

Unit Three

3.1 Night of the Scorpion

Warming Up!

1. Get into pairs and discuss the following with your partners and complete the table.

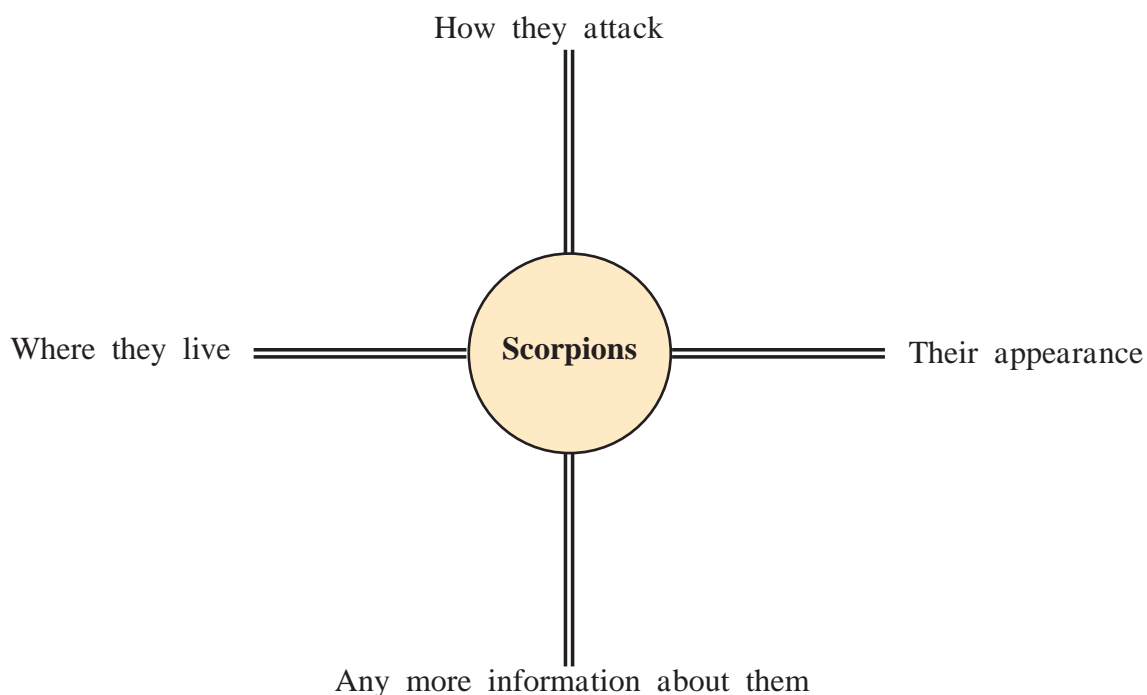
Many people are superstitious. This means that they have belief for which they have no logical reason.

An example of superstition is that – walking under a ladder brings bad luck.

In pairs, list any superstitions that you know of.

Superstition	What it implies
(1) Smashing a mirror	Brings seven years of bad luck.
(2)	
(3)	
(4)	
(5)	

2. Brainstorm what you know about Scorpions. Use the points given below.



Night of the Scorpion

Nissim Ezekiel (1924-2004) was an Indian Jewish poet, actor, playwright, editor and art-critic. He was a foundational figure in post-colonial India's literary history, specifically for Indian writings of a wider range.

The poet depicts the selfless love of a mother who is stung by a scorpion.

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison – flash
of **diabolic** tail in the dark room –
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to **paralyse** the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison
moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world
against the sum of good
become **diminished** by your pain.
May the poison purify your flesh
of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.

- **diabolic** : having the qualities of devil or wicked
- **paralyse** : to stop an activity
- ◆ *What does the phrase 'to paralyse the evil' mean in stanza 3?*
- ◆ *Who are 'they' in stanza 4?*
- ◆ *Whom does the word 'him' refer to in line no.3?*
- ◆ *Why does the poem begin with the poet's remembering the night?*
- **diminished** : to lessen; reduce
- ◆ *What forced the scorpion to take shelter in the poet's house?*

◆ *When did the Mother find relief?*

● **groaning** : a mournful sound conveying pain or grief

● **rationalist** : a person who believes in reason and knowledge than opinion and belief

● **incantation** : the chanting of words claim to have magical power

More candles, more lanterns, more neighbours,
more insects, and the endless rain.

My mother twisted through and through,
groaning on a mat.

My father, sceptic, **rationalist**,
trying every curse and blessing,
powder, mixture, herb and hybrid.

He even poured a little paraffin
upon the bitten toe and put a match to it.

I watched the flame feeding on my mother.

I watched the holy man perform his rites to tame the
poison with an **incantation**.

After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

– Nissim Ezekiel



ENGLISH WORKSHOP

1. After reading the poem; complete the following. What happens?

There are three main parts of the poem. Do you know what they are about?

The first one is done for you.

Lines	What is happening?
1-7	The scorpion comes into the home to escape the rain and stings the poet's mother.
8-33	
34-48	

2. Complete the following tables.

(A)	Background/setting of the poem	
	Type	Evidence (Quote lines from the poem)
	Rural/Urban

(B)	Scorpion	
Many images of the scorpion contrast in the opening lines of the poem. Find examples of each and add them to the columns below.		
	Timid	Dangerous
(1) hides	(i) Diabolic	
(2) Back	(ii)	

(C)	Imagery	
Look at the description of the village peasants. What does the imagery suggest about them?		
	The Images	What images suggest
	They came like swarms of flies.	
	They buzzed the name of God.	
	They threw giant scorpion shadows on the mud-baked walls.	
	They clicked their tongues.	

3. Choose the correct alternative.

- The child is afraid but admires
 (a) the initiative of the peasants.
 (b) his father trying every way to cure.
 (c) the bravery of his mother.
- His father and the villagers panic and hastily suggest
 (a) to take her to the hospital.
 (b) ayurvedic treatment.
 (c) religious remedies to help.
- The poet seems to see the villagers as impractical and almost irritating which suggests
 (a) the poet is critical of caste
 (b) the poet is critical of religion
 (c) the poet is critical of tradition.

4. This is a poem as it tells a story.
 - (a) reflective
 - (b) imaginative
 - (c) narrative
5. Using the first person gives the feeling that is told from
 - (a) personal experience
 - (b) public experience
 - (c) private experience
6. The scorpion picked on me. And spared my children depicts
 - (a) mother's bravery
 - (b) mother's endurance
 - (c) selfless and unconditional love of mother.
7. The poem does not have a rhyme scheme, which means the poem is a perfect example of a
 - (a) Ballad
 - (b) Sonnet
 - (c) Free verse
8. The poem is titled 'Night of the Scorpion', for, the major part of the poem,
 - (a) the mother remains triumphant at the end.
 - (b) the scorpion is the victor.
 - (c) the father succeeds in curing the mother.
9. The peasants chant the name of God to
 - (a) nullify the stinging experience
 - (b) praise God.
 - (c) appease God.
10. The click of tongues reflects their to the predicament.
 - (a) individual response
 - (b) collective response
 - (c) group response

4. From the poem provide evidence for the following :

Stages	Evidence (lines from the poem)
(a) the attempts by the peasants to help alleviate the mother's pain. (b) the action of these same peasants to kill the scorpion (c) the reaction of the rational father. (d) the various superstitions versus the 'scientific' (e) evil versus good.	

5. Read the poem and complete the table showing the qualities of the father and mother giving sufficient evidences from the poem.

Qualities	
Father	Mother

6. (A) Match the Figures of Speech with the correct definition.

Poetic Devices	
Figure	Definition
(1) Metaphor	(a) The use of the same sound at the beginning of words
(2) Alliteration	(b) An implied comparison.
(3) Onomatopoeia	(c) A comparison between two different things, especially a phrase, containing the words 'like' or 'as'
(4) Simile	(d) A word which resembles the sound it represents.

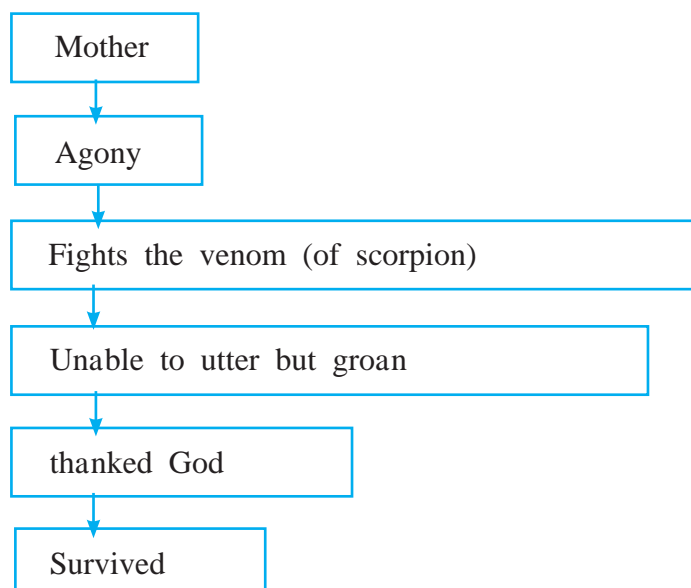
- (B) Find examples from the poem that contain :

Similie :

Metaphor :

Onomatopoeia :

7. Expand the flow-chart in writing a paragraph in your own words.



8. The poet has used various kinds of imagery to create an image which appeal to our senses. Pick out various kinds of imagery and complete the table.

Visual imagery appealing to eyes	Tactile imagery (sense of touch)	Sound imagery	Internal sensations, feelings and emotions
(1) Scorpion crawling beneath a sack of rice	(1)	(1) buzzed the name of God	(1) fear
(2)	(2) Father pouring paraffin on the toe	(2)	(2)

9. Write an appreciation of the poem in a paragraph format.
(Refer to page no. 5.)

10. Project

Prepare a Presentation (on paper or on a PC) as a piece of reference to other students. Make use of the following points.

