

# COURSEBOOK

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COXFORD UNIVERSITY PRESS

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## **GAYATRI KHANNA**





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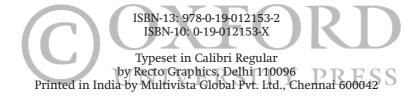
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# **About the Authors**

**Debjani Rudra** has been a teacher in the Pre-Primary and Kindergarten sections of La Martiniere for Girls, Kolkata, for over thirty years.

**Gayatri Khanna** has considerable experience in teaching English in schools affiliated to the CBSE as well as to the Cambridge International Examinations (CIE). She is an ELT consultant and a resource person for the development of materials with the CBSE and the NCERT.

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**Mala Palani** is a senior ELT consultant. She is currently the Director of a reputed teacher education institution. Over the past twenty-five years, she has taught in leading schools across the country teaching curricula prescribed by the CBSE, ICSE, state boards and international boards (IB and CAIE). Alongside, she has trained teachers teaching at all levels for the past decade. She has qualifications from EFL University, Hyderabad, University of Warwick and Cambridge.

**Malathy Krishnan** is a retired Professor at the Department of ELT, School of Distance Education, EFL University, Hyderabad.

**Pooja Kewlani** has retired as Head of the Primary Wing of Sardar Patel Vidyalaya, New Delhi. She has been an English language teacher for primary classes for almost three decades. She has also been a facilitator for English language learning in children with special needs. She is a mentor to special educators in ELT and a resource person for the development of teaching aids.

**Teresa Paul** has been a facilitator for speaking and writing skills in various organizations for seniors and has worked on curriculum development and teacher training in Placid Vidya Vihar Senior Secondary School, Kristu Jyoti Group, Changanassery, Kerala, enabling self-sufficiency in fluency and accuracy.

Usha Dutta is a former Professor of English with the NCERT.

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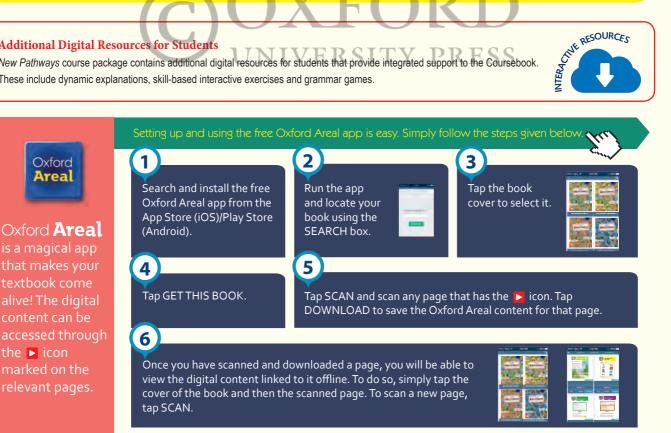
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1. Human Bonds								
1. My Big Brother	Factual, inferential, extrapolative, global understanding	Words describing personality traits	Phrases and clauses	Pronunciation: stressed syllables				
2. A Most Important Person	Factual, inferential, extrapolative, global understanding	Relationship words	$\mathcal{O}$		<ul> <li>Informal letter</li> <li>Email</li> </ul>	Speech on friendship	A passage: identifying statements as true or false	Emotional skills: Interpersonal relationships
3. Somebody's Mother	Poem appreciation		ι	(				
Art Corner: Making a photo frame	to frame		ות					
2. Nurturing Nature			N					
1. A Day in the Country	Factual, inferential, extrapolative, global understanding	Phrases from the lesson	<ul> <li>Future continuous and future perfect</li> <li>Future perfect continuous</li> </ul>	Dictionary skills: reading dictionary entries				
2. Elephants Raid the Kitchen	Factual, inferential, extrapolative, global understanding	Synonyms	SITY		Brochure	Group discussion: science experiments	An interview: identifying statements as true or false	Cognitive and thinking skills: Caring for the environment
<ol> <li>Think I Could Turn and Live with Animals</li> </ol>	Poem appreciation		PR	D				
Art Corner: Organizing a nature photography walk	nature photography w	alk	J					
3. Conflict and Hope			S					
1. Pocahontas	Factual, inferential, extrapolative, global understanding	Words in context	Active and passive Pronunciation: voice sounds produced by consonants	Pronunciation: sounds produced by consonants				Social or interpersonal skills: Conflict resolution
2. Can We Change This?	Factual, inferential, extrapolative, global understanding	Scrambled words			Speech	Persuasive speech	A passage: choosing the best answer	
3. Refugee Blues	Poem appreciation							
Art Corner: Organizing a hand painting competition	hand painting competi	ition						

4. Unlikely Destinations								
1. Emperors on lce	Factual, inferential, extrapolative, global understanding	Words which are traits of a hero	Direct and indirect Spelling: editing speech a paragraph	Spelling: editing a paragraph				
2. Journey to the Centre of the Earth	Factual, inferential, extrapolative, global understanding	Antonyms			Advertisement	Expressing views on given topics	A passage: choosing the correct options	Cognitive or thinking skills: Creative thinking
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Art Corner: Designing a book cover	ook cover							
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1. The Diamond Maker	Factual, inferential, extrapolative, global understanding	Idioms	Relative clauses	Pronunciation: word stress				Cognitive or thinking skills: Decision- making
2. Feathered Friend	Factual, inferential, extrapolative, global understanding	Words from the lesson		N	Article	Panel discussion: The technology revolution	A passage: choosing the correct options	
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1. The Red-Headed League	Factual, inferential, extrapolative, global understanding	Words used in detective stories	Conditional sentences with if'	Dictionary skills: looking up words and applying them				Social or interpersonal skills: Cyberbullying
2. Mr Tallent's Ghost	Factual, inferential, extrapolative, global understanding	Synonyms	PRE		Dialogue	Speaking about spooky scenarios	A story: choosing the correct options	
3. Haunted Houses	Poem appreciation		S S					
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Assessment of Speaking Assessment of Listening Test Your Language Skills								

# Acknowledgements

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Margaret Weymouth Jackson for 'A Most Important Person'; Robert Morgan for 'The Choice'

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# Human Bonds

Starter	

Who is the most important person in your life?

Who influences you the most?

Reflect on your relationship with that person and fill the table below.

What do I value most about this relationship?
What are the things that sause or can sause

What are the things that cause or can cause unpleasantness in this relationship?

What is the one thing that I could do to improve this relationship?

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Section 1

# My Big Brother 🔼

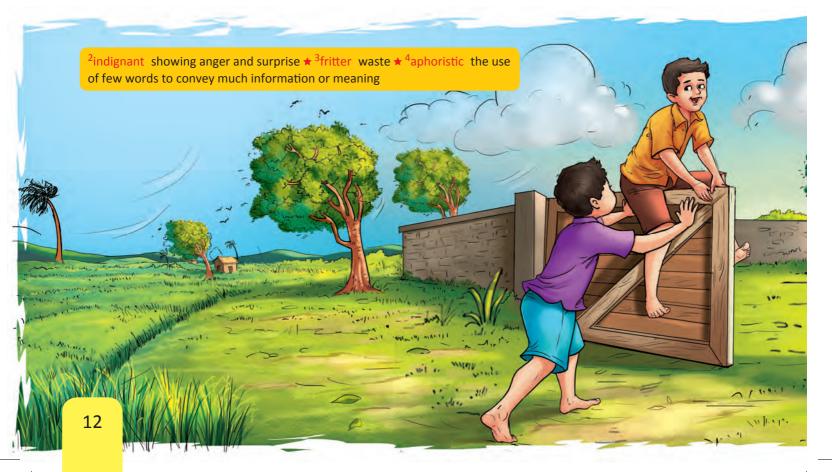
#### Here is a story about the relationship between two brothers.

My big brother was five years older than me, but only three years ahead of me at school. He had begun school at the same age as I had, but he did not like to be in undue haste in such an important matter as education. He wanted to lay a very solid foundation so that a magnificent structure could be raised upon it. So he spent two years where only one was needed, and sometimes even three. How can one raise a strong building on a weak foundation!

I was nine and he was fourteen. When he was in class nine, I was in class five. It was his birthright to admonish<sup>1</sup> me. And I was expected to accept his commands as the law.

My elder brother was studious by nature, always glued to his books. I never felt at home with books. To sit with a book for an hour was like climbing a mountain. At the first opportunity, I would walk out of the hostel into the open ground, and toss pebbles into the air or fly paper butterflies. And I felt happier still if I could find a companion. We would jump across the walls or ride upon the gates and swing them to and fro to enjoy a 'motor ride'. But the moment I returned to the room, I would freeze in my tracks to see my brother's red face. His first question would be, "Where have you been?" Always the same question in the same tone; and my answer was silence. I don't know why I couldn't tell him that I had just gone out to play. My silence proclaimed that I accepted my crime, and my brother would greet me with indignant<sup>2</sup> words, "If you study like this you will learn nothing. Learning English is no child's play, otherwise everybody and his cousin would be regular experts in English. You have to strain your eyes and drain your blood, only then can one attain this knowledge. Even great scholars can't write correct English. And you are such a blockhead that you don't learn from my example. See how hard I work. Have you ever seen me going out to attend any shows and fairs? Even then I am stuck in each class for two to three years. You will fritter<sup>3</sup> your whole life away studying in one class. Why waste father's hard-earned money?"

Listening to this tongue-lashing, I would burst into tears. My brother was an expert at the art of giving advice. His pointed comments like aphoristic<sup>4</sup> arrows would pierce my heart and demoralize me. I would sink into hopelessness and think of going home.

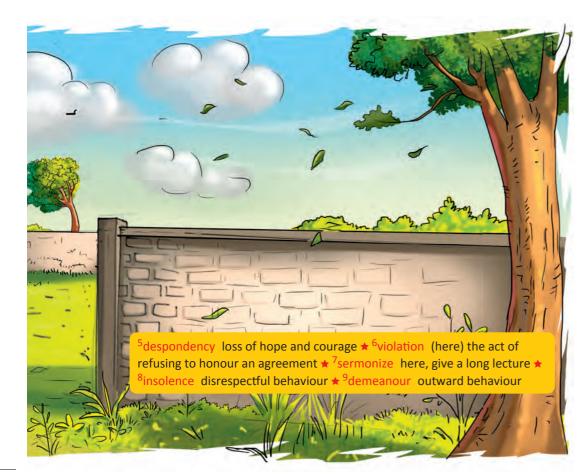


Why should I waste my life doing something that was beyond my powers? My head would reel, but after a few hours I would overcome this state of despondency<sup>5</sup>, and pledge to devote myself to studies. In no time I would work out a timetable.

The timetable: get up at six in the morning, wash, have breakfast and sit down to study. English from six to eight, arithmetic from eight to nine, history from nine to nine-thirty, then food and to school. Return from school at three-thirty, relax for half an hour, geography from four to five, grammar from five to six, a half-hour stroll in front of the hostel, then eat, translation from eight to nine, Hindi from nine to ten, miscellaneous subjects from ten to eleven, then sleep. But, to make a timetable is one thing, to put it into practice, another. The violation<sup>6</sup> would begin on the very first day. The green fields, the gentle breeze, the run and chase in football, the speed and quickness in volleyball, all these would drag me out and I would forget everything. And my brother would get his opportunity to admonish and sermonize<sup>7</sup>. Even then, I was not able to give up play.

The annual examinations ended. My brother failed, and I passed, securing the first position in the class. Now he was just two classes ahead of me. For a moment I thought of giving him a piece of my mind but he was so heartbroken that I sincerely sympathized with him. And I gained a certain amount of self-esteem. I began to participate freely in games and sports. If he tried to meddle, I would tell him plainly, "I have obtained the first position even while playing and having fun." Even though I had not the courage

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to speak out with such insolence<sup>8</sup>, it was clear from my demeanour<sup>9</sup> and actions.

One day when I returned after spending the whole morning playing, my brother pounced upon me, "I can see you have become very smug because you have secured the first position. But, my brother, pride has not served well even the greats. You must have read about the fate of Ravan. He was the master of the whole earth, called the Universal King. Ravan was a Universal King because

all the kings of the world paid taxes to him. Even the gods of love and rain were his slaves. And yet, what was his end? Pride totally destroyed him. What have you learnt from his story? To have passed an examination is not enough; the real thing is the acquisition of wisdom. To internalize whatever you study. You have passed only one class and your head has turned. In this way you won't go very far. You must realize that you did not pass through your hard work. It was a fluke<sup>10</sup>. Sometimes a person plays a big stroke by chance, but that does not make him a great player. You will know when you come to my class. You will sweat between your teeth when you will have to crack the tough nuts of geometry

and algebra. God alone save you from geometry. If you wrote ACB for ABC, you would lose all the marks. No one cares to ask these cruel examiners as to what the difference between ACB and ABC is, and why they torture students for these worthless things. But these examiners see only what is written in the books. They want students to cram everything, and this cramming is called *education*.

"They ask you to write an essay on *The Importance of Punctuality* which should not be less than four pages in length. Who doesn't know that punctuality is a good thing? It brings discipline in your life, people begin to love you and you progress in your business. How to write four pages on such a simple issue? But no, you will have to blacken four pages. And four foolscap<sup>11</sup> pages! The worst part is you are told to be brief. Write a short essay on *Punctuality* in not less than four pages. Four pages in brief, otherwise they might have asked you to write two hundred pages. Run fast, but slowly. Isn't that funny? My boy, when you come to my class, you will have to perform these Herculean labours<sup>12</sup>. Don't float in the air just because you have secured the first position in this

class. I might have failed many times, but I am elder <sup>10</sup>fluke a piece of luck \* <sup>11</sup>foolscap a large than you and more experienced. So mark my words. Or you will regret later."

size of paper **\*** <sup>12</sup>Herculean labours heroic tasks (Hercules was a character from the Roman times who was known for his heroism)

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It was time for school. If I got a scolding like this when I passed, I might as well have enjoyed myself and failed.

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The fearful image that my brother had drawn of the studies in his own class had terrified me. But despite this I couldn't overcome my distaste for books. I wouldn't miss any opportunity for sports; I studied too, but not much. The self-confidence I had attained now disappeared, and I was obliged to live like a malefactor<sup>13</sup>.

It was the annual examinations again. Once more I got through and my brother flunked. I hadn't worked very hard but stood first again. Even I was surprised. My brother had learnt every word in the syllabus by rote, studying till ten o'clock at night, starting again at four o'clock in the morning, and from six to nine-thirty before school. I felt sad for him. He broke down when the result was announced. I also cried. The joy of having passed was halved. Had I also failed, my brother wouldn't have grieved so much!

Now my brother was just one class ahead of me. An evil thought entered my mind. Suppose he failed once again. He would lose the high ground to humiliate me. But I wrenched this despicable<sup>14</sup> idea out of my heart. After all, he upbraids<sup>15</sup> me for my own good.

My brother had softened down a bit. He restrained himself even when there were occasions to upbraid me. I now began to take an undue advantage of his lenience. I started believing that I would get through, whether or not I studied. I developed a fondness for flying kites and most of my time was spent in this activity. Still, I had a lot of respect for my brother.

