THE NATIONAL ANTHEM

Jana-gana-manah adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.

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

I pledge my devotion to my country and my people. In their well-being and prosperity alone lies my happiness.
Dear students

The English Reader (Part 1 & Part 2) for Standard IX has been designed with a view to developing your proficiency in English language. The learning of any language inevitably involves the learning of its rich and varied literature. English as an international language is no longer a single homogeneous entity. There are numerous 'Englishes' originating from different social and national communities. You will surely find an opportunity to experience how social situations influence the making of language. The selections in this book represent authors from different cultures ranging from Coleridge to Kamala Das and Pushkin to Singer. It also brings in a variety of literary genres like poetry, short story, one act play, article and memoir.

You can enjoy reading the texts and think creatively once you enter the world of letters that the authors create for you. I hope you will make use of this book to sharpen your English language skills. The variety of activities presented in the book, I am sure, will provide ample opportunities for you to use the language in different contexts. Your teacher will guide you through your efforts while interacting with the texts and activities in the book.

Learn to use English confidently and find out how interesting it is.

Wish you all success.

Prof. M.A. KHADER
Director
SCERT
Textbook Development Committee

English
Standard IX

Advisor

Prof. K.A. Jayaseelan, Professor Emeritus, English and Foreign Languages University, Hyderabad

Chairperson

Prof. (Dr) Jameela Begum A. Professor, Institute of English & Director, Centre for Canadian Studies, University of Kerala

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Nasiruddin Khan, Formerly of Dept. of Languages, NCERT, New Delhi

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Dr K.M. Sherrif, Reader, Department of English, University of Calicut
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Article 51 A

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

(a) to abide by the Constitution and respect its ideals and Institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practice derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements.

(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between age of six and fourteen years.
UNIT IV

GLIMPSES OF A GREEN PLANET
Discuss

Where does the flood as shown in the cartoon occur?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think is the cause of the flood?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What clues are there to identify the season portrayed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Does the cartoon warn us of any impending danger?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Monday, December 7, 2009

1. Today 56 newspapers in 45 countries take the unprecedented step of speaking with one voice through a common editorial. We do so because humanity faces a profound emergency. Unless we combine to take decisive action, climate change will ravage our planet and with it our prosperity and security. The dangers are apparent for our generation. Now the facts have started to speak: the Arctic ice-cap is melting and last year’s inflamed oil and food prices provide a foretaste of future havoc. In scientific journals the question is no longer whether humans are to blame, but how little time we have got left to limit the damage. So far, the world’s response has been feeble and half-hearted.

2. We call on the representatives of the 192 countries gathered in Copenhagen not to hesitate, not to fall into dispute, not to blame each other but to seize opportunity from the greatest modern failure of politics. This should
not be a fight between the rich world and the poor world, or between east and west. Climate change affects everyone and must be solved by everyone. The science is complex but the facts are clear. The world needs to take steps to limit temperature rise. Even a small increase would parch continents, turning farmland into desert. Half of all species could become extinct, untold millions of people would be displaced, whole nations drowned by the sea.

3. We will have to change our lifestyles. The era of flights that cost less than the taxi ride to the airport is drawing to a close. We will have to shop, eat and travel more intelligently. We will have to pay more for our energy and use less of it. But the shift to a low-carbon society holds out the prospect of more opportunity than sacrifice. We have now started to invest in renewable forms of energy rather than producing electricity from fossil fuels. Kicking our carbon habit within a few short decades will require a feat of engineering and innovation to match anything in our history. But whereas putting a man on the moon or splitting the atom were born of conflict and competition, the coming carbon race must be driven by a collaborative effort to achieve collective salvation.

4. Overcoming climate change will take a triumph of optimism over pessimism, of vision over shortsightedness. It is in that spirit that 56 newspapers from around the world have united behind this editorial. If we, with such different national and political perspectives, can agree on what must be done, then surely our leaders can too. The politicians in Copenhagen have the power to shape history’s judgment on this generation: one that saw a challenge and rose to it, or one so stupid that saw calamity coming but did nothing to avert it. We implore them to make the right choice.

Adapted from ‘The Hindu’ - December 7, 2009

3. What do you understand by ‘shopping, eating and travelling more intelligently’? (Para-3)

4. What is ‘collective salvation’ and how can it be achieved? (Para-3)
5. When was the editorial written, before or after the summit? Give reasons for your answer. (Para-4)

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ..............................................
Meaning: ...........................................
....................................................
Sentence: ...........................................
....................................................
Activity 1

Let’s analyse the editorial.

a) How does the editorial begin? Is such a beginning common for editorials in dailies? If not, why? How many sentences are there in the text explaining the reason for the special editorial?

b) What is the editorial about? Which are the sentences that give you clear clues? Pick out the sentences. Which one would you call the topic sentence of the editorial?

c) What is the first paragraph about? Are there references to the effects of climate change? Quote relevant sentences.

d) What does the second paragraph deal with? Does it have a persuasive tone? Support your answer by listing words/phrases from the paragraph showing persuasion. Pick out the sentences describing the ill-effects of climate change in paragraph 2.
e) In paragraph 3, a common subject is used for many sentences. What is it? What does the editorial focus on in this paragraph? Is there a sarcastic statement towards the end of the paragraph? Quote the sentence.

f) Paragraph 4 is about certain opposites and the need to choose one from each pair. What are they? Does the paragraph also provide a model for the politicians to follow? What is that model? How is the editorial concluded?
Activity 2

Given below is a letter to the editor commenting on the editorial you have just read.

The Editor
The Hindu
Kochi
Sir

I am deeply impressed by your editorial on December 7, 2009. Climate change is the major menace we all face today. Discussions and debates on the topic are on. But nothing happens. I am of the view that electricity generation based on fossil fuel is the major contributor to harmful carbon emission. People who are clamouring for development call for an increase in power generation. This is the dilemma that has to be overcome. We have two possible solutions: we can either reduce electricity consumption or turn to renewable sources of energy. We misuse electricity grossly. Here in Bangalore, a National Highway leading to the new airport is brightly lit throughout the night over a distance of about 30 km. Even in places where the weather is not very hot and humid, many sleep in air-conditioned houses and apartments. It is high time we became wise enough about energy consumption.

Anupam
Bangalore
09/12/2009

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ...........................................
Meaning: ...........................................
Sentence: ...........................................
The editorial you have analysed states that we will have to change our lifestyles and we will have to shop, eat and travel more intelligently. Do you agree? Prepare a letter to the editor expressing your views.

Activity 3

Global warming poses a serious threat to our planet. Prepare five slogans highlighting the need for protecting the earth from global warming.

Activity 4

You may have noticed instances of climate change in your surroundings. Mention a few of them.

e.g. severe cold

Now, read the article ‘Memories of a Dying River’ by M.T. Vasudevan Nair given in the Extended Reading section of this unit on Page 122.
Activity 1

In the first paragraph of the editorial, we come across the word 'foretaste'. There are a few more words prefixed with fore- in English.

Refer to a dictionary and add more words to the list given below. Also find out what they mean.

- foretell
- forecast

Activity 2

The word 'renewable' used in the editorial is a combination of the prefix 're-' and the suffix '-able' to the root word new.

Fill up the table given below with prefixes and suffixes from the words given.

<table>
<thead>
<tr>
<th>prefix</th>
<th>root</th>
<th>suffix</th>
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<tbody>
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Activity 3

In the third paragraph we come across the phrase 'kicking our carbon habit'. The phrase 'kick the habit' means 'to stop doing something that is harmful'. Other idioms with the word 'kick' are listed below. With the help of a dictionary find out what they mean.

(i) kick around - _________________________________________________________________
(ii) kick up a fuss - __________________________________________________________________
(iii) kick up your heels - __________________________________________________________________
(iv) kick off - ___________________________________________________________________
(v) kick somebody around - __________________________________________________________

Now, use them in sentences of your own.
Activity 4

The word 'feat' in the third paragraph of the editorial sounds like 'feet'. 'Feat' means 'an action that needs courage and skill' whereas 'feet' is the plural of foot, which means 'the bottom part of the leg that you stand on and walk'. Words that sound the same as another but different in spelling, meaning and origin are called **homophones**.

Collect at least five such pairs and use them in sentences of your own.

   eg: see-sea

   I can't see anything in the dark.
   The sea is quite rough today.

1. ___________________________________________________________________________________
2. ___________________________________________________________________________________
3. ___________________________________________________________________________________
4. ___________________________________________________________________________________
5. ___________________________________________________________________________________

Activity 5

The editorial ends with the statement, 'We implore them to make the right choice.'

Substitute 'implore' with words similar in meaning.

   • plead
   •
   •
   •

Activity 6

The editorial talks of 'a triumph of optimism over pessimism'. 'Pessimism' is the antonym of 'optimism'.

Frame sentences with antonyms of the words in bold italics:

   e.g. He looks **feeble**.

   He is **strong** enough to lift the heavy box.
1. The process is complex.

2. We can agree on what must be done.

3. The whole world has been united behind this editorial.

4. We must take decisive action.

Activity 7

Pick out sentences from the editorial in which the following phrases have been used. Use them in your own sentences.

a) with one voice:

b) take steps to:

c) draw to a close:

d) to shape (something):

e) make the right choice:
TO NATURE
You have seen the unfriendly attitude of humans towards Mother Earth. But poets have always found comfort in the lap of Nature. See what the poem says...

It may indeed be phantasy, when I
Essay to draw from all created things
Deep, heartfelt, inward joy that closely clings;
And trace in leaves and flowers that round me lie
Lessons of love and earnest piety.
So let it be; and if the wide world rings
In mock of this belief, it brings
Nor fear, nor grief, nor vain perplexity.

1. What does the phrase 'all created things' bring to your mind?
2. Pick out the expressions that show the intense and personal experience of the poet.
3. Is the experience of the poet mere phantasy? If yes, why?
4. In what way can nature teach us lessons of real joy?

Samuel Taylor Coleridge (1772 -1834) is an English poet, literary critic and philosopher. He and his friend Wordsworth are regarded as the founders of the Romantic Movement in English Literature. He is best known for his poems 'The Rime of the Ancient Mariner' and 'Kubla Khan'. His major prose work is 'Biographia Literaria'.

English IX
So will I build my altar in the fields,
And the blue sky my fretted dome shall be,
And the sweet fragrance that the wild flower yields
Shall be the incense I will yield to Thee,
Thee only God! and thou shalt not despise
Even me, the priest of this poor sacrifice.

_Samuel Taylor Coleridge_

**TEXTUAL ACTIVITIES**

**Activity 1**

Look at the following lines from Shakespeare's 'The Tempest'.

*Full fathom five thy father lies;*  
*Of his bones are coral made;*  
*Those are pearls that were his eyes...*

Notice the same sound being repeated at the beginning of the words in the first line. This lends a musical quality to the line. The repetition of the same sound in this manner is called **alliteration**.

_Pick out two instances of alliteration from the poem._

**Activity 2**

What is striking about the following lines?

*The small birds twitter,*  
*The lake doth glitter;*

The lines end with the same combination of sounds, don't they? Words in a poem ending with the same sound are called rhyming words. In the above lines 'twitter' rhymes with 'glitter'.

_Pick out some pairs of rhyming words from the poem._

5. What does the expression 'let it be' suggest?

6. Some people may ridicule the poet's ideas, but he is not worried or afraid. Pick out the lines that mean the same.

7. What is the offering the poet is going to make?

8. Why does the poet say that his offering is 'poor'?

9. What is common between the poet and a priest in this poem?
Activity 3

Identify the olfactory and visual images used by the poet in the last six lines of the poem and describe them in your own words.

Activity 4

Read the following lines from Shakespeare's 'As You Like It'.

