions; and they will influence his thought and work without his being conscious of the fact. These bad impressions will always be working, and their resultant must be evil, and the man will be a bad man: he cannot help it. The sum total of these impressions in him will create a strong motive power for doing bad acts. He will be like a machine in the hands of his impressions, and they will force him to do evil. Similarly, if a man thinks good thoughts and does good work, the sum total of their impressions will be good; and this, in a similar manner, will force him to do even in spite of himself. When a man has done so much good works and thought so many good thoughts that there is an irresistible tendency in him to do well in spite of himself and even if he wishes to do evil, his mind, as the sum total of his tendencies, will not allow him to do so; these will hold him back. When such is the case, the man's good character is said to be established.

4 As the tortoise tucks its feet and head inside the shell and will not come out even though you may break the shell into pieces, even so the character of the man who has control over his motives and organs is unchallangeably established. He controls his own inner forces, and nothing can draw them out against his will. By this continuous reflex of good impressions moving over the surface of the mind, the tendency to do good becomes strong, and in consequence we are able to control the *Indriyas* (sense – organs, the nerve – centres). Thus alone is the character formed, and only a man of character can get at truth. Such a man is safe for ever; he cannot do any evil. You may place him in any company, but there will be no danger for him. There is a still higher state than having this good tendency, and that is the desire for liberation. Liberation

means full freedom – freedom from the bondage of evil. A golden chain is as much a chain as an iron one. There is a thorn in my finger, and I use another to take the first one out, and when I have taken it out, I throw both of them aside. I have no necessity for keeping the second thorn, because it is a thorn after all. So bad tendencies are to be counteracted by good ones, and bad impressions on the mind should be removed by the fresh waves of good ones, until all that is evil almost disappears, or is subdued and held in control in a corner of the mind; but after that the good tendencies also have to be removed. Thus the 'attached' becomes the 'unattached'. Work, but let not the action or the thought produce a deep impression on your mind. Let the ripples come and go, let great actions proceed from the muscles and the brain, but let them not make any deep impression on the soul.

5 How can this be done? We see that the impression of every action to which we get attached remains. I may meet hundreds of persons during the day, and among them meet also one whom I love; but when I retire at night and try to think of all the faces I saw, only one face comes before the mind's eye – the face which I saw perhaps only for one minute and which I loved, all the others have vanished. Owing to my attachment to a particular person, his face caused a deeper impression on my mind than those of the others. But physically, the impressions have all been the same.

6 Therefore be 'unattached', yet the brain – centres work; work incessantly, but let not the mind be affected. Work as if you were a stranger in this land, a sojourner; work incessantly, but do not blind yourselves; bondage is terrible. This world is not our habitation; it is only one of the many stages through which we are passing.

7 The gist of this teaching is that you should work like a master and not like a slave; work incessantly, but do not do slave's work. Do you not see how everybody works? Nobody can be altogether at rest; ninety nine per cent of men work like slaves, and the result is misery; it is all selfish work. But work with freedom, inspired by love! There is no true love possible in the slave. If you buy a slave and tie him down in chains and make him work for you, he will work like a drudge, but there will be no love in him. So when we ourselves work for the things of the world as slaves, there can be no love in us, and work is not true work. This is true of work done for relatives and friends, and is true of work done for ourselves. Selfish work is slave's work; and here is a test. Every act of loving brings happiness; there is no act of love which does not bring peace and happiness; there is no act of love which does not bring peace and blessedness in its train. Real existence, real knowledge, and real love are eternally connected with one another, the three in one; where one of them is, the others also must be; they are the three aspects of the One without a second – the Existence – Knowledge – Bliss.

8 Krishna says: 'Look at me, Arjuna! If I stop from work for one moment, the whole universe will decay. I have nothing to gain from work: I am the one Lord, but why do I work? Because I love the world.' God is unattached because He loves; real love makes us unattached.

9 To attain this unattachment is almost a life's work, but as soon as we have reached this point, we have attained the goal of love and become free; the bondage of nature falls from us, and we see nature as she is.

