

Kerala Reader

ENGLISH

IX

PART - I

$$\frac{1}{2}$$


Government of Kerala
Department of General Education

State Council of Educational Research and Training (SCERT)
Kerala
2019

The National Anthem

Jana-gana-mana 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 my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Prepared by :

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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FOREWORD

My dear students,

The English Reader for Class IX has been designed and developed on the basis of Kerala School Curriculum and keeping abreast of the latest developments in language teaching. This textbook, prepared as a continuation of the class VIII English Reader (Part I and Part II), aims at improving your proficiency in the use of English language.

As far as possible we have tried to include meaningful, interesting, interactive and purposeful activities in this textbook. They will surely help you enjoy the learning of English. You are also given opportunities for the construction of various life-related language discourses, as well as the enrichment of your linguistic and literary skills. QR codes are given throughout the Textbooks to connect the printed version to the wealth of digital assets. Disaster risk reduction factors and various skills in association with National Skill Qualification Frame Work are incorporated in the Textbook. I am sure you will be more confident in using English with the help of the revised version of this Reader. The overall aim of the textbook is to make you proficient users of English.

I hope you will enjoy reading the textbook.

Wish you all success.

Dr. J. Prasad

Director, SCERT, Kerala

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

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 practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and 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.

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CHILDREN'S RIGHTS

Dear Children,

*Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.*

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in

Unit
1

Aspire to Win



- Do you think that the players belong to the same team?
- Can these two players alone bring success to their team?
- How can each member lead his team to victory?
- What are the qualities of a good sportsperson?

I. Read and reflect

At the end of a game or a sporting event, we usually appreciate the winner or the record-breaker. Shouldn't we encourage the losers too? Let's see what happens in this story. Read on.

The Race

Nisha Punjabi

Tarun was a mediocre student. His grades could barely satisfy his parents. And, he was not a good singer, dancer, painter, or even an actor. He always thought of himself as the black sheep of the family. His elder brother, who was pursuing a degree in engineering from a reputed college, always made the family proud. But Tarun was never good at anything like that.

However, he was blessed with the strength of a great athlete; he was an excellent runner. He would run for hours, be it day or night. Whenever he felt sad and lonely, he exhausted himself by running, thus releasing all his pent-up emotions. At times, he would miss his school bus and would then run to school, which was five miles away from his home! He just had one dream—to become the fastest runner in the world. Tarun did not know how to achieve his dream. On the one hand, his parents hated his running and wanted him to concentrate more on his studies, which he never did. On the other hand, he belonged to a middle class family, and Tarun knew that, to achieve his dream, he needed an intensive training, the amount for which was well beyond his family's reach.

When Tarun failed in his terminal examinations, his father was very angry with him. His friends too made fun of him. It was a day he wanted to wipe out from his memory and so he took to running. He ran all around the park. The sun beat down to check his rage but nothing could stop Tarun. After about an hour, he was fully exhausted and his fury having subsided, he threw himself on a bench and started panting heavily.

Read and respond

1. Who do you like more, Tarun or his brother? Why?

.....

2. Why did Tarun think that he was the black sheep of the family?

.....

3. What were the obstacles before Tarun in pursuing his dream? Give some suggestions to solve these.

.....

4. "It was a day he wanted to wipe out from his memory...." Why?

.....

Suddenly, he heard a voice at his elbow. "What is it, son?"

Tarun turned to his left and there sat a man of about sixty.

"I failed in two subjects," he replied in a depressed tone.

The man smiled sympathetically and said, "Life is full of ups and downs, my boy. By the way, I am Ram Narayan, and you are one of the best runners I have ever seen."

"Ram Narayan? Raaaa...m...Narayan! Are you the same Ram Narayan who won an Olympic medal in the 400-metre race in the 1960s?" Tarun could not hide his excitement.



"Yes," came the reply. Tarun was dazzled.

"Son, I have been watching you for the past 45 minutes," continued Ram Narayan, "and I see a good future in you."

5. What made Ram Narayan say "Life is full of ups and downs"?

.....

.....

.....

6. Do you think Tarun's meeting with Ram Narayan would change his life? Explain.

.....

.....

.....

Tarun could not help but blush.

"All you need to do is keep that passion burning in you and never give up. Have you joined some training school?" the man enquired.

Tarun's smile faded and he seemed distraught. "A training school is very expensive, sir, and I am unemployed," said Tarun, feeling happy that he could joke even in these circumstances.

But Ram Narayan seemed pretty serious. "I will train you if you want, but I put forward a condition."

"What is your condition?" Tarun's voice showed curiosity and anxiety.

"There is a race on Children's Day at the Nehru Stadium. Children of your age are competing there. If you participate and win that race, I promise I will start training you," said Ram Narayan.

"That is no big deal. I can do it, can't I?" thought Tarun. "I will, I will, sir!" he heard himself saying with complete conviction.

"Fine, boy! It is my job to get you entry in the race and remember, yours to win it. Tell me, what is your name?" asked Ram Narayan.

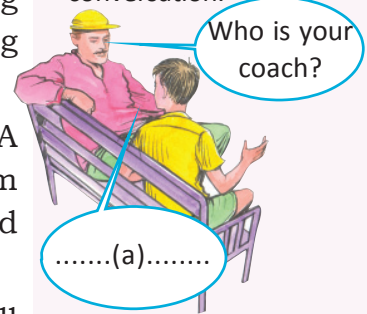
"Tarun...Tarun Kapoor, sir."

"Tarun, I will meet you here after five days to give you your participation card. All the best," said Ram Narayan and left. On the way home, Tarun thought that if his father had not scolded him, he wouldn't have got this opportunity.

The next day brought a new ray of hope. Tarun got up early, had milk and before his mother could finish her query on what he was up to, he ran out and went to the Nehru Stadium to check the details of the race. He was very happy indeed.

Tarun started practising zealously. Every day, he would get up at four in the morning and run up to ten miles. In the evenings, he would time himself according

7. Complete the conversation.



Oh! no professional training yet, I will train you if....(b).....



8. What made Ram Narayan say that it was his job to get Tarun entry in the race?

.....
.....
.....

9. How did Tarun prepare for the race?

.....
.....
.....

to the 1,000-metre distance prescribed by the competition. He wanted everything to be perfect. It was for the first time in his life that he was demanding such perfection in things he did, he thought. He also wanted someone to back him up and so he told everything to his mother.

Tarun practised vigorously for five days, and then promptly met Ram Narayan to collect his participation card. He gazed at the piece of paper on which his name had been printed boldly. It meant so much to him.

"However hard, I must win this race," thought he.

He wanted to show his father that he was not really the black sheep of the family and that he could be good at something at least.

It was 14th November. Bowing low for the blessings of his mother, Tarun pedalled away to the stadium. There was a huge crowd waiting to go inside. Tarun entered the office where a signboard read 'Participants only' with his heart beating faster every second. Inside, there were about fifty participants waiting for the race to begin.

He felt someone patting him on the shoulders. "Hello, Tarun!" It was Ram Narayan. "All the best!" he said affectionately.

Tarun smiled at him but did not say a word. Fear had gripped him from head to foot.

All the participants lined up. Every face glittered with the hope of winning the race. Each one of them had his family and friends in the stands to cheer for him. To his amazement, Tarun caught sight of his mother in the stands. The fear in his eyes gave way to confidence. The whistle blew and all the participants started off with all their might. They were all determined to be the winner of the race. In the lead was the fastest of them all, Tarun. Seeing himself ahead of everybody, Tarun felt very proud of himself.

On the track there was a shallow path. As he was running fast, Tarun did not notice that and he slipped.

10. "He also wanted someone to back him up and so he told everything to his mother." Do you think this kind of sharing will help him face his problems better? Why?

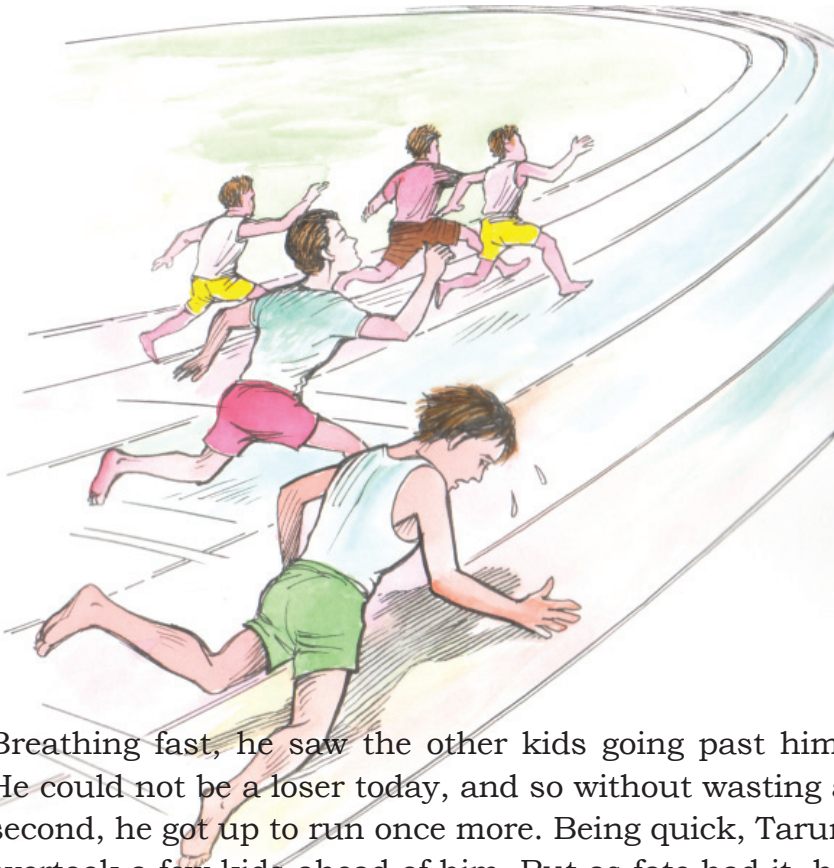
.....
.....

11. Why did Tarun really want to win the race?

.....
.....
.....

12. "Tarun felt very proud of himself." What made him proud?

.....
.....
.....



Breathing fast, he saw the other kids going past him. He could not be a loser today, and so without wasting a second, he got up to run once more. Being quick, Tarun overtook a few kids ahead of him. But as fate had it, he slipped once again!

What was happening to him? He could not bear it. He looked into the crowd and saw his mother. She was saying something to him: "Get up, son, get up and run."

Tarun got up once again. He was among the last few. But he did not give up. Once more he overtook some children. Since he was fretting a little too much, he fell a third time! Tears were rolling down his cheeks. How will he get into Ram Narayan's training now? How will he prove to his parents that he was talented? He was the last kid on the track now. He turned his eyes towards the stands.

Then he heard Ram Narayan screaming from somewhere, "Come on, Tarun, run!"

And so he got up a third time. This twelve-year-old determined boy, who was last on the track, got up and ran with all the strength he had.

13. If you were Tarun, would you finish the race or give it up? Why?

.....

14. Do you think the presence of his mother and Ram Narayan helped Tarun in finishing the race? Give reasons.

.....

The crowd was cheering for Pawan, the boy who had won the race. But to Tarun's surprise, there was a louder applause when he crossed the finishing line last. The audience cheered for his determination and his valour for never giving up.

He bowed his head with shame and said to Ram Narayan, "I am sorry, sir, I lost."

"No, son, to me you have won the toughest race, the race of your life. You got up and started afresh each time you fell. You are a real-life hero. Your training starts tomorrow."

Tarun could not believe his ears. Tears filled his eyes again.

He smiled at his mother who hugged him and said, "You are the best son in the world!"

(Adapted)

15. "You have won the toughest race, the race of your life." What did Ram Narayan mean by this?

.....

.....

.....

About the author



Nisha Punjabi is a freelance writer based in Lucknow, India. She completed her education, including her Masters in Business Administration. She was employed by *The Lucknow Times* (daily magazine of *The Times of India*) as a freelancer. She blogs at shimmeringsunshine.blogspot.com. 'The Race' is an award winning story in a sports category competition held by the Children's Book Trust, New Delhi, India, in 2001.

Let's revisit and reflect

- The story 'The Race' gives us valuable lessons about life. Do you agree? Give reasons.
.....
.....
- Does the support of family and friends play an important role in one's success? Justify your answer with reference to the story.
.....
.....
- Tarun received a louder applause than the winner though he lost the race. If you were in the stands watching the race, would you applaud him? Substantiate.
.....
.....

Activity 1

Read the story 'The Race' and write a few words which best describe Tarun.



Here are a few sentences which say more about Tarun. Read them and fill in the empty spaces given.

Sentences from the story	Tarun's response/ attitude/feeling	What it shows
He failed in the terminal examinations.	Feeling depressed, he ran around the park.	
"I see a good future in you," said Ram Narayan.	Tarun blushed.	
"That is no big deal, I can do it, can't I?"		
"However hard, I must win this race," thought Tarun.		
Tarun smiled at Ram Narayan but he did not say a word.		determination
Tarun saw himself ahead of everybody.		
Tarun got up the third time and ran with all the strength he had.		

Add a few more points to describe Tarun's appearance, behaviour, outlook, etc.

-
-
-

Now, using the information given above, write a brief character sketch of Tarun.

Activity 2

'Tarun started practising zealously. Every day, he would get up at four in the morning and run up to ten miles.'

This made him mentally and physically strong.

But, there are so many factors, both mental and physical, that affect health.

List such factors

- * fast food
- *
- *
- *
- *

Discuss how these factors are related to life-style diseases and what are the ways to prevent them? Based on the discussion prepare a write-up.

Activity 3

The race Tarun participated in was quite exciting. Several factors made it lively. The announcement was one of them.

Read the script of an announcement about Tarun's race.

Ladies and gentlemen,

Welcome to the Nehru Stadium for watching the race in connection with the Children's Day Celebrations. The race is going to start soon. Young athletes from various schools are participating and it will be flagged off by Sri. Ram Narayan, the famous athletic coach.

Thank you.

Let's discuss

- ◇ What is the announcement about?
- ◇ Who is addressed here?
- ◇ When is the event held?
- ◇ Where does the event take place?
- ◇ What is the intention of the announcement?
- ◇ What are the other details given?
- ◇ What is special about the language?

The Sports Club of your school is organising a meeting to congratulate Tarun. You are asked to make an announcement about the programme. Prepare a script of your announcement and present it.

Activity 4

Here is a news report about Tarun's rise as an athletic champion.

A Twice-born Athlete

Lucknow: The race conducted by the Children's Day Celebration Committee on the Children's Day of 2004 witnessed the rise of a new athletic star at the Nehru Stadium, Lucknow. On the track, a boy fell down thrice. Undeterred, he continued running and finished the race, though in the last position. He is Tarun, son of Mr Vimal Kapoor and Mrs Rani Devi. Though he finished last in the race, the coach Ram Narayan recognized the fire within him and agreed to train him. It was a turning point in his life. "Tarun was born twice", comments his parents. His actual birthday was on 2nd February 1992, and his birth as an athlete was on 14th November 2004, the day on which he won recognition as an athlete. He was studying in the Gandhi Memorial High School then. Next year, he became the champion in the 100 metres race in the State School Athletic Meet. On the advice of his coach, he joined the State Sports Council School in Lucknow and completed his B P Ed. in 2011. He became the fastest runner in the state in 2008, and a national champion in 2010. He is a self-motivated, confident and hard-working person.

His residence, Varun Villa, is located at North Avenue near the Lucknow International Stadium where he practises vigorously to become an Olympian.

- Athletes of today have many good sponsorships and job opportunities. Many institutions provide facilities for continuing their education and training. Tarun applies for such a post. Based on the above news report, complete the template of Tarun's Curriculum Vitae.

CURRICULUM VITAE

Tarun Kapoor

.....

.....

Contact number: (Res.), (Mob.)**Career objective**

To become an Olympian

Qualifications

.....

.....

Achievements

.....

.....

Personal Profile

Father`s name :

Mother`s name :

Date of birth :

Permanent address :

.....

.....

Languages known : English, Hindi

Nationality :

Gender :

Marital status : Single

Strengths

-

-

-

DECLARATION

I hereby declare that the details given above are true to the best of my knowledge.

Place :

Sd/

Date :

Tarun

Activity 5

- a. A part of the commentary of the race in which Tarun participated is given below.

Welcome to the Nehru Stadium for watching a wonderful race by young athletes. This is Raj Kumar in the commentary box. Today is 14th November, the birthday of Chacha Nehru. All the athletes are lined up at the starting point. It's a 100 metres race. The family and friends of the participants are there in the stands to cheer them up. Athletes are not supposed to go away the track. If they do so, they will be disqualified. Oh! the whistle is blown. The race has started. All are running along their own tracks. Wow! Tarun on the fifth track is running ahead of everybody. Just behind him, Pawan is on the fourth track. Oh, God! Tarun



My congratulations to Pawan, the winner of the race and all the other athletes for your participation! This is Raj Kumar signing off. Thank you.

Do you think that

- the commentator knows the rules and background of the event?
Yes ☐ No ☐
- the commentary will help the athletes to know about the status of the race?
Yes ☐ No ☐
- the audience is informed about what is happening?
Yes ☐ No ☐
- the commentary is meant to create excitement among the audience?
Yes ☐ No ☐
- the commentator's language is simple and clear?
Yes ☐ No ☐
- the commentary confuses the listeners?
Yes ☐ No ☐
- the commentator favours any of the participants?
Yes ☐ No ☐
- the commentary has a suitable conclusion and leave taking?
Yes ☐ No ☐



A running commentary is the live description of an event or situation using appropriate vocabulary, intonation, stress and pauses which recreate the real feeling of participating in the event.

Now, complete the commentary given above.

- b. Look at a few screenshots of the last over of the final of the Tri-series Cup cricket match between India and Sri Lanka, held at Queen's Park Oval, Port of Spain, Trinidad, on July 11, 2013.



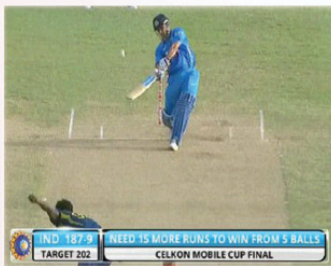
Captain hands over ball to Eranga for the last over



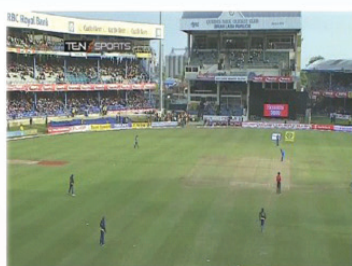
Indian Captain M.S. Dhoni faces



Batsman misses the first ball



A 6 in the second ball



Change in the fielding arrangements



A 4 in the third ball



Response of the spectators



A Sixer : winning shot in the fourth ball



Response of the spectators



Rejoicing Indian Team

Prepare a commentary based on the screenshots given above.

II. Read and reflect

The story of Tarun highlights the importance of hard work, encouragement and motivation in achieving one's goal. Now, let's read the words of the living cricket legend Sachin Tendulkar about his efforts to become a good cricketer.

Learning the Game

Sachin Ramesh Tendulkar



From a very early age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to emulate the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in the nets.

I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, Shardashram Vidhyamandir where Ramakant Achrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a trial at the camp; but then, it was up to Sir to decide who to

Read and respond

1. Cite instances from the passage that show Sachin's love for cricket even from a very early age.

.....

2. How did Shardashram Vidhyamandir differ from other schools in Mumbai?

.....

accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I went to him for the first time.

I had never batted in the nets before and felt somewhat overawed with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact. Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should bring me back when I was a little older. My induction into the Mumbai cricket circuit could have ended in failure – but for Ajit's insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained eyes scrutinizing me – or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

The camp involved a session every morning and evening at Shivaji Park. I would practise between 7.30 am and 10.30 am in the morning. Then I'd come back in the afternoon and practise till late evening. The schedule was rigorous and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the nuances of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing some thoughts about batting. It served as a very personal coaching manual.

3. What was Achrekar Sir's first impression of Sachin?

.....
.....

4. What was the role of Ajith in Sachin's induction into the Mumbai cricket circuit?

.....
.....

5. Why did Sachin feel that the schedule of the camp was 'rigorous'?

.....
.....

6. What served Sachin as a very personal coaching manual?

.....
.....

As a child, I had only one set of cricket clothes and the routine was to wash them as soon as I'd returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well – apart from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practised all year round. However, my school – the New English School in Bandra – did not have cricket facilities and Sir was keen for me to change schools if I wanted to pursue cricket seriously.

One evening, Sir called my father and put forward his suggestion. Ajit was in the room with my father at the time and they both accepted that it was necessary, if cricket was to be my priority. My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious about playing cricket. I assured him I was, and so it was agreed that I should move to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All my excess energies were getting channelled into cricket, which acted as a kind of safety valve. My father always said that all he wanted me to do was give it my best effort without worrying about the results.

In my first year at Shardashram, I played fifty-five practice matches during the summer break of sixty days. My summer sessions used to start at 7.30 am and end at 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a *vadapav* (a popular Mumbai fast food).

Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minutes, Sir would place

7. "The system worked well - apart from my pockets." What is the 'system' referred to here by Sachin?

.....

8. Why was Sachin asked to change his school?

.....

9. What was the condition laid down by Sachin's father for changing his school?

.....

10. What did Sachin consider as a kind of safety valve?

.....

a one-rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. In this session, every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one-rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all, Sir would tell me to run two full circuits of Shivaji Park with my pads and gloves on. That was the last part of my training and I'd be completely exhausted by the end of it all. It was a routine I would repeat right through my summer holidays and it helped me to build up physical and mental stamina.

Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice centre near the club. While this regular demand was a little unreasonable, because at the time I did not realize that my parents also had to take care of



11. How did the one rupee coin help Sachin to become a good batsman?

.....
.....

12. What helped Sachin to build up physical and mental stamina?

.....
.....

13. This regular demand was "a little unreasonable."

a) What was the demand?

.....
.....

b) Why was it unreasonable?

.....
.....

the needs of my brothers and sister, my father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus – if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extension of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park.

On the drive he would tell me, "Don't waste your time playing inane games with these kids. Cricket is waiting for you at the nets. Practise hard and see what magic can transpire."

At that time, I hated being dragged off but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's farsightedness.

14. Why was Sachin asked by the bus conductors to buy two tickets?

.....

15. 'Cricket is waiting for you at the nets. Practise hard and see what magic can transpire. 'What aspect of a coach can you infer in Achrekar here?

.....

Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practised hard enough, one day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.

(Adapted)

16.a) Why did Achrekar Sir punish Sachin?

.....

.....

b) How did it help him?

.....

.....

About the author



Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He is a former Indian cricketer and captain, widely regarded as one of the greatest cricketers of all time. He is the only player to have scored one hundred international centuries, the first to score a double century in a

One Day International, and the only player to complete more than 30,000 runs in international cricket. He played 664 international cricket matches in total, scoring 34,357 runs. He received the Arjuna Award in 1994, the Rajiv Gandhi Khel Ratna Award in 1997, and the Padma Shri and the Padma Vibhushan awards in 1999 and 2008 respectively. He was awarded the Bharat Ratna, India's highest civilian award on 16 November, 2013. In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from cricket on 16th November, 2013. 'Learning the Game' is an extract from his autobiography *Playing it My Way*.

Let's revisit and reflect

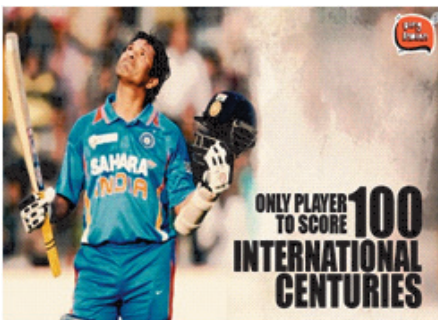
1. Do you think that the summer camp at Shivaji park helped Sachin to mould himself into a real cricketer? State your reasons.
.....
.....
2. Sachin loved playing with friends at home. Mr. Ramakant Achrekar wanted him to practise in the nets. What is the difference in playing street cricket and professional cricket? What was the role of Mr. Achrekar as a mentor to change Sachin to a professional cricketer?
.....
.....
3. Quote the sentences which you find most inspiring from 'Learning the Game'. How do they inspire you and trigger a startup thought on your ambition?
.....
.....

Activity 1

- "One day people from across the world would come and watch you play." Said Achrekar.

Now, look at these pictures.

SACHIN THE GOD OF CRICKET



Achrekar was able to foresee similar pictures even when Sachin was a school cricketer.

Not only Achrekar, but also his father and brother played an important role in Sachin's career. List out their roles.

Ramesh Tendulkar (Sachin's father)	Ajit Tendulkar (Sachin's brother)	Achrekar Sir (Sachin's coach)
* allowed Sachin to change schools.	* identified Sachin's talent in cricket.	* agreed to train Sachin in cricket.
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____
* _____	* _____	* _____

In the light of the points listed and analyzing Sachin's experience, prepare a brief write-up on the role played by others in moulding a legend.

.....

.....

.....

.....

.....

.....

.....

.....

Activity 2

- a) Prepare a profile of Sachin's coach Ramakanth Achrekar using the information given below.

Name : Ramakanth Achrekar
 Year of birth : 1932
 Place of birth : Malvan, Maharashtra
 Occupation : Cricket coach
 Founder : Kamath Memorial Cricket Club at Shivaji Park
 Famous players trained : Sachin Tendulkar, Vinod Kambli, Ajith Agarkar
 Awards and honours : Dronacharya Award in 1990, Padma Shri in 2010

.....

.....

.....

.....

.....

- b) Your school is organizing a meeting to honour Ramakanth Achrekar. Suppose you are the anchor of the function. Prepare a script for introducing him using the information given above.

.....

.....

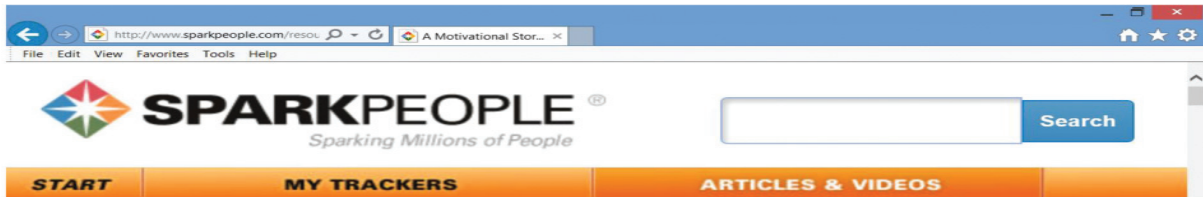
.....

.....

.....

Activity 3

- Read the extract from a blog about the famous athlete Wilma Rudolph written by Jason Anderson in sparkpeople.com



Motivational Story of Olympic Proportions

Wilma Rudolph's Uphill Battle to Olympic Gold

Born in 1940 in rural Tennessee, Wilma grew up in a family with 22 children. Her father was a railroad porter and her mother a maid. When Wilma Rudolph was only four years old, she was diagnosed with polio, a crippling disease that rendered her unable to walk.

Her mother did everything she could to help Wilma walk on her own again, even though all of her doctors assured her that it would never happen. Every week, she took Wilma on a long bus trip to a hospital to receive therapy. Although the doctors gave no assurance, they encouraged her to massage Wilma's legs every day. She taught her other children how to do it, and Wilma's mother and siblings rubbed her weak legs four times a day.

By the time she was eight, Wilma was able to walk with the help of metal leg braces. After that, she used a high topped shoe to help support her foot, and she played basketball every day with her brothers. Three years later, her mother came home one day to find her playing barefoot! She didn't even have to use the special shoes anymore!

A track coach encouraged Wilma to start running. She ran so well that during her senior year in high school, she qualified for the 1956 Olympics in Melbourne, Australia, where she won a bronze medal in the Women's 400 meter relay.

In 1959, she qualified for the 1960 Olympic games in Rome, Italy, by setting a world record in the 200 metre run. At the Olympics that year she won two gold medals—one each for the 100 and 200 metre races. She then sprained her ankle but ignored the pain to help her team win another gold medal by anchoring the 400 metre relay! Just 16 years after being told by doctors that she would never walk again, Wilma was named Female Athlete of the Year by the Associated Press.



One of my favorite quotes from Wilma Rudolph said, "The triumph can't be had without the struggle. And I know what struggle is."

Does her quote strike a chord with you? To me, it's about reaching any goal, whether you want to lose weight, get healthy, or fulfill a childhood dream. There are many struggles we all must overcome, but when we do, it makes our achievement that much better. Like Wilma who had a loving family and involved coaches to help her learn to walk and then run, we do not have to face our struggles alone either. We can help each other through encouraging words and support just as Wilma's brothers and sisters lovingly massaged her legs. We can help each other to fulfill our dreams and overcome our obstacles!



A blog is a web page with a collection of articles published on the World Wide Web. Blogging can be seen as a form of social networking service. Blogs provide facilities which help us to express our creative ideas to the world. By using blogs, we become the publisher of our own creations. Blogs allow others to read our creations and comment on them.

- With the help of your teacher, prepare a blog on your school.

III. Read and enjoy

Modern Olympic Motto

The motto of the modern Olympics is "Citius, Altius, Fortius" in Latin language, which means "Faster, Higher, Stronger".

How does self belief drive an athlete to reach the zenith of his glory? Let's enjoy the song.

Bang the Drum

Bryan Adams & Nelly Furtado



You and I
Together we reach for the sky
It's not about winning
It's all about playing the game
From the East
From the West
Each of us trying our best
Chasing a dream
Burning to follow the flame

Bang the Drum a little louder
So the whole world can hear
the whole world can hear
Sing the song a little louder
So the whole world can hear
the whole world can hear

From near
 From far
 It's clear, wherever you are
 This is your moment
 Your time to run like the wind
 Dream big
 Aim high
 Even believe you can fly
 Give it your all
 Let the Games begin

 Bang the Drum a little louder
 So the whole world can hear
 the whole world can hear
 Jump up a little higher
 so the whole world can see ya
 the whole world can see ya

Sing the song a little louder
 so the whole world can hear
 the whole world can hear

 Bang the Drum a little louder
 For the whole world to hear
 the whole world to hear
 Bang the Drum a little louder
 so the whole world can hear
 the whole world can hear
 Sing the song a little louder
 so the whole world can hear
 the whole world can hear (Repeat)

 Bang the Drum!



About the author

The song was performed by popular Canadian singers Bryan Adams and Nelly Furtado in the opening ceremony of the 2010 Winter Olympics at BC Place Stadium in Vancouver, British Columbia, Canada as a tribute to the athletes presented there. They both belonged to Vancouver.



Bryan Adams : Bryan Guy Adams is a world famous Canadian singer, lyricist, guitarist, record producer, philanthropist, animal rights activist and photographer. He was born on 5th November 1959 to British parents migrated to Canada. His most popular albums are Reckless (1984), Walking up the Neighbours (1991), Cuts Like a Knife (1983), Anthology (2005), So Far So Good (1993), 18 Til I Die (1996) and Into the Fire (1987). He is also well-known for his social and humanitarian activities. He was awarded Grammy (1991), Golden Globe (2007) and Juno(2008).



Nelly Furtado : Nelly Kim Furtado is a Canadian singer and song writer born to Portuguese parents on December 2, 1978. She emerged as an international singer with her first album itself 'Whoa, Nelly!' (in 2000) produced with the help of singer Gerald Eaton and musician Brian West. Her other major albums are Folklore (2003), Loose (2006), Mi Plan (2009), The Spirit Indestructible (2012) and The Ride (2017). She was awarded Billboards (2001), Grammy (2002) and Juno (2007).

Let's revisit and enjoy the poem.

1. What was each of the athletes from around the world trying to do?

.....

2. Why do the singers ask to bang the drum and sing the song louder?

.....

3. What are the singers urged to do when the games begin?

.....

4. Jump up a little higher
so the whole world can see ya
the whole world can see ya

The last two lines are repeated here in different stanzas. What effect does it make?
Pick out the other lines or stanzas which are repeated in the song.

.....

.....

Such repetitions create an emphasis and interest to the theme. It is called 'refrain'. It is a phrase, line, or group of lines repeated at intervals throughout a poem, generally at the end of the stanzas.

5. The expressions 'follow the flame' and 'little louder' create a pleasing ring effect. What is the poetic device used?

.....

6. The expression 'whole world' creates a similar ring effect but in a different way. How is that ring effect created?

.....

The poetic device used here is consonance. It is similar to alliteration. But alliteration is the repetition of the consonant sound at the beginning of the words while consonance may be at the middle, the end or anywhere in the words. For e.g. 'cops stop and the trembling gamblers fled off.'

6. The Father of the Modern Olympic Games Mr. Pierre de Coubertin says, "The important thing in the Olympic Games is not to win, but to take part; the important thing in life is not triumph, but the struggle; the essential thing is not to have conquered but to have fought well."

How is the comment of Mr. Pierre de Coubertin about participation in the games expressed in this song?

.....

.....

Activity

Do you like songs related to sports? Your teacher can help you listen to Celine Dion's 'The Power of Dream' and Whitney Houston's 'One Moment in Time'. Discuss the role of the songs in sports events and games. Now write a theme song for your annual school sports meet or games championship.

Language activities

Activity 1

□ Read the sentence given below from the story, 'The Race'.

"Tarun always thought of himself as the black sheep of the family."

What does the expression 'black sheep' mean?

.....

The term 'black sheep' literally refers to the colour of sheep. But when we use it figuratively, it means 'the odd person in a group.' Such a group of words with a meaning different from the meanings of the individual words is called an **idiom**.

a) Read Ravi's diary entry given below and circle the idioms.

Saturday

When I reached the ground, it was raining cats and dogs. I felt blue as I was not sure if the match could be held. Viewers like me get a chance of watching a match only once in a blue moon. The ball was in the umpires' court. Finally, the match started and we enjoyed a wonderful game. Today is a red-letter day in my life.

Now, match the idioms you have identified with their meanings.

- | | |
|---------|--|
| 1. | feel sad |
| 2. | somebody's responsibility to take action |
| 3. | happening very rarely |
| 4. | raining very heavily |
| 5. | an unforgettable day |

b) Find the meaning of the following idioms with the help of a dictionary and use them in your own sentences.

- | | | | |
|--------------------|------------------|-----------------------|---------------|
| 1) pros and cons | 2) bed of roses | 3) Herculean task | 4) blue blood |
| 5) crocodile tears | 6) eleventh hour | 7) in black and white | 8) red tape |

Activity 2

□ **Read the sentences given below.**

1. Life is full of ups and downs.
2. A training school is very expensive.
3. Children of your age are competing there.
4. Tears were rolling down his cheeks.

a) Identify and write down the subject and predicate of the sentences given above.

Subject	Predicate
1. Life	is full of ups and downs
2.	
3.	
4.	

□ Did you notice the change in verbs according to the singular and plural subjects of the sentences? How do they vary?

Subject	Verb
1. Life	is
2.	
3.	
4.	

Usually a singular subject takes a singular verb whereas a plural subject takes a plural verb.

Read the live description of the race and underline the singular verbs.

On the track there is a shallow path. As he is running fast, Tarun does not notice that and he slips. Breathing fast, he sees the other kids going past him. He gets up to run once more. Being quick, Tarun overtakes a few kids ahead of him. But as fate has it, he slips once again!

Here is a paragraph about the reaction of the spectators. Fill in the blanks with the suitable form of verbs.

Tarun's mother (is/are) applauding her son. Ram Narayan and his trainees (is/are) watching Tarun running on the track. The parents of the kids who (participate/participates) in the race are anxiously waiting. The crowd in the stands (is/are) clapping their hands. When Tarun falls, everyone (stop/stops) clapping and is about to rush for help. But the next moment, he (get up/gets up) and is running on the track again.

Activity 3

- ❑ **Read the excerpt from the story 'The Race' and identify the questions in it.**

Suddenly, he heard a voice at his elbow. "What is it, son?"

Tarun turned to his left and there sat a man of about sixty.

"I failed in two subjects," he replied in a depressed tone.

The man smiled sympathetically and said, "Life is full of ups and downs, my boy. By the way, I am Ram Narayan, and you are one of the best runners I have ever seen."

"Ram Narayan? Raaaa...m...Narayan! Are you the same Ram Narayan who won an olympic medal in the 400-metre race in the 1960s?" Tarun could not hide his excitement.

"Yes," came the reply. Tarun was dazzled.

- _____ ?
- _____ ?

-
- If a question begins with an auxiliary verb, the answer will be either "yes" or "no".
 - If a question starts with a question-word, the answer will be a piece of information.
-

a. Make questions using the words given in jumbled order.

- | | | |
|----|---|------------------------------------|
| 1. | intelligent you an
are boy | <u>Are you an intelligent boy?</u> |
| 2. | enter can stadium the
without a
I pass | _____ ? |
| 3. | for is spectators the
where the gallery | _____ ? |
| 4. | move we ahead project
the shall with | _____ ? |
| 5. | summer where the
camp did conduct Achrekar Sir | _____ ? |
| 6. | is condition
what your | _____ ? |

b. Complete the conversation between Sachin and a journalist.

- Journalist : Good morning, Sachin.
 Sachin : Good morning.
 Journalist : May I ask you some questions about your childhood cricket experiences?
 Sachin : Sure.
 Journalist : Who did you start playing cricket with?
 Sachin : With my friends in the colony.
 Journalist : _____ ?
 Sachin : Ajit took me to Ramakanth Achrekar Sir.
 Journalist : _____ when Ajit took you to Achrekar Sir?
 Sachin : I was only eleven years old.
 Journalist : _____ ?
 Sachin : The camp was at Shivaji Park.
 Journalist : _____ from your home to Shivaji park?
 Sachin : It would take forty minutes.
 Journalist : _____ ?
 Sachin : By bus.
 Journalist : Thank you for sparing your valuable time.
 Sachin : It's my pleasure.

Activity 4**a. Read the following passages and identify the sentences that express conditions.**

- i) But Ram Narayan seemed pretty serious. "I will train you if you want, but I put forward a condition."

"What is your condition?" Tarun's voice showed curiosity and anxiety.

"There is a race on Children's Day at the Nehru Stadium. Children of your age are competing there. If you participate and win that race, I promise I will start training you," said Ram Narayan.

"I will, I will, sir!" he heard himself saying with complete conviction.

"Fine, boy! Tell me, what is your name?" asked Ram Narayan.

"Tarun...Tarun Kapoor, sir."

"Tarun, I will meet you here after five days to give you your participation card. All the best," said Ram Narayan and left. On the way home, Tarun thought that if his father had not scolded him, he wouldn't have got this opportunity. (*The Race*)

- ii) My father sat me down and explained that while he did not have any objections to my changing schools, I should do so, only if I was really serious about playing cricket. (*Learning the Game*)

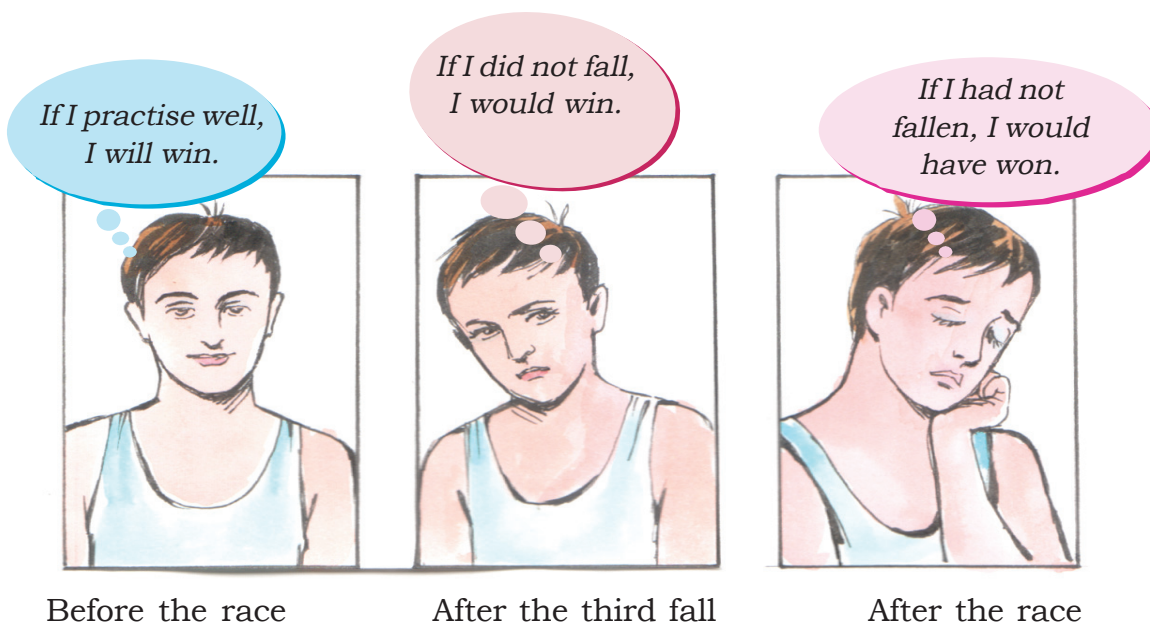
I will train you, if you want.

.....
.....

- Divide the sentences you have identified into two parts.

'If' clause	Main clause
If you want	I will train you.
_____	_____
_____	_____
_____	_____

- b. Tarun fell down thrice in the race. But he did not give up. The following pictures and the statements show his thoughts at different times.



Before the race

After the third fall

After the race

- Discuss the differences in meaning and arrange the sentences according to their level of possibility.

Sentences	If clause	Main clause	Possibility
If I practise well, I will win.	If I practise well	I will win	likely to happen
_____	_____	_____	_____
_____	_____	_____	_____

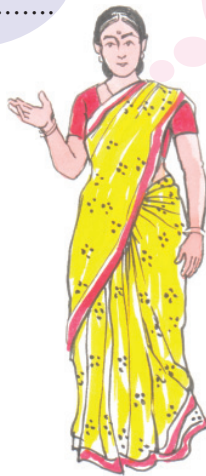
The sentences containing 'if' clause are called conditional sentences. We use conditional sentences to express possibility (probable condition), imagination (improbable condition) and unfulfilled conditions (impossible condition).

c) Complete the thoughts of Tarun, the members of his family, Ram Narayan and Pawan.



Tarun

If I had practised before,



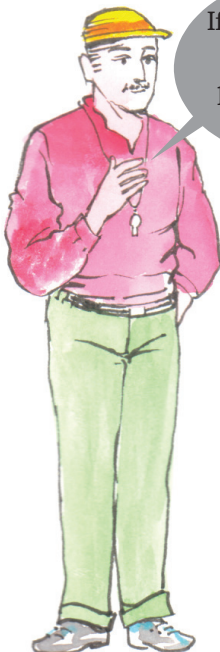
Tarun's mother

If Ram Narayan, trains my son,

If my son studied well,



Tarun's father



Ram Narayan

If....., Tarun would have been the champion.



Pawan

If Tarun, I wouldn't have become the winner.

If I had gone to the Nehru Stadium,



Tarun's brother

Activity 5

Read the passages given below and compare them.

(i) He was among the last few.
He did not give up. He
overtook some children.

(ii) He was among the last few. But
he did not give up. Once more
he overtook some children.

Which among these two passages do you find more readable and meaningful? Why?

.....

The words "once more" and "but" link the sentences in the passage and make them more readable and understandable. Such words are called 'linkers'.

a) Pick out the words from the given passages which link sentences or ideas.

1. On the one hand, his parents hated his running and wanted him to concentrate more on his studies, which he never did. On the other hand, he belonged to a middle class family. (*The Race*)
-

2. By the middle of the summer camp, Sir had started taking an active interest in my batting, and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practised all year round. However, my school – the New English School in Bandra – did not have cricket facilities. (*Learning the Game*)
-

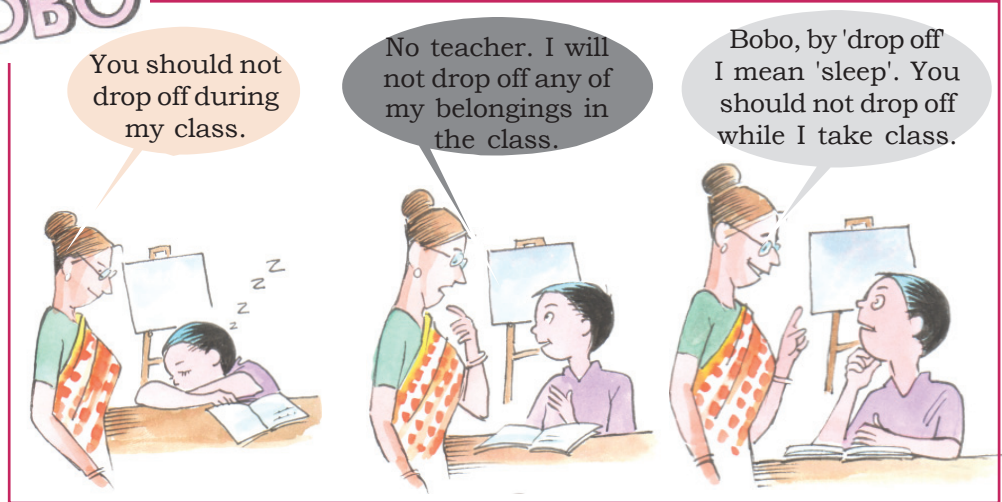
b) Rewrite the passage using suitable linkers given in the box.

soon, then, at that time, once, at times,
once again, later, so, but, at last

Once I happened to watch a volley-ball match. The referee whistled announcing the start. Both the teams were not ready. He whistled, louder than before. The players were not ready yet. The referee got red in the face. The spectators seated comfortably in the stadium started howling at the top of their voice. I tried to keep calm. The players arrived. A fierce game was on the go. The big white ball jumped over and under the net. It bulged the net too. I witnessed the players turning the ground into a battle field of fair play. It was really a feast for the eyes of every one inside the stadium.

Read the notice prepared by Manohar, the School Sports Club Secretary, in connection with the Sports Day celebrations of his school. There are a few errors in it. Identify and correct them.

Secretary
School Sports Club



applause (n)	: sound of clapping hands to show approval
bang (n)	: a sudden loud noise
blush (v)	: to become red in the face because of embarrassment or shame
conviction (n)	: strong belief
dazzle (v)	: to become extremely excited
emulate (v)	: to imitate due to admiration
impact (n)	: powerful effect
inane (adj.)	: silly
induction (n)	: the process of introducing somebody
invariably (adv.)	: always
mediocre (adj.)	: of only average standard
melee (n)	: a group of rushing people
mettle (n)	: strength to do something difficult
nuances (n)	: very slight differences
overawed (adj.)	: frightened
pant (v)	: to breathe quickly with short breaths
pedal (v)	: to ride a bicycle
pent-up (adj.)	: of feelings and emotions that cannot be expressed
priority (n)	: the most important thing
pursue (v)	: to do or achieve something over a period of time
rigorous (adj.)	: careful, thorough and exact
scrutinize (v)	: to examine something carefully
sheepish (adj.)	: looking embarrassed
subside (v)	: to become calmer or quieter
virtually (adv.)	: almost or very nearly

Unit

2

Bonds of Love



- What do you see in the picture?
- How are the people seen?
- What do the doves signify?
- What idea does the picture convey?

Read the haiku given below and discuss its significance.



*Lighting one candle
with another candle--
spring evening.*

Translated by **Robert Hass**

Haiku - an unrhymed verse form in three lines. It is of Japanese origin.

III. Read and reflect

Helping each other and empathizing with the sufferings of our fellow beings will help us create a world of peace and love. But do we always nurture such values in our life?

Maternity

Lilika Nakos

It was more than a month since they were at Marseilles. The camp of Armenian refugees on the outskirts of the town already looked like a small village. They had settled down in any way they could: the richest under tents; the others in the ruined sheds; but the majority of the refugees, having found nothing better, were sheltered under carpets held up at the four corners by sticks.

They thought themselves lucky if they could find a sheet to hang up at the sides and wall them from peering eyes. Then they felt almost at home. The men found work--no matter what--so that in any case they were not racked with hunger and their children had something to eat.

Of all of them, Mikali alone could do nothing. He ate the stale bread which his neighbours cared to offer

Read and respond

1. How did the Armenian refugees settle?

.....
.....

2. Describe the life of the refugees in the camp.

.....
.....

and it weighed on him. For he was a big lad of fourteen, healthy and robust. But how could he think of looking for work when he literally bore on his back the burden of a new-born babe? Since his birth, which had caused his mother's death, he had wailed proclaiming his famished state from morn till night. Who would have accepted Mikali's services when his own compatriots had chased him from their quarters because they were unable to bear the uninterrupted howls which kept them awake at night.

Mikali himself was dazed by these cries; his head was empty and he wandered about like a lost soul, dying from lack of sleep and weariness, always dragging about



with him the deafening burden that had been born for his misfortune—and its own—and that had so badly chosen the moment to appear on this earth. Everybody listened to it with irritation—they had so many troubles of their own—and they all pitifully wished it would die.

But that did not happen for the new-born child sought desperately to live and cry louder his famished state. The distracted women stuffed their ears and Mikali wandered about like a drunken man. He hadn't a penny in his pocket to buy the infant milk and not one woman in the camp was in a position to give it the breast. Enough to drive one mad!

3. Why couldn't Mikali earn even a penny?

.....

.....

4. Why was he chased away by his fellow Armenians?

.....

.....

5. Mikali wandered like a 'lost soul.' Comment on the comparison.

.....

.....

6. Why did the refugees wish that the child would die?

.....

.....

7. Notice how the women behaved. What do you think about their attitude?

.....

.....

One day, unable to bear it further, Mikali went to the other side of the place where the Anatolians were: they also had fled from the Turkish massacres in Asia Minor. Mikali had been told that there was a nursing mother there who might take pity on his baby. So there he went, full of hope.

Their camp was like his—the same misery. Old women were crouched on pallets on the ground; barefooted children played about in pools of dirty water.

As he approached, several old women rose to ask what he wanted. But he walked on and stopped only at the opening of a tent. From the interior of the tent came the sound of a wailing infant.

"Have pity on this poor orphan and give him a little milk. I am a poor Armenian . . .", he said in Greek.

At his appeal, a lovely, dark woman appeared. She held in her arms an infant blissfully sucking the maternal breast, its eyes half-closed.

"Let's see the kid. Is it a boy or a girl?"

Mikali's heart trembled with joy. Several neighbours had come closer to see and they helped him to take from his shoulders the sack where the baby brother was held; with curiosity they leaned over. He drew back the cover.

The women gave vent to various cries of horror. The child had no longer anything human about it. The head had become enormous and the body, of an incredible thinness, was all shrivelled up. As until then it had sucked only its thumb, it was all swollen. It was dreadful to see! Mikali himself drew back in fright.

All of them together chased him away, threatening. His eyes filled with tears, he went off, bearing the little child still wailing in its hunger.

There was nothing to be done; the child was condemned to die of hunger. Mikali felt himself immensely alone and lost. A chill ran up his spine at the thought that he was carrying such an unlucky child. He slumped down in the shadow of a shed. It was still very warm.

8. What made Mikali go to the camp of the Anatolians?

.....
.....

9. Mikali did not stop when the old women rose to ask him what he wanted because ...

- a. he was very tired.
- b. he heard the wailing of the infant.
- c. he wanted to see the 'nursing mother.'
- d. he didn't like the women.

10. Why was Mikali happy?

.....
.....

11. Why did the women give vent to cries of horror?

.....
.....

The country spread out before him in arid, waste land, covered with refuse. Noon rang out somewhere. The sound reminded him that he had eaten nothing since the day before. He would have to go sneaking about the streets, round cafe terraces, filching some half-eaten roll left on a plate; or else, rake about in the garbage for what a dog would not have eaten. Suddenly, life seemed to him so full of horrors that he covered his face with his hands and began to sob desperately.

When he raised his head a man stood before him gazing down upon him. Mikali recognized the Chinaman who often came to the camp to sell paper knick-knacks and charms which no one ever bought from him anyway. Often they mocked him because of his colour and his squint eyes.

Mikali saw that he was looking gently down at him and moving his lips as though to speak. Finally the Chinaman said: "You mustn't cry, boy. . . ."

Then, timidly: "Come with me..."

Mikali's only answer was to shake his head negatively; he longed to flee. He had heard so many horrors about the cruelty of the Orientals!

Yet the man remained there and did not budge. So, being in great distress, Mikali followed him. What more awful thing could happen to him? As they walked along he stumbled weakly and almost fell with the child. The Chinaman came to him and taking the baby in his arms, tenderly pressed it to him.

They crossed several empty lots and then, the man took a little lane that led them to a sort of wooden cabin surrounded by a very small garden. He stopped before the door and clapped his hands twice. A few light steps

12. Why did he feel immensely alone and lost?

.....

.....

13. Why did he sob?

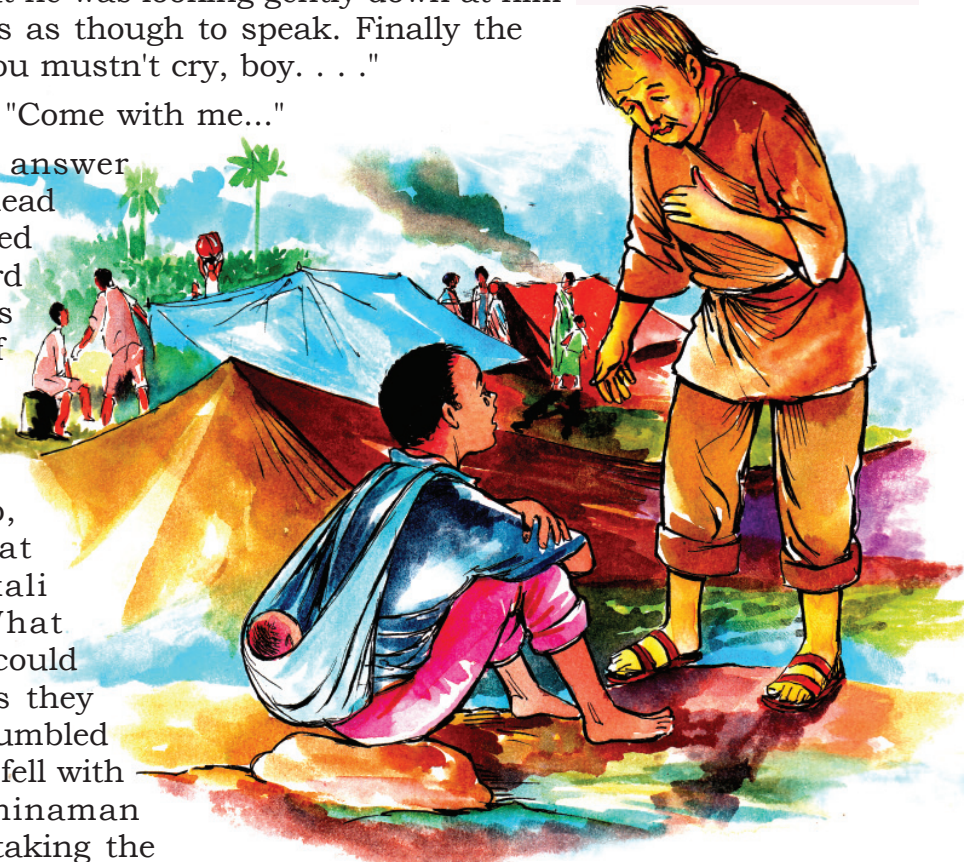
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.....

14. In what way is the Chinaman different from the refugees?

.....

.....



inside and a tiny person came to open the door. Seeing the men, her face reddened and then a happy smile lit it up. She made a brief courtesy to them. As Mikali remained there, hesitatingly rooted to the threshold, the Chinaman said to him: "Come in, then; do not be afraid. This is my wife."

Mikali went into the room, rather large it seemed, separated in the middle by a coloured paper screen. It was all so clean and neat, though very poor looking. In the corner he noticed a wicker cradle.

"That is my baby," said the young woman cocking her head graciously to one side and smiling at him. "He is very tiny and very beautiful; come and see."

Mikali went up closer and silently admired it. A chubby baby, but lately out of the darkness of the maternal body, slept peacefully, covered with a gold-brocade cloth, like a little king.

Then the husband called his wife over. He told her to sit on a straw mat. Without a word, he set down on her lap the little famished one, bowing deeply before her. The woman leaned over with astonishment and drew back the covering in which the child was wrapped. It appeared to her in all its skeletoic horror. She gave a cry—a cry of immense pity—then pressed the babe to her heart, giving it the breast. Then, with a gesture of modesty she brought forward a flap of her robe over the milk-swollen breast and the poor, gluttonous infant suckling there.

(Adapted)

15. Describe how the Chinaman's wife behaved when she saw Mikali with her husband.

.....
.....

16. What did the Chinaman's wife do when she saw the famished infant?

.....
.....

About the author



Lilika Nakos (1903-1989) was a Greek novelist, journalist and short story writer. She was one of the first women writers of modern Greek prose and for many years the only woman in Greek journalism. She is best remembered for her story collection titled *Children's Inferno: Stories of the Great Famine in Greece*. One of her best known novels is *Lost Soul*.

Let's revisit and reflect

1. How did the child become a problem to Mikali and the others in the refugee camp? What impression do you get about Mikali from the way he faced the problem?

.....

.....

2. Describe Mikali's experiences in the Armenian camp and the Anatolian camp. What difference do you notice?

.....

.....

3. How does the story reveal the nobility of maternity? Describe.

.....

.....

4. Which character in the story was the most empathetic to the baby? Justify.

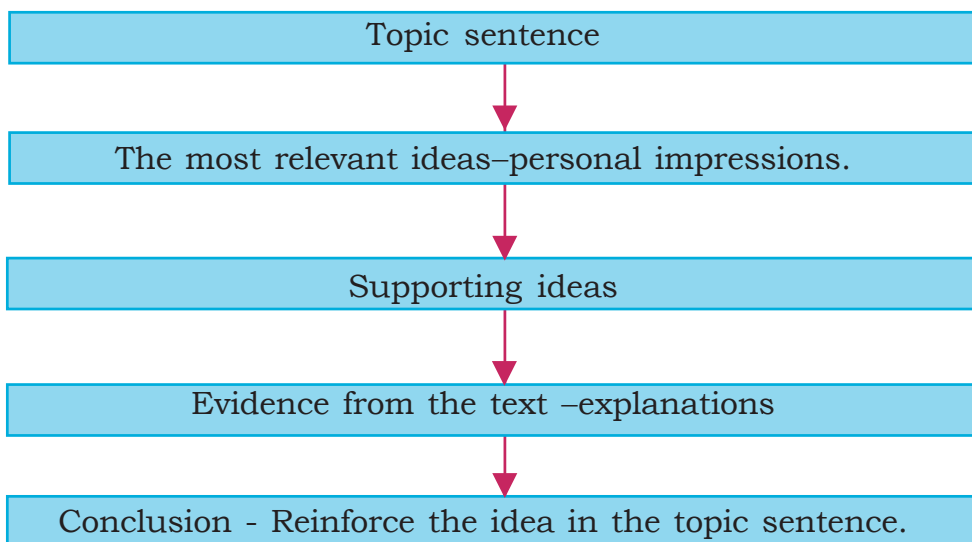
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.....

Activity 1

What is your impression about the Chinaman and his wife? How are they different from the other characters in the story? Write a paragraph.

The following hints may help you.



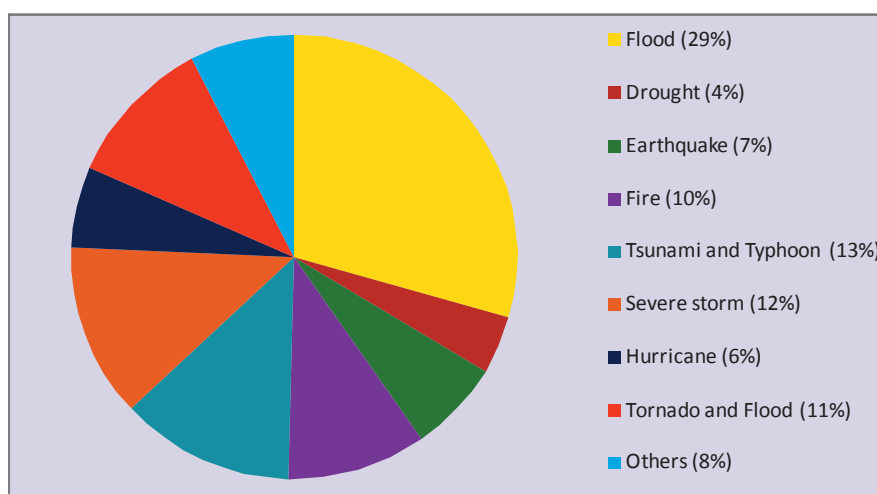
Activity 2

"...the majority of the refugees, having found nothing better, were sheltered under carpets held up at the four corners by sticks."

"Mikali ate the stale bread which his neighbours cared to offer and it weighed on him."

You have understood the sufferings of the people in the refugee camp. If a disaster (flood, cyclone, earthquake, etc.) strikes your neighbouring village, what action plan will you prepare for immediate relief?

- a) Study the pie chart below, showing the effect of natural calamities in the world over the past few years.



Answer the following questions on the basis of your reading of the chart.

- Which appears to be the most disastrous of all the calamities?
- Which seems to be the least dangerous?

Discuss.

- What are the adverse effects of calamities? List them.
 - diseases
 -
 -
 -
- Suggest a few precautionary measures to reduce the adverse effects of such calamities.
 - In certain cases, people are given some precautionary measures. A few warnings related to earthquake are given in the boxes.

Move to an area AWAY FROM trees, power lines, buildings and walls.

REMAIN in position until the shake has stopped.

DROP TO KNEES and get into a foetal position, close your eyes and cross your arms over the back of your neck for protection.

Prepare a few warnings to be given to avoid the spread of epidemics in the camp.

- b. Now, we can think about forming a Disaster Management Committee. Form different groups like Medical Assistance Group, Food Catering Group, Publicity Wing, etc. Sit in groups and discuss what you can do in case of emergencies. Present your ideas in the class.
- c. Suppose you are the convenor of the Publicity Committee. What can you do to ensure community support?
 - Prepare posters.
 -
 -
 -
- d. Now, design posters to make the community aware of the dangers of epidemics.

Language activities

Activity 1

Read the following sentences from the story 'Maternity.'

"Have pity on this poor orphan and give him a little milk... ," he said in Greek.

"Come with me," said the Chinaman.

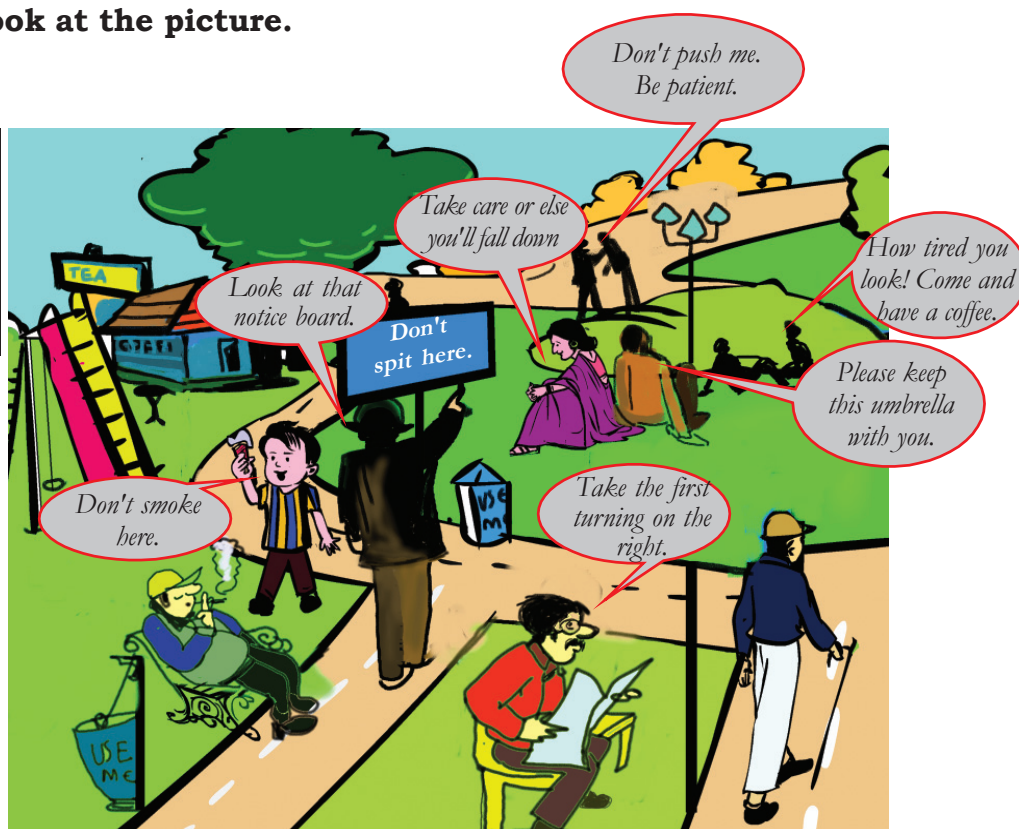
"Come in, then. Do not be afraid," said the Chinaman.

What do you notice about the sentences given within quotes?

Write your findings here.

- They begin with verbs.
-
-

a) Now look at the picture.



Pick out sentences from the picture to match the functions in column A and note them down in column B.

A Functions	B Sentences
• warning • advice • request • orders • instruction/direction • invitation • sign and notice	

You might have noticed that the sentences in column B express surprise, request, suggestion, order, advice, prayer, wish, etc.

Such sentences are called **Imperative Sentences**.

b. Read the directions given below. Form groups and the leader will give these directions. Try them out.

1. Rest your chin on your chest and remain seated.
2. Close your eyes.
3. Raise your head and turn it to the right.
4. Put your hands on your waist.
5. Stand up.
6. Put your left hand on your right hand.
7. Nod your head four times.
8. Freeze. Remain in this position till I ask you to relax.

c. Look at the posters given below and study their features.



Features of posters

- ◆ Catchy captions



You are one of the volunteers who does service in a flood relief camp. Prepare a few posters to create awareness among the inmates of the camp on health and hygiene to fight against epidemics.

Activity 2**a. Read the following sentences.**

He told her to sit on a straw mat.

What do you think were the actual words of the Chinaman? Complete the following.

The Chinaman said, "....."

What changes do you notice when someone's actual words are reported? Discuss and say whether the following statements are true or false.

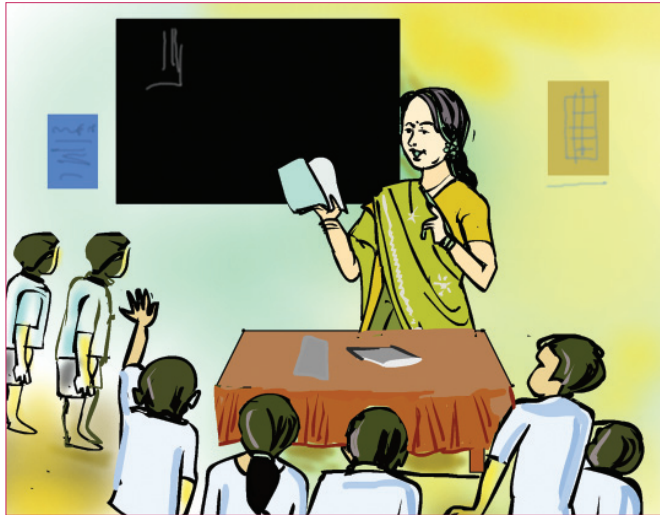
When a sentence is reported:

- There is always a change in the order of the words. ☐
- It becomes more formal. ☐
- Speech marks are not used. ☐
- The meaning changes totally. ☐
- The imperative mood changes into 'to infinitive' (to + verb). ☐
- There is no change in the pronouns. ☐

When the exact words of the speaker are used, they are in the **Direct Speech**. When they are reported, they are in the **Indirect Speech (Reported Speech)**.

b. Look at the picture and report what the teacher tells the students.

1. Venu, open your textbook and turn to page no. 18.
2. Suman, stand up straight.
3. Give me the details, Aysha.
4. Don't shout.
5. Speak aloud, Mary.



.....

.....

.....

.....

Now, try to report the following.

Direct Speech	Indirect Speech
1. Mikali said, "I cannot go for work." 2. An Anatolian said to Mikali, "There is a nursing mother in the camp." 3. The Chinaman said "My wife will feed this baby."	

Do you find it difficult to report? How is the reporting of the imperative sentence different from that of the declarative sentence?

Write your opinion here.

-
-
-
-
-

II. Read and enjoy

"A flower cannot blossom without sunshine and a man cannot live without love."

*Here is a poem by Sarojini Naidu that describes her dream world.
Read and enjoy it.*



Song of a Dream

Sarojini Naidu

ONCE in the dream of a night I stood
Lone in the light of a magical wood,
Soul-deep in visions that poppy-like sprang;
And spirits of Truth were the birds that sang,
And spirits of Love were the stars that glowed,
And spirits of Peace were the streams that flowed
In that magical wood in the land of sleep.

Lone in the light of that magical grove,
I felt the stars of the spirits of Love
Gather and gleam round my delicate youth,
And I heard the song of the spirits of Truth;
To quench my longing I bent me low
By the streams of the spirits of Peace that flow
In that magical wood in the land of sleep.



About the author



Sarojini Naidu (13 February 1879 - 2 March 1949) also known as 'The Nightingale of India', was an activist of the freedom movement in India. Her major contributions in the field of poetry were beautiful poems that could also be sung. Her famous works include 'The Golden Threshold,' 'The Bird of Time,' 'The Broken Wing' and 'The Sceptred Flute.'

Let's revisit and enjoy the poem

1. In her dream, the poet stood in a magical wood. Have you ever been to a land of imagination in your dream? Share it with your friends.
.....
2. What are the spirits of Peace, Truth and Love compared to?
.....
3. Why are the spirits of Truth compared to birds that sing?
.....
4. What does the poet compare the soulful visions to? Comment.
.....
5. What do the spirits of love do?
.....
6. How does the poet quench her longing?
.....
7. What is the magical wood referred to here?
.....

Let's revisit and reflect

1. Discuss the relevance of Sarojini Naidu's dream in the present scenario.
.....

Activity 1

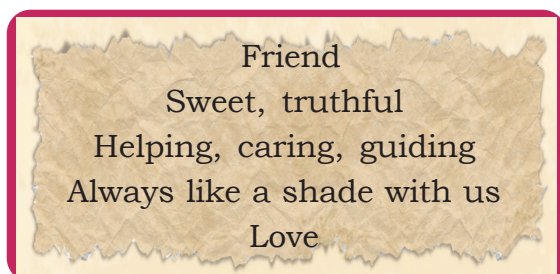
Read the poem again and pick out nouns and verbs and write them in the circles. Add a word/words to describe each.

clear	stream		
gleam	brightly		

Now, let's write **cinquains** about the words in the circles or about any person you like, following this pattern.

1. A noun.
2. Two words describing the noun.
3. Three words showing what the noun does.
4. A short phrase about the noun.
5. Another word synonymous with the noun.

e.g.



Cinquain - a short poem of five lines with the following pattern.

- Line 1. Word/noun
- Line 2. Description
- Line 3. Action
- Line 4. Some statement about the subject
- Line 5. The subject expressed in other words

It was invented by Adelaide Crapsey, taking inspiration from Japanese 'haiku' (short poem of 3 lines, 17 syllables) and 'tanka' (poem of 5 lines and 31 syllables).

You may read aloud the first four lines of your cinquains and ask your friends if they can guess what the last line could be.

Activity 2

Identify the key moments in the poem.

e.g.

- The poet dreams of being in a magical wood.
-
-
-

Which of them appeals to you most? Why?

Activity 3

- a) Read the expression "magical wood." What picture comes to your mind? Discuss in groups and describe the picture. Draw the picture in your own way.

The poet is giving a clear picture of a magical wood using words.

Such word pictures are called **imagery**.

Imagery - language that makes people imagine pictures in their minds. They appeal to our senses of sight, sound, taste, touch and smell, and help us form a mental picture.

Pick out the images of sight (visual) from the poem.

Visual images	
•	
•	
•	
•	

- b. Now, form different groups and identify significant scenes in the poem which can be used for presenting a tableau. Perform it in groups. Attempt a choreography of the poem.

Activity 4

A few poetic devices are given below. Write them against their correct meaning given in column B. Then complete column C.

Simile, metaphor, personification, alliteration

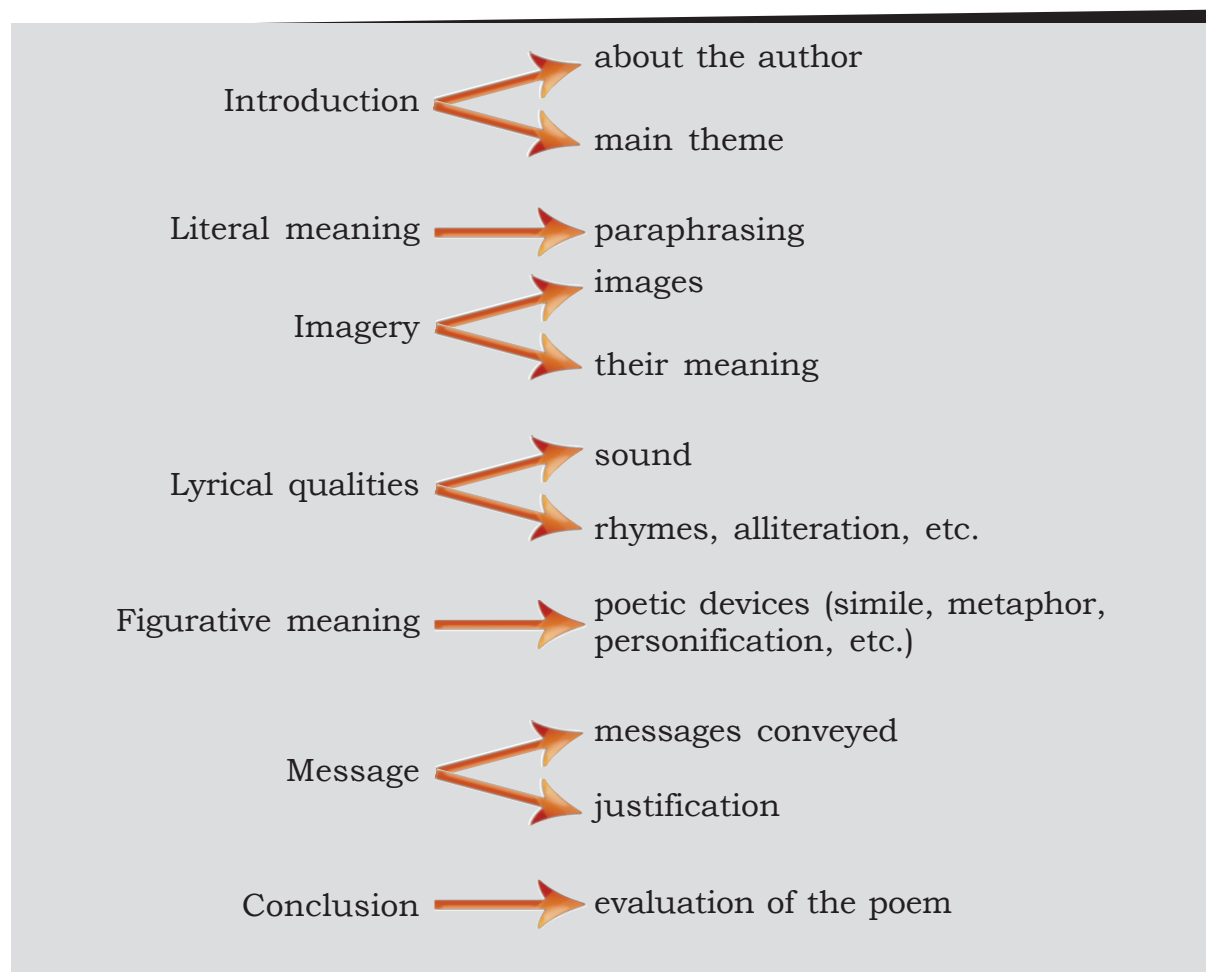
A. Poetic devices	B. What they stand for	C. Examples from the poem
	- a direct comparison of two unlike things using 'like' or 'as'. - a direct comparison between unlike things stating that one is the other or does the action of the other. - repeated consonant sounds at the beginning of words in the same line. - giving human traits and qualities to an inanimate object.	

Activity 5

- a) Answer the following questions.

A Questions	B Answers
1) Do you like the poem? Why? 2) What is the theme of the poem? Pick out a line in support of your answer. 3) What, in your opinion, is the dramatic situation of the poem? 4) Which line do you like the most? Why? 5) What messages does the poem convey? 6) How is the title of the poem related to its theme? 7) What attitude of the poet is revealed in the poem?	

- b) Now, write an appreciation of the poem. You may get ideas from the sample guidelines below.



Let's check

Evaluate the appreciation of the poem you have written, using the checklist provided.

Tick the appropriate boxes and give your comments in the space provided.

	Needs improvement	Satisfactory	Well done
1. The theme of the poem is clearly introduced.	☐	☐	☐
2. The appreciation of the poem is clearly presented with examples from the poem.	☐	☐	☐
3. Ideas and comments are relevant.	☐	☐	☐
4. The message of the poem is brought out and the ideas are well-connected.	☐	☐	☐
5. The overall structure is clear.	☐	☐	☐
6. Words and expressions are appropriately used.	☐	☐	☐
7. The poetic techniques and devices used are identified and clearly elaborated.	☐	☐	☐

General comments

III. Read and reflect

We have been moved much by the maternal love shown by the Chinaman's wife. Here is the universality of love practised by Gandhiji, that embodies all human values.

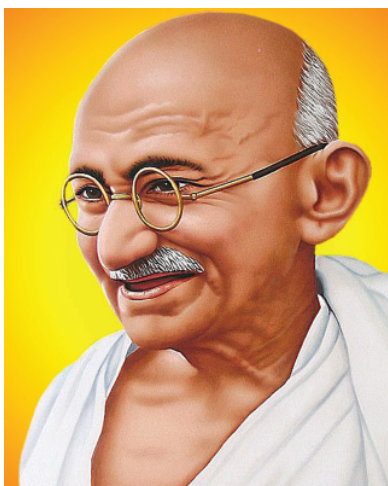
This is an extract from Gandhiji's autobiography 'The Story of my Experiments with Truth' where he describes his life with the inmates of the Tolstoy Farm.

Tolstoy Farm

Mahatma Gandhi

Tolstoy Farm was a community of Indians started by Gandhiji in Transvaal, South Africa, in 1910. It became the headquarters of the campaign of Satyagraha (non-violence). The farm, 21 miles away from Johannesburg, had been bought by Herman Kallenbach, one of Gandhiji's supporters. Both Kallenbach and Gandhiji were highly impressed by Tolstoy's writings. So they decided to name the farm after Tolstoy. The inmates of the farm were schooled by Gandhiji himself.

As the Farm grew, it was found necessary to make some provision for the education of its boys and girls. There were among these Hindu, Musalman, Parsi and Christian boys and some Hindu girls. It was not possible, and I did not think it necessary, to engage special teachers for them. It was not possible for qualified Indian teachers were scarce, and even when available, none would be ready to go to a place twenty-one miles distant from Johannesburg on a small salary. Also we were certainly not overflowing with money. And I did not think it necessary to import teachers from outside the Farm. I did not believe in the existing system of education, and I had a mind to find out by experience and experiment the true system. Only this much I knew – that, under ideal conditions, true education could be imparted only by the parents, and that then there should be the minimum of outside help, that Tolstoy



Read and respond

1. Who were the inmates of the Tolstoy farm?

.....
.....

2. Why couldn't Gandhiji appoint special teachers for Indian students?

.....
.....

Farm was a family, in which I occupied the place of the father, and that I should so far as possible shoulder the responsibility for the training of the young.

The conception no doubt was not without its flaws. All the young people had not been with me since their childhood, they had been brought up in different conditions and environments, and they did not belong to the same religion. How could I do full justice to the young people, thus circumstanced, even if I assumed the place of paterfamilias?

But I had always given the first place to the culture of the heart or the building of character, and as I felt confident that moral training could be given to all alike, no matter how different their ages and their upbringing, I decided to live amongst them all the twenty-four hours of the day as their father. I regarded character building as the proper foundation for their education and, if the foundation was firmly laid, I was sure that the children could learn all the other things themselves or with the assistance of friends.

But as I fully appreciated the necessity of a literary training in addition, I started some classes with the help of Mr. Kallenbach and Sjt. Pragji Desai. Nor did I underrate the building up of the body. This they got in the course of their daily routine. For there were no servants on the Farm, and all the work, from cooking down to scavenging, was done by the inmates. There were many fruit trees to be looked after, and enough gardening to be done as well. Mr. Kallenbach was fond of gardening and had gained some experience of this work in one of the Governmental model gardens. It was obligatory on all, young and old, who were not engaged in the kitchen, to give some time to gardening. The children had the lion's share of this work, which included digging pits, felling timber and lifting loads. This gave them ample exercise. They took delight in the work, and so they did not generally need any other exercise or games. Of course some of them, and sometimes all them, malingered and shirked.

3. What did Gandhiji regard as the proper foundation for the education of the children?

.....

4. Who assisted Gandhiji in literary training?

.....

5. What training was given to children of all ages in the farm?

.....

6. What were the different types of works in the Tolstoy Farm?

.....

Sometimes I connived at their pranks, but often I was strict with them. I dare say they did not like the strictness, but I do not recollect their having resisted it. Whenever I was strict, I would, by argument, convince them that it was not right to play with one's work. The conviction, would however, be short-lived, the next moment they would again leave their work and go to play. All the same we got along, and at any rate they built up fine physiques. There was scarcely any illness on the Farm, though it must be said that good air and water and regular hours of food were not a little responsible for this.

A word about vocational training. It was my intention to teach every one of the youngsters some useful manual vocation. For this purpose Mr. Kallenbach went to a Trappist monastery and returned having learnt shoe-making. I learnt it from him and taught the art to such as were ready to take it up. Mr. Kallenbach had some experience of carpentry, and there was another inmate who knew it; so we had a small class in carpentry. Cooking, almost all the youngsters knew.

All this was new to them. They had never even dreamt that they would have to learn these things some day. For generally the only training that Indian children received in South Africa was in the three R's.

On Tolstoy Farm we made it a rule that the youngsters should not be asked to do what the teachers did not do, and therefore, when they were asked to do any work, there was always a teacher co-operating and actually working with them. Hence whatever the youngsters learnt, they learnt cheerfully.

7. Why was illness scarce on the farm?

.....
.....

8. How did Gandhiji introduce vocational training in Tolstoy Farm?

.....
.....

10. What made learning a cheerful experience for children in the farm?

.....
.....

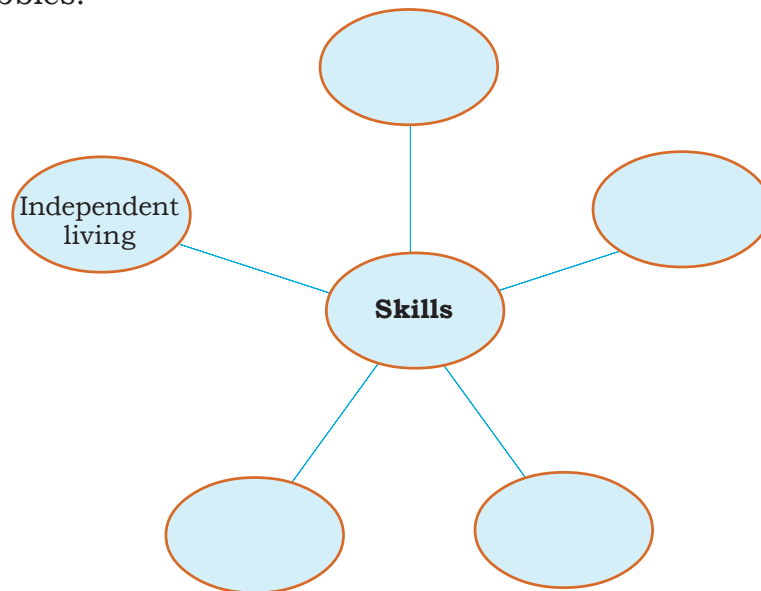
About the author



Mohandas Karamchand Gandhi (2 October 1869 - 30 January 1948), the Father of the Nation, was the prominent leader of Freedom Movement in India. Non-violence was the unique weapon he used. His ideals of non-violence, truth and peace are relevant even today.

Let's revisit and reflect

1. In 'Tolstoy Farm', there is reference to various skills. Identify them and fill in the bubbles.



2. You must be familiar with Gandhiji's concept of education:

'By Education I mean an all round drawing out of the best in the child and man, body, mind and spirit.'

How far is it true with the learning experiences in the Tolstoy Farm? Write your answer in a short paragraph.

.....

.....

Activity 1

'...there were no servants on the farm and all the work, from cooking down to scavenging, was done by the inmates', says Gandhiji.

- What is your opinion about this practice?
- Haritha Keralam, Organic Farming, Biodiversity Park and Swatch Bharath Drive are some of the programs in schools. They require the active participation of all students. They also include work that some people may hesitate to do.
- Do these programmes promote dignity of labour among children?
- What are your views?

Conduct a group discussion and prepare a write-up based on the main points.

Activity 2

Gandhij says, 'It was my intention to teach everyone of the youngsters some useful manual vocation.'

List out the vocational skills mentioned in the text and complete the following:

Vocational skills acquired from Tolstoy Farm	The jobs related to the vocational skills
Eg: Carpentry	Carpenter, Furniture Designer, Interior Decorator

Everyone can benefit out of this type of vocational education as it provides an opportunity to learn a skill or trade. Discuss.

- Earn a living
- Self-employment
- Self-sufficient (The child will be able to do electrical, carpentry/plumbing repairs himself.)

.....

.....

.....

.....

Consolidate your points and conduct a Talk Show on the topic -'Vocational education for getting jobs and achieving self development.'

- One among you can be the moderator.
- Let some others be pannelistes and guests.
- The remaining are the audience.

Suppose you are the host, how will you conduct the show ?

Here are the steps:

- Greeting the participants
- Welcoming the guests and audience

- Introducing the topic
- Introducing each guest to the audience
- Inviting the first guest to speak
- Inviting the other guests to speak subsequently
- Giving chance for the audience to ask questions
- The guests respond to the questions
- Conclusion by the host

Complete the model given below.

Host : Good morning/Good evening everyone/one and all.

I am We have got an interesting Talk Show for you. The topic for the day is

.....

Let's discuss the topic, 'Vocational education for getting jobs and development.' This topic has great relevance because

Our main guests of the day are

..... (Give details)

..... We begin with Mrs/Mr..... could you please speak to us about.....

Guest 1 : Well

Host : Now, let's ask Mr/Mrs to respond.

Sir/Madam, what do you say about it?

(Second guest responds to the first)

Guest 2 :

(Discussion continues. The audience asks questions.)

Questions

1.
2.
3.

(The guests respond to the questions.)

Host : Well, it's time to wind up the show

 I am sure the Talk Show has enlightened us all. I request all of you to think about the ideas to enrich your views. Thanks to all the participants and the viewers. Have a nice day!

Activity 3

Collect pictures, photographs, newspaper cuttings, cartoons, caricatures and other materials related to the main events in the life of Gandhiji. Using these, prepare an album about Gandhiji. You may give suitable captions and short descriptions, wherever required.

Language activity

Activity 1

a. Read the following sentences from 'Maternity'.

- The child was condemned to die of hunger.
- The women gave vent to various cries of horror.
- She pressed the baby to her heart.
- Mikali's heart trembled with joy.

Now try to complete the table.

1. The child	was condemned to die of hunger.
2.	gave vent to various cries of horror.
3. She	
4.	heart trembled with joy.

A sentence usually has two parts – subject and predicate.

b. Now, read the passage below and identify the subjects and predicates.

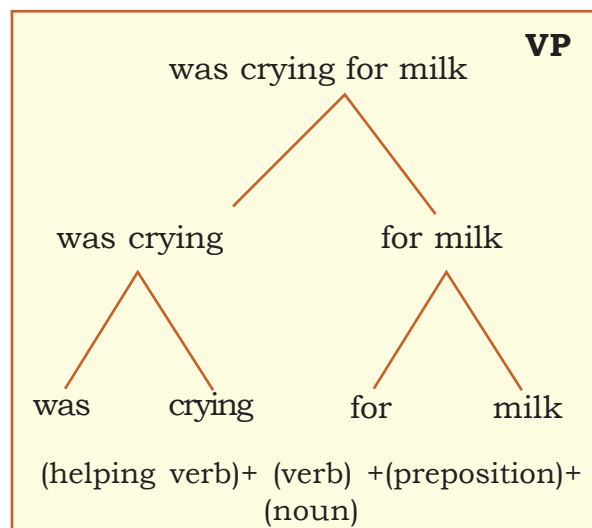
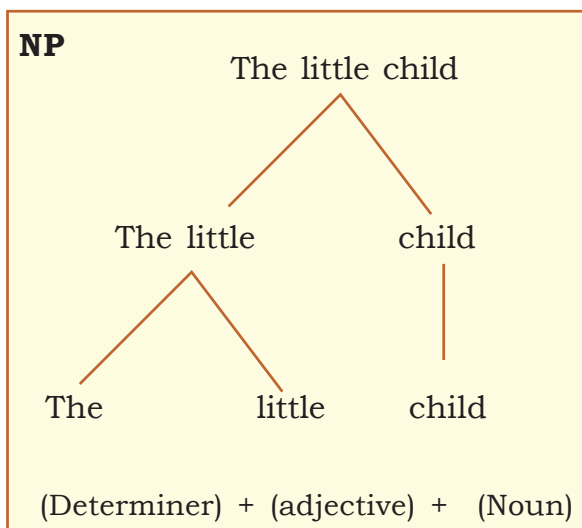
The little child was crying for milk. Mikali had no money in his pocket to buy milk. The poor boy approached the women around. All the women in the camp who saw the child gave vent to cries of horror. A kind Chinese woman finally gave it milk.

Sentence	Subject (Noun phrase)	Predicate (Verb phrase)
1.		
2.		
3.		
4.		
5.		

In a typical sentence, a Noun Phrase (NP) is immediately followed by a Verb Phrase (VP). A noun phrase can be a noun, a pronoun or a group of words that does the function of a noun. A verb phrase consists of a helping verb or a main verb which may or may not be followed by other words.

Let's split the subject and predicate parts of the first sentence.

The little child was crying for milk.



The head word of the noun phrase is a noun (child). The other words are used to give additional information about the head word.

Thus, the obligatory element in a noun phrase is the noun. Any other element is optional.

Determiner

Articles, possessives and demonstratives which come before a noun are called determiners.

Articles : a, an, the

Possessives : my, our, your, his, her, their, its, Gandhiji's etc.

Demonstratives : this, that, these, those

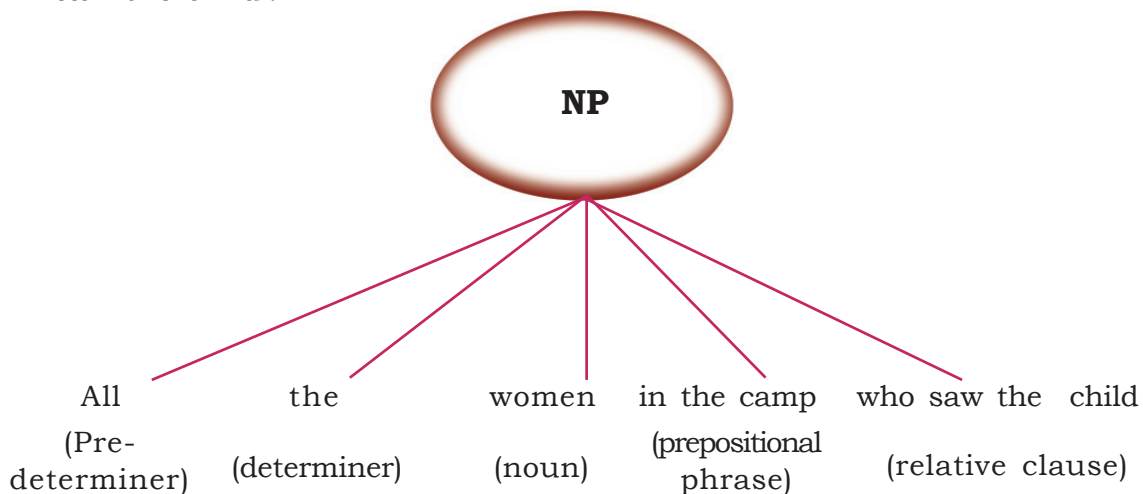
Now, let's have a look at the following sentence.

All the women in the camp who saw the child gave vent to cries of horror.

Identify the noun phrase and the verb phrase.

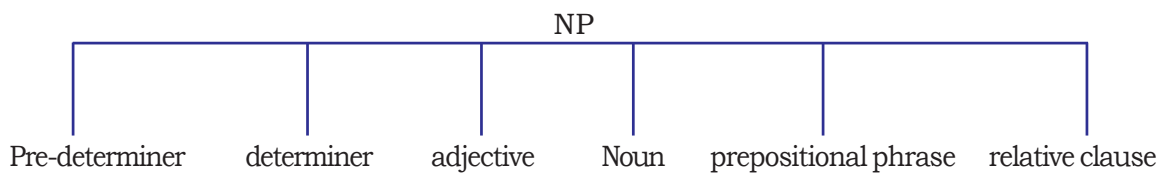
Noun phrase	Verb phrase

See the constituents of the noun phrase: 'All the women in the camp who saw the child'.



Pre-determiners or pre-articles are those items which come before the determiner in an NP, like 'half, half of, all, all of', etc.

The structure of the noun phrase of a sentence can be as follows:



Now, complete the table.

A	B
Women	
The women	+.....
All the women	+.....+.....
All the women in the camp	+.....+..... + prepositional phrase
All the women in the camp who saw the child	+.....+.....+.....+ relative clause

Analyse the subject part of the other sentences in the passage given above in the same way and identify the constituents. Work with your partner and write down the ideas you have discussed.

My ideas	My partner's ideas

What are your conclusions?

- A sentence has two parts.
- The subject part is usually a noun phrase.
- The noun phrase may consist of
- The predicate is usually.....

Let's see what a verb phrase consists of.

Look at the picture and identify the verb phrase in the sentences given below.

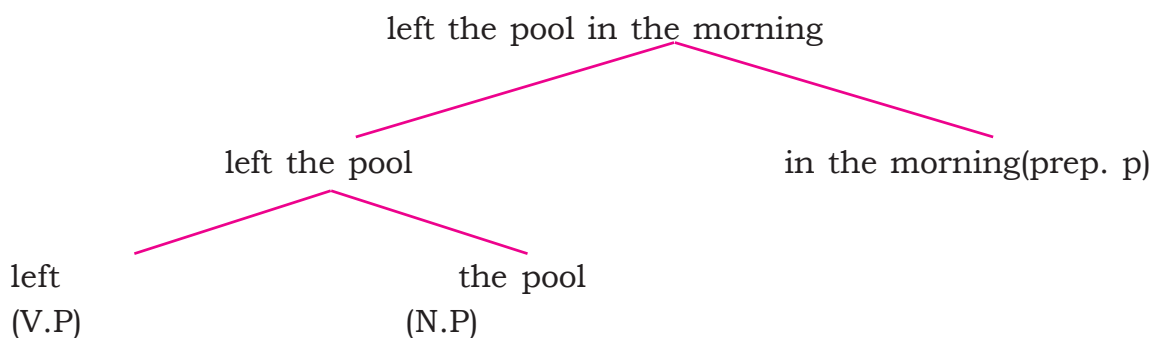


1. The duckling left the pool.
2. The dukling left the pool in the morning.
3. A fox was waiting for its prey.
4. The fox killed the duckling.
5. The fox took rest at the pond.
6. The duckling died.

Let's analyse the verb phrase of one of the sentences.

Sentence 4

Now, read the sentences again and identify the verb phrases along with its constituents.



A verb phrase consists of a finite verb alone or a finite verb with some other words which give additional details about the verb.

Now, read the sentences again and identify the verb phrases along with its constituents.

A	B
• Verb phrase	died
• Verb phrase + noun phrase	
• Verb phrase + prep.phrase	
• Verb phrase + noun phrase + prep.phrase	
• Verb phrase + noun phrase	
• Verb phrase + noun phrase + prep. phrase	

Make sentences of your own with the following constituents in the verb phrase given below.

1. VP
2. VP + NP
3. VP + NP + PREP. PHRASE
- 4.
- 5.
- 6.

BOBO



3HIXVG



Anatolians	: people of Asia Minor (a part of modern Turkey)
arid (adj)	: barren, very dry, having very little rain or water
Armenian	: belonging to Armenia, a former kingdom of South West Asia, south of the Caucasus mountains
brocade (n)	: decorated cloth
budge (v)	: to move very little
chase (v)	: to run after
client (n)	: someone who gets services or advice from a professional person, company or organization
cocking her head	: raising her head to one side
compatriot (n)	: fellow countryman
connive (v)	: to ignore a fault deliberately
conviction (n)	: a firm belief
crouch (v)	: to lower the body with the limbs together
daze (v)	: to make somebody feel stupid
distracted (adj)	: confused
flap (n)	: piece of material that hangs down
flaw (n)	: defect
flee (v)	: to run away from (flee-fled-fled)
garbage (n)	: waste food thrown out as worthless
give vent to (v)	: to express (a feeling) strongly
gluttonous (adj)	: very greedy
hound (v)	: to chase
infatuation (n)	: a strong feeling of attraction for someone
knick-knacks (n)	: small unimportant ornaments or pieces of jewellery, articles, etc.
long for (ph.v)	: to wish
malinger (v)	: pretend to be ill in order to avoid a work
Marseilles	: seaport in south-east France
massacre (v)	: cruel killing of people
obligatory (adj)	: imposing on oneself a moral or legal binding
orientals (n)	: people of eastern countries
outskirts (n)	: outline area
paterfamilias (n)	: the head of a family or household
peer (v)	: to look closely at something

prank (n)	: a mischievous trick
racked with hunger	: enduring severe hunger
rake about (ph.v)	: to search for
rejoin (v)	: to reply
render (v)	: to give something or some service to someone
requisite (adj)	: needed for a particular purpose
robust (adj)	: healthy
scarce (adj)	: insufficient, difficult to find
scavenging (prep)	: collecting and removing the abandoned items
shoulder (v)	: bear a burden
slump (v)	: to drop or fall heavily
sneaking (adj)	: going secretly and quietly
stuff (v)	: to fill, cram or pack tightly into something
stumble (v)	: to lose one's balance
thrust upon (v)	: to force someone to accept something
toiled and moiled (v)	: an expression which means worked hard for a long time
wail (v)	: to cry
weariness (n)	: tiredness
wicker cradle (n)	: cradle made of cane
wooden cabin	: small roughly made house of logs
yell (v)	: to utter a loud cry

Unit
3

Care for the Morrow



- What are the images in these pictures?
- Who is responsible for destroying nature?

I. Read and enjoy

Earth is blessed with air, water and other resources for our life. The beauty of our planet lies in its fascinating and wonderful elements like the wind, rain, seasons, etc.

Now, read and enjoy a poem about rain.

Song of the Rain

Khalil Gibran

I am dotted silver threads dropped from heaven
By the Gods. Nature then takes me, to adorn
Her fields and valleys.

I am beautiful pearls, plucked from the
Crown of Ishtar by the daughter of Dawn
To embellish the gardens.

When I cry, the hills laugh;
When I humble myself, the flowers rejoice;
When I bow, all things are elated.

The field and the cloud are lovers
And between them I am a messenger of mercy.
I quench the thirst of one;
I cure the ailment of the other.

The voice of thunder declares my arrival;
The rainbow announces my departure.
I am like earthly life, which begins at
The feet of the mad elements and ends
Under the upraised wings of death.

I emerge from the heart of the sea
Soar with the breeze. When I see a field in
Need, I descend and embrace the flowers and
The trees in a million little ways,
I touch gently at the windows with my

Soft fingers, and my announcement is a
Welcome song. All can hear, but only
The sensitive can understand.



The heat in the air gives birth to me,
But in turn I kill it,
As woman overcomes man with
The strength she takes from him.

I am the sigh of the sea;
The laughter of the field;
The tears of heaven.

So with love -
Sighs from the deep sea of affection;
Laughter from the colourful field of the spirit;
Tears from the endless heaven of memories.

About the author



Khalil Gibran (January 6, 1883 - April 10, 1931) was a Lebanese-American artist, poet, writer and philosopher. He was born in the town of Bsharri (north of modern-day Lebanon). As a young man he immigrated with his family to the United States, where he studied art and began his literary career, writing in both English and Arabic. His major works are *The Prophet* and *Broken Wings*.

Let's revisit and enjoy the poem

1. Who is the "I" referred to in the poem?
.....
2. What does nature do with the silver threads?
.....
3. What is rain compared to?
.....
4. Who could be the daughter of dawn?
.....
5. Comment on the expression "when I cry, the hills laugh".
.....
6. How does the rain act as a messenger of mercy?
.....
7. In what sense are the cloud and the field lovers?
.....
8. What do the words "cry" and "humble" imply?
.....
9. Who are "the thirsty" and "the sick ones" described in the fourth stanza?
.....
10. "I am like earthly life" – Explain the comparison.
.....
11. "I am dotted silver threads..." is an example of a first person narration. Identify similar lines from the first two stanzas.
.....

Activity 1

- a. The poet compares the rain to many things. Look at the following expressions.

"I am like earthly life..."

"I am beautiful pearls..."

In what way are the comparisons different? Comment on the poetic devices used.

.....
.....

- b. Pick out the metaphorical expressions in the poem.

.....

.....

.....

.....

.....

.....

- c. "I am beautiful pearls, plucked from the
Crown of Ishtar by the daughter of Dawn
To embellish the gardens."

Can't you visualise the image of beautiful pearls while reading this stanza?
Pick out other visual images in the poem.

I am dotted silver threads dropped from heaven
By the Gods.

.....

.....

.....

- d. "When I cry, the hills laugh"

This line gives us an auditory image of crying and laughter.

Pick out another auditory image from the poem.

.....

.....

- e. Describe the arrival and departure of rain, quoting the relevant lines. What effects do they create in the poem?

We can hear

.....

.....

.....

- f. "I touch gently at the windows with my
Soft fingers,..."

Does the rain have fingers to touch the window?

Here, the poet gives a human quality to the rain. It is an example of **personification**.

Identify the lines personifying rain.

.....

.....

.....

g) Read the following lines.

- "I am beautiful pearls, plucked from the crown of Ishtar."
- "I am a messenger of mercy."

What is special about the underlined words? Do they have a musical quality?

- In the first line, the sound of the letter 'p' is repeated.
- In the second, the sound of the letter 'm' is repeated. Such a repetition of consonant sound is called **alliteration**.

Pick out other instances of alliteration from the poem.

.....

.....

h. Match the lines in the poem with their meanings.

Lines in the poem	Meanings
Tears from the endless heaven of memories.	The rain is as short lived as man's life on earth. Both are born out of the elements of nature and both meet with their death.
I quench the thirst of one; I cure the ailment of the other.	Heaven sheds tears in the form of rain drops. Rain has been a part of the sky for some time in the form of clouds, and is now leaving it.
I am like earthly life, which begins at The feet of the mad elements and ends Under the upraised wings of death.	The deafening sound of the thunder echoes on the hills and it sounds like laughter.
When I cry, the hills laugh;	Rain satisfies the thirst of the fields and cures the sickness of the clouds.

- i. Tick whether True or False. Give the correct expressions for the false statements, if any.

Expressions	True	False	Correction, if necessary
The tone and mood of the poem reflects the rain's love for the earth.			
The rain has a beginning and an end like all living things.			
'I descend and embrace the flowers' is an example of a metaphor.			

- j. Now, let's prepare an appreciation of the poem. The beginning is given.

'Song of the Rain' is a poem by Khalil Gibran describing the heavenly beauty of the rain. The poem is written in the first person, and the rain itself is the speaker. The rain looks like

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- Collect some poems or songs in English/your mother tongue which give us feeling or images of rain. Recite/sing one of the poems/songs in the class.

II. Read and reflect

*The earth is blessed with natural resources. But they are being exploited in a careless and selfish manner. Are we not duty-bound to protect our Mother Earth?
Let's read a play.*

Listen to the Mountain

Kavery Nambisan

CHARACTERS

GRANDMOTHER

NARAYAN (School Headmaster)

RAMANNA (tea-shop owner)

SHASTRI, KANNAN, RUDRAPPA (village men)

SAGAR (building contractor)

DIXIT (millionaire industrialist)

The play is set in a village. The background shows mountains, trees and a river depicting a natural, countryside view. Scenes I and IV are enacted in front of the curtain. The curtain rises for scenes II, III and V.

SCENE I

Grandmother appears from stage-right, hobbles to the centre, in front of the curtain and speaks to the audience in a slow, deliberate voice.

Grandmother: I am a great-grandmother. I was born at the turn of the century when there were no motor cars, no aeroplanes, no television, no movies, and much less noise... (Pauses) I was born here—grew up, married, had my children, grandchildren, and great-grandchildren. I have lived here all my life. Here, in this village, on the slopes of Dharmagiri. The river, trees, flowers, birds and animals are all my friends. I have had a tough life, but a happy one. (Pauses) Now I am almost ninety. My grandson, Narayan, is the School Headmaster. He came to me with the most shocking news. (Pauses) Shall I tell you about it? Wait... I think you better see what actually happened. (She hobbles off the stage).

Enter Narayan from one side of the stage and Sagar from the other. They meet centre-stage and greet each other.

Read and respond

1. What does the grandmother say about her past?

- Narayan : Welcome! Welcome to our village. I am the school headmaster.
- Sagar : Sagar, from Bangalore. Pleased to meet you.
- Narayan : Will you join me for a cup of tea, Mr. Sagar? Ramanna's tea shop is just across the road. Please come.
- Sagar : Thank you, thank you. (They leave together.)

SCENE II

Curtain rises. Set shows Ramanna's tea shop. Small, cheerful hotel with two tables and several chairs. Transistor radio on Ramanna's counter. Light, film-music blaring. Conversation opens, music fades.

- Sagar : (Sitting) Yes, thank you. I will have tea. Moved into the village a couple of days ago, you know. Rented a house beyond the market place. Bit primitive, but it will do. (Laughs) I am only here for six months, thank goodness.
- Ramanna : (curiously) Why six months? Have you come on...er...business?
- Sagar : (with a sneer) Yeah. Why will I come to a sleepy little dump like this if not for business? We are building a hotel here. A five-star hotel.
- Ramanna : (serving tea) A five-star hotel! Here, in our village?
- Sagar : (proudly) Yeah. A fabulous, multi-storeyed hotel. Three hundred rooms, shopping complex, swimming pool, health club, video—the works!
- Narayan : (surprised) But ours is a small village, only five hundred people live here. What will we do with a hotel that has three hundred rooms?
- Sagar : (addressing the audience) Village folk. They are dumb! (To Narayan) Tourism, man, tourism! (Rises from the chair, talks in an excited voice) This is a lovely village, right in the middle of a valley. This river that flows through your village—it is the cleanest I have ever seen! (Sweeps his arms as he speaks) And up the Dharmagiri mountain, such a gorgeous, breathtaking view. The waterfalls, the trees, the wildlife! Marvellous, simply marvellous! The plan is to build a

2. Why is Narayan shocked when he hears about Sagar's project?

- five-star hotel right there on top of Dharmagiri, overlooking your village. (Points to the mountain) Fantastic, eh?
- Narayan : (shocked) The only construction we have on Dharmagiri is the temple, built three hundred years ago.
- Ramanna : The mountain is sacred to us. The river which starts there flows down and sustains our crops...our lives. How can you build a hotel there?
- Narayan : There is only a narrow winding path to the top. Your vehicles cannot go up. And what will happen to the houses, including mine, which are along the slope?
- Sagar : There is nothing to worry, I can tell you. This hotel is being built by Dixit. Heard of him, the millionaire industrialist from Delhi? He has the okay from the government, and my firm has clinched the deal for building it. Everything has been arranged. I have come to get the work started.
- Ramanna : (agitated) *Arre....* No one in the village has been told about it. The villagers will not like it, I know they will not.
- Sagar : (haughtily) Ignorance, my dear friend, ignorance! The village will not be harmed in any way, can't you see? When we widen the road to go up the hill and make it a tar road, some houses will naturally be knocked down. We will compensate handsomely, don't you worry, man! It will be one of the best luxury hotels in the country. Tourists will pour into your village, especially rich ones!
- Narayan : (doubtfully) Where are the men to build your hotel? Where is the machinery?
- Sagar : (laughing) It is all arranged, man! Dixit does not waste time. He has influence. He can get things moving! (Snaps his fingers) Tomorrow, lorries and trucks will arrive with cement, bricks, steel, marble and other things. We are bringing the labourers, of course. A few hundred.
- Ramanna : A few hundred? Where will they stay?
- Sagar : We will put up temporary dwellings for them at the foot of the hill. You know, some temporary shacks. No problem.
- Narayan : You mean, you will have slums here.

3. What are the arrangements made by Dixit for the new construction?

4. "You mean you will have slums here." Why does Narayan make such a comment?

- Sagar : (shrugging) Well...that is what they are used to, man! They live like rats, don't you know?
- Narayan : (annoyed) Mr. Sagar, I strongly oppose this plan to build a hotel on Dharmagiri. I wish we, the villagers, had been consulted first. Mr. Dixit should have asked us what we felt about it.
- Sagar : (contemptuously) Don't make me laugh, man! Mr. Dixit, the multimillionaire—owner of two dozen cinema houses, five luxury hotels, three drug companies and the biggest biscuit factory in India—Mr. Dixit, who owns five mansions in different parts of the world, you want him to consult you? (Pauses) Look, man, it is his money, his idea, his effort. You villagers have nothing to do with it.
- Ramanna : (ruffled) You don't know us. We certainly have something to do with it.

Curtain falls.

SCENE III

Curtain rises. Ramanna's tea shop. Narayan, Ramanna, Shastri, Rudrappa and Kannan are talking excitedly.

- Narayan : Friends, friends...we must discuss this calmly. Let us hear what each one has to say. Ramanna, you speak first.
- Ramanna : It is a foolish idea. Why do we need a five-star hotel in this village? Is my hotel not good enough? Ramanna's tea? Ramanna's coffee? Ramanna's dosas, vadas and idlis? Not good enough, is it?
- Shastri : Cool down, Ramanna. Your dosas and idlis are unbeatable. Your coffee and tea are famous in this village and beyond. I certainly don't think we need a fancy, multi-storeyed hotel to compete with your tea shop.
(Ramanna looks around, proud and happy.)
- Kannan : Umm...This tea shop is fine for me. But if someone wants to build a grand hotel, I don't see any harm. It will bring in tourists. Tourists mean money; and who does not need money?
- Shastri : Kannan, you are wrong. A multi-storeyed hotel can never come up on Dharmagiri.

5. What picture of Dixit does Sagar give?

6. What is Kannan's argument in favour of building a hotel in Dharmagiri?

- Narayan : (puzzled) What do you mean, never? Mr. Sagar told me that lorries and trucks would start arriving tomorrow. The foundation will be laid soon.
- Shastri : We have got to stop it! We cannot allow thoughtless people to ruin our beautiful mountain. There is another, more urgent reason. Dharmagiri cannot support a building that big. It is dangerous.
- Ramanna : Why? Why do you say it is dangerous?
- Shastri : My grandfather told me when we were going up Dharmagiri to the temple once. When the temple was built three hundred years ago, they realized that the earth there could not hold a structure taller than thirty feet. It would be dangerous to dig too deep for foundation.
- Narayan : (excited) That is all the more reason why a hotel cannot be built there. Come on, let us talk to Mr. Sagar before it is too late.

Curtain falls.

SCENE IV

Grandmother hobbles onto stage with Narayan and stands in front of the curtain.

- Grandmother: Tell me what happened.
- Narayan : The villagers don't want the hotel. We went to Mr. Sagar and explained that not only would our village be ruined but the mountain itself was in danger. They cannot dig a deep foundation on it.
- Grandmother: What did Sagar say?
- Narayan : He was annoyed. 'Do you village bumpkins know more than the engineers and architects from the big cities?' he asked. (Pauses, then sadly) They are starting work tomorrow.
- Grandmother: (sadly) Where will they go, the rabbits, the deer and the partridge? Who will listen to their plight? Who will listen to our river, our clean, beautiful, sweet-watered river that will now turn foul with filth? And who will listen to the sorrow of Dharmagiri when it is massacred by roads and burdened with buildings? The noise...the pollution...oh! (To the audience) You think I am crazy, because I care for these things, because I can hear their voices. Don't believe me if

7. "That is all the more reason why a hotel cannot be built there." What does "all the more reason" refer to?

you don't want to. But I know. The mountains, the rivers, the trees and the animals, they all speak, just like you and me. If only we listen to them! But the world now is so full of noise, how can anyone hear the softly gurgling stream, or the breeze as it rustles through the leaves, or the flutter of a bird's wings?

Narayan : Now, *Ajji* (grandmother). Don't get upset.

Grandmother: (wiping her eyes) I know. What has the hotel got to do with me? (She turns to her grandson) You know something? This has more to do with the children of our village than anyone else. Tomorrow's world is their world. (Pauses, thinking) You are the school headmaster. You must talk to the children. Find out what they feel about it...don't put ideas into their heads. Just tell them everything and let them think for themselves.

They go offstage through left and re-enter from right.

Grandmother: What did the children have to say?

Narayan : They don't want a hotel on Dharmagiri if it will ruin our countryside.

Grandmother: I thought so. Children are wise. It is still not too late. We must take a stand. Or else, big people with small hearts will swallow this beautiful village of ours.

Narayan : Mr. Dixit is arriving tomorrow. They will start laying the foundation. We will stage a peaceful protest and submit a petition.

Grandmother: Good luck, son. Good luck.

They move offstage.

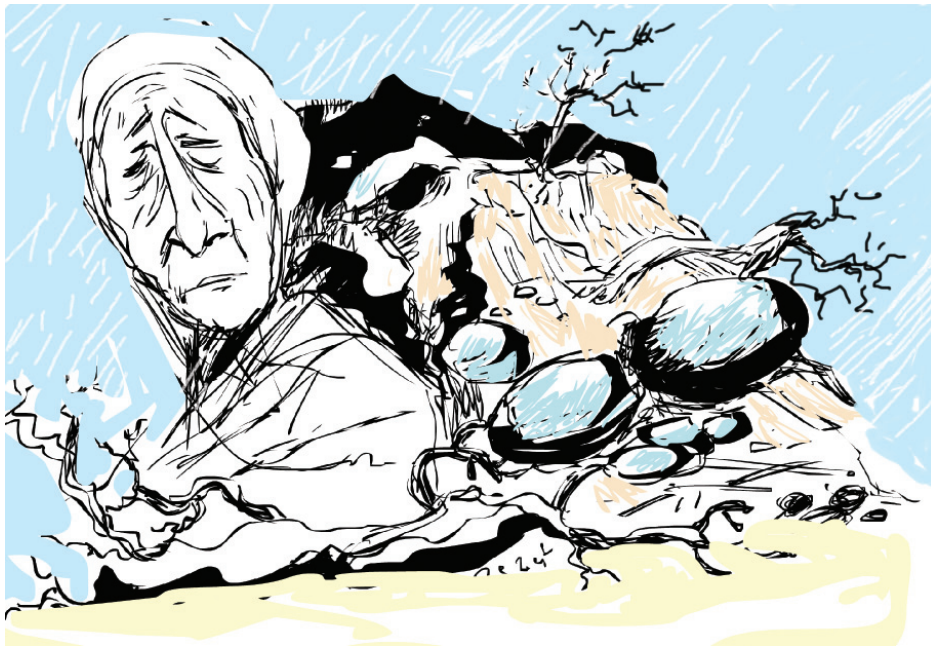
SCENE V

Curtain rises. Backdrop of mountains, a stream and trees. Dixit is seated on a chair on one side of the stage. Sagar is on the other side. Sound of lorries, drilling and hammering can be heard. A procession of children and adults enters from the opposite side. The children in the front row display a banner: LISTEN TO THE MOUNTAIN. They present a petition to Dixit.

Dixit : (reading it) What is this nonsense? LISTEN TO THE MOUNTAIN! Here we are, all set to build the biggest hotel in the state, one of the best in the country, and you people talk

8. Comment on the expression "big people with small hearts."

9. How does the grandmother remind her grandson about his duties?



of mountains and rivers, rabbits and birds! Please, please. If you cannot understand the need for big business, don't interfere. Let us get on with it, okay? Come on, men! On with the drilling. Let us get a move on.

Sagar : Keep working! Keep working!

Suddenly there is a terrific rumble and roar, like rocks falling. It lasts for thirty seconds. Tremendous noise of horns blaring, voices screaming and shrieking.

Voices offstage : Landslide! Landslide!

(Dixit and Sagar look around in panic, they stagger about, then run offstage.)

Narayan : (shouts) Let us get help! We must help the injured. Hurry! Hurry!

(The injured are carried away on makeshift stretchers by children. Some hobble and limp. Slowly, the commotion dies and noise fades.)

Grandmother: (in a sad, slow voice to audience) Finally the mountain spoke loud enough for everyone to hear. (Pauses) For our village, it was a tragedy. Ten houses buried beneath the landslide. Eleven people killed, including two children... (wipes her eyes) I knew it all along. Nature always speaks if we care to listen...

(Curtain falls)



About the author



Kavery Nambisan, an Indian novelist, was born in Palangala village in South Kodagu, Karnataka, in a family of politicians. She studied medicine in St. John's Medical College, Bangalore, and at the University of Liverpool, England. Nambisan's story 'Dr Sad and the Power Lunch' was joint runner-up in the third Outlook-Picador non-fiction contest in 2003. 'The Story that Must Not Be Told' was shortlisted for the DSC Prize for South Asian Literature in 2012 as well as the Man Asian Literary Prize in 2008. She was elected Coorg Person of the Year in 2005.

Let's revisit and reflect

- Does the opening scene of the play arouse curiosity in the audience? Substantiate your answer analysing the mode of presentation.
.....
.....
- "Why will I come to a sleepy little dump like this, if not for business?" Comment on the attitude of the building contractor.
.....
.....
- Pick out the sentences showing the concern of Ramanna and Shastri about Dharmagiri. Is their concern reasonable?
.....
.....
- "Do you village bumpkins know more than the engineers and architects from the big cities?" Sagar asked. What is the tone of the question? What could be the intention behind these words?
.....
.....
- Grandmother and the young villagers represent two generations. What difference do you find in their attitudes towards ecological issues? Pick out the expressions that justify your answer.
.....
.....

Activity 1

- Kannan says, "Tourists mean money; and who does not need money?" Do you agree with Kannan? Discuss in groups and analyse the recent trends in tourism and its impact on our culture and economy. Prepare a write-up.

Tips to help you.

- Increasing number of tourists in our country
- Purpose of visit—sightseeing, trade, entertainment, etc.
- Social and cultural exchange among the people
- Benefits of tourism
- Unhealthy trends in tourism
- Social responsibility
-

Is my write-up

- well organized ?
- attractive with a catchy title?
- logically arranged?

Activity 2

Grandmother

"Tomorrow's world is their world."

"Don't put ideas into their heads."

"Big people with small hearts will swallow this beautiful village of yours."

Dixit

"Here we are, all set to build the biggest hotel in the state, one of the best in the country, and you people talk of mountains and rivers, rabbits and birds!"

Grandmother and Dixit share different views about development. Do you think grandmother's view is outdated or that Dixit's view is progressive? Conduct a debate on the topic, "Development can be a threat to Nature."

DEBATE - A formal discussion on a particular topic in a public meeting in which opposing arguments are raised in a democratic manner.

Tips

EXPRESSIONS TO AGREE/DISAGREE	
Agree	Disagree
Exactly/ Certainly	Oh, surely not
Oh, absolutely	Not really
Oh, I agree totally	I don't agree
I'm exactly of the same opinion	I disagree
Yes, I agree	I'm sorry, I can't agree with that
I'm with you there	I beg to differ
By all means	I can't go along with...
•	I'm not at all convinced by ...
•	•
	•

Activity 3

"Finally the mountain spoke loud enough for everyone to hear. Nature always speaks if we care to listen." How did Nature speak?

Prepare a conversation between you and Nature. Role play it in your class.

Activity 4

You might have noticed land levelling in your locality. Are you aware of the environmental hazards it may cause? Collect details from various sources and prepare an e-mail to be sent to the Minister for Environment, complaining about the issue.

Template of an e-mail

ERROR - Error Message Reply Rejected - Message (HTML)

Message Insert Options Format Text Developer

Save & Close Send Paste Clipboard Basic Text Address Book Check Names Include Follow Up Options Spelling Proofing

This message has not been sent.

To...

CC...

Bcc...

Subject:

Opening (greeting)

Body of your e-mail

Closing (sincerely, truly, etc.)

Your name

.....

Attachments

Addressee's e-mail id

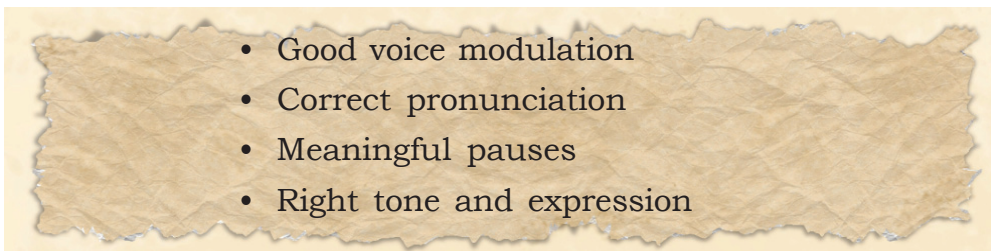
Activity 5

Readers' theatre

Identify the important scenes from the play 'Listen to the Mountain' and read them aloud with your friends.

Scene 1	Scene 2	Scene 3	Scene 4

You should pay attention to the following while reading aloud.



Activity 6

Collect pictures, poems, stories, news, etc. about man-made hazards. Write suitable captions and footnotes. Prepare a class magazine.

Tips

- Attractive cover page with a relevant title
- Index
- Foreword
- Messages from distinguished personalities
- Pictures, writings, etc.
-
-
-

Organise a formal release of the magazine.

III. Read and reflect

"Climate change is no longer some far off problem; it is happening here, it is happening now." - Barack Obama

Let's hear the speech delivered at the UN Climate Summit by Leonardo DiCaprio

Read on.

"Climate change is not hysteria – it's a fact"

Leonardo DiCaprio



Thank you, Mr Secretary General, your Excellencies, ladies and gentlemen, and distinguished guests. I'm honoured to be here today. I stand before you not as an expert but as a concerned citizen, one

of the 400,000 people who marched in the streets of New York on Sunday, and the billions of others around the world who want to solve our climate crisis.

As an actor, I pretend for a living. I play fictitious characters, often solving fictitious problems. I believe mankind has looked at climate change in that same way as if it were a fiction, happening to someone else's planet, as if pretending that climate change wasn't real, would somehow make it go away.

But I think we know better than that. Every week, we're seeing new and undeniable climate events. Evidence that accelerated climate change is here now. We know that droughts are intensifying; our oceans are warming and acidifying, with methane plumes rising up from beneath the ocean floor. We are seeing extreme weather events, increased temperatures, and the West Antarctic and Greenland ice-sheets melting at



Read and respond

1. Why did the people march in the streets of New York?

.....
.....

2. What is the attitude of human beings towards climate change?

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.....

3. What are the 'undeniable climate events' that are happening now?

.....
.....

unprecedented rates, decades ahead of scientific projections.

None of this is rhetoric, and none of it is hysteria. It is a fact. The scientific community knows it. The industry knows it. And governments know it. Climate change is our single greatest security threat.

My friends, this body, perhaps more than any other gathering in human history, now faces this difficult but achievable task. You can make history or you will be vilified by it. To be clear, this is not about just telling people to change their light bulbs or to buy a hybrid car. This disaster has grown beyond the choices that individuals make. This is now about our industries, and our governments around the world taking decisive, large-scale action.

I am not a scientist, but I don't need to be. Because the world's scientific community has spoken, and they have given us our prognosis; if we do not act together, we will surely perish.

Now is our moment for action.



We need to put a price tag on carbon emissions, and eliminate government subsidies for coal, gas, and oil companies. We need to end the free ride that industrial polluters have been given in the name of a free-market economy; they don't deserve our tax dollars, they deserve our scrutiny. For the economy itself will die if our ecosystems collapse.

4. What is the difficult task that we face?

.....

5. What happens when an ecosystem collapses?

.....

The good news is that renewable energy is not only achievable but good economic policy.

This is not a partisan debate; it is a human one. Clean air and water, and a livable climate are inalienable human rights. And solving this crisis is not a question of politics. It is a question of our survival.

We only get one planet. Humankind must become accountable on a massive scale for the wanton destruction of our collective home. Protecting our future on this planet depends on the conscious evolution of our species.

This is the most urgent of times, and the most urgent of messages.

Honoured delegates, leaders of the world, I pretend for a living. But you do not. The people made their voices heard on Sunday around the world, and the momentum will not stop. And now it's YOUR turn, the time to answer the greatest challenge of our existence on this planet ... is now.

We beg of you to face it with courage and honesty.
Thank you. (Adapted)

6. What is the scope of renewable energy in future?

.....

.....

7. Solving the crisis is a question of our survival. Explain.

.....

.....

8. Why is the present the 'most urgent of times'?

.....

.....

About the author



Leonardo Wilhelm DiCaprio, born on November 11, 1974 is an American actor, producer, the founder of Leonardo DiCaprio Foundation and a UN Messenger of Peace with a special focus on climate change. He gained public recognition with leading roles in drama and films before achieving international fame with James Cameron's epic romance *Titanic* (1997). He is also a committed environmentalist.

Let's revisit and reflect

1. 'As an actor I pretend for a living.' What does the speaker mean?

.....

.....

2. What is the message of the speech?

.....

.....

Activity 1

- Your school is celebrating National Science Day on the 28th of February. You are the convenor of the Science Club. Prepare a notice.

Activity 3

- Prepare a few posters to make people aware of the necessity for preserving nature and protecting the environment.

Activity 3

It has been decided to invite a famous ecologist to inaugurate the Science Exhibition in your school. As the school leader, you are asked to invite him. Prepare an e-mail to invite the scientist.

Hints

- Use an e-mail address.
- Use short and accurate subject header.
- Use proper salutation.
- Introduce yourself in the first paragraph.
- Write the actual message.
- Use the correct form of leave taking.

Activity 4

- The scientist has accepted your invitation. At the inaugural function of the science exhibition, you have to make the welcome speech. Prepare the script of your speech. You may begin like this:

Distinguished chair and eminent guests,

.....

Check list

After delivering your speech, evaluate your performance on the basis of the check list provided.

I have

- addressed the guests on and off the dais.
- briefly mentioned the importance of the day.
- welcomed the guests on the dais according to the priority/protocol.
- highlighted the importance of the chief guest.
- made positive statements about all the dignitaries present.
- concluded appropriately.

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Language activities

Activity 1

- a. Look at the sentences given below.

We must discuss this calmly.

The commotion dies slowly.

I strongly oppose this plan.

Identify the structure of the sentences and write them below.

Noun Phrase	Verb Phrase	VP constituents
I	strongly oppose this plan	Adverb + Verb + NP (object)

- b. Complete the table given below using adverbs from the play, 'Listen to the Mountain.' How do they enrich the play?

curiously		contemptuously
	haughtily	

- c. Study the following sentences from the play, 'Listen to the Mountain.'

- Rudrappa and Kannan are talking excitedly.
- Dixit and Sagar look around in panic.
- They are starting work tomorrow.

What do you understand about the adverbs which are underlined.

Do they answer 'how/when/where?'

Adverbs

Adverbs modify verbs, adjectives, or other adverbs. They tell us how, when and where things happen.

Examples

How

We live peacefully.

He ran fast.

Speak softly.

When

Anand came yesterday.

We will go tomorrow.

I shall call you later.

Where

I looked around.

She searched everywhere.

Come here.

d. Write some sentences with adverbs, in the table below.

How	When	Where

Activity 2

a. Read the following sentences.

1. We are building a hotel here. A five star hotel.
2. We are bringing the labourers, of course. A few hundred.
3. They are playing football.
4. He is reading a novel.

Identify the verb phrases and fill in the blanks appropriately.

VP	Function
1. are building	
2.	planned future action
3.	continuous action
4.	

The present continuous tense can be used to express a planned future action also.

b. Identify the planned future actions from the following.

- The Prime Minister is arriving tomorrow to visit the flood affected areas.
- Geetha is going to the market.
- We are going on a tour next week.
- Rahul and Kabeer are playing chess.

c. **Rewrite the sentences using am/is/ are+ verb +ing.**

1. Trucks and lorries will arrive with cement, bricks, and marble tomorrow.

.....

2. The villagers will stage a peaceful protest the next day.

.....

3. We will submit a petition to the Collector tomorrow.

.....

Activity 3

Read the following sentence

"I have come here to get the work started." ('Listen to the Mountain')

Now, compare the sentence with the following sentence.

"I came here yesterday to get the work started."

Which of the following statements are true? Tick the correct ones. Justify your answer.

1. The time of the action is mentioned in both the sentences. ☐
 2. The tense form used in each sentence is different. ☐
 3. The actions in both the sentences are complete. ☐
- a. Look at the following words and expressions. Some of them go only with sentences in the simple past tense. And others with the present perfect. Arrange them under the given titles.

before	many times	yesterday	one	year ago
previous year	last week	at that moment		
never	already	that day		
once	one day	yet	so far	

With sentences in present perfect	With sentences in simple past
• ever	• yesterday
•	•
•	•
•	•
•	•
•	•
•	•

Present perfect refers to events in the past which are connected to the present.

Activity 4

The grandmother in the play 'Listen to the Mountain' gives certain instructions to the headmaster.

You must talk to the children.
Find out what they feel about it.
Don't put ideas into their heads.
Just tell them everything.

These instructions can be converted into requests of different types.

e.g. You must talk to the children.

Please talk to the children.

Could you please talk to the children?

Would you mind talking to the children?

(a) Convert the other instructions into requests in different ways.

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.....

.....

.....

.....

(b) Imagine that the grandmother advises /warns the headmaster.

How would the sentences be then?

You had better talk to the children.

You had better find out what they feel about it.

had better + verb (for advice/recommendation/suggestion/warning)

.....

.....

.....

- (c) There are many people who are not concerned about the environment. How would you advise them?

Rainfall is less nowadays.

You had better plant more trees.

Water scarcity is a serious problem, not waste water.

We get vegetables with toxic residue from the market.....

.....

Activity 5

- a. Read the paragraph given below and guess the meaning of the words underlined.

Sagar called on Narayan and spoke to him of his decision to put up a new hotel in Dharmagiri. But Narayan could foresee its dangers and he put it across to his mother. His ninety year old mother couldn't put up with this news. So she told Narayan to do something to put an end to Sagar's programme. Hearing this, Narayan explained the dangers to Sagar and he turned down Sagar's proposal. Yet, Sagar was not ready to cancel his project. Therefore, Narayan called a meeting of the villagers and they together put their mind to start a protest.

Pick out the expressions from the passage which convey the meaning given in column B.

A. Word/phrase	B. Meaning
	rejected visited build stop communicated tolerate

b. Look at this expression.

go away - neglect

Find out similar expressions and their meanings from the lessons 'Listen to the Mountain' and 'Climate Change is not Hysteria'.

.....

The above expressions are examples of **phrasal verbs**. Their meanings are different from the meanings of the individual words.

c. Read the headlines given below. Identify the phrasal verbs and guess their meanings. You may refer to a dictionary.

Headlines	Phrasal Verbs	Meaning
• Jazz legend passes away in sleep • Youngsters urged to give up smoking • Bomb goes off in town • Government ready to take on new projects • Prime Minister calls on President to discuss security issues		

d. The following is a questionnaire enquiring into the study habit of one among your friends. Discuss the meaning of the phrasal verbs used in the questions and write down the answers. Add a few questions of your own, using phrasal verbs.

Questionnaire

- ✧ At what time do you usually get up?
- ✧ How much time do you take to review your previous day's lessons?
- ✧ Which subjects are hard to keep up with?
- ✧ Do you jot down notes in the class?
- ✧ Do you look up unfamiliar words in a dictionary?
- ✧ Do you finish off your work in time?
- ✧ Do you cheer up your friends when they are down?
- ✧ How do you while away your leisure time?
- ✧ Do you stay up late, the night before the exam?
- ✧
- ✧

- e. Collect a few phrasal verbs and use them in sentences of your own.

Topics : family, everyday life, sports, study, etc.

Phrasal verbs	Sentences
Put up with	Narayan cannot put up with the behaviour of Sagar.

Activity 6

Let's edit

Here is an excerpt from a speech by Yugratna Srivastava, a 13-year-old Indian girl, which was delivered at the U N Summit on Climate Change on 22 September 2009. Some errors have been made by a pupil while copying it. These are underlined. Correct the errors.

The Himalayas are melting, the polar bears are dying. Two of every five people (a) doesn't have access to clean drinking water. The earth's temperature (b) are increasing. We (c) have losing the untapped information and potential of plant species. The Pacific's water level (d) risen. Is this what we (e) are go to hand over to our future generations? We (f) receive a clean and healthy planet from our ancestors and we are (g) gift a damaged one to our successors. Is there any justice in this? Honourable Excellencies, we need to call for action now. We (h) have protect the earth not just for us but for our future generations.



Bobo, how is your new teacher?



I don't think there is any one as good as her. Everyone like her.



You are lucky. But you should say **everyone likes** her, not everyone like her.





adorn (v)	: to decorate
ailment (n)	: illness
blare (n)	: loud harsh noise
bough (n)	: large branch of a tree
bumpkin (n)	: a person who is not very intelligent
clinch (v)	: to succeed in winning or achieving something
consume (v)	: use up
crust (n)	: outer layer of the earth
elated (adj)	: happy and excited
embellish (v)	: to beautify/decorate
embrace (v)	: to hold tightly in one's arms, usually with fondness
emerge (v)	: to come out
expose (v)	: to uncover
fictitious (adj)	: untrue
frail (adj)	: physically weak
gorgeous (adj)	: dazzlingly beautiful
gurgling (adj)	: flowing in an irregular current with a bubbling noise
hack (v)	: cut away
haughtily (adv)	: in a proud manner
hide (n)	: skin (here)
hobble (v)	: to walk in an uneven manner/limp
hybrid (n)	: fusion
hysteria (n)	: uncontrolled excitement, anger or panic
inalienable (adj)	: unable to be removed
inertia (n)	: the property of a body that resists any change/state of rest or uniform motion
intensify (v)	: to make stronger
Ishtar (n)	: Babylonian and Assyrian Goddess of love, fertility and war
jab (v)	: a sudden rough blow
leperous (adj)	: covered with scales or scurf
momentum (n)	: force
partisan (n)	: supporter
persuasion (n)	: the act of persuading/communication intended to induce belief or action
pioneer (n)	: someone who helps to open up a new line of research, technology or action
plume (n)	: something resembling a feather in shape/appearance
precedent (n)	: something which has happened before.
prognosis (n)	: prediction
prejudice (n)	: bias/preconception
primitive (adj)	: belonging to an early stage of development/crude
projection (n)	: bulge
quench (v)	: to satisfy (usually, thirst)
resonant (adj)	: resounding/reverberating
rhetoric (adj)	: words which are intended to convince and impress people, but may not be sincere or honest
rustle (n)	: a light noise, like the noise of leaves blowing in the wind
scorch (v)	: discolourisation caused by heat
scrutiny (n)	: inspection
shack (n)	: hut
slick (n)	: (here) outwardly impressive
sneer (v)	: to smile contemptuously
undeniable (adj)	: unquestionable
vilify (v)	: to belittle
wanton (adj)	: unruly, meaningless
wither (v)	: dry