

HOW TEACHERS LEARNING

SUMMARY IN ENGLISH

The Author visited a five year old child's Nora's house on a weekend. They soon became friends as Nora asked him to her to read the book 'Hop on Pop'. The author didn't know at first how to help Nora. He just sat there looking at Nora who was trying to figure out the words on the books. The first few pages were easy for Nora but then she began to face problems. The author asked Nora to skip the words she couldn't figure out and move ahead. Then suddenly an odd thing happened. Nora misread a word that previously she had read correctly. The author felt puzzled at the forgetfulness of Nora, then he realized that how difficult it would be for young children to remember the words that they had seen for the first time. He remembered his experience of trying to read an Indian language and how difficult it had been for him to remember the words he had read. So, he thought that it would be even more difficult for a child to work with new words.

He feels that the children of illiterate parents are at a disadvantage because they have no books at home to play with. Also it should be left to the child to decide when he/she wants to start to leave.

The author says that a teacher had suggested him that the children should first get familiar with the look of words and then should try to read and remember then. This can best be done by leaving the book lying about and the child keeps on turning the page of the books. This would be the first necessary step reading.

figure out:	understand
badly stuck:	finding it very difficult to go on
skip:	to leave
bluffing:	pretending in order to deceive
significant detail:	small things which are important
ad:	Advertisement
type:	shapes of different letters(made in metal) used for printing
oriental:	of the eastern part of the world, e.g., countries such as India and

Glossary:

	China
trivial:	unimportant
unlettered:	illiterate
formal instruction:	regular teaching in the classroom.

Q. 1. Working with the Text**1. Who was Nora? How did she become a friend of the teacher?**

Ans. Nora was a five – year old girl. The teacher once went to Nora’s house on a weekend. He was a family friend. He helped Nora to read from a book and thus became her friend.

2. How did the teacher observe Nora while learning?

Ans. The teacher sat still and silent while Nora did some pages from her book. He only helped guided her through her lesson.

3. What odd thing happened with Nora? Why was the teacher puzzled?

Ans. The odd thing which happened with Nora was that she misread a word several times that was read correctly by her earlier. The teacher was puzzled because of Nora’s act as she reminded him (teacher about his own classroom situation where students summed to forget things which they had learned.

4. Was Nora a careless child? How do you know?

Ans. No, Nora was a bright child. She concentrated fully on the lessons and most often figured out the difficulties herself.

5. How should a teacher understand the problems of the children?

Ans. A teacher should try to understand the problems of a child by trying to see things as though their eyes by treating the things the way they (students) do.

6. What experience popped into the teacher’s mind after Nora’s learning problem?

Ans. He had an experience of trying to figure out words that occurred most often on a page from an Indian language. It took him a long time to recognize the

word that occurred most on a page. He would even go ahead without noticing it at many places.

7. Why are children of unlettered homes at a disadvantage?

Ans. We know it very well that home is the best and the first school of a child. Children of unlettered homes are at a disadvantage because they do not find books lying out in their homes and thus lack the familiarity with the shapes of words and letters.

8. How did the teacher learn from Nora?

Ans. The teacher learnt that a child has to get familiar with the shape of the letters or words in general. He should not be surprised or upset at slow learning process of a child. A teacher must appreciate the efforts made by a child and should give him ample of time for grasping.

Q. 2. Language Work

1. In the text, the author keeps using the American expression, ‘to figure out’.

Which of the following words or phrases is closest in meaning to the expression as it is used in the passage?

(a) to guess it (b) to recognize it (c) to reason it out (d) to decide it

Ans. (c)

2. He taught me to play the piano.

I learned to play it.

These two sentences describe the same action from different points of view. Now write a second sentence for each of the sentences below in the same way:

(a) He loaned me some clothes

I borrowed some clothes from him.

(b) He sold me an old piano.

I bought an old piano from him.

(c) He chased me.

I was run after by him

(d) I offered him a glass of water.

He offered me a glass of water.

(e) We conquered the enemy.

They defeated the enemy

(f) He asked me to help him.

I offered to help him.

Q. 3. Some suffixes (like -al, -ish, -py, -ous, -ine, etc) are added to nouns to form adjectives. e.g.:orient—oriental; nation—national; child—childish, friend—friendly.

Now form adjectives from the following nouns by using suffixes. Use your dictionary if you cannot quickly think of the right word.

Ans.

Alphabet: Alphabetically, Angel: Angelic, Shape: Shapable, Book: Bookish, Man: Manly, Government: Governmental,

Minister: Ministerial, Elephant: Elephantine, Tiger: Tigerish

Day: Day less, College: Collegiate

Q.4. Write out a message of about 50 based on the following telephonic conversation.

Hello!

Hello! Can I speak to Asif?

Well, I'm afraid he is not at home right now. May I know who is calling?

I'm Khalid, his friend. Asif and I had decided to have dinner at Ahdoo's at 9 p.m I've just been asked to complete a project at office. Could you inform him that I shall be late by one hour?

Oh, sure! I'm going to receive some relatives at the airport. However, I'll leave a message for him.

May I know who I'm speaking to right now?

I'm Rauf, his roommate.

Message

Dec 21, 2012

Dear Asif

Khalid called up. He has to complete a project at office. He will meet you at 10 p.m at Ahdoo's. I'm leaving for the Airport.

Rauf.

Grammar Work

Read the following sentences:

1. This is a broken cup.
2. That was a torn piece of paper.
3. She found the lost purse yesterday.

Notice that the underlined words are **Past Participles** of verbs used as adjectives. The Past Participle is the third form of the verb, e.g., **cooked, torn, written, worked, spoken, eaten, sung, cut**, etc. A verb form indicating past or completed action or time that is used as a verbal adjective in phrases such

as ***baked beans and finished work*** and with auxiliaries to form the passive voice or perfect tenses in constructions such as: ***she had baked the beans*** and ***the work was finished***. It is called ***perfect participle***.

The **Past Participle** is used in the following ways:

1. To form the perfect tenses:

- a. They have arrived.
- b. She has completed the work.
- c. My glasses have been broken.

2. As an adjective:

- a. The broken window panes proved the attack.
- b. The overcrowded bus fell into the river.
- c. We gave a written complaint.

3. As object complements:

- a. Jai Singh got his father released.
- b. I kept the windows shut.
- c. You should get your hair cut.

4. As subject complements used as adjectives:

- a. I am tired.
- b. The shops are closed on Sundays.
- c. Late comers were fined.

5. To form adjective phrases qualifying the names put before them:

- a. The doctor treated the passengers wounded in the accident.
- b. My brother sent me a watch made in Japan.

6. To combine sentences:

- a. I saw a lion. It was caught in a net.

I saw a lion caught in a net.

- b. They ate the mangoes. They were brought by their father.

They ate the mangoes brought by their father.

- c. The teacher encouraged him. He won a scholarship.

Encouraged by the teacher, he won a scholarship.

- d. He was hit by a ball. He retired hurt.

Hit by a ball, he retired hurt.

I. Fill in the blanks by using the past participle forms of given verbs:

Write, rent, forget, break, cook

- 1. I am living in a _____ house.
- 2. It is not safe to sit in a _____ chair.
- 3. Some people do not like _____ vegetables.
- 4. The headmaster wanted a _____ report.
- 5. That is a _____ quarrel.

Ans. (1) Rented; (2) Broken; (3) Cooked; (4) Written; (5) Forgotten

II. Using the words and phrases given, make sentences like in the example given below:

Example :we/ the doors/shall have/painted.

We shall have the doors painted.

1. made/ I/ a new suit/ had.

Ans. I made a new suit

2. she/ heard/ has never/ spoken/ French.

Ans. She has never heard spoken French.

3. respected/ makes/ his knowledge/ him.

Ans. His knowledge makes him respected.

4. I/ your names/ heard/ called.

Ans. I heard your names called.

5. work/ we/ want this/ quickly/ done.

Ans. We want this work quickly done.

Let's Write

Here are some statements about the way young children learn. Read through them carefully and then write a short account of how children learn to read. Join up the statements, rearranging the order if necessary, to make longer, more varied sentences, adding words like 'although', 'but', 'for', 'for instance', 'however', 'just as', 'also', 'therefore', 'even though', 'so that', 'in order that', etc.

(a) Young children find it very difficult to learn to read.

(b) They do not easily recognise words.

(c) Adults can recognise words easily.

(d) Adults often find it just as difficult to recognise words in unfamiliar alphabets.

(e) A Tamil reader may find Telugu script puzzling.

(f) A Hindi reader may not easily recognise individual Tamil words.

(g) Children need plenty of practice in looking at printed words.

(h) They need not be able to read them at first.

(i) Familiarity with the shape of letters and words is the first important step.

(j) When children begin to read they should have books with plenty of pictures.

(k) The books should be designed carefully.

(l) Children should, if possible, be able to work out what unfamiliar words mean rather than always be told by the teacher.

Ans. Young children find it very difficult to learn to read because they do not easily recognise words. Although, adults can recognise words easily but they often find it difficult to recognise words in unfamiliar alphabets. For instance, a Tamil

reader may find Telugu Script puzzling but Hindi reader may not easily recognize Tamil words. Children need plenty of practice in looking at printed words. So they need not be able to read them at first. Thus, Familiarity with the shape of letters and words is the first important step. Therefore, when children begin to read they should have books with plenty of pictures. The books should be designed carefully, In order that Children should, if possible, be able to work out what unfamiliar words mean rather than always be told by the teacher.

LESSON NO. 2

LIFE

SUMMARY IN ENGLISH

The chapter is in the form of a dialogue translated from Dogri by Shivnath. The passing wind asks an important question, ‘what is life’ to various things in the universe like the stars, the moon, the cloud, the ocean, the earth and a little girl. Each of them comes out with their definition of life.

The stars answer that life for them is having their own light. They don’t depend on others to brighten them up. The moon says that she is saddened by the dark spots on her made by the borrowed light of the stars.

The wind then asks the ocean the same question who replies that life for her is to realize one’s limits and to maintain one’s dignity. Then the wind approaches the cloud who answer a nickly that life for it is to rain on hills which are in dire need of drops of water.

The wind then asks the earth, ‘what is life’ she asker that for her life is love. Taking and giving is true life.

Now the wind is exhausted and confused too and she sees a little girl who is lighting lambs. The wind asks her what she was doing the girl replies she was lighting the lamps. The wind asks her why she had left some lamps unlighted. The girl replies that she had done so as those lamps had no it in them. It was no use trying to light up only those which were waiting for the same.

This answer impresses the wind. She is so much delighted that she forget herself and joined the little girl.

Glossary

- captivity: when a person or animal is kept somewhere and is not allowed to leave.
- shroud: a cloth or long loose piece of clothing that is used to wrap a dead body
 before it is buried

confronting:	facing, meeting or dealing with a difficult situation or person
penance:	an act which shows that you regret something that you have done, sometimes for religious reasons
renunciation:	the act of leaving or abandoning someone or something
rumble:	to make a continuous low sound
mamta:	motherhood
boon:	something that is very helpful and improves the quality of life; blessing
comprehend:	to understand
meditating:	thinking deeply
yearning:	desiring

Q. 1. Working with the Text

1. What answer did the stars give to the wind?

Ans. The stars said that having their own light is life to them. They do not depend on the light of others.

2. What was the moon's reply to the wind?

Ans. The moon replied that its borrowed light was the cause of its sorrow.

3. What was the ocean's response?

Ans. The ocean's idea of life is to realize one's limits and to maintain one's dignity by containing all better experiences.

4. What was the earth's reply to the question put forth to her by the wind?

Ans. The Earth replied that life is live. She feels that she is full of trust and love.

5. What was the little girl doing when the wind saw her?

Ans. The little girl was lighting new lamps with the one that was alight in her hand.

6. Why was the wind impressed by the little girl?

Ans. The wind is impressed by the play of life being done by the girl.

7. Why did the wind join the little girl?

Ans. The wind joined the little girl as she got the answer to her question. She felt delighted at what the girl was doing.

Language Work

Look at the following example:

Whatever water I get from the clouds, rivers and streams, . . .

In the lesson, the following words complete the sentence:

I store it inside me in pure trust and distribute it among the thirsty.

This is an example of a filler i.e., a short text used to fill extra space in talk, sentence, etc. to complete its meaning.

Now choose the appropriate filler for each of the following from the given options:

1. He tames animals because he . . .

- a) seldom loves them.
- b) is afraid of them.
- c) is fond of them.
- d) hates them.

Ans. (c)

2. He is so lazy that he . . .

- a) always helps others.
- b) dislikes work.
- c) can seldom complete his work.
- d) can not delay his work.

Ans. (b)

3. Whichever way you approach the problem, . . .

- a) no one will not solve it
- b) it will not solve
- c) it will not be solve
- d) it will not be solved

Ans. (d)

4. The doctor warns him that unless he gives up smoking . . .

- a) will he be able to recover
- b) he will not suffer
- c) his health will soon be recovered
- d) he will not recover

Ans. (d)

II. Look at the following words used in the text:

goes, moves. approaches, descends

All these words in the context of this lesson mean 'to go to someone or something'. In other words, these words are synonymous to each other.

Now consult a good thesaurus from your school library and write at least two synonyms of each of the following words:

- | | | |
|-------------|------------|----------|
| 1. abhor | hate | detest |
| 2. betray | deceive | dupe |
| 3. counsel | advise | guide |
| 4. delight | please | amuse |
| 5. educate | teach | train |
| 6. fate | luck | destiny |
| 7. generous | charitable | tolerant |
| 8. hasty | hurried | fast |

9. intellectual	rational	pundit
10. justice	uprightness	lawfulness
11. languid	idle	sluggish
12. mend	repair	restore
13. nonsense	rubbish	foolishness
14. obstacle	hindrance	hurdle
15. palatable	acceptable	satisfactory
16. queer	strange	eccentric
17. religious	pious	holy
18. sober	lucid	serious
19. transient	temporary	brief
20. urge	force	impel

Grammar Work

Rewrite the following sentences inserting 'to' wherever necessary before the infinitive in brackets.

1. I have no money (lend) you.

Ans. I have no money to lend you.