All the world's a stage,

And all the men and women merely players:

In these lines the world is regarded as a stage with people performing different roles. Here 'stage' acts as a metaphor for 'world'.

Pick out a few metaphors in the poem.

Activity 5

Which lines in the poem do you find most appealing from the following angles:

i. beautiful words arranged beautifully

ii. meaning or ideas suggested by the line

Also read aloud the lines and try to recall lines from other poems suggesting similar ideas/meaning.

Now, read the poem 'On the Grasshopper and the Cricket' by John Keats given in the Extended Reading section of this unit on Page 126.

ASSESS YOURSELF

APPRECIATION

Have I begun in a striking manner?

Have I been able to quote lines to support my views?

Have I been able to organise my writing into cohesive paragraphs?

How well have I been able to connect the sentences I have written?

Have I been able to suggest new ideas in my writing?

What changes will I make next time I prepare an appreciation?
MEMORIES OF A DYING RIVER

Standing proudly on the newly constructed bridge across the Bharathapuzha in 1954, Edasseri, the renowned poet, who had blazed a new trail in Malayalam poetry, gazed and gazed at the emaciated river beneath. It became the subject of his celebrated poem *Kuttippuram Paalam*, a poem which has been quoted over and over again in discussions on the eco-aesthetics of Malayalam poetry. The engineering skills that went into the making of the bridge fascinated the poet. It cost a sum of twenty three lakh rupees to build it – a considerable sum at the time. The poet saw in his mind’s eye the long lines of vehicles, thousands of them, which would scamper across the bridge into the distance. But he did not conceal the fear that lurked in his heart: the serenity of the villages would vanish for ever. The poem ends on a note of apprehension:

*Amba, Perare nee maarippomo*  
*Aakulayaamorazhukku chaalaay?*  
(O Perar, our beloved Mother  
Will you turn into a vexed drain?)

But Bharathapuzha, popularly known as Nila or Perar, did not become a drain. The poet could not foresee the threat of illegal sand mining on its shores and the desert-like state it was to be reduced to. Today the bed of the river is dotted with mounds on which bushes grow. Between Kuttippuram and Thirunaavaaya, one can even see tall casuarinas right in the middle of the dry river. The mounds are scarcely submerged, that too for a few days during the monsoon.
Nila has been a perennial source of inspiration for many of our poets like Vallathol and P. Kunhiraman Nair, besides Edasseri. It is a sacred river for the people who live on its banks, the Ganga of the South. It is the cultural lifeline of Malabar. The village of Cheruthuruthi where Vallathol established the illustrious Kerala Kala Mandalam lies on its banks. From Kalpathi to Ponnani dozens of men and women have woken up to the call of the muses: singers, writers, Kathakali artistes.

I have seen the wrath of the Perar too– in 1942 and ‘44. We were safe in our Tharavad which was on an elevated piece of ground. But I have also heard of the floods of ‘24 from the elders in my family. The water rose right up to the slope of the hill then!

At home we all took our bath on the steps that descended from the gates into the river. On days when it rained cats and dogs, the river hissed during the day and roared at night, threatening to overflow its banks. But the river did not scare us – the misty hills in the distance and the dark clouds that loomed in the sky gave us timely warning. Of course, the floods devastated life in the low-lying areas. The bananas and vegetables that enterprising peasants had grown on the banks would be washed away. Normally these strips were left uncultivated as flood-plains. This would dissipate the surging floodwaters and fertilise the soil with silt.

Nila was once a busy waterway and barges laden with agricultural merchandise sailed down to the port at Ponnani. The boatmen often stayed the night at the landing in our village. We could hear their chatter and teasing laughter from our yard. Occasionally the strains of a Mappilappattu floated in the air.

In summer, except the very old, everybody took bath in the river. Though the river was shallow at the time of the year, the water was crystal clear and the water in the ponds was no match for it. Families who had no well of their own would dig pits on the banks to collect water for cooking. The cattle in the village also bathed in the
river. There were landings set apart for them to cool themselves after a hot day’s work.

Today in every Panchayat, hundreds of trucks line up on all roads that lead to the river. Roads have been cut right into the middle of the river to plunder sand. The bushes on the mounds have grown into thick woods in many places.

In the months of April and May one sees long queues of women in the villages waiting with pots for the water trucks to arrive. The water level under the riverbed is too low for the wells on the bank to have any water in them.

Bharathapuzha was a witness to battles and historical spectacles like Mamankam. The battles fought on the riverbed today are for exclusive territorial rights and permits for mining sand. Long rows of large trucks block every access to the river. You can never get its panoramic view. What greets your eyes, instead, is the pathetic sight of innumerable pits from which sand has been scooped out.

Nila, who inspired me like a mother, watched me tenderly as I grew up and gracefully forgave me for my contradictory impulses, is breathing her last . . .

M.T. Vasudevan Nair
Activity 1

1. Conduct a panel discussion on the rivers of Kerala.

Before the panel discussion, let there be a general discussion on the rivers of Kerala in the class. Then divide the class into groups of 5 or 6. Each group should choose a particular river that they are interested in talking about.

Give the groups enough time to refer to books/magazines/encyclopedia and to explore the internet for information about the river of their choice. Let them collect details about the origin, course, length and width, the past glory, the present state, the references about the river in literature, the people who live on its banks, the role of the river in shaping their lives etc.

• In the beginning of the panel discussion, one student will introduce the panelists.

• Each student will be responsible for adding to the information collected on the river.

• All students must be prepared to answer the questions.

• Each member of the panel can choose to present any one of the areas suggested above about the river of his/her choice.

As an end product of the unit, let the groups prepare a common report of the panel discussion.

Now, read the poem 'To Nature' by S.T.Coleridge on Page 119.
ON THE GRASSHOPPER
AND THE CRICKET

Have you ever thought of the poetry of the Earth? The poem identifies the real poets of Earth. Read and enjoy.

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead;
That is the grasshopper’s – he takes the lead
In summer luxury, - he has never done
With his delights; for when tired out with fun
He rests at ease beneath some pleasant weed.

The poetry of earth is ceasing never:
On a lone winter evening, when the frost
Has wrought a silence, from the stove there shrills
The cricket’s song, in warmth increasing ever,
And seems to one in drowsiness half lost,
The grasshopper’s among some grassy hills.

John Keats

1. What is the sound that dominates the summer scene?

2. What, in your view, is the poetry of earth?

3. Summer is a pleasant experience in this poem. Pick out the words used by the poet to indicate this.

4. Why is winter ‘lone’?

5. Pick out pairs of rhyming words from the poem.

English poet John Keats (1795-1821), belongs to the second generation of Romantic poets. His poetry is characterised by elaborate word choice and sensuous imagery. This is most notable in his Great Odes which remain among the finest poems in English Literature.
Activity 1

Let’s analyse the poem.

i. What are the sights and sounds related to summer that you find in the poem?

ii. Comment on the lines: 'The poetry of earth is never dead:' and 'The poetry of earth is ceasing never:' How does the song continue from summer to winter?
Activity 1

Read the following sentence from ‘Make the Right Choice’.

Unless we combine to take decisive action, climate change will ravage our planet…

The word ‘unless’ means ‘if not’. It is used to combine two sentences. The part of the sentence that carries ‘unless’ tells us about something someone hasn’t done yet, but ought to do. The other part tells us what will be the result if someone doesn’t do it.

There are a few bits of information from the editorial in the box below. The first column tells us what we should do and the second column tells us what will be the result if we don’t do it.

Combine them using ‘unless’.

<table>
<thead>
<tr>
<th>What should be done</th>
<th>What will happen if it is not done</th>
</tr>
</thead>
<tbody>
<tr>
<td>• take decisive action</td>
<td>• our prosperity and security will be lost</td>
</tr>
<tr>
<td>• check ice cap melt</td>
<td>• food prices will rise</td>
</tr>
<tr>
<td>• limit temperature rise</td>
<td>• farmlands will become deserts</td>
</tr>
<tr>
<td>• prevent global warming</td>
<td>• nations will be drowned</td>
</tr>
<tr>
<td>• save energy</td>
<td>• face energy crisis</td>
</tr>
<tr>
<td>• change lifestyles</td>
<td>• destroy the planet</td>
</tr>
<tr>
<td>• kick our carbon habit</td>
<td>• climate change will continue</td>
</tr>
</tbody>
</table>

e.g. Unless we take decisive action, our prosperity and security will be lost.

Activity 2

Make predictions on what will happen to our planet if we do not do the following.

Complete the sentences given below.

1. Unless we check the emission of poisonous gases ...........................................
2. Unless we work together ......................................................................................
3. Unless the countries ..............................................................................................
4. Unless we ...................................................................................................................
5. Unless ......................................................................................................................
6. .................................................................................................................................
7. .................................................................................................................................
Activity 3

Read the following passage that speaks about what we should do to prevent climatic change.

We have to change our lifestyles.... We have to shop, eat and travel more intelligently. We have to pay more for our energy and use less of it.

Here the phrase 'have to' shows obligation i.e. something that we must do.

Given below are a few situations which you might have come across in your day to day life. Say what you have to do in each of these situations. Add words like 'first', 'then', 'next', 'after that', 'secondly', 'thirdly', 'later' etc. before 'have to' to connect your responses.

• to reserve a railway ticket
• to organise a tour programme
• to conduct a film show
• to organise a campaign for protecting the environment

Begin like this: First of all I have to ________________________________

Add other situations to the list and say what you have to do in each of them.

Activity 4

Read the following statement from 'Make the Right Choice'.

The world needs to take steps to limit temperature rise.

'Need to' is another phrase used to state what someone should do. However, it gives the meaning that 'there is a requirement for something' rather than 'there is an obligation'.

Rewrite the following passage from 'Make the Right Choice' using 'need to'.

We will have to change our lifestyles.... We will have to shop, eat and travel more intelligently. We will have to pay more for our energy and use less of it.

Now, reword your responses to any of the situations you described in Activity 3 using 'need to' instead of 'have to'.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Activity 5

Read the following passage. Look at the words italicised.

The car was moving fast. The traffic policeman waved his hands. The driver applied the brakes. The car stopped suddenly. The passengers woke up alarmed. They looked out in fear.

Discuss in groups the features of the words in italics.

1. How do these words add to the meaning of the sentences?
2. What function do these words have in each sentence?
3. Are these words different from 'complements' which we discussed in the previous unit? If so, in what way are they different?
4. Is there a significant change in the meaning of these sentences if these words are removed?

Let’s sum up

• The words 'fast', 'suddenly', 'alarmed' and 'in fear' are different from complements. They are not essential to complete the meaning of the sentence.
• They add to the meaning of the sentences in different ways.
• These words are mostly adverbials.
• Even if you remove these words you get a complete sentence.
• These words are called adjuncts.

Activity 6

Identify the adjuncts in the passage given below.

We meet once in a week. We often sit on the park bench. But this did not happen last week. We sat in a restaurant comfortably. We have been meeting like this for a year.

Frame questions to get the adjuncts as answers using ‘How often ...?’ , ‘Where’, ‘When’, ‘How long ...?’ etc.
Activity 7

*Pick out the adjuncts in the sentences below.*

i. She laughed quietly.

ii. He searched in vain for his passport.

iii. He came yesterday.

iv. He speaks effortlessly.