- (1) Title page
- (2) Introduction of the poet
- (3) The Complete poem
(All 48 lines)
- (4) Learning objectives
- (5) Style of writing
- (6) Scorpion lines (1-7)
- (7) The peasants
- (8) The poet's father
- (10) The poet's mother
- (11) Vocabulary
- (12) Credits (positive aspects)

Narrative poem/
first person/ Poet's role-

lines of irregular length/
Absence of rhyme and metre
Enjambement

Free style/colloquial
Repeated use of indirect speech
Repeated imagery/Use of similes,
metaphors alliteration repetition
and onomatopoeia.



3.2 The Night I Met Einstein

Warming Up!

1. With your bench-mate prepare a profile of Albert Einstein.

ALBERT EINSTEIN

- Profession :
- Field of Science :
- World famous theory proposed :
- Awards :
- Disability in childhood :
- Books written :

2. Look at the pictures of musical instruments and write their names; what the player of the instrument is called and a famous player of the instrument.

Instrument	Name of the instrument	One who plays is called	A famous player

	Ustad Bismillah Khan
	Pianist





3. Separate the words in the columns they belong to.

(chorus, ballet, melody, swar, kathak, raga, salsa, symphony, mudra, serenade, choreography, tune, audience, tango, allegro, duet, odissi, choir, concert, performance, hip-hop)

Music	Common to both arts	Dance

The Night I Met Einstein

Jerome Weidman (1913-1998) was an American playwright and novelist.

In 1960 he won the Pulitzer Prize for his work - a musical (drama) titled 'Fiorello'. He collaborated with George Abbot, Jerry Bocjk and Sheldon Harnick to for its music and lyrics.

His book 'I Can Get It For You Wholesale' has also been used for a movie of the same name.

- **dine** : have dinner
- **hostess** : a woman who invites guest to a social event
- **concert** : performance of music by players or singers
- **pianist** : someone who plays the piano
- **tone-deaf** : unable to hear the difference between high and low notes of music
- **Bach** : Johann Sebastian Bach, a German organist and composer of the 17th century.

- ◆ What was the entertainment arranged for by the hostess ?
- ◆ What was the writer's reaction to classical music ?

When I was a very young man, I was invited to **dine** at the house of a philanthropist. After a wonderful dinner, our **hostess** took us to a large drawing room. Chairs were being arranged. "I'm arranging the chairs for a **concert**", my hostess said, "We're going to listen to a very good **pianist**."

Though everyone else was very happy, I was not. I did not understand classical music. I thought I was **tone-deaf**. I sat down so that I would not be impolite and waited for the concert to begin. I did not pay attention to the music after it began.

After a while, I heard everyone clapping, so I realised that the piece was over. Just then I heard a gentle, but firm voice saying, "You're fond of **Bach**?"

I knew as much about Bach as I did about nuclear physics. I was going to say something ordinary so that I could get out of the situation. I turned in order to look at my neighbour and I saw a very famous face. It was someone with a shock of white hair and a pipe.

I knew that I must tell this man the truth. He looked at me as if my answer was very important.

"I do not know anything about Bach", I said, "I have never heard any of his music." He looked surprised.

"You have never heard of Bach?" he asked.

He made it sound as if I had said that I had never taken a bath!

"I'd like to understand music so that I could understand Bach," I said, "but I'm not able to. I'm tone-deaf."

The old man got up.

“You will come up with me?” he asked. I just remained seated. “I’m requesting you to come with me”, he said again.

So I went up with him. He took me to a room which had a **gramophone** in it and asked, “What kind of music do you like?”

“Well,” I answered, “I like songs that have words, and the kind of music where I can follow the tune.”



He smiled and **nodded**, obviously pleased. “You can give me an example, perhaps?”

I told him I like anything by **Bing Crosby**. At once, I could hear Bing Crosby’s voice filling the room.

“Now, can you please tell me what you just heard?”, he said.

The simplest answer seemed to be to sing the lines. So I sang it back to him.

He smiled. “You’re not tone-deaf,” he said.

I told him this was one of my favourite songs, something I had heard hundreds of times, so it didn’t really prove anything.

“Nonsense!” said Einstein. “It proves everything! Do you remember your first arithmetic lesson in school? Suppose, at your very first contact with numbers, your teacher had ordered you to work out a problem in, say, long division or fractions. Could you have done it?”

- ◆ **gramophone** : machine for playing recorded music.

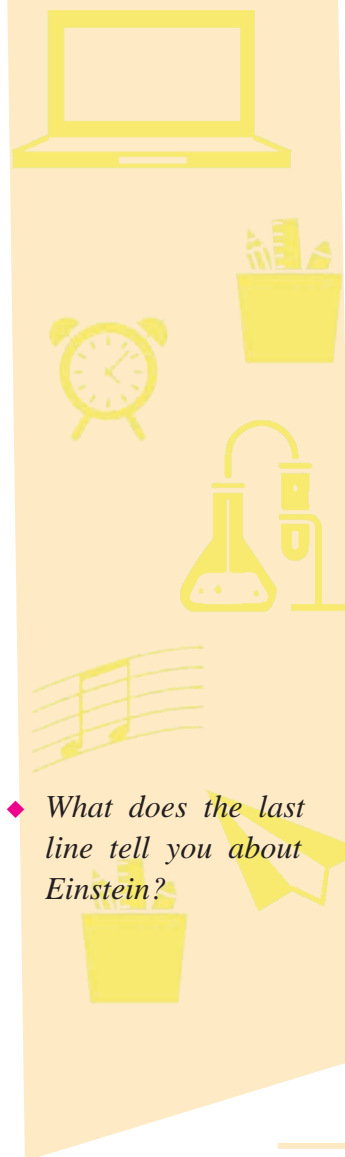


- ◆ *What do you learn from Einstein’s treatment of the young man?*
- ◆ *Do you think the comparison between music and arithmetic was a good one? In what ways?*

- ◆ **nodded** : moved head up and down to indicate agreement
- ◆ **Bing Crosby** : American singer and actor

- ◆ *As far as listening is concerned, what difference do you notice between the writer and Einstein?*

◆ How did Einstein help the narrator appreciate music?



◆ What does the last line tell you about Einstein?

“No, of course not.”

“Exactly! It’s like learning maths. You have to learn addition and subtraction in order to do multiplication and division. Now I’m playing something a little more advanced.”

It was John McCormack singing *The Trumpeter*. “Sing that back”, he ordered.

And we went on from level to higher level until he was playing just music without words. I was amazed that this great man was paying complete attention to me so that I could learn something new. It was as if I was the most important person in his world. Suddenly, he got up and turned off the gramophone.

“Now young man”, he said, “We’re ready to listen to Bach.”

We went down and sat in the hall. “Just allow yourself to listen”, he said, “that’s all there is to it.”

I have heard that piece many times since that day. But I am never alone. I am sitting beside a small man with a shock of untidy hair and a pipe in his mouth. He has eyes that are unusually warm. When the concert ended, I too was able to clap—sincerely. Our hostess came towards us. We both stood up.

“I’m so sorry, Dr Einstein”, she said, giving me a cold look, “that you missed so much.”

“I’m sorry too”, he said, “My young friend here and I, however, were engaged in the greatest activity of which a human being is capable.”

She looked puzzled. “Really?” she said. “And what is that?”

Einstein smiled and put his arm across my shoulders. “Opening up the frontiers of beauty.”

ENGLISH WORKSHOP

1. Complete the following sentences.

- The narrator was not happy about the concert because
- When the narrator turned to look at his neighbour, he
- Einstein was surprised to hear that
- The narrator’s memory has an image of Einstein as
- The greatest act towards human beings is

2. Who said to whom?

Statement	Who	To whom	Effect on the listener
"We are going to listen to a very good pianist."
"I do not know anything about Bach."
"You are not tone-deaf."
"Just allow yourself to listen that's all there is to it"

3. List all the words from the story related to 'Music'.

.....

.....

4. Rewrite the following sentences inserting the appropriate phrases in their proper form.

(to get out of, to come up, to turn on, to give in, to get into, to come down, to work out, to turn off, to give off, to give out, to work in)

- (a) He bed and the living room, to see if the door was closed.
- (b) To enjoy the music and relax, hethe music and the lights.
- (c) Smita to her desire and her favourite toys to the poor it.
- (d) You should Mathematics so that you can problem.

5. (A) Give two points of difference between :

Instrumental Music	Vocal Music
(1)	
(2)	

(B)

Light music	Classical music	Folk music

6. Prepare a word list of occupations in alphabetical order from the letters A upto T. (You may skip 'K' and 'Q')

Actor,	Banker,	Carpenter,	D	E
F	G	H	I	J
L	M	N	O	P
R	S	T		

7. Rewrite the following in indirect narration.

- (a) “You are not tone-deaf”, he said to me.
- (b) “Could you have done it?”, said Einstein.
- (c) “Sing that back”, he ordered me.
- (d) He said, “What kind of music do you like?”
- (e) “I’m so sorry, Dr. Einstein”, she said.

8. (A) Degrees of Comparison (Positive / Comparative / Superlative)

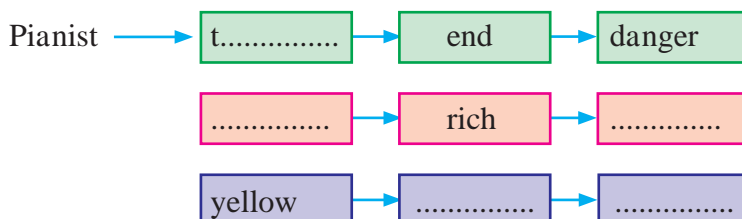
Insert the appropriate expressions, choosing from those given after each sentences, for the positive degree.

- (1) I am not my friend.
(taller than/ more taller/just as tall as)
- (2) They are their neighbours.
(as helpful as/most helpful/more helpful)
- (3) No other desert in Africa is the Sahara Desert.
(biggest of all/nearly so big as/bigger as)
- (4) Very few animals in the wild are an elephant.
(exactly huger than/exactly as huge as/hugest than)
- (5) Some snacks are a pizza.
(at least as tasty as/tastier as/most tasty as)

(B) Change the Degree of Comparison, as directed and rewrite without changing the meaning.