One evening, away from the hostel, I was running like mad to capture a free-floating kite. My eyes were turned upwards and riveted<sup>16</sup> on the air traveller that was reeling gently towards its downfall; unmindful of the things around. All of a sudden I came face-to-face with my brother. He caught hold of my hand there and then and shouted, "Aren't you ashamed of running after a one-paisa kite? You don't seem to care that now you are in class eight, just one class lower than me. A man should have some sense of his status. What use is intelligence if it destroys your self-esteem! I'm five years elder to you, and even if you come to the same class as I—and with the present system of examinations it is quite possible you would be my classmate next year, and even ahead

of me the year after—even God cannot close the five-year gap between you and me. You cannot ever match my experience of the world and life even if you become an MA, or a DPhil or DLitt. One becomes wise

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<sup>13</sup>malefactor a person who did something wrong  $\star$  <sup>14</sup>despicable deserving hatred or contempt  $\star$  <sup>15</sup>upbraids scolds  $\star$ <sup>16</sup>riveted fixed not by reading books but by seeing the world. Our mother never went to school and our father perhaps didn't go beyond class five. We might accumulate all the knowledge in the world, yet they will always retain the right to admonish and correct us. They know a thousand things that we don't. So forget that you are my equal now and free. I won't let you to tread the wrong path. And if you don't listen, I would even use my hand."

I was thoroughly ashamed by this new approach of his. I really became aware of my smallness, and I began to look upon him with reverence. With tearful eyes, I said, "Not at all. You have every right to say it." My brother embraced me and said, "I won't have stopped you from flying kites. I, too, long to fly them. But if I were myself to tread the wrong path, how would I stop you? Duty weighs upon my head."

By chance, just at that very moment a kite came floating over our heads. The end of its string was dangling just above us.

My brother jumped and caught hold of the loose end of the kite-string. Then he ran at top speed towards the hostel and I ran behind him.

(abridged)

14/11

translated by David Rubi

Munshi Premchand

Munshi Premchand (1880–1936) is one of the most outstanding Indian writers till date. His works illustrate everyday heroes and address social concerns, and have inspired many other Indian writers. His works have been translated into English and Russian.

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### Reading 1

1. Based on your understanding of the text, select the best option for the following.

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- a. *He wanted to lay a very solid foundation so that a magnificent structure could be raised upon it.* Here the 'magnificent structure' implies
  - i. a building.
  - ii. his education.
  - iii. wealth.
  - iv. his dreams.
- b. *My eyes were turned upwards and riveted on the air traveller that was reeling gently towards its downfall ...* Who is the air traveller referred to here?
  - i. the kite he was chasing
  - ii. a leaf falling from a tree
  - iii. an aeroplane passing by
  - iv. the blowing wind
- 2. Answer the following questions.
  - a. The elder brother was not good at academics. How does the narrator convey this?
  - b. What was the difference in the routines of the two brothers?
- c. Describe the timetable drawn up by the narrator. How were the intent and reality completely different?
  - d. What was the impact of the elder brother's lectures on the narrator?
- e. How did the elder brother's sermons change when he failed for the first time?
  - f. What was the elder brother's reaction to failing for the second time?

# Reading 2

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- Do you think that the elder brother had to suppress his desires to be a role model to his younger brother? Why do you think so?
- 2. Bring out the humour in the story—both in words as well as in situations.
- 3. Irony is the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect. Bring out the irony in the story.
- 4. Whom do you like more—the narrator or his brother? Give reasons.
- 5. Then he ran at top speed towards the hostel and I ran behind him. What does the last line reflect about the interpersonal relationship between the siblings?

VB)

AUMANING AN COMMENTAL STATISTICS



#### Fill in the blanks to describe these personality traits. Use the words given in the box.

cautious gregarious perfectionist thoughtless deceitful industrious

- 1. My brother always likes to do things properly. He is a ......
- 2. She works very hard at her job. She is ......
- 3. He is not considerate about the needs of the people around him. He is ......
- 4. Seema is very sociable. She has many friends. She is ......
- 5. He is vigilant and guarded. He is .....
- 6. He cannot be trusted. He is .....

### Grammar

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#### **Phrases and clauses**

- 1. Do you remember what clauses and phrases are? Circle the correct options and complete the definitions.
  - a. A group of words that contains a subject and a verb and is a part of a sentence is called a phrase/a clause.
  - b. A group of words that does not have a subject and a verb together and does not convey complete sense independently is called a phrase/a clause.
- 2. Look at the following groups of words. Decide in each case whether it is a phrase (P) or a clause (C).
  - a. the mango fell
    b. she sang beautifully
    c. loud and clear
    d. the cyclone struck
    e. when I grow up
    f. the hot-air balloon went up



#### Now read the sentence below. Can you break it into two separate clauses?

He broke down when the result was announced.

The two clauses in this sentence are:

1. he broke down

2. when the result was announced

The first clause (1.) can function as a complete sentence in itself because its meaning is complete. Such a clause is called an *independent clause* or a *principal clause*.

The second clause (2.) cannot function separately as a complete sentence because it does not convey the complete meaning in itself. Such a clause is called a *dependent clause* or a *subordinate clause*. Dependent clauses always depend upon and have to be attached to independent clauses to convey their meaning. A dependent clause may be placed before or after the independent clause in a sentence.

#### 3. In the sentences below, separate the principal clause from the subordinate clause. The first sentence has been worked out for you.

a. If we stand together, nothing can defeat us.

principal clause: ..Nothing can defeat us subordinate clause: .lf we stand together

- b. Don't go out without an umbrella because it looks like it's going to rain.
- subordinate clause: ..... e. I haven't yet seen the old house where she was born. principal clause: ..... subordinate clause: ....
- f. Although they had not been invited, they went to the party.
   principal clause: .....
   subordinate clause: ....

Subordinate clauses are introduced by specific words or a cluster of words which are called *subordinators*. In the first sentence in the previous exercise, the subordinate clause is introduced by 'if', which is a *subordinator*.

4. Look at the sentences in the previous exercise (b-f) once again and underline the subordinators that introduce the subordinating clause in each.

Subordinators are also called *subordinating conjunctions* because they join the subordinate clause with the principal clause. The following are some of the common subordinating conjunctions:

subordinators of place: where, wherever

*subordinators of time*: when, while, after, before, as soon as, till, until, whenever, since

subordinators of purpose: so that, in order that, lest

subordinators of condition: if, unless, provided that

subordinators of concession: although, even though, but, however, yet, in spite of

subordinators of manner: as if, as though

subordinators of reason: since, because

# 5. Fill in the blanks in the following sentences with appropriate subordinators from the list given above.

- a. The boy wolfed down the food ...... he hadn't eaten for weeks.
- b. Musicians have to start early ..... learning an instrument is a difficult task.
- c. ..... it does not rain tomorrow, we could set out early in the morning.
- d. ..... I finish washing the dishes, you could put them away.
- e. The little dog followed its master ...... he went.
- f. I will walk to the market ..... it rains.
- 6. Do you remember the definitions that you learned earlier? Fill in the blanks to complete them.
  - a. The conjunctions 'and', 'but', 'or', 'nor' and 'yet' are examples of ...... conjunctions.
  - b. The conjunctions 'either ... or', 'not only ... but also' and 'neither ... nor' are examples of ...... conjunctions.

c. A sentence that has two or more independent/principal clauses joined together by a coordinating or correlative conjunction is called a ......

Pronunciation

### **Stressed syllables**

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A *stressed syllable* is that part of a word which you emphasize the most while pronouncing that word.

Examples: my'sterious (mys-TE-ri-ous), pho'tography (pho-TO-gra-phy)

#### 1. Underline the main stressed syllable in these words.

a. plastic b. wonderingly	c. decide	d. traffic
---------------------------	-----------	------------

e. delicious f. responsible g. incredible h. generous

Usually (although there are exceptions), the stress in a verb is on the last syllable whereas the stress in a noun is on the first.

Example: to pre'sent (verb): to give someone something the 'present (noun): the period of time that is currently occurring

- 2. Underline the main stressed syllable in the words given in italics in the following sentences.
  - a. Rajeev prefers to avoid *conflict* and maintain a peaceful atmosphere at home.
  - b. I cannot let my views on the matter *conflict* with those of my team members.
  - c. The police *suspect* that there are three main *suspects* in the case.
  - d. Rajan is going to *conduct* an interview with his neighbour who claims to have seen an alien!
  - e. Pallavi's rude conduct disturbed the class.
  - f. The teacher asked her students whether they wanted to participate in the Inter-School Talent *Contest*.
  - g. He was very keen to *contest* the election from his hometown.
  - h. In the case of transitive verbs, the *object* plays an important role in bringing out the meaning of the verb.
  - i. I let him *object* to my statement, then easily proved his argument wrong.
  - j. "You will need to show me your *permit* before I can *permit* you to enter," said the officer.



### Section 2

### A Most Important Person **D**

Usually we bond with people who are like us. Now and then, however, friendship blossoms between two persons who seem to have nothing in common, like Chester and Miss Lucy Quinn in the story that follows.

The liveried chauffeur<sup>1</sup> opened the car door. Miss Lucy Quinn stepped out and the chauffeur looked after her. "It's the Christmas," he told himself. "It makes her lonely."

It was the Christmas trimmings that daunted<sup>2</sup> Miss Lucy. Every house on the Boulevard showed the splendour of a glittering Christmas but Miss Lucy Quinn was lonely. The rest of the year she endured her loneliness with composure, but at Christmas, it came upon her like an illness.

"We had a happy childhood," Miss Quinn told herself. "Our parents were always good and kind to us."

But Miss Lucy and her sister Agatha had been brought up on the fixed idea that there was only a small group of people in the city with



whom they might associate. Miss Lucy's parents, loving though they were, had died. Miss Lucy's sister Agatha and her husband had died too. All their friends had either died or lost touch with her, until there was no one left. The society of the town moved briskly on without her, bristling with<sup>3</sup> strange names. She had always been timid and protected, and now there was no one at all who cared.

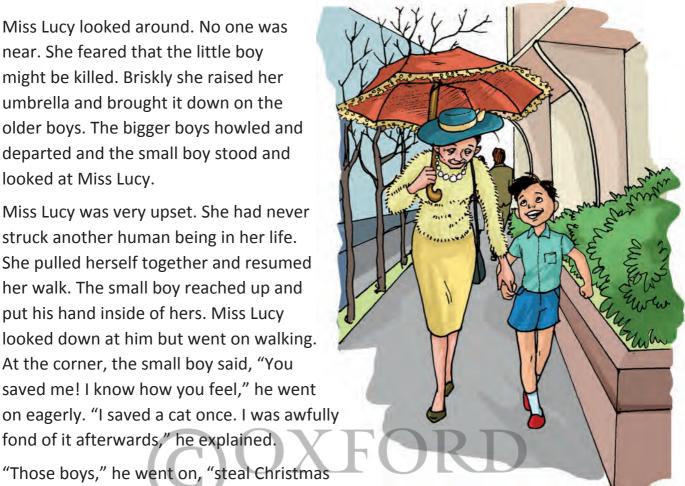
On Christmas eve, she was walking down to her home, wishing for an event that might hurl her out of the world, when suddenly, a violent fight sprang up. Miss Lucy trembled. She looked at the two big boys beating a small one, and though he fought like a young wildcat, he was being overcome.

<sup>1</sup>liveried chauffeur a driver wearing a uniform  $\star$ <sup>2</sup>daunted frightened  $\star$ <sup>3</sup>bristling with full of

( )

Miss Lucy looked around. No one was near. She feared that the little boy might be killed. Briskly she raised her umbrella and brought it down on the older boys. The bigger boys howled and departed and the small boy stood and looked at Miss Lucy.

Miss Lucy was very upset. She had never struck another human being in her life. She pulled herself together and resumed her walk. The small boy reached up and put his hand inside of hers. Miss Lucy looked down at him but went on walking. At the corner, the small boy said, "You saved me! I know how you feel," he went on eagerly. "I saved a cat once. I was awfully fond of it afterwards," he explained.



presents left on porches. I know the little girl who lives in that ESS house, and I've been on guard all day to take care of her presents."

She looked down at him again and found the small face turned up to hers. His eyes very blue, face round; he looked a healthy child. Certainly his speech was clear enough.

"Little boys should not fight on the street," said Miss Lucy shyly.

"I know. It is better to get into an alley<sup>4</sup> or somewhere where the cops or teachers won't stop you."

They had come to her door. Miss Lucy was amazed. The walk had never seemed so short. She stopped and explained, "This is my house."

"I'll come in and visit you awhile," he offered, "I don't have to be home until dark."

"Would you like to come in and have tea with me?"

"I will," he said as they went in.

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"There will be two of us for tea, Mitzie," Miss Lucy said. She led him into the little parlour<sup>5</sup>.

<sup>4</sup>alley a narrow passage between buildings ★ <sup>5</sup>parlour a room meant for receiving guests

"Where is your Christmas tree?" he asked, looking around.

"I haven't got it up yet," said Miss Lucy.

"I know! You are keeping it back for a surprise for someone. May I come to see it tomorrow?" he said with a vivid smile.

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"Yes," said Miss Lucy, "I will have the tree up tomorrow."

"I'll come early," he assured her, "and I'll bet that you will have the best tree of all!"

Mitzie placed the tea tray on the table. Miss Lucy filled it with chocolate and gave it to her guest.

"My mother says ...," he began. Miss Lucy felt a vague disappointment. She didn't know why. "Oh, you have a mother?" she said.

The small boy looked astonished. "Sure," he told her. "I have a mother and a father and two brothers and two sisters, besides the baby. Her name is Marie," he admitted. "Now she is causing a lot of trouble because she is determined to eat things off the Christmas tree. You mustn't think we don't like her. I'm just telling you about her. If you would like to see her, I could bring her over to see you."

"I will be looking for you," she said. "It is getting almost dark. You mustn't worry your mother. You haven't told me yet what your name is, or where you live."

"My name is Chester Chilton," he said. "I live on Basalt 1028."

Miss Lucy knew Basalt Street. It was a crowded street near Boulevard.

"I'm coming in the morning," he reminded her, "to see your Christmas tree."

Miss Lucy closed the door and rang the bell again. In a moment, the chauffeur stood in the door. "Arthur," she said, "I want to go out and buy a Christmas tree."

Miss Lucy smiled, thinking that the child would expect something pretty wonderful of her, in the way of a tree. She wanted to choose it herself.

It was very crowded at the market. After some searching, they found a tree that suited her. She then bought boxes of ornaments.

"What do you buy for a seven-year-old who likes to fight, and for a baby girl who eats Christmas-tree ornaments?" Miss Lucy asked Arthur.

"I'd buy him boxing gloves," said Arthur, solemn as an owl. "And I'd buy her some of these candy canes."

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So they found a sporting goods store and a candy store. When they got back to the car, they found that the tyres were marked with chalk, and they had been given a ticket<sup>6</sup>!

Arthur was quite upset. "I've not had a ticket for years, Miss Quinn," he said. "But if you'll call Mr Henderson, ma'am ..."

"No," said Miss Lucy firmly. "I will pay the fine."

<sup>6</sup>ticket a notice issued by a police officer to a motorist or other road users who fail to obey traffic laws

When they got home, Miss Lucy was very excited. The tree was in place and Miss Lucy put the same old angel on the top of the tree they had used to when she was a child.

By nine o'clock, there the tree stood, covered with gorgeous bright balls and silver icicles, and strung with lights, with candy canes on the lower branches for the baby.

Miss Lucy was so tired she was no sooner in bed than asleep and she slept so soundly that Mitzie had to wake her up in the morning. "The young gentleman is here," Mitzie explained.

Miss Lucy got downstairs in a hurry. Chester was standing in the parlour staring at the tree with excited eyes. "I knew you would have the best tree!" he said.

Miss Lucy glowed with pride. "Would you like to have breakfast with me?" she said.

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Chester said politely, "I will be glad to keep you company."

But before they had finished, there was a policeman with a summons. Miss Lucy had to appear in the police court at ten o'clock.

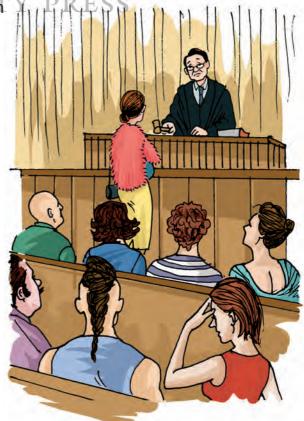
"Have you been arrested?" Chester asked with eager interest. "Yes," said Miss Lucy.

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"Arthur and I got a ticket for parking too long on Front Street. But I will be home before you get here with the baby."

Miss Lucy dropped off Chester at his home and headed to the court. The court was crowded. They had to wait. The judge was scolding and fining everyone.

"Miss Lucy Quinn," said the judge. "Parking on Front Street for forty-five minutes. You are the last person I expected to see in this court, Miss Lucy."



"Yes, Your Honour. I will pay my fine."

"Seven dollars," said the judge. "And I want to speak to you in the chambers."

Miss Lucy paid her fine and went into the judge's little room. When the door closed, he shook hands with her, his eyes twinkling.

"So you have a Christmas tree, Miss Lucy?" he said. "My wife and I were speaking about you the other day. We haven't seen you in years."

"Why don't you come to call on<sup>7</sup> me and see my tree?" said Miss Lucy Quinn.

"We'll be glad to do it," Judge Hennesy answered.

"My father didn't like you, I know," said Miss Lucy. "But then, he had the prejudices of his day and age. This is a fine new world we are living in, Thomas. Tell me, is Deborah as pretty as she used to be?"

> "She's a handsome woman yet," said Judge Hennesy. "And she has always admired you. We will come to see you, Miss Lucy."

> > At home, Miss Lucy went up to her room and got the gifts she had purchased for Mitzie and Arthur and put them under the tree. ESS

> > > Chester arrived with the baby. She had red cheeks and bright blue eyes and silky-soft fair hair. Miss Lucy lifted her and sat in the parlour with the baby in her lap. But the baby went straight for the tree, grabbed one of the candy canes and stuffed it in her mouth.

Finally, Arthur took Marie and Chester home in the car. Miss Lucy toiled upstairs to her nap.

When she came downstairs again, she saw the evening paper lying near the fireplace. She opened the paper and there on the first page was a picture of Miss Lucy and Judge Hennesy! *"Society Leader at Traffic Court,"* it read.

The article told a great deal about her family, about her position as the "titular<sup>8</sup> head of the local society", and went on about how simple everything would be if people stepped up and paid their fines instead of using their influence.

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Just then there was a call from Mr Henderson, the family lawyer. He said that Miss Lucy should have called him. She didn't have to appear in court.

"It was no trouble at all," said Miss Lucy.

She asked after Mr Henderson and his wife's health. She also agreed to go to the Hendersons' to dinner the following Tuesday.

It was then that Miss Lucy realized that the problems were always the same; people had the same things to overcome, no matter who they were or where they lived.

In the morning, Arthur, Mitzie and Miss Lucy gathered around the tree and opened their gifts. Miss Lucy was exceedingly gratified at the little things her old servants had given her. And she was even more gratified<sup>9</sup> at the things she had given them, and their pleasure at receiving them! And there, under the tree, was a grimy little package, labelled, "To Miss



it with brimming eyes. It was a string of glass beads with a huge brass clasp. Miss Lucy put it on.

Arthur took her to Basalt Street, and she delivered the boxing gloves for Chester, and a bright ball for Marie. Miss Lucy was very surprised to find that she had invited Chester and his brothers and sisters, and his friends to her house to a party the next week.

At home, Miss Lucy didn't want to have Christmas dinner all by herself. "But he wouldn't want to eat with an old woman like me," Miss Lucy thought. And then she remembered how Chester had invited himself, and she was ashamed. If a little boy like

him could take the initiative<sup>10</sup>, so should she. She asked Arthur to drive her to Professor Tilden.

<sup>9</sup>gratified satisfied  $\star$  <sup>10</sup>initiative the ability to decide and act on one's own

Professor Tilden was sitting alone over his book. He was delighted to have dinner with Miss Quinn. All through the dinner he and Miss Quinn talked about poetry. Later he said to her, "I wonder if you would be kind enough to come and visit the Shelley Club. We have some gifted young people trying to write verse. You are so gracious and kind, you might be a great help to them."

Miss Lucy agreed. She had got out of touch with the university since her father had died.

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That evening, Miss Lucy sat by the fire looking at the Christmas tree and thinking about Chester. "What a dear little boy he is," she thought. She was amazed at all that had happened to her in the last two days. "I am seventy years old, and he is the most important person I ever knew and Christmas the most important time."

#### (abridged)

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### Margaret Weymouth Jackson

Margaret Weymouth Jackson (1895–1974) was an American writer. She wrote stories for various national magazines. Her prolific career spans six novels and about 200 stories.

### Reading 1

#### 1. Based on your reading of the story, select the best option for each of the following.

- a. Miss Lucy endured her loneliness with composure, but at Christmas, it came upon her like an illness because
  - i. she was nostalgic about her childhood.
  - ii. the cold weather added to her ailment. STTV DRESS
  - iii. she realized how lonely she was.
  - iv. the helpers at her place took days off to celebrate.
- b. Miss Lucy and her sister had been brought up on a fixed idea. This idea was that
  - i. Christmas is the worst time of the year.
  - ii. one can only rely on one's family.
  - iii. people in the world are not reliable.
  - iv. the Quinn family could socialize with only a few in the city.
- c. Miss Lucy was disappointed to know that the little boy had a mother because
  - i. she felt protective towards him.
  - ii. for the first time in years she had formed an association with someone.

- iii. she couldn't perceive any other bond that the two might share.
- iv. all of the above

d. When Miss Lucy went to the court to pay her fine, it marked an important moment in her life as

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- i. she did not use her influence and yet avoided paying the fine.
- ii. she met her friend Judge Hennesy after many years.
- iii. she invited Judge Hennesy and his wife to her house.
- iv. she was breaking away from the old world of her family prejudices.

#### 2. Answer the following questions.

- a. She was thinking, rather wishing, for an event that might hurl her out of the world ... . What is Miss Lucy wishing for and why?
- b. Unlike Miss Lucy, Chester is not shy at all. Give evidence from the story to support this statement.
- c. In what ways is the friendship between Miss Lucy and Chester unusual and remarkable?
- d. How could Miss Lucy have avoided paying the fine for parking?
- e. In the end, why does Miss Lucy believe that Christmas is the most important time?  $\mathbf{V}$
- f. We use 'the' before an adjective in the superlative degree, but this chapter is called 'A Most Important Person'. Why do you think so? How is Chester 'a most important person' for Miss Lucy?
- 3. Give evidence from the story to bring out the following traits in Miss Lucy Quinn's personality. UNIVERSITY PRESS

She is	Evidence
an introvert	
kind	
aloof	
apprehensive	
sentimental	
loving	

## Reading 2

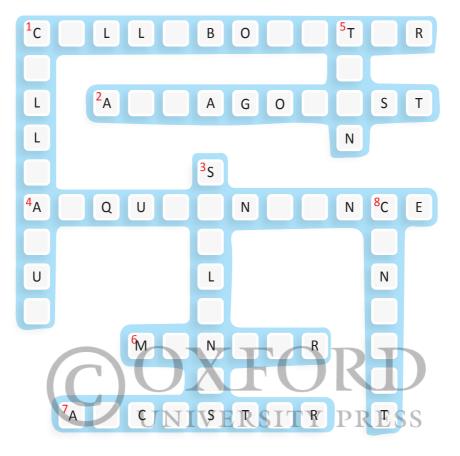
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#### Answer the following questions.

- 1. What was wrong with the way Miss Lucy had been brought up?
- 2. How would you describe Chester as a person?
- 3. Do you think that this story teaches us something important about friendship? Write and share your thoughts with the class.



#### Fill in the crossword with relationship words.



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#### DOWN

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- 1. a person whom you work with, especially in a profession or a business
- 3. children who have the same parents
- 5. one of two children born at the same time to the same parents
- 8. a person whom you know and who can be helpful to you in your work

#### ACROSS

- 1. a person who teams up with another person towards a common goal
- 2. a person who opposes and contends against someone else
- 4. a known person who is not a friend
- 6. an experienced person who advises and helps somebody with less experience over a period of time
- 7. a person in a family who lived a long time ago and from whom some of the family members have descended



What does Chester Chilton think of Miss Lucy and his friendship with her? Imagine you are Chester. Write a letter to a friend, telling her/him about your meeting with Miss Lucy, what you think of her and about your friendship with her. The format of an informal letter is given below. You may use the hints given in the body of the format.



Assess the letter you have written. Then exchange the letter with a partner and assess each other's work. Rate on a scale of 0–5.

	Self-assessment	Peer assessment
1. The letter is clear and precise.		
2. The vocabulary used is appropriate.		
3. Punctuation and spellings are accurate.		
4. There are no grammatical errors.		
5. The format used is correct.		

#### **Email**

You are Lucy. Write an email to re-establish contact with a lady you had known, telling her how you have felt after meeting Chester. Tell her how a chance meeting with a complete stranger has changed your life. Also tell her all you wish to change in your current lifestyle.

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Write your email in the space given below.

New message	_
То	Cc Bcc
Subject	
<b>COXFORD</b> UNIVERSITY PRESS	
UNIVERSITY PRESS	
A 0 ⊕ ∞ 🖬 🗎 Ξ	Send

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# Speaking

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"Friendships are fragile things and require as much careful handling as any other fragile and precious thing."—Randolph Bourne

Do you agree with the statement above? Reflect on it and gather your thoughts. Note down the points and arguments you would like to use in order to support or refute the statement. Can you think of an example (from your own life or from that of a friend) that strengthens your argument?

Speak before the class and share your thoughts on the fragility of friendship, what can spoil it and what can nurture and preserve it. Finally, let the entire class agree on the most important 'Dos and Don'ts in Friendship'. Prepare a chart and display it on the class noticeboard or wall.

# 📮 Listening 🎧

# Listen to a brief episode from A.P.J. Abdul Kalam's autobiography, *Wings of Fire*. Then say whether the following sentences are true (T) or false (F).

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1.	Kalam believes that we are born with some inherited characteristics.	
2.	Kalam inherited honesty and self-discipline from his mother.	
3.	Kalam's closest friends were from Hindu Brahmin families.	
4.	Ramanadha Sastry grew up to be a priest like his father.	
5.	Aravindan became Ramanadha Sastry's assistant.	
6.	Kalam's mother would tell stories from religious scriptures.	
7.	The teacher liked the fact that the Hindu boys in his class were friends	
	with the Muslim boys.	
8.	Lakshmana Sastry reprimanded the teacher.	

# Life skills

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### **Emotional skills: Interpersonal relationships**

Think about the different relationships you share within and outside the family. Read and complete the table.

Relationship with	What I value about the relationship	What are the needs that are met through the relationship? (For e.g. security, understanding)	What can sour this relationship?	What can I do to strengthen the relationship?
grandparents				
parents				
siblings				
friends				
the community	*	*	1 1 1	

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#### Making it right

Complete the table with negative messages and positive messages. One example has been done for you.

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Negative messages	Positive messages
To your older sibling: Stop finding faults in me!	Could you help me with a better way of doing this?
COX	FORD
<b>UNIVI</b>	ERSITY PRESS

#### **Role-play scenarios**

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Divide yourself into small groups. Select a situation. Plan and enact it. You must arrive at a solution.

- 1. It's 10 p.m. and your friend calls you and wants to talk but you have your assignment to complete. What do you do?
- 2. You are not very fond of big dogs. Your friend comes visiting with her dog. What will you do?
- 3. Your friends want you to come out and celebrate with them, but your grandparents have come visiting and they need help to get on with their chores. What will you do?
- 4. You want to follow an unconventional profession. How will you convince your parents?
- 5. You are hurt as you feel your teacher is being unfair to you. How will you convey it to your teacher?
- 6. Your neighbours play loud music and it disturbs your elderly grandparents. How will you handle the situation?

### **Section 3**

### Somebody's Mother

An old woman nervously waits to cross the road. A young schoolboy sees her anxiety and rushes to help her. Why does he do so?

 The woman was old and ragged<sup>1</sup> and gray And bent with the chill of the winter's day. The street was wet with a recent snow
 And the woman's feet were aged and slow.
 She stood at the crossing and waited long, Alone, uncared for, amid the throng<sup>2</sup>. Of human beings who passed her by
 None heeded<sup>3</sup> the glance of her anxious eye.

Down the street, with laughter and shout, Glad in the freedom of 'school let out', Came the boys like a flock of sheep, Hailing the snow piled white and deep.

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Past the woman so old and gray Hastened<sup>4</sup> the children on their way Nor offering a helping hand to her So meek<sup>5</sup>, so timid, afraid to stir

Lest the carriage wheels or the horses' feet Should crowd her down in the slippery street. At last came one of the merry troop, The gayest laddie of all the group.

He paused beside her and whispered low, 'I'll help you cross, if you wish to go.' Her aged hand on his strong young arm She placed, and so, without hurt or harm,

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<sup>1</sup>ragged worn out  $\star$  <sup>2</sup>throng crowd  $\star$  <sup>3</sup>heeded paid attention to  $\star$ <sup>4</sup>hastened moved quickly  $\star$  <sup>5</sup>meek quiet, gentle He guided the trembling feet along, Proud that his own were firm and strong. Then back again to his friends he went, His young heart happy and well content.

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'She's somebody's mother, boys, you know, For all she's aged and poor and slow.
'And I hope some fellow will lend a hand To help my mother, you understand, 'If ever she's poor and old and gray, When her own dear boy is far away.'

And 'somebody's mother' bowed her head In her home that night, and the prayer she said Was 'God be kind to the noble boy, Who is somebody's son, and pride and joy!'

### Mary Dow Brine

Mary Dow Northam Brine (1816–1913) was an American poet, author and lyricist. She was born in New York. She has written many poems and children's books that have been published by numerous important publishers.

## Poem appreciation

#### 1. On the basis of your understanding of the poem, tick the best option for the answer.

- a. Where is the setting of the poem?
  - i. in an old age home
  - ii. in the poet's neighbourhood
- b. What was the woman's fear?
  - i. her old age
  - ii. the traffic
- 2. Why was it difficult for the woman to cross the road?
- 3. Who helped the old lady?
- 4. What was his reason for helping her?
- 5. What was the old woman's reaction to being helped?
- 6. Pick a simile from this poem and explain it.

- iii. outside the poet's school
- iv. on the busy street
- iii. the winter
- iv. all of the above





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## Art Corner 🎯

#### Making a photo frame

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Gifts to express love and care are often inexpensive yet very touching. These can be made out of used cans, matchboxes, sticks, threads, beads, ribbons, paper, etc. For example, a photo frame can easily be made out of these materials.

Make a creative and cost-effective photo frame for someone in your family or a friend. Make it personal. Write a set of instructions on how to make that piece of craft.






# **Nurturing Nature**

## Starter

John Lubbock, a British Statesman, said "Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books."

Certainly, nature is not only replete with beauty but is also a great teacher. List five lessons that you have learnt from nature.



Section 1

## A Day in the Country **D**

## Read about two children and a cobbler named Terenty who teaches them valuable lessons about nature.

Between eight and nine o'clock in the morning.

A dark leaden-coloured mass is creeping over the sky towards the sun. Red zigzags of lightning gleam here and there across it. There is a sound of faraway rumbling. A warm wind frolics<sup>1</sup> over the grass, bends the trees, and stirs up the dust. In a minute, there will be a spurt of May rain and a real storm will begin.

Fyokla, a little girl of six, is running through the village, looking for Terenty the cobbler. The white-haired, barefoot child is pale. Her eyes are wide open, her lips are trembling. "Uncle, where is Terenty?" she asks every one she meets. No one answers. They are all preoccupied with the approaching storm and take refuge in their huts. At last, she meets Silanty Silitch, the sacristan<sup>2</sup>, Terenty's friend. He is coming along, staggering from the wind.

"Uncle, where is Terenty?"

"At the kitchen-gardens," answers Silanty.

<sup>2</sup>sacristan a person in charge of a sacristy (a room in a church where articles of worship are kept) and its contents  $\star$  <sup>3</sup>starling-cote a songbird with a straight beak  $\star$  <sup>4</sup>copse a thicket, grove or growth of small trees

The girl runs behind the huts to the kitchen-gardens and there finds Terenty; the tall old man with a thin, pock-marked face, very long legs, and bare feet, dressed in a woman's tattered jacket, standing near the vegetable plots, looking with drowsy eyes at the dark storm cloud. On his long, crane-like legs he sways in the wind like a starling-cote<sup>3</sup>.

"Uncle Terenty!" the white-headed girl addresses him. "Uncle, darling!"

Terenty bends down to Fyokla, and his grim face is overspread with a smile, such as come into people's faces when they look at something little, foolish and absurd, but warmly loved.

"Ah! Fyokla," he says tenderly, "where have you come from?"

"Uncle Terenty," says Fyokla, with a sob, tugging at the lapel of the cobbler's coat. "Brother Danilka has had an accident! Come along!"

"What sort of accident? Ough, what thunder! Holy, holy, holy. What sort of accident?"

"In the count's copse<sup>4</sup>, Danilka stuck his hand into a hole in a tree, and he can't get it out. Come along, uncle, do be kind and pull his hand out!"

"How was it he put his hand in? What for?"

"He wanted to get a cuckoo's egg out of the hole for me."

"The day has hardly begun and already you are in trouble." Terenty shook his head. "Well, what am I to do with you now? I must come. I must. Come, little child!"



Terenty comes out of the kitchen-garden and, lifting high his long legs, begins striding down the village street. He walks quickly without stopping. Fyokla can hardly keep up with him.

They come out of the village and turn along the dusty road towards the count's copse that lies dark blue in the distance. It is about a mile and a half away. The clouds have by now covered the sun, and soon afterwards there is not a speck of blue left in the sky. It grows dark.

The first raindrops, big and heavy, like dark dots on the dusty road. A big drop falls on Fyokla's cheek and glides like a tear down her chin.

"The rain has begun," mutters the cobbler, kicking up the dust with his bare, bony feet. "That's fine, Fyokla, old girl. The grass and the trees are fed by the rain, as we are by bread. And as for the thunder, don't you be frightened. Why should it harm a little thing like you?"

As soon as the rain begins, the wind drops. The only sound is the patter of rain dropping like fine shots on the young rye and the parched road.

"We shall get soaked, Fyokla," mutters Terenty. "There won't be a dry spot left on us. Ho-ho, my girl! It's run down my neck! But don't be frightened, silly. The grass will be dry again, the earth will be dry again, and we shall be dry again. There is the same sun for us all."

A flash of lightning, some fourteen feet long, gleams above their head. There is a loud peal of thunder, and it seems to Fyokla that something big, heavy and round is rolling over the sky and tearing it open, exactly over her head.

"Don't be afraid, little girl! It is not from spite<sup>5</sup> that it thunders," Terenty says.

Terenty's and Fyokla's feet are covered with lumps of heavy, wet clay. It is slippery and difficult to walk, but Terenty strides on more and more rapidly. The weak little girl is breathless and ready to drop. But at last they go into the count's copse. The washed trees, stirred by a gust of wind, drop a perfect waterfall upon them. Terenty stumbles over stumps and begins to slacken his pace.

"Whereabouts is Danilka?" he asks. "Lead me to him."

Fyokla leads him into a thicket, and after going a quarter of a mile, points to Danilka. Her brother, a little fellow of eight, with hair as red as ochre<sup>6</sup> and a pale sickly face, stands leaning against a tree, with his head on one side, looking sideways at the sky. In one hand he holds his shabby old cap, the other is hidden in an old lime tree. The boy is gazing at the stormy sky, and apparently not thinking of his trouble. Hearing footsteps and seeing the cobbler, he gives a sickly smile and says:

"A terrible lot of thunder, Terenty. I've never heard so much thunder in all my life."

<sup>6</sup>ochre an earthy pigment varying from light yellow to brown or red  $\star$  <sup>7</sup>abates becomes less intense

"And where is your hand?"

"In the hole. Pull it out, please, Terenty!"



The wood had broken at the edge of the hole and jammed Danilka's hand: he could push it farther in, but could not pull it out. Terenty snaps off the broken piece, and the boy's hand, red and crushed, is released.

"It's terrible how it's thundering," the boy says again, rubbing his hand. "What makes it thunder, Terenty?"

"One cloud runs against the other," answers the cobbler. The party comes out of the copse and walks along the edge of it towards the darkened road. The thunder gradually abates<sup>7</sup>, and its rumbling is heard far away beyond the village.

"The ducks flew by here the other day, Terenty," says Danilka, still rubbing his hand. "They must be nesting in the Gniliya Zaimishtcha marshes. Fyokla, would you like me to show you a nightingale's nest?" "Don't touch it, you might disturb them," says Terenty. "The nightingale is a singing bird, without sin. He has had a voice given him in his throat, to praise God and gladden the heart of man. It's a sin to disturb him."

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A bright patch of blue appears in the sky.

"Look!" says Terenty. "An ant heap burst open by the rain! They've been flooded!"

They bend over the ant heap. The downpour has damaged it; the insects are scurrying to and fro in the mud, agitated, and busily trying to carry away their drowned companions.

"That won't happen to you!" says Terenty, grinning. "As soon as the sun warms you, you'll come to your senses again. It's a lesson to you. You won't settle on low ground another time."

They go on.

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"And here are some bees," cries Danilka, pointing to the branch of a young oak tree.

The drenched and chilled bees are huddled together on the branch. There are so many of them that neither bark nor leaf can be seen. Many of them are settled on one another.

"That's a swarm of bees," Terenty informs them. "They were flying looking for a home, and when the rain came down upon them they settled. If a swarm is flying, you need only sprinkle water on them to make them settle. Now if, say, you wanted to take the swarm, you would bend the branch with them into a sack and shake it, and they all fall in."

Little Fyokla suddenly frowns and rubs her neck vigorously. Her brother looks at her neck and sees a big swelling on it.



"Hey hey!" laughs the cobbler. "Do you know where you got that from, Fyokla, old girl? There are Spanish flies on some tree in the wood. The rain has trickled off them, and a drop has fallen on your neck. That's what has made the swelling."

The sun appears from behind the clouds and floods the wood, the fields and the three friends with its warm light. The dark menacing cloud has gone far away and taken the storm with it. The air is warm and fragrant. There is a scent of bird cherry, meadowsweet and lilies-of-the-valley.

"That herb is given when your nose bleeds," says Terenty, pointing to a woolly-looking flower. "It does good."

They hear a whistle and a rumble but not such a rumble as the storm clouds carried away. A goods train races by before the eyes of Terenty, Danilka and Fyokla. The engine, panting and puffing out black smoke, drags more than twenty vans after it. Its power is tremendous. The children are interested to know how an engine, not alive and without the help of horses, can move and drag such weights, and Terenty undertakes to explain it to them.

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"It's all the steam's doing, children. The steam does the work. You see, it shoves under that thing near the wheels and it works."

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<sup>8</sup>embankment a slope made of stones or earth

They cross the railway line and going down from the embankment<sup>8</sup>, walk towards the river. They walk not with any object, but just at random and talk all the way. Danilka asks questions, Terenty answers them.

Terenty answers all his questions and there is no secret in Nature which baffles him. He knows everything. Thus, for example, he knows the names of all the wild flowers, animals and stones. He knows what herbs cure diseases, he has no difficulty in telling the age of a horse or a cow. Looking at the sunset, at the moon or the birds, he can tell what sort of weather it will be the next day. And indeed, it is not only Terenty who is so wise. Silanty Silitch, the innkeeper, the market gardener, the shepherd and all the villagers, generally speaking, know as much as he does. These people have learned not from books, but in the fields, in the wood, on the riverbank. Their teachers have been the birds themselves, when they sang to them, the sun when it left a glow of crimson behind it at setting, the very trees and wild herbs.

Danilka looks at Terenty and greedily drinks in every word. In spring, before one is weary of the warmth and the monotonous green of the fields, when everything is fresh and full of fragrance, who would not want to hear about the golden may-beetles, about the cranes, about the gurgling streams and the corn blooming?

The two of them, the cobbler and the boy, walk about the fields, talk unceasingly and are not weary. They could wander about the world endlessly. They walk, and in their talk of the beauty of the earth, do not notice the frail little girl tripping after them. She is breathless and moves with a lagging step. Towards midday, all three sit down on the riverbank. Danilka takes out of his bag a piece of bread, soaked and reduced to a mash, and they begin to eat. Terenty says a prayer when he has eaten the bread, then stretches himself on the sandy bank and falls asleep. While he is asleep, the boy gazes at the water, pondering. He has many different things to think of. He has just seen the storm, the bees, the ants, the train. Now, before his eyes, fishes are whisking about.

Some are two inches long and more, others are no bigger than one's nail. A viper, with its head held high, is swimming from one bank to the other.

Only towards the evening our wanderers return to the village. The children go for the night to a deserted barn, where the corn of the commune<sup>9</sup> used to be kept, while Terenty, leaving them, goes to the tavern. The children lie huddled together on the straw, dozing.

The boy does not sleep. He gazes into the darkness, and it seems to him that he is seeing all that he has seen in the day: the storm clouds, the bright sunshine, the birds, the fish, lanky Terenty. The number of his impressions, together with exhaustion and hunger, are too much for him; he is as hot as though he were on fire, and tosses from side to side. He longs to tell someone all that is haunting him now in the darkness and



agitating his soul, but there is no one to tell. Fyokla is too little and could not understand.

"I'll tell Terenty tomorrow," thinks the boy.

The children fall asleep thinking of the cobbler, and in the night, Terenty comes to them and puts bread under their heads. And no one sees his love. It is seen only by the moon which floats in the sky and peeps caressingly through the holes in the wall of the deserted barn.

Anton Chekhov

Anton Pavlovich Chekhov (1860–1904) was a Russian physician who is highly acclaimed as a playwright and short-story writer. He is considered as one of the greatest writers of short fiction in history. Known as the master of short stories, in 1888, Chekhov was awarded the Pushkin Prize and the very next year, he was elected a member of the Society of Lovers of Russian Literature.

## Reading 1

- 1. On the basis of your understanding of the text, answer the following questions.
  - a. Why was Fyokla looking for Terenty?
    - i. The weather had changed.
    - ii. She was scared of the storm.
    - iii. Her brother had had an accident.
    - iv. all of the above



b. Why did the little girl come looking for Terenty?

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- i. He knew a lot about nature.
- ii. He was tall and sturdy.
- iii. He could run very fast.
- iv. He was kind and helpful.
- c. Why was Terenty respected?
  - i. He was helpful.
  - ii. He was old and weak.
  - iii. He was knowledgeable.
  - iv. He looked after all children.
- 2. What was the effect of the change of weather on the following?
  - a. the sky

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- b. the grass and trees
- c. the people of the village
- 3. What happened to Danilka? What caused the accident? How did Terenty help him?

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- 4. What had Terenty learnt about the ants and the bees?
- 5. Danilka looks at Terenty and greedily drinks in every word.
  - a. What is Danilka's mood here?
  - b. Where were they?
  - c. What was Terenty telling him?
- 6. Describe the change in Fyokla's mood in the story.
- 7. The story reflects Terenty's love for the children. Give three reasons to prove this.
- 8. The children were impoverished but joyful. Justify this statement.

## Reading 2

- 1. Describe the setting of this 20th century Russian village.
- 2. Terenty was unschooled but nature had been his greatest teacher. What lessons had Terenty learnt from nature?

3. Justify each of these traits in Terenty.

Trait	Evidence
frail	
agile	
helpful	
persevering	
observant	
knowledgeable	

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## Vocabulary

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This story creates beautiful visuals. Here are some phrases from the story. What do these suggest?

1.	dark leaden-coloured mass	
2.	red zigzags of lightning	
3.	a warm wind frolics over the grass	ATURU
4.	in the wind like a starling-cote	VERSITY PRESS
5.	like dark dots on the dusty road	
6.	stirred by a gust of wind	
7.	drenched and chilled bees	
8.	neither bark nor leaf can be seen	
9.	moves with a lagging step	
10.	peeps caressingly through the holes	

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## Grammar

#### Future continuous and future perfect forms

1. Fill in the blanks with the verbs given in the box to complete the conversation on the next page.

will have drenchedwill only be drizzlingwill not be rainingwill start pouringwill be headingwill be reaching

TERENTY: We	Danilka in ten minutes.
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FYOKLA: But the rain ..... him by then.

**TERENTY:** No, Fyokla. I can look at the clouds and read the weather. It ......

 till late evening. We will have taken Danilka and .....

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..... home by then.

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FYOKLA: Do you mean that it ..... for the next one hour?

TERENTY: Yes. And it ..... after that.

The verbs in the preceding exercise can be categorized as following:

Verbs showing action about to be performed in the (near) future	Verbs showing action that will be finished by a certain time in the future
will be reaching	will have drenched
will not be raining	
will be heading	
will only be drizzling	
will start pouring	FORD
• Verbs showing action that will be tak future continuous form.	ing place in the (near) future have the
	shed by a certain time in the future have
Keeping this distinction in mind, fill in the following sentences.	e blanks with the correct option in
a. The author	(will have held/will be holding) a press
conference this evening.	
b. If we visit them after eight, they	(will be finishing/
will have finished) their dinner.	
c. When summer comes, I	(will have thought/will be
thinking) of the good times we had.	
d. By the time we arrive at the court, the j	udge
(will have given/will b	e giving) his verdict.
e. At the concert tonight, Peter	
(will be playing/will have played) two m	odern piano pieces.

#### **Future perfect continuous**

#### Read the following sentences:

- When I am in class 12, I will have been studying in this school for more than ten years.
- She is vastly experienced; come March, she *will have been working* as a teacher for twenty years.
  - The verbs in the two sentences show the *future perfect continuous* form.
  - The *future perfect continuous* form expresses an action that will be continuing over a period of time in the future and will be finished at a certain point of time in the future.
  - The future perfect continuous form is written using will + have + been + present participle of the main verb.

#### Fill in the blanks with the correct form of the verb.

- 1. When her train finally arrives, we ...... (wait) for more than three hours.
- 2. By October, I ..... (live) in this house for a whole year.
- 3. By the time he reaches here, the concert ...... (go on) for two hours.
- 4. She ..... (watch) television for more than six hours when this particular programme ends.
- 5. The baby ...... (sleep) for twelve hours by the time the father returns home from work.
- 6. When she finally writes her thesis she ..... (work) on it for nearly twelve years.

## Dictionary skills

em.bank.ment/Im'bæŋkmənt/ noun [C] 1. an artificial slope made of earth and/or stones to keep water back or to carry a river/road/railway over low ground 2. A slope made of earth or stone that rises up from either side of a road or a railway/railroad. She finally reached the bottom of the embankment and fell headlong into the bushes. Tony took his dog down the embankment and his sister followed. The entrance is protected by forts, with a submarine embankment.

#### Label the entry above by selecting the correct word or term from the ones given below.

• Number of syllables

Stressed syllable(s)

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• Part of speech

• Meaning

Usage

• Pronunciation

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#### Section 2

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## Elephants Raid the Kitchen 🔼

Here is an extract from the book *Elephant Memories*: *Thirteen Years in the Life of an Elephant Family* by Cynthia J. Moss. In the book, she chronicles the lives of several families of elephants. Let us read about an eventful evening at Cynthia's camp.

Tuskless, Teddy and the others began feeding around the periphery<sup>1</sup> of the camp, apparently minding their own business and concentrating on eating grass. However, Tuskless surreptitiously<sup>2</sup> turned the tip of her trunk towards the kitchen and the tents to smell what and who was there. Wafting<sup>3</sup> from the place where the food was kept, was the delicious odour of very ripe bananas. Tuskless loved bananas. She had first tasted them at the lodge feeding place, where a man came twice a day with a wheelbarrow full of vegetable and fruit scraps. These were usually peels and old, outer leaves of lettuce and cabbages. But one day there was a whole stalk of overripe, almost fermented, bananas. Tuskless liked the smell immediately, plucked one off the stalk, popped it in her mouth and savoured the sweet taste. She managed to eat most of them, sharing as few as possible with the others. From that day on she particularly sought out bananas.

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On this evening, the smell was irresistible. She moved closer to the kitchen—a flimsy structure made out of a few wooden posts, sisal<sup>4</sup> poles, chicken wire<sup>5</sup> and roofing felt<sup>6</sup>. She could smell other good things as well—pineapples, oranges and various vegetables. She also noticed that it was unusually quiet in the camp tonight. There were no voices and there was no strong, immediate smell of humans. She stopped feeding, and rumbled<sup>7</sup> gently. Tania answered from among the palms with her unmistakable, long, rolling rumble, but stayed where she was. Teddy, Tonie and Tilly also answered and they walked over to join Tuskless.

These four animals, plus Tuskless's two-year-old calf, slowly approached the kitchen with their trunks held out in front of them. They got within a few feet and stopped and listened. Still there were no sounds of people. Tuskless reached her trunk out and felt the outer wall of the kitchen. She wrapped her trunk around a sisal pole and pulled.

<sup>1</sup>periphery the outer edge of a particular area  $\star$  <sup>2</sup>surreptitiously sneakily  $\star$  <sup>3</sup>wafting moving gently through the air  $\star$ <sup>4</sup>sisal a tropical plant from which poles are made  $\star$  <sup>5</sup>chicken wire thin wire made into sheets like nets with a pattern of shapes with six sides  $\star$  <sup>6</sup>roofing felt a sheet material used in construction  $\star$  <sup>7</sup>rumbled made a long deep sound

There was a tearing noise as the pole was wrenched away. No one came out of the tent to chase them. The others moved forward and also started pulling on the poles and the wire. Tuskless quickly made a sizeable hole in one wall of the kitchen. She reached her trunk in and tried to feel for the bananas, but they were on the opposite side of the kitchen and a table and a cupboard were in her way. She became impatient and leaned her head against the wall and pushed. The building swayed before collapsing sideways. The bananas were under the tilted-over wall and roof. But Tuskless was undeterred<sup>8</sup>. She went around to the other side, which was more or less intact, and started forcing her way through that wall. Once she got her head inside she began to pull things out, push things over, open things up and gather in as much food as she could.



The bananas went first, of course, closely followed by the pineapples, oranges, mangoes and papayas. These fruits, even large pineapples, could be placed whole in the mouth and crushed in the huge grinding molars with a great gush of juice.

It was near ecstasy. The vegetables—carrots, potatoes, tomatoes, onions, lettuces, cabbages, cauliflowers,

cucumbers, avocados, string beans, zucchini, eggplants—went soon after. Most of the fruits and vegetables were stored in tin trunks but this posed no problem for an elephant. The tin trunk was lifted up and turned upside down and stepped on a bit and kicked about if necessary, until it disgorged<sup>9</sup> its contents.

Once the fresh produce was finished, Tuskless began to search around for other delicacies. She could smell bread and cookies and crackers in one wooden cupboard. This was knocked down and smashed open. The bread was quickly snatched up and then

<sup>8</sup>undeterred (here) did not allow it to stop her from getting to her goal ★ <sup>9</sup>disgorged poured out in large quantities

the cookies and crackers were eaten, box or plastic bag and all. Next, a small camping fridge and a cooler were crushed, but neither contained anything interesting. Another cupboard with glasses and plates in it was tipped sideways and broken glass joined the other wreckage on the dirt floor of the kitchen. The bigger fridge was pulled and dragged from its place until it toppled over, disconnected from its gas cylinder. Noxious<sup>10</sup> propane gas hissed out of the dangling tube with a sound and smell that would certainly have sent lesser elephants away.

Just as Tuskless and Teddy were tackling the third cupboard, with the jams and spices in it, they heard the engine of a car coming in their direction. A few minutes later the headlights swept around the clump of palm trees at the clearing entrance and shone brightly on the five elephants standing in, on and around the totally destroyed kitchen. The car hesitated for only a moment and then the engine roared and the car headed for them. Each elephant grabbed a last trunk full and started backing or turning away, reluctantly abandoning the banquet. Tuskless held her ground a little longer than the others but the vehicle came straight for her, making loud engine noises and she too left, carrying a box of spaghetti in her trunk while chewing on a paper bag full of half a pound of garlic.





I can still close my eyes and vividly see that disastrous scene as I drove around the corner into the camp and our lights shone on what had been the kitchen. It was 4 November 1978.

As soon as the elephants left, I quickly got out of the car and crawled into the kitchen because I could hear and smell gas escaping. I found the gas cylinder and removed the regulator to close off the valve. I thought later how horrible it would have been if a spark had set off the gas while the elephants were there. The rickety, dry kitchen would have gone up in flames in seconds.

As angry as I was at Tuskless and her gang, I did not want them to get killed or wounded. And in any case I mostly blamed myself for what had happened that night. An unusual set of circumstances had lead Tuskless to our kitchen. Masaku, my cook and camp worker, had left on five days' leave on 3 November. On the day he left, my

camp-mate Phyllis had come back from a trip to Nairobi with a huge load of groceries, meat, and fresh fruits and vegetables, including some overripe bananas with which she was going to make banana bread. The next day, film-makers Warren and Genny Garst had arrived at the camp for a project with yet another huge load of food. Since it was their first night there and Masaku was away, we had gone to have dinner at one of the lodges.

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Previously, we had left the camp unattended on many occasions. Elephants had broken into the kitchen two years before when no one had been in the camp. It may or may not have been Tuskless; there were also a few males around who raided camps then. After that we carefully put food away and closed all the trunks to reduce the tempting odours and we had not been raided again. On this evening, we put away as much food as we could, but there was so much that we could barely close the trunks. We even locked some food in the car so that it would not be left exposed in the kitchen. In the early evening we had seen Tuskless heading in our general direction. We should have known better.

By the latter half of 1978, Tuskless had become very, very bad about raiding camps. She and her group sometimes raided as many as three or four camps a day, both at night and in the daytime. She checked out our camp almost daily, but when she got too interested in the kitchen she was chased away by Masaku. He usually just had to come out of his tent and she and the others would move off, nonchalantly<sup>11</sup> feeding as if they had never even known there was a kitchen in the camp.

We thought we had arrived at some sort of understanding with Tuskless but obviously had not. She was just waiting for her chance.

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<sup>11</sup>nonchalantly in a relaxed and casual way

And what a reward she got. She and the others ate all of our fresh food, except for what was in the car, and most of our staples. What they did not eat, they mostly ruined. It was a horrific mess. We started cleaning things up, working till after midnight. We ended up putting the refrigerator and one cupboard with the remaining food in a closed vehicle in case the elephants decided to come back.

Cynthia Moss

Cynthia Moss (1940–) is a conservationist, wildlife researcher and writer. She studied the elephants in Kenya's Amboseli National Park for over twenty-seven years. Her long-term research has revealed much of what we now know about these complex and intelligent animals.

## Reading 1

1. Based on your reading of the text, select the best option for each of the following.

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- a. She stopped feeding, and rumbled gently. Tuskless 'rumbled'
  - i. to signal other elephants to come.
  - ii. to scare humans away.
  - iii. to shake the bananas loose.
  - iv. to show reluctance to move out.
- b. Each elephant grabbed a last trunk full and started backing or turning away, reluctantly abandoning the banquet. The elephants left 'reluctantly' because
  - i. they were scared of the sound of the engine.
  - ii. they wanted to look for more food in the collapsed kitchen.
  - iii. there was no food in the forest.
  - iv. they had had their fill and it was difficult to move.

#### 2. Answer the following questions.

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- a. Who was Tuskless? How was she drawn to the camp?
- b. How had Tuskless developed a taste for bananas?
- c. How did the elephants enter the kitchen?
- d. Getting food out of the tent was not easy for Tuskless. Explain.
- e. What was 'near ecstasy' for the raiders?
- f. What did the narrator first do on her arrival at the camp?
- g. Why did the narrator blame herself for the mess?

## Reading 2

1. Camping in the forest is not without hazards. Bring this out with reference to the story.

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- 2. What should have warned the narrator about the elephants' intentions?
- 3. How does the narrator feel about elephants—compassion or disgust? Give reasons.
- 4. What part of the narration do you like most? Why?
- 5. Tick the traits that best describe Tuskless. Discuss the reasons.

intelligent

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greedy



fearless	$\bigcirc$	risk-taker	$\bigcirc$
caring	Ŏ	patient	$\bigcirc$
opportunistic	Ŏ	observant	$\bigcirc$

6. As Tuskless, write a page in your diary describing the feast.

## Vocabulary

Study the words in bold in the following sentences. Then, from the options given below, choose the words that could best replace them.

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- 1. Tuskless, Teddy and the others began feeding around the periphery of the camp, **apparently** minding their own business and concentrating on eating.
  - a. deceptively 🔵 b. obviously 🔵 c. consequently 🔵 d. disbelievingly 🔵
- 2. Tuskless liked the smell immediately, plucked one off the stalk, popped it in her mouth and **savoured** the sweet taste.
- 🔵 b. relished a. admired c. smelled d. liked 3. There was a tearing noise as the pole was wrenched away a. picked b. slid c. blown d. jerked PR 4. The tin trunk was lifted up and turned upside down and stepped on a bit and kicked about if necessary, until it **disgorged** its contents. b. devoured 🛛 🦳 c. retained a. finished d. emptied 5. I can still close my eyes and vividly see that disastrous scene as I drove around the corner into the camp ... a. horrifying 🔵 b. unsuccessful 🔵 c. ruinous 🦳 d. unlucky

# Brochure

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Your school is organizing a 'Camping Week'. As the Head Boy/Head Girl, plan a camping trip. Be sure to include the following:

- Where would you want to go? Why?
- What would you need to bring? For example, walking shoes, sleeping bags, etc.
- What activities would you like to do at the campsite?

Now, using all the information you have gathered, prepare a brochure for the trip. Draw/collect pictures for the brochure where needed.

Remember:

The purpose of a brochure is to create awareness. Therefore, the language should be clear and easy to understand. It could have catchy slogans to make the message effective.

- Use short paragraphs and mark them with headings.
- 2. Use bullet-pointed lists which are easy to read.
- You may use different font sizes or colours to highlight information.
- 4. Make sure your pictures help to get your message across. These can be:
  - photographs
  - drawings
  - graphs

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• line drawings

## Exchange the brochure you have made with your partner in class and score yourselves on a scale of 0 to 5.

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	Self-assessment	Peer assessment
<ol> <li>All the relevant information has been included.</li> </ol>		
2. The language used is appropriate.		
3. The vocabulary used is appropriate.		
<ol> <li>There are no grammatical or punctuation errors in the brochure.</li> </ol>		
<ol> <li>The brochure is attractive and reader-friendly.</li> </ol>		

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<complex-block>

## Speaking

The film *The Island of Dr Moreau* is about a man who, after being rescued from sea, is brought to an island. On the island, he discovers that its inhabitants are animals that have been turned into strange-looking humans as part of an experiment. He finds out that it's the work of a visionary scientist who attempts to convert animals into people!

Suppose you had to create new animals by combining different parts from different animals. What kind of unusual combinations would you create? What do you think the consequences would be? How would you deal with the consequences of bringing something unnatural into the world? Discuss in groups.

## Listening 🎧

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## Listen to an interview of the reptile expert Rom Whitaker and state whether the following statements are true (T) or false (F).

1	. Rom Whitaker had been interested in snakes since his childhood.	
2	. Rom Whitaker's mother discouraged his interest.	
3	. The snake park in India was inspired by the one in Miami.	
4	. Selling young snakes helped Rom collect money for the project.	
5	. Irulas, living near Madras, opposed Rom Whitaker's involvement with snakes.	
6	. People did not appreciate the snake park initially.	
7	. Zai Whitaker had a crocodile park when Rom Whitaker married her.	
8	. Rom Whitaker had spent almost 10 years on the island of New Guinea.	
9	. Rom Whitaker has very interesting memories of the crocodile park.	

## Life skills

#### Cognitive and thinking skills: Caring for the environment

We have read about how nature can be unpredictable and overwhelming, and yet very generous, nurturing and wondrous. But unbounded human needs have taken a heavy toll on nature. Environmental problems have become topics of discussion all over the world.

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Given below are some environmental concerns that we grapple with today. Look them up and list their causes, effects and possible solutions.





Problem:	
Causes:	
Effects:	
Solutions:	



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Problem:	
Causes:	
Effects:	
Solutions:	

#### I care: role-play

#### **Role-play the following situations.**

1. You believe in reusing and recycling. Your friend tells you this is a gimmick to sell more energy-saving and eco-friendly appliances. He/she says we now live in a throw-away society where we can overly consume commodities because of excessive production of short-lived or disposable items over durable goods that can be repaired.

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- 2. You are protesting against an environmental cause, for example, felling of trees or setting up of a factory in your residential area. Your well-wisher, a policeman/official, tells you that the administration would use force to disperse the crowd.
- 3. Animals such as birds, reptiles and primates are captured live so that they can be kept or sold as exotic pets. Slaughtered animals, on the other hand, have commercial value as food, jewellery, decor or traditional medicine. Hence, various species are now endangered. Your friend defends it to an extent, saying that the fashion industry and traditional medicine are important too.

#### My menu to save the planet

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You are aware that buying pre-packaged food or products that are out of season affect the environment. It requires transportation, additional packaging and preservatives. All of this has multiple impacts in different aspects. It has an environmental impact as numerous resources are wasted and it also has a financial impact as they are comparatively more expensive.

Cura a la cura a una					
Create a menu	using on	v seasona	I TOODS à	avallable in	vour area.

Monday	BREAKFAST	LUNCH	DINNER
Monday			
3			¢.
Tuesday			
Wednesday			
Thursday			4
Friday			

#### Section 3

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### I Think I Could Turn and Live with Animals

#### Read this extract and think of how human beings are different from animals.

 I think I could turn and live with animals, they are so placid<sup>1</sup> and self-contain'd<sup>2</sup>,
 I stand and look at them long and long.

They do not sweat and whine about their condition, They do not lie awake in the dark and weep for their sins, They do not make me sick discussing their duty to God, Not one is dissatisfied, not one is demented<sup>3</sup> with the mania of owning things, Not one kneels to another, nor to his kind that lived thousands of years ago, Not one is respectable or unhappy over the whole earth.

So they show their relations to me and I accept them, They bring me tokens of myself, they evince<sup>4</sup> them plainly in their possession.

I wonder where they get those tokens, Did I pass that way huge times ago and negligently drop them?

<sup>1</sup>placid docile  $\star$  <sup>2</sup>self-contain'd self-sufficient  $\star$ <sup>3</sup>demented (here) obsessed  $\star$  <sup>4</sup>evince to show clearly that you have a feeling or quality (an extract from Song of Myself) Walt Whitman

Walt Whitman (1819–1892) is one of the most illustrious American poets till date. He is often referred to as the 'the father of free verse'. Some of his well-known poems include *O Captain! My Captain!* and *When Lilacs Last in the Dooryard Bloom'd*.

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## Poem appreciation

1. Match the lines from the poem to what they suggest.

Phrases,	lines f	rom the	poem
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$\bigcirc$
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0
0
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	Suggested meaning
0	They are content with their life.
0	Animals don't worry about their duty to God.
0	They are not obsessed about material possessions.
0	The poet is fascinated by them.
0	Animals don't worry about the mistakes they make.

#### 2. Answer the following questions.

a. What is the poet's desire?

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- b. What are the qualities that endear animals to him?
- c. What problems in human beings does the poet notice? PRESS
- d. How do the animals react to the poet?
- e. What are the 'tokens' that the poet says he may have dropped long ago, and which animals have kept for themselves?

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- f. What is the theme of the poem?
- g. What is the tone of the poet?

## Art Corner 🚳

#### Organizing a nature photography walk

#### Look at the photograph below.

How does it make you feel? Can you think of some words that you would use to describe this photograph?

Nature is abundant with such astounding beauty that sometimes it is difficult put to words our feelings and responses. Photography can capture nature in all its



splendour and beauty. Nature photography is a form of photography devoted to going outdoors to capture in photographs the beauty and wonder of natural elements, be it wildlife, plants or landscapes.

Take the help of your teacher and organize a nature photography walk. It can be anywhere close by, for example, your school, a park, etc. You can borrow your parents' camera or camera phones for the day.

Some tips for going on a nature photography walk:

- Start in the morning so that you capture elements better in the daylight.
- Carry only essential items. For instance, your camera, a bottle of water and a packed lunch if you are out for a while, and a notebook and pens if you want to make notes of the things you see.
- Look around carefully and be aware of your surroundings.
- Avoid using the flash while taking photographs.
- Make sure your hands are not shaky and are stable when taking a photograph.

In class, look at each other's photographs and of the lot select the best five photographs. You can even organize a photo exhibition for the rest of the school students and teachers to see the photographs.



# **Conflict and Hope**

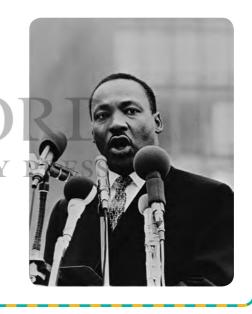
## Starter

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## Read the following line from a famous speech and select the correct option to complete the sentences given below.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character."

- 1. The speaker suggests that he wants
  - a. a world free from racial prejudices.
  - b. peace and social harmony.
  - c. education for every child.
  - d. all children to be fair-skinned
- 2. The speaker is talking about
  - a. racial discrimination.
  - b. economic discrimination.
  - c. caste discrimination.
  - d. gender discrimination.



Section 1

## Pocahontas 🕨

Pocahontas was a brave Native American woman famous for bringing about peace between the Native Americans and the English colonists who settled near their land. There are different versions of her story. This story is one way in which history remembers her.

Pocahontas was the daughter of Powhatan, the powerful chief of the Powhatan Confederacy<sup>1</sup>,

<sup>1</sup>Confederacy states, people joining together for a particular purpose (here tribes)

a large group of more than thirty Algonquian<sup>2</sup> tribes and 25,000 members.

These tall and well-built people lived in the low-lying coastal regions of modern-day Virginia. They built wooden homes, carved canoes out of trees and used rocks and bones to make tools. The men hunted and fished, and the women farmed. Pocahontas, the favourite daughter of Chief Powhatan, did attract special notice for her beauty and liveliness; hence the name Pocahontas, meaning, 'playful one'.



On 4 May, 1607, the twelve-year-old Pocahontas sat on a hill admiring the landscape lined with tall trees, lush meadows and colourful flowers. As she gazed at the horizon—the azure

sky and the deep blue sea—she saw a huge ship with white sails. Excitedly, she ran to her father and brother with the news.

Chief Powhatan listened to the news, but was not happy.

He said, "The white men coming is bad news. There is no peace with the white men here."

Nantaquas, Pocahontas' eighteen-year-old brother, was a sturdy warrior. He echoed his father's views, "In the past, the white people killed many of our people to take our land. They are dangerous."

Nantaquas and Pocahontas paddled down to the bay in a canoe to find out more. On the ship they saw a tall man with red hair and white skin. He was dressed differently too.

Nantaquas turned back and informed his father. Powhatan consulted his advisers and medicine men. They concluded that white men brought with them problems. They had magical powers and thunder sticks with which they could kill anyone with ease. They were there to take away their land, their lakes, their rivers and their forests.

The white man was Captain John Smith. His crew was happy to be in Chesapeake Bay<sup>3</sup>. They wanted to establish a small settlement there. There they hoped to find gold and silver in the New World. They also hoped to find a shorter river route to the Pacific

Ocean in order to trade more easily with the countries of Asia. The site chosen for the Jamestown colony was on a peninsula in the James river. Today, this peninsula has become an island.

 <sup>2</sup>Algonquian (pronounced Al-GON-kin) indigenous inhabitants of North America
 <sup>3</sup>Chesapeake Bay an area in the US states of Maryland and Virginia

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The settlers chose this site and built some huts, a storehouse and a church. They chose this site for their settlement for several reasons: it was close to deep water and offered easy access to supply ships, no one lived on it and its shape made it easy to defend. However, the confident colonists soon came to regret their choice. The land was marshy and the water they drank from the river was muddy and salty.

These first settlers had little practical experience with farming, food storage and organized labour. Most of them were tradesmen—not workers. Ignorant of what was required to survive in a difficult new environment, the group failed to put by adequate stores of food.

In August 1607, bad drinking water, disease-carrying mosquitoes and lack of food caused the settlers to fall sick. Many had died because of these issues. By the end of the first year, only 38 of the original 104 settlers had survived.

Gradually, the English colonists and the tribes began to trade with each other. The Powhatans offered food in exchange for the settlers' tools and other goods. Their relationship was an uneasy one. Although the Powhatans offered gifts of food, they also sometimes attacked colonists who were found outside their settlement.

One day, Captain Smith and his men went into the forest to look for food. There they were captured by the tribe and taken to Chief Powhatan.  $${\rm PRESS}$$ 

Captain Smith tried to communicate to Chief Powhatan in sign language and a few local words that they wanted to live peacefully. He also presented Chief Powhatan with a compass. Powhatan and his tribe thought it was magic and wanted to kill him. Pocahontas begged her father to spare the white man and saved John Smith's life.



After this incident, Pocahontas and John Smith became great friends. Soon Pocahontas became a familiar face in the settlement.

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She sometimes brought gifts of food from her father to the colonists. John Smith taught her English and she taught him her language. He told her about London and its enormous buildings; about King James I and his palace; about the men and women there and their culture.

Pocahontas listened with interest and dreamed about London.

Chief Powhatan once sent her to Jamestown to ask the Englishmen to release their Native American captives. She was successful in carrying out this diplomatic mission.

However, this period of friendly trading did not last. The struggling, unhealthy English colonists were desperate for food. They wanted corn, but a terrible drought had reduced Powhatan crops, and the tribes had no surplus to trade. The angry colonists began threatening the Powhatans.

By winter, the Jamestown settlers had very little food to eat. Many settlers were ill and weak.

Pocahontas helped them by coaxing her father to share corn, meat and other food with the colonists.

But when more ships from England came to Jamestown, Powhatan was concerned about the future of his tribe and refused to give them more food.

One night, Powhatan and John Smith tried to settle a negotiation till past midnight. Powhatan suggested that Captain Smith sleep in the small cabin near the river. Captain Smith was completely unaware of the chief's intention to kill him. That night Pocahontas warned him of the ambush planned by her father. Captain Smith did not wait any longer and left for Jamestown in the middle of the night. There he told the settlers that Pocahontas saved his life again. Soon after this, Captain Smith returned to England.

In Pocahontas' village everyone thought that Captain Smith was dead. However, when more and more white settlers came to Jamestown, Chief Powhatan declared war on the settlers. He sent Pocahontas to live with the Potomac tribe, fearing that she might come to harm otherwise.

Pocahontas was safe with the Potomac tribe. Chief Japazaws was the head of the Potomac tribe. There Pocahontas met Chief Japazaws' friend Captain Samuel Argall, an English explorer who lived in Jamestown.

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One day, Captain Argall invited Chief Japazaws, his wife and Pocahontas to see his ship. The chief and his wife managed to lure Pocahontas onto Argall's ship. They were well looked after but by sunset Pocahontas realized that she was Captain Argall's prisoner! Chief Japazaws and his wife had helped Captain Argall capture Pocahontas for a payment of a copper kettle and some coloured beads.

Captain Argall did not want to hurt Pocahontas but he persuaded a local chief to join forces with him against Powhatan. Argall then sailed to Jamestown. Everyone in Jamestown liked Pocahontas because they knew that she had saved Captain Smith's life twice and had brought them food during the long winter. Pocahontas was treated well, given English clothes to wear, taught English and introduced to English manners and customs.

Argall sent word to Powhatan that he had captured Pocahontas, saying she would be freed if Powhatan would release the English prisoners and also return the English weapons and tools that his warriors had taken.

At first, Argall's plan seemed to work. After Powhatan heard of the kidnapping and Argall's ransom demand, the chief freed seven English prisoners. However, he did not return the stolen weapons and tools.

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As time passed without a solution, Powhatan finally refused to negotiate anymore.

By March 1614, everything had changed in Pocahontas' life. By then she had become

Powhatan did not return the weapons. So Pocahontas had to stay in Jamestown, but she was not unhappy. In April 1614, Pocahontas married John Rolfe, a young tobacco farmer. The governor of Virginia, Thomas Dale, and Chief Powhatan both assented to their marriage.

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Pocahontas was the first Native American to marry a white man. The people of Jamestown and the tribes celebrated the marriage together.

The following year, Pocahontas gave birth to a son, Thomas.

a Christian. After this conversion she was named Rebecca.



There was another very important outcome of the marriage: the 'Peace of Pocahontas'. The union of the Native Powhatan woman and the Englishman helped to calm the ongoing conflicts between the tribes and the colonists. Pocahontas was seen to be the symbol of these peaceful times.

Pocahontas and her family, along with Thomas Dale and some young Powhatan women, were on a ship to England in the spring of 1616 with the goal of raising support for their settlements.

After docking in September 1616, the group toured all of England before finally arriving in London. An artist created a portrait of Pocahontas for the Virginia Company to publicize her visit. The London society, as well as important investors, met Pocahontas and found her enchanting.

Pocahontas caused a great sensation. In London, she met some of the city's most important people. She even met King James I. She also met John Smith after many years!

Smith had never forgotten the courageous Powhatan girl. He wrote a letter to Queen Anne, telling her all the things Pocahontas had done to help the Jamestown settlers.

In 1788, Virginia became a state of the United States.

Pocahontas is remembered as the princess who brought about peace between the English newcomers and the Native Americans.



## Reading 1

#### 1. On the basis of your understanding of the story, tick the most suitable option.

- a. Captain John Smith and his men wanted to establish Jamestown to
  - i. set up a settlement.
  - ii. make a shorter trade route to Asia.
  - iii. find gold and riches.
  - iv. all of the above



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- b. The reason Captain John Smith was not successful in his mission was that
  - i. he became greedy and treacherous.
  - ii. his men were not used to physical labour.
  - iii. the natives were hostile.
  - iv. he was in a hurry to complete a job.
- c. Pocahontas is remembered best as
  - i. a symbol of peace.
  - ii. a brave and fierce warrior.
  - iii. an intelligent girl.
  - iv. a beautiful princess.

#### 2. Answer the following questions briefly.

- a. Who was Pocahontas? How did she get her name?
- b. Why did the Powhatans not like the settlers?
- c. How did Pocahontas help James Smith twice?
- d. How did Captain Argall manage to capture Pocahontas as a hostage?
- e. What did Captain Argall expect to achieve by holding Pocahontas to ransom?
- f. How did captivity change Pocahontas' life forever? Y PRESS
- g. Why did Pocahontas go to England?
- h. How was Pocahontas received in England?

## Reading 2

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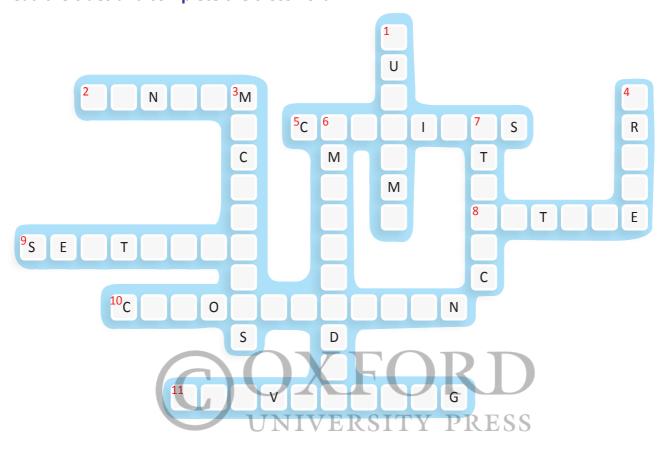
1. This narration brings out the conflict between the Native Americans and the colonists. List the reasons of conflict and how it was resolved.

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- 2. What do you think of the settlers who sailed thousands of miles away to unknown lands in the 17th century, when travel and communication, healthcare, etc. were not very advanced as today? What difficulties do you think they faced?
- 3. The memory of Pocahontas is honoured with a life-sized bronze statue at St George's Church in Kent. You have been invited to write an epitaph (words written about a person on their gravestone) in about 50 words to be engraved under the statue. Write the epitaph.







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#### ACROSS

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- 2. a sum of money demanded or paid for the release of a captive
- 5. people who are being held against their will
- 8. from the place or environment in which a person was born or a thing came into being
- 9. people who reside in a new colony or country
- 10. the act of taking control of an area that is not yours and governing it
- 11. the act of changing one's beliefs or religion

#### DOWN

- 1. the usual way of doing things
- 3. soft shoes with no heel, has large stitches around the front
- 4. a group of people including many families, clans or generations
- 6. someone who represents or brings messages from another person
- 7. relating to a population subgroup (within a larger or dominant national or cultural group) with a common national or cultural tradition

## Grammar

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#### Active voice and passive voice

#### Read the sentences given below.

- 1. All men would be guaranteed the rights of Life, Liberty and Happiness.
- 2. Many promises were made to us but most haven't been kept.

Does the first sentence tell us *who* had guaranteed all men the rights of Life, Liberty and Happiness? Does the second sentence tell us *who* had made the promises?

These sentences use the passive voice. The performer of the action is either unknown or mentioned at the end of the sentence.

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## Look at the following table to learn how active voice is changed into passive voice in different tenses.

	Simple	Continuous	Perfect	Perfect cont.
PRESENT				
Active	He teaches Maths.	He is teaching Maths.	He has taught Maths.	He has been teaching Maths.
Passive	Maths is taught by him.	Maths is being taught by him.	Maths has been taught by him.	NO PASSIVE VOICE
PAST		UNIVERSI	1.1.1.1.100.000	
Active	He taught Maths.	He was teaching Maths.	He had taught Maths.	He had been teaching Maths.
Passive	Maths was taught by him.	Maths was being taught by him.	Maths had been taught by him.	NO PASSIVE VOICE
FUTURE				
Active	He will teach Maths.	He will be teaching Maths.	He will have taught Maths.	He will have been teaching Maths.
Passive	Maths will be taught by him.	NO PASSIVE VOICE	Maths will have been taught by him.	NO PASSIVE VOICE

The *passive voice* calls attention to the action and the receiver of the action rather than the performer. In other words, it points to the action and the receiver of the action while the performer is unknown or unimportant.

#### **Passive sentence structures**

- Questions that have a 'yes' or a 'no' for an answer ACTIVE: Did they make the announcement on time?
   PASSIVE: Was the announcement made on time?
- Questions beginning with question words (what, which, who, why, etc.)
   ACTIVE: Which of these parks do people visit the most?
   PASSIVE: Which of these parks is visited the most by people?

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- An order or a command
  - ACTIVE: Switch on all the lights.
  - PASSIVE: Let all the lights be switched on.
  - ACTIVE: Don't leave the cat outdoors at night.
  - PASSIVE: Let the cat not be left outdoors at night.
- A piece of advice or a suggestion
  - ACTIVE: Don't leave your project for the last moment.
  - PASSIVE: The project should not be left for the last moment.
- A request

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ACTIVE: Please leave the hall by the rear exit.

PASSIVE: You are requested to leave the hall by the rear exit.

## Change the voice of the following sentences from active into passive without changing the meaning of the sentences and rewrite them.

1.	Have you finished the homework?
2.	She had seen the same person earlier at the grocery store.
3.	The children have opened all the packets left on the kitchen table.
	· · · · · · · · · · · · · · · · · · ·
4.	They will have doubled the security measures by next month.
5.	Save the tiger.
6.	Did the students break the glass?

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### Pronunciation

A same set of consonants can produce different sounds in different words. Similarly, different consonants can produce the same sounds.

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Example: In the word 'racial', the 'sh' sound is produced by the consonant 'c', while in

the word 'push', it is produced by a combination of the consonants 's' and 'h'.

The consonant 'c' also produces different sounds in words 'city' and 'can'.

#### Study the underlined letters below. In each group, circle the word in which the underlined letter(s) has/have a different sound.

1. a. path

3. a. pea<u>c</u>e

4. a. <u>s</u>eared

2. a. jail

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b. thunder b. forge

b. justi<u>c</u>e

b. <u>s</u>eparate

c. faith

c. bodies

- c. injustice
  - c. insufficient
- d. than
- d. guilty
- d. magnificent
- d. security

Life skills

#### Social or interpersonal skills: Conflict resolution

Conflict resolution is a way in which two or more people or groups find a peaceful solution to a disagreement among them. It requires negotiation skills. There are five different strategies to deal with the situation that we will read about here. ITY PRESS

Generally, the term 'conflict' has negative connotations such as anger, sadness or violence but conflict can be positive too! These are opportunities to make something better.

Complete the table with the characteristics of conflict.

Negative conflict	Positive conflict
abusive/rude language	<ul> <li>resolved by accepting/sharing views</li> </ul>
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Conflicts can be resolved with positive responses.

For example: My younger brother always takes my stationery.

	Positive response		Negative response
1.	Ask if he knows which ones belong to	1.	Yell at him or hit him whenever he
	me. Offer to make distinguishing marks.		takes my things.
2.	If he prefers mine, show him where I	2.	Use his things without asking.
	bought them.	3.	Hide everything so he can't use them.
3.	Explain that it bothers me. See if he has		
	any solutions.		

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There are five methods of approaching conflict.

- 1. Ignore: We could put off doing anything at all.
- 2. Win-Lose: We may choose to exercise control and 'win' over our opponent.
- 3. Lose–Win: We may choose to agree and 'give in' to the other person.
- 4. Lose–Lose: We could agree on a compromise, where both parties give something up.
- 5. Win–Win: We could choose an option where those involved in the conflict work together to discover a win–win solution—a collaborative solution.
- Resolve the following conflicts and state which method of resolving conflict you have used.
  - You have shifted to a new house. Your sister/brother and you have separate rooms, but one is larger with a bigger cupboard. You have your files and musical instruments to keep. Your younger sister/brother insists on taking that room because she/he walked in there first. Your parents tell you to work it out between yourselves.
  - 2. You have a new friend on a social media platform. His/her behaviour online can be a little overwhelming. He/she likes and comments on almost everything you post, and you feel some of his/her comments are inappropriate. You are irritated and concerned that your parents and other friends will disapprove of what they see on your profile.
  - There is a new student in your class and your best friend suddenly starts spending a lot of time with him/her. You hear him/her telling the new student that he/she is a better friend. You overhear him/her say some false things about you.
  - Your friend wants you to help him/her make an excuse to leave school early one afternoon. He/she needs your help as the teacher trusts you immensely but you don't want to risk losing the trust of your teachers. Your friend is forcing you.
  - 5. Your neighbours are a little careless. They park their vehicle outside your gate and this makes it impossible to take your car in or out without having to request them to move their vehicle. Their garden is messy too. It is overgrown with weeds and grass. It has also started smelling as a result of rain and rotting leaves.

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#### Section 2

### Can We Change This?

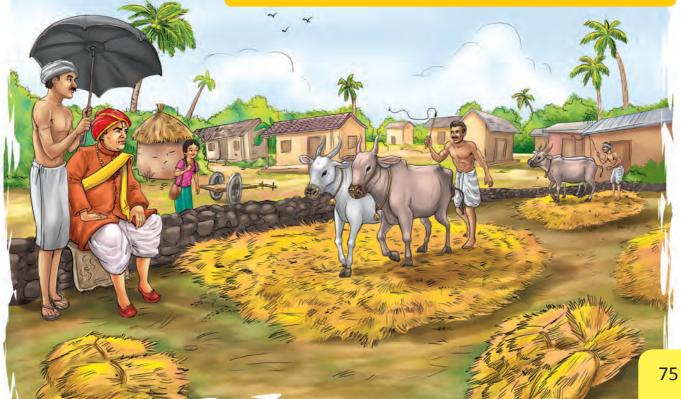
Do we treat people differently based on their caste, creed or skin colour? Have you experienced or witnessed discrimination of any kind? Here are some experiences of a young girl who has been a victim of untouchability.

When I was studying in class three, I hadn't yet heard people speak openly of untouchability. But I had already seen, felt, experienced and been humiliated by what it is.

I was walking home from school one day, an old bag hanging from my shoulder. I crossed the street of the Pallas<sup>1</sup> and came to my street, the street of the Parayas<sup>2</sup>. In a corner, a threshing floor had been set up, and the Naicker<sup>3</sup> watched the proceedings<sup>4</sup>, seated on a piece of sacking spread over a stone ledge. Our people were hard at work, driving cattle in pairs, round and round, to tread out the grain from the straw. The animals were muzzled<sup>5</sup> so that they wouldn't help themselves to the straw. I stood for a while there, watching the fun.

Just then, an elder of our street came along from the direction of the bazaar holding a parcel.

<sup>1</sup>Pallas people of a particular upper caste  $\star$  <sup>2</sup>Parayas people of a particular lower caste  $\star$  <sup>3</sup>Naicker (here) the landlord, the term also refers to a particular upper caste  $\star$  <sup>4</sup>proceedings a series of actions  $\star$  <sup>5</sup>muzzled (here) animals had guards on their mouths to prevent them from biting or feeding



The manner in which he was walking made me want to double up<sup>6</sup>. I wanted to shriek with laughter at the sight of such a big man carrying a small parcel in that fashion. I guessed there was something like vadai<sup>7</sup> or green banana *bhajji*<sup>8</sup> in the packet, because the wrapping paper was stained with oil. He was holding out the packet by its string, without really touching any part of the parcel itself. I stood there thinking to myself, if he holds it like that, won't the package come undone, and the vadais fall out? The elder went straight up to the landlord, bowed low and extended the packet towards him, cupping the hand that held the string with his other hand. Naicker opened the parcel and began to eat the vadais.



After I had watched all this, I went home. My elder brother was there. I told him the story in all its comic detail. I fell about with laughter at the memory of a big man, and an elder at that, making such a game out of carrying the parcel. But Annan<sup>9</sup> was not amused. Annan told me the man wasn't being funny when he carried the package like that. He said everybody believed that Naickers were upper caste, and therefore must not touch anything touched by Parayas. If they did, they would be polluted. That's why he had to carry the package by its string.

When I heard this, I didn't want to laugh any more, and I felt terribly sad. How could they believe that it was disgusting if a Paraya held that package in his hands, even though the *vadai* had been first wrapped in a banana leaf, and then parcelled in paper? I felt so provoked and angry that I wanted to go and touch those wretched *vadais* myself, straightaway.

Why should we fetch and carry for these people, I wondered. Such an eminent elder of ours goes off meekly to the shops to fetch snacks and hands them over reverently<sup>10</sup>, bowing and shrinking, to this fellow who just sits there and stuffs them into his mouth. The thought of it infuriated<sup>11</sup> me. How was it that these fellows thought so much of

themselves? Was it because they had scraped four

<sup>6</sup>double up laugh so hard that one bends over  $\star$  <sup>7</sup>*vadai* a snack made from pulses  $\star$  <sup>8</sup>*bhajji* a snack; vegetables coated with batter and deep fried  $\star$  <sup>9</sup>Annan Tamil word for elder brother  $\star$  <sup>10</sup>reverently showing respect  $\star$  <sup>11</sup>infuriated made extremely angry

coins together? What did it mean when they called us 'Paraya'? Had the name become that obscene? But we too are human beings. Our people should never run these petty errands for these fellows. We should work in their fields, take home our wages and leave it at that.

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Both my grandmothers worked as servants for Naicker families. In the case of one of them, when she was working in the fields, even tiny children, born the other day, would call her by her name and order her about, just because they belonged to the Naicker caste. And this grandmother, like all the other labourers, would call the little boy Ayya, Master, and run about to do his bidding. It was shameful to see them do this. Even the way they were given their drinking water was disquieting<sup>12</sup> to watch. The Naicker women would pour out the water from a height of four feet, while Paatti<sup>13</sup> and the others received and drank it with cupped hands held ST to their mouths. I always felt terrible when I watched this.

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My other Paatti was the same. As soon as dawn broke, she would go to the Naicker houses, sweep out the cowshed, collect up the dung and dirt and then bring home the leftover rice and curry from the previous evening. And for some reason she would behave as if she had been handed the nectar of the gods.

It was a long time before I realized that Paatti was bringing home the unwanted food that the Naickers were ready to throw away. One day, I went with Paatti to the Naicker house. After she had finished all her filthy chores, Paatti placed the vessel that she had brought with her, by the side of the drain. The Naicker lady came out with her leftovers, leaned out from some distance and tipped them into Paatti's vessel and went away. Her vessel, it seemed, must not touch Paatti's; it would be polluted. Sometime later, I said to Paatti she should not lay herself open to such behaviour; it was ugly to see.

What Paatti said to me in return was this: These people are the maharajas who feed us our rice.

<sup>12</sup>disquieting inducing feelings of anxiety or worry \* <sup>13</sup>Paatti Tamil term for grandmother Without them, how will we survive? Haven't they been upper caste from generation to generation, and haven't we been lower caste? Can we change this?

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My elder brother, who was studying at a university, came home for the holidays. He would often go to the library in our neighbouring village in order to borrow books. He was on his way home one day, walking along the banks of the irrigation tank. One of the Naicker men came up behind him. He thought my Annan looked unfamiliar, and so he asked, "Who are you, appa<sup>14</sup>, what's your name?" Annan told him his name. Immediately the other man asked, "Thambi<sup>15</sup>, on which street do you live?" The point of this was that if he knew on which street we lived, he would know our caste too. Annan's reply was sharp, like a slap in the face, "I am a Paraya from the Cheri Street." Then he stalked<sup>16</sup> off, as fast as he could. Naicker was furious. He thought he had been humiliated. He asked someone else there, "Who is this fellow? Look at the way he talks." This other man explained who Annan was, by mentioning our Paatti, "Oh, that is our Rakamma's grandson."

The next day, when Paatti went to work, the Naicker spoke to her angrily. "How dare your grandson talk to me so arrogantly?" Paatti managed to handle it by saying, "See, Ayya, he's an educated lad; these college boys will talk like that." When Annan heard this, he just laughed. Apparently it was just the same at the library. They would look at the Paraya lads from Cheri Street in a certain way, with contempt<sup>17</sup>. Once, when Annan was signing out his books, he added his title, MA, on a sudden impulse. Immediately the attendant brought him a stool to sit on, and what's more, began addressing him as 'Sir'.

Annan told me all these things. And he added, "Because we are born into the Paraya *jati*<sup>18</sup>, we are never given any honour or dignity or respect. We are stripped of all that. But if we study and make progress, we can throw away these indignities<sup>19</sup>. So study with care, learn all you can. If you are always ahead in your lessons, people will come to you of their own accord and attach themselves to you. Work hard and learn." The words that Annan spoke to me that day made a very deep impression on me. And I studied hard, with all my breath and being, in a frenzy almost. As Annan had urged, I stood first in my class. And because of that, many people became my friends.

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It was the same story at school, though. They always spoke ill about people of our caste. If ever anything bad happened, they would say immediately, and without hesitation,

<sup>14</sup>appa (here) a general term of address  $\star$  <sup>15</sup>Thambi Tamil word for younger brother, used here as a term of address  $\star$  <sup>16</sup>stalked (here) walked in a proud or angry manner  $\star$  <sup>17</sup>contempt the feeling that someone is not worth any respect  $\star$  <sup>18</sup>*jati* a caste or subcaste  $\star$  <sup>19</sup>indignities treatment or circumstances that cause one to feel shame or to lose one's dignity

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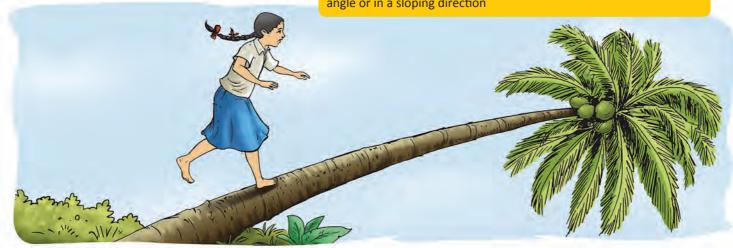
"It must be one of the Cheri children who did it." About three-quarters of the children in the school were Pallar and Parayar. All the same, the school was on Nadar<sup>20</sup> Street.

Everyone seemed to think Harijan<sup>21</sup> children were contemptible<sup>22</sup>. But they didn't hesitate to use us for cheap labour. So we carried water to the teacher's house; we watered the plants. We did all the chores that were needed in the school.

Then I was in class seven. Every day, after school, I would play with the other children of our street before going home. There were two or three children who were related to me, and other boys and girls who always played together as a group. One day, we were playing on the big neem tree in front of the school, hanging like bats, upside down from its branches. After a while, we started on another game—running right up the coconut palm and touching its tip. The coconut palm grew slantwise<sup>23</sup>, at a convenient angle. If you came running along from a distance, at top speed, you could reach right to its tip and touch the coconut growing there. Spurred on by the excitement of the first few who managed to touch the coconut, those who came later grabbed it and gave it a twist before climbing down. By the time I got there, the coconut fell at my touch, dropping with a thud. It wasn't even a fully ripened coconut, just a green one, without so much as water in it. All the children were frightened and ready to scatter. Everyone said that it

was I who had plucked it. Then we just left it there and ran home.

<sup>20</sup>Nadar the name of a caste  $\star$  <sup>21</sup>Harijan group of the lowest social status, traditionally considered to be untouchable  $\star$ <sup>22</sup>contemptible not deserving any respect at all  $\star$  <sup>23</sup>slantwise at an angle or in a sloping direction



The next morning at assembly, the headmaster called out my name. "You have shown us your true nature as a Paraya," he said. "You climbed the coconut tree yesterday after everybody else had gone home, and you stole a coconut. We cannot allow you inside this school. Stand outside." I was in agony because I had been shamed and insulted in front of all the children. All the children eyed me in a strange way and walked off to their classes. I was in such shock and pain, I didn't know what to do. Then a teacher who lived on our street came by and advised me to go to the priest, tell him everything, and bring a letter from him to the headmaster. I went to the priest and told him the whole story in detail, and begged him to give me permission to go back to school. The priest's first response was to say, "After all, you are from the Cheri. You might have done it. You must have done it." The tears started welling up in my eyes, and I wept. After a long time, the priest wrote a note asking that I should be allowed to return to the school.

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When I took it to the headmaster, he abused me roundly<sup>24</sup>, using every bad word that came to his mouth, and then told me to go to my classroom. When I entered the classroom, the entire class turned round to look at me, and I wanted to shrink into myself as I went and sat on my bench, still weeping.

<sup>24</sup>roundly in a forceful and clear manner

(an extract from Karukku) Bama

Bama (1958–) is a distinguished Tamil novelist known for her treatment of Dalit issues in her works. Her autobiographical novel *Karukku* was her first published work.

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### Reading 1

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- 1. What was the sight that the narrator found amusing? Was it really so?
- 2. Why was the narrator's Annan not amused by her story?
- 3. What feeling did the realization of truth evoke in the narrator?
- 4. What humiliation did the lower castes have to face?
- 5. Naicker was furious. Why? Was this justified?
- 6. What discrimination did the narrator undergo on a daily basis at school?
- 7. Relate the humiliating incident that the narrator experienced at school.
- 8. Justify the title of the story.

### Reading 2

1. What socio-economic strata did the narrator belong to? Quote words and phrases from the text to support your answer.

- 2. How was the narrator different from others who faced discrimination?
- 3. What alternative did Annan suggest to the narrator? Do you agree with him?
- 4. As the narrator, write a page in your diary after a humiliating day at school.

## Vocabulary

#### Unscramble the words in brackets to discover more about an anti-apartheid activist.

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Stephen Biko (1946–1977) was an illustrious anti-apartheid ...... (tactivis) in South Africa. He began as a student leader, and went on to found the Black Consciousness Movement which he hoped would ...... (peomrwe) and mobilize much of the urban black population.

## Writing Speech

As the narrator (Bama), write a speech for the morning assembly in your school criticizing untouchability. Your speech should persuade the students to think and condemn discrimination. UNIVERSITY PRESS

Remember:

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A persuasive speech is given with the purpose of convincing and influencing the audience to believe and support what the speaker is saying. Persuasive speakers use figurative language to affect not only the thoughts but also the feelings of their listeners. They use examples from their own experiences to support and strengthen their points.

You can accomplish your writing task with the following steps:

- Think hard and write down the reasons for the stand you have taken. These will be your arguments.
- From all your arguments, choose three that are the strongest.
- Think of examples to support the reasons/arguments you are giving.
- Make sure that the speech is broken into three clear parts: an introduction, three main paragraphs with your three arguments and a conclusion.
- Use figurative language that will appeal to your audience's emotions.
- Remember that your audience will be 'listening' to your words and sentences, so keep them short, simple and easily understandable.

Here are some words and phrases that you could use:

- In my opinion ...
- Some believe that ...
- I believe that ...
- We must strive to ...
- Do you really think ...
- For that reason ...
- Positive words: acceptance, tolerance, inclusive, freedom, birthright, collaborative, diversity, universal brotherhood
- Negative words: injustice, eliminate, inconsiderate, insensitive, deplorable, atrocious

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## Speaking

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Deliver your speech before the class or at the assembly. While doing so, take care of the following.

- Do not be aggressive in your gestures and manners.
- Make effective use of pauses between important sentences/points.
- Do not bang your fist on the table.
- Do not speak too fast or too slowlyNIVERSITY PR
- Pronounce each word clearly and correctly.
- Do not scream or show anger, but don't speak too softly or meekly either.
- Remember to greet your audience at the beginning of your speech and to thank everyone at the end of it.

After you have delivered your speech, assess yourself. Ask a friend to assess you as well. Rate on a scale of 0 to 5.

	Self-assessment	Peer assessment
1. The opening was an appropriate salutation.		
2. The causes and effects were mentioned.		
3. A solution to the problem was suggested.		
4. It was a fluent and clear narration.		
5. The audience was convinced.		

# 🖣 Listening 🎧

Listen to a passage on Rosa Parks (1913–2005), an African-American civil rights activist often called 'the first lady of civil rights'. Answer the following questions by selecting the best option.

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- 1. Rosa Parks is remembered for
  - a. refusing to give up her seat to a white passenger.
  - b. inspiring people to fight for civil rights.
  - c. being aggressive in her fight against racism.
  - d. being an inspiration to Martin Luther King Jr.
- 2. In 1955, black passengers in Montgomery
  - a. were the majority of passengers.
  - b. had to buy their tickets at the front, but get on and off at the back.
  - c. had to give up their seats to white passengers.
  - d. all of the above

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- 3. Rosa Parks was arrested for
  - a. violating a local law.
  - b. insulting a white passenger.
  - c. provoking blacks against the white population.
  - d. causing citywide protests.
- 4. What do you understand by 'civil disobedience'?
  - a. people breaking laws
  - b. violent opposition of the government
  - c. not giving up one's seat while travelling by public transport
  - d. peacefully breaking a law that is unjust and unfair
- 5. What did Jesse Jackson mean when he said this about Rosa Parks' action: "She sat down in order that we might stand up."?
  - a. made the African-American community stand up for their rights
  - b. made people realize that there should be more number of seats in buses

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- c. made the African-American community demand separate buses
- d. made people realize that they should not give up their seats

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#### Section 3



## Read a poem that talks of the traumas of the German–Jewish refugees during the Second World War.

Say this city has ten million souls<sup>3</sup>, Some are living in mansions, some are living in holes<sup>4</sup>: Yet there's no place for us, my dear, yet there's no place for us.

Once we had a country and we thought it fair, Look in the atlas and you'll find it there: We cannot go there now, my dear, we cannot go there now.

In the village churchyard there grows an old yew<sup>5</sup>,

Every spring it blossoms anew:

Old passports can't do that, my dear, old passports can't do that.

The consul<sup>6</sup> banged the table and said, "If you've got no passport you're officially dead": But we are still alive, my dear, but we are still alive.

Went to a committee; they offered me a chair;

Asked me politely to return next year:

But where shall we go today, my dear, but where shall we go today?

Came to a public meeting; the speaker got up and said; "If we let them in, they will steal our daily bread": He was talking of you and me, my dear, he was talking of you and me.

<sup>1</sup>refugee a person who goes to another country to escape being mistreated for their religion or politics, or to escape war ★ <sup>2</sup>blues a slow, sad song, first sung by African-Americans working as slaves in the USA. These sad ballads expressed the unhappiness of the slaves' lives. ★ <sup>3</sup>souls here, people ★ <sup>4</sup>holes here, slums ★ <sup>5</sup>yew a coniferous tree which has red berry-like fruits ★ <sup>6</sup>consul a government official representing their country in a foreign country



Saw a poodle in a jacket fastened with a pin, Saw a door opened and a cat let in: But they weren't German Jews, my dear, but they weren't German Jews.

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Went down the harbour and stood upon the quay<sup>7</sup>, Saw the fish swimming as if they were free: Only ten feet away, my dear, only ten feet away.

Walked through a wood, saw the birds in the trees; They had no politicians and sang at their ease:

They weren't the human race, my dear, they weren't the human race.

Dreamed I saw a building with a thousand floors,

A thousand windows and a thousand doors:

Not one of them was ours, my dear, not one of them was ours.

Stood on a great plain in the falling snow;

Ten thousand soldiers marched to and fro:

Looking for you and me, my dear, looking for you and me.

<sup>7</sup>quay a platform where boats come in to load (pronounced as 'kee')

Wystan Hugh Auden (1907–1973) was an English-American poet, playwright, critic and lyricist. He exerted a major influence on the poetry of the 20th century. His poetry is known for dealing with themes of politics, religion and love. Just before World War II broke out, Auden emigrated to the United States. He won the Pulitzer Prize in 1948 for his poem *The Age of Anxiety*. This poem, written in 1939, describes the condition of Jewish refugees during the Second World War.

# Poem appreciation

#### 1. On the basis of your understanding of the poem, tick the best choice of the answer.

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- a. Who is the speaker in this poem?
  - i. a diplomat
  - ii. a poet

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iii. a Jewish refugee

iv. a journalist



(adapted from the original)

W.H. Auden



i. It conveys a positive message.

ii. It addresses someone close to the poet.

b. How is the third line of each stanza different?

- iii. It reverses the mood of the two lines.
- iv. The tone is consoling the listener.
- c. What is the tone of the speaker?
  - i. thoughtful
  - ii. instructional
- 2. Where do the narrator and his companion want to go? Why are they unable to do so?

iii. satirical

iv. gloomy

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- 3. Why did the consul bang the table? Why was he angry?
- 4. What was the refugee offered by the committee and what did they ask him? What was his reaction?
- 5. What did the narrator see at the harbour? What did the refugee see in the woods?
- 6. What did the refugee see in his dream?
- 7. Who is looking for the refugees?
- 8. What is the setting of the poem?
- 9. The poem talks about the human rights violations suffered by a pair of German–Jewish people during the Second World War who are trying to find some refuge. What are the difficulties that they face?
- 10. Which lines in the poem imply the following? Complete the table.

	Line from the poem JNIVERSITY PRMeaning
a.	It is a large city with nowhere to go.
b.	We are being wiped out of existence. We have no identity.
с.	Even in my dreams, I see no place for us in the world.
d.	We are hunted down and tormented; we will always live in fear of being found.

- 11. Read about the following poetic devices. Find an example from the poem and explain it.
  - a. Hyperbole is the use of exaggeration as a rhetorical device or figure of speech.
  - b. A **metaphor** is a figure of speech that describes an object or action in a way that isn't literally true, but helps explain an idea or make a comparison. It states that one thing is another thing.
  - c. **Imagery** is the use of language to improve the reader's experience through their senses. (Give an example of visual and aural imagery.)
  - d. Rhyme scheme is the ordered pattern of rhymes at the end of the lines of a poem or verse.

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# Art Corner 🌚

#### Organizing a hand painting competition

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Look at the following pictures carefully. What comes to your mind when you see them?

These pictures (a white dove with an olive branch, the peace symbol, a white poppy and the 'V' symbol) are considered to be universal symbols of peace. In today's world, where issues like communal violence, religious intolerance, rivalries between nations, global immigration crises, etc. have divided our world, it has become even more imperative and urgent to spread the message of hope and peace. We must contribute in whatever way we can.

To spread awareness in your school, organize a hand painting competition, with your teachers' guidance. The topic of the competition should be 'Peace'. Send out a notice about this competition and invite all students to participate. Students can participate in pairs; one student will paint and the second student's hands will be used to paint on.

You can take hints from the pictures above or think of ideas of your own. What according to you should represent peace? Be creative, but at the same time your art should be clear and precise enough to convey the theme of the competition.