2. We saw the thief (run).

Ans. No infinitive

3. We heard her (sing).

Ans. No infinitive

4. They watched their team (play).

Ans. No infinitive

5. He made us (wait) for a long time.

Ans. He made us to wait for a long time

6. Let him (work).

Ans. No infinitive

7. Need I (come) tomorrow?

Ans. Need I to come tomorrow

8. Do you wish (make) a complaint?

Ans. Do you wish to make a complaint.

9. He heard a cock (crow) and got up.

Ans. No infinitive

10. How dare you (read) my letter?

Ans. No infinitive

11. It is up to you (increase) your knowledge.

Ans. It is up to you to increase your knowledge.

12. Bid him (go) there.

Ans. Bid him to go there.

13. Good bye! I hope (see) you again soon.

Ans. Good bye! I hope to see you again soon.

14. I would like (be) a teacher.

Ans. I would like to be a teacher.

15. He learnt (swim) when he was ten years old.

Ans. He learnt to swim when he was ten years old.

16. I'm tired. I want (go) to bed.

Ans. I'm tired. I want to go to bed.

17. What have you decided (do)?

Ans. What have you decided to do?

18. We should (speak) the truth.

Ans. No infinitive

19. Where is Sumaya? I need (ask) her something.

Ans. Where is Sumaya? I need to ask her something.

20. I'm trying (concentrate). Please stop talking.

Ans. I'm trying to concentrate. Please stop talking.

LESSON NO. 3

GLOBAL WARMING – A CATASTROPHE IN THE MAKING

SUMMARY IN ENGLISH

Global Warming is one of the major threats to human race. It refers to the rise of by about 0.8°C . It's main reason is the increase in the greenhouse gases produced by human activities. Global Warming will increase sea water levels and cause extreme weather events including heat waves, droughts and heavy rainfall.

Global Warming will melt all the glaciers in the Himalayan region and change the livelihood of millions of people of the subcontinent. Even place like Kashmir will have an impact of this warming. Glaciers in Jammu and Kashmir are receding at an alarming rate. This has resulted in water scarcity and increased the threat of floods. Global warming has brought in high velocity storms in the valley which have caused devastation to crops and fruits. The rapid melting of Kolhai glacier by 18% has evoked concern among environmentalist. This is mainly due to increase in temperature, caused by high levels of population from various sources. The observation made by TERI have shown increased discharge trends due to increase in glacier melt runoff.

Global Warming has brought great changes in climate. The average temperatures have increase. The research carried out by the university of Kashmir has shown that the average increase in temperature in the valley by the end of 21st century would be between 2 and 3 centrigade. Erratic snowfall, hotter summers, climate variability and change in precipitation levels will affect livelihoods. So, we need to come up with a strategy for the sustainable development of water resources in the region. Our children will curse as if we don't do it now.

Glossary

catastrophe:	a disastrous end
greenhouse gases:	gases which cause the greenhouse effect, especially carbon dioxide
retreat:	to move away from a place
permafrost:	an area of land which is permanently frozen
non-existent:	describes something that does not exist or is not present in a particular place
accumulate: time	to collect a large number of things over a long period of time
devastating:	destroying a place or thing completely or causing great damage
the Black Death:	a form of bubonic plague pandemic in Europe and Asia during the 14th century which killed 50 million people
subtropical:	belonging to or relating to parts of the world that are immediately south or north of the tropics
floodplain:	an area of flat land near a river that is often flooded when the river becomes too full
wetlands:	large areas of land covered with swamp or marsh
perennial:	lasting or happening through the year
complacent:	extremely self-satisfied
plethora:	a very large amount of something
simulation:	a representation of a problem, situation, etc in mathematical terms, especially using a computer
unprecedented:	never having happened or existed before
staggering:	very shocking and surprising
demarcation:	a border or a rule that shows how things are divided
stakeholders:	a group of people who own a share in something

consensus:	a generally accepted opinion or decision among a group of people
robust:	(of a person or animal) strong and healthy, or (of an object or system) strong and unlikely to break or fail
sustainable:	able to continue over a period of time
degradation:	the process of wearing down
receding:	decreasing; becoming more distant
Saru basin:	
Kolhai glacier:	
icicles:	long pointed sticks of ice that are formed when drops of water freeze
adversely:	having a negative or harmful effect on something
obnoxious:	very unpleasant or rude
biota:	the plant and animal life in a region
Katij:	a migratory bird found in spring
index (adj):	indicative; classified
tenable:	(of an opinion or position) able to be defended

Q. 1. Working with the Text

1. Why has the Earth's average surface temperature increased?

Ans. The Earth's average surface temperature has increased because of global warming due to increased human activities like cutting down of trees and burning of fossil fuels.

2. Why is the Himalayan region called the 'Water Tower of Asia'?

Ans. The Himalayan region is called The watery tower of Asia because of the presence of huge glaciers which provide around 8.6 million cubic meters of water annually to the subcontinent countries.

3. What are the main sources of water in the Kashmir Valley?

Ans. The main sources of water in the Kashmir valley are its lakes, river, wetlands, snow-fed streams, springs and reservoirs.

4. Why is water the most precious natural resource?

Ans. Water is the most precious natural resource as it has many uses which are very important for the sustenance of life on the earth. It is one of the basic components of life.

5. How has Kashmir been influenced by global warming?

Ans. Global warming had lead to melting of many glaciers in Kashmir and reduction in snowfall. This had resulted in water scarcity. Global warming has also resulted in the frequency of flooding.

6. How is global warming the largest threat to humanity?

Ans. Global warming will lead to increase in temperatures and this in turn will lead to melting of the entire ice o the earth. This will lead to flooding of the earth, heat waves, droughts, changes in agricultural yields which will have a direct impact on the sustenance of life on the earth.

7. What do you think is the cause of decrease in snowfall in Kashmir?

Ans. I think the cause of decrease in snowfall in Kashmir is the indiscriminate felling of trees.

8. What has been the impact of global warming on J&K so far?

Ans. Global warming has had a great impact on the climate of Kashmir. Glaciers are receding at an alarming rate. Global warming has also led to occurrence of high velocity storms in the valley which have caused devastation to crops and fruits. Global warming has led to climatic variability in the valley which has led to erratic snowfall, hotter summers, and change of both precipitation and temperature. This has certainly affected livelihoods.

9. What role do the scientists play in J&K to deal with the problem of global warming?

Ans. The scientists have conducted studies on the glaciers of J&K and recommended measures to bring down the glaciers recession rate.

10. What do us as individuals need to do to deal with the problem of global warming?

Ans. We as individuals can do our bit by judiciously using our energy resources, minimizing the levels of pollution and growing more and more trees to help to deal with the problem of global warming.

Language Work

Fill the blanks in the following sentences with appropriate compound word/s or phrases from the box below:

1. a) We live in a beautiful green house.
b) My uncle has built a green house next to his house, where he grows vegetables in winter.
2. a) Most PhD's only prefer white collar jobs.
b) He was wearing a pink shirt with a white collar.
3. a) We live in the white house near the mosques.
b) The president of America lives in the white house.

4. a) My wife keeps her jewellery in a **black box**.
b) The **black box** has been found. It will now be possible to find out why the plane crashed.
5. a) He has a **strong hold** on his wife.
b) The southern part of the state is a **strong hold** of the robbers.

II Use the following phrases or expressions from the lesson in your own sentences: in progress, uncontrollable rate, across the globe, in the backdrop, at an alarming rate, an irritating change, bereft of, dried up, at the global level, heavy burden

In progress: The assembly was in progress when I reached the school

Uncontrollable rate: Crime is spreading at an uncontrollable rate.

Across the globe: Pollution has left an impact across the globe.

Bereft of: The youth of today are bereft of moral values.

Dried up: The springs of Anantnag have dried up.

At the global level: People at the global level are facing a huge energy crisis.

In the back drop: in the backdrop of many scams, Indian leaders are losing their credibility

An alarmingly faster rate: The glaciers of Kashmir are melting at an alarmingly faster rate.

Heavy burden: The recent LPG price hike is a heavy burden on the common man.

III Other effects of global warming include heat waves, droughts, heavy rainfall, species extinction, etc.

In the above sentence, the word nearest in meaning to ‘extinction’ is ‘destruction’. Words having the same or nearly the same meaning are called synonyms. In each of the following sentences, a word has been italicized. Choose the synonym of the word from the four options given.

1. *Sporadic* rise in his temperature has caused us much worry.
a) frequent b) irksome c) irregular d) scattered

Ans. (c)

2. Reading of poetry is not *congenial* to his taste.
a) suited b) beneficial c) helpful d) preferable

Ans. (a)

3. The weavers have to do *monotonous* work.
a) repetitive b) exhausting c) irksome d) autonomous

Ans. (a)

4. The fishing boat pulled away from the *wharf* and chugged smoothly down the bay.
a) harbor b) shore c) quay d) anger

Ans. (c)

Grammar Work

The Gerund

In the following sentences, use either infinitive or gerund in order to make them correct:

1. _____ is good for health. (to laugh/ **laughing**)
2. Our turn _____ over, we left the library. (be/ **being**)
3. The old woman tried _____ to the hospital alone. (**to go**/ going)
4. _____ late for school is his habit. (**to be**/ being)
5. Hina, _____ completed her work, left home. (to have/ **having**)
6. _____ music is her hobby. (to listen/ **listening**)
7. I like _____ Arabic literature. (**to read**/ reading)
8. His only aim was _____. (**to cheat**/ cheating)
9. _____ is not allowed here. (to fish/ **fishing**)
10. Children love _____ mud houses. (**to make**/ making)

Let's Write

1. Is there any water body in your neighbourhood? Write a paragraph on it.

DAL LAKE

Dal Lake lies in the Srinagar city. It is called the 'Jewel in the crown of Kashmir' the shore line of the lake is about 18 kms. Dal Lake is fed by Dachigam Telbal Nallah and many other streams. It receives an average annual rainfall of 655 mm in the catchment during the summer. There are two outlets from the lake namely, the Dalgate and Amir Khan Nallah that connect the Lakes of Nagin and Anchar. The Lake is nated for lotus flowers. Floating gardens, called the 'Red' in the Kashmiri language are a special feather of the lake. Dal Lake is special feature of the lake. Dal Lake is also famous for fishing. Studies of the water quality of the lake indicate a decline in quality. All the discharge of the Srinagar city's congested areas flows unchecked into the lake bringing it to the point of extinction.

1. What preparation/ rehearsals have Disaster Management Groups of your school made to meet any eventuality in the institution?

LESSON NO. 4

FOR GOD’S SAKE, HOLD THY TONGUE

SUMMARY IN ENGLISH

Tongue has the power to do good or evil to others. Backbiting is common among people even the religions books admonish the people who backbite. Puran strongly condemns scandal – mongering and character assassination Prophet Muhammad (PBUH) said that the similitude of a person who indulges in backbiting is to a man who has eaten the flesh of his dead brother. The Bible says that a person with a good tongue is a perfect man. The Gita says that a man free from the habit of backbiting is born to god like endowments. And the Guru Granth says that a backbiter carries a great burden of sins. Lord Buddha says that one requires living a life based on right speech.

Robb Simeon Ben Gamalie once asked his servant to bring him something good to eat. The servant brought a tongue for him. The next time the Rabi asked him to bring something that was not good. The servant again brought a tongue. The Rabi was angry with his servant for bringing a tongue on both the occasions. The servant explained that there was nothing better than a good Tongue and nothing worse than an evil one.

Glossary

thy:	(old use) your
thee:	you; object form of thou; used when speaking to one person
scabbard:	a long thin cover for the blade of a sword, which is usually fixed to a belt
thine:	(old use) your
do down:	to belittle or humiliate someone
vent:	to release or express an emotion, idea, etc in a forceful way
admonish:	to advise someone to do or not to do something
indulge:	to allow yourself or another person to have something enjoyable, especially more than is good for you
woe:	said when there will be trouble for someone, or they will be punished, if they do a particular thing
scandalmonger:	a person who creates or spreads reports about actions and events that cause public shock and disapproval
condemn:	to criticize something or someone strongly, usually for moral reasons
mimicry:	to copy the sounds or movements of other people

sarcasm:	the use of remarks which clearly mean the opposite of what they say, and which are made in order to hurt someone's feelings or to criticize something in an amusing way
belittle:	to make an action or a person seem unimportant
traditions:	sayings of the Prophet Mohammad (PBUH)
similitude:	example
refuge:	(a place which gives) protection or shelter from danger, trouble, unhappiness, etc
denounce:	to criticize something or someone strongly and publicly
stumble:	to fall or begin to fall while walking or running
bridle:	a set of leather strips that are put around a horse's head to allow its rider to control it
slander:	a false spoken statement about someone which damages their reputation.
refrain:	to avoid doing something
malice:	the wish to harm or upset other people
deceit:	an act of keeping the truth hidden, especially to get an advantage
reproach:	to criticize someone, especially for not being successful or not doing what is expected.

Q. 1. Working with the Text

1. What do the Quran and the traditions of the Prophet (PBUH) tell us on backbiting and scandal mongering?

Ans. The Quran strongly condemns those who indulge in scandal-mongering and admonishes them. Prophet Muhammad (PBUH) said that a person who indulges in backbiting is like a man who has eaten the flesh of his dead brother.

2. What do the Gita and the Bible tell us on backbiting?

Ans. The Gita tells that a person free from the habit of backbiting is like a god. The bible says that a person free from the habit of backbiting is a perfect man having control over his whole body.

3. What do the Granth Sahib and Lord Buddha tell us on backbiting?

Ans. The Granth Sahib tells us that a backbiter carries a great burden of sins. Lord Buddha lays stresses on right speech as a path towards salvation.

4. Why did the servant of Rabbi Simeon bring tongues both the times?

Ans. There is nothing better than a good tongue and nothing worse than an evil one. That is why the servant brought tongues on both occasions.

5. Why did Rabbi Simeon invite his disciples for a meal?

Ans. Rabbi Simeon invited his disciples for a meal to teach them the value of having a soft tongue.

6. What according to you is the moral of the lesson?

Ans. The moral of the lesson is that we should not speak ill of other behind their backs.