- (1) No one in the class is as brilliant as Tanvi. (Superlative)
.....
- (2) A diamond is one of the most precious of all stones. (Comparative)
.....
- (3) Her handwriting is better than that of her sister. (Positive)
.....
- (4) Jupiter is the largest of all planets. (Comparative)
.....
- (5) He is not the greatest of all leaders. (Positive)
.....
- (6) This painting is better than any other painting in the palace. (Superlative)
.....

9. Prepare a word chain.



10. Pick out words that refer to the following:

- (1) A musical performance in public
- (2) A lady who invites and looks after guests
- (3) A device used to play recorded music
- (4) One who is poor at deciphering musical notes
- (5) Boundaries or limits of a field

11. 'Music is the medicine of the mind'. Narrate an experience that leads to the above conclusion. Write it in your own words, in your notebook.

12. You will come across many famous personalities in the story. Go to library or search on internet the following names and write a few lines about the personalities given below.

- (a) Albert Einstein
- (b) Johann S. Bach
- (c) Bing Crosby
- (d) John McCormack

13. Imagine you are the monitor of the class. You are asked to conduct an interview of a famous scientist who is in your city/village. Frame 8 to 10 interview questions with the help of the following points.

- (1) Early life and education
- (2) Interest for this particular field
- (3) Any inspirational incident that occurred in his/her life
- (4) Guru or mentor
- (5) Inventions and awards
- (6) Future plans
- (7) Advice/Appeal to youngsters

14. Project :

Divide the class into four groups. Collect pictures or draw images of various musical instruments, of the following categories.

- (a) Stringed Instruments (Guitar)
- (b) Wind Instruments (Flute)
- (c) Percussion Instruments (Tabla)
- (d) Solid Metal Instruments (Cymbals)

Paste and decorate pictures on separate sheets of paper. Give proper headings and names. Compile into a file with a cover and suitable file-title.



3.3 Stephen Hawking

Warming Up!

1. Get into pairs and match the prominent personalities with the disabilities they had :

'A'	'B'
(1) John Milton	The great German composer and musician who became deaf at the age of 28 years.
(2) Beethoven	The great English poet who became blind at the age of 43 years.
(3) Stephen Hawking	An American entrepreneur, animator, voice actor, had learning disability.
(4) Walt Disney	Famous scientist of the 20 th century who is paralyzed.
(5) Albert Einstein	Great inventor who has over 1000 patents had learning disability and became deaf.
(6) Thomas Edison	Great 20 th Century scientist and noted physicist had learning disability.
(7) Hellen Keller	Dancer whose legs had to be amputated because of an accident.
(8) Sudha Chandran	Was blind and deaf.
(9) Tanay Grey-Thompson	Had polio and was elected as the President of the United States for four terms.
(10) Franklin Roosevelt	Is a wheelchair racer.

2. Word Building.

- (a) **Reduplication** : The root/stem of a word is repeated exactly the same or with a slight change.

For example, tweet-tweet, pitter-patter, chit-chat, bang-bang, riff-raff.

- (b) **Blending** : Parts of two or more words combine to form a new one.

For example, ● breakfast + lunch = brunch

● smoke + fog = smog

● motor + hotel = motel

- (c) **Clipping** : Reducing a word to one of its syllables or a part of it.

For example, ● Mathematics - Maths

● Advertisement - Ad

● Laboratory - Lab

- (d) **Acronym** : Words formed from the first letter of each of the words involved.

For example, ● radar, scuba, Unicef, Nasa

● BBC, CID, USA, ATM, VIP

● DOB, KYC, PM, GN, TY etc.

In your notebook, write five examples of each of the above types of word-building devices. (You may take the help of a Dictionary/Internet)

Stephen Hawking

Stephen Hawking (8th January 1942) : He is an English theoretical physicist, cosmologist, author and Director of Research at the centre of theoretical cosmology within the Cambridge University. Hawking was the first to set out a theory of cosmology explained by a union of the general theory of relativity and quantum machines. Hawking is an honorary Fellow of the Royal Society of Arts (FRSA), a lifetime member of the Pontifical Academy of Sciences, and a recipient of the Presidential Medal of Freedom, the highest civilian award in the US.

This lesson gives us an insight about the great scientist, his life and his works.

Stephen Hawking (born January 8, 1942) is a British scientist, professor and author who has done groundbreaking work in physics and **cosmology**, and whose books have helped to make science accessible to everyone. At the age of 21, while studying cosmology at the University of Cambridge, he was diagnosed with amyotrophic lateral sclerosis (ALS). Part of his life story was depicted in the 2014 film The Theory of Everything.

Over the years, Stephen Hawking has written or co-written a total of 15 books. A few of the most noteworthy include:

In 1988 Hawking **catapulted** to international prominence with the publication of A Brief History of Time. The short, informative book became an account of cosmology for the masses and offered an overview of space and time, the existence of God and the future. The work was an instant success, spending more than four years atop the 'London Sunday Times' best-seller list. Since its publication, it has sold millions of copies worldwide and been translated into more than 40 languages.

A Brief History of Time also wasn't as easy to understand as some had hoped. So in 2001, Hawking followed up his book with The Universe in a Nutshell, which offered a more illustrated guide to cosmology's big theories.

- **cosmology** : the science of the origin and development of the universe.

- **catapulted** : launched

- **core** : central, basic

- **holy grail** : (here) a thing which is eagerly pursued or sought after

- **dimensions** : aspect feature, fact

- ◆ *What is Hawking convinced of?*

In 2005, Hawking authored the even more accessible *A Briefer History of Time*, which further simplified the original work's **core** concepts and touched upon the newest developments in the field like String theory.



Together these three books, along with Hawking's own research and papers, articulate the physicist's personal search for science's **Holy Grail**: a single unifying theory that can combine cosmology (the study of the big) with quantum mechanics (the study of the small) to explain how the universe began. It's this kind of ambitious thinking that has allowed Hawking, who claims he can think in 11 **dimensions**, to lay out some big possibilities for humankind. He's convinced that time travel is possible, and that humans may indeed colonize other planets in the future.

In September 2010, Hawking spoke against the idea that God could have created the universe in his book *The Grand Design*. Hawking previously argued that belief in a creator could be compatible with modern scientific theories. His new work, however, concluded that the Big Bang was the inevitable consequence of the laws of physics and nothing more. "Because there is a law such as gravity, the universe can and will create itself from nothing," Hawking said. "Spontaneous creation is the reason there is something rather than nothing, why the universe exists, why we exist."

The Grand Design was Hawking's first major publication in almost a decade. Within his new work, Hawking set out to challenge Sir Isaac Newton's belief that the universe had to have been designed by God, simply because it could not have been born from chaos.

“It is not necessary to invoke God to light the blue touch paper and set the universe going,” Hawking said.

At the age of 21, Stephen Hawking was diagnosed with amyotrophic lateral sclerosis (ALS, or Lou Gehrig’s disease). In a very simple sense, the nerves that controlled his muscles were shutting down. At the time, doctors gave him two and a half years to live.

Hawking first began to notice problems with his physical health while he was at Oxford – on occasion he would trip and fall, or slur his speech – he didn’t look into the problem until 1963, during his first year at Cambridge. For the most part, Hawking had kept these symptoms to himself. But when his father took notice of the condition, he took Hawking to see a doctor. For the next two weeks, the 21-year-old college student made his home at a medical clinic, where he underwent a series of tests.

“They took a muscle sample from my arm, stuck electrodes into me, and injected some radio-opaque fluid into my spine, and watched it going up and down with X-rays, as they tilted the bed,” he once said. “After all that, they didn’t tell me what I had, except that it was not **multiple sclerosis**, and that I was an **atypical** case.”

Eventually, however, doctors did **diagnose** Hawking with the early stages of ALS. It was **devastating** news for him and his family, but a few events prevented him from becoming completely despondent. The first of these came while Hawking was still in the hospital. There, he shared a room with a boy suffering from **leukemia**. Relative to what his roommate was going through, Hawking later reflected, his situation seemed more tolerable. Not long after he was released from the hospital, Hawking had a dream that he was going to be executed. He said this dream made him realize that there were still things to do with his life.

In a sense, Hawking’s disease helped him become the noted scientist he is today. Before the diagnosis, Hawking hadn’t always focused on his studies. “Before my condition was diagnosed, I had been very bored with life,” he said. “There had not seemed to be anything worth doing.” With the sudden realization that he might not even live long enough to earn his PhD,

◆ *When did Hawking first notice his health problems?* ✨

- **multiple sclerosis** : abnormal hardening of body tissue
- **atypical** : very unusual
- **diagnose** : detection of a medical condition
- **devastating** : causing a severe shock

- **leukemia** : a malignant progressive disease in which the bone marrow and the other blood forming organs produce increased numbers of abnormal white blood cells

◆ *In the mid 1970's what did the Hawking's family do?*

◆ *Why was Hawking forced to use a wheelchair?*

● **tracheotomy** : an incision in the windpipe made to relieve an obstruction to breathing.

● **peril** : serious and immediate danger

Guess the meaning of :

predicament :

● **sensor** : a device which detects or measures a physical property and records, indicates or otherwise responds to it.

◆ *What do Stephen Hawking works include?*

◆ *What remains a constant anxiety?*

Hawking poured himself into his work and research.

As physical control over his body diminished (he'd be forced to use a wheelchair by 1969), the effects of his disease started to slow down. Over time, however, Hawking's ever-expanding career was accompanied by an ever-worsening physical state. By the mid-1970s, the Hawking family had taken in one of Hawking's graduate students to help manage his care and work. He could still feed himself and get out of bed, but virtually everything else required assistance. In addition, his speech had become increasingly slurred, so that only those who knew him well could understand him. In 1985 he lost his voice for good following a **tracheotomy**. The resulting situation required 24-hour nursing care for the acclaimed physicist.

