

■ ■ ■ Warming up! ■ ■ ■

Let's introspect!

1. Think and respond with 'YES' or 'NO'.

When you are faced with a very serious problem or some grave danger, what do you experience?

Your
feelings

panic	<input type="checkbox"/>
wishing you were never born	<input type="checkbox"/>
hopelessness	<input type="checkbox"/>
helplessness	<input type="checkbox"/>
no emotion	<input type="checkbox"/>
calmness and composure	<input type="checkbox"/>
willingness to tackle it	<input type="checkbox"/>

Your
reactions

break down and cry	<input type="checkbox"/>
run away and hide	<input type="checkbox"/>
pray to God	<input type="checkbox"/>
ask for help	<input type="checkbox"/>
build up courage	<input type="checkbox"/>
take it as a challenge	<input type="checkbox"/>

- Write about your feelings and reactions in 4-5 lines.

You may describe your feelings and reactions using other words than those given here.

- Form groups of four. Discuss what you actually feel and do in difficult situations and some of the things you could do and would like to do in those situations.

2. Guess what the following symbolise and match the pairs.

- | | |
|---------------------|-----------------------|
| (1) a tall mountain | (a) beauty |
| (2) a dark night | (b) freedom |
| (3) a rose | (c) deep distress |
| (4) sunrise | (d) anger |
| (5) a flying bird | (e) strength/firmness |
| (6) thunder | (f) hope |

Invictus

- ◆ What is the poet thankful for?
- ◆ Which lines show that the poet has suffered his hardships bravely?
- ◆ What is meant by the 'place of wrath and fears'?
- ◆ What does the poet have full control over?

Out of the night that covers me,
Black as the Pit from pole to pole
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate.
How charged with punishments the scroll,
I am the master of my fate :
I am the captain of my soul.

- By William Ernest Henley

- invictus:unconquered
- pit:a large deep hole in the ground
- wrath:anger
- fell clutch:wicked trap
- bludgeonings : violent beating with a club
- winced: jerked with pain
- menace: threat
- looms :hangs overhead



■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■

1. Choose the correct option :
 - (a) Out of the night that covers me, Black as the Pit from pole of pole
 - (i) There is a pit between two poles which you cannot see at night.
 - (ii) I am in a pit that is covered with a black sheet.
 - (iii) The circumstances are as bad as they can be with nothing to hope for from any corner.
 - (b) In the fell clutch of circumstance, I have not winced nor cried aloud
 - (i) I fell down and cried aloud.
 - (ii) I have not expressed my grief even when I had to suffer great pains.
 - (iii) I freed myself from a difficult situation and cried.
 - (c) Under the bludgeoning of chance, My head is bloody, ...
 - (i) I have suffered many setbacks and losses, for which there was no reason.
 - (ii) I got hurt due to my own faults.
 - (iii) My enemies hit me till I started bleeding.
 - (d) And yet the menace of the years, Finds, and shall find, me unafraid
 - (i) My enemies threaten me but cannot find me.
 - (ii) A great bully found me once, but shall not find me in future.
 - (iii) Even though I am growing old, I am not, and shall not be, afraid.
 - (e) How charged with punishments the scroll, ...
 - (i) The scroll is very expensive
 - (ii) I may have to pay for many of my mistakes
 - (iii) I have to pay money as punishment
 - (f) I am the master of my fate :
 - (i) I take responsibility for everything that happens in my life.
 - (ii) My fate is my master.
 - (iii) I am the master of this world.
 - (g) I am the captain of my soul.
 - (i) I am the captain of a team.
 - (ii) My soul is the captain of my team.
 - (iii) My actions are the result of my own feelings.
2. Write the rhyme scheme of the poem.
3. **Read the poem :** ‘Where lies the land...’ by A. C. Clough.



2.2 A True Story of Sea Turtles

■ ■ ■ Warming up! ■ ■ ■

It is our world, too!

1. Observe the following photographs. What is common among all these animals? They are all endangered species. They are likely to die out completely, one of the reasons being human activity in their habitat. If these animals could think and speak like humans, what would they say?



Form groups of 5-8. Prepare short autobiographical speeches for each of these animals (10-15 lines). Use the following points :

- How the animal lives – It's the only way he/she can.
 - How he interacts with nature and other animals
 - How humans interact with that species – whether it is fair, necessary or desirable, etc.
 - The possible ill effects of the way human beings treat the animals, for the whole living world
 - The animal getting ready to bid farewell to this world
2. Hold a classroom discussion on the following topics and later on, expand the themes on your own. (10-15 lines)
 - Why human beings need to use more and more natural resources.
 - Should we conserve only the most beautiful and most useful things in nature?
 - What is ‘beautiful’ or ‘useful’? Who has the right to decide that?

A True Story of Sea Turtles

We were surveying the white bellied sea-eagles in the summer that year. As we roamed the coasts, one of the volunteers in our team saw some shallow pits with white egg shells nearby. Enquiries with the villagers revealed that they were turtle eggs. This came as a surprise. We had never come across turtle eggs in our walks along the beaches of Konkan in all these years. We decided to study this unusual occurrence further. We learnt that the beach where we had found the egg shells had been sealed to the public for nearly one month, after people smuggling silver bricks were caught in that area. But what we learnt further shocked us to the core.

Turtles nest along the entire coastline of our State. There are a few people in every village who keep combing the beach in the early hours of the morning, throughout the year. When the female turtle comes on shore to nest and to lay eggs, she leaves behind a trail just like a track of wheels on the sand. The egg hunters follow this trail right up to the nest which is about half a metre deep. They dig up the nest, and steal all the 100-150 eggs that are laid inside. These eggs are then either eaten or are sold in the market. If a turtle is spotted while it is still laying eggs, it is allowed to live till the laying is over. As soon as the eggs are laid, it is caught, and then killed and eaten. This ruthless practice is observed in all parts of the world. However, in India, sea turtles have been given protection by including them under Schedule I of the Indian Wildlife (Protection) Act 1972. That means turtles have been given as much protection as tigers. Therefore, all this business of gathering turtle eggs and killing turtles is carried on in a secret, hush-hush manner. This information was distressing. We began to think seriously about it. We decided to undertake a project for the protection and conservation of turtles and their nests in Maharashtra.