Activity 8

*The following passage is written by Aswin, a boy of Class IX. There are a few errors in the passage. Edit it.*

Environment issues is very disturb to me. People exploit Mother earth cruel. How can we live unless the Earth on which we live is protect. All our rivers are sand bed now. Our forests are hunt grounds to illegal felling of trees. Our hills are eaten merciless by the machine-monster, the earth mover. Paddy fields are shameless converted to housing plots. Trees and vegetations in the homesteads has been cleared up cool for constructing big houses. Even the grass on the soil is destroyed happy by concreting the courtyards. Can we live long like this?
UNIT V
GUNS AND ROSES

Discuss

Does this famous painting by Picasso evoke any feeling in you?
What do you see in the painting above?
Does it show a calamity/tragedy?
What details support your view?
How does the calamity/tragedy affect the lives of innocent people?
AN OCCURRENCE AT OWL CREEK BRIDGE

The American Civil War was fought between the Northern and the Southern States (1861-1865) over the issue of slavery. The Northern States under the leadership of Abraham Lincoln stood for abolishing slavery. The plantation owners of the South were opposed to this.

The story by Ambrose Bierce is written against the backdrop of the American Civil War. It highlights how at the moment of imminent death one intensely longs for life and safety.

1. A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man’s hands were behind his back, and wrists bound with a cord. A rope closely encircled his neck. Yes, he was waiting - a most agonizing wait for being hanged. At a short distance upon the same temporary platform was an officer in the uniform of his rank, armed. He was a captain. A sentinel at each end of the bridge stood with his rifle. The captain in charge of the execution stood with folded arms, silent. Death is a dignitary in the code of military etiquette. Silence and fixity are forms of respect.

2. The man who was engaged in being hanged was apparently about thirty-five years of age. He was a civilian, if one might judge from his habit, which was that of a planter. His features were good — a straight nose, firm mouth, broad forehead, from which his long dark hair was combed straight back, falling behind his ears to the collar of his well-fitting frock-coat. He wore a moustache and pointed beard, but no whiskers; his eyes were large and dark gray*, and had a kindly expression.

3. The preparations for execution being complete, the two private soldiers, his executioners, stepped aside. The sergeant was waiting for the signal from the captain. At a signal the sergeant would step aside and the plank upon which he had been standing would tilt and the condemned man would go down between two ties. His

* American spelling for 'grey'

Ambrose Bierce (1842-c.1914) known for his sharp, satirical wit was born in Ohio. He grew up in a large, poor family. After spending a year at a military academy, Bierce joined the Union Army and participated in several major battles. His war experiences provided material for some of his best stories, including 'An Occurrence at Owl Creek Bridge'. In 1913, Bierce travelled to Mexico during the civil war there and disappeared without a trace.
face had not been covered nor his eyes bandaged. He looked down for a moment and let his gaze wander to the swirling water of the stream rising madly beneath his feet. His eyes flowed down the current. How slowly it appeared to move! What a sluggish stream!

4. He closed his eyes in order to fix his last thoughts upon his wife and children. The water, touched to gold by the early sun, the brooding mists under the banks at some distance down the stream, the fort, the soldiers, the piece of drift — all had distracted him. And now he became conscious of a new disturbance. Striking through the thought of his dear ones was a sound which he could neither ignore nor understand, a sharp, distinct, metallic percussion like the stroke of a blacksmith's hammer upon the anvil; it had the same ringing quality. He wondered what it was, and whether immeasurably distant or near by — it seemed both. Its recurrence was regular, but as slow as the tolling of a death knell. He awaited each stroke with impatience and — he knew not why — apprehension. The intervals of silence grew progressively longer; the delays became maddening. With their greater infrequency the sounds increased in strength and sharpness. They hurt his ear like the thrust of a knife; he feared he would shriek. What he heard was the ticking of his watch.

5. He opened his eyes and saw again the water below him. 'If I could free my hands,' he thought. 'I might throw off the noose and spring into the stream. By diving I could evade the bullets and swimming vigorously, reach the bank, take to the woods and get...'

---

**Keep Track of Your Reading**
As you read you can use the following marks to keep track of your understanding.

- ✓.... I understand this.
- ?.... I don’t understand this.
- !... Interesting/ surprising idea

---

3. Why did the river appear to be moving slowly? (Para-3)

4. What is referred to as 'the stroke of a blacksmith’s hammer' and as 'the tolling of the death knell'? Why? (Para-4)
away home. My home, thank God, is as yet outside their lines; my wife and little ones are still beyond the invaders’ farthest advance.’

6. As these thoughts were flashed into the doomed man’s brain, the captain nodded to the sergeant. The sergeant stepped aside.

Pause & Reflect

II

7. Peyton Farquhar was a well-to-do planter, of an old and highly respected Alabama family. Being a slave owner he was naturally a secessionist and ardently devoted to the Southern cause. One evening while Farquhar and his wife were sitting on a rustic bench near the entrance to his grounds, a gray-clad soldier rode up to the gate and asked for a drink of water. Mrs Farquhar was only too happy to serve him with her own white hands. While she was fetching the water, her husband approached the dusty horseman and inquired eagerly for news from the front.

8. ’The Yanks* are repairing the railroads,’ said the man, ’and are getting ready for another advance. They have reached the Owl Creek Bridge. The commandant has issued an order, which is posted everywhere,

*Yanks (Yankees) were inhabitants of New England (USA). Here, the Northern soldiers in the American Civil War are referred to as Yanks.
declaring that any civilian caught interfering with the railroad, its bridges, tunnels or trains will be summarily hanged. I saw the order.'

'How far is it to the Owl Creek Bridge?’ Farquhar asked.

'About thirty miles.'

'Is there no force on this side of the creek?'

'Only a picket post half a mile out, on the railroad and a single sentinel at this end of the bridge.'

The soldier was actually a Northerner. His sole intention was to trick Farquhar into revealing his secessionist zeal.

Pause & Reflect

III

9. As Peyton Farquhar fell straight downward through the bridge he lost consciousness and was as one already dead. From this state he was awakened by the pain of a sharp pressure upon his throat. He had already lost his power to think. Now he could only feel. But suddenly the power of thought was restored; he knew that the rope had broken and he had fallen into the stream. The noose about his neck was already suffocating and kept the water from his lungs. To die of hanging at the bottom of a river!—the idea seemed to him ludicrous. He opened his eyes in the darkness and saw above him a gleam of light, but how distant, how inaccessible! He was still sinking, for the light became fainter and fainter until it was a mere glimmer. Then it began to grow and brighten, and he knew that he was rising toward the surface — knew it with reluctance, for he was now very comfortable. 'To be hanged and drowned,' he thought,
'that was not so bad; but I do not wish to be shot. No; I will not be shot; that is not fair.'

10. He was not conscious of an effort, but a sharp pain in his wrist apprised him that he was trying to free his hands. What splendid effort! What magnificent, what superhuman strength! The cord fell away; his arms parted and floated upward. He pounced upon the noose at his neck, tore it away and thrust it fiercely aside. His hands beat the water vigorously with quick, downward strokes, forcing him to the surface. He felt his head emerge and with a supreme and crowning agony his lungs engulfed a great draught of air, which instantly he expelled in a shriek!

11. In a moment, the visible world seemed to wheel slowly round. He saw the bridge, the fort, the soldiers upon the bridge, the captain, the sergeant, and his executioners. They looked like shadows. They shouted pointing at him. The captain had drawn his pistol but did not fire; the others were unarmed. Their movements were horrible.

12. Suddenly he heard a sharp report. Something struck the water within a few inches of his head, spattering his face with spray. He heard a second report. Nevertheless the bullets missed the target.

13. 'Attention, company!... Shoulder arms!... Ready!... Aim!... Fire!' the captain shouted.

14. Farquhar dived — dived as deeply as he could. The water roared in his ears like the voice of Niagara. As he rose to the surface, gasping for breath, he saw that he had been a long time under water. He was farther downstream — nearer to safety. The soldiers continued to fire ineffectually. The hunted man saw all this over his shoulder; he was now swimming vigorously with the current. His brain was as energetic as his arms and legs; he thought with the rapidity of lightning.

15. Suddenly he felt himself whirling round and round spinning like a top. The water, the banks, the forest, the now distant bridge, fort and men - all were blurred. In a
few moments he was flung upon the gravel at the foot of the left bank of the stream. The bank concealed him from his enemies. He wept with delight. He dug his fingers into the sand, threw it over himself in handfuls. It looked like diamonds, rubies, and emeralds. His head roused. The trees and the branches above his head roused him from his dream. He sprang to his feet, rushed up to the sloping bank, and plunged into the forest. All that day he travelled. The forest seemed endless. By nightfall he was fatigued. The thought of his wife and children urged him on. At last he found a road which led him in the right direction.

16. His neck was in pain. His tongue was swollen with thirst. He could no longer feel the roadway beneath his feet. He stands at the gate of his own home. All is as he left it, all bright and beautiful in the morning sunshine. He must have travelled the entire night. As he pushes open the gate, he sees a flutter of female garments. His wife, looking fresh and cool and sweet, steps down from the veranda to meet him. At the bottom of the steps she stands waiting with a smile of matchless joy. Ah, how

12. The soldiers began to fire at the man when he appeared above the surface of the stream. What feeling does it evoke in you? (Para-14)

13. ‘He was now swimming vigorously with the current.’ The word ‘vigorously’ is modifying the verb ‘swimming’. Now, find similar words in paragraph 14 and use them in sentences of your own.

14. ‘It looked like diamonds, rubies, and emeralds...’ What does ‘it’ refer to? Why does it appear so? (Para-15)

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ........................................
Meaning: .......................................
..................................................
..................................................
Sentence: ..............................
..................................................
..................................................
beautiful she is! He springs forward with extended arms. As he is about to clasp her he feels a stunning blow upon the back of the neck – then all is darkness and silence!

17. Peyton Farquhar was dead; his body, with a broken neck, swung gently from side to side beneath the timbers of the Owl Creek Bridge.

---

**Ready Reference**

- **anvil (n):** an iron block on which pieces of hot metal are shaped using a hammer
- **condemn (v):** to sentence to a punishment, especially death
- **doomed (adj):** something certain to fail or die
- **draught (n):** an act of drinking or inhaling
- **engulf (v):** to surround or cover something completely
- **etiquette (n):** the rules of correct or polite behaviour
- **evade (v):** to avoid, to escape from
- **execution (n):** killing somebody as a legal punishment
- **gravel (n):** a loose mixture of small stones
- **inaccessible (adj):** difficult or impossible to reach
- **percussion (n):** sound of two things hitting each other with great force
- **report (n):** a loud sound of an explosion
- **secessionist (n):** someone who wants their country or state to be independent from another country
- **sluggish (adj):** moving more slowly than normal
- **suffocate (v):** to feel uncomfortable due to lack of fresh air
- **summarily (adv):** immediately

---

**Pause & Reflect**

‘...then all is darkness and silence!’ Do you think the story ended as it began? Why? What happened in between?

---

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ....................................................

Meaning: ....................................................

Sentence: ....................................................

---

English IX
Activity 1

Identify the events of the story in the order you have read them. List the events in the proper order. How does the flashback in this story advance the plot?

<table>
<thead>
<tr>
<th>Events as in the story</th>
<th>Chronological order of events</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Activity 2

Imagine that you are the captain in the story. Write a diary entry on what happened at the Owl Creek Bridge that day.

DIARY

Have I been able to express the thoughts and feelings of the character?
Have I used first person narrative in the diary?
Have I linked the sentences of the diary properly?
How apt are the words and expressions used in the diary?
What improvement should I make when I write a diary next time?
Activity 3

Sit in pairs and prepare a sensory details chart from Part III of the story. Reread the part of the story and fill in the appropriate columns of the chart. Share your findings with your friends.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Activity 4

Screenplay

Write a screenplay for Part III of the story. Describe Farquhar’s actions. You may add details of special effects you would like to use in the film, such as light and music, to suggest a dreamlike sequence.

ASSESS YOURSELF

SCREENPLAY

Have I fixed the characters and setting?
Has the setting of the scene been noted down?
How well have I been able to visualise the scenes?
Have I detailed actions, costumes of the characters, music and lighting?
Have I been able to write apt dialogues?
How well should I improve next time I write a screenplay?