7. How does our tongue do good or bad to others?

Ans. From the tongue issues the good and also the bad. The tongue does good if one holds it and doesn't speak bad about others. It proves to be bad if it is given liberty.

Language Work

Add the correct ending to each of the following words and say what each person does or is connected with.

1. govern	governor	one who governs
2. cater	caterer	one who provides food or drink for a social or business function
3. translate	Translator	One who translates writing or speech from one language to another
4. Novel	Novelist	a persons who writes novels
5. Tour	tourist	a person who visits a place for pleasure and interest
6. Politics	politician	a person whose job is in politics
7. Decorate	decorator	a person who decorates the inside of the people's houses
8. Art	artists	An artist is a performer or someone who draws or paints pictures.
9. Economics	economist	An economist is a person who studies, teaches or writes about economics
10. Drama	Dramatist	A person who writes plays
11. Cricket	cricketer	a person who plays cricket
12. Engine	engineer	a person who uses scientific knowledge to design, construct and maintain engines or structures such as roads, railways and bridges.
13. History	historian	A person who specializes in the study of history.
14. Mountain	mountaineer	a person who climbs mountains
15. Donate	donator	Someone who gives something to a charity.
16. Grammar	Grammarian	A person who studies grammar and writes books about it.
17. Auction	auctioneer	a person in charge of an auction
18. Science	scientist	A person who does research in science

19. Teach	teacher	a person who teaches
20. Electricity	electrician	a person whose job is to install and repair electrical equipment
21. Physics	Physicist	A person who does research connected with physics.
22. Write	writer	a person who writes books etc.
23. Speak	speaker	a person who makes speech at a gathering
24. Win	winner	a person who wins a contest or a competition
25. mathematics	Mathematician	A person who is trained in mathematics

Grammar Work

Complete each sentence with an adverb. The first letters of the adverb are given.

1. We didn't go out because it was raining heavily he _____
2. Our team lost the game because we played very badly _____
3. I had little difficulty finding a place to live. I found a flat easily _____
4. We had to wait for a long time, but we didn't complain. We waited patiently _____
5. Nobody knew Atif was coming to see us. He arrived unexpectedly _____
6. Zeeshan keeps fit by playing tennis regularly _____
7. I don't speak Punjabi very well, but I can understand it perfectly _____ if spoken slowly _____ and clearly _____

Ans. (1) Heavily; (2) Badly; (3) Easily; (4) Patiently; (5) Unexpectedly; (6) Regularly; (7) Perfectly, slowly and clearly.

Put in the correct word.

1. Two people were seriously injured in the accident. (serious/seriously)
2. The driver of the car had **serious** injuries, (serious/seriously)
3. I think you behaved very _____ (selfish/selfishly)
4. Razia is _____ upset about losing her job. (terrible/terribly)
5. There was a _____ change in the weather. (sudden/suddenly)
6. Everybody at the marriage party was _____ dressed. (colourful/colourfully)
7. Aslam speaks English _____ (fluent/fluently)
8. Ved Sir fell and hurt himself quite _____ (bad/badly)
9. Hafeez didn't do well at school because he was taught _____ (bad/badly)
10. Don't go up that ladder. it doesn't look _____ (safe/safely)

Ans. (1) Seriously; (2) Serious; (3) Selfishly; (4) Terribly; (5) Sudden; (6) Colourfully; (7) Fluently; (8) Badly; (9) Badly; (10) Safe.

Let's Write

Backbiting is an evil which causes damage to our own self as well as the society. Mention some other such evils and write about them in a paragraph.

Superstitions are beliefs which are irrational and unscientific. Man has so many beliefs which are nothing but superstitions. These are relics of the ancient times when people were uncivilized and ignorance prevailed among men. They felt awe in the presence of mysterious and mighty forces of Nature and they worshipped all those things which were greater and stronger than them. Whenever they found anything happening in Nature, they tried to give some explanation for it. This explanation was not based on reasoning and naturally this led to blind faith and superstitions. People had many blind beliefs out of fear or ignorance. All these foolish practices are resorted to, though there is no explanation for them. Fear of misfortune or expectation of good fortune makes us believe superstitions. Superstitions do us a great harm. They hinder our power of judgement and cripple our power of reasoning. They are a great obstacle in the development and growth of our spirit. They destroy self- confidence and encourage fatalism. Superstitions burden and weaken the mind. A superstitious man lives in daily fear of bad omens. He waits for a lucky sign before he starts doing something. Many men waste their time and energy in making calculations of lucky and unlucky days. Thus superstitions stand in the way of progress. They have done more harm than good. Of course, superstitions have gone deep into our blood, but we must try to get rid of them. We should have a rational and scientific attitude towards life.

LESSON NO. 5

POLO – THE KING OF GAMES

SUMMARY IN ENGLISH

Polo is considered to be the oldest organized sport in the world with a history that dates back 2,500 years. To play polo one has to be a good horse man with a clear eye and strong heart. Polo was born in central Asia and spread to Iran and northern areas. Then it spread to Japan, Tibet and India. The game was patronized by kings and played by the likes of Darius, Gendhis Khan and Alexander the great. Polo was the national sport of India under the Mughals. Later on it only survived in Gilgit, Ladakh and Manipur. Polo was brought to Ladakh from Baltistan by Jamyang Namgyal when he married a princess from Baltistan. Every village in Ladakh has its polo ground. The first royal polo ground in Leh was laid by Sengge Namgyal. The present polo ground is in central Leh. Polo draws huge crowds with people donning their traditional colourful dresses. Ladakh polo differs from the international format with its own style, rules and regulations. Each polo match is

accompanied with music and dancing. Tournaments have been held regularly since 1970's. it is an integral part of the annual Ladakh festival.

Glossary

mallet:	a long stick with a head like the head like a hammer used to strike the ball in polo
aye:	another word for 'yes'
noes:	plural of 'no'
inscribe:	to make, carve or engrave words or a design on something
horde:	a large group of people
equestrian:	relating to horses and riding
stout:	fat and strongly built
prerequisite:	something which is required for something else to exist or happen
steppe:	a plain having few trees, especially in South East Europe or Asia
patronize:	to speak to or behave towards someone as if they are stupid or not important
cavalry:	the part of an army composed of mounted troops
akin:	similar
impale:	to pierce with a sharp instrument
ornate:	having a lot of complicated decoration
imperial:	of or relating to an empire, emperor, or empress
wane:	to gradually decrease in size, strength, power, etc.
tumult:	a loud noise, especially that produced by an excited crowd, or a state of confusion, change or uncertainty.
enclave:	a part of a country entirely surrounded by foreign territory
turmoil:	a state of confusion, uncertainty or agitation
rugged:	having an uneven surface
legend:	a popular story handed down from earlier times not necessarily true
reign(v):	to rule
aver:	to state the truth of something strongly
verve:	great energy and enthusiasm
heritage:	anything that has been transmitted from the past or by tradition
don:	to put on a piece of clothing.

scarcely:	only just or almost not
adapt:	to change something to suit different conditions or uses
restraint:	the ability to control or moderate one's impulses, etc.
reminiscent:	making you remember a particular person, event or thing
furious:	violent or wild
amend:	to alter or revise
privilege:	a special right or benefit
gallop:	(of a horse) to run fast so that all four feet come off the ground
accompaniment:	something that accompanies
surna and daman:	musical instruments from Ladakh
accelerate:	to increase the speed of
tempo:	the speed at which a piece of music is played.
bust:	to break something
languish:	to suffer for a long time:
revive:	to come or bring something back to life, health, existence, or use

Q. 1. Working with the Text

1. Why is polo called the game of kings?

Ans. Polo was called the game of kings because it was patronized and played by the kings.

2. Where did polo originate?

Ans. Polo originated in central. Asia.

3. What was the status of polo during the Mughal reign?

Ans. During the Mughal rule, polo was the national sport of India.

4. In whose reign did polo come to Ladakh and how?

Ans. Polo came to Ladakh during the reign of king Jamyang Namgyal. King Jamyang Namgyal married a princess from Baltistan, where polo was played for entertainment. Thus it was brought from Baltistan.

5. How is polo played in Ladakh?

Ans. Polo is played in Ladakh with verve. It is considered a part of the cultural heritage. The matches are played in the late afternoon. Each team consists of six players and the game lasts for an hour with a ten minute break. The game is played until either of the teams scores nine goals. After each goal, the teams change their ends. The scorer gets the privilege to patch up the ball.

6. How is polo in Ladakh different from the international format?

Ans. Ladakh polo differs from the international format in player count and duration of play. In Ladakh polo each team consists of six players and the game lasts for 1 hour with a ten minute break. The game is played until either of the teams scores nine goals which is not the case in international format. Also the ends are switched once a team scores a goal.

Language Work:

Following is a dialogue between Arman and Shaila. Sum up the dialogue in a brief paragraph.

Arman: Polo is called the king of games.

Shaila: Why?

Arman: Because in its early history it was played by kings only. It originated in Central Asia.

Shaila: What is it like?

Arman: It is like hockey on horseback!

Shaila: That's funny!

Arman: Two teams with six players each try to score goals against each other. The players are on horseback and strike the ball with the mallet.

Shaila: What are the rules?

Arman: The game is divided into halves and the team scoring nine goals wins.

Shaila: Is it dangerous?

Arman: Of course! The pace of the game besides the horses and the mallets make it exciting and dangerous.

Ans. Arman tells Shaila that Polo is called the king of games because it was played by kings only. Polo originated in central Asia. Shaila asked, "What polo is like"? Arman replied that it was like hockey played on horseback. Shaila thought that it was funny. Arman told her that the polo was played between two teams with six players each trying to score goals against each other. The players are on horseback and strike the ball with the mallet. Shaila asked about the rules. Arman replied that the game is divided into halves and the team scoring nine goals won. Shaila enquired if it was dangerous. Arman agreed that it was dangerous. The pace of the game, the horses and the mallets made it dangerous.

Grammar Work

Use the correct preposition out of the given options:

1. The boy jumped _____ the fence quickly. (over/across)
2. The players quarreled _____ themselves on the playfield. (among/between)
3. My colleagues stood _____ me in my hour of grief. (with/by)

4. A dog fell _____ a ditch. (in /into)
5. We go to bed _____ 11pm. (at/in)
6. She is leaving _____ Delhi on 6 March. (to/ for)
7. The thieves are _____ the bars now. (behind/before)
8. Urba and Saba are taking meals _____ plates. (in/from)
9. I can not part _____ this book. (with/from)
10. He ran _____ the field to search the rabbit. (in/across)

Ans. (1) Over; (2) Among; (3) By; (4) Into; (5) At; (6) For; (7) Behind; (8) In; (9) With; (10) Across.

Complete the following paragraph by filling in the correct prepositions.

Sri Lanka won the toss and elected to bat. They needed 232 runs to win and were hopeful of victory because they thought the score would be chased down with ease. Their top three batsmen fell for a mere 54 runs which brought the middle order under pressure. The next two batsmen scored 71 runs 122 of balls but they soon lost wickets at important moments. They were forced to lose the match by 30 runs with 6 balls remaining. Australia's McKay finished with 5 wickets for 28 runs. Their victory in Sri Lanka has put them on the top of the rankings.

Let's Write

Write an essay (200-250 words) on your favourite game.

A large number of games are popular in our country. Some of them are of foreign origin. Others are indigenous (desi). The most popular games in the cities are hockey, cricket, foot-ball, volleyball, tennis, badminton. In the villages, the indigenous games are still played. They are kabaddi, gulli-danda and wrestling. The game I like most is cricket.

The most popular game in the cities now-a-days is cricket. It is a game of western origin. It is played mostly from September to March. Cricket is played between two teams each consisting of eleven players. Each team has a captain. There are two umpires to supervise the game. The game is played in an open ground. The pitch on which balls are thrown is twenty-two yards long and ten feet wide. At both the ends of the pitch three stumps are fixed in the ground.

The other equipments required for the game are bats, a ball, hand gloves and pads: The usual dress of cricket players is a white shirt and white pant. When the game starts, two batsmen of the batting party take their place at both the stumps. The captain of the fielding side fields and places the players at different places. The umpires take their places as the bowling starts. Six balls are thrown in an over. After the over, the ball is thrown from the other side.

The game of cricket is very interesting. It is a delight to watch the batsmen driving, cutting and hooking the balls. The bowlers also show great skill. The fielders are

also very alert. They would hardly let a ball go to enable the batsmen to make runs. Sometimes fine catches bring applause from all the viewers.

Cricket test matches are very popular not only in India but everywhere in the world. Thousands of men and women watch a test match from morning to evening. Those who are away would sit close to their radios or television sets listening to the commentary.

India has made great progress in cricket. Indian cricketers are as good as others in the world. Lala Amarnath, Vijay Merchant, Hazare, Mankad, Nawab of Pataudi and Sunil Gavaskar have been ranked amongst world class players. Now Rahul Dravid, Sachin Tendulkar, M.S. Dhoni, Yuvraj, Irfan Pathan and Harbhajan Singh are some of the notable players of the country. They have represented India in all the international contests. The popularity of cricket stars is increasing day by day. They come next to film stars in order of precedence.

LESSON NO. 6

JULIUS CAESAR

Glossary

ambitious:	having a strong desire for success
genuine:	real, not artificial
endure:	to bear patiently
wretched:	extremely bad or unpleasant
debt:	a sum of money somebody owes
meek:	mild, timid
ideal:	a conception of something that is perfect
bribe:	a reward, such as money or favour, given for a dishonest purpose
honourable:	deserving respect and admiration

Q .1. Working with the Text

1. Why did a certain party of Romans wish to kill Julius Caesar?

Ans. Certain Romans were afraid of Ceasar's increasing greatness. They suspected him of being too ambitious to gain absolute power. So they decided to kill him.

2. Why did Calpurnia beg Caesar not to go to the Capitol?

Ans. Calpurnia, Ceasar's wife, had a most frightening dream, in which she saw Ceasar's statue had poured forth blood and the Roman people came smiling to wash their hands in it. So she begged Ceasar not to go to the capital.