- ◆ What unusual occurrence did the volunteers notice?
- ◆ Why were turtle eggs seen on the beach after it had been sealed to the public? What were the implications?



- ◆ Why have these turtles been protected in India?

We had no experience regarding sea-turtles, so first of all we undertook a study of turtles. We contacted institutes that work for the protection of turtles in India. The next step was launching a Turtle Protection Campaign at Velas, Taluka Mandangad, District Ratnagiri. This was done with the support and co-operation of the Forest Department. As part of the campaign, a few local people were specially appointed to look for turtle nests on the beach in the morning. When they came across a nest, they had to carefully remove the eggs from the nest, and bury them again in a similar pit, but one protected with wire fencing. They



- ◆ Why were the people asked to look for the eggs or nests in the morning?

- ◆ The elderly persons had seen the hatchlings for the first time. What does it indicate?

had to watch over the protected nest to prevent thefts. In the first year, we could successfully protect 50 nests in this manner. When the babies hatched out of the eggs, what an event that was! The whole village rushed to the beach to witness the spectacle. When the tiny turtle hatchlings hurried across the silver sands to meet the rolling boundless sea, what an ovation they received from the onlookers! Some of the elderly villagers confessed that though they had seen (and stolen) turtle eggs right from their school days, it was for the first time that they had seen the hatchlings rushing to the sea.

There are seven types of sea turtles in the world, five of which are found in India. The Olive Ridley turtles nest along the entire coastline of Maharashtra. Green turtles and Hawksbills have also been found. An amazing characteristic of turtles is that when the female turtle reaches maturity, that is, nearly after a gap of 15 years, she returns to the shore to lay her eggs at the same place where she was born. The female comes on shore, just to make a nest in the sand and lay her eggs, and immediately returns to the sea. She does not return to the nest after that. The eggs hatch after a period of 45 to 50 days, using natural heat. Innumerable dangers await the little hatchlings in the deep sea, and they have to face them all on their own. Their survival rate

is therefore as low as just one or two turtles out of a thousand. Turtles perform an important function – they keep the sea clean. Thus, they occupy an important place in marine ecology. Considering all these factors, it is vital to undertake their protection on a large scale.

After the success at Velas, we started implementing the project in other places too. Within five years, the entire coastline of Maharashtra was surveyed. Protection was offered in eighty of the villages where turtle nests were found. Our strategy was to engage those who had so far been involved in stealing the eggs, then to train and involve them in the work of protection. We started the ‘Turtle Friend Awards’ (*Kasav Mitra*) to encourage more people to be a part of the protection campaign. A comprehensive booklet and a short film on the protection of turtles was prepared to spread the message.

The year 2006 saw the beginning of a novel concept – Turtle Festival or *Kasav Mahotsava* – an opportunity for tourists to witness the unique spectacle of the hatchlings rushing out to the sea. A short film on turtles and the natural beauty of Konkan were additional features of the festival. At the same time, we were quite firm on one issue – the hatchlings should not come to even the slightest harm due to this tourist activity. The tourists were accommodated in the homes of the villagers. The response to this novel concept of ‘homestay’ was excellent. A Turtle Friends Club was established in each village, the members being all the villagers offering ‘homestay’. All villages would now offer the same rate for ‘homestay’. They gave ten percent of their income from ‘homestay’ for the Turtle Protection Fund. The fund would be utilised for the purpose of protection and conservation of turtles. Modern technology also helped. The festival reached all corners of the world through the medium of the internet and our website. People around the world began to contact the small villages

- ◆ Why was it necessary to undertake turtle protection on a large scale ?

- ◆ Why were those who had stolen the eggs earlier involved in the work of protection ? Give at least two reasons.





Protect the turtles and enrich the seas!

- ◆ What do the 'homestay' families do?

- ◆ Why was the project entrusted to the local people?

of Konkan. More and more villagers came forward to do this work and the number of 'homestay' families went up to 35. As many as eight hundred people began to visit Velas in the Turtle Season. This meant more business for the villagers. Now they realised that tourism can be a source of income. Tourists bring in money, and in order to earn that money, it was important to protect the turtle hatchlings. This was 'Conservation of Nature through Livelihood' in its true sense. Velas became the project's main success story.

Sahyadri Nisarg Mitra, our organisation believed that it is only the local villagers who can ultimately offer excellent protection to the local species. If they are given the freedom to do that, the conservation projects became sustainable. With this belief, we entrusted the project to the Forest Department, the Gram Panchayat, the villagers and their Turtle Friends Club. All of them are handling it wonderfully. Now we are happy to see the project running smoothly and offer help only when necessary.

- *Bhau Katdare*
Sahyadri Nisarg Mitra

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■ ■

1. Form groups. Discuss the first two paragraphs. Try to present their content in the form of a series of conversations among the (a) volunteers (b) the volunteers and the villagers.
2. Prepare a short note on sea turtles with the help of the information given in the passage.
3. Prepare a poster to illustrate how the turtle eggs were/are protected. Include the following in the poster.
 - Some pictures of sea turtles and their habitat
 - Information about turtle nests and eggs
 - A picture and information about a ‘protected nest’
 - Appeal to the public to spread awareness about their conservation
 - Some data (figures) regarding the achievements so far
4. Prepare a simple brochure regarding the ‘homestay’ facilities made available in the villages. Form groups and discuss the points you will use in the brochure. Remember to include the precautions that tourists have to take at the site, in your brochure.
5. Explain the idea of ‘Conservation of Nature through Livelihood’ briefly, using the example given here.
6. Prepare bullet point presentations on the following:
 - (a) Scope for tourism in your locality
 - (b) Prudent utilisation of natural resources
7. Read the following entries in the ‘Language Study’ pages :
 - (a) clause (b) sentence

Underline the main clause in the following sentences.