Now, read the story ‘The Colonel’s Ideas’ given in the Extended Reading section of this unit on Page 146.
Activity 1

Given below are fifteen words from the story. They belong to five different categories of related meanings. Each category has three words. Classify them.

<table>
<thead>
<tr>
<th>rope</th>
<th>thrust</th>
<th>agony</th>
<th>spin</th>
<th>string</th>
</tr>
</thead>
<tbody>
<tr>
<td>stroke</td>
<td>whirl</td>
<td>cord</td>
<td>swirl</td>
<td>anguish</td>
</tr>
<tr>
<td>ache</td>
<td>gleam</td>
<td>beat</td>
<td>glimmer</td>
<td>ray</td>
</tr>
</tbody>
</table>

Activity 2

Pick out sentences from the story in which the following phrases are used.

i. in charge of

ii. fix (somebody’s) thoughts on (something)

iii. trick (someone) into (doing something)

iv. give heed to

v. from side to side

Activity 2a

Use the phrases listed above in sentences of your own.

i. 

ii. 

iii. 

iv. 

v. 

Activity 3

Read the following sentence from the story.

The preparations for execution being complete, the two private soldiers, his executioners, stepped aside.

‘Execution’ is an action and ‘executioner’ is the person who does it.
Here are a few other actions from the story.

Name the doer of each action.

plant swim command idle wander own shoot watch dive hear

Activity 4

Read the following sentence.

What splendid effort! What magnificent, what superhuman strength!

The prefix 'super-' when added to 'human' gives the meaning 'beyond human powers'. Similarly there are words beginning with 'super-' which give the following meanings.

Find out the words with the help of a dictionary.

• faster than the speed of sound

• a powerful computer with an enormous amount of memory

• an extremely popular performer in films or music

• a country that has great military and economic strength

• matters connected with unknown forces and spirits
GENERAL, YOUR TANK IS A POWERFUL VEHICLE

No machine, however powerful it is, can substitute human power of thinking. We think; therefore we are....

General, Your Tank is a Powerful Vehicle
It smashes down forests and crushes a hundred men.
But it has one defect:
It needs a driver.

General, your bomber is powerful.
It flies faster than a storm and carries more than an elephant.
But it has one defect:
It needs a mechanic.

General, man is very useful.
He can fly and he can kill.
But he has one defect:
He can think.

BERTOLT BRECHT
Activity 1

'War is fought not between machines but between minds.' Explain the significance of the statement in the light of the poem.

Activity 2

Is there any word/ line repeated in the poem? What effect does this repetition create?

Activity 3

Would you call this poem ironical, witty, humourous, funny or serious? Give a reason for your answer.

Now, read the poem 'Mass' by Cesar Vallejo given in the Extended Reading section of this unit on Page 151.
I remember a little anecdote,’ said Colonel Laporte, ‘of the war which proves that we are capable of everything in the presence of a woman.

‘I was a captain, a simple captain, at the time and I was in command of a detachment of scouts, who were retreating through a district which swarmed with Prussians. We were surrounded, pursued, tired out and half-dead with fatigue and hunger, but we were bound to reach Bar-sur-Tain before the morrow, otherwise we should be shot, cut down, massacred. I do not know how we managed to escape so far. However, we had ten leagues to go during the night, ten leagues through the snow and with empty stomachs,’ and I thought to myself:

‘It is all over; my poor devils of fellows will never be able to do it.’

‘We had eaten nothing since the day before and the whole day long we remained hidden in a barn, huddled close together, so as not to feel the cold so much, unable to speak or even move, and sleeping by fits and starts, as one does when worn out with fatigue.

‘It was dark by five o’clock, that wan darkness of the snow and I shook my men. Some of them would not get up; they were almost incapable of moving or of standing upright; their joints were stiff from cold and hunger.

‘Before us there was a large expanse of flat, bare country; the snow was still falling like a curtain, in large, white flakes, which concealed everything under a thick, frozen coverlet, a coverlet of frozen wool. One might have thought that it was the end of the world.

1. The French soldiers were retreating. What would be the reasons?

2. What were the problems faced by the retreating soldiers?

3. ‘One might have thought that it was the end of the world.’ What made the colonel think so?
'Come, my lads, let us start.'

'They looked at the thick white flakes that were coming down and they seemed to think: 'We have had enough of this; we may just as well die here!' Then I took out my revolver and said:

'I will shoot the first man who flinches.' And so they set off, but very slowly, like men whose legs were of very little use to them.

'All at once a shrill cry, a woman's cry, pierced through the heavy silence of the snow and in a few minutes they brought back two prisoners, an old man and a girl, whom I questioned in a low voice. They were escaping from the Prussians, who had occupied their house during the evening. The father was alarmed on his daughter's account, and, they had made their escape in the darkness. I invited them to accompany us. We started off together and as the old man knew the road, he acted as our guide.

'It had ceased snowing, the stars appeared and the cold became intense. The girl, who was leaning on her father's arm, walked unsteadily as though in pain.

She stopped suddenly and said:

'Father, I am so tired that I cannot go any further,'

'The old man wanted to carry her, but he could not even lift her up and she sank to the ground with a deep sigh. We all gathered round her and, as for me, I stamped my foot in perplexity, not knowing what to do and being unwilling to abandon that man and girl like that, when suddenly one of the soldiers, a Parisian whom they had nicknamed Pratique, said:

'Come, comrades, we must carry the young lady, otherwise we shall not show ourselves Frenchmen, confound it!'
I really believe that I swore with pleasure. 'That is very good of you, my children,' I said; 'and I will take my share of the burden.'

'Who will lend his cape? It is for a pretty girl, comrades,' Pratique said and ten cloaks were thrown to him. In a moment the girl was lying, warm and comfortable, among them and was raised upon six shoulders.

'We went on, almost without stopping, until three o'clock in the morning, when suddenly our scouts fell back once more, and I saw a dozen lancers at full gallop, one behind the other. They had lost their way and were trying to find it.

'They were so near by that time that I could hear the loud breathing of their horses, the clinking of their swords and the creaking of their saddles and cried: ‘Fire!’

'Fifty rifle shots broke the stillness of the night, then there were four or five reports and at last one single shot was heard and when the smoke had cleared away, we saw that the twelve men and nine horses had fallen.

A head emerged from the litter.

'What is the matter?' she asked; ‘are you fighting?’

'It is nothing, mademoiselle*,' I replied; ‘we have got rid of a dozen Prussians!

'Poor fellows!' she said. But as she was cold, she quickly disappeared beneath the cloaks again and we started off once more. We marched on for a long time and at last the sky began to grow lighter. The snow became quite clear, luminous and glistening, and a rosy tint appeared in the east.

'It seemed to me as if we had just saved the whole of France and had done something that other men could

* mademoiselle /məˈdiːmwɑːʒəl/ - a form of address for an unmarried French woman
not have done, something simple and really patriotic. I shall never forget that little face, you may be sure; and if I had to give my opinion about abolishing drums, trumpets and bugles, I should propose to replace them in every regiment by a pretty girl, and that would be even better than playing the 'Marseillaise'. By Jove! It would put some spirit into a trooper to have a Madonna like that, a live Madonna, by the colonel’s side.'

**GUY DE MAUPASSANT**

_Slightly adapted_

10. What is described as 'really patriotic'? Why is it called so?

---

11. Why is the girl compared to Madonna? Comment on the appropriateness of the comparison.

---

**TEXTUAL ACTIVITIES**

**Collection**

Collect pictures, photographs, articles and news items related to war from newspapers, magazines, internet etc. Classify them into those portraying the pity and horror of war and those celebrating success and heroism.

**Discuss in groups**

- If you are asked to prepare a class magazine on war, which war will you select?
  - Iraq war
  - Indo-Pak war
- Where can you find details of the war?

---

- What type of creative pieces will you include in your magazine?
  - poems
  - short stories
  - essays
  - anecdotes

---

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ............................
Meaning: ..........................
Sentence: ........................
• Will you include pieces that support or oppose war in the magazine?

• If you write an essay or article on war, what will you say in support of your viewpoint?

• What explanations can you offer in favour of your viewpoint?

• How will you introduce your write-up/ essay?

• How will you structure the write-up/ essay?

• How will you conclude your write-up/ essay?

**Class Magazine**

As an end product of this unit, prepare creative writings and produce a class magazine on ‘War: Causes and Consequences’.

Now, read the poem 'General, Your Tank is a Powerful Vehicle' by Bertolt Brecht given on Page 144.
MASS

At the end of the battle, the combatant dead, a man approached him
and said to him: 'Don’t die; I love you so much!
but the corpse, alas!, kept on dying.

Two more came up to him and repeated:
'Don’t leave us! Be brave! Come back to life!
but the corpse, alas!, kept on dying.

Twenty, a hundred, a thousand, five hundred thousand appeared,
crying out: 'So much love, and no power against death!
but the corpse, alas!, kept on dying.

Millions of individuals surrounded him
with a common plea: 'Don’t leave us brother!
but the corpse, alas!, kept on dying.

Then all the inhabitants of the earth
surrounded him; the corpse looked at them sadly, deeply moved;
he got up slowly
embraced the first man; started to walk…

CESAR VALLEJO

Cesar Vallejo (1892–1938), a Peruvian poet, published three books of poems during his lifetime. He is considered one of the great poetic innovators of the 20th century in any language. The poem 'Mass' is taken from 'The Complete Posthumous Poetry of César Vallejo'.

1. The same line - 'but the corpse, alas! kept on dying-' recurs in almost all stanzas of the poem. What effect does it create?

2. In the first line ‘a man’ approached the dead combatant and in the last stanza ‘all the inhabitants of the earth’ surrounded him. Comment on the progress from ‘one to all.’

3. ‘He got up and embraced the first man.’ Why is the first man so special?

4. Can you cite examples of great persons who have initiated mass movements to save humanity?
Activity 1

Read the following sentences from ‘An Occurrence at Owl Creek Bridge’:

(a) A man stood upon the railroad bridge in Northern Alabama, looking down into the swift water twenty feet below.

(b) By diving, I could evade the bullets.

(c) They shouted pointing at him.

Discussion points

1. Can the bold italicised words be split into look+ing, dive + ing etc.?
2. Do they act as verbs in the sentences above?
3. What is their function in each of the sentences given above?

Let’s sum up

• The italicised words above are formed by adding ‘-ing’ to the root verb.

• In the first sentence it is used to show one of the two actions performed by the same person at the same time.

• In the second sentence it shows one of the two actions performed by the same person, one resulting from the other. It is used after the preposition ‘by’.

• In the third sentence it is used to show one of the two actions performed by the same group of persons simultaneously.

• The italicised words in the above sentences are the present participle forms of the verbs.

Activity 2

Combine each of the following pairs of sentences using the present participle.

e.g. He crossed the river. He entered the forest.

Crossing the river, he entered the forest.

1. He looked down for a moment. He let his gaze wander to the swirling water of the stream.
2. He closed his eyes. He fixed his lost thoughts upon his wife and children.

3. He opened his eyes. He saw again the water below him.

4. He opened his eyes in the darkness. He saw a gleam of light above him.

5. The sun shone above the waters. It blinded him when he came out.

Activity 3

Look at the following sentences from ‘An Occurrence at Owl Creek Bridge’.

a) He looked down for a moment and let his gaze wander to the swirling water of the stream.

b) The man’s hands were behind his back and wrists bound with a cord.

c) While she was fetching the water, her husband approached the dusty horseman.

d) As Peyton Farquhar fell straight downward through the bridge, he lost consciousness.

Split each of the above sentences into two. Identify the words that link these sentences.
Discussion points:

1. Can each of the two parts of the sentences above stand independently?
2. Does each of them have an independent meaning?
3. What do you call these parts of a sentence?
4. Which of the above parts lose their independent existence when a joining word is added to them? Which do not lose their independent existence?
5. What do we call the words we use to combine two parts of a sentence?