10 Do you ask anything of your children in return for what you have given them? It is your duty to work for them, and there the matter ends. In whatever you do for a particular person, a city, or a state, assume the same attitude towards it as you have towards your children – expect nothing in return. If you can invariably take the position of a giver, in which everything given by you is a free offering to the world, without any thought of return, your work will bring you no attachment. Attachment comes only where we expect return.

11 If working like slaves results in selfish attachment, working as masters of our own mind gives rise to the bliss of non – attachment. We often talk of right and justice, but we find that in this world right and justice are mere baby's talks. There are two things which guide the conduct of men: might and mercy. The exercise of might is invariably an act of selfishness. All men and women try to make the most of whatever power or advantage they have. Mercy is heavenly, to be good, we have all to be merciful. Even justice and right should stand on mercy. All thought of obtaining return for the work we do hinders our spiritual progress; nay, in the end it brings misery. There is another way in which this idea of mercy and selfless charity can be put into practice; that is, by looking upon work as 'worship'. Here we give up all the fruits of our work unto the Lord, and, worshipping Him thus, we have no right to expect anything from mankind for what we do. The Lord Himself works incessantly and is ever without attachment. Just as water cannot wet the lotus leaf, so work cannot bind the unselfish man by giving rise to attachment to results. The selfless and unattached man may live in the very heart of a crowded and sinful city, yet he will not be touched by sin.

GANDHIJI'S PASSION FOR NURSING

MAHATMA GANDHI was an extraordinary person who performed great deeds. His thoroughness in handling tasks that are considered commonplace was remarkable. In addition to being the undisputed leader of the Indian Freedom Movement, he was an accomplished nurse as well.



GANDHIJI'S PASSION FOR NURSING

1 From boyhood Gandhiji had a passion for nursing. After school hours he ran back home to nurse his ailing father. He gave his father medicine, dressed his wound and prepared drugs prescribed by the *vaids*. As he grew older his craving for serving the sick grew stronger. He decided to devote two hours daily to nursing in a charitable hospital in South Africa. To find time for this work, he handed over many legal cases to a friend as he could not attend to all the work brought to him.

2 In 1896, when Gandhiji returned to India for a short time, he kept himself busy informing the Indian leaders about the plight of Indians settled in South Africa. His time was taken up in writing and distributing useful articles and letters. Yet the moment he came to know that his brother-in-law was seriously ill, and his sister could not afford to employ a nurse, he brought the patient to his house, put him in his own room and nursed him day and night.

3 For about one month, Gandhiji dressed the wound of his eight-year-old son who had fractured his arm. He undid the doctor's bandage, washed the wound, applied a clean mud-poultice and tied up the arm till it healed. Another son, who was ten, had an attack of typhoid. For 40 days Gandhiji nursed him. He wrapped up the child's body in wet cloth and enclosed him in dry blankets in spite of his piteous cries. He took great care of and showed tender love for his patients but did not allow any lapse in treatment.

While nursing another typhoid case, Gandhiji for a fortnight applied earth treatment to a child. Every hour and a half he placed on his abdomen a new pack of mud one inch thick. After remission of fever, the child was allowed to have a diet of ripe bananas. Gandhiji himself mashed the bananas for fifteen minutes and coaxed the child to eat it. He did not entrust this work to his mother lest the patient was overfed. While treating the sick, Gandhiji tried to keep the patient's mind at peace. He was against all addiction but once when a South Indian boy was ill and craved for a cup of coffee, he himself prepared it and served it to him.

4 He sponged the patients, bathed them and applied mud-poultices. He was more than a nurse to his patients. He had no fear of any infection. A beggar who was suffering from leprosy once came to him. Gandhiji offered him shelter, dressed his wounds for some days and later sent him to a hospital. Once, a fellow prisoner developed symptoms of leprosy. Gandhiji got permission to visit him regularly. He was later sheltered in Sevagram for years. Gandhiji dressed his wounds.