 - (1) There are a few people in every village who keep combing the beach in the early hours of the morning, throughout the year.
 - (2) When the female turtle comes on shore to nest and to lay eggs, she leaves behind a trail just like a track of wheels on the sand.
 - (3) The egg hunters follow this trail right up to the nest which is about half a metre deep.
8. **Read :** ‘Last Chance to See’ by Douglas Adams and Mark Carwardine



2.3 Somebody's Mother

■ ■ ■ Warming up! ■ ■ ■

1. Read the following proverb that has a biblical reference.

'Do unto others as you would have others do unto you.'

Now find at least 5 other proverbs/axioms/quotations which convey the same message. Search the internet/dictionary of proverbs.

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

2. Study the following sets of words :

Set A – pleased, happy, joyful, ecstatic

Set B – letter, word, sentence, paragraph

Note :- The words in these sets are arranged in an ascending order, each word showing a higher degree than the previous one. Now rearrange the following groups of words in the ascending order.

- (a) (1) adult (2) aged (3) infant (4) youth

.....

- (b) (1) cold (2) freezing (3) cool (4) chill

.....

- (c) (1) brilliant (2) genius (3) bright (4) intelligent

.....

- (d) (1) mountain (2) peak/summit (3) mound (4) hill

.....

- Prepare similar word chains using the following ideas.

- rain – drizzle
- wind – breeze
- sunshine – warm
- waterbody – pool
- size – big
- size – small

Somebody's Mother

The woman was old and ragged and gray,
And bent with the chill of a winter's day;
The streets were white with a recent snow,
And the woman's feet with age were slow.

At the crowded crossing she waited long,
Jostled aside by the careless throng
Of human beings who passed her by,
Unheeding the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of 'school let out',
Came happy boys, like a flock of sheep,
Hailing the snow piled white and deep;
Past the woman, so old and gray,
Hastened the children on their way.

None offered a helping hand to her,
So weak and timid, afraid to stir,
Lest the carriage wheels or the horses' feet
Should trample her down in the slippery street.

At last came out of the merry troop
The gayest boy of all the group;
He paused beside her and whispered low,
'I'll help you across, if you wish to go.'

Her aged hand on his strong young arm
She placed, and so without hurt or harm
He guided the trembling feet along,
Proud that his own were young and strong;
Then back again to his friends he went,
His young heart happy and well content.

**Guess the following,
using references
from the poem :**

- ◆ The setting –
the region,
the locality
- ◆ The time –
the time of the year
and the day.

- ragged : wearing old
and torn clothes
- throng : large crowd
- unheeding : neglecting
- hailing : welcoming
- Lest : for the fear
that ...

'She's somebody's mother, boys, you know,
 For all she's aged, and poor and slow;
 And someone, some time, may lend a hand
 To help my mother – you understand? –
 If ever she's old and poor and gray,
 And her own dear boy so far away.'

- lend a hand : help

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

- Mary Dow Brine

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■ ■

- Pick out lines from the poem that help create images of the following in our mind and write them in the table.

No.	Old Woman	The Street	Schoolboys
1.			
2.			
3.			

- Write at least 5 rhymes from the poem.
 - Give, in your own words, TWO reasons for each of the following :
 - The woman was reluctant to cross the street by herself.
 - The schoolboys were in a happy mood.
 - One of the schoolboys helped the old woman cross the street.
 - We must help those who are in need.
 - Think and write in 5-6 lines, why most of the people on a road/street ignore those in need of help. What about you? Write about your feelings after you have helped/not helped, when needed.
-

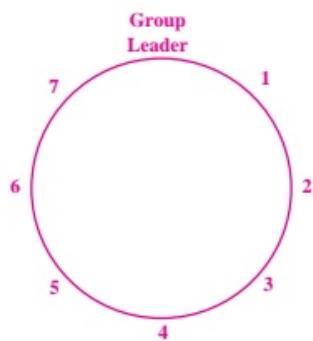
- Read the poem : 'Home they brought her warrior dead'
 by Alfred Lord Tennyson



2.4 The Fall of Troy

■ ■ ■ Warming up! ■ ■ ■

Building a Story



This game may be played again, changing the groups, to form new stories.

Form groups of eight. The group leader prepares slips of paper for each of the seven points given below and distributes them among the others. The group sits in a circle, taking their seats according to the number on the slip they have. Then each one completes the sentence on his/her slip without sharing it with the others. The group leader collects the slips and reads all the sentences aloud as one continuous passage. Does the story make sense? The group then works on the story to make it more meaningful and interesting.

1. Once there was a
2. Who lived in a
3. He/She ate
4. She/He went
5. There she/he saw
6. She/He was
7. That is why

Interviews

- (a) **Why?** : Form groups of five. Choose a familiar character from any one of the epics you know. One person from the group plays the role of that character. Others in the group frame questions related to that character's life. The condition is that all the questions should begin with 'Why ...?'. They interview the character using these 'Why - ?' questions. Practise and present the interview in the classroom.
- (b) **How?** : Follow the above procedure. Now all questions should begin with 'How - ?'
- (c) Prepare a short script of your interviews.

The Fall of Troy

Part I

- ◆ How were epics transmitted from generation to generation?
- ◆ Have you seen any of these stories in TV serials or movies?
- ◆ Who are considered to be the authors of epics ‘Ramayana’ and ‘Mahabharata’, respectively?
- ◆ Why is Homer honoured with the title ‘Father of European Poetry’?

Epics are long poems that relate the deeds of a great national hero or a great national war. They often tell of a nation’s early history. They may be composed and sung or recited for many years before they are actually written down.