Let’s sum up

• Each of the sentences in Activity 3 can be split into two meaningful sentences.
• They have independent meanings and have independent status when joined by words like ‘and’, ‘but’ and ‘or’.
• The parts of sentences to which words like ‘because’, ‘when’, ‘that’, ‘which’ and ‘as’ are added cannot stand independently. They depend on the other part of the sentence to have a complete meaning.
• Each of the parts of the sentences is a **clause**. A clause contains a subject and a verb.
• Clauses are usually joined to the rest of the sentence by words like ‘and’, ‘but’, ‘or’, ‘because’, ‘when’, ‘that’, ‘which’ and ‘as’. These words which can be used to combine clauses are **conjunctions**.

Activity 4

*Identify the independent clauses in the following sentences.*

1. When the World War ended, the U.N. was formed.
2. This is the place, where the festival will be held.
3. Though she is highly qualified, she is not employed.
4. She must study hard or she will not pass the examination.
5. Although he is young, he talks like an old man.
Activity 5

Read the following passage carefully. There are a few errors in it. Edit and rewrite the passage.

During the war, extensive damage was done to the environment. Many people suffer health problems from weapons applied to destroy enemy targets. Destroyed the environments war goes on and on. Denies drinking water it torments people. The available water resources are be contaminated. The forest areas in the border are also being destruct. Bombs threaten the wildlife too. Kill thousands of birds, bombs explode in the wilderness. Soldiers and war refugees captures leopards and other large animals and trade them for safe passage across the border. Pollution air, soil and water explosives cause illness to millions. Cause deaths of men, women and children numerous landmines still burst out.
UNIT VI
MIRRORING THE TIMES

Discuss

Do you read newspapers regularly?

'A good news photograph can equal a thousand words.' Discuss the statement in the light of the above photograph.

What is the role of photographs and cartoons in newspapers? Share your opinion with your friends.

Write a caption for the photograph given above.

Collect striking news photographs and give captions to them and compile a volume for your class.
THE MASS MEDIA

Media often influence and determine our tastes and outlook. Are mass media innocent in propagating ideas? Read on and find out.

1. By mass communications media we mean firstly the press, newspapers, magazines, cheap books and secondly radio and television. The cinema and the internet are also part of the mass media. The media have four basic functions: firstly, they supply us with news keeping us informed about what is happening in our world; secondly, they interpret the news for us by way of commentary and editorial; thirdly, they spread culture and education, either formally or by spreading social norms; fourthly, they provide entertainment.

2. The spread of educational and cultural norms may affect and form the attitudes and sensibilities of a nation. Even the type of entertainment provided may affect our ways of thinking and behaving. The mass media are often government-owned or government-controlled, sometimes both. In other instances, mass media are also owned and run by private agencies. Most newspapers depend on advertisements in order to survive. Where the media are government-controlled they may well be used to promote the point of view and the interests of the government. Therefore the mass media provide powerful means of propaganda.

3. To be able to evaluate the propaganda, we must answer the following questions: Who is saying? What is being said? What exactly is really being said? To whom is it being addressed? What effect is it producing? It is important to identify the ‘Who’ to know the hidden interest behind the propaganda. An analysis of the content of the message may show whose voice we are really listening to. The answer to the second question may reveal that much ‘objective’ reporting or news is in fact

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1. What forms of mass media are you familiar with? What functions do they serve? (Para-1) e.g.

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>supplies news, interprets news, propagates culture and education, influences through advertisements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
</tr>
<tr>
<td>Cinema</td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
</tr>
</tbody>
</table>

2. List the major mass media available to you in your area. Are they owned by the government or by private agencies? (Para-2)

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KEEP TRACK OF YOUR READING

As you read you can use the following marks to keep track of your understanding.

✔.... I understand this.

?.... I don't understand this.

!.... Interesting/ surprising idea
advertising or subtle propaganda. The third question is probably the easiest to answer. Many newspapers, radio and television programmes openly proclaim to whom the communication is addressed. There are workers' newspapers, party newsletters, sports magazines, programmes for women etc. The fourth question is the most difficult to answer. It is perhaps misleading to talk about mass media and mass communication. All the word 'mass' implies here is that the message reaches a large number of people.

4. Reading a book, or a paper, listening to the radio, watching the television are essentially very private events. The communicator receives no direct feedback from his audience nor can the audience participate. The mass media do not arouse the mob reactions, mass hysteria and loss of self control, which could once be brought on by the oratory skills of people like Hitler. Often there is no overt reaction but we can nevertheless make certain observations about the effects of mass communication through the mass media.

3. Evaluate any item/programme from any of the mass media in the light of the questions posed by the author such as 'Who is saying? What is being said? What exactly is really being said? To whom is it being addressed? What effect does it produce?' etc. (Para-3)

4. Who can influence people more - the mass media or an orator? Give reasons for your answer. (Para-4)

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ........................................
Meaning: ........................................
Sentence: ........................................
5. Part of a man’s freedom lies in being able to make choices and in order to make choices he must be well-informed and be aware of what choices are available and what they mean. Newspapers and news broadcasts supply us with a mass of information from all parts of the world and have certainly helped to broaden our horizons. However, unless this great mass of information is analysed, interpreted and explained it may remain as an undigested excess of unrelated news items which prevent us from seeing the wood for the trees. Too much news may also have the effect of making the audience turn in on itself away from unpleasant reality or of dulling the audience sensibilities so that it takes, for example, merely a morbid, scientific interest in the world’s tragedies and disasters.

6. As far as commentary on current events and the news is concerned, it is striking that the ‘mass audience’ is very selective in what newspapers it reads, what it reads in the newspapers, what it listens to or watches on television. Those people, who have political convictions read the newspapers, listen to or watch the party broadcasts which correspond to their tendencies, while those with other special interests read those sections of the newspaper and listen to or watch those programmes which cater to their interests. Far from manipulating our attitudes, opinions, patterns of behaviour, and fashions, the mass media serve rather only to crystallise and reinforce already existing trends.

7. Of course, the cultural or educational level of, say, television programmes may, on occasion, not be very high, but this is because they are aimed at the average level of the mass audience. The mass media do not aim to set trends, they only reinforce. If public tastes and attitudes shift, then the mass media will redirect their efforts accordingly - but they cannot reinforce something that is not there.

Adapted from Essential Media Resources for Children

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**ASSESS YOURSELF**

**READING**

Have I read the passage on my own and marked what I understood with a ‘✓’?

Have I marked words/expressions that I didn’t understand with a ‘?’?

Have I picked out words/expressions for my personal wordlist?

Have I shared the ideas I gathered with my friends during the group reading process?

Have I tried to get clarification for the words/expressions I didn’t understand?

Have I been able to answer the questions posed by the teacher?

What improvement should I make in my reading?

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5. What is the latest news story in your state/district at the moment? Try to analyse, interpret and explain it. (Para-5)

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6. Do you think the cultural and educational level of the newspaper you read and the TV programmes you watch is high? Substantiate your answer with examples. (Para-7)

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**Ready Reference**

- **conviction**/kənˈvɪkʃən/(n): a very firm and sincere belief
- **crystallise**/krɪstəˈleɪz/(v): to become clear
- **feedback**/(n): remarks about how good or useful somebody's work is
- **manipulate**/məˈnɪpjələt/(v): influence cleverly
- **morbid**/(adj): having or expressing a strong interest in unpleasant things
- **norms**/(n): the usual standard thing
- **propaganda**/prəˈpæɡəndə/(n): ideas or statements spread in a planned way in order to influence public opinion
- **proclaim**/prəˈkleɪm/(v): to announce officially
- **reinforce**/rɪˈfɔːrs/(v): to strengthen or support with additional materials

**TEXTUAL ACTIVITIES**

**Activity 1**

*Collect different newspapers on a particular day and make an analysis as shown.*

<table>
<thead>
<tr>
<th></th>
<th>Newspaper 1</th>
<th>Newspaper 2</th>
<th>Newspaper 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front page news items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead News</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editorial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The nature and category of news in the inner page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Which of the collected newspapers do you like best? Why?
- What changes/ modifications in the other newspapers would make them appealing to you?

*List your recommendations for the other newspapers.*

In the light of the discussion prepare a short write-up on 'My Ideal Newspaper'.

**WRITE-UP**

Have I placed the main point of the write-up in the beginning itself?
Have I been able to include all the supporting details of the main point?
Have I been able to organise the write-up well?
How well have I been able to connect the sentences in the write-up?
Have I suggested new ideas in the write-up?
What changes will I make next time I prepare a write-up?

**ASSESS YOURSELF**

After reading a section, write down the word you would like to add to your personal wordlist.

Word: ...................................................
Meaning: ...................................................
Sentence: ..............................................
Activity 2

Which newspaper/TV channel do you usually read/watch? What are your favourite pieces/programmes? Prepare a brief write-up on a programme you like/ don't like.

Activity 3

Do you agree with the observation that the type of entertainment provided through mass media may affect our ways of thinking and behaving? Explain in a short paragraph.

Activity 4

Newspapers and news broadcasts supply us with a mass of information from all parts of the world and help broaden our horizons. Prepare a news story from your place that you would like to bring to public attention. It can be about the good/bad practices that you have noticed in your locality or about persons or events which deserve attention of the authority or public.

Now, read the essay ‘The Initial Days of Doordarshan’ given in the Extended Reading section of the unit on Page 167.
**Activity 1**

*Pick from the essay 'The Mass Media' sentences with the following phrases.*

i. in order to ____________________________________________________________

ii. to be able to _________________________________________________________

iii. a large number of _________________________________________________

iv. being able to ______________________________________________________

v. aim at ______________________________________________________________

vi. turn away _________________________________________________________

**Activity 2**

*Use the above phrases in sentences of your own.*

i. ________________________________________________________________

ii. ________________________________________________________________

iii. ________________________________________________________________

iv. ________________________________________________________________

v. ________________________________________________________________

vi. ________________________________________________________________

**Activity 3**

*Put a tick mark against the word in Column 2 which is most closely related to the word in Column 1.*

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolution</td>
<td>uprising banishment exile association</td>
</tr>
<tr>
<td>Ethos</td>
<td>racial surroundings values cord</td>
</tr>
<tr>
<td>Empowerment</td>
<td>forcing strengthening bravery ambition</td>
</tr>
<tr>
<td>Disparity</td>
<td>penalty surprise fight difference</td>
</tr>
<tr>
<td>Investigation</td>
<td>plan examination exclusion meeting</td>
</tr>
</tbody>
</table>
Activity 4

The word 'advertisement' in the second paragraph of the article 'The Mass Media' has a short form 'ad'.

Look at the following short forms and write the full form of each.

bike - ________________________________
plane - ________________________________
kilo - ________________________________
lab - ________________________________
specs - ________________________________
mag - ________________________________
mike - ________________________________
photo - ________________________________
zoo - ________________________________

Activity 5

'dis-' and 'un-' are common prefixes used to form words which have opposite meaning (antonyms).

e.g. appear - disappear

Use these prefixes appropriately in each of the following.

available - ________________________________
proportionate - ________________________________
healthy - ________________________________
comfort - ________________________________
advantage - ________________________________
willing - ________________________________
Activity 6

Read the following write-up by Parvathy, a student of class IX about her experience of reading newspapers.

My Newspaper Reading

One thing I always read in the paper is the editorial. It helps me form my opinion on issues. I also read the obituary. Although national newspapers give you all the important news, I find that if you just want to sell something, the classified ads in a local newspaper is the best place. The Sunday newspapers have supplements with articles on travel, food, education, career etc. Last week there was a feature on the emerging technological advances in one of the supplements.