5 On two historic occasions, Gandhiji found a greater scope for offering his services as a nurse. One was the Boer War and the other Zulu Rebellion. On both the occasions he raised an Indian Ambulance Corps that tended the sick and carried the wounded. He proved an able leader of the nursing squad and marched miles and miles bearing the wounded on a stretcher. He was happy to nurse the Zulus who were flogged and left unattended, as the white Sisters of Mercy refused to nurse them. Their wounds were festering. For his service he was awarded the Zulu War Medal and the Kaisar-e-Hind gold medal.



6 When plague broke out in the gold mines of South Africa, many Indian labourers fell sick. The moment Gandhiji heard of it, he went there with four assistants. No hospital was nearby. A vacant godown was broken open, some beds were installed in it and twenty-three patients were taken there. The municipality thanked him for this prompt action and supplied him with disinfectants and sent a nurse. She had a good stock of brandy as a preventive. Gandhiji had no faith in it. He gave medical aid and cleaned the patients' beds, sat by their bedside at night and cheered them up. With the permission of the attending doctor he applied earth treatment to three patients. Two of them survived. All other patients, including the nurse, died. To keep fit for rendering service, he believed, was as much the duty of a nurse as to look after the needs of a patient. He always took precautions and never ate his fill when overworked. For bringing down his blood pressure he often put a mud-poultice on his head. With an earth-bandage on his forehead he said to the Japanese poet Yone

Noguchi, "I sprang from Indian earth and so it is Indian earth that crowns me." He seldom got disturbed at the critical turn of a patient's condition and with cool nerve nursed his wife and his sons. Twice Kasturba fell seriously ill in South Africa. The doctors had little hope of her recovery. Gandhiji nursed her with patience, courage and alertness. Once, after her release from a South African jail, she grew very weak. Gandhiji helped her clean her teeth, made coffee for her, and once tried to comb her hair. Early in the morning he carried her out from the bedroom and made her rest a whole day in the open air, in the shade of a tree. As the sun changed its course, he shifted the bed.

7 To get a trained Indian nurse in South Africa was difficult and there was every chance of a white midwife's refusal to attend a coloured woman. When Kasturba was bearing a child, Gandhiji learnt midwifery and helped the safe delivery of his last child.

WITH THE PHOTOGRAPHER

Stephen Leacock

1 'I want my photograph taken,' I said. The photographer looked at me without *enthusiasm*. He was a thin man in a grey suit, with the dim eyes of a natural scientist. But there is no need to describe him. Everybody knows what a photographer is like.



2 'Sit there,' he said, 'and wait.'

3 I waited an hour. I read the Ladies' Companion for 1912, the Girls' Magazine for 1902, and the Infants' Journal for 1888. I began to see that I had done an *impertinent* thing in breaking in on the privacy of this man's scientific *pursuits* with a face like mine.

4 After an hour the photographer opened the inner door.

5 'Come in,' he said severely.

6 I went into the studio.

7 'Sit down,' said the photographer.

8 I sat down in a beam of sunlight *filtered* through a sheet of factory cotton hung against a *frosted window*.

9 The photographer rolled a machine into the middle of the room and crawled into it from behind.

10 He was in only a second – just time enough for one look at me – and then he was out again, tearing at the cotton sheet and the window-panes with a hooked stick, apparently *frantic* for light and air.

11 Then he crawled back into the machine again and drew a little black cloth over himself. This time he was very quiet in there. I knew that he was praying and I kept still.

12 When the photographer came out at last, he looked very *grave* and shook his head.

13 'The face is quite wrong,' he said.

14 'I know,' I answered quietly; 'I have always known.'

15 He sighed.

16 'I think,' he said, 'the face would be better *three* quarters full.'