3. What two reasons did Anthony give to show that Caesar was not ambitious?

Ans. The two reasons that Anthony gave to show that Ceasar was not ambitious were

- a) Ceasar was always kind and generous to the poor. He always felt great love and pity for them.
- b) Anthony had offered the kingly crown to Ceasar three times which he had refused.

4. Why did Brutus decide to march from Sardis to Philippi?

Ans. Brutus' decision to march from Sardis to Phillipi was wrong as Octavius and Mark Anthony had the advantage of a good defence position as well as a fresh and rested army.

5. Why has Brutus been called 'the noblest Roman of them all'?

Ans. Brutus had plotted against Ceasar only with honest thoughts for the good of the people. He did not envy Ceasar but his absolute ambition. Thus, he is called 'The noblest Roman' of them all.

Language Work

Read the following sentence:

Meals will be served outside on the terrace, **weather permitting**.

But we cannot say: 'meals will be served outside on the terrace, **weather allowing** because **permitting** collocates with **weather** and **allowing** does not.

Collocation: It is the way in which particular words tend to occur or belong together as is clear from the above example.

1. Now match the words on the left with the words on right to form common collocations.

- | | |
|------------|--------------|
| 1. work | a. success |
| 2. wide | b. ethic |
| 3. well | c. aware |
| 4. great | d. important |
| 5. vitally | e. open |

Ans. 1 – b; 2 – e; 3 – c; 4 – a; 5 – d.

Grammar Work

State which of the following sentences are compound and which are complex.

Then divide each sentence into its respective clauses:

1. God made the country and manmade the town.
2. He tried hard but he did not succeed.
3. I'm the child of the ocean and this is my lot.
4. He tames animals because he is fond of them
5. Though I had not seen Nora since she was a small baby, we were soon friends.
6. About half of the humanity relies on the freshwater that accumulates in mountainous regions like the Himalayas.
7. These things are beyond all understanding and I do fear them.
8. When the sun shines immediately after rainfall, it looks very pleasant.

9. Unless Rustum is killed, our armies can never hope to see victory.
10. He was so poor that he and his wife had to remain hungry for days together.

Now, complete the following by supplying a suitable clause:

1. God made the country and _____
2. _____ but he did not succeed.
3. I'm the child of the ocean _____
4. _____ because he is fond of them.
5. Though I had not seen Nora since she was a small baby _____
6. About half of the humanity relies on the freshwater _____
7. These things are beyond all understanding and I do fear them.
8. _____, it looks very pleasant.
9. Unless Rustum is killed, _____
10. He was so poor _____

STORY

THE UNTHANKFUL MAN

SUMMARY IN ENGLISH

Roman, a poor Brahmen, was persuaded by his wife to go to a nearby town to seek some job. He passed through a village and stopped to rest and eat and heard some voice coming from the well. He peeped into the well and saw a tiger, a monkey, a snake and a man in the well.

The tiger asked the Brahmin to take him out. He promised him that he would not eat him. Raman took pity on the tiger and pulled him out. The Tiger thanked Raman and told him whenever he needed his help he should come to his cave. The tiger then went away. Now, the monkey called out to Raman for help. Raman pulled out the monkey. The monkey also promised to help Raman in hour of need. The monkey told Raman not to pull out the man from the well as he was an ungrateful creature. Now, it was the turn of the snake to call out for help. Raman took pity on the snake and pulled him out of the well. The snake also thanked him with a promise to help him. He also cautioned Raman against pulling out the man. Finally, the man also called out for help. Raman pulled him out of the well. The man told him that he was a goldsmith from Varanasi and promised to help him in the hour of need.

Roman could not find a job in the town and decided to return back home. In the forest, he felt hungry and remembered the monkey. The monkey bought sweet and juicy mangoes for him and Raman thanked him and then went to the Tiger's cave. The Tiger gave him a necklace saying that the necklace had been given to him by a prince, whose life he had saved.

Roman was very happy to receive the necklace. He remembered the goldsmith and went to him. The goldsmith recognized the necklace and he reported it to the king. He told the king that Roman might have killed the prince. Roman was arrested. Now he remembered what the animals had told him about the ungrateful man. Roman now remembered the snake and called out to him. Snake appeared and Roman told him what had happened. The snake came out with a plan. He told Roman that he would bite the queen and only his touch will cure her. The snake bit the queen. She felt unconscious. The king made an announcement that he would reward the person handsomely whoever cured the queen. Roman offered to help the queen. As he touched the queen's forehead she opened her eyes. The king was pleased with Roman. Roman told him the whole story. The king got angry and told him the whole story. The king got angry with the goldsmith who had told a lie and betrayed the man who had helped him. The goldsmith was put into prison. The king gave Roman a bagful of gold coins. Roman went to his home and lived happily ever after.

Glossary

outskirts:	the outer area of a city, town, or village
peep:	to secretly look at
ungrateful:	thankless
steep:	having a sharp slope
depressed:	unhappy and hopeless
cell:	a small room in a prison.
plight:	an unpleasant condition
chamber:	a special room
maid:	a female servant
charge:	formal accusation

Q. 1. Working with the Text

1. Why was Roman's wife fed up?

Ans. Roman's wife was fed up with their poverty.

2. What did Roman see when he peeped into the well?

Ans. He saw a tiger, a monkey, a snake and a man in the well.

3. Why was Roman scared of the snake?

Ans. Roman was scared of the snake as he thought that if he pulled it out of the well it might bite him to death.

4. Roman was hungry. What did the monkey do?

Ans. The Monkey picked up sweet and juicy mangoes from a tree and gave these to Roman.

5. What did the tiger give him?

Ans. The tiger gave him a necklace that a Prince had given to him.

6. What did the goldsmith do when Raman showed him the necklace?

Ans. The goldsmith went to the king and told him that he had made the necklace for the prince. He told him that the man might have killed the prince and stolen the necklace.

7. How did Raman cure the queen?

Ans. Raman touched the forehead of the queen and was cured.

8. Why did the king send the goldsmith to jail?

Ans. The king sent the goldsmith to jail because he had lied about the man. The goldsmith had framed wrong charges against an innocent man who had once saved his life.

Language Work:

Who said the following and to whom?

a) **“Why don’t you go to the nearby town and seek some job?”** **Ans.** Raman’s wife to Raman

b) **“I live in Varanasi and I am a goldsmith by profession.”**

Ans. Man in the well to Raman

c) **“Once, I saved a prince’s life. In return he gave me this necklace.”**

Ans. Tiger to Raman

d) **“You have killed our prince and stolen his necklace.”**

Ans. Guards to Raman

e) **“How did you land up in the prison?”**

Ans. King to Raman

f) **“Go home and live happily.”**

Ans. King to Raman

(b) Make sentences using the following phrasal verbs:

fed up with: He has become fed up with city life.

pass through: We have to pass through a tunnel on the way to Jammu.

help out: He helped me out of my trouble.

pull out: He pulled out the monkey from the well.

call out: I called out to him loudly.

slither away: The snake shithered away into the water.

wait for: Wait for me for a few minutes.

lock up: The thief was put into the lock up.

wake up: His failure is a wake up call for him.

land up in: His bad habbits have landed in up in trouble.

peep into: The boy peeped into the room and was seen by the teacher.

lock up: The police put the thief in the lock up.

take to: He has taken the insult to his heart.

slip into: I gradually slipped into slumber.

Grammar Work

Report the following sentences in the same way:

1. “Let us push on a little further,” said Shabir.

Ans. Shabir proposed that they should push on a little further

2. He said to me, “Let us wait for our friend.”

Ans. He proposed to me that we should wait for our friend

3. Mubashir said, “Abuji, let us go to the NishatBagh.”

Ans. Mubashir said to Abuji that they should go to the Nishat Bagh.

4. The boy said to the teacher, “Let me take my seat, sir.”

Ans. The boy asked the teacher to let him take his seat

5. Rashid said to Hamid, “Let me have a cup of tea.”

Ans. Rashid told Hamid to let him have a cup of tea

6. He said, “Let him run fast, he cannot catch the train.”

Ans. He said that he might run fast, he cannot catch the train

ACHILLES

SUMMARY IN ENGLISH

The author met the Rose – Beetle man during his travels. He was curiously dressed. The man carried on his back bamboo cages full of pigeons and young chicken. He played on a flute. He held a number of lengths of cotton, to each of which was fed a beetle. The man seemed to be unable to speak. He undid a back and half a dozen tortoises tumbled out of it. The author was fascinated by one of them. The deal was stuck and the author asked him to collect the money from his home. The tortoise was named Achilles. He loved to being fed. He loved grapes and there was great rivalry between him and the author's dog, Roger. The fruit that Achilles liked the best was wild strawberries. He used to gulp it lovingly. Achilles also liked human company. He would contend himself to be close to everyone. One day the garden gate was left open and Achilles went outside never to return. Everybody searched for him and he was found dead in a well. His corpse was buried in the garden under a strawberry plants. Everybody mourned his death except Roger.

Glossary

mythology:	a body of myths (stories about superhuman beings taken as true in ancient cultures)
fairy-tale (adj):	extremely happy or fortunate
weird:	very strange and unusual
rippling:	making a sound of water flowing quietly
floppy:	soft and not able to maintain a firm shape or position
dangle:	to hang loosely, or to hold something so that it hangs loosely
cravat:	a wide straight piece of material worn loosely tied in the open neck of a shirt
lilting:	gentle and pleasant
waggle:	to (cause to) move quickly up and down or from side to side
fiesta:	a public celebration in Spain or Latin America, especially one on a religious holiday, with entertainments and activities
pantomime:	an amusing musical play based on traditional children's stories, performed especially at Christmas
whirl:	to (cause something to) spin round
sprightly	energetic and in good health
warble:	(HUMOROUS) to sing, especially in a high voice
lumbering:	moving slowly and awkwardly
regal:	royal, supreme
respite:	pause or rest from something difficult or unpleasant

Q. 1. Working with the Text

1. Describe how the Rose-Beetle Man was dressed.

Ans. He wore a hat with a wide, floppy brim. His shirt worn and trousers patched. He wore a pair of leather shoes with upturned toes.

2. How do we know that the Rose-Beetle Man cared well for his pets?

Ans. The narrator first met the Rose-Beetle Man on a lonely road leading to one of the remote mountain villages.

3. What made the narrator select one particular tortoise from among the other animals?

Ans. The tortoise that the author choose was sprightlier than the others. Its eyes were bright and its walk was alert.

4. How did Achilles enjoy eating strawberries?

Ans. He would devour the small strawberries at a gulp. And if it was bigger, he would hold the fruit in his mouth and run at fast speed to a quiet spot among the flowers to eat it at leisure.

5. How were Roger and Achilles rivals?

Ans. Koger thought that Achilles didn't deserve to have grapes. But Achilles loved grapes as much as Roger did. So, they became rivals.

6. Why did Achilles find Roger irritating?

Ans. Roger would like Achilles to get the grape juice that Achilles had dribbled down on himself. This irritated Achilles.

7. How did Roger feel at Achilles' funeral? Support your answer with examples from the story.

Ans. Roger insisted on wagging his tail throughout Achilles funeral.

8. The family wandered about the olive-groves, shouting, 'Achilles... strawberries, Achilles. ...' At length, we found him.

a. How had Achilles escaped?

b. Explain why the family shouted 'strawberries' during their search.

c. Where did the family finally find Achilles? What had happened to him?

a) **Ans.** Achilles escaped though the garden gate which was left open by someone.

b) Achilles was fond of strawberries. The family shouted 'strawberries' during their search to attract his attention and thus find him.

Achilles was found in a well into which he had fallen.

9. There are many instances of humour in the story. Pick out any two of them.

Ans. The instance of humour are:

a) The Rose Beetle Man closed his eyes in hoiror at the thought, and held up nine fingers.

b) Roger would creep upto Achilles and lick him vigorously to get the grape-juice.

Language Work

ANAGRAMS

Form anagrams using the following words with the help of the clues given in the table below:

Word	Anagram	Meaning
looped	P o o d l e	an intelligent breed of dog
schoolmaster	T h e C l a s s R o o m	where lessons are taught
listen	S i l i e n t	making no sound
married	A d m i r e r	a fan
rabies	S e r b i a	a country in Southeast Europe
real fun	F u n e r a l	performed after

		someone's death
retain	R e t i n a	a part of the human eye
charm	M a r c h	movement of soldiers

Some of the following sentences are incorrect. Correct them.

1) We get a lot of English home works.

Ans. We get a lot of English home work.

2) I've got some sands in my shoe.

Ans. I've got some sand in my shoe.

3) Did you hear the news about Sara?

Ans. Did you hear the news about Sara?

4) We need more chairs in this room.

Ans. We need more chairs in this room.

5) Can I have some more pasta?

Ans. Can I have some more pasta?

6) He carried my luggages to the taxi.

Ans. He carried my luggage to the taxi.

(ii) Insert 'a' or 'an' wherever necessary.

1. Why are you taking _____ umbrella? It's not raining.

2. I had _____ soup and _____ bread roll for lunch.

3. It was _____ good idea to have a party.

4. She's looking for _____ job in Jammu.

5. I often go to her for _____ advice.

Ans. (a) an; (2) ×, a; (3) a; (4) a; (5) ×

(iii) Fill in the gaps with a noun from the box using a/an/the wherever necessary.

Chair, Suitcase, fly, rice, furniture, day whether, accidents, luggage

1. There's _____ in my soup.

2. I have to buy some _____ for my new house.

3. I haven't got much _____ with me. Just this bag.

4. It's a sunny _____ today.

5. There weren't any _____ on the roads yesterday.

Ans. (1) Rice; (2) Furniture; (3) Luggage; (4) Day; (5) Accidents.

(iv) Which of the underlined words in parts of these sentences is correct?

1. Hurry up? We haven't got many / a lot of time.

2. I don't eat much / many chocolate.

3. I didn't take much / many photographs.

4. I don't listen to much / many classical music.

Ans. (1) a lot of; (2) much; (3) many; (4) much.