The meanings of the above bold italicised words are given in the list below.

Write the words against their meaning. You may refer to a dictionary if necessary.

- pages of advertisement in different categories
- an article or set of articles devoted to a particular topic
- descriptions of the lives of famous people who have just died
- an article giving the newspaper editor's opinion
- separate magazines appended to the newspaper

Activity 7

Given below are a few definitions of some types of printed material.

- Pamphlet - a small book with a soft cover dealing with a specific topic, often political
- Leaflet - a single sheet or folded sheets of paper giving information about something
- Brochure - a small book like a magazine, which provides information, often about travel or a company
- Prospectus - a small, thin book like a magazine, which gives information about a school, college or university or a company
- Flyer - a single sheet giving information about some event or special offer, often given out in the street
- Booklet - a small, thin book with a soft cover, often giving information about something
- Manual - a book of detailed instructions on how to use something
Now, fill the gaps in these sentences with appropriate words from those given overleaf.

1. I’ve decided to do my own car, so I’ve bought the ___________ for my particular model.

2. Someone is giving out ___________ in the town centre today about a demonstration that’s going to take place on Saturday.

3. I love looking through the holiday ___________ and dreaming about flying off to exotic places.

4. I never read political ___________; they are so boring.

5. This ___________ gives the opening lines for the art gallery.

6. I’ve got this really useful ___________ with details of all the local sights.

7. I’ve read the ___________ and I like that university; I think I’ll apply.

Activity 8

Classify these vocabulary items into two sets of three, one connected with books and the other with magazines. Use a dictionary if necessary.

subscription  issue  edition

foreword  binder  quarterly
Can you imagine a world without television? There was a time when this entertainment medium was not there. How did people spend their leisure time then? Do you think you are really fortunate in having this medium? Read on...

The most important thing we’ve learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set —
Or better still, just don’t install
The idiotic thing at all.
In almost every house we’ve been,
We’ve watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone’s place we saw
A dozen eyeballs on the floor.)
They sit and stare and stare and sit
Until they’re hypnotised by it,
Until they’re absolutely drunk
With all that shocking ghastly junk.

1. Why is television called an ‘idiotic thing’?

2. Pick out instances of humour used by the poet. What technique did the writer use to bring in humour?
Oh yes, we know it keeps them still,
They don’t climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink —
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTS THE SENSE IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK — HE ONLY SEES!
‘All right!’ you’ll cry. ‘All right!’ you’ll say,
‘But if we take the set away,
What shall we do to entertain
Our darling children? Please explain!’
We’ll answer this by asking you,
‘What used the darling ones to do?
How used they to keep themselves contented
Before this monster was invented?’
Have you forgotten? Don’t you know?
We’ll say it very loud and slow:
THEY ... USED ... TO ... READ! They’d READ and READ,
One half their lives was reading books!
The nursery shelves held books galore!
Books cluttered up the nursery floor!
And in the bedroom, by the bed,
More books were waiting to be read!
Such wondrous, fine, fantastic tales
Of dragons, gypsies, queens and whales
Oh, books, what books they used to know,
Those children living long ago!
So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks-
Fear not, because we promise you
That, in about a week or two
Of having nothing else to do,
They’ll now begin to feel the need
Of having something to read.
And once they start — oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They’ll grow so keen
They’ll wonder what they’d ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
And later, each and every kid
Will love you more for what you did.

**ROALD DAHL**

4. The word ‘clutter’ occurs twice in the poem. Compare and contrast its uses in the poem.

5. What are the changes that may occur in the life of children after throwing the TV set away?

6. Does the poem contain the message that books and reading promote imagination whereas television kills it? What is your opinion? Share your views - for or against - with your friends.
THE INITIAL DAYS OF DOORDARSHAN

You all watch television, don’t you? Have you ever thought about how the medium called television came into being in India? Read on and find out how exciting its initial days were.

It was on my way to Canada on a fellowship in 1960, that I saw a TV set for the first time, at a hotel in London. I had not the faintest idea then, that on my return to India, I would be heading Indian Television.

Half way through my sojourn in Canada, I was directed to join a team from New Delhi to study School TV Projects in the USA. Soon, I was posted as Officer on Special Duty (TV) and was working on the Ford Foundation-sponsored School TV Project. We took care to see that the teaching fraternity itself decided what role TV should play as an aid to classroom teaching. Next came the UNESCO-aided Social Education Project where ‘teleclubs’ viewed socially relevant programmes and followed them up with a discussion. There was a marked increase in social awareness, as a result of this system. Television’s first steps were clearly in the right direction.

I used to visit villages round Delhi, incognito, to see the response to our programmes. Once, I found an elderly farmer sitting on a charpoy, but not watching a popular Hema Malini starrer which was being shown on TV. Puzzled, I asked why. Inhaling deeply from his hookah, he said he preferred to watch Hema Malini on the big screen; TV made his favourite star too small.

For a while, I was back in AIR only to return to TV in a rather dramatic manner. Returning to Chennai after a conference in Delhi, I was literally pulled out of the aircraft and advised to proceed to Indira Gandhi’s office. I was asked if I would go to Bombay to start TV there. I knew the decision was already taken and mumbled an affirmative.

1. Why does the author say ‘television’s first steps were clearly in the right direction’?

2. Do you think that television is still on the right track? Give reasons for your answer.

3. Have you noticed any difference between watching a film on the big screen and watching it on TV? Express your views.
Bombay Television was inaugurated on October 2, 1972. Governor Ali Yavar Jung was the chief guest. The celebrities who graced the occasion with their presence and performances included the shehnai maestro Bismillah Khan, the film actress Asha Parekh and the Kathak dancer Gopikrishna. There were some bunglings in the programme, but the staff congratulated me on a great show when I was back in the studio. The TV screen can indeed cover up many a goof.

Bombay TV is proud that it discovered Smita Patil, though few know she was initially rejected. When she barged into my room to protest against her rejection, one look at her expressive face convinced me that she was made for the screen, small or big. Shyam Benegal spotted her on TV - and the rest is history.

Promoted to Deputy Director General, I was asked to go to Cape Canaveral, Florida, to witness the launch of satellite ATS6, to be loaned to India for one year. It was my job to organise production of 1,400 hours of programme in four languages from three small studios within one year, to serve 2,400 villages in six states. I had no clue how this would be done. Let me confess, to my shame, that I hoped the satellite would not take off. On the eve of the launch, I bumped into a scientist and made bold to ask him the chances of the satellite failing to take off. He replied: 'If a thing can fail, it will.' Later, I learnt that he was Werner von Braun, the father of modern rocket science. The next morning, the satellite merrily shot past the atmosphere. As it went up, my heart went down.

The Satellite Instructional Television Experiment (SITE) was the largest of its kind to reach people in remote areas, many of whom were illiterate and had not listened to a radio or seen a film. By far the most satisfying were the science programmes for children and the school teachers' training programme which covered 48,000 teachers. It

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4. 'The TV screen can indeed cover up many a goof.' Do you agree? Give reasons.

5. Real talents are often identified after they face an initial rejection in their career. Is this always so? Can you cite an instance or two in support of your answer?

6. Why does the author say that as the satellite went up his heart went down?

7. List a few TV programmes that have educational value and say how useful you find them.

---

THE INITIAL DAYS OF DOORDARSHAN
was a great experience working with stalwarts in a variety of disciplines. Sir Arthur Clarke, the great American science fiction writer, urged NASA to extend the loan of the satellite. But NASA had other plans.

Mrs Gandhi had wanted to separate TV from AIR for many years. The umbilical cord was cut on April 1, 1976, and I was named the first Director General of the new organisation - Doordarshan. The National Institute of Design had made a few logos for Mrs Gandhi to choose from. When Professor Satwalekar of the NID dwelt a trifle longer on one particular logo, Mrs Gandhi remarked, 'You seem to have already made your choice…. So go ahead.' Ravi Shankar had composed the signature tune based on Iqbal’s *Sare Jahan Se Acha*, played on the shehnai by Ali Ahmad Hussain, and the motto 'Satyam Sivam Sundaram' was added. Today, I notice that the logo has been changed.

Before I retired in 1979, I had the unique pleasure of watching the Republic Day Parade in far away Gangtok, Sikkim, via satellite. It was heart-warming to see a large congregation of locals applauding as their state’s pageant went by. The era of satellites had indeed dawned.

Today, I watch in wonder the miracles possible with technology, the astonishing choice of hundreds of channels at the flick of a finger. But the memory of returning from work and not being able to enter my own home, as it was packed with relatives, neighbours and maids, sitting cross-legged on my carpet, waiting for a familiar signature tune to begin; that one channel we all eagerly tuned into, on the dot every evening, is indeed a nostalgic one.

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**P. V. Krishnamoorthy**

*Slightly adapted*
**TEXTUAL ACTIVITIES**

*Let's make a Classroom Newspaper*

You can create your own newspaper. You can be a reporter, writing newspaper articles. Topics for articles can include interesting things that have happened in your classroom or school, events that occurred in your locality, family milestones (Has anyone celebrated a birthday or won a prize recently?), a sports event, extreme weather, or an interesting local person! Before you begin, read and analyse some newspaper articles to see what professional reporting is.

You can put the articles of all the students in the classroom together to make your own classroom newspaper. You can even add advertisements for made-up products.

A newspaper contains news articles, editorials and other items.

**Structure of a Newspaper**

- **First section** - with major news, world news and sometimes, editorial. The most important news articles are on the first page; the top half of the first page is referred to as **above the fold**.

- **Local news section** - with local news and weather.

- **Sports section**

- **Lifestyle section** - often containing feature articles (non-news general interest pieces, for example, an article on stamp collection or visiting a nearby place), entertainment, travel, fashion information, cooking, useful household hints, advice columns, comics, puzzles, and reviews of movies and books.

- **Classified ads section** - in which people advertise items for sale and post job notices.

- **Advertisements** - are placed throughout the paper.
Structure of a Newspaper Article

• Each newspaper article has a **title** (called the **headline**) that is set in large type. The writer of a newspaper article is often not named.

• The beginning of each newspaper article (the first paragraph) is called the **lead** (one or two sentences); the lead should summarise the main facts of the article, telling the 5 Ws (who, what, when, where, and why) and ‘how’.

• The first paragraph should also contain something that grabs the reader’s attention and makes them want to read the rest of the article.

• The remainder of the article contains supporting paragraphs that go into more detail about the topic, often including quotes and interesting facts.

• Use clear and simple language. Keep the article short and to the point. Use active verbs (for example: Man bites dog) and not passive verbs (for example: Dog bitten by man).

• Each picture, graph or illustration should have a caption describing or explaining it.

As an end product of this unit, prepare a ‘Classroom Newspaper’ making use of the graphic organisers provided.

**Group Activity**

• On the basis of your write-up on ‘My Ideal Newspaper’ discuss what items of news should go into the Classroom Newspaper you are going to design.

• Assign responsibilities as editor, reporter, layout artist, interviewer etc. to your friends in the group.

• You may also include the news stories you have already prepared in this unit.
Here are some graphic organisers of certain newspaper items. You may go through them and see how various layouts can be included in a newspaper. You can make use of these graphic organisers while preparing the ‘Classroom Newspaper’.

### Classroom News

<table>
<thead>
<tr>
<th>Date</th>
<th>Classroom News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline</td>
<td></td>
</tr>
<tr>
<td>Caption</td>
<td></td>
</tr>
</tbody>
</table>

Write the most important news item for the first page of the newspaper, including a picture and its caption. You may write the news in two columns.

### Local News

<table>
<thead>
<tr>
<th>Date</th>
<th>Local News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline</td>
<td></td>
</tr>
<tr>
<td>Caption</td>
<td></td>
</tr>
</tbody>
</table>

Include interesting things that have happened in your classroom or school, events that occurred in your locality, family milestones etc. You may make use of photos and their captions.