17 'I'm sure it would,' I said enthusiastically for I was glad to find that the man had such a human side to him. 'So would yours.' In fact, I continued, 'how many faces one sees that are apparently hard, narrow, limited, but the minute you get them three-quarters full they get wide, large, almost *boundless* in-'

18 But the photographer had ceased to listen. He came over and took my head in his hands and twisted it sideways. I thought he meant to kiss me, and I closed my eyes.

19 But I was wrong.

20 He twisted my face as far as it would go and then stood looking at it.

21 He sighed again.

22 'I don't like the head,' he said.

23 Then he went back to the machine and took another look.

24 'Open the mouth a little,' he said.

25 I started to do so.

26 'Close it,' he added quickly.

27 Then he looked again.

28 "The ears are bad,' he said, 'drop them a little more. Thank you. Now the eyes. Roll them in under the eyelids. Put the hands on the knees, please, and turn the face just a little upwards. Yes, that's better. Now just expand the lungs! So! And bend the neck – that's it – just *contract* the face, it's just a little too full, but - '

29 I swung myself round on the stool

30 'Stop,' I said with emotion but, I think with *dignity*. 'This face is my face. It is not yours: it is mine. I've lived with it for forty years and I know its faults.

31 I know it's not beautiful; I know it wasn't made for me; but it's my face – the only one I have' – I was conscious of a break in my voice, but I went on – ' such as it is, I've learned to love it. And this is my mouth, not yours. These ears are mine, and if your machine is too narrow -' Here I started to rise from the seat.

32 Snick!

33 The photographer had pulled the string. The photograph was taken. I could see the machine still shaking from the shock.

34 'I think', said the photographer, with a pleased smile, 'that I caught the features just in a moment of *animation*.

35 'So!' I said bitingly, features, eh? You did not think I could animate them, I s
But let me see the picture.'

36 'Oh, there's nothing to see yet,' he said. I have to develop the negative firs
back on Saturday, and I'll let you see a *proof* of it,'

37 On Saturday I went back.

38 The photographer beckoned me in. I thought he seemed quieter and gra
before. I think, too, there was a certain pride in his manner.

39 He unfolded the proof of a large photograph and we both looked at it in s

40 'Is it me?' I asked.

41 'Yes', he said quietly, 'it is you,' and he went on looking at it.

42 'The eyes,' I said hesitatingly, 'don't look very much like mine.'

43 'Oh, no,' he answered. 'I've retouched them: they come out splendidl
they.'

44 'Fine.' I said: 'but surely my eyebrows are not like that?

45 'No,' said the photographer with a momentary glance at my face, 'the ey
are removed. We have a process now for putting in new ones. You'll noti
we've applied it to carry the hair away from the brow. I don't like the hair low
skull.

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46 'Oh, you don't, don't you?' I said.

47 'No,' he went on, 'I don't' care for it. I like to get the hair back further an
out a new brow line.'

48 'What about the mouth,' I said, with a bitterness that was lost on the photog
'is that mine?'

49 'It's adjusted a little,' he said; 'yours is too low. I found I couldn't use it.'

50 'The ears, though,' I said, 'strike me as a good likeness : they are just like

51 'Yes,' said the photographer thoughtfully, 'that is so : but I can fix that all righ
print. We have a process now for removing the ears entirely. I'll see if - '

52 'Listen,' I interrupted, drawing myself up and animating my features to th
extent and speaking with a bitterness that should have blasted the man on the
came here for a photograph, a picture, something which – bad though it s
would have looked like me. I wanted something that would *depict* my face as H
gave it to me, humble though the gift may have been. I wanted something t
friends might keep after my death, to *reconcile* them to my loss. It seems tha
mistaken. What I wanted is not done. Go on, then, with your *brutal* work. Tak
negative, or whatever it is you call it, dip it in anything you like; remove th

correct the mouth, adjust the face, restore the lips, reanimate the neckti
the waistcoat. Coat it with an inch of gloss, shade it, *gild* it, till even y
that it is finished. Then when you have done all that, keep it for y
friends. They may value it. To me it is but a worthless *trifle*.'

I burst into tears and left. (*Adapted from Behind the Beyond*)

