

## Unit One

### 1.1 Where the Mind is Without Fear...

#### Warming Up!

1. Pair up with your partner and match the terms with their given meanings.

Column 'A'	Column 'B'
(1) Humanism	(a) Concern about and action aimed at protecting the environment.
(2) Patriotism	(b) Holding liberal views.
(3) Internationalism	(c) Quality of being patriotic: vigorous support for one's country.
(4) Liberalism	(d) State or process of being international.
(5) Environmentalism	(e) A rationalistic outlook towards humans rather than a divine or supernatural one.

2. Poems in English are of different types.

- Sonnet
- Limerick
- Ballad
- Elegy
- Free verse
- Epic
- Lyric
- Humorous
- Idyll

**Taking the help of a dictionary/internet guess and write the type of poem against its description.**

- (i) A long story-poem, often mythical .....
- (ii) A short story poem with a message .....
- (iii) A poem of 14 lines .....
- (iv) A song-like poem .....
- (v) A poem with no uniformity of rhyme, rhythm etc. ....
- (vi) A poem set in picturesque, rustic background .....
- (vii) A sad poem, lamenting death of a loved one .....
- (viii) A 5-line short funny poem with rhyme-scheme aabba.
- (ix) A poem written, just to create humour .....

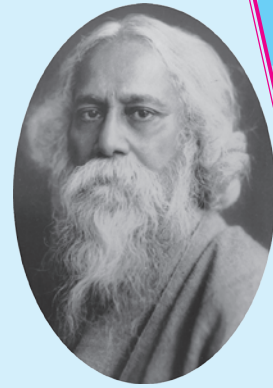


## Where the Mind is Without Fear...

**Rabindranath Tagore (1861-1941)** was the author of *Gitanjali* and its 'profoundly sensitive, fresh and beautiful verse'. He became the first non-European to win the Nobel Prize in Literature in 1913.

This poem is one of his vastly read and discussed poem. It was originally composed in Bengali and later he himself translated it into English. This poem is from his Nobel Prize winning anthology '*Gitanjali*'.

Tagore lived during the time when India was ruled by the British. In this poem, besides political freedom from British, Tagore also appeals to God for social, educational and economic freedom for the people of India.



Where the mind is without fear and the head is held high  
Where knowledge is free  
Where the world has not been broken up into fragments  
By **narrow domestic walls**  
Where words come out from the depth of truth  
Where **tireless striving stretches its arms** towards perfection  
Where the clear stream of reason has not lost its way  
Into the dreary desert sand of **dead habit**  
Where the mind is led forward by Thee  
Into **ever-widening** thought and action  
Into that **heaven of freedom**, my Father, let my country awake.

– Rabindranath Tagore

♦ What does the poet pray to the Almighty for?

♦ What are 'reason' and 'dead habit' compared to?

♦ What does the poet wish for?

- **narrow domestic walls** : division on the basis of religion, caste, class and colour in societies and between countries of the world
- **tireless striving** : continuous efforts and struggle
- **stretches its arm** : aims at achieving a goal

- **dead habit** : old traditional rituals and customs that are harmful
- **ever-widening** : forever broadening one's outlook
- **heaven of freedom** : condition of total freedom of good thoughts, good words and good deeds, while respecting those of others

## ENGLISH WORKSHOP

### 1. In your notebook write down lines from the poem as a proof for the following.

- (a) Tagore wishes for a nation where people are truthful.
- (b) The poet would like everyone to work hard to reach their goal and in the long run to reach perfection.
- (c) The poet wishes that everyone in his country holds his head high in dignity.
- (d) The poet dreams of a nation where knowledge should be free to all.
- (e) The poem is a 'prayer'.

### 2. Read the columns carefully and match the expressions with their meanings.

No	Column A		Column B
(1)	The head is held high	(a)	A fearless person
(2)	Narrow domestic walls	(b)	Sincerity of heart
(3)	Knowledge is free	(c)	A person with self respect and proud of possessing it
(4)	Depth of Truth	(d)	Narrow mindedness
(5)	Mind is without fear	(e)	Education is given to all
(6)	Stretches its arms	(f)	Dried, infertile land of sands
(7)	Clear stream of reason	(g)	Clear thinking
(8)	Dead habits	(h)	Aim at perfection
(9)	Ever widening thought and action	(i)	Broadening the outlook and attitude

(1) ..... (2) ..... (3)..... (4) ..... (5) ..... (6) ..... (7) ..... (8) ..... (9) .....

### 3. (A) Answer the following questions in your own words.

- (a) How is the world broken into fragments?
- (b) Explain what the 'tireless striving' should, be for.
- (c) 'Where come out from the depth of truth.' Explain in your own words.
- (d) Who is 'Thee' in the poem? What does the poet appeal to 'Thee' to do?
- (e) What qualities does the poet wish to inculcate in his countrymen?

### (B) Write in your notebook your own response and justify, where needed.

- (a) Is the poem a prayer for India alone?
- (b) What should the words we speak reflect?
- (c) What should people keep on widening? How can it be done?
- (d) From what darkness of night should our nation awaken?
- (e) What attributes of Rabindranath Tagore does the poem (prayer) reflect?
- (f) What effect does the repetition of the word 'where' at the beginning of each line?

**4. Read the poem carefully and complete the table after the discussion in pairs. One is done for you.**

Concepts in the poem	Present situation	Expected/ideal situation
(1) mind	mind is full of fear	fearless mind
(2) head	.....	.....
(3) knowledge	.....	.....
(4) words	.....	.....
(5) habit	.....	.....
(6) thought and action	.....	.....

**5. (A) Complete the following sentences using your own interpretation.**

- When the mind is without fear and head unbowed, we enjoy ..... freedom.
- When knowledge is free, every citizen enjoys the right to ..... and .....
- We can prevent ..... injustice when we pull down discriminatory walls of caste, class, religion etc.
- Constant effort and strife leads to .....
- Logical thinking and reasoning can put a stop to .....
- Tagore appeals to God to make his country a .....

**(B) Fill in the blanks.**

- Students should keep themselves aloof from .....
- When ..... everyone will be literate.
- It is a social duty of every student of modern world to uproot ..... from societies.
- Students must develop ..... outlook and attitudes.
- In the world of sycophancy, students must .....

**6. Find out the examples of 'Metaphor' from the poem.**

**7. Almost every line of the poem begins with the word 'Where' and it expects the idealistic country and countrymen. Now work in a group of six students and compose your poem regarding 'Ideal School'. Begin your lines with the word 'Where' . . . . .**

**8. Read the poem. Write an Appreciation of the poem in about 12 to 15 sentences with the help of the following points.**

**Points**

- Title
- Poet
- Rhyme scheme

- Favourite line
- Theme/Central idea
- Figures of speech
- Special features - Type of the poem, language, tone, implied meaning, etc.
- Why I like/ dislike the poem

**9. Imagine that you have to deliver a speech on the occasion of ‘Independence Day’ or the ‘Republic Day’ in the school assembly. Prepare a speech to deliver on ‘India of my dreams’**

**Use the following steps :**

- Greeting and salutation
- Self Introduction
- Introduction of the topic
- Elaboration of the topic with examples
- Conclusion
- Thanking audience

**10. Read the short story written by Rabindranath Tagore ‘The Kabuliwala’ or ‘The Home Coming.’**

Visit the website and collect more information about Rabindranath Tagore’s life and work.



## 1.2 The Thief's Story

### Warming Up!

#### 1. Read the following incident.

Lokesh had always been a class-topper in tests and examinations. However, invariably, he used foul means during exams to gain those high marks.

Once, on the day of History examination, Lokesh realized, that his classmate and friend Farhan came all prepared for Maths instead of History. Farhan had become desperate. So Lokesh offered to let him copy from his answer-sheet, since Farhan sat just behind him.

Farhan refused. He said, “It’s all right even if I get a zero, but I can call it my own zero. I do not want to score a single mark, unearned. Cheating in exams is for cowards. Not me!”

These words were a turning point in Lokesh’s life. He gave up cheating for ever. He worked hard for what he desired and never, ever used false measures to acquire anything.

#### (a) In the given story, which words/phrases can be replaced by the following ones?

- (i) became aware .....
- (ii) always .....
- (iii) very upset and helpless .....
- (iv) cheating .....
- (v) without working for it .....
- (vi) a sudden change .....
- (vii) gain/achieve .....