### Sports News

<table>
<thead>
<tr>
<th>Date</th>
<th>Sports News</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headline</td>
<td></td>
</tr>
<tr>
<td>Caption</td>
<td></td>
</tr>
</tbody>
</table>

Write an article for the sports page of the newspaper.

### Week in School

<table>
<thead>
<tr>
<th>Date</th>
<th>Week in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three things I learned this week</td>
<td></td>
</tr>
<tr>
<td>Important event - photograph</td>
<td></td>
</tr>
<tr>
<td>Something unforgettable</td>
<td></td>
</tr>
<tr>
<td>The books I read</td>
<td></td>
</tr>
</tbody>
</table>

Write a classroom newspaper page on what you learned in school this week.
### World News

<table>
<thead>
<tr>
<th>Date ................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headline</strong></td>
</tr>
<tr>
<td>Map</td>
</tr>
<tr>
<td><strong>Caption</strong></td>
</tr>
</tbody>
</table>

Summarise a world news article using this graphic organiser, noting the 5 Ws, 'who', 'when', 'where', 'what', and 'why'. Map the location of the news event and your location.

### Editorial

<table>
<thead>
<tr>
<th>Date ................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headline</strong></td>
</tr>
<tr>
<td><strong>Explaining the problem</strong></td>
</tr>
<tr>
<td><strong>Its weakness</strong></td>
</tr>
<tr>
<td><strong>Providing solutions</strong></td>
</tr>
<tr>
<td><strong>Supplementing solutions with facts, examples</strong></td>
</tr>
<tr>
<td><strong>Restating your opinion</strong></td>
</tr>
</tbody>
</table>

Write an editorial for the newspaper. Pick an issue or problem. Use moderate language, facts and strong, logical arguments in your editorial.

### Feature Article

<table>
<thead>
<tr>
<th>Date ................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headline</strong></td>
</tr>
<tr>
<td><strong>Introduce and write the most interesting part</strong></td>
</tr>
<tr>
<td><strong>Support with quotes, facts etc.</strong></td>
</tr>
<tr>
<td><strong>Summarise the topic</strong></td>
</tr>
</tbody>
</table>

Write a feature article for your newspaper. Pick a topic that interests you, then research it before writing the piece. Provide headline, introduce the topic and write the most interesting aspects, support with quotes, anecdotes and facts. Summarise the topic with a message. Provide space for an illustration with caption.

### Movie Article

<table>
<thead>
<tr>
<th>Date ................</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movie</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Assessment of plot, acting, music, effects etc.</strong></td>
</tr>
<tr>
<td><strong>Summarise/ Conclude</strong></td>
</tr>
</tbody>
</table>

Write a movie review for your newspaper. Describe the movie, including your assessment of the plot, acting, music, special effects, and other aspects. Remember - DO NOT give away the ending!
**Activity 1**

*Look at the headlines in the exercise given below and match them with what you think each story is about.*

<table>
<thead>
<tr>
<th>1. Pet dog butchered</th>
<th>a. The Government has decided to abolish 3500 posts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Government to axe 3500 posts</td>
<td>b. The police do not take active measures to check terrorist activities.</td>
</tr>
<tr>
<td>3. Police cool on terrorist activities</td>
<td>c. Indians have defeated the Aussies.</td>
</tr>
<tr>
<td>4. India humbles the Aussies</td>
<td>d. A family dog has been brutally killed.</td>
</tr>
</tbody>
</table>

---

**Activity 2**

*Look at the following sentences that have been parts of news items in various newspapers. Make headlines out of these sentences.*

E.g. Three people have been killed in a terrible shop fire

**TERRIBLE SHOP FIRE KILLS 3**

1. Police mistakes have left 183 crimes undetected.

   -----------------------------------------------

2. A judge has sentenced a lottery winner to jail for bank robbery.

   -----------------------------------------------

3. North Zone defeated South Zone by eight wickets in the Ranji Trophy Cricket match.

   -----------------------------------------------

4. A drunken driver caused an accident on National Highway 7, which resulted in two people being killed.

   -----------------------------------------------
Activity 3

Read the following passage carefully. There are a few errors in it. Edit and rewrite the passage.

I had a strange experience last winter. I was shopping for Christmas. I come to a small clothing shop. There was a lot of frocks, pants, T-shirts displayed at the front window. I was going to pass it by. Until I saw a beautiful T-shirt in the window. Stopping to look at it, the T-shirt seemed to wink at me. I was really startling, I looked around to see if anyone else was watching.
absurd (adj): clearly false or foolish, unreasonable
The idea of walking without an umbrella in the rains seems absurd.

agonising /æˈɡənəzɪŋ/ (adj): causing great pain, anxiety or difficulty
The decision to go abroad leaving her family behind was the most agonising decision in her life.

altar (n): a holy table or surface used in religious ceremonies

anecdote /ˈænɪkdəut/ (n): a short account based on one’s personal experience
The book is full of anecdotes about his life in prison.

anguish /ˈæŋgwɪʃ/ (n): mental or physical suffering caused by extreme pain or worry
The anguish of the mother who had lost her child was unbearable.

anvil (n): an iron block on which pieces of hot metal are shaped using a hammer - a forging tool

apparent (adj): easy to notice, clear
It is apparent from scientific studies that certain medicines for curing cancer have nasty side effects.

apparently (adv): plainly, clearly

apprehension (n): anxiety about the future
The actor was full of apprehensions when he entered the stage for the first time.

apprise (v): to give someone information about something
The police recorded his arrest when they were fully apprised of his crime.

ardently (adv): showing strong positive feelings about something
The people ardently wished for putting an end to unfair social practices.

aspirant (n): a person with a strong desire to achieve a high position
John is one of the aspirants for a seat in the forthcoming election.

avert (v): to prevent something bad or dangerous from happening
The driver averted an accident by turning his car sharply to the left.

blaze (v): to develop or do something new and important
The Little Scientist Programme has blazed a new trail for other agencies to follow.

boom (v): to have a period of rapid growth
In spite of the economic crisis the Indian IT market is booming.

booty (n): goods taken by a victorious army or thieves
The thieves were arrested when they were trying to share the booty.

brooding (adj): mysterious, deeply thoughtful
The brooding silence of the forest in winter indicates that the birds have migrated to warmer regions.

bump into (phr. v): to meet someone who you know when you were not expecting to
I bumped into one of my old classmates when I was in Dehra Dun.

bungle (v): to fail to do something properly

by fits and starts (idiom): not regularly, with many stops and starts
We completed the work by fits and starts.

calamity (n): a terrible and unexpected event that causes a lot of damage and suffering

cap (n): a sleeveless cloak, especially a short one

cap (n): a warm piece of clothing like a coat

clog (v): to cause to become blocked
Almost all the drainages are clogged with plastic covers.

clothing (v): to fill a place with too many things
Don’t clutter up my table with your books.

collaborate /kəˈlæbəreɪt/ (v): work together
The Japanese company collaborated with the Indian company in the production of this car.

commandant (n): the army officer in charge of a place or a group of people

commercialisation /kəˈmɜːralˈzaɪən/ (n): the use of something to make a profit
Commercialisation of Ayurveda is a matter of debate now.
commodification (n): the act of making something into a commodity, to treat as if a commodity
The commodification of human life is much discussed in different contexts.

conceal (v): to hide something carefully
The pathway was concealed by long grass.

concept (n): an idea or principle
Ammu finds it difficult to grasp the basic concepts of Mathematics.

condemn (v): to sentence to a punishment, especially death
My father had a strong conviction that he was always right.

convulsively (adv): suddenly or violently, impossible to control
When Raju was given the injection, his body jerked convulsively.

cord (n): strong thin string or rope

coverlet (n): a cloth cover for a bed

Crescendo (n): the highest point of an activity
The campaign reached its crescendo in the week of the elections.

crew (n): a group of people working together
The camera crew at the shooting site asked the people to move off.

crystallise (v): to become clear
Once we started the discussion, our idea began to crystallise and we saved much time.

death knell (n): a sign that something will soon cease to exist

decade (n): a period of ten years
Smt. Mercykutty has been working as a primary school teacher for more than a decade.

decisive (adj): having a big effect on the way that something develops
Teachers can play a decisive role in moulding the character of students.

demographic (adj): relating to the statistical study of human population

despise (v): to dislike and have a low opinion of someone or something
Hemanth is despised by most of his friends.

detachment (n): the state of aloofness, separation

dignitary (n): a person who has an important official position

diplomat (n): one who officially represents a government in a foreign country

direst (adj): extremely serious or terrible
The country is in direst need of food aid.

disparity (n): being completely different or unequal
There is disparity between the rates of pay for men and women.

displace (v): to force a group of people or animals to leave their dwellings because of some unforeseen or natural calamities
Thousands of people have been displaced by the war in Sri Lanka.

dispute (n): an argument between two persons or countries
There is still a dispute between the two neighbours over the boundary of their property.

dissemination (n): spreading information or knowledge so that it reaches many people

dome (n): a shape of upper part of a sphere placed inverted

doomed (adj): something certain to fail or die
The passengers on the doomed ship ‘The Titanic’ were mostly British.

drain (n): a passage of water that carries waste liquids away

draught (n): an act of drinking or inhaling
Breathing exercises demand you to take in a great draught of air.

dreary (adj): dull and making you feel sad or bored
Students usually find the afternoon classes in schools dreary.

drift (n): a large pile of snow or sand; something that floats on water
The river has been blocked by huge drifts of logs.
**GLOSSARY**

**drowsy** (adj): tired and almost asleep

**earnest** (adj): very serious and sincere

The student was in *earnest* conversation with the professor.

**eco-aesthetics** (n): a branch of literature which deals with environmental issues and related topics

**emerald** (n): a green coloured precious stone

**emerge** (v): to appear or come out after being hidden

The sun *emerged* from behind the dark clouds.

**endeavour** (n): an attempt to do something new or difficult

Despite our best *endeavours*, we couldn’t start the car.

**engulfed** (v): to completely surround or cover something

The building was *engulfed* in flames.

**entertainment** (n): the act of amusing and creating interest

Reality shows provide *entertainment* to a large number of people.

**era** (n): a period of time in history that is known for a particular event

We live in an *era* of instant communications.

**essay** (v): to attempt to do something

**ethos** (n): the moral ideas and attitudes of a particular group

The *ethos* of the young generation undergo a rapid change.

**etiquette** (n): the rules of correct or polite behaviour among members of a particular profession

**evade** (v): to avoid, to escape from

The minister *evaded* the question.

**execution** (n): killing somebody as a legal punishment

He faced *execution* by hanging for the crime he committed.

**executioner** (n): a public official whose job is to execute criminals

**extinct** (adj): something that exists no more

Pandas could soon become an *extinct* species.

**faint** (adj): feeling weak because you are very ill, tired or hungry

The heat made him feel quite *faint*.

**fascinate** (v): to irresistibly attract the interest of

The grand procession *fascinated* the children.

**fatigue** (n): very great tiredness

Sam’s face was grey with *fatigue*.

**feat** (n): an action that needs courage, skill or strength

The tunnel is a brilliant *feat* of engineering skill.

**feeble** (adj): very weak

She was too *feeble* to walk even a few steps.

**feedback** (n): remarks about how good or useful somebody’s work is

The teacher wanted to have a *feedback* from the students after the class.

**fixity** (n): the quality of being firm and not changing

**flinch** (v): to feel embarrassed or upset

The flowers were *fluttering* in the breeze.

People cannot *foresee* the natural calamities across the globe.

**foretaste** (n): a sign of something more important or more serious

The street violence was only a *foretaste* of what was to come.