COLOURS OF RAINBOW

SUMMARY IN ENGLISH

The author is looking out of the window. He was watching the beauties of nature. Rain had just stopped and drops of water dripping from plants. The kids were playing and making a lot of noise. Just then his daughter munni came running upto him and asked him to come and see the swing of gudda – guddi. She pointed towards the rainbow in the sky. She told her father that their a swing of her own. The author told her to take the one in the sky which she refused. The author was lost in his own thoughts. He remembered Hon his grandmother had told her about the gudd – guddi. She had told him that he was a gudda and a guddi would come into his life. The guddi came in the form of his wife. She too had the same dreams as him. But life proved to be very tough for both of them. They with their four children found it difficult to cope up with his limited salary. The author often quarreled with his wife. This time round they also quarreled. The wife hurled choicest abuses at him and he left his home in anger. The author returned home late at night. The took his meal outside and spent the afternoon in a cinema hall. The children had slept and his wife was waiting for him. She brought a Thali for him. She seemed to be normal. But the author unsisited that he would not eat. But his wife insisted that he should eat or else she too will go hungry. She held his arm and the author had to oblige. He forced a morsel into her mouth. They laughed together. The next day the children told each other that their parents had reconciled and the swing of guddha and guddhi was brighter that day.

Glossary

awning:	a canvas supported by a frame to give protection against the weather
barely:	almost not
oblivious:	not aware of something
splendiferous:	splendid; grand in appearance
musings:	thoughts
convolutions:	twists; (here) troubles, difficulties
hues:	colours
tiff:	a slight argument
brewing:	about to happen
cherish:	to love, care and protect
good riddance:	used to express happiness that someone or something unwanted has gone

hauteur:	excessive pride
awry:	not right
well-to-do:	rich, prosperous
remonstrate:	to argue in protest
fortification:	defence
breach:	to break through
incarnation:	human form

Q. 1. Working with the Text

(A) Answer the following questions.

1. What did the narrator observe when he looked out?

Ans. He observed the beauties of nature. He observed how the drops of water were dripping and sliding down the plants. He paid great attention on the rain drops.

2. Why was the narrator unable to pay attention to what his daughter was saying?

Ans. The narrator was lost in his own thoughts and thus was unable to pay attention to what his daughter was saying.

3. Why did the narrator have a tiff with his wife?

Ans. The family was hard up. The expenses had increased and the limited salary was insufficient for them to live a good life. The wife kept reminding the narrator of their poverty. This irritated him and he had a tiff with her.

4. What did the narrator find when he returned home late at night?

Ans. When the narrator returned the kids had gone to sleep. The wife was sitting all by herself. She had not eaten since morning and was waiting for her husband.

5. Why did the narrator not have an appetite?

Ans. The narrator had taken his lunch with his friends and thus had not appetite for more.

(B) The following phrases, phrasal verbs and idioms occur in the text. Find the sentences in which they occur.

burst into laughter, close by, looked at, cope with, wan and weak, all by herself, feel homesick, grown up, in a huff, lost sight of, get up, got fed up with, picked

up, hard up

Language Work

Binomials

Binomials are expressions (often idiomatic) where two words are joined by a conjunction (usually 'and'). The order of the words is usually fixed. It is best to use them only in informal situations, with one or two exceptions.

Odds and Ends: Small, unimportant things, e.g.: Let's get the main things packed; we can do the odds and ends later.

Give and take: a spirit of compromise, e.g.: Every relationship needs a bit of give and take to be successful.

- Here are some jumbled binomials. Using similarities in sound, join them with 'and'. Then check a dictionary that you have the right word order.

prim all high safe rough bread
butter dry tough sundry proper sound

- In the left hand box below are the first words of some binomials. On the right is a selection of words, some of which you will need, and some you will not. Your task is to find a word on the right which can form a binomial with the left-hand word, as in the example law and order. Look for words that are either near-synonyms or antonyms (opposites) of the left-hand word.

law	money	tidy	drop
now	tired	soon	snow
hit	pay	bounds	terrible
clean	clocks	after	whisper
pick	order	then	dogs
sick	scratch	heart	choose
leaps	flowers	miss	chase

- The following binomials do not have and in the middle. What do they have? Check in a dictionary if you are not sure.**

1. Soonerlater
2. Allnothing
3. Back front
4. Sink swim
5. Slowly surely
6. Make break

Use the following binomials in your own sentences:

part and parcel pick and choose
leaps and bounds peace and quiet
first and foremost here and there

on and off to and fro
ladies and gentlemen black and white
sooner or later hot and cold

Grammar Work

Question tags (Do you? Isn't it? etc.)

Study these examples:

You haven't seen Maryam today, have you?

It was a good movie, wasn't it?

Have you? and Wasn't it? Are question tags (mini questions that we often put at the end of a sentence in spoken English). In question tags, we use an auxiliary verb (have/do/does/did/will, etc.). We use do/does for the present simple and did for the past simple.

- Kiran plays the piano, doesn't she?
- You didn't lock the door, did you?

Normally we use a negative question tag after a positive sentence:

Positive sentence + negative tag Mary will be here soon, won't she? There was a lot of traffic, wasn't there? Javed should pass the exam, shouldn't he? You can do it, can't you?

...and a positive question tag after a negative sentence:

negative sentence + positive tag It is not hot today, is it? They don't play chess, do they? You haven't got a car, have you? I am not looking good today, am I?
--

After let's, the question tag is 'shall we?':

Let's go for a walk, shall we?

After the imperative (Do... / Don't do... etc), the tag is usually 'will you?':

- Open the door, will you?
- Don't be late, will you?
- Kindly help me, will you?

Note that the question tag of 'am' is 'aren't' and not am I not.

I'm a student, aren't I?

Now put a question tag at the end of the following sentences. The first two have been done for you.

1. Tom won't be late, will he?

2. You're tired, aren't you?
3. You've got a camera, _____?
4. You weren't listening, _____?
5. She doesn't know Aneeka, _____?
6. Mubashir is on holiday, _____?
7. Ram's applied for a job, _____?
8. You can speak Dogri, _____?
9. He won't mind if I use his phone, _____?
10. There are a lot of people here, _____?
11. Let's go out tonight, _____?
12. This isn't very interesting, _____?
13. I'm too impatient, _____?
14. You wouldn't tell anyone, _____?
15. You wouldn't listen, _____?
16. I shouldn't have lost my temper, _____?
17. Don't drop that vase, _____?
18. You'd never met me before, _____?

Let's Write

1. The writer has written the story with the rainbow in the background. Is there any story (in your mother tongue) which is associated with the rainbow? Write that story in not more than 100 words in English.
2. Read the story once again. Write in your own words about the peculiar behaviour of your father and mother that you may have noticed so far.

RUSTUM AND SOHRAB

SUMMARY IN ENGLISH

Rustum was a great Soldier of Persia. He was called the shield of Persia and nobody dared invade Persia. The king of Persia, Kaikoos was all Praise for Rustum's bravery. During one of his travels, Rustum met a Tartar Princess called Tanimah and married her. But Rustum was soon called back by the king. So he had to leave his expecting wife and return to Persia. Before leaving, he gave Tanimah a precious stone telling her to tie the stone on their child's arm when he was born. Tanimah gave birth to a son but she didn't want that he should follow his father's path. She send a message to Rustum telling him that she had given birth to a daughter.

The son was named Sohrab. He learned the use of the sword and became a skilled warrior. One day a challenger came to his country and challenged Sohrab to single

combat with a condition to tell him about his father. Sohrab didn't know who his father was. He went to his mother and came to know about his father Rustum. The challenger on hearing about Sohrab's father ran away in fear. Sohrab returned home and told his mother that he would go in search of his father. She was adamant at first but on being persuaded by Sohrab gave in to his demand. Then she gave him the precious stone by which his father would recognize him.

Sohrab marched to Persia with his army wanted to find his father and make him the king of Persia. Kackoos sent his army to fight Sohrab but were no match for him. He sent a word to the king that he would spare the Persian Army if their champion fought with him in a single combat. The king sent for Rustum. He was hesitant to come at first but after much persuasion came to the battlefield in disguise. When he saw Sohrab he asked him to come to Persia and be as a son to him. Sohrab asked the warrior if he was Rustum. But Rustum thought that the young man might withdraw from the fight if he knew that it was him. So he didn't reveal his identity. The two warriors fought for three days and it seemed that Rustum might lose. So he gave out his war cry 'Rustum' and rushed at Sohrab. Sohrab on hearing the war cry was unnerved for a moment and dropped his shield. Rustum's sword pierced his body.

Sohrab then revealed his identity by showing his father the precious stone to know that he had wounded his own son. He wept bitterly. But Sohrab comforted him and asked him to carry his body to his home and bury him. There so that people would say that Sohrab, Rustum's son lay buried there.

Glossary

shield:	a large flat metal object held by soldiers to protect themselves
dare:	to have enough courage for something
in the family way:	expecting a baby
send word:	to send a message
feat:	an act showing great skill, strength or courage
warrior:	one who fights for or defends some other person
combat(n):	a fight
opponent:	adversary; rival
saviour:	a person who saves from danger
armour:	a protective covering for the body
longing:	having a great desire
fate:	the power that is supposed to control all events
clash(v):	to fight
unnerve:	to become nervous
pierce:	to go into or through something

slain: killed
avenge: to punish for a wrongdoing
ignorance: lack of knowledge; unawareness.

Q. 1. Working with the Text

1. Why was Rustum not able to live with his wife for a long time?

Ans. Rustum was a great general of Persia. He married a Tartar Princess Tanimah but couldn't live with her for long as the king of Persia sent for him because he felt that his kingdom was not safe without him.

2. Why did Tanimah send word to Rustum that their child was a daughter?

Ans. Tanimah thought that when their child would grow up, Rustum would be eager to have him follow his footsteps. So, she send him the word that she had given birth to a daughter.

3. What secret did Sohrab learn from his mother?

Ans. Sohrab learnt the secret that his father was Rustum.

4. What did Tanimah want Sohrab to do when he met his father?

Ans. Tanimah wanted Sohrab to show Rustum the precious stone he wore on his arm so that Rustum would know who he was.

5. Why was Rustum at first not ready to fight Sohrab?

Ans. Rustum was not ready to fight Sohrab at first because he had grown old and had to look after his aged father.

6. Why did Rustum not tell Sohrab who he was?

Ans. Rustum did not tell Sohrab who he was because he thought if he did so, Sohrab might want to make peace with him and withdrawn from the fight.

7. How was Sohrab wounded?

Ans. Rustum and Sohrab fought for three days. Rustum began to think that he might lose and it would be disgraceful for him. So he raised his sword and gave his war cry 'Rustum'. When Sohrab heard that cry, he was unnerved for a moment and dropped his shield. Rustum's sword pierced his body and he got wounded.

8. What were Sohrab's last words?

Ans. Sohrab told Rustum that he should be buried at Rustum's home so that when people passed that way they would say that son of mighty Rustum lied buried there.

(b) Find words/phrases from the box for the following expressions:

a) A fight, especially in a war.

Ans. Combat.

b) To keep somebody/something safe from harm, injury etc.

Ans. Protect.

c) Going away or separating from somebody.

Ans. Parting.

d) To send someone a message.

Ans. Send word.

e) Wanting to do something very much regardless of difficulties.

Ans. Determined.

f) Determined to do something or get something.

Ans. Determined.

g) Someone who enters a country by force in order to take control of it.

Ans. Invader.

h) A long distance away or a long time in the past or future.

Ans. Distant.

i) To become very upset and start crying.

Ans. Break down.

j) Of great and special value.

Ans. Precious.

k) An officer of very high rank in the army.

Ans. Chief.

l) Put a dead body in a grave.

Ans. Bury.

m) Very powerful.

Ans. Mighty.

break down	precious	mighty	bury	combat
send word	invader	distant	chief	protect
send for	parting	determined		

(c) Choose the correct option:

1) “Persia is safe as long as Rustum leads our soldiers,” said _____

- a) The King of Persia b) Soldiers of Persia
c) Sohrab d) None of these

2) “I do not fight in single combat with anyone who is of low birth.” These words are spoken by

- a) Rustum b) Sohrab
c) Kaikoos d) The Challenger

3) “If you must go, I want to tell you something,” said _____

- a) Rustum b) Kaikoos c) Tanimah d) Sohrab

4) “Who is so rash and thoughtless that he thinks he can attack Persia?” asked _____

- a) Sohrab b) Kaikoos
c) Rustum d) The General

5) “Carry me to your home and bury me there.” These words are spoken by

- a) Sohrab b) Rustum c) a Soldier d) Kaikoos

Ans. (1) – (a); (2) – (d); (3) – (c); (4) – (c); (5) – (b).

Match the words in Column A with the explanations given in Column B:

Column A	Column B
a) war cry	i) skill in the use of sword
b) challenger	ii) great fear
c) arts of war	iii) quality of courage and vigour
d) champion	iv) extremely surprised
e) swordsmanship	v) hold tightly
f) spirit	vi) a strong desire for success, power or wealth
g) terror	vii) one who fights for or defends some other person
h) clasp	viii) a word or cry shouted in battle
i) amazed	ix) one who calls someone to fight
j) ambition	x) skills in use of weapons and in fighting

Ans. (a) – (viii); (b) – (vii); (c) – (x); (d) – (ix); (e) – (i); (f) – (ii); (g) – (ii); (h) – (v); (i) – (iv); (j) – (vi).

Language Work

Combine the following pairs of sentences with unless, as shown in the examples:

1) a) You must run fast.

b) Only then can you catch the train.

Ans. Unless you run fast, you cannot catch the train.

2) a) You must work hard.

b) Only then can you get a first class.

Ans. When you work hard, you cannot get a first class.

3) a) You must hurry.

b) Otherwise you will not catch the bus.

Ans. When you hurry, you will not catch the bus.

4) a) You must do as I tell you.

b) Otherwise you will regret it.

Ans. Unless you do as I tell you, you will regret it.

5) a) You must tell me about your problem.

b) Only then can I give you some solution.

Ans. Unless you tell me about your problem, I can't give you any solution.

(B) Look at the following sentences from the story.

- a) If you had not raised your war cry, I would not have been unnerved.
- b) If I had been able to find a younger champion, I would not have called you away from your aged father.