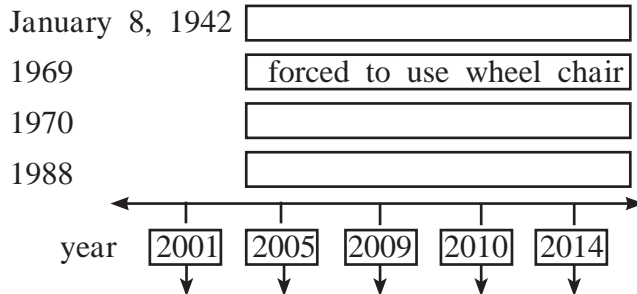
It also put in **peril** Hawking's ability to do his work. The **predicament** caught the attention of a California computer programmer, who had developed a speaking program that could be directed by head or eye movement. The invention allowed Hawking to select words on a computer screen that were then passed through a speech synthesizer. At the time of its introduction, Hawking, who still had use of his fingers, selected his words with a handheld clicker. Today, with virtually all control of his body gone, Hawking directs the program through a cheek muscle attached to a **sensor**.

Through the program, and the help of assistants, Stephen Hawking has continued to write at a prolific rate. His work has included numerous scientific papers, of course, but also information for the non-scientific community.

Hawking's health, of course, remains a constant concern – a worry that was heightened in 2009 when he failed to appear at a conference in Arizona because of a chest infection. In April, Hawking, who had already announced he was retiring after 30 years from the post of Lucasian Professor of Mathematics at Cambridge, was rushed to the hospital for being what university officials described as “gravely ill.” It was later announced that he was expected to make a full recovery.

ENGLISH WORKSHOP

1. Observe the time line and search the occurrences according to it. Prepare a chart.



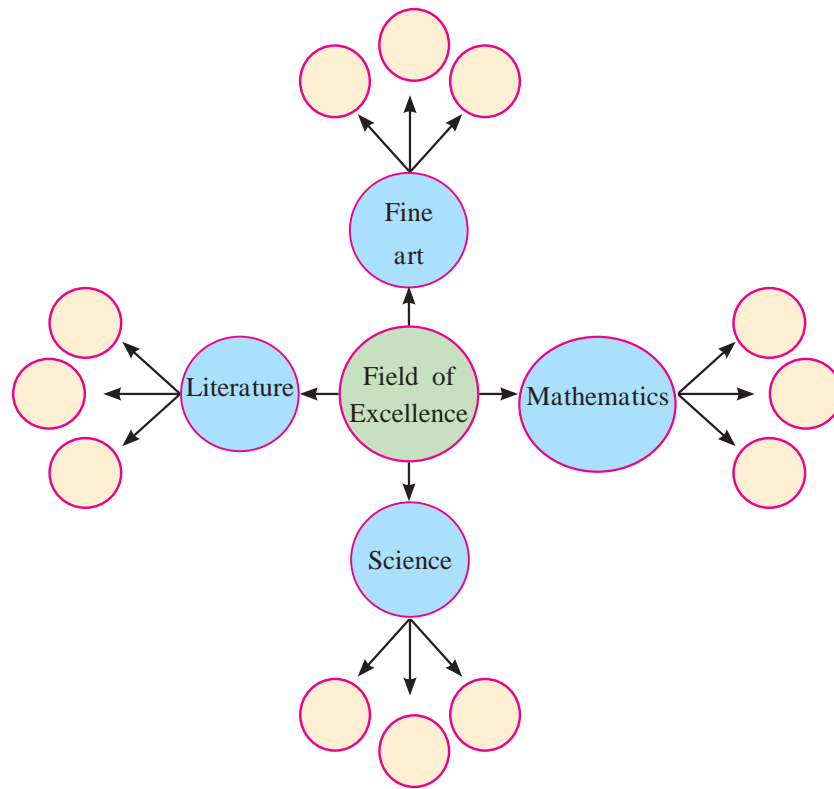
2. Make the list of books written by Stephen Hawking.

Name of the book	What's in it? (topics covered)	His contribution to the world
1.	(a)	
2.	(b)	
3.	(c)	
4.	(d)	

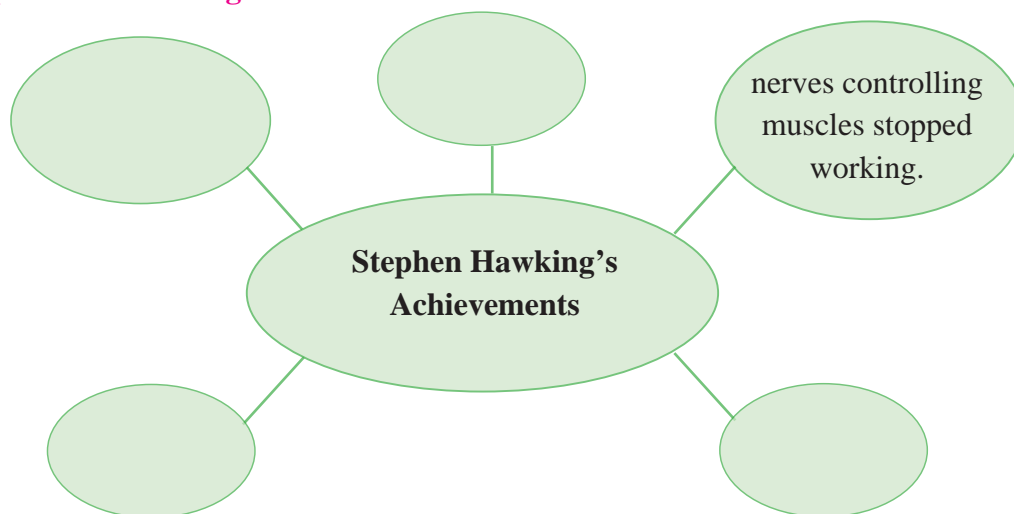
3. Make a list of Hawking's physical inabilities after 1963.

- | | |
|-----------|-----------|
| (a) | (d) |
| (b) | (e) |
| (c) | (f) |

4. Shape your mind. Complete the network of cluster diagram with the name of great personalities and their contribution.



5. Complete the following web.



6. Explain how the life of Stephen Hawking proves the proverb 'Every cloud has a silver lining'. Write it down in your notebook.

7. Do you agree or disagree with the following statements ? Justify your stand/ answer by quoting a line from the text.

- (a) Stephen Hawking was diagnosed with Alzheimer's disease.
- (b) Hawking believed that man cannot live in other planets in the future.
- (c) Though Hawking lost control over his body, he writes with a prolific rate with the help of assistants.
- (d) Hawking has written or co-written more than 25 books.

8. Following incidents in Stephen Hawking's life are given in jumbled order. Arrange the incidents in proper sequence as per their order of occurrence in Hawking's life.

- (a) Hawking's book 'The Universe in a Nutshell' offered illustrated guide to cosmology's big theories.
- (b) Hawking published the book 'A Brief History of Time' that offered an overview of space and time.
- (c) Hawking was unable to attend a conference in Arizona.
- (d) Hawking was diagnosed with ALS while studying cosmology at the University of Cambridge.
- (e) Hawking published 'A Brief History of Time' that contained the newest development.

9. Fill in the blanks with the proper form of the Verbs as per the Subject :

- (1) Mother a good meal. (cook/cooks)
- (2) Mother and her daughter a good meal. (cook/cooks)
- (3) The rise and fall of the Empire recorded in History. (is/are)
- (4) Neither Ritesh, nor Alok well. (play/plays)
- (5) Either of the two guilty. (is/are)

- (6) Everyone mistakes. (make/makes)
 (7) That news published today. (is/are)
 (8) Eight lakh rupees a big amount. (was/were)
 (9) The Committee approved of it. (has/have)
 (10) The cost of all the goods risen. (has/have)

10. From the following sentences, underline the Nouns and encircle their Determiners that specify the noun in a noun phrase.

(articles/possessive pronouns/demonstratives or quantifiers)

- (1) He lost his voice for good.
 (2) Over the years, Hawking has written 15 books.
 (3) These three books articulate his search for science's Holy Grail.
 (4) A few events prevented him from despondency.
 (5) That dream made him realize it.

11. Complete the information from following graphic organiser and prepare summary.

Summary Maker

Title of the text :

- (a) Name of the personality :
 (b) Age :
 (c) Books (As Author) :

 (d) Field of Excellence :

 (e) Achievements :

12. You have come to know from the text that 'The Theory of Everything' is a film describing the life and work of Stephen Hawking. Watch the film on internet and write a complete review of it. You can take help of the following points while writing the review of the film.

- (1) Title
 (2) Characters
 (3) Story
 (4) Dialogues
 (5) Picturisation
 (6) Music
 (7) Special features (if any)
 (8) Opinion / Views
 (9) Message/Moral values.



E6ITH4



3.4 The Will to Win

Warming Up!

1. Get into pairs, discuss and tick the most appropriate answer :

(a) You may have lost the match; but

- (i) It is important that you start fighting with your opponent.
- (ii) It is important to have the will to win.
- (iii) It is important that you blame the organizers for the rough ground.

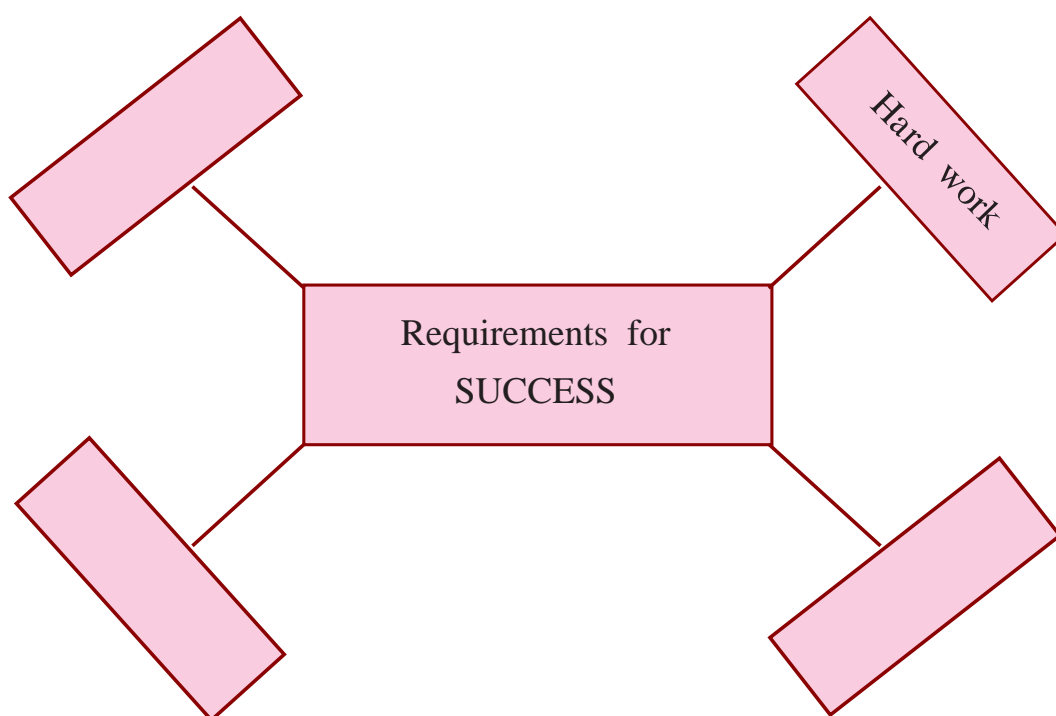
(b) Success is always measured by :

- (i) Ability to pounce upon at the opponent and fight with full force.
- (ii) Match fixing before the match begins.
- (iii) Ability to bounce back after a fall.