**format** (n): a plan or design of something

**fossil fuels** (n): a fuel such as coal or oil that is produced by the gradual decaying of animals or plants over millions of years

Environmentalists would like to see *fossil fuels* replaced by renewable sources of energy.

**fragrance** (n): a pleasant smell

The rich *fragrance* of jasmine filled the garden.

**fretted** (adj): decorated with different designs

The museum has a *fretted* roof.

**frock coat** (n): a long coat worn in the past by men, now worn only for special ceremonies

**gallop** (v): (of a horse) to move very fast with the feet leaving the ground together

The knight came *galloping* down the road.

**galore** (adj): in large quantities

There are prizes *galore* at the shopping festival.
gape(v): to stare at, especially with open mouth
Aruna gaped at her teacher when she said, ‘You’re the topper of the competition.’

gaze(v): to look at something/ someone for a long time
The child gazed at the night sky.

ghastly/go:stil/(adj): very bad and unpleasant
We had a ghastly holiday; it rained all day.

glimmer(n): a light that is not very bright
The first glimmer of dawn was visible in the eastern sky.

glimmer/glizan/(v): to shine
The man’s bald head glistened in the sun.

goof(n): a silly mistake
I made a real goof by forgetting his name.

grave(n): a loose mixture of small stones

gravitate(v): to move towards somebody or something that you are attracted to
Many young people gravitate to cities in search of work.

grassy(n): a member of a race of people who wander from place to place

hedge(n): a row of bushes or trees growing close together like a boundary wall

hire(v): to employ somebody for a short time to do a particular job
The company hired a lawyer to argue their cases.

hysteria(n): a state of extreme excitement

implore(v): to ask for something in an emotional way, beg
His ailing mother implored him to stay with her.

inaccessible(adj): difficult or impossible to reach
The long flight of steps made the upper storey inaccessible to disabled visitors.

Incense(n): a substance which has a pleasant smell when you burn it
The prayer hall was filled with the smell of lighted incense sticks.

ineffectually(adj): not producing any result
She tried ineffectually to console the crying child.

infamed(adj): very angry, excited
The inflamed protesters pelted stones at the buses.

infrequency(n): not happening often

innovation(n) the introduction of new things, ideas etc.
Technological innovations have become events of the day.

interfere with (phr.v): to prevent something from happening in the way that was planned
Anxiety can interfere with children’s performance at school.

invader(n): a soldier or a group of soldiers that enter a country or town by force in order to take control of it
During the Middle Ages many invaders attacked India.

junk(n): old unwanted objects that have no value
This cupboard is full of junk.

lancer(n): soldiers riding on horses

league/li:gi/(n): a distance of 4 kilometres

litter(n): waste materials dumped in public places
People who drop litter in public places will be fined.

logo(n): the official sign of a company or organisation
The Minister released the logo of the Youth Festival.

loll(v): to sit or lie in a lazy manner
He lolled back in chair.

lounge about(phr v): to spend time relaxing and doing nothing

ludicrous’lu:dikras/(adj): completely unreasonable, stupid or wrong
The court granted him the ludicrous sum of Rs.100 in damages.

luminous’lu:minas/(adj): shining in the dark
The eyes of cats are luminous.

infrequency(n): not happening often

lurk(v): to wait somewhere quietly and secretly
The police failed to notice the thief lurking behind the bushes.

maddening(adj): very annoying
The slowness of the booking clerk issuing the railway tickets was quite maddening.
massacre/ˈmæsəkər/(v): to kill a large number of people deliberately and violently
The army massacred more than a hundred and fifty unarmed civilians.

mead(n): literary usage for meadow

mend(v): to repair something
He was too lazy to mend his socks.

metamorphose/mɛtəˈmɒrfəs/(v): to change into something completely different
The caterpillar will eventually metamorphose into a butterfly.

mock(v): to laugh at someone or something
The opposition MPs mocked at the government’s decision.

monopoly/maˈnɒpəli/(n): the complete control of something
Indian Railway Service is the monopoly of the Central Government.

morbid(adj): having or expressing a strong interest in unpleasant things

mound(n): a pile of earth that looks like a small hill

mow(v): to cut grass using a machine

mumble(v): to speak unclearly and too quietly
She mumbled something about being too busy.

nauseating/ˈnɔːsiːtɪŋ/(adj): making you feel that you are going to vomit
The nauseating smell of rotten fish made me crazy.

nevertheless(adv): in spite of that; yet
What you said was true but nevertheless it was unkind.

noose/nuːs/(n): knot, a ring formed by the end of a piece of rope

nostalgic/ˈnɒstældʒɪk/(adj): sentimental longing for a period in the past
Seeing the old school photographs, I became nostalgic.

optimism(n): a tendency to believe that good things will always happen

overt(adj): public; not secret
There are overt criticisms from the part of the players against the coach’s move to change the captain.

pang/pæŋ/(n): a sudden feeling of pain
She felt a pang of guilt.

parch(v): to make an area of land very dry
Vast stretches of the African landscape are parched because of insufficient rainfall.

perceive/pəˈsiːv/(v): to notice or become aware of something
I perceived a change in his behaviour when he became the leader of the group.

percussion/pəˈkʌʃən/(n): sound or effect of two things hitting each other with great force
The fall of the steel plate on the floor created a loud percussion.

perennial(adj): continuing or existing for a long time
Oliver Twist is a perennial favourite for the children.

perforce(adv): because it is necessary or cannot be avoided

perplexity(n): the feeling of being confused or worried about something you cannot understand
There is some perplexity among the students about the new teaching methods.

perspective(n): a way of regarding something
We have to form the right perspective on environmental issues.

phantasy(n): [old spelling for fantasy]: an exciting and unusual experience that you imagine happening to you but will probably never happen
He lives in a fantasy world even at 50.

piety/ˈpaɪəti/(n): the state of having/ showing a deep respect to somebody or something especially for God or religion

plank/ˈplæŋk/(n): a long piece of wood

pounce upon(phrasal verb): to eagerly take an opportunity as soon as it becomes available
When he was offered the chance to become the Panchayat President, he pounced upon it.

precursor/prɪˈkʌsər/(n): something that comes before another and develops into it
The precursor of the modern car was a horseless carriage with a petrol engine.

priority(n): something that is more important than other things
Our first priority is to improve the standard of education in our country.

profound(adj): having a strong influence or effect
The mother’s behaviour has a profound impact on the growing child.
Measures must be taken to stop something that has happened before it happens again. The film is criticised for its anti-feminist opinion.

**rack** (v): (usually passive) to make someone suffer great mental or physical pain. Great sobs racked her body.

**rag** (n): a piece of old torn cloth.

**ravage** (v): to badly damage something. Sri Lanka has been ravaged by civil wars.

**reassurance** (n): something that is said or done to calm or pacify a worried or frightened person. Parents are looking for some reassurance about their children's safety.

**recurrence** (/rɪˈkərəns/) (n): an occasion when something that has happened before happens again.

Measures must be taken to stop recurrence of the last night's problems.

**reluctance** (/rəˈlʌktəns/) (n): unwillingness to do something. He finally agreed to help me, but with reluctance.

**renewable energy** (adj): energy that replaces itself naturally or is easily replaced because there is a large supply of it.

**report** (n): the loud sound of a gun at firing.

**restored** (adj): feeling better and stronger. After a cup of tea, she felt quite restored.

**retreat** (v): to move away from the enemy after being defeated in battle. The rebels retreated to the mountains when they were bombed.

**ridiculous** (adj): very silly or unreasonable. The fat man looked ridiculous in his tight jeans and T-shirt.

**rifle** (/rɪˈfl/) (n): a gun with a long barrel which you hold to your shoulder to fire.

**rival** (n): a person or thing that competes with another. Who will be his main rival in the presidential election?

**rot** (v): to make something decay. The window frame had rotted away completely.

**ruby** (n): a red coloured precious stone.

**rustic** (/ˈrʌstɪk/) (adj): roughly made from wood. A rustic chair was the only piece of furniture on the veranda.

**sabre** (n): a heavy curved sword with one sharp edge.

**saddle** (/ˈsædl/) (n): the leather seat that you sit on when you ride a horse.

**salvation** (n): a way of protecting from danger, loss, disaster etc.

**savvy** (/sævi/) (n): practical knowledge and ability. The young man is a techno-savvy.

**scamper** (v): to run with quick short steps like a child or a small animal.

**scout** (n): a soldier who is sent to search the area in front of an army and to get information about the enemy.

**secessionist** (n): someone who wants their country or state to be independent of another country. It is unfortunate that many secessionist groups turn to terrorism.

**segment** (/ˈsɛɡmənt/) (n): a part of something that is separate. Mother peeled the orange and separated the segments to give them to the child.

**seize** (v): to grab/hold something. The enemy seized control over the city.

**sentinel** (/ˈsɛntɪnl/) (n): a soldier whose job is to guard.

**serene** (adj): very calm and peaceful.

**slop** (v): to relax wearing clothes that are untidy. Meena would never slop about in old jeans.

**sluggish** (/ˈslʌdʒɪʃ/) (adj): moving more slowly than normal. Rivers are faster up the mountains but sluggish when they reach the plains.

**sojourn** (n): a short period of time during which you stay in a place that is not your home. He returned after a brief sojourn in Europe.

**sophisticated** (/ˈsɒfɪstɪkeɪtɪd/) (adj): produced with a high level of skill and knowledge. The sound mixing in films is a sophisticated technique now.
span (v): to include in space or time; from one end to the other
His interests spanned a wide range of subjects.

spatter (v): to throw or sprinkle drops of (a liquid) all over the surface

step aside (phr.v): to move into a position where one side is higher than the other
The see-saw tilted when one of the kids sitting on it stepped aside.

stringer (n): a journalist who is not on the regular staff of a newspaper but who often supplies stories to it

stun (v): to surprise or upset someone so much that you do not react immediately
The Kerala football team stunned the spectators with a last minute goal.

submerge (v): to cover something completely with water or other liquids
The tunnel entrance was submerged by rising sea water.

substantial (adj): large enough
Salim won a substantial amount of money through the lucky draw.

suffocate (v): to feel uncomfortable because there is not enough fresh air
Let me loosen my tie, I’m suffocating.

summarily (adv): immediately
He was summarily dismissed from the job for his misconduct.

swirling (adj): moving in a twisting, circular pattern
When the incense stick was lit, curls of swirling smoke filled the room.

teleport (n): regional telecommunications hub

Third World (n): a way of referring to the developing countries of Africa, Asia and Latin America

ties (n): (American English) railway sleepers

tint (n): colour
The paper I bought had a yellowish tint.

tot (n): a very small child

trace (n): a mark or a sign that shows somebody/something existed or was present
Fossils are scientific traces of life on earth.

transmission (n): a radio or television message or broadcast

trickle (n): a small amount or number of something coming or going slowly
There was a steady trickle of visitors at the party.

turn in on (phr.v): to become too concerned with your own problems

undulation (n): having the shape of waves that are rising and falling

unprecedented (adj): something that has never happened before
Crime has increased on an unprecedented scale.

vacillate (v): to keep changing your opinion
Her parents vacillated between different options for her higher studies.

vantage (n): a position from which you watch something
From my vantage point on the hill I could see the whole procession.

vexed (adj): annoyed or worried

volleyed (v): fired at the same time

wan (adj): looking pale, weak or tired
She gave a wan smile.

whirl (v): to turn or spin around very quickly
We watched the crows whirling over the fishing harbour.

whisker (n): the hair growing on a man’s face, especially on his cheek and chin

wondrous (adj): good or impressive

wrench (v): to hurt a joint in the body by twisting it
I think I’ve wrenched my knee.

wrought (v): to cause a lot of damage or problems

yell (v): a loud shout