Now match each clause from Column A with a Clause from Column B and make meaningful sentences like those above.

Column A	Column B
1. If I had worked harder,	a) we could have gone out.
2. If the driver in front had not stopped so suddenly,	b) you could have seen her.
3. If the weather had not been so bad,	c) you might have saved his life.
4. If you had arrived earlier,	d) I would have got more marks.
5. If you had moved the injured to hospital immediately,	e) I would not have been able to buy the car.
6. If you had not lent me the money,	f) the accident would not have happened.

Ans. (1) – (d); (2) – (f); (3) – (a); (4) – (b); (5) – (c); (6) – (e).

Grammar Work

Report the following statements in the indirect:

1) She said, “My father will return from Jammu tomorrow.”

Ans. She said that her father would return from Jammu the next day.

2) They said, “We will die for the sake of our country.”

Ans. They said that they would die for the sake of their country.

3) The teacher said, “Babar won the first battle of Panipat.”

Ans. The teacher said that Babar won the first battle of Panipat.

4) I said to him, “You have made a false statement.”

Ans. I told him that he had made a _____

5) They said to us, “We will play a match tomorrow.”

Ans. They told us that they would play a match the next day.

6) I said to him, “I am an early riser.”

Ans. I told him that I am an early riser.

7) He said, “My father died last year.”

Ans. He said that his father had died last year.

8) She said to me, “The climate of this place does not suit me.”

Ans. She told me that the climate of that place did not suit her.

9) I said to the peon, “All your faults will be pardoned if you confess them.”

Ans. I told the peon that all his faults would be pardoned if he confessed them.

10) I said, "I shall finish my work as early as I can."

Ans. I said that I should finish my work as early as I could.

Change the following sentences into direct speech.

1) The employer warned him that he would be dismissed if he did not attend the office.

Ans. The employer said to him, "you will be dismissed if you do not attend the office."

2) Sanjay said that his brother had met with an accident the previous day.

Ans. Sanjay said, "My brother has met with an accident yesterday."

PLAY A STRANGE TRAIL

Glossary

charmed:	very pleased
amuse:	to entertain
adventure:	an exciting and dangerous activity
trial:	the judicial examination of issues in a court
bewildered:	confused
queer:	strange
odd:	strange or unexpected
puzzle:	a situation which is difficult to understand
Gryphon:	a winged monster with the body of a lion and the head of an eagle
knave:	a jack card; (here) it means a dishonest man
scroll:	a long roll of paper
wig:	a covering of artificial hair worn on the head
jury:	a body of persons appointed to hear a case
jurors:	members of a jury
put down:	write down
tart:	an open pastry case with a filling, usually of something sweet
such	as fruit
accusation:	the act of charging someone with a crime
verdict:	a decision or judgement
fidget:	to make continuous small movements
execute:	to kill someone as a legal punishment
squeeze:	press together
can't help:	can't avoid
pace:	speed

ridiculous:	stupid or unreasonable
snore:	breathe in a very noisy way while you are sleeping
frown:	to draw the brows together and wrinkle the forehead
treacle:	a sweet dark thick liquid used in cooking sweet dishes and sweets
sentence:	punishment

Working with the Text

1) What did Alice remember?

Ans. Alice remembered having followed a white rabbit who led her to a strange place. She saw a lot of odd creatures who acted oddly. She remembered talking to a king and a queen and attending the Mad Tea Party.

2) Why, according to the Gryphon, were the jurymen putting down their names?

Ans. According to Gryphon the Jurymen were putting down their names for fear that they should forget them before the end of the trial.

3) The first witness was:

- a) Alice b) White Rabbit c) King d) Mad Hatter

Ans. The first witness was the Mad Hatter.

4) ‘Give your evidence or I’ll have you executed whether you’re nervous or not.

a) Who says these words and to whom?

b) What do you mean by ‘I’ll have you executed’?

Ans. (a) The king says these words to the Hatter.

(b) It means, “I’ll have you killed.”

5) What, according to Alice, is the first wise thing that the King has said that day?

Ans. According to Alice, the first wise thing that the king said that day was that the Hatter was a poor speaker.

6) Knave denies having imitated somebody’s handwriting. What evidence does he give?

Ans. He gave the evidence that there was no name signed at the end of the letter.

7) What happens when the whole pack of cards and all the animals fall upon Alice?

Ans. When these fall on Alice she screams run in different directions and disappear.

8) A strange trial was a dream which Alice dreamt. (True/False)

Ans. True.

Language work

(A) Match the phrasal verbs on the left with their meaning on the right:

A	B
i) put down	a) defeat
ii) pick up	b) to criticize strongly
iii) send for	c) give
iv) take off	d) make a line
v) put on	e) make haste
vi) stare at	f) write down
vii) hurry up	g) see
viii) look at	h) wear
ix) fall in	i) take in hand
x) hand over	j) look at something continuously
xi) beat off	k) remove
xii) hit out	l) send someone a message asking them to come to see you.

Ans. (i) – (F); (ii) – (i); (iii) – (l); (iv) – (k); (v) – (h); (vi) – (j); (vii) – (e); (viii) – (f); (ix) – (d); (x) – (c); (xi) – (a); (xii) – b).

(B) In spoken English and written informal English, we use short forms /contractions of certain words instead of full forms. In the play you have read, there are many short forms. Here are the full forms of these words. Write the short forms of these words in the space provided. Two have been done for you. You can find all the words in the text.

Full Form

I have =

I am =

I am not =

That is wrong =

Let us try =

That is all =

The trial is beginning =

It is happening =

You have not met =

He is wearing =

She does not like =

You had better =

They are putting =

They would get =

Short Form

I've

I'm

I'm not

That's wrong

Let's try

That's all

the trial is beginning

It's happening

You've not met

He's wearing

She doesn't like

You'd better

They'r putting

They'd get

It is not mine =	It's not mine
You would not =	You wouldn't
I cannot help =	I can't help
You have no right =	You've not right
Do not talk =	Don't talk
I did not =	I didn't
Shall not =	Shall'nt
It is the oldest =	IT's the oldest
There is more =	There's more
Here is a piece =	Here's a piece
You do not know =	You don't know
We have had =	We have'd
You are nothing =	You'r nothing

C) Look at the following sentence from the text:

The King and Queen of Hearts sit on their thrones with the whole pack of cards around them. The underlined words show combination or collection. Now fill in the blanks. Choose words from those given in the box. Consult a dictionary if necessary.

bevy	brood	throng	staff
suite			
chest	cluster	litter	
string	shoal		
chain			

1. A _____ of fish.
2. A _____ of ladies.
3. A _____ of rooms.
4. A _____ of stars.
5. A _____ of officials.
6. A _____ of people.
7. A _____ of chickens.
8. A _____ of puppies.
9. A _____ of drawers.
10. A _____ of camels.
11. A _____ of mountains.

Ans. (1) Shoal; (2) Bevy; (3) Suite; (4) Cluster; (5) Staff; (6) Throng; (7) Brood; (8) Litter; (9) Chest; (10) Chain; (11) Cluster.

(D) Look at these sentences:

That's the most *important* piece of evidence we've had today.

Of course, I meant *unimportant*.

The words italicized in the two sentences from the play are antonyms i.e., words meaning the opposite of each other. In the following sentences, choose the antonym of the italicized word from the four options.

1. *Honesty* is the best policy.

a) sobriety b) deceit c) uprightness d) rectitude

Ans. (b)

2. The chairman *initiated* the proceeding with a brief speech.

a) complicated b) started c) closed d) confused

Ans. (c)

3. William Wordsworth is *celebrated* for his lucid style.

a) notorious b) unpopular c) unknown d) renowned

Ans. (b)

4. A faithful officer is always *vigilant* towards his duties.

a) innocent b) ignorant c) irresponsible d) careless

Ans. (d)

Let's Write

The play is actually a dream which Alice had. Do you remember any dream? Write a brief description of your dream in a paragraph.

RABINDRANATH TAGORE

R.N. Tagore was born on May 7, 1861 in a Bengal family. His mother died in his early childhood. He was educated at home and at seventeen was sent to England for formal schooling. But he could not finish his studies there. He started a school at Shantiniketan. He also participated in the Indian nationalist movement. Tagore wrote in his native Bengali and his translations became known in the West. He was highly influential in introducing the best of Indian culture to the West and vice versa. His novels, stories, songs, dance-dramas and essays spoke to topics political and personal. His best known works are *Gitanjali*, *Gora* and *Ghase – Baire*. His compositions were chosen by two nations as national anthems. The Indians *Jana Gana Mana* and Bangladesh's *Amar Shonar Bangla*. He became the first non-European to win the Nobel Prize in literature in 1913. Tagore was called 'Gurudev' by everyone. He died on 7 August 1941 at the age of 80.

POEMS

A NATION'S STRENGTH

SUMMARY

The poem "A Nation's Strength" is written by Ralph Waldo Emerson. In this poem the poet tells us about the secret of nation's strength/greatness. The wealth of a nation can make it neither strong nor great. It is the people who really matter. It

can become great and strong by the countless sacrifices of its people who suffer long for the sake of truth, honour and greatness. Any nation which has ever tried to achieve greatness through battle witnessed degradation. History bears witness to the fact that the nations who tried to cover themselves with glory through sword, were not for long in the possession of the same. And pride comes before a fall had been roved well in the nations who were blind with pride. The poet says that real strength of a nation lies in the men of character. These men uphold the cause of honour and truth, they remain united and face hardships. Such men are brave, truthful and stead fast. They do not care about their personal loss as they sacrifice their personal interest in the larger interest of their nation. They bear every trial with courage. While others run away they remain stead fast. They build their nation on the sure foundation of virtue and take it to the highest point of greatness.

Glossary

defy:	resist boldly
foes:	enemies
throng:	gather around in a crowd
shafts:	columns of a building's foundation
rust:	to become or cause something to become covered with rust; (here)
decay	
decay:	to cause something to become gradually damaged, worse or less
pride:	feeling of importance
luster:	brightness
a people:	a nation
dare:	venture
fly:	here, flee; run away in fear

Thinking about the Poem

1. In the first stanza, the poet wonders about certain things. What are they?

Ans. In stanza first, the poet wonders how a nation achieves greatness, how it builds its foundation, and how it fights with its enemy.

2. What are the foundations of a strong kingdom built on?

Ans. The foundations of a strong kingdom are built on its brave men who render countless sacrifices for the sake of truth, honour and greatness.

3. What happens to a nation which depends on an army to keep it strong?

Ans. A nation which depends on an army to keep it strong never remains in possession of the same (here nation) for long.

4. When a nation becomes proud, what does God do?

Ans. Whenever any nation gets blind with pride, it suffers the wrath of God.

5. Can wealth make a nation great and strong?

Ans. I think that wealth cannot make any nation strong and great because the real strength and greatness lies in its brave and courageous men.

6. What can the brave do?

Ans. The brave can sacrifice their interest in the larger interest of their nation because they do not care about their personal loss.

7. Explain the following lines:

They build a nation's pillars deep

And lift them to the sky.

Ans. The brave men lay the foundation of their nation very deep and take the same to the highest point of glory through their countless sacrifices

Language Work

1. In this poem certain consonant sounds dominate e.g. m, n, f, s, r, d, p, h, b g, l.

List the words from the poem which start with the above mentioned consonants?

Ans. The words are

m: mighty, men

n: nation

f: foes, feet, fast, fly

s: sand, sword, stand, strong, sleep, sky

r: round, rock

d: pride, pillar

h: high, honour

g: gold

l: long, luster

2. The poem has a fixed rhyme scheme in each stanza i.e. abab. Write the rhyming words e.g. high, defy.

Ans. The rhyming words are

Strong, throng; grand, sand; shock, rock; dust, rust; away, decay; crown, down; sweet, feet; make, sake; strong, long; sleep, deep; fly, sky.

3. Look at the following lines from the poem

What makes a nation's pillars high

And its foundations strong?

In these lines, wh-question has been used.

Now look at the following lines:

Is it the sword?

And is it pride?

In these lines Yes/No questions have been used.

Frame some wh-questions and Yes/No questions of your own.

Ans. wh – questions:

What is your name?

Where are you going?
When is the coming back?
Whose book is this?
Why are you crying?

Yes/no questions:

Is he known to you?
Will you come with me?
Do you like to play?
Have you finished your work?
Are you angry with me?

POEM – 2
PORUS AND HIS ELEPHANT
SUMMARY

The Greek/Latin name Porus (Indian Pure), was the throne name of the ruler of the Kingdom Paurava, 'Porus and His Elephant' is a ballad which gives an account of an elephant that saved the life of his master (Porus) on the battlefield. Porus was prepared for a war with his army, he had taken up a position on the east bank of the river Jhelum to encounter the enemy army. Porus positioned his elephants in such a manner so to make it difficult for the Alexander's army which was positioned on the other bank to break through. The towering rages witnessed within the two groups were terrifying. It was difficult to reach to any conclusion. Porus mounted his elephant and placed all his elephants before his infantry men because he was aware that the enemy cavalry could not attack them as horses fear elephants unless they have had a special training. The fight continued till all of a sudden the badly wounded Porus fell from his elephant.

Then, the elephant showed an exemplary loyalty and courage by playing a very brave part. He shielded his master by standing over him, in order to protect him from the arrows. He trumpeted which kept the enemy back. With his powerful trunk, he lovingly lifted unconscious Porus on his head. God has created the animals (here elephants) who cannot express their emotions the way humans do but they can show the same by panting and crying. The loyal elephant got himself killed while saving his master and thus made a legend which would always be remembered.

Glossary

foe:	enemy
in his battle pride:	dressed in all his martial glory
in state:	in a dignified manner
unbroken rank:	in close order, so as to make it difficult for the enemy to break through

fray:	attack
rage:	anger
betide:	happen
gallant:	brave
blow or dart:	from spear, sword or arrow
trumpet:	sound produced by an elephant
foreman:	the first or chief soldier in the army
held at bay:	kept back
pant:	breathe heavily
legends:	old mythological stories
e'er:	contracted form of 'ever'

Thinking about the poem

1. How did the elephant save the life of Porus?

Ans. The elephant saved the life of Pores by standing above him to protect him from the enemy and then lovingly lifting him with his powerful trunk on his head.