#### (b) Summarize the incident in 6 to 8 lines making Lokesh, the narrator :

Begin with : I was always a class topper.

.....

.....

.....

.....

.....

.....

.....



## The Thief's Story



**Ruskin Bond (1934)** is an Indian author of British descent. He lives with his adopted family in Landour in Mussoorie, India. The Indian Council for Child Education has recognised his role in the growth of children's literature in India. He got the Sahitya Academy Award in 1992 for 'Our Trees Still Grow in Dehra', for his published work in English. He was awarded the 'Padmashri' in 1999 and 'Padmabhushan' in 2014.

- ◆ *At what is the narrator quite successful?*
- ◆ *Who does 'I' refer to in this story?*

- **flattery** : insincere praise
- **modestly** : without boasting, in a humble way
- ◆ *Why did the narrator change his name every month?*
- **grunting** : making low guttural sounds
- **appealing** : attention-getting attractive

I was still a thief when I met Anil. And though only 15, I was an experienced and fairly successful hand.

Anil was watching a wrestling match when I approached him. He was about 25 — a tall, lean fellow — and he looked easy-going, kind and simple enough for my purpose. I hadn't had much luck of late and thought I might be able to get into the young man's confidence.

"You look a bit of a wrestler yourself," I said. A little **flattery** helps in making friends.

"So do you," he replied, which put me off for a moment because at that time I was rather thin.

"Well," I said **modestly**, "I do wrestle a bit."

"What's your name?"

"Hari Singh," I lied. I took a new name every month. That kept me ahead of the police and my former employers.

After this introduction, Anil talked about the well-oiled wrestlers who were **grunting**, lifting and throwing each other about. I didn't have much to say. Anil walked away. I followed casually.

"Hello again," he said.

I gave him my most **appealing** smile. "I want to work for you," I said.

"But I can't pay you."

I thought that over for a minute. Perhaps I had misjudged my man.



I asked, "Can you feed me?"

"Can you cook?"

"I can cook," I lied again.

"If you can cook, then may be I can feed you."

He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony. But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.

Later, he patted me on the head and said never mind, he'd teach me to cook. He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.

It was quite pleasant working for Anil. I made the tea in the morning and then would take my time buying the day's supplies, usually making a profit of about a rupee a day. I think he knew I made a little money this way but he did not seem to mind.

Anil made money **by fits and starts**. He would borrow one week, lend the next. He kept worrying about his next cheque, but as soon as it arrived he would go out and celebrate. It seems he wrote for magazines — a queer way to make a living!

One evening he came home with a small bundle of notes, saying he had just sold a book to a publisher. At night, I saw him tuck the money under the mattress.

I had been working for Anil for almost a month and, apart from cheating on the shopping, had not done anything in my line of work. I had every opportunity for doing so. Anil had given me a key to the door, and I could come and go as I pleased. He was the most trusting person I had ever met.

And that is why it was so difficult to rob him. It's easy to rob a greedy man, because he can afford to be robbed; but it's difficult to rob a careless man — sometimes he doesn't even notice he's been robbed and that takes all the pleasure out of the work.

Well, it's time I did some real work, I told myself; I'm out of practice. And if I don't take the money,

◆ *What favours did Anil do for the narrator?*

◆ **by fits and starts** : in short irregular intervals

◆ *What proves that the narrator still practised deceit?*





◆ **unlined** : showing no sign of worry or anxiety

◆ *What could have caused the scars on Hari's face?*

◆ *Why did Hari hesitate to board the train?*

◆ *Why does Hari believe that friends were more trouble than help?*

◆ *What is face reading?*

he'll only waste it on his friends. After all, he doesn't even pay me.

Anil was asleep. A beam of moonlight stepped over the balcony and fell on the bed. I sat up on the floor, considering the situation. If I took the money, I could catch the 10.30 Express to Lucknow. Slipping out of the blanket, I crept up to the bed. Anil was sleeping peacefully. His face was clear and **unlined**; even I had more marks on my face, though mine were mostly scars.

My hand slid under the mattress, searching for the notes. When I found them, I drew them out without a sound. Anil sighed in his sleep and turned on his side, towards me. I was startled and quickly crawled out of the room.

When I was on the road, I began to run. I had the notes at my waist, held there by the string of my pyjamas. I slowed down to a walk and counted the notes: 600 rupees in fifties! I could live like an oil-rich Arab for a week or two.

When I reached the station I did not stop at the ticket office (I had never bought a ticket in my life.) but dashed straight to the platform. The Lucknow Express was just moving out. The train had still to pick up speed and I should have been able to jump into one of the carriages, but I hesitated — for some reason I can't explain — and I lost the chance to get away.

When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends, believing that friends were more trouble than help. And I did not want to make anyone curious by staying at one of the small hotels near the station. The only person I knew really well was the man I had robbed. Leaving the station, I walked slowly through the bazaar.

In my short career as a thief, I had made a study of men's faces when they had lost their goods. The greedy man showed fear; the rich man showed anger; the poor man showed acceptance. But I knew that Anil's face, when he discovered the theft, would show only a touch of sadness. Not for the loss of money, but for the loss of trust.

I found myself in the *maidan* and sat down on a bench. The night was chilly — it was early November — and a light drizzle added to my discomfort. Soon it was raining quite heavily. My shirt and pyjamas stuck to my skin, and a cold wind blew the rain across my face.

I went back to the bazaar and sat down in the shelter of the clock tower. The clock showed midnight. I felt for the notes. They were damp from the rain.

Anil's money. In the morning he would probably have given me two or three rupees to go to the cinema, but now I had it all. I couldn't cook his meals, run to the bazaar or learn to write whole sentences any more.

I had forgotten about them in the excitement of the theft. Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal — and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else. I should go back to Anil, I told myself, if only to learn to read and write.

I hurried back to the room feeling very nervous, for it is much easier to steal something than to return it undetected. I opened the door quietly, then stood in the doorway, in clouded moonlight. Anil was still asleep. I crept to the head of the bed, and my hand came up with the notes. I felt his breath on my hand. I remained still for a minute. Then my hand found the edge of the mattress, and slipped under it with the notes.

I awoke late next morning to find that Anil had already made the tea. He stretched out his hand towards me. There was a fifty-rupee note between his fingers. My **heart sank**. I thought I had been discovered.


"I made some money yesterday," he explained. "Now you'll be paid regularly."

My **spirits rose**. But when I took the note, I saw it was still wet from the night's rain.

"Today we'll start writing sentences," he said.

He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

— Ruskin Bond



♦ *What were Hari's regrets as he pondered over his theft?*

♦ *Why did Hari feel nervous?*

♦ *Does Anil realise that he has been robbed?*

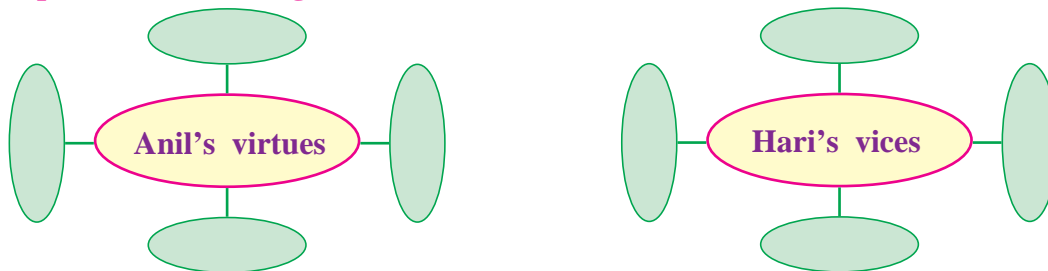
♦ **heart sank** : felt depressed

♦ **spirits rose** : became very hopeful

♦ *Why did Hari give a genuine appealing smile?*

## ENGLISH WORKSHOP

### 1. Complete the web diagram.



### 2. Insert the appropriate word/phrase given below, in the sentences that follow.

(flattery, appealing, by fits and starts, dashed to, undetected, spirits rose )

- (a) I ..... the school gate when I heard the school-bell ring.
- (b) After the death of my pet dog, my ..... when dad got me a new pup.
- (c) Do not stoop to ..... just to gain something from someone.
- (d) The artist completes his paintings .....
- (e) The crime went ..... for 11 years.
- (f) When the baby saw its mother it gave an ..... smile.

### 3. (a) Find from the text the collocation for the following.

- (i) ..... dog
- (ii) ..... man
- (iii) ticket .....
- (iv) ..... slowly
- (v) ..... drizzle
- (vi) ..... sentences
- (vii) ..... spirits.

Make aware of the students the collocation and compound words are different. Encourage them to use them in their writings.

### (b) Complete the compound words from the story.

- (i) oil .....
- (ii) fifty .....
- (iii) easy .....
- (iv) ..... tower
- (v) moon .....

### (c) Pick out from the story 3 or 4 examples of Code-mixing (Indian words used in English). .....

### 4. Read the story carefully and complete the table.

Total no. of characters	Names	Age	Physical appearance	Earned money by	Qualities
	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....

**5. Complete the given sentences.**

- (a) Anil kept Hari as a cook because .....
- (b) Hari was grateful .....
- (c) Hari continued making money .....
- (d) Anil didn't hand Hari over to the police .....
- (e) The moral of the story is .....

**6. Think and write in your own words, in your notebook.**

- (a) Why did Anil employ Hari as a cook, although he could not afford to pay him?
- (b) What did Hari learn from Anil in the beginning?
- (c) Why didn't Anil hand over Hari to the police? What effect would it have on Hari?
- (d) Do you feel Anil's way of handling a thief like Hari was effective? Justify your answer.
- (e) What tact had Anil used to change Hari's dishonest ways?
- (f) 'And the smile came by itself without any effort.' Say why. When do people give fake smiles?

**7. Write a character sketch of 'Hari Singh' with the help of the following points, using the paragraph format.**

Hari Singh's background  
His dishonesty  
His aspirations  
His courage to change himself.

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

**8. Frame 'Wh' questions to get the answers underlined below. (Change the first person pronouns to the second person where necessary.)**

- (a) I hurried back to the room.
- (b) I had made a study of men's faces.
- (c) I drew them out, without a sound.
- (d) The poor man showed acceptance.
- (e) I made tea in the morning.

**9. Imagine that Anil catches Hari red-handed when Hari is stealing the money from under the mattress. Compose a short dialogue between the two, which reflects Anil's shock and Hari's repeated apologies.**



### 1.3 On Wings of Courage

#### Warming Up!

1. The ranks of officers in Indian Army, Navy and Air Force are jumbled up. Discuss with your group and put them in the appropriate boxes.

Commander, Brigadier, Wing-Commander, Vice-Admiral, Squadron-Leader, Major, Colonel, Field Marshal, Air Marshal, Admiral of Fleet, Lieutenant-General, Flying Officer, Commodore, Rear Admiral, Air-Commodore

ARMY

NAVY

AIR FORCE

#### 2. Homophones/ Homographs

(A) Make sentences to bring out the difference between-

- (1) (a) wear .....  
(b) ware .....
- (2) (a) here .....  
(b) hear .....
- (3) (a) there .....  
(b) their .....
- (4) (a) cell .....  
(b) sell .....

(B) Write what the underlined Homographs in the following sentences mean.

- (1) (a) A bear is an omnivorous animal. ....  
(b) She could not bear the injustice. ....
- (2) (a) A bat is the only bird which is a mammal. ....  
(b) His bat broke as it struck the ball. ....
- (3) (a) He had to pay a fine for breaking the traffic signal. ....  
(b) Use a fine cloth for the baby's clothes. ....
- (4) (a) We enjoyed a lot at the temple fair. ....  
(b) She has a fair complexion. ....

## On Wings of Courage

Air Force Marshal Arjan Singh, an icon of India's military history, will always be remembered as a war hero who had successfully led a young IAF during the 1965 Indo-Pak war.

The only officer to attain the highest post of Marshal, the Air Force equivalent to the Army's five star field marshal, Singh was a fearless and exceptional pilot who had flown more than 60 different types of aircraft.

He played a major role in transforming the IAF into one of the most **potent** air forces globally and the fourth biggest in the world. "His contribution to the Indian Air Force is **monumental** to the least. The IAF grew with him. He was the **epitome** of military leadership in classical sense and it is, therefore, not surprising that he was honoured with the rank of Air Force Marshal," former Vice Chief of IAF Kapil Kak said.

Singh was honoured with the rank of Marshal on the Republic Day in 2002. Sam Hormusji Framji Jamshedji Manekshaw and K M Cariappa were the only two army generals honoured with the rank of field marshal.

Known as a man of few words, Singh was not only a fearless pilot but also had profound knowledge about air power and applied it in a wide spectrum of areas. Singh had **assiduously** led the IAF during the 1965 war and denied success to Pakistani air force though it was better equipped with American support. "His most outstanding contribution was during that war," said Kak.

**Commending** his role in the war, Y B Chavan, the then Defence Minister had written: "Air Marshal Arjan Singh is a jewel of a person, quite efficient and firm; unexcitable but a very able leader."

In 1944, the Marshal had led a squadron against the Japanese during the Arakan Campaign, flying close air support missions during the crucial Imphal Campaign and later assisted the advance of the Allied Forces to Yangon (formerly *Rangoon*).

♦ *Why is Air Force Marshal Arjan Singh considered an outstanding military personality?*

- **potent** : powerful and effective
- **monumental** : of great importance, enormous.
- **epitome** : a perfect example

♦ *What personality traits of Arjan Singh are mentioned here ?*

- **assiduously** : working hard and showing careful attention to details
- **commending** : officially praising



- ◆ *What enabled Arjan Singh to the DFC award?*
- ◆ *At what age did Arjan Singh become a Squadron Leader?*

- **biplane** : old type of aircraft having two pairs of wings one above the other

- **a brief stint** : a short period of work

- **a fly-past** : a ceremonial flight of an aircraft passing over a place

- ◆ *For how long did Arjun Singh hold the post of AOC ?*

- **AOC-in-C** : Air Officer Commanding-in- Chief

In recognition of his feat, he was awarded the Distinguished Flying Cross (DFC) on the spot by the Supreme Allied Commander of South East Asia, the first Indian pilot to have received it. Singh was selected for the Empire Pilot training course at Royal Air Force (RAF) Cranwell in 1938 when he was 19 years old. He retired from service in 1969.

Singh was born on April 15, 1919, in Lyalpur (now Faislabad, Pakistan), and completed his education at Montgomery (now Sahiwal, Pakistan). His first assignment on being commissioned was to fly Westland Wapiti **biplanes** in the North-Western Frontier Province as a member of the No.1 RIAF Squadron.

After **a brief stint** with the newly formed No. 2 RIAF Squadron where the Marshal flew against the tribal forces, he later moved back to No.1 Sqn as a Flying Officer to fly the Hawker Hurricane. He was promoted to the rank of Squadron Leader in 1944.

For his role in successfully leading the squadron in combat, he was awarded the Distinguished Flying Cross (DFC) in 1944. On August 15, 1947, he achieved the unique honour of leading a **fly-past** of over a hundred IAF aircraft over the Red Fort in Delhi.

After his promotion to the rank of Wing Commander, he attended the Royal Staff College at the UK. Immediately after Indian independence, he commanded Ambala in the rank of Group Captain. In 1949, he was promoted to the rank of Air Commodore and took over as Air Officer Commanding (AOC) of an operational command, which later came to be known as Western Air Command.

Singh had the distinction of having the longest tenure as AOC of an operational base, initially from 1949-1952 and then again from 1957-1961. After his promotion to the rank of Air Vice Marshal, he was appointed as the **AOC-in-C** of an operational command.

Towards the end of the 1962 war, he was appointed as the Deputy Chief of the Air Staff and he became the Vice Chief of the Air Staff in 1963. He was the overall commander of the joint air training exercise "Shiksha" held between IAF, RAF (Royal Air Force) and RAAF (Royal Australian Air Force).



On August 1, 1964, in the rank of Air Marshal, the Marshal of the Air Force Arjan Singh **took over reins** of IAF, at a time when it was still rebuilding itself and was **gearing up** to meet new challenges.

Singh was the first Air Chief to keep his **flying currency** till his CAS rank. Having flown over 60 different types of aircraft from pre-World War II era biplanes to the more **contemporary** Gnats and Vampires, he has also flown in transport aircraft like the Super Constellation.

In 1965, when Pakistan launched its Operation Grand Slam, with an armoured thrust targeted at the vital town of Akhnoor, Singh led IAF through the war with courage, determination and professional skill. He inspired IAF to victory, despite the **constraints** imposed on the full-scale use of Air Force combat power.

Singh was awarded Padma Vibhushan for his **astute** leadership of the Air Force during the war. Subsequently, in recognition of the Air Force's contribution during the war, the rank of the **CAS** was upgraded and Arjan Singh became the first Air Chief Marshal of the Indian Air Force.

He remained a flyer to the end of his tenure in IAF, visiting **forward bases** and units and flying with the squadrons. He retired in August 1969, thereupon accepting Ambassadorship to Switzerland. He was Lieutenant Governor of Delhi from December 1989 to December 1990.



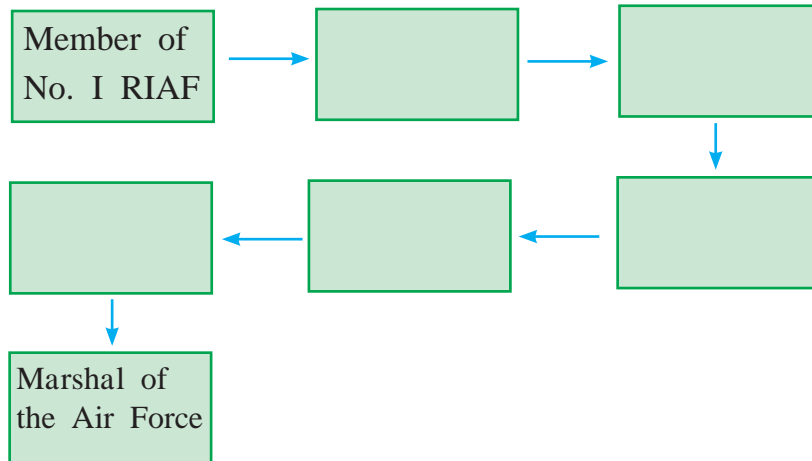
Having been a source of inspiration to all the personnel of Armed Forces through the years, the government conferred the rank of the Marshal of the Air Force upon Arjan Singh in January 2002, making him the first and the only 'Five Star' rank officer with Indian Air Force.

- **took over reins :**  
took over control
- **gearing up :** getting ready
- **flying currency :** up - to - date skills and experience of flying aircraft
- **contemporary :** of present times
- **constraints :** restrictions
- **astute :** sharp and intelligent
- ◆ *What uphill task did Singh face when he took over as Air Marshal?*
- **CAS :** Chief of the Air Staff
- **forward bases :** a secured, forward operating military position

- ◆ *What other important positions did Arjan Singh hold after his retirement?*

## ENGLISH WORKSHOP

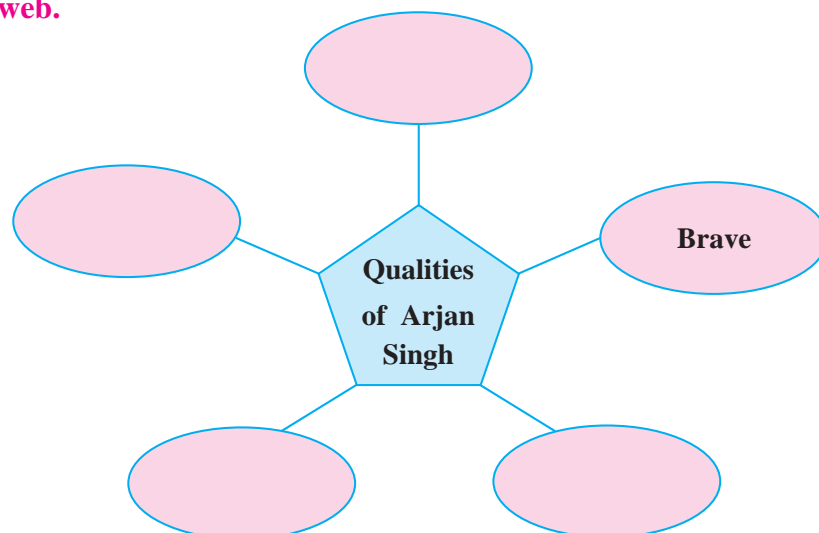
1. Read the text and fill in the flow chart of the promotions received by Arjan Singh.



2. With the help of facts given in the text prepare a Fact file of Air Marshal Arjan Singh.

- (a) Date of Birth .....
- (b) Place of Birth .....
- (c) Education .....
- (d) First Assignments .....
- (e) Important posts Held
  - (a) In Air Force .....
  - (b) After retirement .....
- (f) Awards .....
- (g) Most outstanding contribution in IAF .....
- (h) Retirement .....

3. Fill in the web.



**4. Say what actions preceded the following promotions of Arjan Singh in his career in the IAF.**

(a) Selected for Empire Pilot training course at RAF

.....  
.....

(b) Promoted to Squadron Leader

.....  
.....

(c) Leader of a flypast over 100 aircrafts at Red Fort, Delhi

.....  
.....

(d) Awarded Padma Vibhushan

.....  
.....

(e) First Air Chief Marshal of Indian Air Force

.....  
.....

**5. Replace the underlined words/phrases with the appropriate ones, to retain the proper meaning.**

(be the epitome of, gear up, a brief stint, play a major role, in recognition of, take over reins)

(a) He contributed notably in bringing up the school.

(b) Our school cricket team got ready for the final match against P. Q. R. High School.

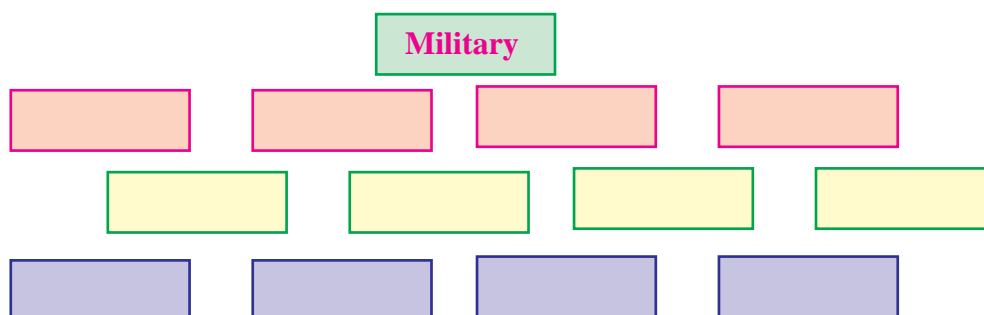
(c) After a short period of working as a lecturer, Ravi took up an important post in a multi-national company.

(d) Our class monitor is a perfect symbol of duty and discipline.

(e) Accepting the great value of his research; they awarded him with a Ph.d. (degree)

(f) After the murder of King Duncan, Macbeth took over the control of Scotland.

**6. Build the word wall with the words related with 'Military'.**





7. (A) State the different meanings of the following pairs of Homophones and make sentences of your own with each of them.


Word	Meaning	Sentence
(a) led	.....	.....
lead	.....	.....
(b) role	.....	.....
roll	.....	.....
(c) air	.....	.....
heir	.....	.....
(d) feat	.....	.....
feet	.....	.....
(e) reign	.....	.....
rein	.....	.....
rain	.....	.....


Hold a classroom discussion about the different Homophones and their meanings.


(B) The following Homographs have the same spelling and pronunciation; but can have different meanings. Make sentences of your own to show the difference.

(a) firm  .....

(b) train  .....

(c) type  .....

(d) post  .....

(e) current  .....

8. Glance through the text and prepare notes from the information that you get. Take only relevant points. Don't use sentences. Arrange the points in the same order. You may use symbols or short forms. Present the points sequentially. Use highlighting techniques.

9. Develop a story suitable to the conclusion/end given below. Suggest a suitable title.

..... (Title)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... and so, with tears of joy and pride, the 10 year old Sanyogita More received the National Bravery Award from the Prime Minister.

10. You wish to join any one of the Indian Armed Forces. Fill in the following application form.

To  
The Advertiser  
N/AF Recruitment Service  
Purangaon - 456 789

Affix recent  
passport size  
photograph

APPLICATION FOR RECRUITMENT

Rect notice No 1234

1. Post applied for .....

2. Name and surname of Candidate (in Block letters)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3. Father's Name ..... • Mother's Name .....

4. Date of Birth

DD	MM	YY					

5. Contact details :

Tel. No. (Res) ..... Mobile No. 

--	--	--	--	--	--	--	--	--	--

Email ID .....

6. Permanent Address :

House No./Street/Village .....

Post Office .....

District ..... State .....

Pincode .....

7. Educational Qualifications :

Serial Number	Qualification	Name of School/College	Name of Board/ University	Percentage obtained

8. Whether registered at any employment exchange Yes/ No .....

(If yes, mention registration number and the name of the Employment Exchange.)

9. Outstanding achievements in extra-curricular activities/ sports/ games, etc.

.....  
.....

10. Why you wish to join Armed Forces. ....

.....  
.....



## 1.4 All the World's a Stage

### Warming Up!

#### 1. Pair work

- Talk to your friend about all the things related to 'Seven.'  
For example : Seven wonders of the world.
- Pair up with your partner and name those given below all of the under :
  - (a) The seven wonders of the world .....
  - (b) The seven continents .....
  - (c) The seven colours of the rainbow .....
  - (d) The seven notes of the music .....
  - (e) The seven seas of the world .....

#### 2. Life is often compared to many things. Write down 7 things that life can be compared to and justify the comparison. For example,

- (a) Life is a keyboard, because if you press the right keys you have typed a good destiny.
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....
- (g) .....

#### 3. Match the approximate ages with the stages.

No.	Age-group			Stages
1	Birth to 2 years		a	teenage/adolescence
2	3 years to 12 years		b	old age/second childhood
3	13 years to 17 years		c	middle-age
4	18 years to about 44 years		d	babyhood/infancy
5	About 45 years to 60 years		e	senior citizen/elderly person
6	65 years up to 75 to 80 years		f	adulthood
7	Above 80 years		g	childhood



## All the World's a Stage



**William Shakespeare (1564-1616)** was an English poet, playwright and actor, widely regarded as the greatest writer in the English language and the world's prominent dramatist. He is often called England's national poet and the "Bard of Avon".

This poem is taken from his play 'As you like it'. Here he compares the world to a stage, where the drama of human life is enacted.

- **players** : actors
- ◆ *What do 'exits' and 'entrances' refer to?*
- **puking** : throwing up, vomiting
- **satchel** : school bag
- **woeful ballad** : sad poem/song
- **pard** : poetical short form of 'leopard'
- ◆ *Why is reputation like a bubble?*
- **cannon's mouth** : facing great danger to life
- **with good capon lined** : with excess fat from careless eating habits
- **saws** : sayings
- **youthful hose** : closefitting covering for legs.
- **shank** : legs (knee to ankle)

All the world's a stage,  
 And all the men and women merely **players**;  
 They have their exits and their entrances,  
 And one man in his time plays many parts,  
 His acts being seven ages. At first, the infant,  
 Mewling and **puking** in the nurse's arms.  
 Then the whining schoolboy, with his **satchel**  
 And shining morning face, creeping like snail  
 Unwillingly to school. And then the lover,  
 Sighing like furnace, with a **woeful ballad**  
 Made to his mistress' eyebrow. Then a soldier,  
 Full of strange oaths and bearded like the **pard**,  
 Jealous in honour, sudden and quick in quarrel,  
 Seeking the bubble reputation  
 Even in the **cannon's mouth**. And then the justice,  
 In fair round belly **with good capon lined**,  
 With eyes severe and beard of formal cut,  
 Full of wise **saws** and modern instances;  
 And so he plays his part. The sixth age shifts  
 Into the lean and slippered pantaloon,  
 With spectacles on nose and pouch on side;  
 His **youthful hose**, well saved, a world too wide  
 For his shrunk **shank**, and his big manly voice,

Turning again toward childish **treble**, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is **second childishness** and mere **oblivion**,  
**Sans** teeth, sans eyes, sans taste, sans everything.

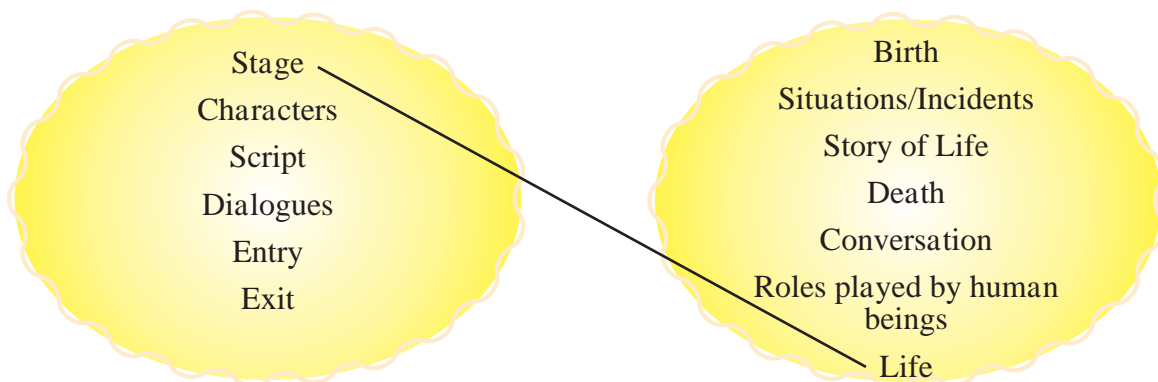
– William Shakespeare

♦ What is the major difference noticed in the 5<sup>th</sup> and 6<sup>th</sup> stage of life ?

- **treble** : (here) three times weaker than
- **second childishness** : a return to the helpless, ignorant state of a child
- **oblivion** : the state of being unaware or unconscious of surroundings and happenings
- **sans** : without

## ENGLISH WORKSHOP

1. Read the words in given clouds. Match them with what they signify.



2. Read the poem carefully and complete the following table.

Ages of Man	Role	Qualities/Actions
1	.....	1. .... 2. ....
2	.....	1. .... 2. ....
3	.....	1. .... 2. ....
4	.....	1. .... 2. ....
5	.....	1. .... 2. ....
6	.....	1. .... 2. ....
7	.....	1. .... 2. ....

**3. Write down in your own words the differences between the following stages of a man's life.**

2<sup>nd</sup> stage and 4<sup>th</sup> stage .....

.....

.....

3<sup>rd</sup> stage and 5<sup>th</sup> stage .....

.....

.....

1<sup>st</sup> stage and 7<sup>th</sup> (last) stage .....

.....

.....

**4. Pick out lines that contain Imagery (a picture created in the mind by using words) of the following people.**

(a) School boy .....

(2<sup>nd</sup> stage) .....

(b) Soldier .....

(4<sup>th</sup> stage) .....

(c) Judge .....

(5<sup>th</sup> stage) .....

(d) Senior citizen .....

(6<sup>th</sup> stage) .....

**5. You will notice that there is no Rhyme-scheme in the poem. It appears similar to the poem 1.1 'Where the Mind is without Fear' by Tagore.**

However Tagore's poem has no steady rhythm/meter either it is called Free Verse. Shakespeare uses lines with a steady rhythm of 5 beats in each. It is termed as Blank Verse. (No rhyme-scheme but uniformity in rhythm)

Copy the lines from "And all the men and women merely players" to "sudden and quick in quarrel". Put a stress mark on each of the syllables stressed in the lines as - for example, And áll the mén and wómen mérely pláyers;

**6. Think and write on your own.**

(a) What is the theme/central idea of this poem ?

(b) Which two stages of man, described by Shakespeare sound humorous ? Say why.

(c) The last (7<sup>th</sup>) stage of life sounds very sad and miserable. How can you make old age also cheerful and happy ?

**7. (A) The poem is entirely metaphorical. Pick out the comparisons from the poem.**

(a) world .....

(b) actors .....

(c) birth and death .....

- (d) school boy .....
- (e) the lover's sigh .....
- (f) spotted leopard .....
- (g) last stage (old age) .....

**(B) Pick out from the poem two examples of each.**

- (a) Simile (1) .....  
(2) .....
- (b) Onomatopoeia (1) .....  
(2) .....
- (c) Alliteration (1) .....  
(2) .....
- (d) Metaphor (1) .....  
(2) .....
- (e) Inversion (1) .....  
(2) .....
- (f) Transferred Epithet (1) .....  
(2) .....

8. Read the summary of the play 'As You Like It' by William Shakespeare using the Internet. Find out which character has narrated the above poem and on what occasion. Also, make a list of all the characters of the play.
9. Read the poem again and write an appreciation of the poem in a paragraph format. (Refer to page no. 5)



## 1.5 Joan of Arc

### Warming Up!

1. Discuss in groups/pairs and make a list of the weapons used in the old times and in the present times.

Weapons used in the past	Weapons used nowadays

2. Imagine that you are the captain of your school Kabaddi team. Your final match is against a very strong team. Your team members are sure that you will lose. How will you boost their morale? Work in groups and prepare a short list of what can encourage the team.
3. Adding different prepositions to the same action verb changes the meaning of the phrases, thus formed.

For example, call out - announce

call at - visit

call for - summon

call up - make a telephonic call

call off - cancel

**Guess the difference in meanings of the underlined phrases.**

- (1) (a) He promised to look into the matter. ....  
(b) He asked me to look for his lost book. ....  
(c) I shall look forward to your arrival. ....
- (2) (a) An epidemic of cholera broke out in the village. ....  
(b) The thieves broke into the locked house. ....  
(c) They broke up their friendship. ....
- (3) (a) You must carry out your duty faithfully. ....  
(b) Please carry on with your work. ....  
(c) They carried off the trophy in the football matches. ....  
(d) Carry forward the remaining balance to the next page. ....

**Phrasal verbs :** A phrasal verb is a verb that is made up of a main verb together with an adverb or preposition or both.

Teacher should explain the phrasal verbs with examples.

## Joan of Arc

**George Bernard Shaw (1856-1950)** was an Irish playwright and critic. He wrote more than sixty plays during his lifetime including major works such as **Man and Superman** (1902), **Pygmalion** (1912) and **Saint Joan** (1923). He was the leading dramatist of his time. He was awarded the Nobel Prize in Literature in 1925.



*(The war fought between England and France from 1337 to 1453 has come to be known as the Hundred Years War. Joan was a peasant girl born in eastern France, who led the French army to several victories during this war.)*

*This play begins at the time when all of northern France and some parts of the south-west were under foreign control. The English controlled some parts and the Burgundians controlled the others. The city of New Orleans, one of the few remaining French cities was held by the English. The year is 1429. Captain Robert de Baudricourt, a military officer is seated at the table. His steward stands facing him).*

**Robert** : I told you to throw the girl out. You have fifty armed soldiers and dozens of strong servants to carry out my orders. Are they afraid of her?

**Steward** : No sir, we are afraid of you, but she puts courage in us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.

**Robert** : (*grimly*) Perhaps, where is she now?

**Steward** : Down in the courtyard, sir.

*(Robert goes to the window and asks the soldiers to send the girl up.)*

*(The girl enters. She is a well-built, strong country girl of 17 to 18 years. The squire's glare neither frightens her nor stops her. She speaks confidently.)*

**Joan** : Good morning, captain **squire**. You are to give me a horse and **armour** and some soldiers, and send me to the Dauphin.

● **grimly** : seriously

● **squire** : a person of high rank

● **armour** : protective clothing of metal or leather worn in battles by soldiers in former times

- **blockhead** : a stupid person

♦ *Why had Joan wanted to meet Captain squire?*

- **assuming** : taking for granted

- **Dauphin** : the oldest son of the King of France, the one who would become the king after his father

- **Monsieur** : French word for Mr.

♦ *Name the persons who Joan needed to free Orleans.*

**Robert** : This girl is mad. Why didn't you tell me so, you **blockhead**?

**Steward** : Sir, do not anger her. Give her what she wants.

**Robert** : I shall send you back to your father with orders to put you under lock and key.

**Joan** : You think you will, squire. But it won't happen that way. You said you would not see me. But here I am.

**Robert** : So, you are **assuming** that I'll give you what you want.

**Joan** : Yes, squire. (*Continues busily*) A horse will cost sixteen francs. It is a big amount of money. But I can save it on the armour. I don't need beautiful armour made to my measure. I can find a soldier's armour that will fit me well enough. I shall not want many soldiers. The **Dauphin** will give me, all I need, to free Orleans.

**Robert** : (*Shocked*) To free Orleans!

**Joan** : (*Simply*) Yes, squire. Three men will be enough for you to send with me. Polly and Jack have promised to come with me.

**Robert** : You mean **Monsieur** de Poulengey?

**Joan** : Yes, Squire Jack will come willingly. He is a very kind gentleman, and gives me money to give to the poor. I think John Godsave will come, and Dick the Archer, and their servants, John of Honecourt and Julian. There will be no trouble for you, squire. I have arranged it all. You have only to give the order.

**Robert** : (*To the steward*) Is this true about Monsieur de Poulengey?

**Steward** : (*Eagerly*) Yes, sir, and about Monsieur de Metz too. They both want to go with her.

**Robert** : (*Goes to the window, and shouts into the court-yard.*) Send Monseieur de Poulengey to me, will you? (*He turns*



to Joan) Get out and wait in the yard.

**Joan** : (Smiling brightly at him) Right, squire. (She goes out).

**Robert** : (To the steward) Go with her. Stay within call and keep your eye on her. I shall have her up here again.

(The steward **retreats hastily**. Bertrand de Poulengey, a French guard, enters, salutes and stands waiting.)

**Robert** : She says you, Jack and Dick have offered to go with her. What for? Do you take her crazy idea of going to the Dauphin seriously?

**Poulengey** : (Slowly) There is something about her. It may be worth trying.

**Robert** : Oh, come on Polly! You must be out of your mind!

**Poulengey** : (Unmoved) What is wrong with it? The Dauphin is in **Chinon**, like a rat in a corner, except that he won't fight. The English will take Orleans. He'll not be able to stop them.

**Robert** : He beat the English the year before last at Montargis. I was with him.

**Poulengey** : But his men are **cowed** and now he can't work miracles. And I tell you that nothing can save our side now but a miracle.

**Robert** : Miracles are all right, Polly. The only difficulty about them is that they don't happen nowadays.

**Poulengey** : I used to think so. I'm not so sure now. There is something about her. I think the girl herself is a bit of a miracle. Anyhow, this is our last chance. Let's see what she can do.

**Robert** : (Wavering) You really think that?

**Poulengey** : (Turning) Is there anything else left for us to think? Let's take a chance. Her words **have put fire into me**.

**Robert** : (Giving up) Whew! You're as mad as she is.

● **retreats hastily** : moves away in a hurry

◆ *Was the Dauphin fit to be a Prince and heir?*

● **Chinon** : one of the cities in France where Royal family resided. During the Hundred Years War, the Dauphin took refuge in Chinon.

● **cowed** : frightened

◆ *What was the squire's opinion about miracles?*

● **wavering** : hesitating

● **have put fire into me** : have inspired or motivated

- **obstinately** : in a stubborn and firm manner

♦ *What did Robert accuse Poulengey of?*

- **gravely** : seriously

♦ *What shows Joan is a person of immense faith?*

- **raising a siege** : surround from all sides and attack removing the forces surrounding a place

- **plundering** : looting

♦ *Why were the French soldiers always beaten?*

- **to save their skins** : to save their lives

**Poulengey** : (*Obstinately*) We want a few mad people now. See where the same ones have landed us!

**Robert** : I feel like a fool. Still, if you feel sure...?

**Poulengey** : I feel sure enough to take her to Chinon unless you stop me.

**Robert** : Do you think I ought to have another talk with her?

**Poulengey** : (*Going to the window*) Yes! Joan, Come up.

(*Joan enters*)

**Poulengey** : (*Gravely*) Be seated, Joan.

**Robert** : What is your name?

**Joan** : They always called me Jenny in Lorraine. Here in France, I am Joan. The soldiers call me the Maid.

**Robert** : How old are you?

**Joan** : Seventeen, so they tell me. It might be nineteen. I don't remember.

**Robert** : I suppose you think **raising a siege** is as easy as chasing a cow out of a meadow. You think soldiering is anybody's job?

**Joan** : I don't think it can be very difficult if God is on your side.

**Robert** : (*Grimly*) Have you ever seen English soldiers fighting? Have you ever seen them **plundering**, burning, turning the countryside into a desert? Have you heard no tales of their prince who is the devil himself, or of the English king's father?

**Joan** : You do not understand, squire. Our soldiers are always beaten because they are fighting only **to save their skins** and the shortest way to save your skin is to run away. But I will teach them all to fight for France. Then, they will drive the soldiers before them like sheep. You and Polly will live to see the day when there will not be a single

- English soldier on the soil of France.
- Robert** : (*To Poulengey*) This may all be nonsense, Polly. But the troops might just be inspired by it though nothing that we say seems to put any fire into them. Even the Dauphin might believe it. And if she can put some fight into him, she can put it into anybody.
- Robert** : (*Turning to Joan*) Now you, listen to me and don't cut in before I have time to think. Your orders are that you are to go to Chinon under the escort of this gentleman and three of his friends.
- Joan** : (*Radiant, clasping her hands*) Oh, thank you, squire!
- Poulengey** : How is she to get into the royal presence?
- Robert** : I don't know. How did she get into my presence? I will send her to Chinon and she can say I sent her. Then, **let come what may**. I can do no more.
- Joan** : And the dress? I may have a soldier's dress, squire?
- Robert** : Take what you please. I **wash my hands off it**.
- Joan** : (*Wildly excited by her success*) Come, Polly. (*She dashes out.*)
- Robert** : (*Shaking Poulengey's hand*) Goodbye, old man, I am taking a big chance. Few other men would have done it. But as you say, there is something about her.
- Poulengey** : Yes, there is something about her. Goodbye.

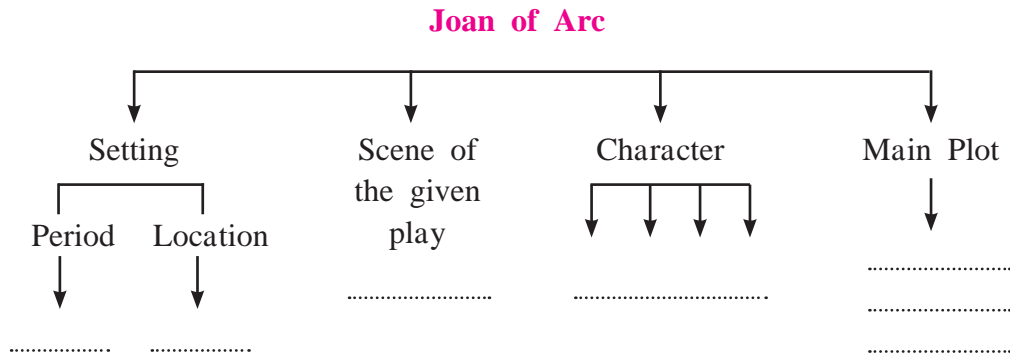
– George Bernard Shaw



- **let come what may** : let anything happen
- ♦ *What dress did Joan want?*
- **wash ones hands off it** : not take any responsibility for it.
- ♦ *What made Robert finally agree to the plan?*

## ENGLISH WORKSHOP

1. Read the extract from G. B. Shaw's play on Joan of Arc and fill in the Tree diagram.



2. (A) Pick out from the extract of the play two lines that provide evidence for each of the following.

### Joan of Arc

- |                       |           |
|-----------------------|-----------|
| (a) Her confidence    | (1) ..... |
|                       | (2) ..... |
| (b) Her courage       | (1) ..... |
|                       | (2) ..... |
| (c) Her optimism      | (1) ..... |
|                       | (2) ..... |
| (d) Her determination | (1) ..... |
|                       | (2) ..... |
| (e) Her patriotism    | (1) ..... |
|                       | (2) ..... |

- (B) Using the above points, frame a character-sketch of Joan of Arc, in your own words and write it in your notebook. Suggest an attractive title for the same.

3. From the extract, find what the following are compared to and why so.

- (a) as easy as .....
- .....
- (b) as mad as .....
- .....
- (c) The Dauphin in Chinon is like .....
- .....
- (d) The (enemy) soldiers will be driven away like .....
- .....

(e) Joan of Arc is a bit of .....

**4. Say WHY? Write it in your notebook.**

- (a) Joan wanted to meet Captain Squire.
- (b) Joan did not ask for many soldiers from the Captain Squire.
- (c) Poulengey, Jack and Dick had offered to accompany Joan.
- (d) French soldiers were always beaten in war.
- (e) Captain Squire Robert said, "I wash my hands off it."

**5. Using a dictionary, find the difference between the following pairs of phrases. Make sentences of your own with each of them.**

Phrases	Meaning	Own Sentences
1. cut in cut out	..... .....	..... .....
2. be held by be held up	..... .....	..... .....
3. run away run for	..... .....	..... .....
4. be known as be known for	..... .....	..... .....
5. go with go after	..... .....	..... .....
6. put fire into put fire out	..... .....	..... .....

**6. From an Indian History Book or Internet find out information about Indian Women (queens) who led battles. (For example, Rani of Jhansi and Rani Karnawati of Mewad). Write 3 points of similarity and 3 points of contrast between any one of the above Indian Queens and Joan of Arc. Write in your own words.**

**Similarities**

- (a) .....
- (b) .....
- (c) .....

**Contrast**

- (i) .....
- (ii) .....
- (iii) .....

**7. Read the script from :**

Joan (Girl) : Good morning, Captain  
squire .....  
**up to**

Joan : (simply) .....  
Polly and Jack have promised to come with me.

**Write a summary of that part of the script (in the indirect speech) in 15 to 20 lines. Do it in your notebook.**

**8. (A) Make the following sentences Affirmative without change of meaning.**

(a) Negative : I am not so sure, now.

Affirmative : .....

(b) Negative : He will not be able to stop them.

Affirmative : .....

(c) Negative : I don't remember.

Affirmative : .....

(d) Negative : I can do no more.

Affirmative : .....

(e) Negative : Sir, do not anger her.

Affirmative : .....

(f) Negative : I shall not want many soldiers.

Affirmative : .....

**(B) Fill in the gaps in the table.**

**WORD-FORMS**

Noun	Verb	Adjective	Adverb
1. success	succeed	successful	successfully
2. ....	inspire	.....	.....
3. ....	.....	safe	.....
4. ....	harm	.....	.....
5. thought	.....	.....	.....
6. ....	.....	.....	brightly
7. courage	.....	.....	.....
8. ....	.....	.....	hastily

Teacher should encourage the learners to change the forms of words time to time and used in their spoken and written activities



## 1.6 The Alchemy of Nature

### Warming Up!

1. Rearrange the good qualities in each set, so that the first letter of each of the words should make a meaningful word. Join the sets and get message.

Set 1 Understanding/Adaptable/Tolerant/Neat/Encouraging Resourceful.

- The word is .....

Set 2 Selfless/Inspiring

- The word is .....

Set 3 Youthful/Modest

- The word is .....

Set 4 Affectionate/Compassionate/Empathetic/Earnest/Honest/Reliable/Trustworthy

- The word is .....

- The message is .....

.....

2. Various aspects of Nature have special features that make them differ from one another.

For example, Birds :- appearance, shape, colour, size, food habits, habitat, sound etc.

- Write such special features of each of the following.

Land .....

Water .....

Trees .....

Animals .....

Insects .....

3. Make a list of living creatures in the alphabetical order. You can write more than one beginning with the same letter.

A ..... K ..... U .....

B ..... L ..... V .....

C ..... M ..... W .....

D ..... N ..... Y .....

E ..... O ..... Z .....

F ..... P .....

G ..... Q .....

H ..... R .....

I ..... S .....

J ..... T .....





## Alchemy of Nature

*To see a world in a grain of sand  
And a heaven in a wild flower,  
Hold infinity in the palm of your hand  
And eternity in an hour*

- William Blake

*Something, as tiny as a grain of sand, can spark off an idea or imagination of a huge significance to the world. One can witness and experience the beauty of Heaven in something as small as wild flower and derive joy forever. Only one should have the eyes and time to see it.*

*Infinity is endless space; but your small palm can hold the destiny of earth through your efforts.*

*Eternity is endless time; but just an hour in your life can make a difference to the world forever.*

*(Great deeds can surpass the limits of time and space. They never die.)*

♦ How does the Hibiscus flower make the most of its short life span ?

- **instinctively** : by a natural instinct
- **enhancing** : enriching
- ♦ What role does nature play in our lives?
- **awe** : great wonder and amazement

- **wilting** : drying and dropping
- **withers** : dries and dry

Guess the meaning of :

- **splendour**

We **instinctively** turn to outdoor activities and nature as a way of relaxing and **enhancing** our wellbeing. Nature soothes and nurtures. Nature fulfils and motivates. Nature whispers and commands.

Are you listening?

When I do, it leaves me in complete **awe**.

We have a hibiscus plant in our garden. Every fortnight a flower blooms on it—big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts **wilting**. The morning after, it **withers** completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full **splendour**. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so gentle,

rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so **colossal** and we are so small, yet if we persist...

We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking : however impossible things may look, there is always an opening...

We saw a tree bare of all leaves in the cold winter months. We thought its **chapter was over**. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the **conviction** that, however difficult things are right now, it will not remain so for ever. Remember, this too shall pass.

We saw an army of ants **lugging** a fly which was at least ten times the ant's size. The ants organized themselves around the fly, lifted it on **frail feelers** and carried it to quite a distance. Their teamwork and **perseverance** were impressive. What if we too are **consistent**, organized, focused... Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand they open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes trees dance with **unhindered** passion. Water, without hint of ego, changes its form according to the dictates of the sun and the wind. When we see a caterpillar turn into a butterfly, a flower turn into a fruit, we experience the **alchemy** of nature... we touch it and become gold ourselves.

– Raksha Bharadia

#### ALCHEMY

An ancient forerunner of Chemistry, about attempts to convert base metals into gold. (Here, it refers to a mysterious, magical process of transforming things.)

- ♦ *Who is stronger- water or rocks? Justify your response .*
- **colossal** : huge, massive
- ♦ *What teaches us that hard times do not last forever? How?*
- **chapter was over** : dead
- **conviction** : strong, firm belief
- **lugging** : pulling with great difficulty
- **frail feelers** : weak legs
- **perseverance** : constant efforts inspite of obstacle
- **consistent** : steady
- **unhindered** : without disturbance
- **alchemy** : mysterious power or magic that can change things

## ENGLISH WORKSHOP

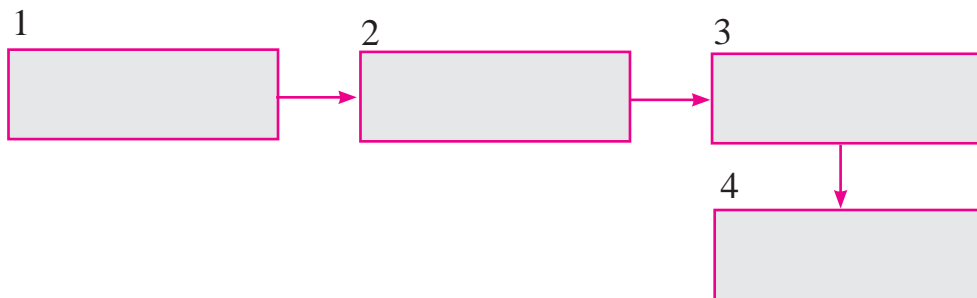
### 1. What things in nature teach us the following :

- (a) Nothing is impossible to achieve .....
- (b) Problems are not permanent .....
- (c) Be humble and adjust .....
- (d) Make the best use of time and opportunity .....
- (e) Be persistent .....
- (f) Many hands make work light .....
- (g) Delicate structures are not a sign of weakness .....

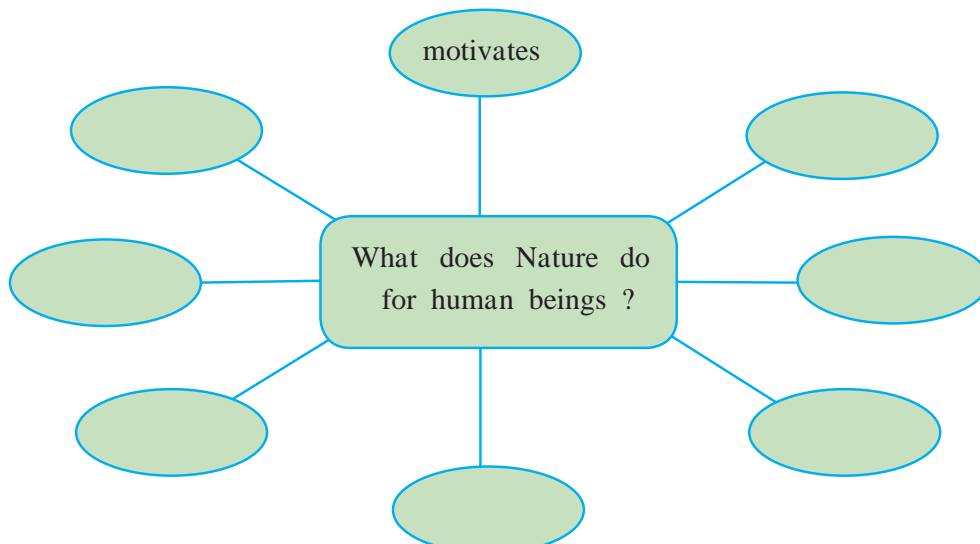
### 2. Read the questions from the lesson. What do they imply?

- (a) Are you listening? .....
- (b) What if we too lived our lives however short, to its fullest? .....
- (c) What if we too are consistent, organised, focused . . . ? .....

### 3. Go through the lesson again and complete the flow-chart that highlights the life of a 'hibiscus' flower.



### 4. Fill in the web.



5. The writer explains the contrasting features of 'water' and 'rock' in the lesson. Write all the features of both water and rock in the given table.

Water	Rock
1.	1.
2.	2.
3.	3.
4.	4.

6. The writer has very positively described the different things in nature. Discuss with your partner the special features of each one of them. Add on the list.

Part of Nature	Special feature	Value learnt
1. Rainbow	.....	.....
2. Caterpillar	.....	.....
3. ....	.....	.....
4. ....	.....	.....
5. ....	.....	.....
6. ....	.....	.....
7. ....	.....	.....

7. Think and answer in your own words.

- How should you deal with difficulties and problems?
- 'An oyster turns a grain of sand into a pearl.' What can we learn from this example?
- How does nature succeed in its 'Alchemy'? What can it turn a small person into?
- Which two aspects of nature teach us to accept change and adjust according to the situation?
- Why does the writer begin by quoting the lines from William Blake's poem (Auguries of Innocence)?

8. (A) Pick out from the lesson 10 examples of each.

- Concrete Nouns (that you can touch or see)

For example, sand

- .....
- .....
- .....
- .....
- .....
- .....
- .....

- (8) .....  
 (9) .....  
 (10) .....

• **Abstract Nouns (that which you cannot touch or see)**

For example, infinity

- (1) .....  
 (2) .....  
 (3) .....  
 (4) .....  
 (5) .....  
 (6) .....  
 (7) .....  
 (8) .....  
 (9) .....  
 (10) .....

**(B) Underline the verbs in the sentences below and say whether they are Transitive (needing an Object) or Intransitive (need not have an Object).**

- (1) One can witness and experience the beauty of Heaven.  
 (2) It leaves me in complete awe.  
 (3) Nature soothes and nurtures.  
 (4) It withers completely.  
 (5) The flower comes to life only for a day.  
 (6) A rainbow colours the entire sky.  
 (7) It smiles and dances.

**9. (A) Compose about 8 to 10 sets imaginary dialogues between a bird, a tree and its fruit regarding the effects of environmental changes. Write it in your notebook.**

**(B) Prepare a Fact file of any of the following plants/trees, using the points given.**

[coconut / neem / basil / cactus / apple]

- Name of Plant/Tree .....
- Scientific name .....
- Region and climate .....
- Features .....
- Growth .....
- Size, shape and colour .....
- Uses .....
- Any special feature .....

10. 'Impossible' itself says 'I M possible'. Do you agree? Justify your answer by citing something that you have experienced or heard from someone.
11. You have an environment protection week celebration in your school. You have invited an environmentalist. Your friend interviews him/her about how to save the environment.
12. Write a News Report on the 'Environment Day' celebrated in your school.
13. Just For Laughs! Enjoy!

- Divide the class into two groups. On 12 to 15 slip of paper, Group A writes 12 to 15 conditional clauses beginning with 'If'.

(For example, If I work very hard, .....)

Group B write 12 to 15 main clauses.)

(For example, I would/shall have a pizza.)

Now, one student from Group 'A' reads the first conditional clause (possibility) and one student from Group 'B' reads the first main clause. It forms crazy sentences, just for laughter and fun. ENJOY!



### Warming Up!

#### 1. Get into pairs and attempt the following :

“The more I learn about people, the more I like my dog.”- Mark Twain.

- Discuss with your partner what Mark Twain means from the above quote.

Write in your own words.

.....

.....

.....

.....

#### 2. Put the following attributes/ abilities given below in the proper circles.

(a) self-control

(b) communicates

(c) love and care

(d) cooks

(e) good manners

(f) has 360° vision

(g) shows gratitude

(h) lives for more than 150 years

(i) swims

(j) learns computing

(k) worships god

(l) sleeps in standing position

(m) stands up immediately

(n) brings up children

(o) belongs to various species after birth