The two famous Sanskrit epics are *The Ramayana* and *The Mahabharata*, and the two great epics of European literature, written in ancient Greek, are *The Iliad* and *The Odyssey*. Just as in Indian literature we go back to stories from *The Ramayana* and *The Mahabharata*, so in the literature of western countries, they go back to *The Iliad* and *The Odyssey*. Just as children all over India know the names of stories of Ram and Sita, Yudhishtira and Arjuna and Draupadi, so children in western countries know the names of Hector and Odysseus and Achilles and Helen of Troy, the most beautiful woman in the world, because of whom the Greek and Trojans fought for ten long years.

Nobody knows for certain who the author of these early epics is. It is thought that they arose and developed with the nation itself, and were handed down from singer to singer till perhaps one great poet gave them their final form.

It is believed that *The Iliad* and *The Odyssey* were composed and recited by a blind poet named Homer, who lived about 900 BCE and who wandered from one Greek city or village to another, singing his poems to all who would receive him in their homes and give him hospitality. This wandering singer has been honoured through the ages, not only in Greece but in all Europe, as the Father of European Poetry.

The Iliad is the story of Ilium or Troy, a rich trading city in Asia Minor near the narrow sea that leads from the Aegean to the Black Sea. It was well situated, both for commerce and agriculture. In front of the city was the sea over which sailed the ships of

Troy, carrying goods and grain. At the back rose the high peak of Mount Ida, from which flowed many rivers and streams. The valleys among the hills were well-watered and fertile, with corn growing in fertile fields and cattle feeding on the rich grass of the meadows while sheep fed on the slopes of the hills.

Round their city the Trojans had built a strong wall so that no enemy should attack them from the sea. The wall was so broad that people could stand and sit and walk on it. The great gates stood open, and people could go to the seashore outside and come in as they pleased. But in time of war the gates would be closed; and then the city was like a strong fortress, quite safe from all attack, protected by the walls surrounding it, as well as by the hills behind.

Thus, Troy was a strong city, strongly protected by its walls and strongly defended by its brave soldiers. But all the kings and heroes of Greece had declared war against the Trojans, because Paris, a prince of Troy, had persuaded Helen, wife of a Greek king Menelaus, to elope with him. He had brought her to Troy. The Greeks wanted to take revenge on Troy for the wrong done to Menelaus. They sailed to Troy and laid siege to the city. The Trojans, too, fought hard and the siege continued for ten long years.

The fighting went on daily, but the siege did not end. On the one hand, the Greeks could not take the city, and on the other hand the Trojans could not force them to sail away. Every day the Trojans came out of their gates, and the Greeks came out of their tents and ships, and the fighting went on. Sometimes there were great battles between the two armies. Sometimes there were single fights between two great heroes. Sometimes the Trojans had the better of it and sometimes the Greeks. But still the fighting went on.

Great heroes on both sides were killed in the course of the war. After leading the defence of his city for nine years, the brave Hector was at last killed by Achilles, whom none could resist. But Achilles himself was killed later on by a poisoned arrow that entered

- ◆ How did the location of Troy help it to grow into a very rich, prosperous city?

- ◆ How were the Trojans protected during wartime?

- ◆ What was the cause of the ten year old war between the Greeks and Trojans?

- ◆ Find the story of why Helen was persuaded by the goddess Aphrodite to elope with Paris.

his heel, the only part of his body where he could be wounded. Still later, Paris himself was killed, also by a poisoned arrow. The Trojans were tired of being shut up in their city, and the Greeks were longing to see their homes again. But still the fighting went on.



■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■ ■

1. Read the passage and name the following.
 - (a) He composed the Illiad and Odyssey :
 - (b) He persuaded Helen to elope with him :
 - (c) She was wife of the King Menelaus :
 - (d) He led the defence of Troy for nine years :
 - (e) He was killed by a poisoned arrow that entered his heel :
2. Find antonyms of the following from the passage.
 - (a) barren × (b) offended ×
 - (c) cowardly × (d) peace ×
 - (e) surrender × (f) exposed ×
 - (g) defenceless ×
3. From other sources find synonyms of the following words used in the story.
 - (a) great (hero) (b) beautiful (woman) (c) fight (verb) (d) rich (city)
 - (e) safe (f) strong (city) (g) brave
4. **Correct** the following sentences **using facts from the passage**.
 - (a) Troy traded in cattle and grass, with other cities.
 - (b) During war, Trojans jumped over the fort gates to fight the enemy.
 - (c) Helen eloped with Menelaus.

- (d) Troy was attacked because it was a strong, rich city.
- (e) The Greek armies and heroes always defeated the Trojans.
- (f) Both the enemies were eager to continue fighting.
- (g) The great heroes avoided one another.
- (h) Achilles was killed by an arrow that pierced his heart.

5. State the counter-action for the following actions.

Action	Counter-action
(a) Helen eloped with Paris.	(1)

(b) The Greeks sailed to Troy and attacked it.	(2)

(c) Hector was killed by Achilles.	(3)

(d) The siege continued for ten long years.	(4)

6. From either of our two Indian epics, find out which battle/war lasted the longest? Write down about its cause, the enemy armies, its heroes, its duration and the final outcome.

(a) *Cause*

.....

(b) *The enemy armies*

.....

(c) *Heroes*

.....

(d) *Duration*

.....

(e) *Final outcome*

.....

7. Complete the following sentences with reference to the passage.

- (a) Epics are long poems that
- (b) They may be composed and sung or recited for many years before
- (c) Nobody knows for certain who
- (d) It is believed that Homer, who and who
to all who
- (e) At the back rose the high peak of Mount Ida, from which
- Underline the **clauses** in the above sentences and also the **words that link or connect** the clauses.

Part II

- ◆ How did Odysseus plan to defeat the Trojans?

At last Troy was taken, not by force but by a trick. It was the cunning Odysseus who thought of a plan to obtain the victory.

“Let us build a great wooden horse”, he said, “big enough to hold men inside it, and let some of our best fighters hide in the horse. Then let us burn our tents and pretend to sail away in our ships. But instead of sailing away, we will return in the night. When the Trojans are asleep, we will attack the city and burn and kill.”

The Greek leaders decided to follow the advice of the wise Odysseus. So a great horse of wood was made by a skilful engineer, and the greatest heroes, Menelaus, Odysseus himself, and others entered it, the last man to go in being the architect himself who knew the secret of opening and shutting the entrance. That evening the Greeks burned their tents and sailed away in their ships, but they did not go very far. Only one man was left behind to persuade the Trojans to drag the horse into their city.

Next day the Trojans woke up, expecting to go out and fight as they had done for the past ten years. What delight and surprise they felt at the sight they saw on the seashore outside the walls ! It seemed that the long siege was over at last. The tents had been burnt. The shore was deserted. The Greek ships had all gone.

“It’s peace at last,” they cried, and opened wide their gates and came out in large numbers on the plain, glad to be free again to go where they pleased. Then they saw on the sands the huge, wooden horse. They gathered round it in astonishment, for it was indeed a wonderful piece of work.

As they were wondering how the horse had been built and why it had been left behind, they found a Greek with his hands tied together lying under it. When the Trojans dragged him out, the man pretended to be very frightened of them. When he was commanded to tell them why the Greeks had gone and why they had left this horse behind, he pretended to tremble very much and refused to speak. When at last they threatened

- ◆ What was the reason for Troy to rejoice and celebrate?

Think and answer:

- ◆ Was it enough to use the wooden horse to hide ?

What was done to make the Trojans take it inside the city ?

to kill him, he spoke and told them this false tale.

"The Greeks are tired of the long war and have sailed away in their ships," he said. "But they are afraid of the long voyage home too, and so they have made this horse and left it as an offering to the god of the sea. They wanted also to kill me and offer me as a sacrifice to the sea-god; but I escaped and hid from them."

"But why did the Greeks make such a huge horse?" some of the Trojans asked. And the cunning Greek made this reply : "If they had made a smaller offering, you might have taken it into your city. Then the luck would have gone to the Trojans and not to the Greeks. That is why they made it too big to go inside your gates."

The Trojans were delighted to hear this. "The Greeks have gone," they said, "and the walls are no longer necessary. Let us make a hole in the wall and drag the horse in."

Their wise priest warned them not to do so. "It may be a trick that will ruin us," he said. "You will bring disaster on the city if you break down the walls." But they were so excited that they paid no attention to his words. They broke down part of their strong wall in order to drag the horse in.

All that day the Trojans feasted and drank and celebrated. After all their celebrations, they went to sleep and slept soundly. But that day of rejoicing was soon followed by a night of terror and death.

The Greek ships had not sailed far. As soon as they were hidden by an island, they had lowered their sails and dropped anchor and waited for the night. In the darkness the fleet sailed back, and the leading ship, which was Agamemnon's, bore a red light high on its mast. The Greek, who was watching for the return of the fleet, crept to the wooden horse and gave the signal. The side of the horse opened, the Greeks climbed out and opened the gates. The whole Greek army entered the sleeping city. Immediately the Greeks set fire to houses and towers and palaces, and began to burn and kill.

- ◆ How did the cunning Greek explain the presence of such a large wooden horse?

- ◆ Do you think the Greeks and Trojans were superstitions? Give reasons for your answer.

- ◆ What reckless, thoughtless step did the Trojans take?

- ◆ How did the Greeks enter the city of Troy?

- ◆ How did the Greek ships remain hidden from Troy?

- ◆ What distressing sounds and sights could be witnessed at Troy, that fateful night?
- ◆ What was the destiny of the royal family of Troy and that of Helen?

Troy was filled with the sight of leaping flames and the sound of shouting and the noise of weapons and the cries of weeping women. The sleeping Trojans sprang out of their beds, but they were taken by surprise. Their enemies were right inside their walls, and many of the Trojans were killed before they could put on their armour and seize their weapons.

A bright light lit up the night sky as palaces and houses, temples and towers, went up in flames. The Trojans fought as well as they could, but it was all in vain. Old King Priam was killed with all his brave sons. Hector's wife and his old mother and sister were carried off as slaves by the conquerors. Their fate was in contrast to Helen's when King Menelaus rushed through the city, looking for her and found her in her palace. She hung her head in shame and sorrow as she faced her former husband. Her voice was choked with emotion and she could not speak. But Menelaus forgave her and she went back with him, for it was only Aphrodite who had turned her heart away from her home and her husband and her child.

When morning came, nothing was left of the proud, rich city that had resisted attack for ten years.



Think and answer :

- ◆ How could the fall of Troy have been avoided?

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■

1. Find and write the Greek and Trojan names used in the story (Part I and II).
2. List all the words related to ‘war’ from both parts of the story.
3. Note the following constructions carefully and then use them to express your ideas:
 - (a) A horse **big enough** to hold men inside it...
..... enough to
 - (b) The Greeks were **tired of** the long war.
..... tired of
 - (c) They **are afraid of** the long voyage home, too.
..... afraid of
 - (d) They made it **too big to go inside** your city.
..... too to
 - (e) They were **so excited that** they paid no attention to his words.
..... so that
4. Put the following events in the order in which they took place. Number them accordingly.
 - (a) The Trojans found a Greek man under the big wooden horse.
 - (b) They broke down part of the wall and brought the horse in.
 - (c) The cunning Odysseus thought of a plan.
 - (d) The Greeks burnt their tents and sailed away.
 - (e) Troy was burnt down.
 - (f) The Greeks built a big wooden horse.
 - (g) The great heroes hid inside the horse.
 - (h) The priest warned the Trojans not to break the wall.
 - (i) The Trojans were happy to see the Greek ships go.
 - (j) The Trojans slept soundly.
 - (k) The Greeks came out of the horse and opened the gates.
 - (l) The Greek army entered the city.
5. Form pairs. Imagine you are a pair of Trojans and you have come to know about Odysseus’s plan. Make a counter plan to defeat the Greeks. Write down your plan as you would explain it to your fellow Trojans.

6. Identify one example of a main clause and one example of a dependent clause from page 46. (Read the entry regarding clause in the Language Study pages.)
 7. Be a writer.



- (a) Now read the beginning and end of a sci-fi story given below and complete the story using your imagination.

'The Magic Glasses'

After ten years of diligent experimenting on 'light', Jayant, a brilliant scientist, created a pair of eye-glasses which would enable him to see through all opaque objects, doors, walls, metal structures etc.

On Monday, he put on his 'magic' glasses and stepped into the busy street outside

And so, Jayant received the 'State Award for Brave Citizens'.

- (b) Read the following and observe the use of tenses.

'Last week I witnessed a strange accident. Let me tell you about it.'

The signal flashes green. Vehicles start from the opposite direction. They move fast. Suddenly a speeding motorcyclist tries to cut across, from the wrong side. He is about to collide with a loaded truck. He applies the brakes. He falls and slides out with his bike from under the truck. He comes out unscathed on the other side.'

- When an event, which has occurred in the past, is narrated in the Present Tense to create a dramatic effect its Tense is called the 'Dramatic Present Tense'
 - Now try to relate Jayant's sci-fi story, in brief, in the dramatic past tense.

2.5 Autumn

■ ■ ■ Warming up! ■ ■ ■

1. What changes do you see in nature in each of the following seasons? A few sentences are given below as examples. Use these and your own to describe a season appropriately.

- New grass sprouts.
- Tender leaves shoot out on plants or trees.
- Migratory birds return.
- The sun shines brighter than before.
- We see mist in the morning.
- There are sudden showers and hailstorms.
- Trees blossom.



- (a) Name the six seasons according to the Indian calendar. Which of the seasons is equivalent to Autumn?
- (b) What changes do we see in the life of human beings when the season changes?
Write with reference to their (a) clothes (b) diet (c) celebrations
2. Guess what is personified and fill in the gaps. Choose from the brackets.
(Sun, alarm, bird, car, wind, stars, machine)
- (a) The weary was also petrol-hungry.
 - (b) The playful whistled among the trees.
 - (c) The annoying screamed at 5 am.
 - (d) The naughty winked at me from above.
 - (e) The rising stretched its arms.
 - (f) The cheerful sang as it perched on a tree.
 - (g) The tireless hummed as it worked hard.

Autumn

- ◆ Why is Autumn called a ‘maiden fair’?
- ◆ What is the cooing of birds compared to?
- ◆ How does Autumn dress up at night?

- slender : slim
- diadem : crown
- bars (here) : patches
- ruffles : disturb a smooth surface

THE autumn comes, a maiden fair
In slenderness and grace,
With nodding rice-stems in her hair
And lilies in her face.
In flowers of grasses she is clad;
And as she moves along,
Birds greet her with their cooing glad
Like a bracelet’s tinkling song.

A diadem adorns the night !
Of multitudinous stars;
Her silken robe is white moonlight,
Set free from cloudy bars;
And on her face (the radiant moon)
Bewitching smiles are shown :
She seems a slender maid, who soon
Will be a woman grown.

- Kalidas

Translated by Prof. A. W. Ryder



■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■

1. Find three lines each, that contain images of nature the in the autumn season.

During daytime (1)

(2)

(3)

At night (1)

(2)

(3)

2. Pick out words from the poem that describe the following. List them in Column 'A'. Substitute each of those describing words with another word/phrase of the same meaning.

	A (Poetic words)	B (Your own words)
the 'Autumn'	a maiden fair	
stars		
moonlight		
cooing of birds		

3. Find one example of each of the following from the poem :

- Simile • Metaphor

4. Write the rhyme scheme of the poem. (Refer to the Language Study pages.)

5. Think and write in your own words.

(a) Why is the maiden Autumn said to wear rice stems in her hair?

(b) How can the tender maiden Autumn become a full grown woman?

What change in nature does this imply?

(c) Why do you think, birds greet the autumn season gladly?



6. Compare the Indian Monsoon season to a powerful king of a prosperous kingdom. Write down a few similarities. Use them to compose a poem of your own.

7. Which is your favourite 'Nature' poem from your mother tongue? Write the poem and try to translate it into English. Your translation can be in the form of a poem or a paraphrase.

8. Read the ode 'To Autumn' by the famous poet John Keats.

'Season of mists and mellow fruitfulness...'



2.6 The Past in the Present

■ ■ ■ Warming up! ■ ■ ■

Components of a Play

1. We find the following in the script of a skit or play. Rearrange these steps in the proper order and write them down in the form of a flow chart.

Climax

Dialogues

Title

Scene

Curtain

Characters

2. Think of a play/skit which you have seen enacted on the stage and which has impressed you. Write the following details about it.

- Name of the play/skit :
- Important characters :
- Any famous actors/actresses :
- Theme :
- Climax :
- Ending :
- Use of lights and special effects if any :
- Use of background music and sound effects if any.:
- Use of sets :
- The costumes, make up, etc. of the characters :
- How well the actors present the play and behave on the stage. :
- Your own opinion about the play :
- :

3. Present these points in the form of a review, and give it a suitable title.
4. Prepare a ‘power point’ presentation, using one slide for each of the above points. Present your review in a PPT format in the classroom.

The Past in the Present

A Skit

Characters

- | | |
|---|--|
| ★ <i>Neel</i> - A young teenager | ★ <i>Mom</i> - Neel's mother |
| ★ <i>A boy from 1950s</i> - Neel's Grandpa | ★ <i>A lady from 1950s</i> – The boy's
(Grandpa's) mother |
| ★ <i>A 1910 boy</i> - Neel's great-great
grandfather | ★ <i>A lady from 1910</i> - The boy's mother |
| ★ <i>An 1800 boy</i> - Double great-great
... Grandpa | ★ <i>A lady from 1800</i> – The boy's mother |
| ★ <i>A 1500 boy</i> - Double double great-
great ... Grandpa | ★ <i>A lady from 1500</i> – The boy's mother |
| ★ <i>A 1000 boy</i> - Triple great-great-
great ... Grandpa | ★ <i>A lady from 1000</i> - The boy's mother |
| ★ <i>A 100 CE boy</i> - Triple great, triple
great, triple great-great ... Grandpa | ★ <i>A lady from the first century</i> – The
boy's mother |
| ★ <i>An ancestor from 3000 BC</i> - Neel's
ancestor 5000 years ago. | ★ <i>A lady from 3000 BC</i> - The
ancestor's mother |

Scene - A typical teenage boy's room, in a messed up state.

- Neel** : Mom, I put the dishes in the dishwasher, just as you asked me to. Now I am going out to meet my friends. (*Enter Mom in a mod outfit.*)
- Mom** : You haven't cleaned up your room.
- Neel** : Awww ! I cleaned it only 2 days ago.
- Mom** : You have to clean it up every day.
- Neel** : (*Picking up his books, clothes, head phones, etc. from the floor and bed and putting them in their places.*) Is it necessary to clean up every day? What difference does it make?
- Mom** : It does ! It builds up the right habits, the right attitude.....
- Neel** : (*Cuts her short*) All right! All right! I get enough of lectures when school is on.
- Mom** : (*After Neel finishes his chores*) That looks much better now. But you forgot to make your bed. Do that and you may go out.
- Neel** : (*Irritated*) Mom! It's getting late! The bed is going to be messed up again, when I sleep after lunch. Why do I have to make my bed? Why?
- Mom** : Hmm..... That reminds me of something I heard about your Grandpa,

when he was in his teens. He had many more daily chores to finish and much tougher ones too.

Mom : On that day his mom had told him firmly -----

(*A teenage boy from 1950s wearing loose trousers and shirt, enters with his mother in a silk saree.*)

The Boy's Mother : Make your bed, before going out.

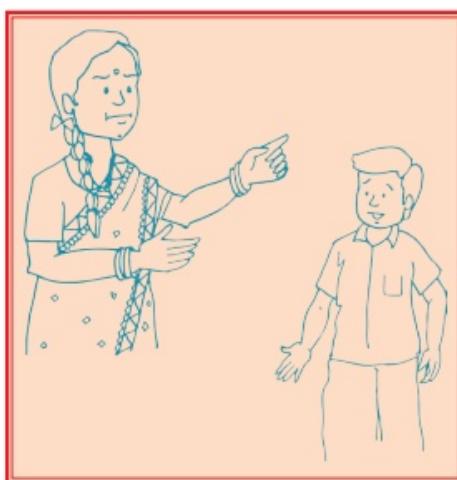
1950s Boy : But Mama I have already watered the garden, brought home the groceries, dusted the living room, cleaned my bicycle. Now why do I need to make my bed?

The Boy's Mother : (*To her son*) Let me tell you about your grand-father in his teens.

(*1950s boy and mother recede and stand behind and 1910 boy enters dressed in kurta-pyjamas and cap with his mother in a nine-yard saree, nose ring and jewellery*)

1910 Mother : You can't go out unless you make your bed.

1910 Boy : Mummy, I fetched water and filled up the pots, swept the terrace, collected wood for the stove, cleaned the grinding stones.



Neel : (*To his mom*) What are grinding stones? Ahhh! Yes! They didn't have any electric grinders in those days!

Mom : No electricity either in most towns and cities, in India, then.

(*Neel looks surprised*)

1910 Boy : I promised to go to the riverside with my friends. Why do I have to make my bed now ?

The Boy's Mother : (*To her son*) Let me tell you about your great-grandfather who lived in the 19th century. When he was young...

(*1910 boy and mother recede to where the previous pair stands. 1800 boy enters in dhoti, kurta and small turban with his mother in a nine-yard saree and traditional jewellery*)

1800 Mother : Son, make everyone's beds.

1800 Boy : Mother dear, I have washed clothes at the river and put them up to dry. I also chopped the wood, fixed the broken fence, took the goats up the hill to graze. I want to play atya-patya with my friends. Why do I have to make the beds?

The Boy's Mother : That's your daily work. Your great, great grandfather did even more. Now go and make the beds.

(1800 boy and mother recede to where the previous pairs stand. Enters 1500 boy dressed in a loose sleeveless V-neck top and short dhoti with his mother in a nine-yard saree.)

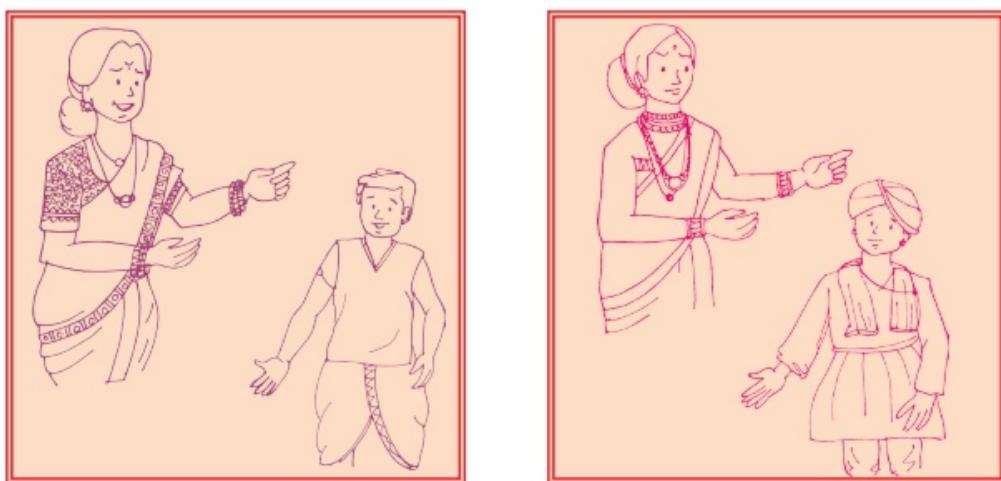
Neel : And this forefather of mine is from - ?

Mom : The 16th century.

1500 Boy : My dear mother, I have already milked the cows, taken them to graze, fetched vegetables from our farm, stacked them, swept the back yard and front yard. Now may I please go to play Ashtapada with Sampatbhau and Mahadevbhau. Why should I make my bed now ?

The Boy's Mother : Why? Don't talk back. Think of your double great-great-great grandfather when he was about 14 years old.

(1500 boy and his mother recede. Enters 1000 boy in a flare tunic and churidar, waist band and turban with his mother in a saree, upper garment and plenty of jewellery)



1000 Boy : Most revered mother, I have fetched water from the lake and poured it into the farm channels to water our crops, I cleared the blocked channels and pulled out weeds. At home I patched the mud walls, where there were cracks. Now I have no time for anything else. I wish to go to watch the puppet show. Why do I have to make my bed?

The Boy's Mother : Do not grumble, dear son. Your triple great, triple great, triple great grandfather; had to do much more when he was your age.

(1000 boy and his mother recede. Enters 1st century CE boy dressed in a dhoti and a waist band – no shirt, and his mother in a saree and an upper garment, and beads jewellery.)

100 CE Boy : Matadevi, I fed the poultry, tended the sheep, kept the birds away for four hours in our field using a sling, also plastered the yard with dung.

100 CE Boy : I wish to go and play Bagh-chal with my friends now. Why do you wish me to make the beds, right now?

The Boy's Mother : Because that is what boys have to do. Let me tell you about your ancestor 3000 years ago.

(1st Century boy and mother recede. Enter boy from 3000 BCE. A cloth around the waist held by a cord, long hair in a bun or ponytail and his mother, saree, a veil, stone and beads jewellery.)

3000 BCE Boy : Me bow to thee ! Me hunted down the food for our family. Me helped father to carve stone bricks for our new house. Me dusted our leather clothes, moulded mud pots for cooking and put them to dry. Me need your kind permission to go and play Chaupar with me friends. Why dost thou needs me to make me bed ?

The Boy's Mother : Because me say so! Do it now.

(All mothers to their sons in turn repeat, 'Do it now', with the boys answering 'Yes, mother').

Neel : Ok, so young teenage boys have had chores to do outdoors as well as in their homes.

Mom : Very much so ! Absolutely right.

Neel : I wish I had a robot to make my bed and tidy up my room.

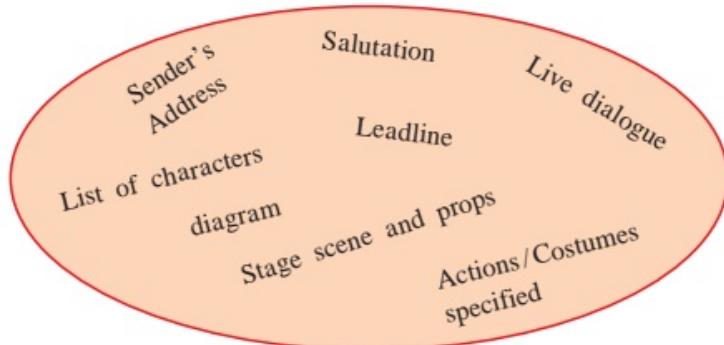
Mom : Nothing is impossible. If you try you can make such a robot. But even for that you need to work hard ! The bottom line is Go and make your bed.

(Curtain)



■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■

1. In the diagram below encircle the various features that make the script of a skit/play. List the other words and mention the form of writing of which it is a feature.



2. Choose the proper alternative to complete the following.

- The skit covers a period of about in the past.
(a) 3000 years (b) 1000 years (c) 5000 years (d) 1800 years
- characters from Neel's ancestral lineage make an appearance in the play.
(a) Fourteen (b) Seven (c) Sixteen (d) Twelve
- The task that all boys abhorred was
(a) cleaning up their room (b) farm-work (c) filling up water (d) making their beds.
- The skit conveys that doing your daily chores at home
(a) makes you stronger (b) sharpens your intellect (c) saves a lot of expenses (d) inculcates a sense of responsibility.

3. Fill in the table.

Period	Way of Addressing a Mother	Boy's Costume	Lady's Costume	Daily Chores	Games
1950s			silk saree		
1910		Kurta pyjama and cap			
1800s					
1500s					
1000					
100 CE				feed poultry tend sheep keep away birds plaster the yard	
3000 BCE					Chaupar

4. Answer in your own words.
- What excuses did Neel give to avoid cleaning his room?
 - Why does mother tell Neel about his Grandpa?
 - What task did Grandpa wish to avoid?
 - What did the ancestor from 1910 wish to do instead of making his bed?
 - How many chores did the ancestor from 1800 have to do?
 - How is the boy from 1500s dressed?
 - What chores did the boys from 1000 CE and 1st Century CE, do on their farms/fields?
 - What did Neel realise from his encounter with his ancestors?
5. In the play two devices that make use of wheels are given.
The devices are (1) ----- (2) -----
- From the internet or other sources, trace the history of the use of the wheel. Write ‘An Autobiography of a Wheel’.
6. Imagine that the ancestor from 1910 (CE) visits Neel in his dream. Compose a dialogue between the two about the various gadgets the visitor sees in Neel’s room.
7. Imagine and compare an argumentative dialogue between the mothers of the 20th/21st century and those of the earlier era, about which life was better for women.
8. Read the entry about ‘voice’ in the ‘Language Study’ pages. Note that the speeches of all the boys are in the ‘active’ voice. Turn them into passive constructions.
- Example :
- Neel -** I put the dishes in the dishwasher. (active)
Dishes have been put in the dishwasher. (passive)
- 1950s Boy -** I have watered the garden

brought home the groceries

dusted the living room

cleaned my bicycle...
9. Think of suitable names for the boys from the earlier centuries.
10. Form groups of 5-8. Translate the play into your mother tongue (or Hindi) as a group activity. Enact the translation in the classroom.
11. **Read** ‘The Story of the Amulet’ by E. Nesbit.