2. What does the poet mean by:

**"Ah! these dumb things that but cry and pant,
They, too, can love, for God made them so."**

Ans. The poet means to say that elephants and many other animals cannot express their emotions the way humans do but can express the same by crying and panting.

3. Write the story told in the poem in your own words.

Ans. Same as summary.

4. What is the rhyme scheme of the poem?

Ans. The rhyme scheme of the poem is abab.

5. The poem reflects the faithfulness of an elephant towards his master. Explain.

Ans. The ballad truly reflects the faithfulness of an elephant who in order to protect his master on the battle field sacrificed his own life.

5. Tick the right answer:

a) Porus met his enemy on the bank of:

a) The Nile b) The Jhelum

c) The Ganges d) The Satluj

Ans. (b)

b) Alexander in the poem is referred to as:

a) friend

b) foe

c) brother

d) statesman

Ans. (b)

c) Who was wounded?

a) Alexander

b) Porus

c) Both

d) None

Ans. (b)

d) The wounded Porus is lifted by:
a) his own soldiers b) soldiers of Alexander c) the elephant d) None

Ans. (c)

e) Who saves Porus?
a) His elephant b) His soldiers c) Both d) Villagers

Ans. (a)

Language Work

I. Use the following words, phrases and expressions in your sentences:

days gone by, fray, to hold at bay, battle-pride, fought the more, gallant part, mighty trunk,

Ans. Days gone by: I have heard many stories about days gone by from my grandfather.

Fray: Tempers began to gray as the two teams failed to score.

To hold at bay: The Indian batsmen were held at bay by the England bowlers.

Battle pride: Akbar dwelt in battle pride when he defeated Hemu.

Fought the more: Sensing defeat, the team fought the more to win.

Gallant part: The elephant played a gallant part to save Porus.

Mighty trunk: The elephant uprooted the tree using his mighty trunk.

II. Use the given words as nouns and verbs in your sentences:

record, present, object, contest, produce

Ans. Record (n): Keep a record of your progress.

Record (v): The test records the ability of a student.

Present (n): She gave me a present on my birthday.

Present (v): The judge ordered the police to present the thief.

Object (n): He was surrounded by many objects in his room.

Object (v): A lot of people will object to the book.

Contest (n): He participated in a writing contest and won the first prize.

Contest (v): You have to submit your form to contest the election.

Produce (n): We export most of our produce in apples.

Produce (v): They challenged him to produce evidence to support his allegations.

POEMS – 3

THE BANGLE SELLERS

SUMMARY

The poem “The Bangle Sellers” has been written by Sarojini Naidu. It was first published in the year 1912 in her collection of poems called ‘The Bird of Time’

A group of bangle sellers is on its way to the temple fair to sell their bangles. One of them is the narrator of this poem. This group is marginalized and an impoverished one. Even during the best of the times, the income which they make

is so meager that they cannot make the ends meet — the condition which seems like a fate worse than death. However the bangle they sell are of religious and symbolic importance: no Indian widow is permitted to wear bangles. Hence the wearing of the bangles borders on the religious.

What is of great significance in the poem is the human element of the product which the bangle seller concentrates on. He / She does not say a word about his/her poverty, nor does he/she says anything about the profit that he/she intends to make. The different colours of the bangles which an average Indian Woman bears and adores herself with is symbolic of three stages in her life — a virgin maiden, an expectant bride and a mature matriarch. Sarojini Naidu has lyrically described the longing of an Indian Woman according to each stage of her life. A virgin maiden is compared to a bird that dreams. She also carries the countless dreams of her future married life. So, the colour of her bangles is misty silver and blue. The young bride is full with the passionate desire. However she is nervous about what the future holds for her while she leaves her home. So, the colour of her bangles is golden yellow — ‘Sunlit Corn’. Finally, Naidu has described the proud matriarch who has a feeling of pleasure of having what she wanted from life. She has effectively reared her sons. She also, serves her family effectively, thereby in all the domestic rituals, she is permitted to take her rightful place by the side of her husband.

Glossary

shining loads:	shining load of bangles
rainbow-tinted:	having the colours of the rainbow in them
lustrous:	bright, shining
meet (adj):	proper
flushed:	shining brightly
tranquil:	calm
aglow:	shining
limpid:	transparent and clear
hue:	colour
tinkling:	making a light ringing sound
luminous:	shining
gold flecked:	spotted with golden dots
for her ... midway:	for a middle-aged woman
cherished:	nursed

Thinking about the Poem

1. Who is the speaker in the poem?

Ans. The speaker in the poem is one of the bangle sellers.

2. How are the bangles described in the first stanza of the poem and who are these bangles for?

Ans. They're silver and blue as the mountain mist. They shine out and thus they resemble the glory of the new born leaves. These bangles are for a maiden's wrist.

3. The poet uses different similes for the bangles. What are these?

Ans. stanza second the similes used are -

silver and blue as the mountain mist

some are flushed like the buds that dream

In stanza third the smiles used are —

Some are like fields of sunlit corn

Some like the flame of her marriage fire

4. Name the different colours of bangles mentioned in the poem? What do these colours stand for?

Ans. Silver and blue colour is for the maiden who is always dreaming of a happily married life, golden yellow is for the expectant and passionate bride, purple and gold flecked grey for the mature matriarch.

5. The word “some” has been repeated in the poem to create emphasis on the assortment of the bangles. Do you agree.

Ans. The word ‘some’ has been used for bangles.

6. Explain the following lines:

Some are meant for a maiden's wrist,

Silver and blue as the mountain mist

Ans. The word ‘mountain’ has been used as an imagery. The misty mountain looks beautiful to the beholder, and pleases his eyes as if he is dreaming. The silver and blue coloured bangles symbolize the countless dreams of the future married life of a virgin maiden.

Language Work

(A) Read the poem once again and fill in the blanks as in the poem:

bangle seller, sunlit corn, flecked grey, rainbow-tinted

1. Bangles are said to be as _____ circles of light.

2. Some are like fields of _____.

3. Some bangles are purple and gold _____.

4. People buy these bangles from a _____.

Ans. (1) Rainbow-tinted; (2) Sunlit corn; (3) Flecked grey; (4) Bangle seller.

(B) The poet has used several expressions which form pictures in the reader's mind i.e., “fields of sunlit corn” and “circles of light”. Pick out more such expression from the poem.

Ans. Blue as the mountain mist; flame of her marriage fire; brow of a woodland stream.

(C) Use the clues to complete the word pyramid:

a crowd mob
night insect moth
February is the name of month
She loves you the M O mother
The early part M O ing
A very high n M O tain
Let's Write M O
Write a M O et vendor or hawker you have seen.
Street M O
He M O
Or M O

Filled with fruits,
Shouting loudly,
The price of fruits,
Occasionally finding
A customer or two
To sell his merchandise,
At pair price with
Little profit,
His presence was
A daily accompaniment,
A usual timely sight,
For the pedestrians,
He moved slowly
Along with short halts
To make a living
For him and his family

POEM – 4
PRAYER FOR STRENGTH

SUMMARY

The poet Rabindranath Tagore implores God to give him strength to bear only love and compassion by freeing him from hardheartedness. He prays for the strength to bear all joys and sorrows. He wants to have a strength by which he can use his love for the betterment of the poor and needy. He implores God to instill confidence, courage and bravery in him which he can use to bring comfort to the destitute and stand firm before an unfeeling and unjust person. He further wishes and prays to God for the freedom from daily ups and downs of life. And in the last line he pray to his Lord to give him strength to submit his whole being to his will.

Glossary

penury:	extreme poverty; (here) hardheartedness, lacking love and compassion
fruitful:	bearing abundant fruit; producing results
insolent:	disrespectful, rude
might	power
trifles:	things of little value or significance.
thee:	you
disown:	not own
thy:	your (old use)
surrender:	yield; give up.

Thinking about the Poem

1. Why does the poet want God to strike at his heart?

Ans. The poet wants God to strike at his heart because he wants to get freedom from hardheartedness.

2. What does the poet want the strength for?

Ans. He prays for the strength to bear all the joys and sorrows of life, to provide the hand of help to the needy, to stand firm before the insolent people, to be free from the daily trifles and to submit his whole being to the will of God.

3. According to the poet, how can love be made meaningful in one's life?

Ans. It can be made meaningful by employing it in the service of the poor.

4. What should our attitude be towards the poor?

Ans. We should be very helpful to them. We must not abandon them in their hour of need.

5. What does 'bend my knees' signify?

Ans. It means giving up of one's courage before insolent people.

6. Why does the poet want to raise his mind high above 'daily trifles'?

Ans. The poet wants us to do so because he doesn't want to waste his time and energy by being occupied with the daily trifles of life. Rather, he wants to make a good use of his energy by directing it in the service of his Lord and the needy.

7. Why does the poet ask for strength to surrender his will to God's will?

Ans. the poet asks for strength to surrender his will to God's will because he gets an utter pleasure in satisfying the will of his Lord.

Language Work

1. Give me the strength never to disown the poor. In this line the word 'disown' is the opposite of own. In this word dis- is a prefix. Dis- makes a word negative. Make some other words with dis-

Ans. Disqualify; displace; disband; dislike; disrepute;

2. When a poet repeats certain words in a poem, it is called repetition. Read the poem again and find the words and expressions that have been repeated in the poem.

Ans. The expressions that have been repeated in the poem are:

Give me the strength

RABINDRANATH TAGORE

R.N. Tagore (lovingly called 'Gurudev') was born on May 7, 1861 in a Bengal family. His mother died in his early childhood. He was educated at home and at seventeen was sent to England for formal schooling. But he could not finish his studies there. He started a school at Shantiniketan. He also participated in the Indian nationalist movement. Tagore wrote in his native Bengali and his translations became known in the West. He was highly influential in introducing the best of Indian culture to the West and vice versa. His novels, stories, songs, dance-dramas and essays spoke to topics political and personal. His best known works are Gitanjali, Gora and Ghose – Baire. His compositions were chosen by two nations as national anthems, India's Jana Gana Mana and Bangladesh's Amar Shonar Bangla. He became the first non-European to win the Nobel Prize in literature in 1913. He died on 7 August 1941 at the age of 80.

POEM – 5
THE BROOK
SUMMARY

The Brook is a composition written by Lord Alfred Tennyson. The poem is symbolical of human life-which is also the theme of the composition. The brook usually originates from the mountains and quickly moves down to follow its course. In the poem the brook has been shown to start from the place of coots and hems and it quickly rushes down sparkling in the sun through a ground of ferns. The brook swiftly moves down many hills and between the long narrow hilltops. The brook rushes down past many villages and bridges. Thus, the brook rushes down past many places making noisy sounds. This noisy and vigorous movement of the brook to reach its destination is symbolical of a man in his youth who is vigorous, enthusiastic and full of energy and for whom anything is possible. The brook flows by a farm owned by a man named Philip, to join an over flowing river. Here the brook completely describes the cycle of human life. The lifespan of a man is very short and his cycle of coming and going has been there and will remain forever. But, the brook is different from man because of its immortality. The brook chatters because of its quick flow over the stony ways and pebbles. The brook curvily flows because the path it takes curves at one point and passes through many fields and unplugged land. Many pieces of land are seen sticking out in the brook, having some plants where colorful insects like butterflies come along with the bright birds. While the brook flows it takes a lot of things along with it like blossoms, trout, foamy flakes, gravel, slit which resembles the way man meets people in his lifetime and moves forward. The brook wears away because of its meandering flow. The brook slips slides, dances and its moment is often hindered by pebbles and small plants but it overcomes everything to reach its destination river. The last two lines suggest that the flow of the brook is continuous and goes on forever. And, as far as, the human life is concerned, it is very short-human life comes to an end to make a room for another generation.

Glossary

haunt of:	a place visited frequently)
coot and hern:	water birds
sally:	rush; make a sudden sally: issue forth suddenly.
bicker:	to move quickly with a pattering noise.
ridge:	a high edge along a mountain
thorp:	village.
sharps and trebles :	loud and low sound of music.
eddyng bays:	bays full of whirlpools.
fret:	wear away.

fallow:	unploughed land.
foreland:	tiny cape.
chatter:	pass with a noise.
wind about:	move in a curved way.
lusty trout:	strong fish.
grayling:	a trout having a broad fin.
gravel:	small stones, often used to make the surface of paths and roads,
steal:	(here) move quietly.
hazel:	a small tree that produces nuts
covers:	woods or bushes
gloom(verb):	grow dark
glance:	to produce small bright flashes of light
netted sunbeams:	the rays of the sun caught on the surface of water and looking
likemeshes	
brambly wildernesses:	thorny bushes growing in the wild
shingly bars:	pebbles and sand hindering the flow
cresses:	small plants with thin stems and very small leaves.

Thinking about the poem

1. Who is “I” referred to as in the poem?

Ans. ‘I’ in the poem is referred to the brook.

2. Trace the journey of the brook.

Ans. The brook starts its journey from the place of water birds, moving down the hills noisily, curving at many places, overcoming the obstacles, and finally reaching its destination – river

3. Explain the following lines:

**“For men may come and men many go
But I go on for ever.”**

Ans. In these lines human life is compared and contrasted with the brook. Human beings are mortal because they’ve got a short span of life. They have to go through the cycle of arrival and departure. But the brook is immortal. It witnesses the coming and going of human beings because it itself is eternal.

4. Alliteration is the repetition of initial consonant sounds in verse such as “I slip, I slide, I gloom, I glance”. Pick out more examples of alliteration from the poem.

Ans. Sudden sally, willow weed, foamy flake, skimming swallows, sandy shallow.

5. In the poem there is a comparison between the brook's journey and human life. Explain.

Ans. Yes, the journey of the brook can be compared with the human life. The way the brook originates and then flows with the vigor over coming all the hurdles and taking along with it the blossoms, trout, gravel, etc can be compared with the vigour and enthusiasm of human beings when they are young and full of energy to ever come anything here obstacles, in order to reach their destination and in their journey they meet different people and continue to move ahead in their journey of life.