(c) For attaining success; we need to :

- (i) Sleep day in and day out and dream about success.
- (ii) Scheme out things to make the opponent fall.
- (iii) Work hard day and night for it.

2. How can we achieve success in life? Complete the boxes by filling the essential qualities required for achieving success.



3. Discuss and write 5 proverbs/quotations related to the importance of having a strong will-power.

- (a)
- (b)
- (c)
- (d)
- (e)

4. Complete the following table.

Make a list of great personalities of present and past who have achieved success in different walks of life. You can take help of your school library or search on the internet.

Politics	Social work	Sports	Music



The Will to Win

Berton Braley was born in Madison, Wisconsin. He inherited his father's talent in writing and had shown his talent at a young age of eleven, when he published his first work – a fairy tale called “Why the grass is green”. Braley was considered a person who was always optimistic and held the belief that everything is possible. Braley had written around 4,000 verses and several hundred short stories making him one of the most widely read American poet of his era.

In this poem, the poet teaches us to have the will to win, come what may.

● **scheme** - plan

● **fret** : worry, be anxious

● **sagacity** : wisdom and good judgement

● **famish** : great hunger

● **gout** : acute pain and stiffness of bones

● **grim** : serious, unhappy

If you want a thing bad enough
to go out and fight for it,
work day and night for it,
give up your time and your peace and your sleep for it

If all that you dream
and **scheme** is about it and life
seems useless and worthless without it

If you gladly sweat for, **fret** for and plan for it and lose
all your terror of the opposition for it.

If you simply go after that thing that you want with all
of your capacity, strength and **sagacity**, faith, hope and
confidence and stern for tenacity

If neither cold poverty, **famish** or **gout**
or sickness or pain
of body and brain
can keep you away from the thing that you want,

If dogged and **grim** you be size and beget it,
with the help of GOD you'll get it!

– Berton Braley



ENGLISH WORKSHOP

1. (A) In order to achieve success the poet wants us to

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

(B) Write as many phrases as you can using 'enough' and use them in your sentences.

Example : good enough

(C) What does the word 'Scheme' mean here ? Choose the correct alternative from the following.

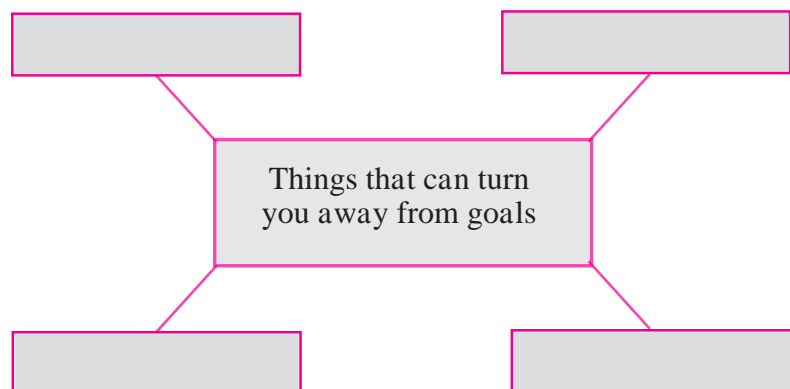
- (a) Housing colony
- (b) Goal in life
- (c) Rhyme pattern
- (d) Plan of action

(D) Do you think the line 'Give up your time and your peace and your sleep for it' means that one should be 'desperate' or 'restless' to achieve one's goal. Explain your opinion, in your notebook.

(E) Following lines are given to you. Find their appropriate meanings after discussing with your partner.

- (a) To go out and fight for it.
- (b) Makes you quite mad enough.
- (c) Lose all your terror of God or man for it.
- (d) With all your capacity, strength and sagacity.

(F) Read the poem again and complete the web showing all those things that can turn one away from ones efforts towards a goal.



(G) Find the lines from the poem which mean—

- (a) become crazy for the goal
- (b) toil hard happily
- (c) get rid of all fears

- (d) make efforts continuously
- (e) extremely poor condition

2. The poet has mentioned some hurdles in the poem that keep us away from achieving our goal in our life. Discuss with your partner and make a list of all the hurdles mentioned in the poem.

- sickness
-
-

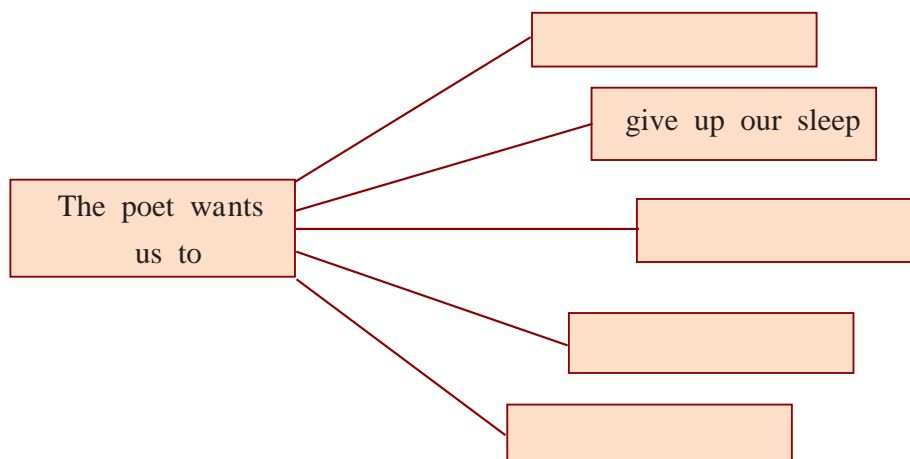
3. The poem explicitly describes some strengths and weaknesses with the help of some words and phrases. The poet wants us to possess all the strengths and keep away from all the weaknesses. Make a list of all words and phrases showing Strengths in table A and Weaknesses in table B. One is done for you.

A Strengths	B Weaknesses
<ul style="list-style-type: none"> • Work day and night • • • 	<ul style="list-style-type: none"> • Sickness • • •

4. Listen to the poem carefully and state whether the following statements are true or false. Correct the false statements.

- (a) If you want a thing you should not give up your sleep.
- (b) You should be afraid of your opposition.
- (c) Cold or poverty cannot keep you away from achieving your goal.
- (d) You can achieve your goal with the help of God.
- (e) Life will not seem useless and worthless without achieving your goal.

5. From pairs and complete the web with suitable responses. Tell the class what all things the poet wants us to do to win.



6. Match the phrases in table A with lines of the poem given in table B.

Phrases	Lines
(1) Toil hard	(a) If you want a thing bad enough...
(2) Get rid of all	(b) If neither cold poverty, famished ...
(3) Extremely poor condition	(c) To work day and night for it.
(4) Need desperately	(d) Lose all your terror of the opposition for it.

7. Every stanza begins with word 'if'. How does it add to the effectiveness of the poem?

8. (A) In poetry, when words/ideas are arranged in an ascending order of importance, the figure of speech used is called 'Climax'.
For example, Man should work for his family, his country, but most of all for God.

- Pick out two examples of 'Climax' from the poem.

(B) When some words, in the line of the poem, express the same idea in different ways, the figure of speech used is 'Tautology'.
For example, . . . happy and joyfull.

. . . motionless and still.

- Pick out two examples 'Tautology' from the poem.

(C) Pick out one example of the following Figures of Speech.

- (1) Antithesis :
- (2) Alliteration :
- (3) Repetition:

9. Work in group and prepare and present a speech on 'How to Achieve Success.'
(You may take help of the poem).

10. Read the poem again and write the appreciation of the poem 'The Will to Win' in a paragraph format. (Refer to page no. 5)

11. Project :

Make a list of Berton Braley's selected collection of poems. You can take help of your teacher, library or search on internet. Recite Braley's one poem in front of the class.



3.5 Unbeatable Super Mom – Mary Kom

Warming Up!

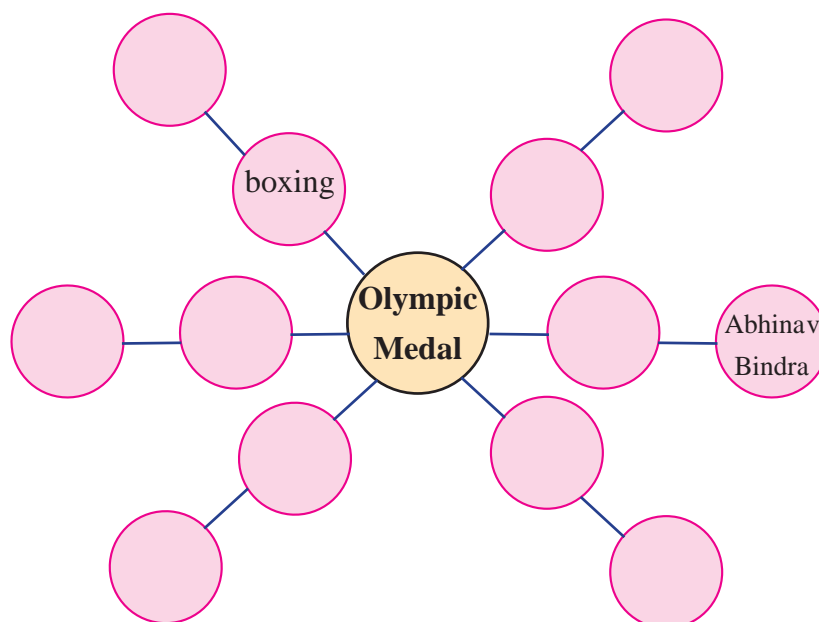
1. Discuss and find out the jobs which were done only by men in the past but nowadays women too have started doing them.

.....

.....

.....

2. Complete the following web of India's winning medals in Olympics.



The text is about a famous female boxer, Mary Kom, who has brought laurels to our country by winning many national and international boxing championships. Make a list of famous men and women boxers across the world. You can take help of internet or your school library to get this information to complete the table.

Name of boxer	Gender	Country
1. Mary Kom	Female	India
2.		
3.		
4.		
5.		

Unbeatable Super Mom – Mary Kom

Mary Kom : Chungneijang Mary Kom was born on 24th November, 1982, better known as Mary Kom is an Olympic Indian boxer hailing from the Kom tribe in Manipur. She is a five time World Amateur Boxing Champion, and the only woman boxer to have won a medal in each one of the six world champion.

Nicknamed “Magnificent Mary”, she is the only Indian woman boxer to have qualified for the summer 2012 summer Olympics competing in the flyweight (51 Kg) category and winning the bronze medal.

There had to be one successful story if Indians were to survive in sports and we have that story now. Enough has been said about this great warrior who conquered the world. This warrior is none other than Mary Mangte Kom – the Komqueror and the Komrade. She is famed as a five times World Boxing Champion and the only boxer to win a medal in every one of the six world championships. In the 2012 Olympics, she became the first Indian woman boxer to qualify and win a bronze medal in the 51 Kg flyweight category of Boxing.

Kom was born in Kangthei village, Moirang Lamkhai in Churachandpur district of rural Manipur in eastern India. She came from a poor family. Her parents, Mangte Tonpa Kom and Mangte Akham Kom were tenant farmers who worked in **jhum** fields. Kom grew up in **humble surroundings**, helping her parents with farm related chores, going to school and learning athletics initially and later boxing simultaneously. Her father was a keen wrestler in his younger age.

She had an eager interest in athletics since childhood and the success of Dingko Singh a fellow Manipuri returned from the 1998 Bangkok Asian games with a gold medal, Kom recollects had inspired many youngsters in Manipur to try boxing and she too thought of giving it a try.

Mary Kom’s career started in 2000 after her victory in the Manipur State women’s boxing championship and the regional championship in West Bengal. In 2001, she started competing at international

- ♦ *What was Mary Kom’s exceptional achievement?*
- ♦ *What has added to her greatness as a boxing champion?*
- ♦ *How did the parents make a living?*

- **jhum** : farming, shifting cultivation
- **humble surroundings** : simple and poor conditions

- **debut** : first public appearance or performance
- **reinforced** : strengthened
- **a legend** : one who makes history

- **elation** : great joy
- **sunk in** : realize and accept
- **exhilarated** : very thrilled

♦ *What failed to pressurize Mary Kom during the Olympics?*

- **sparring** : motions of boxing during training, without landing actual blows

level. She was only 18 years old when she made her international **debut** at the first AIBA Women's World Boxing Championship in United States, winning a silver medal in the 48 kg weight category. Her greatness is **reinforced** by the way she apologized to the whole nation for not being able to win the Gold. She is **a legend** for sure and an idol for all the sportswomen to look up to.

AN INTERVIEW

In an exclusive interview with Sportskeeda correspondent Taruka Srivastava, Olympic Bronze medalist Mary Kom talked about her preparation for the Olympics and her **elation** at winning a medal.

Interviewer : First things first-you're the first Indian female boxer to win an Olympics medal for India. Has the feeling completely **sunk in**?

Mary Kom : I am really happy with my achievement and yes it is yet to sink in. I am just so **exhilarated**.

Interviewer : You were the only female representative from India in boxing. Did that put additional pressure on you?

Mary Kom : No, not at all. I was pretty confident about myself. I knew.

Interviewer : Your coach Charles Atkinson was not allowed to accompany you to the Olympics. How did that affect your preparations?

Mary Kom : Well I did miss him there but thankfully, we had already done our homework and I was well prepared.

Interviewer : During your preparations for the Olympics, you sparred with the male boxers of the Indian contingent. Who was your favourite **sparring** partner?

Mary Kom : (Laughs) Well, I trained hard in Pune and the male boxers were kind enough to practise with me whenever I required them. To name a favourite would be unfair.

Interviewer : You were quoted saying "Adams was very clever, a counter-puncher but, although she

carried power, she wasn't very **tactical**. I was scoring but the judges were not pressing the buttons." Do you think **dodgy** judging was part of the reason for your loss in the semi-finals?

Mary Kom : Yes, I think some of the decisions were unfortunate and did not work to my benefit.

Interviewer : India managed just 6 medals in the 2012 Olympics even though we are a nation of 1.3 billion people. Where do you think a change is required to get help us win medals that are proportionate with our population?

Mary Kom : I think more and more people should take up sports as a full-time career if we want more gold medals. More **corporates** should come in and **sponsor** players so that the players don't have any financial pressure and can just focus on their games.

Interviewer : Do you think interest in boxing in India will ever go beyond the Olympics?

Mary Kom : Yes, I am sure that in a few years boxing will be very popular among everyone in India, all the year round.

Interviewer : How aware are Indian women of their nutritional requirements? Diet and nutrition must've been a key factor in your **conditioning** for the Olympics. Do you think nutrition is a neglected area in Indian sports?

Mary Kom : The awareness is growing now among the female athletes when it comes to nutritional requirements. Nutrition has definitely been a neglected area in Indian sports. I had to gain 3 kgs since I had to fight in the 51kg event instead of the usual 48kgs that I fight in. So I had to focus on what to eat. I gained weight by eating the right kind of healthy food rather than bad **saturated fats**.

Interviewer : How big a role did **OGQ** play in shaping the boxing scene in India for the better?

Mary Kom : OGQ really played an important part in my success. They helped me out whenever I needed something. They took care of everything, which helped me focus on my boxing and kept me stress-free.

Interviewer : What's your opinion on the future

- **tactical** : planned actions to gain victory
- **dodgy** : unjust/partial

- **corporates** : companies or industries
- **sponsor** : organization that pays or aids sportsmen or a sport event

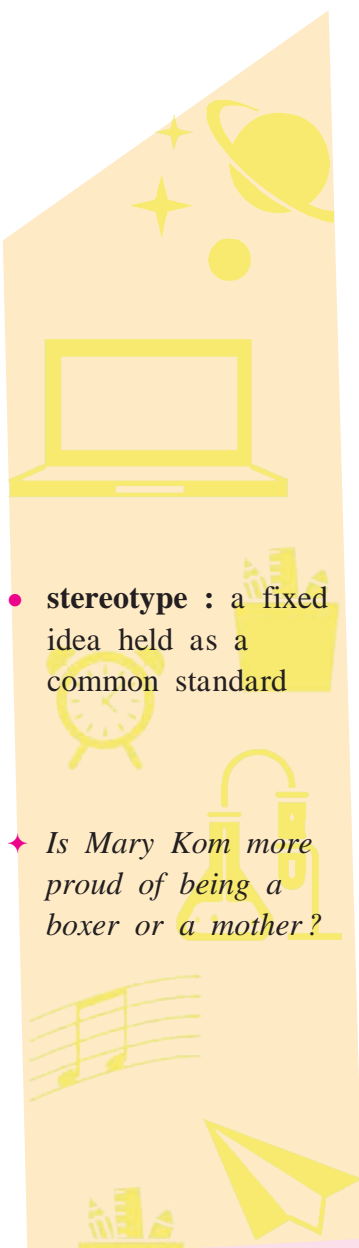
♦ *What can help Indian Sportsmen to win more Olympic Medals?*

- **conditioning** : becoming fit

♦ *How did Mary Kom increase her weight?*

- **saturated fats** : unhealthy fats
- **OGQ** : Olympic Gold Quest

♦ *What did OGQ do for Mary Kom?*



- **stereotype** : a fixed idea held as a common standard

♦ *Is Mary Kom more proud of being a boxer or a mother?*

of Indian boxing?

Mary Kom : The future is very bright and I am sure many more boxers will get medals for us.

Interviewer : Do you find it difficult to convince your children not to fight when they watch you go out and do it in style all the time?

Mary Kom : Well, I have twins and yes, sometimes it becomes really difficult to keep them under control.

Interviewer : Will you train your kids to become boxers as well?

Mary Kom : I haven't really thought about it. As of now, just let their mother box!

Interviewer : You have broken several **stereotypes** about the women in India by showing that women can compete with men in any field. But how good are you at the 'traditional' feminine activities like cooking?

Mary Kom : Well, I am good at cooking and other household work too.

Interviewer : Would you be interested in coaching Indian women in boxing one day?

Mary Kom : Let's see. In the future, may be yes.

Interviewer : What do you prefer being called – Super Mom or Super Boxer?

Mary Kom : I love being a mom. That's the best thing that has ever happened to me.

Awards and recognitions

- Arjuna Award (Boxing) in 2003
- Padma Shree (Sports) in 2006
- Contender for Rajiv Gandhi Khel Ratna Award in 2007
- People of the Year – Limca Book of Records in 2007
- CNN-IBN and Reliance Industries Real Heroes Award in 2008
- Pepsi MTV Youth, AIBA in 2008
- 'Magnificent Mary', AIBA in 2008
- Felicitation by Zomi Student's Federation (ZSF) at New Lamka YPA Hall in 2008
- Rajiv Gandhi Khel Ratna award in 2009
- International Boxing Association's Ambassador for Women's Boxing in 2009
- Sportswoman of the year, Sahara Sports Award in 2010

ENGLISH WORKSHOP

1. Choose the correct alternative and underline it.

- (a) What is included in the text?
(i) story (ii) speech (iii) interview (iv) poem
- (b) Which State does Mary Kom belong to?
(i) Maharashtra (ii) Tamil Nadu (iii) Kerala (iv) Manipur
- (c) Who inspired Mary Kom and other youngsters in Manipur to choose boxing as a career?
(i) Dingko Singh (ii) Charles Atkinson (iii) Mangte Tonpa Kom (iv) Adams
- (d) What did Mary Kom prefer being called?
(i) Super mom (ii) Super boxer (iii) Super woman (iv) Super being

2. Go through the text again and find out the name of cities and their importance in Mary Kom's Life. One is given for you.

- (a) Kangthei – Mary Kom's birth place
- (b)
(c)
(d)

3. Go through the text again and complete the following sentences.

1. Mary Kom helped her parents with
2. The success of Dingko Singh inspired
3. Mary Kom made her debut at
4. We can get more gold medals if
5. Mary Kom was able to increase her weight by
6. Mary Kom is good at
7. Mary Kom loves to be
8. Mary Kom apologized the nation for
9. Kom's parents were Her father was
10. Kom was the first woman boxer to

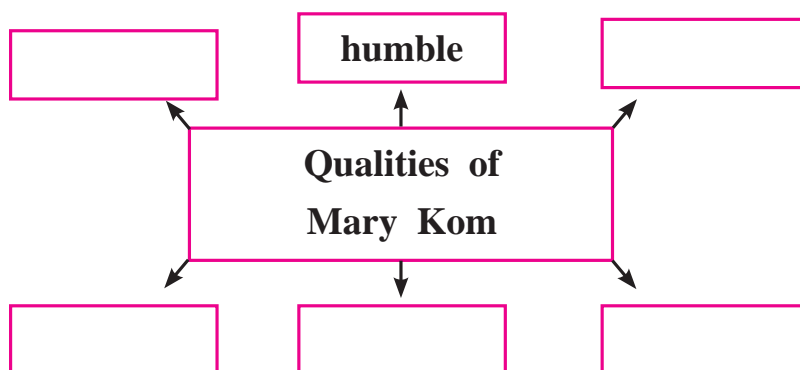
4. You will find some Acronyms (short forms) in the text. Go to the library or search on the internet to find their full forms. Discuss with your partner. One is given for you.

- (a) OGQ - Olympic Gold Quest
- (b) IBN -
- (c) MTV -
- (d) YPA -
- (e) AIBA -
- (f) CNN -

5. Fill in the factfile of Mary Kom.

- | | |
|--------------------------------|----------------------------------|
| (a) Full name : | (f) Coach : |
| (b) Native of : | (g) Early achievements : |
| (c) Early life and interests : | (h) International achievements : |
| (d) Special sport taken up : | (i) Her passion : |
| (e) Inspired by : | (j) Future plans : |

6. Glance through the text and find the special qualities of Mary Kom. Complete the web by putting different qualities of Mary Kom in the boxes.



7. 'Super Mom' refers to an excellent mother. Give three reasons why 'super' has been added to the word 'mom' as in the title.

1.
2.
3.

8. Answer in the following questions your own words.

- (a) What makes the writer call Mary Kom 'a legend'?
- (b) What prime quality did Mary Kom display during her first attempt in Olympic games? What was her bad luck?
- (c) What does Mary Kom suggest for India to win more Olympic Gold Medals?

9. Rearrange the facts below in their proper order, as per the text.

- (a) Mary Kom made her first appearance at international level.
- (b) She sparred with male boxers in Pune.
- (c) Mary Kom won the Manipur State's Women's boxing championship.
- (d) She won a bronze medal in the 2012 Olympics.
- (e) Mary Kom decided to take up boxing.

10. Mary Kom prepared rigorously to win many championships. Read the text again and make a list of various things done by Kom regarding her preparations.

- Variety of preparations
- Diet
- Focus

11. Make sentences of your own using the following words.

- (a) debut •
•
(b) elation •
•
(c) sponsor •
•
(d) reinforced •
•
(e) humble surroundings •
•

12. Find antonyms of the following words from the text.

- (a) Arrogant × (b) Finally ×
(c) Depressed × (d) Disqualify ×
(e) Diffident × (f) Float ×

13. Underline the subordinate clauses and state their kind.

- (a) Enough has been said about this great warrior, who conquered the world.
(Subordinate clause)
(b) The male boxers kindly practised with me whenever I required them.
(c) I think that more people should take up sports as a full-time career
(d) Do you think nutrition is a neglected area in Indian sports?
(e) That's the best thing, that has happened to me.
(f) India managed just 6 medals in 2012 Olympics even though we are a nation
of 1.3 billion people.

14. (A) Pick out from the lesson the Verb forms of :

- (a) qualification (d) decisions
(b) negligence (e) practice
(c) company (f) birth

(B) Pick out the Noun forms of :

- (a) represent (d) achieve
(b) change (e) aware
(c) prepare (f) succeed

(C) Pick out the Adjective forms of :

- (a) favour (d) nutrition
(b) proportion (e) female
(c) finance (f) addition

15. Imagine that you are the Captain of your team. A famous cricketer is going to visit your school. You are assigned the task to conduct an interview of that famous cricketer. Frame a set of 10 questions that you will ask the cricketer. Take help of the points given below.

- (a) Early life
- (b) Interest in this field
- (c) Inspiration
- (d) Coaching and guidance
- (e) Achievement/Records
- (f) Future plans
- (g) Advice to youngsters

16. Write a short paragraph describing the life and work of Mary Kom. Take help of the points given below. You can take help of the factfile that you have prepared earlier (Activity 5).

- | | |
|------------------|------------------|
| (a) Early life | (b) Training |
| (c) Achievements | (d) Future Plans |

17. ‘What men can do, women can do better.’

Divide your class in 2 groups. Let one group offer points ‘For the topic’ and the other, ‘Against the topic.’ Note down the points in your notebooks and expand the points in two separate write-ups, as views and counterviews. Suggest suitable titles for each.

18. Two famous proverbs – ‘Action speak louder than words’ and ‘Fortune favours the brave’ are best suited to the personality of Mary Kom. Form two groups in the class. Each group should write a paragraph on one proverb with reference to the life and achievements of Mary Kom.



3.6 The Concert

Warming Up!

1. Pair up with your partner and ask and answer the following questions.

- (a) Do you like music?
- (b) What does a concert mean?
- (c) Have you ever attended any live concert?
- (d) Have you seen a concert on Television?
- (e) Whose concert would you love to attend?

2. Look at the web diagram given below and study the traits of a good concert.

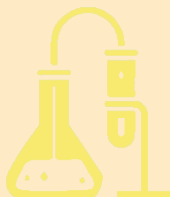


The Concert

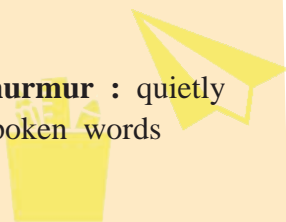
Shanta Rao (1930-2007) was a notable dancer from India. She was exponent of Bharatnatyam and also studied Kathakali and Kuchipudi. She was recipient of Padmashri and Sangeet Natak Academy Award and Kalidas Sanman for Music, dance and drama.

This is a true story, but all the names except Pandit Ravishankar's and Ustad Allah Rakha's have been changed.

- ◆ *Why was Smita excited?*



- ◆ **murmur** : quietly spoken words



- ◆ *What was the chance of a lifetime for Anant?*



- ◆ *Why did Smita become nervous?*



One morning in a small apartment in Bombay a girl of about sixteen looked up from the newspaper and said excitedly, 'Pandit Ravi Shankar's playing tomorrow at the Shanmukhananda auditorium.'

'Sh-sh,' said her mother pointing to the figure sleeping on the bed. 'You'll wake him up. You know he needs all the sleep and rest he can get.'

But the boy on the bed was not asleep. 'Pandit Ravi Shankar!' he said. 'Pandit Ravi Shankar, the sitar maestro? He raised himself up on his elbows for one second, then fell back. But his eyes were shining. 'We mustn't miss the chance,' he said. 'I've - 'I've - always wanted to hear him and see him...'

'Lie down son, lie down.' His mother sprang to his side. 'He actually raised himself up without help,' she **murmured** with a catch in her throat and her eyes turned to the idols on a corner shelf. The prayer, which she uttered endlessly, came unbidden to her lips.

'I must hear him and see him,' the boy repeated. 'It's the chance of a lifetime.' Then he began to cough and gasp for breath and had to be given oxygen from the cylinder that stood under the bed. But his large eyes were fixed on his sister.

Smita bit her lip in self-reproach. She had been so excited at seeing the announcement that she had not remembered that her brother was very ill. She had seen how the doctors had shaken their heads gravely and spoken words that neither she nor even her parents could understand. But somewhere deep inside Smita had known the frightening truth - that Anant was going to die. The word cancer had hung in the air - her brother

was dying of cancer even though she pretended that all would be well and they would return together, a small family of four, to their home in Gaganpur. And he was only fifteen and the best table-tennis player in the school and the fastest runner. He was learning to play the sitar ; they were both taking sitar lessons, but Anant was better than her as in many other things. He was already able to compose his own tunes to the astonishment of their *guru*. Then cancer had struck and they had come to *Bombay* so that he could be treated at the cancer hospital in the city.

Whenever they came to *Bombay* they stayed with Aunt Sushila. Her apartment was not big but there was always room for them.

They had come with high hopes in the miracles of modern science. They told themselves that Anant would be cured at the hospital and he would again walk and run and even take part in the forthcoming table-tennis tournament. And, he would play the sitar—perhaps be a great sitarist one day. But his condition grew worse with each passing day and the doctors at the cancer hospital said, ‘Take him home. Give him the thing he likes, **indulge** him,’ and they knew then that the boy had not many days to live. But they did not voice their fears. They laughed and smiled and talked and surrounded Anant with whatever made him happy. They fulfilled his every need and gave him whatever he asked for. And now he was asking to go to the concert. ‘The chance of a lifetime,’ he was saying.

‘When you are better,’ his mother said. ‘This is not the last time they are going to play.’

Smita stood at the window looking at the traffic, her eyes wet with tears. Her mother whispered, ‘But you Smita, you must go. Your father will take you.’

When she was alone with Aunt Sushila, Smita cried out in a choked voice, ‘No, how can I? We’ve always done things together, Anant and I.’

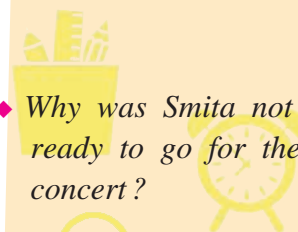
‘A walk in the park might make you feel better,’ said Aunt Sushila and Smita was grateful for her suggestion.

In the park, people were walking, running, playing ball, doing yogic exercises, feeding the ducks and eating

◆ *Why was everyone from the family trying to keep Anant happy?*



◆ *Why was Smita not ready to go for the concert?*



● **indulge** : to allow to enjoy the pleasure of something



roasted gram and peanuts, Smita felt alone in their midst. She was lost in her thoughts.

Suddenly a daring thought came to her and as she hurried home she said to herself. 'Why not? There's no harm in trying it.'

'It would be nice to go to the concert. I don't know when we'll get another opportunity to hear Pandit Ravi Shankar,' she said to her mother later. And her father agreed to get the tickets.

The next day as Smita and her father were leaving for the concert, her brother smiled and said, 'Enjoy yourself,' though the words came out in painful gasps. 'Lucky you!'

Sitting besides her father in the gallery, Smita heard as in a dream the thundering welcome the audience gave the great master. Then the first notes came over the air and Smita felt as if the gates of a land of enchantment and wonder were opening. Spellbound, she listened to the unfolding ragas, the slow plaintive notes, the fast twinkling ones, but all the while the plan she had decided on the evening before remained firmly in her mind. 'The chance of a lifetime.' She heard Anant's voice in every beat of the tabla.

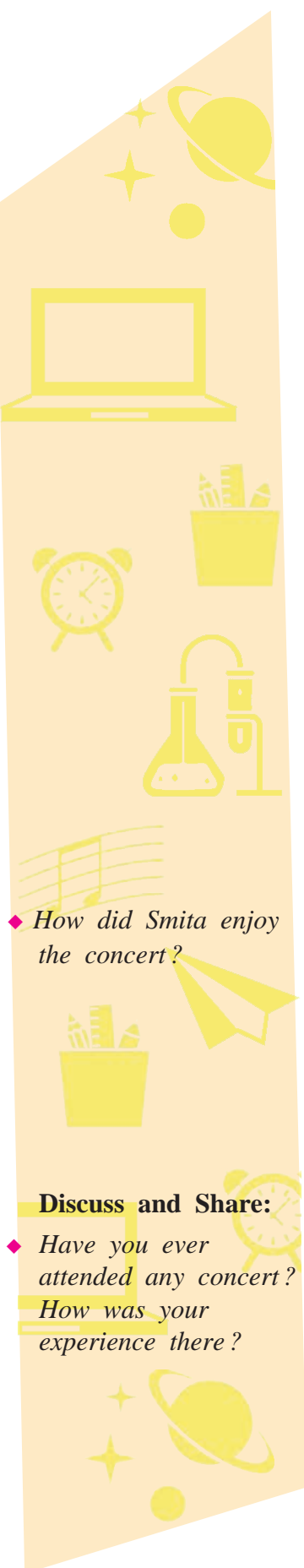
The concert came to an end, the audience gave the artistes a standing ovation.

A large moustachioed having a long moustache man made a long boring speech. Then came the presentation of bouquets. Then more applause and the curtain came down. The people began to move towards the exits.

Now was the time. Smita wriggled her way through the crowds towards the stage. Then she went up the steps that led to the wings, her heart beating loudly. In the wings a small crowd had gathered to talk about the evening concert, to help carry bouquets and teacups and instruments.

He was there, standing with the man who played the table for him the great wizard of music, Ustad Allah Rakha. Her knees felt weak, her tongue dry. But she went up and standing before them, her hands folded, 'Oh sir,' she burst out.

'Yes?' he asked questioningly but kindly. And her story came pouring out, the story of her brother who



lay sick at home and of how he longed to hear him and the Ustad play.

‘Will you come to Aunt Sushila’s house and play for him?’ she asked at the end breathlessly. ‘Please,’ she begged, ‘Please come.’

‘Little girl,’ said the moustachioed man who had made the long speech. ‘Panditji is a busy man. You must not bother him with such requests.’

But Pandit Ravi Shankar smiled and motioned him to be quiet. He turned to Ustad Sahib and said, ‘What shall we do, Ustad Sahib?’

The Ustad moved the wad of *paan* from one cheek to another. ‘Tomorrow morning we perform for the boy – Yes?’ he said.

‘Yes,’ Panditji replied. ‘It’s settled then.’

It was a very excited Smita who came home late that night. Anant was awake, breathing the oxygen from the cylinder.

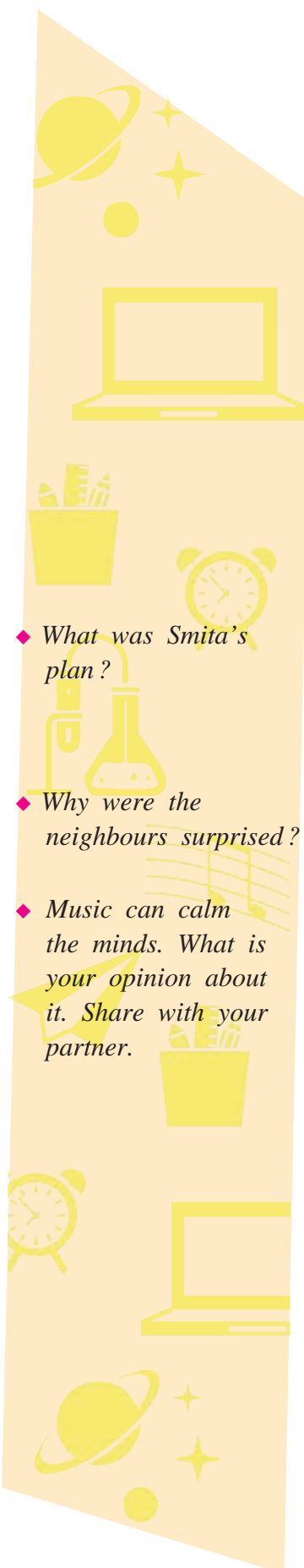
‘Did you – did you hear him?’ he whispered.

‘I did,’ she replied, ‘and I spoke to him and he’ll come tomorrow morning with the tabla Ustad and they’ll play for you.’

And the following morning Aunt Sushila’s neighbours saw two men get out of a taxi which pulled up outside their block... they could not believe their eyes. ‘Is it... It’s not possible?’ they said.

Pandit Ravi Shankar and Ustad Allah Rakha went up the wooden staircase and knocked softly on the door of Aunt Sushila’s apartment. They went in, sat down on the divan by the window and played for the boy, surrounding him with a great and beautiful happiness as life went out of him gently, very gently.

-Shanta Rao



ENGLISH WORKSHOP

1. Who said to whom ?

- (a) "We mustn't miss the chance."
- (b) "This is not the last time they are going to play."
- (c) "A walk in the park might make have feel better"
- (d) "Tomorrow morning we perform for the boy – Yes?"

2. Read the following sentences and write which emotions are revealed from these sentences.

- (a) Pandit Ravi Shankar's playing tomorrow at Shanmukhananda auditorium.
- (b) It's the chance of a lifetime.
- (c) Will you come to Aunt Sushila's house and play for him?
- (d) Did you...did you hear him?
- (e) Is it...It's not possible?

3. Read the text carefully, you will find some words describing a particular speciality of the individuals/personalities in the text. Explain the meaning of the following words given in the table with reference to the particular personality mentioned in the text.

Speciality	Personality	Explanation
Maestro
Pandit	Ravi Shankar
Ustad
Moustachioed	a person having a large or bushy moustache.

4. Describe the condition of Smita when she was going towards the stage. Read the text again and complete the boxes given below. One is done for you.

Smita's condition		The heart was beating loudly.

5. The whole story revolves a round Anant. Write a short paragraph on Anant. Take help of the following points to develop the paragraph.

- | | | |
|------------------------|--------------------------------|--------------------|
| 1. Health | 2. Disease | 3. Early interests |
| 4. Intense desire/wish | 5. Fulfillment of desire/wish. | |

6. The story has three important characters – Anant, Smita and Aunt Sushila. Go through the story again and complete the following table that highlights their special traits of character. You can put X mark if that trait is not mentioned in the text.

Special traits	Smita	Anant	Aunt Sushila
Strength			
Weaknesses			
Dreams			
Motivation			

7. The two contradictory pictures are depicted in the story. Discuss in pairs and describe them in your words in front of the class.
8. The text has a big collection of Indian words in it. Using words from another language in a write up is called Code-mixing. Make a list of all the Indian words in table A and their meanings in table B. One is done for you.

'A' Indian word	'B' Meaning
1. Raga	(a) piece of Indian classical music based on one of the six basic musical modes.
2.	(b)
3.	(c)
4.	(d)
5.	(e)
6.	(f)
7.	(g)
8.	(h)
9.	(i)

9. (A) Choose the appropriate Adverb or Adjective form to fill in the gaps.

- (1) She spoke in an tone. (excited / excitedly)
- (2) Smita accepted the suggestion (grateful / gratefully)
- (3) They gave him whatever made him (happy/ happily)
- (4) He ran very (fast / fastly)
- (5) He would become a sitarist some day. (great / greatly)
- (6) Life went out of him (gentle / gently)

(B) Rewrite in Indirect speech

1. "Please", she begged him, "Please come".
.....
2. He said, "what shall we do, Ustad Sahib ?"
.....
3. Her brother said, "Enjoy yourself". He added, "Lucky you!"
.....
4. 'Yes' Panditji replied. "It's settled then. