

DETAILED TEXT

All Things Bright and Beautiful

C.F. Alexander

A. Lead – in:

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

B. Let's listen to the Poem :

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

C. The Text

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

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

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

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

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

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

D. About the Poet :

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

E. Notes and Glossary :

glowing - bright

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

meadow - an open area of grassland.

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

F. Let's read and understand:

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

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

G. Let's appreciate:

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

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

Activity- I :

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

Activity- II :

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

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

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

Activity- III :

Fill in the blanks with appropriate words.

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

Activity- IV :

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

flower _____

colour _____

bird _____

wings _____

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

H. Let's listen and speak:

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

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

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

I. Let us write:

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

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

Tree

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



A Letter to God

G. L. Fuentes

A. Lead – in:

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

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

B. The Text:

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

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

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

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

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

That night was a sorrowful one.

“All our work, for nothing.”

“There’s no one who can help us.”

“We’ll all go hungry this year.”

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

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

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

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

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

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

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

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

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

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

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

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

C. About the Author:

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

D. Notes & Glossary:

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

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

E. Let's understand the text :

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

F. Let's read between the lines:

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

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

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

All through the night _____ act of charity. (Five paragraphs)

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

G. Let's learn some new words :

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

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

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

gale, whirlwind, cyclone
 hurricane, tornado, typhoon

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

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

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

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

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

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

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

to happen, although this
is very unlikely.

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

H. Let's listen and speak :

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

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

Son : I've got the final examination tomorrow.

Dad: It's almost 12.30 in the night.

No more argument. Off to bed.

Son: I have a lot to learn yet.

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

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

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

Son: ~~All right, father.~~

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

I. Let's learn language:

(i) Relative Clauses:

Look at the following sentences:

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

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

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

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

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

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

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

She cooks very well.

(ii) Our institution is highly popular.

It works for public welfare.

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

He was fortunate.

(iv) Mother Teresa is revered as a saint.

She served mankind.

(v) I often go to Mumbai.

Mumbai is the commercial capital of India.

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

Their performance has been excellent.

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

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

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

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

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

(ii) Using negatives for emphasis:

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

For example : (from the text)

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

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

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

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

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

- 1) The trees lost all their leaves.

2) The letter was addressed to God himself.

3) The postman saw this address for the first time in his life.

J. Let's write :

Read the newspaper report given below:

Note the information given at different points.

Rath Yatra pulls in lakhs of devotees to Puri	-	Title
The Times of India	-	Source
Puri, 22 nd June	-	Place and date
All roads led to Puri on Thursday with lakhs of devotees flocking to the town to participate in the grand Rath Yatra festival. A wave of euphoria swept across the beach town with the reigning deities commencing their nine day 'outing' from Jagannath shrine to Gundicha temple in a boisterous procession.		Topic sentence and Introduction
		Details of the Yatra

However, the threat of possible terror attack and the death of two pilgrims allegedly in a stampede cast a shadow on the festivities. There were intelligence reports that some subversive groups might create trouble during Rath Yatra.		Information on the terror threat and stampede
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"Security was tightened compared to the previous years" the DGP said. "We also appealed to the people to remain alert," the DGP added.		Further details of action taken by the authorities.
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(1) Now imagine that you are a reporter of 'The Indian Express'. You have received the news about the recent cyclone that hit Odisha. Using the guidelines given in the box above, complete a similar report for the newspaper.

We are Seven

William Wordsworth

A. Lead – in:

There is something interesting in the way children see the world. They see things from a different perspective because of their simple nature. Read this poem to find out how an adult's understanding of death differs from that of a little child.

B. Let's listen to the poem:

1. First you listen to the poem as the teacher reads it aloud.
2. The teacher reads it aloud for the second time. Pay attention to each word and line of the poem as the teacher reads it. And then read the poem silently to understand the text better.

C. The Text:

————— A simple Child,
That lightly draws its breath,
And feels its life in every limb,
What should it know of death?

I met a little cottage Girl:
She was eight years old, she said;
Her hair was thick with many a curl
That clustered round her head.

She had a rustic, woodland air,
And she was wildly clad:
Her eyes were fair, and very fair;
- Her beauty made me glad.

“Sisters and brothers, little Maid,
How many may you be?”
“How many? Seven in all,” she said,
And wondering looked at me.

“And where are they? I pray you tell.”
She answered, “Seven are we;
And two of us at Conway dwell,
And two are gone to sea.

“Two of us in the church-yard lie,
My sister and my brother;
And, in the church-yard cottage, I
Dwell near them with my mother.”

“You say that two at Conway dwell,
And two are gone to sea,
Yet ye are seven! I pray you tell,
Sweet Maid, how this may be.”

Then did the little Maid reply,
“Seven boys and girls are we;
Two of us in the church-yard lie,
Beneath the church-yard tree.”

“You run about, my little Maid,
Your limbs they are alive;
If two are in the church-yard laid,
Then ye are only five.”

“Their graves are green, they may be seen,”
The little Maid replied,
“Twelve steps or more from my mother’s door,
And they are side by side.

“My stockings there I often knit,
My kerchief there I hem;
And there upon the ground I sit,
And sing a song to them.

“And often after sun-set, Sir,
When it is light and fair,
I take my little porringer,
And eat my supper there.

“The first that dies was sister Jane;
In bed she moaning lay,
Till God released her of her pain;
And then she went away.

“So in the church-yard she was laid;
And, when the grass was dry,
Together round her grave we played,
My brother John and I.

“And when the ground was white with snow,
And I could run and slide,
My brother John was forced to go,
And he lies by her side.”

“How many are you, then,” said I,
“If they two are in heaven?”
Quick was the little Maid’s reply,
“O Master! we are seven.”

“But they are dead; those two are dead !
Their spirits are in heaven!”
'Twas throwing words away; for still
The little Maid would have her will,
And said, “Nay, we are seven!”

D. About the Poet:

William Wordsworth (1770-1850) was one of the greatest poets of the country and of natural life. He regards nature as a great teacher and his poems seek to establish an intimate relationship with it. He also depicts simple rustic life in a number of poems. He is the author of several memorable lyrics such as “Daffodils”, “The Solitary Reaper” and “Lucy Poems”.

E. About the Poem:

This poem was inspired by the poet’s meeting a child near Goodrich Castle in Wales in 1793. The poem begins with an enchanting image of childhood which is marked by simplicity – a life free from tension, full of spirit and vigour and unclouded by the knowledge of death. The poet meets an eight-year-old charming rustic girl and enquires about her family. She replies that she lives with her mother and they are seven brothers and sisters out of whom two are in the grave. The poet gets puzzled and insists that they are only five brothers and sisters since two of them are already dead and buried. But the girl says that their graves are close to her home. She emphasises her association with the two dead brothers and sisters, telling the poet that she often knits her stockings and hems kerchiefs by their graves and sitting there sings a song to them and also takes her supper there. The poem ends with the child’s moving and innocent statement that they are seven brothers and sisters.

F. Notes and Glossary:

cottage	:	usually a small, modest house of one storey ; a country residence
clustered	:	a number of things of the same kind growing or joined together
rustic	:	rural
woodland	:	pertaining to the woods
air	:	the apparent character assumed by a person, character, situation, etc
wildly	:	in a disorderly manner ; carelessly

clad	:	clothed ; covered ; dressed
fair	:	beautiful ; pretty
maid	:	a girl
wonder	:	to express surprise, amazement
dwell	:	live ; inhabit ; reside
church-yard	:	a burial ground adjoining a church
stockings	:	close-fitting coverings, usually knitted for foot and part of the leg
knit	:	to interweave with needles
kerchief	:	a cloth worn by women as a head-covering or scarf
hem	:	to fold back and sew down the edges of cloth, garment, etc.
porringer	:	a small dish for soup, porridge, etc.
moaning	:	uttering a prolonged, low and inarticulate sound expressing physical or mental suffering
released	:	relieved ; set free
slide	:	to pass along smoothly
spirits	:	souls

G. Let's understand the poem:

1. What notable features of a simple child does the poet describe in the first stanza?
2. What does the poet write about the habitation and the appearance of the girl?
3. How does the poet start the conversation with the girl and what does the girl say in reply?
4. What answer does the girl give to the poet relating to her brothers, sisters and mother?
5. Why does the answer given by the girl puzzle the poet ?
6. What arguments does the girl put forth to prove that her two dead brothers and sisters have not been separated from her ?

7. How does her sister suffer before her death ?
8. How does God release Jane from her suffering ?
9. What did she and her brother use to do round her sister's grave when the grass was dry ?
10. At what time of the year did John die ?
11. How does the poem end ?

H. Let's appreciate the poem:

- (a)
1. What does the second line of the first stanza: "that lightly draws its breath" suggest?
 2. Explain the meaning of the third line of the first stanza: "And feels its life in every limb"
 3. What does the poet write about a child's knowledge of death?
 4. Describe the surroundings in which the poet finds the girl.
 5. Why does the girl look "wondering" at the poet after answering his questions about her family?
 6. What does the line, "Their graves are green.", imply ?
 7. How is the time after sunset described by the poet ?
 8. What does the line "And when the ground was white with snow", suggest ?
 9. What does the expression, "Twas throwing words away." mean ?

(b) Group activity :

The teacher divides the class into eight groups. The rhyming words of the first stanza are explained to the learners. Each group is asked to take two stanzas and find out the rhyming words. Each group presents its findings in the class.

I. Let's listen and speak :

All the eight groups (or as the case may be) are asked to prepare dialogues on the theme of the poem. Some sample dialogues may be provided. Each group presents the prepared dialogue playing the role of the girl child and the poet. All the groups listen and interact.

(This may be used as a competitive game awarding credit for the quality of dialogue and presentation).

Poet : Hello girl, how many sisters and brothers do you have ?

Girl : We are seven in all.

Poet : Where are they ?

Girl : Two of my brothers live at Conway.

Poet : What about the others ?

Girl : Two of my brothers have gone to sea.

Poet : And the rest ?

Each group is asked to prepare dialogues in their own way on the theme of the poem and enact them in the class.

J. Let's write:

1. "We are Seven"? Describe who the seven are. What are their names ? Where are they ?
2. Write a note on the feelings and ideas of the child and the adult described in the poem and give your own comments on them.



Tryst with Destiny

Jawaharlal Nehru

A. Lead-in :

The Indian independence in 1947 marked a turning- point in the history of South Asia. The independent nation's first few years were eventful: the traumas of Partition and of the assassination of Mahatma Gandhi made the people sad. But Indians had a pledge to fulfil: they had to build a progressive, prosperous and democratic nation by setting up administrative, legislative and judiciary systems and establishing an infrastructure for industry and agriculture. The present piece is the full text of the speech Pandit Jawaharlal Nehru, the first Prime minister of India, delivered in the Constituent Assembly on the midnight of August 14 -15, 1947.

B. Text :

Long years ago we made a **tryst** with **destiny**, and now the time comes when we shall **redeem** our **pledge**, not wholly or in full measure, but very substantially. At the **stroke** of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds **utterance**. It is fitting that at this **solemn** moment, we take the pledge of **dedication** to the service of India and her people and to the still larger cause of humanity.

At the dawn of history, India started on her unending **quest**, and **trackless** centuries are filled with her **striving** and **grandeur** of her success and failures. Through good and ill fortune alike, she has never lost sight of that quest, forgotten the ideals which gave her strength. We end today a period of misfortunes and India discovers herself again. The **achievement** we celebrate today is but a step, an opening of opportunity to

the greater **triumphs** and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?

Freedom and power bring responsibility. The responsibility rests upon this **Assembly**, a **sovereign** body representing the sovereign people of India. Before the birth of freedom, we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. **Nevertheless**, the past is over and it is the future that **beckons** us now.

That future is not one of ease or resting but of **incessant** striving so that we may fulfill the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty and ignorance and disease and inequality of opportunity. The ambition of the **greatest man of our generation** has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.

And so we have to labour and to work, and to work hard, to give reality to our dreams. Those dreams are for India, but they are also for the world, for all the nations and peoples are too closely knit together today for any one of them to imagine that it can live apart. Peace is said to be indivisible, so is freedom, so is prosperity now, and also is disaster in this one world that can no longer be split into isolated fragments.

To the people of India, whose representatives we are, we make an appeal to join us with faith and confidence in this great adventure. This is no time for petty and destructive criticism, no time for ill-will or blaming others. We have to build the noble **mansion** of free India where all her children may dwell.

The **appointed** day has come – the day appointed by destiny– and India stands forth again, after long slumber and struggle, awake, vital, free and independent. The past **clings** on to us still in some measure and we have to do much before we redeem the pledges we have so often taken. Yet the turning-point is past, and history begins anew for us, the history which we shall live and act and others will write about.

It is a **fateful** moment for us in India, for all Asia and for the world. **A new star rises**, the star of freedom in the East, a new hope comes into being, a vision long cherished **materializes**. May the star never set and that hope never be betrayed!

We rejoice in that freedom, even though **clouds** surround us, and many of our people are sorrow-stricken and difficult problems **encompass** us. But freedom brings responsibilities and burdens and we have to face them in the spirit of a free and disciplined people.

On this day our first thoughts go to the **architect of this freedom, the Father of our Nation**, who, **embodying** the old spirit of India held **aloft the torch of freedom** and lighted up the darkness that surrounded us. We have often been unworthy followers of his and have **strayed** from his message, but not only we but succeeding generations will remember this message and bear the **imprint** in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the **tempest**.

Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death.

We think also of our **brothers and sisters** who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good or ill fortune alike.

The future beckons to us. Whether do we go and what shall be our **endeavour**? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.

We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country on the verge of bold advance, and we have to live up to

that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage **communalism** or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action.

To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy. And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service.

JAI HIND!

C. About the Author :

One of the foremost leaders of Indian freedom struggle and the first Prime Minister of independent India, Jawaharlal Nehru was born to Swaroop Rani (1863–1954) and Motilal Nehru (1861–1931) in a Kashmiri Pandit family in Allahabad on November 14, 1889. He was educated at Harrow Public School, London and Trinity College, Cambridge.

Nehru played a key role in building modern India. He effectively coped with the formidable challenges the country faced: the disorder and mass exodus of people across the new borders, establishment of a political and administrative infrastructure and shaping India's foreign policy. He died of a heart attack on May 27, 1964.

Nehru was a prolific writer in English, and he wrote a number of books such as *The Discovery of India*, *Glimpses of World History*, and an autobiography, *Toward Freedom*.

D. Notes and glossary :

tryst	:	meeting
destiny	:	fate
redeem	:	fulfil or carry out; get back; restore; cash in
pledge	:	promise; vow
stroke	:	knock
solemn	:	serious
dedication	:	commitment; devotion; allegiance
quest	:	search

trackless	:	pathless
striving	:	determined effort
grandeur	:	splendour; magnificence
triumph	:	victory; achievement
achievement	:	attainment; success
Assembly	:	Constituent Assembly of India
sovereign	:	supreme
nevertheless	:	all the same; yet
beckon	:	signal; gesture
incessant	:	unending
greatest man of our generation	:	Mahatma Gandhi (1869-1948)
cling	:	adhere; stick
fateful	:	momentous; significant; crucial
a new star rises	:	the star of freedom from colonial rule
materializes	:	happens; becomes a reality
clouds	:	troubles; difficulties
encompass	:	cover; surround
architect...Nation:	:	Mahatma Gandhi(1869-1948)
embodying	:	representing; symbolizing; personifying
aloft	:	up
the torch of freedom:	:	freedom as a torch that lights up the darkness of bondage
stray	:	wander away, lose one's path
imprint	:	impression
tempest	:	storm
our brothers and sisters	:	people of Pakistan
endeavour	:	effort
communalism	:	religious fanaticism

E. Let's Understand the text :

1. What is the pledge that we shall redeem?
2. What does Nehru mean when he says that India will awake to life and freedom?
3. What is the moment that comes rarely in history?
4. What, according to Nehru, is India's unending quest?
5. How do we end a period of misfortunes?
6. What does Nehru mean by challenge of the future?
7. What responsibility does Nehru speak of? Upon whom does it rest?
8. What does Nehru mean by the rising of a new star?
9. In what spirit should the people of India take their freedom?
10. Which aspects of Gandhiji's character appeal to Nehru?
11. What are Nehru's thoughts about the people on the other side of the border?
12. What should the Indians aim at after the attainment of freedom?
13. What does Nehru mean when he says that we have hard work ahead of us?
14. How can we co-operate with the nations and peoples?
15. What is our duty to our motherland?

F. Let's go beyond the text :

1. What are the greater triumphs and achievements that still await us ?
2. Has the dream of wiping tears from every eye been fulfilled ?
3. Why have the dreams remained unfulfilled?
4. What are the clouds that still surround us ?
5. What are the distinguishing features of a progressive nation ?

G. Let's learn some words:

- 1 Match the words in Column A with those having the same meaning in Column B:

Column A

redeem

pledge

sovereign

fateful

embody

Column B

crucial

promise

fulfil

symbolize

supreme

2. Find verbs of the following nouns and use them in sentences of your own:
utterance; dedication; achievement; embodiment; cloud
3. Rewrite the following sentences using the words from the passage in place of the word or words in bold type:
- (a) The decision taken by Kamala was **very important**.
 - (b) My parents **derived great pleasure** from my success in the examination.
 - (c) The volunteers tried to help the flood-affected people who were **overcome by sorrow**.
 - (d) We should not **deviate** from Gandhiji's message.
 - (e) I was struck by the **modesty** of the boy.
4. Use the following expressions in sentences:
- (a) take a pledge
 - (b) rest upon
 - (c) as long as
 - (d) blow out
 - (e) cut off

H. Let's learn language:

- 1 Mark the use of **when/ where/ who** in the following sentences. These sentences have, beside a principal clause, an adverb or adjective clause.
- (a) At the stroke of the midnight hour, **when** the world sleeps, India will awake to life and freedom.
 - (b) We have to build the noble mansion of free India **where** all her children may dwell.
 - (c) We think of our brothers and sisters, **who** have been cut off from us by political boundaries.

Join the following pairs of sentences using an adverb/ adjective clause.

- (a) The headmaster gave the girl a certificate. The girl had saved the life of a child.
- (b) My father bought an apartment. We shall stay there.
- (c) The boy met me in the library. I was waiting for him there.
- (d) My uncle returned home at midnight. I was sleeping then.
- (e) He is the tourist. You had met him at Konark.

2. Read the sentences below :

Peace is said to be indivisible.

Mark the word underlined. The word 'indivisible' has been derived by adding the prefix 'in' to the word 'divisible'. Here the prefix 'in' indicates a negative meaning. Similar prefixes used for negative meaning are 'im' 'un', 'il', 'dis', 'ir'.

Now add the appropriate prefixes to the words given in the table below to get the derived words.

Prefixes	Words	Derived words
dis	measurable	_____
il	qualify	_____
im	ending	_____
in	legal	_____
un	honest	_____
ir	inform	_____
mis	responsible	_____
	continue	_____
	logical	_____
	equality	_____
	relevant	_____
	material	_____
	dependent	_____
	fortunate	_____

I. Let's listen and speak :

- The class is divided into four or five groups.
- Each group is asked to locate a problem that India still suffers from and suggest measures to overcome it. The members in each group discuss among themselves and prepare a note.
- Each group presents its viewpoints and others offer suggestions.
- The teacher facilitates and co-ordinates the whole process.

J. Let's write :

Each student is asked to select any one of the problems discussed in the class (problem, status, causes and suggestions to overcome it) and prepare a write-up.



Village Song

Sarojini Naidu

A. Lead-in :

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

B. Let's listen to the poem :

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

C. The Text :

Honey child, honey child, whither are you going?

Would you cast your jewels all to the breezes blowing?

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

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

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

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

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

D. About the Poet :

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

E. About the Poem :

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

F. Notes and glossary :

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

F. Let's understand the poem :

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

H. Let's appreciate the poem :

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

I. Let's do some activities :

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

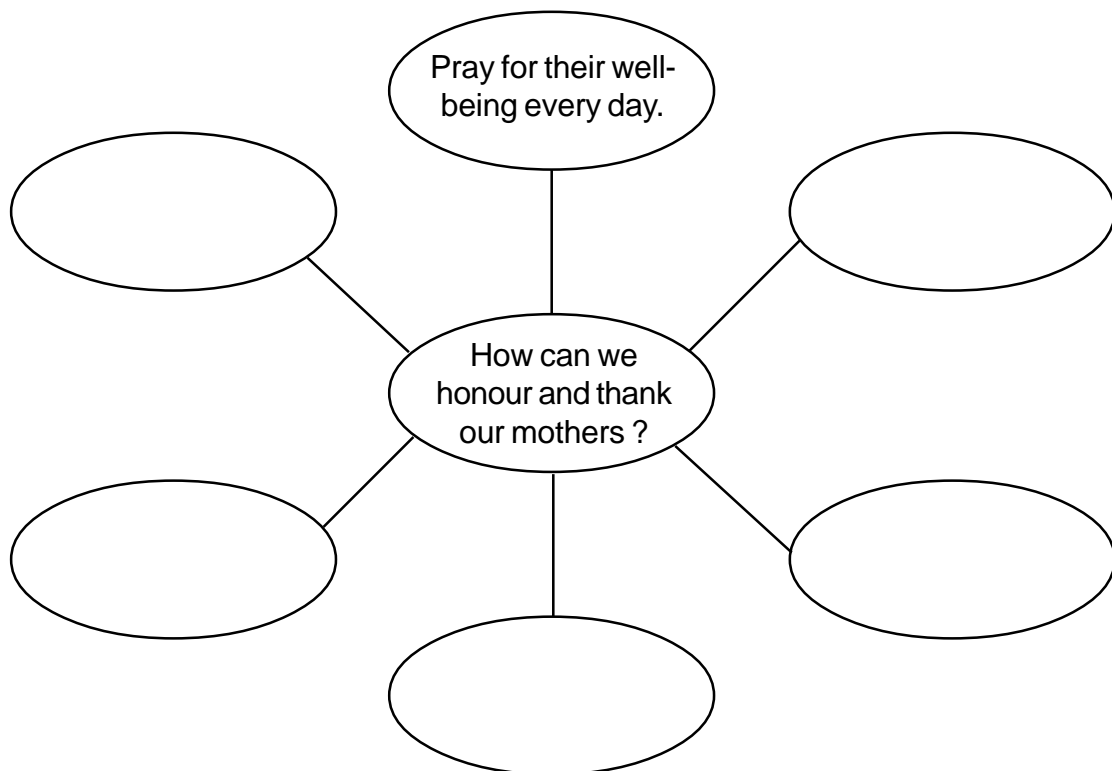
5. Rearrange the following phrases in the sequence in which they occur in the poem:
*the champa buds are blowing; bridal cakes are on the hearth; lotus lilies glisten;
koil-haunted river isles; bridal robes are in the loom.*
6. Mark the rhyming words in each stanza. Find out the rhyming words ending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

J. Let's speak :

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

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

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



K. Let's write :

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

Worldly pleasures	Pleasure in Nature

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

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



Kapil Dev

A. Lead – in:

Cricket has become an immensely popular game in India. Everyone seems to love it. Why do we all admire the cricketer Kapil Dev? You will probably say because India won the previous Prudential World Cup in 1983 under his captaincy. He has become a household name not only in our country but also wherever cricket is played. Kapil Dev is known as one of the best all-rounders in the world. What are his other admirable qualities as a human being ?

Here is an essay on Kapil Dev. Go through it and learn more about him.

B. The Text:

In 1978 Raj Singh Dungarpur called me over to discuss the team to go to East Africa. While discussing that team, I remembered an over bowled to me earlier in the season in the Wills Trophy. A young lad called Kapil Dev had shown not only enormous potential but also a willingness to learn. I remember telling him in that match that he should come closer to the stumps because his outswinger then would be more effective. “Mind you, all that happened when we were playing against each other in the same match.”

A couple of players from his team rushed to him thinking that I was using a bit of gamesmanship to try and make him bowl the wrong line. But that was farthest from my mind because, after a long time, there was a bowler in Indian cricket who was promising and fast in the competition and it is always good fun to play against good bowlers rather than try your ability against lesser fast bowlers. Kapil was a quick learner and, in the next over, one could see him making an effort to come closer to the stumps and bowl and, as soon as he got that right, it was apparent that he was going to be a force in cricket.

He bowled extremely well in that match and with his bowling set us back a great deal and helped his side to win. His side was strong any way and could have won in normal circumstances, but his was a particularly **memorable** spell and gave him a lot of prominence and brought him into national focus. This match was at the back of my mind when we sat to pick the team to go to East Africa. This was going to be a friendly tour and the team comprised experienced Test players and those who were highly promising. We had included Pataudi, Vishwanath, Yajurvinder Singh and Eknath Solkar among Test stalwarts and among the youngsters were Kapil Dev and Suru Nayak. The two were picked to get some experience of foreign conditions which would help them considerably. Playing abroad against an opposition which is different, under different conditions with different bowlers and different players comes in handy at all times and goes a long way towards making one a better cricketer.

Kapil did well on this trip. He was not only the bowler who got us vital breakthroughs, but also a magnificent batsman who hit many a towering six, and won the hearts of East Africa cricket lovers. One noticed on this trip how Kapil improved match by match and towards the end of the tour in three day game against the strongest East African side, he was **wellnigh** unplayable. After the team returned to India Kapil was selected to play for the Rest of India in the Irani Trophy match at Bangalore. It was a trial game before the team's tour to Pakistan was selected. Kapil scored a **hurricane** 61 and bowled most impressively and thus found a berth for himself in the side to go to Pakistan, although even at that stage, it was doubtful if he would really find a place for himself in the Test team. It was thought that the tour would give him a lot of experience and so when the West Indies team came to India later that season, Kapil could be very useful.

However, his performance in Pakistan in the beginning was such that he could not be ignored and he was picked for the first Test at Faisalabad. It was a good trip which afforded a fair amount of bounce to the new ball bowlers and in the first few overs Kapil forced Sadiq to discard his green Pakistan cap for a helmet. As it turned out, it was a wise move and, in the next over, a bouncer from Kapil hit Sadiq flush on the helmet and went away for four byes. With that one delivery Kapil had proved that he

could not be taken lightly in Test Cricket and India, after a long long time, had a bowler who could use the new ball to bowl with fire.

Thereafter, there was no stopping Kapil. He scored 59 as a night-watchman and thus earned the tag of an all-rounder. He confirmed this later in the season when he scored a century against the West Indians. The only time the tag of an all-rounder did not fit him was on the 1979 tour of England when this dynamic cricketer failed with the bat. He bowled with his **customary** fire and efficiency in the Test matches and also in other matches but somehow failed to get the runs. He used to get out in his eagerness to hit the ball in the air, rather than take his time and play his shots. This, of course, was solely due to inexperience, which was amply proved on the 1982 tour of England when he scored 300 runs in three Test matches.

After that 1978 tour, it has been a case of rising career graph. He is now **reckoned** to be one of the top all-rounders in the world, if not the topmost. People talk about Irman Khan, Ian Botham, Kapil Dev and Richard Hadlee as the leading all-rounders in the world. It is indeed difficult to pick the best among them all. But one thing is sure any captain would love to have all four of them on his team and win a match, because all of them are attacking cricketers, all of them have put in sterling **performance**; all of them performed under pressure and proved that they have the **flamboyance** and ability to take on any opponent at any given time. Picking the best players out of them is basically a subject of extensive exercise and there would always be people who would agree with you and also disagree with you on the merits and demerits of each.

In Kapil's case he has the disadvantage of not having a strike bowler along with him which means that the entire pressure of taking wickets is entirely on him. The opponents also know that since he is the only player capable of running through the side, they are extra careful while playing him and thus he does not always capture the kind of wickets that is expected of him. Also during Kapil's time, the Indian batting has not been consistent, with the result that he has hardly time to take off his bowling boots and put on his batting shoes before he is called to go in for the rescue act. This had undoubtedly put a lot of pressure on Kapil and it has, at times, made him play some loose shots which have brought about his early dismissal.

But with greater experience and added responsibility after becoming the captain, such shots have become rare and will definitely contribute to a consistent performance in future. And I am convinced that if Kapil had more experience, the 1979 Oval Test which we drew and did not win, falling short by nine runs, could easily have been won. Kapil went there, promoted in batting order, and the first delivery itself he tried to **whack out** of the ground and ended up being caught at long on.

Today, the same Kapil would have snatched a few runs in singles and twos and got his legs moving, then had a good look at the bowling, and played his shots. He could have certainly taken India to that **incredible** victory. There is no place for ifs and buts in cricket and one only lives in a dream world if one tries to think what would have happened if it was this way or that way.

Kapil's greatest triumph, however, has been leading India to win the Prudential World Cup in June 1983. Nobody could have dreamt that India, so often the underdog in one day cricket, could have ended up as winners. But Kapil led by example in the game against Zimbabwe when five Indian wickets had gone for 17 runs to a mixture of good bowling and poor strokes. Kapil went out and played an innings that is truly unforgettable. His first 70 to 80 runs were really calculated in the sense that he pushed and **nudged** the ball and only hit those which he was convinced should be hit. After that, he had enough confidence and when he saw that he had partners who would stay with him, he launched a counter-attack the like of which one had never seen before. It was absolutely unbelievable stuff. He was hitting the bowlers as if at will and we were **applauding** each and every shot. Our hands became weary but each shot was absolutely thrilling. When he was around 160, we all had our hearts in our mouths. We knew that the record score of 171 was so near and perhaps Kapil was not aware of it, and in his anxiety to get as many runs as possible, he would perhaps play an ambitious shot and get out.

It was obvious at this stage that he was a tired man and might hit a tired looking shot and get out. But fortunately, he didn't do that and went on to make 175 not out, which is a record in the Prudential World Cup. Then he came on to bowl four overs of tight medium pace bowling and did not give Zimbabwe players any respite at all.

That was the turning point of the tournament and thereafter, the Indian team really went from strength to strength and took in their side Australia, England and the West Indies. With this win, Kapil has become a household name not only in India, but all over the world where cricket is played. His grinning face holding the Prudential Trophy with sheer joy stamped on it has become as memorable as the win itself.

His brothers have started a hotel and named it after Kapil. 'Hotel Kapil' is a **tribute** to him from his brothers for all the glory he has brought to India and to the family name. His success has given encouragement and **impetus** to thousands of youngsters all over the country and not only in metropolitan cities. This will act as a **spur** to many youngsters to give their best in international cricket.

Kapil's advent in international cricket is the best thing that could have happened to Indian cricket because we had spinners who earned a name for themselves and the country but there never was a fast bowler to lift the country's prestige so high in the past. With Kapil's example before them, boys in the street are walking to their marks purposefully, coming in from a distance and hurling the ball quickly at the opposing batsman. Today's cricket is jet age cricket when speed is more important than subtleties of spin and speed follows the batsman wherever he goes, and with the cricketers like Kapil Dev to inspire the youngsters, more and more of the younger lot will take to fast bowling and it will be for the good of Indian cricket. And even if all of them cannot make the Test grade, at least they will be able to provide adequate practice to our batsmen so that they are not found wanting when facing the fast bowlers of other countries.

Kapil's brand of cricket is also the attacking brand which makes him a crowd puller wherever he goes. It will certainly go a long way towards ensuring that the cricket India plays is the kind of cricket which will bring in the crowds. No longer will Indian cricket and Indian cricketers be called '**dull dogs**' as was the case in the early fifties and people will come to believe that the Indian cricket team can play attractive cricket.

It has been a rapid rise for a lad who batted at No.11 in East Africa to come to the fore as one of the leading all-rounders in the world. Kapil, to this date, remains the same simple fellow that he was in 1978, with, of course, a lot more confidence in dealing with people that he had in 1978. This confidence came as he gained more successes in international cricket. But with this confidence, and with these successes, his attitude towards people has not changed. He is still polite, courteous to the senior cricketers and is prepared to listen to everyone. These characteristics have been difficult to find in recent years and Kapil is richly endowed with these along with his many splendoured cricketing talents that God Almighty has showered on him. He is still 24 and has years and years of Test cricket ahead of him and, I am confident, these years will be the years when the standard of Indian cricket will keep rising and reach heights unheard of before.

C. About the Author:

Sunil Manohar Gavaskar (born 10 July 1949) is a former cricketer who played for India during the 1970s and 1980s. Widely regarded as one of the greatest opening batsmen in the history of cricket, Gavaskar set world records during his career. He held the record of 34 Test centuries for almost two decades before it was broken by Sachin Tendulkar in December 2005. For his contribution to cricket, Gavaskar received Arjuna Award in 1975 and the prestigious civilian award Padma Bhusan in 1980. He has written four books on cricket- **Sunny Days** (autobiography). **Idols, Runs n' Ruins** and **One Day Wonders**.

In the present piece written in 1983, Gavaskar focuses on the early days of Kapil Dev as a cricketer and describes how it was easy to notice how talented he was. He also gives an account of the magnificent performance of Kapil Dev both as a player and a captain in the memorable 1983 Prudential World Cup.

D. Notes and glossary:

memorable	:	worth remembering
wellnigh	:	nearly
hurricane	:	violent storm
customary	:	usual
reckoned	:	not to be ignored
sterling	:	excellent in quality
flamboyance	:	confident
whack out	:	strike with a hard blow
incredible	:	unbelievable
applaud	:	to show approval by clapping
nudged	:	pushed gently
tribute	:	gift
impetus	:	inspiration / boost
spur	:	give encouragement to
dull dogs	:	boring people / incapable of doing something watch worthy.

E. Let's understand the text:

- (a)
- 1) Who were the youngsters selected for the tour ?
 - 2) What was Gavaskar's opinion about playing a match abroad ?
 - 3) Why did Kapil Dev win the hearts of East African cricket lovers?
 - 4) What was the trial game played before the Indian team went to Pakistan ?
 - 5) What was the intention of the selectors to pick Kapil for the Pakistan tour ?
 - 6) In which tour did Kapil score 300 runs in 3 test matches ?

- 7) Who were the leading all-rounders then ?
- 8) Why does any Captain love to have all the four leading allrounders in his team ?
- 9) Kapil does not always capture wickets that is expected of him. Why?
- 10) What was Kapil's greatest triumph as Captain ?
- 11) Kapil is a household name where cricket is played. Why ?
- 12) What did his brothers do for the glory he brought to India and their family as well ?

(b) Choose the correct statement in relation to the text:

- (i) I remembered an over bowled to me earlier in the season in the Wills Trophy.

Here the the word 'I' stands for _____ .

- a) Raj Singh Dungarpur
- b) Kapil Dev
- c) Sunil M. Gavaskar

- (ii) The author opines that it is always good fun to play against _____ .

- a) lesser fast bowlers
- b) good bowlers
- c) spinners

- (iii) Gavaskar and Kapil Dev were two great players of India.

Before the Indian Team went to play in East Africa, Gavaskar and Kapil Dev were playing the Wills Trophy match _____ .

- a) in the same team
- b) against each other
- c) none of the above

- (iv) Kapil Dev proved himself as _____.
- a) a pace bowler
 - b) a batsman
 - c) an all rounder
- (v) In the 1979 tour of Pakistan Kapil failed with _____.
- a) ball
 - b) bat
 - c) both bat and ball

(C) Here is a list of events described in paragraphs 11 and 12. However, the events are not in order in which they actually happened. Rearrange the list correctly / sequentially by writing the serial number (1, 2,3) in the brackets. The first event has been indicated for you.

- (i) Kapil's greatest triumph was the Prudential World Cup in 1983. (1)
- (ii) Kapil made 175 runs not out, which is a record in Prudential World Cup. ()
- (iii) Five Indian wickets had gone for 17 runs. ()
- (iv) When Kapil was around 160, everybody had their hearts in their mouths. ()
- (v) Kapil was hitting the bowlers as if at will and people were applauding each and every shot. ()
- (vi) Kapil played an innings that is truly unforgettable ()

F. Let's read between the lines:

- 1) What does 'gamesmanship' mean in the text ?
- 2) What was the real intention of Gavaskar while he talked to Kapil Dev?

- 3) What made Gavaskar think that Kapil Dev was a quick learner ?
- 4) How do you explain 'Sadiq's discarding of green Pakistan Cap for a helmet was a wise move' ?
- 5) What is the role expectation from a night-watchman in cricket ?
- 6) Which were the two turning points in favour of India in Prudential Cup- 1983?
- 7) How do you explain the expression 'jet age' cricket ?
- 8) Is India still a Dull Dog in cricket ? If yes / no, why ?

G. Let's learn some words / expressions:

Look at the following chart.

Game	Place	Equipment= minimum things you need for the game	Score= the points / goals / runs you have.
Football	Ground	Net, football	Two goals to one
Volleyball	Court	Net, volleyball	Fifteen points to ten
Cricket	Pitch	Ball, bat, stumps	251 runs in 50 overs.
Basketball	Court	Basket, a ball	60 – 44 points
Tennis	Court	Net, racket, tennis ball	Six games to three 6 – 2 is one set in tennis.
Rugby	Pitch / ground	Rugby ball	Ten points to six.
Hockey	Ground	Stick, ball, net	Five goals to three

Now write T for True and F for False. The first one has been done for you. After the exercise, convert the false statement into true ones.

True (T) / False (F)

- | | | |
|------|----------------------------------|---|
| i) | You score goals in basket ball. | F |
| Ans: | You score points in basket ball. | |
| 2. | You play rugby with a puck. | |
| 3. | You score runs in cricket. | |

4. You play football on a court.
5. You score points in hockey.
6. You have a net in tennis and volleyball.
7. You play cricket with a stick.

H. Let's learn language :

Mark the sentence :

- (a) A young lad called Kapil Dev had shown not only enormous potential but also a willingness to learn.

Here is **not only** followed by a Noun Phrase and **but also** by a Noun Phrase as well.

Here **not only**..... **but also** is used with Noun Phrases after them.

Note that this structure is usually 'balanced' so that words of the same kind follow **only** and **also**.

Compare the following sentences :

- Shakespeare was not only a writer but also an actor (not only + Noun Phrase, but also + Noun phrase)
- The story is not only interesting but also instructive. (not only + Adjective Phrase, - but also + Adjective Phrase)
- He not only studies hard but also plays well.
(not only + verb, but also +verb)
- She writes not only fast but also legibly.
(not only + Adverb Phrase, but also + Adverb Phrase)

Join the following pairs of sentences using **not only**..... **but also**.

- 1) He can speak English
He can speak French.
- 2) Mr Das is a brilliant writer.
He is an excellent speaker.

- 3) The teacher is sincere.
He is honest.
- 4) My friend is a good sportsman.
He is a good student.
- 5) We study at school.
We play there.
- 6) Meera can stitch dresses.
She can knit sweaters.
- 7) I can drive a car.
I can repair a car.
- 8) She speaks fluently.
She speaks distinctly.

(b) Mark the sentences :

He **used to** get out in his eagerness to hit the ball in the air.

Here **used to** is used for past habitual action.

Look at the following sentences of this type :

- I used to run ten kilometers at a stretch when I was young. (But I do not do now) (Past habitual action)
- I used to have a Robin Hood bicycle in my childhood. (Past habitual state)

Used to can be used to talk about **states** and **situations** as well as actions in the past.

(c) Note that **used to is not used to say how long something took, or how often it happened :**

- My father went to England ten times when he was young.
We cannot say / write : My father used to go to England.....(unacceptable sentence)
- I lived in Kolkata for three years.
(Not I used to live in Kolkata for three years.)

Note that :

- (d) **Used to** has no present form in modern English. To express the idea of present habit, we use an adverb, e.g. I usually play football. (Not I use to play football.)
- (e) It is not used when we describe habitual actions in the very recent past.
We don't say or write - Last week I used to get up at 5 a.m.

Replace the verbs in italics by **used to** :

- (1) At home I **got up** early.
- (2) I **studied** at a co-education school.
- (3) My father **went** to school at 10 a.m. every day.
- (4) My headmaster **had** a Bajaj Scooter. (but he does not have one now)
- (5) When he was on holiday, he often **sat** for hours watching television.

I. Let's listen and speak:

When Arjun (Sachin's son) got hurt while playing cricket with Sachin Tendulkar, the conversation they had may have gone like this:

Arjun : Ouch !

Sachin: I'm sorry, my dear son.

Arjun : That's all right. It wasn't really your fault. So cheer up !

When we want to apologise for a mistake we have made, we say 'sorry' / 'I'm sorry' / 'I'm so sorry'.

We usually respond to an apology by saying 'That's all right' / 'It doesn't matter' / 'Never mind' / 'Don't worry' etc.

Now form a pair. Then take turns to respond appropriately to what 'A' says:

Example:

- (i) A : Oh, what a shame, I've missed the bus !
B : Don't worry, the next one will come soon.
- (ii) A : I've done very badly in the monthly test.
B :

(iii) A : Sorry, I couldn't come to your birthday party last evening.

B :

(iv) A : Ouch ! You stepped on my foot !

B :

(v) A : You're late ! I asked you to come on time.

B :

J. Let's write :

(i) Here is an imaginary cricket score board showing the details of the Indian Innings in an India – Australia one-day match.

Players		Runs	Balls	4s	6s
G. Gambhir	C. Wade b. Lee	5	5	1	0
Tendulkar	C. Doherty b. Hilfenhaus	35	32	4	1
Kohli	C.D. Hussey b. Hilfenhaus	12	25	0	0
Rohit	C. Wade. b. Lee	10	10	0	0
Raina	C. Wade. b. Christian	28	41	1	1
Dhoni	C. Christian b. Helifenhaus	56	84	2	1
Jadeja	C. Forrest b. Stanc	28	35	1	0
Irfan Pathan	C. Wade b. Hilfen Haus	29	27	1	1
Vinay Kumar	b. Lee	16	26	1	0
Zaheer	C. Wade b. Hilfenhaus	9	11	2	0
Umesh Yadab	Not out	02 230	04 300	0	0

Fall of

wickets: 1-8, 2-15,
3-16, 4-36,
5-82, 6-164,
7-172, 8-180,
9-201, 10-228

(a) Now describe how each of the ten Indian players got out and mention the runs including fours and sixes scored and balls they played. The first one has been done for you.

1) Gambhir was caught by Wade of the bowling by Lee. He faced five balls and scored five runs which included one four.

2) Tendulkar

3) Kohli.....

4) Rohit

5) Raina

6) Dhoni

7) Jadeja

8) Irfan Pathan

9) Vinay Kumar

10) Zaheer

11) Yadav.....

(b) Read the chart / score board again.

Answer the following questions.

1) How many runs had been scored when the 3rd wicket fell ?

2) How many fours did India hit ?

3) Who was the highest wicket taker of Australia in this match ?

4) How many runs did Umesh Yadav score ?

5) Who was the top scorer in the Indian team ?

(ii) Writing a Summary:

Read the following passage and write a summary in about 65/70 words.

One Sunday, it was apparent India were consuming a lot of time between overs. When bowler Vinay Kumar felt a cramp while trying to bowl the first ball of the 37th over, he stopped midway, continued to brood for a long time, before the support staff came in with energy drinks. There seemed to be no haste to get on with the game. Such delays and the big hitting by the Aussies in the slog overs meant that India eventually extended the innings by almost 28 minutes.

At its meeting in June, 2011 in Hong Kong, the ICC Executive Board had discussed the issue of slow-over rates and accepted the recommendation of the ICC Committee that a captain of an international side should be suspended for one match if his side is guilty of two minor over-rate offences in the same format over a 12 – month period.

Dhoni pleaded guilty to the charge and the subsequent penalties were accepted both by Dhoni and India. Dhoni also acknowledged that he had been kept informed of the position regarding over-rates on a regular basis throughout the match and therefore accepted the decision.



The Brook

Lord Alfred Tennyson

A. Lead – in:

Our country is a land of rivers. Some rivers are big and some are small. Have you ever seen the place of the origin of a river ? Most of the rivers rise in the form of small streams in hills or mountains. These small streams sometimes fall into big rivers. A stream in the course of its journey covers a long distance and passes through plains, valleys and forests.

Read the poem to know what a stream feels as it rushes to join a brimming river.

B. Let's Listen to the Poem :

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

C. Text:

I come from haunts of coot and hern,
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorps, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,

And here and there a foamy flake
 Upon me, as I travel
With many a silvery waterbreak
 Above the golden gravel,

And draw them all along, and flow
 To join the brimming river,
For men may come and men may go,
 But I go on for ever.

I steal by lawns and grassy plots ;
 I slide by hazel covers ;
I move the sweet forget-me-nots
 That grow for happy lovers.

I slip, I slide, I gloom, I glance,
 Among my skimming swallows ;
I make the netted sunbeam dance
 Against my sandy shallows.

I murmur under moon and stars
 In brambly wildernesses ;
I linger by my shingly bars ;
 I loiter round my cresses ;

And out again I curve and flow
 To join the brimming river,
For men may come and men may go,
 But I go on for ever.

D. About the Poet:

Lord Alfred Tennyson (1809 -1892) was born in Lincolnshire in Great Britain. His poetry is noted for its pictorial quality and musical beauty. He was Poet Laureate for over 40 years.

E. Notes and glossary :

- brook - a small mountain stream
- fern - a type of plant with large, delicate leaves having no flowers
- haunts - places frequently visited
- coot - water bird with a white spot on the forehead
- hern - (Heron) another kind of water bird
- sally - emerge suddenly
- bicker - (Here) flow down making a lot of noise.
- thorp - a village
- trebles - high-pitched sound
- eddying - spiral movement of water
- babble - sound made when one talks gaily
- fallow - land left uncultivated
- foreland - a projecting land mass.
- mallow - plant with hairy stems and leaves with pink, white or purple flowers
- lusty trout - a big freshwater fish
- grayling - another type of fish
- ridges - a narrow area of highland along the top of a line of hills
- brimming - become full of something
- chatter - to talk quickly

sharps	-	musical raised by one semitone
fret	-	gradually wear away (something) by rubbing or grawing
willow weed-		a bush with flexible branches and long narrow leaves often growing near water.
gravel	-	small stones
hazel	-	a small tree or bush with edible nuts.
forget-me-nots-		a type of flower.
shingly bars	-	covered with small rounded pebbles.
cresses	-	pungent-leaved plant
slide	-	to move smoothly
gloom	-	partial darkness
linger	-	to stay for a time
brambly	-	a thorn-covered shrub.

F. Let's understand the poem:

1. Where does the brook come from ?
2. How does it "sparkle" ?
3. What does the brook pass through during its journey ?
4. Where does it finally meet the river ?
5. What does the poet mean by the statement "with many a curve my banks I fret" ?
6. Why does the poet repeat the word 'chatter' in the poem ?
7. What does the poet want to say by using the words 'steal' and 'slide' ?
8. What does the poet mean by 'the netted Sunbeam' ? How does it dance ?
9. Some lines of the poem given below are not in order. Arrange them in their sequential order to make them meaningful.

- i) In brambly wildernesses;
I loiter round my cresses;
I linger by my shingly bars;
I murmur under moon and stars
- ii) To join the brimming river,
And out again I curve and flow
But I go on for ever.
For men may come and men may go

G Let's appreciate the poem:

- (a)
1. What do you mean by the word 'bicker' ?
Why does the poet use this word here ?
 2. What picture do you imagine when you go through the line " I wind about, and in and out" ?
 3. How does the brook chatter ?
 4. Why has the poet used the word "brimming" ?
 5. What kind of a picture does it create in your mind ?
 6. Why does the poet repeat the expression, 'For men may come and men may go, But I go on for ever' ?
- (b) Answer the following questions choosing the correct alternative.
- 1- The poet compares the journey of the brook with _____ .
 - a) the worries and anxieties in a man's life
 - b) the talkative nature of human beings
 - c) the death of a man
 - d) the life of a man
 - 2- The lines "And here and there a lusty trout, And here and there a grayling" suggest that _____
 - i) the brook is full of life
 - ii) the brook enjoys all kinds of scenes

- iii) people enjoy the beauty of the brook
 - iv) fishes are alive because of water
- 3- The poem is narrated in the first person by the _____ .
- i) poet
 - ii) nature
 - iii) flower
 - iv) brook
- 4- The message of the poem is that the life of a brook is _____ .
- i) temporary
 - ii) short-lived
 - iii) eternal
 - iv) momentary

(c) Make a list of seven pairs of rhyming words used by the poet in the poem.

The brook has been personified in this poem. It has also a message for us.

Compose a poem of 6 to 8 lines on something inanimate such as **a hill**, a **desert**, **a paperweight** or **a lamp**, **a book** or **a pen**.

(Teacher can make it a group activity)

H. Let's listen and speak :

- (i) One student asks a question. Another student reads aloud the relevant stanza. The exercise should create a context as if the Brook is answering to the questions of many children.

Question- Where do you come from ?

Reply - One student reads aloud the first stanza.

Question - What did you pass on your way ?