Language Work

- 1. Tennyson makes use of choicest words to describe the movement of the brook down the hill. It reveals the poet's power of making sound pictures or more appropriately what is called as the sound imagery. Imagery means the use of words or pictures in books, films, paintings, etc. to describe ideas or situations. Pick out the sound images used in the poem.**

Ans. The sound images used in the poem are: bicker down; chatter over; murmur.

- 2. Find the visual images used in the poem.**

Ans. The visual images used in the poem are: eddying bays; brimming river; brambly wilderness.

**POEM – 6
MERCY
SUMMARY**

The poem 'Mercy' is a sonnet written by William Shakespeare. The poet says that the attribute of mercy is something which every human being is born with but few intent to adhere very strictly to it, as we can only plead for mercy in our authority for the same. Mercy is like a rain which falls off the heaven upon the earth after the scorching heat to quench its thirst. Mercy is a divine quality. It's a double blessing because it gives pleasure to both the giver and the receiver. Mercy is more powerful than the most powerful kings. Mercy is better than the crown of the king because this crown can entitle him to the temporal authority only. He can threaten the people who're very meek but he would be far from being admired. Everyone sets a high value on mercy. Mercy dwells in the heart of a real king who treats his people nicely and fairly without forcing them to toil hard. Mercy is compared to a drizzle which quenches the thirst of the earth after scorching heat. Similarly mercy soothes the aching nerves and heals the wounded hearts. Mercy is the quality of God. When mercy is mixed with justice, any earthly power can appear like god.

Glossary

notstrain'd:	not forced.
it droppeth:	mercy is shown.
'Tis mightiest in the mightiest:	mercy is more powerful than the most powerful kings
become:	suit; to enhance the appearance of someone
crown:	symbolizes the supreme power of the king.
sceptre:	the royal wand, strong arm of the king that weilds power, authority.
enthroned:	seated(in the hearts of kings).
attribute to God:	a divine quality.

Thinking about the Poem

1. Where does the quality of mercy come from? Who are blessed by it?

Ans. The quality of mercy comes naturally. It is a divine quality which gives pleasure to both the giver and the receiver.

2. How according to the poet is mercy better than the crown of the mightiest (the king)?

Ans. Because it earns us the love and respect of the people around.

3. What does scepter stand for? How does it affect the kings?

Ans. Sceptre stands for the authority. It affects the kings because many a time they do not use their powers fairly.

4. When does earthly power look like God's?

Ans. Earthly power looks like God's when it is mixed with justice.

5. How is mercy alone the "sceptred sway"?

Ans. Because through it you can make the people to work the way you want them to. They will never feel compelled.

6. What happens when mercy seasons justice?

Ans. It appears to be the power of God.

Language Work

a) "It droppeth as the gentle rain from heaven"

Mercy has been compared to gentle rain using the word "as". A comparison using the words 'as' and 'like' are called similes. However, comparisons not using these words are called metaphors. Find out the similes and/or metaphors in the poem.

Ans. The similes are: As the gentle rain from heaven; power doth then show like God's. The Metaphors are: becomes the throned monarch; sceptre shows the force of temporal power.

b) The poet in the second line of the poem has used the word 'droppeth' which in poetical language means 'to drop'. Find out the similar words in poem and also write their meanings as used in the poem.

Ans. Blesseth – blessed

Doth – does

SUMMARY

The poet 'Arvind Krishna Mehrotra' talks about the sacrifices of mothers for their children. The title of the poem 'wrinkles' is symbolical of the sufferings of a mother right from her childhood till she grows up, is married and then becomes a mother. A mother makes sacrifices for the well-being of her children. The poet in the poem has begun to notice the wrinkles on his mother's face and he intends to iron out these wrinkles. The poet summons the courage to tell his mother of the first wrinkle which she developed owing to her father who pulled her out from the backyard of his house only to place her in the courtyard of her in-laws. She got the second wrinkle at the time when the poet was developing in her womb. The third wrinkle became apparent owing to the suckling of the poet which wore away the attractiveness of his mother's face. The fourth wrinkle was caused when the poet got married to a girl who tore him away from his mother. The poet is ashamed of himself for being apathetic. He now picks up the courage to ask his mother for the girl who she has concealed under the folds of her skin. The poet then continues to say about this girl. He says it is the same girl who was suppressed but who would celebrate the Raade festival with complete pleasure. It is the same girl who would love to play hopscotch and the game of pebbles.

In the last stanza, the poet earnestly requests his mother to become the same girl who she was before her marriage. He further tells her that he would bring everything that she would enjoy herself with, only to see her smiling and enjoying the life in full.

Glossary

Raade: a festival celebrated by girls of pre-puberty age during the *Navaratri* by putting necks of pitchers in the ground and sowing in them grain and drawing circles round the necks in different colours. When the grains sprout, on the last day of the *Navaratri*, they are taken for immersion in the river with singing. A popular festival of Duggar.

dupatta: veil.

Tawi: a river of Jammu

making bold : becoming courageous

uprooted: pulled out. (here) married and taken away to the house of the in-laws

comeliness: attractiveness

Navaratra: a festival of Hindus, celebrating the birth of Lord Krishna.

tinsel: glittering decorative metallic strips or threads.

Thinking about the Poem

1. How many wrinkles does the poet find on the mother's face?

Ans. The poet finds four wrinkles on his mother's face.

2. What does the first wrinkle stand for/represent?

Ans. The first wrinkle represent the time when she got married and was sent to her in laws.

3. What does the second and the third wrinkles represent?

Ans. The second wrinkle represents the time when she got pregnant and the third wrinkle represent the time when she bore her child and suckled him which wore away all her attractiveness.

4. What is the poet seeking under the wrinkles of the mother?

Ans. He is seeking the girl who would celebrate the raade festival with utter pleasure, and who would play the game of pebbles and hopscotch with happiness.

5. What activities the poet's mother used to do when she was a girl?

Ans. She used to enjoy the raade festival. She used to immerse the raade seedlings. She used to take bath during Navaratri. She used to play hopscotch and the game of pebbles.

6. What is the poet's wish as it emerges in the last stanza of the poem?

Ans. The poem ends with the aspiration of the poet who aspires to change his mother back into the girl who knew how to derive enjoyment from all the small things.

Language Work

'Making bold today' is an expression or phrase used in the second line of the poem which means 'becoming courageous this time'.

Now write the meanings of the following phrases or expressions as used in the poem:

1. from the backyard: her own house.
2. On your blood: food from mother's womb.
3. nourished myself: kept myself alive.
4. took me away: was married.
5. taking courage: being bold.
6. seeking under the skin: real face
7. just for a day: from her home.

POEM – 8

MEETING POETS

SUMMARY

The poem 'Meeting Poets' is written by Eunice de Souza. In this poem the poet advises the readers to judge the poets by their poetry rather than by their

appearances. According to her, writers (poets) are very awkward people because of the colour of their socks and the way they wear a wig, they also possess too cruel to bear. But the poet advises in the last lines of the poem that we must judge the writers by their works of art because their poetry always appears beautiful and therefore unlike them. Poetry is different from the appearance of the poets and distant from them like the sea shells from the sea but one could hear the sea in the same shells.

Glossary

disconcerted:	confused
wig:	covering of artificial hair which a bald wears
wasp:	a stinging insect. (here) bitterness in the speech of the poets
air:	(here) the behaviour of the poets
dankness:	unpleasantness
speckled:	covered with speckles (marks)

Thinking about the Poem

1. Why is the poet confused when she meets poets?

Ans. The poet is confused because of the appearance of the writers (poets).

2. What according to the poet is the best way to know the poets?

Ans. The best way to know the poets is to know their works of art.

3. What does the poet compare the poets with?

Ans. She compares them with the sea shells in which one could hear the sea.

4. Explain the phrase – ‘wasp in the voice’.

Ans. It is the bitterness in the speech of the poets the poetry of the poets. Writers (poets) usually come up with outspoken comments which are too harsh to hear.

Language Work

In the poem, the word ‘wasp’ has been used by the poet in its connotative meaning rather than its denotative meaning (a stinging insect).

Now write the connotative meaning as well as the denotative meaning of the following words from the poem (one is done for you):

Words	Denotative meaning	Connotative meaning
Colour	<u>appearance</u>	<u>disorderliness, shabbiness</u>
Suspicion		
Dankness		
Cool		
Speckled		
Distant		

SUMMARY

The poet Abdul Ahad Azad in the poem “Stars Speak to Man” talks about the callousness and avarice of a man who happens to be the crown of creation. The poet laments the lamentable state of a man who was born with the capability of making sound decisions but chose the path of destruction and discredited the entire human race. He was designed to share and distribute love and affection but he let go of his conscience by trading in religion and faith. He started amassing the world’s wealth for himself, the doors of which were opened up for him. This wealth he had to share out justly. The poet says that we share one world; we belong to one mankind because we are all one. He then wonders who has put the double standards in the man’s heart. The man who pretends to be supporting his religion is in reality far from being pious, he cares neither for religion nor for faith. Thus, the humanity mourns the fall of the man. The poet then asks that should all humans’ chain that religion and faith which is intended to turn the unity of the world into utter chaos. Man has wrought havoc in the name of religion and patriotism. The thing which he calls awakening (enlightenment) is basically an intoxication. Man’s downfall has been brought by the man himself but he holds his fate responsible for it. The poet then asks how can a man expect to move ahead in his life by following the out-dated methods. There is restlessness in the heart of a man and his eyes are veiled by fantasies. Which will prove to be mere dreams. The poet urges the man to wake up and come out from the world of fantasies. All his friends are heartbroken, defected owing to his callous attitude. In the last two lines. We’re shown the height of man’s callousness how in his own garden he sprinkles the twigs and leaves and deserts the roots, how he loots his own home (here earth) and causes large scale destruction.

1) What do the stars say to man in the first two lines?

Ans. They say that man was born with the capability of making sound decisions but owing to his insensitivity chose the path of fire and put the entire human race to shame.

2) Nature had fashioned you to apportion love and affection

But you took to buying and selling religion and faith instead.

Explain these lines.

Ans. The man was designed to share and distribute love and affection but he let go of his conscience by trading in religion and faith.

3) Why is man described as a serpent?

Ans. Because he is amassing wealth only for himself and is not letting anyone to get closer to it.

4) “That which you call awakening is a stupefying hangover”. Why?

Ans. Because in the name of religion and patriotism man has wreaked havoc which according to the stars is merely an intoxication.

5) Do you think the poem is a wake-up call? Explain.

Ans. Yes, it is a wakeup call because it reveals the apathy of a man who owing to his insensitivity has brought about chaos on the otherwise peaceful planet (earth).

Language work

1. Fill in the blanks to make a meaningful summary of the poem.

The poem is addressed to man. The poet tells Man that he was the light of reason but he put humanity to disgrace. Nature had provided him with treasures of bounties to share them equitably but he sat serpent-like on them. His heart is restlessly vibrating and his vision clouded by fantasies. In his own garden he cut the roots while watering twigs and leaves. He has ransacked and ravaged his own home.

2. use the following phrases in your own sentences.

Choose to be: It is upto us to choose to be what.

Take to: He took to smoking when he was very young.

Throw open: The road was thrown open for the public.

Pose to be: He posed to be a hero when he was not.

Fall into: The modern man has fallen into an abyss by this corrupt practice.

Tear apart: The police tore apart the building in search of the criminal.

POEM – 10
SUMMER AND WINTER
SUMMARY

The poem “Summer and Winter” is replete with images. The poet in the poem makes a comparison between summer and winter. Summer represents hustle

and bustle. While as winter symbolizes lifelessness. The poet says that in the month of June, the beautiful clouds and sky appear dazzling. The wind from the north soothes the aching nerves. It appears, as if, the sun and the clouds are full of joy. All the things on earth shine out. Greenery is seen everywhere. The river flows quietly at some places and noisily at others, but speaks only of the pleasure which it experiences everytime in summer. The fields laden with corn keep smiling and refreshing the minds of by passers. The reeds, the willow leaves and the foliage of the larger trees shine out in the months of summer and exemplify the naturalistic style of providing solace to the troubled minds. Everything under the sun appears lively, joyous and thereby a symbol of internal beauty. Winter on the other hand, reduces the horizon of living creatures. Winter represents death – death of many beautiful birds and migration of many others, who cannot resist the bitter chill in the deep forests. Aquatic life is also badly affected. Fishes freeze in waters because the water turns into ice as the temperature lowers in winter. Even the mud and slime of the warm lakes turn into a hard lump like that of a brick. Many living creatures find it difficult to survive in the bitter cold.

In the last three lines the poet makes a marked contrast between the rich and the poor. However warm the rich and their children are, they would never give up complaining about the cold. But the poor can neither complain nor the can find the comforting place to escape the freezing cold.

Q. Thinking about the poem

1) What do the opening lines of the poem describe?

Ans. The opening lines of the poem describe the environment of liveliness and happiness.

2) What is the effect of the shining sun on the objects of nature?

Ans. The objects of nature dance and develop the mesmerizing beauty.

3) How is winter described in the poem?

Ans. Winter in the poem is described as ruthless because it takes the life away from the objects of nature.

4) Explain the following lines:

All things rejoiced beneath the sun; the weeds, the river, and the corn-fields, and the reeds; the willow leaves that glanced in the light breeze

Ans. It means the reeds the willow leaves and the foligge of the larger trees appear beautiful and full of life in sun. They also soothe the aching nerves.

5) How does the poem end?

Ans. The poem ends on a pessimistic note due to the plight of the homeless beggar, who cannot find any comforting place to escape the bitter cold.

Language Work

1. Write down some images from the poem

Ans. Stainless sky; wrinkled clod.

2. Pick out the rhyming words from the poem.

Ans. Crowds, clouds; weeds, reeds; breeze, trees; die, lie; makes, lakes; when, men; cold, old;

3. Write down five adjectives from the poem

Ans. Cheerful, Sunny, Warm, Comfortable, Old.

Cheerful: It was a bright and cheerful afternoon today.

Sunny: We went for a picnic on a sunny day .

Warm: She washed the child with warm water.

Larger: Salim has a larger house than mine.

Old: He gave the alms to an old beggar.