Reply- Another student reads aloud second stanza. (The activity continues)

Air Pollution – A Hidden Menace

A. Lead in :

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

B. The Text :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Notes and glossary :

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

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

D. Let's understand the text :

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

E. Let's go beyond the text :

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

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

F. Let's do some activities :

1. Let's think together.

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

2. Let's speak and listen.

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

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

3. Let's write :

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

4. Let's debate:

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

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

G. Let's enrich our vocabulary :

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

A few examples are given : deadly, irritating gases

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

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

Noun	Verb	Verb	Noun
Resident		Consume	
Pollution		Alter	
Composition		Believe	

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

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

iii) Read the sentences below :

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

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

Foreign + exchange bank = bank

..... + policy = exim policy

Slim + tender =

..... + = telecast

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

a great threat

getting worse day by day

things used to make something

a body of laws

one who studies weather conditions.

H. Let's learn language :

a) Mark the following sentences used in the text :

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

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

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

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

Present Participle _____, _____, _____, _____,

Past Participle _____, _____, _____, _____,

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

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

b) Punctuate the following text :

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

I. Let's prepare a Project :

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

(It could be an individual or group project.)



Virtue

George Herbert

A. Lead – in:

Many things that fill our hearts with joy are short-lived. Flowers wither, seasons change, night follows day. Only virtue has eternal value and never perishes.

B. Let's listen to the poem:

1. Don't open your books. Listen to your teacher as she/he reads it aloud with proper intonation.
2. Your teacher will read it aloud for the second time. This time you open the text and follow him/her line by line to mark the manner of reading. Thereafter read the poem silently to understand it.

C. The Text:

Sweet day, so cool, so calm, so bright
The bridal of the earth and sky;
The dew shall weep thy fall to-night;
For thou must die.

Sweet rose, whose hue angry and brave
Bids the rash gazer wipe his eye;
Thy root is ever in its grave
And thou must die.

Sweet spring, full of sweet days and roses,
A box where sweets compacted lie,
My music shows ye have your closes,
And all must die.

Only a sweet and virtuous soul,
Like season'd timber, never gives;
But though the whole world turn to coal,
Then chiefly lives.

D. About the poet:

During the seventeenth century, a number of poets in England wrote dramatic and argumentative poems. They wrote both love poems and religious poems which blended emotion with intellect. Notable among them were John Donne, George Herbert and Andrew Marvell. A clergyman and a great orator, **George Herbert** (1593 – 1633) was essentially a religious poet. “Virtue”, “The Collar” and “The Pulley” are a few of his well-known poems.

E. About the poem:

The poem “Virtue” appeared in a collection of verse titled **The Temple** (1633). It depicts the worth of a true and noble soul. Mere beauty is not enough ; it should be combined with virtue in order to endure. Earthly beauty represented by ‘sweet day’, ‘sweet rose’ and ‘sweet spring’ is short-lived, but a ‘sweet and virtuous soul’ lives for ever.

F. Notes and glossary:

bridal	:	pertaining to a wedding
dew	:	moisture deposited from the air on cooling, especially at night in the form of small drops upon the surface of objects.
weep	:	cry, moan, lament
hue	:	colour
bids	:	invite / commands
rash	:	tending to act in haste and without due consideration
gazer	:	one who looks steadily and intently
compacted:		compressed / condensed
seasoned :		(of wood) made suitable for use as timber by adjusting its moisture content.
timber :		wood (growing or cut) suitable for building or carpentry
gives :		to yield to pressure / to collapse / to break down

G. Let's understand the poem:

1. How is the sweetness of the day described ?
2. Whose wedding is referred to in the first stanza?
3. Who laments in the first stanza and whose death is mourned there?
4. How does the poet describe the rose?
5. What does the spring comprise?
6. What are the adjectives used to describe the soul?
7. Who is the soul compared to?
8. What is the distinguishing quality of the soul?

H. Let's appreciate the poem:

1. What are the images of Nature that the poet uses in the first stanza?
2. Who is personified in the first stanza ?
3. Why is the colour of the rose described as 'angry' and 'brave' ?
4. Where does the root of the rose lie ?
5. Do you find any far-fetched comparison in the third stanza? What is it ?
6. What does the poet mean by 'music' in the third stanza?
7. How is the immortality of the soul established?
8. What are the objects of physical beauty that are described in the poem?
9. How is a sweet and virtuous soul described ?

I. Let's speak :

- (a) The word 'sky' rhymes with the word 'die' in the first stanza of the poem. Work in groups of three or four and say the other rhyming words used in the poem.
- (b) Read the poem once more. Work in groups. Select a leader or chairperson for each group. The person in the chair must keep order. Each group will say whether the following statements are **True** or **False** in relation to the poem. Co-operate with each other and discuss the different viewpoints. Then note down the useful points.
 - (1) Sorrowful days are cool, calm and bright.
 - (2) The sweet rose is bold and bright in colour.
 - (3) Sweet day marks the wedding of the earth with the sky.
 - (4) Sweet spring is full of sweet roses.
 - (5) Sweet spring is compared to a basket full of flowers.
 - (6) The root of the sweet rose does not die.
 - (7) A virtuous soul lives for ever.

J. Let's write :

- (a) 1. What is the central theme of the poem ?
2. How does the poet describe spring ?
3. How does the poet describe a virtuous soul?
- (b) Let's try writing a poem beginning '**I wish.....**' Work in groups of three or four.

In your group-

- Think of some ideas
- Make a list of wishes. Let your list be long.
- Write down what comes to your mind :
For example :
 - I wish I had wings.
 - I wish I were the Prime Minister.
 - I wish I had a house full of chocolates.
- Choose one wish from your list. Discuss why you have such a wish. Jot down the points.
- Then arrange your ideas into lines and finally you will be able to write a poem.

Here is one for you :

I wish I had a house full of books,
I would read and read
And go on and on
Till I fall asleep.
I would read and read,
Of people and places
Of yesterday, and today
And imagine landscapes and faces.



School's Goodbye

Lord Eustace Percy

A. Lead – in :

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

B. The Text :

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

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

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

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

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

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

Make provision for hard times.

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

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

C. About the Author :

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

D. Notes and glossary :

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

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

E. Let's understand the text:

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

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

F. Let's understand the text better :

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

G. Let's read between the lines:

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

Suggest various ways in which one can continue learning.

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

2- We should seek advice from our teachers.

Our teachers advise us to

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

3- We must make provisions for hard times.

Hard times

Provisions

Monetary crisis

Savings (One has been done for you.)

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

List the duties of a good citizen

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

H. Let's listen and speak:

Discuss in pairs / groups.

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

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

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

I. Let's learn some words :

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

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

(ii) Express the following in a single word :

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

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

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

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

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

J. Let's learn language :

(a) Although / Though

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

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

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

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

Combine the following sentences using though / although

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

b. Imperative Sentences

Look at the sentences below :

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

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

In the imperative sentences

the subject 'you' is usually not expressed.

the sentence can be made negative.

there is no change in tense, aspect, voice and modality.

Turn the following statements to imperatives.

1. I want you to go ahead.

Ans:- Go ahead

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

K. Let's write :

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

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

Areas : Choosing a profession

Good health

Sound character

Use of leisure hours.

(Teacher may facilitate the activity.)

□□□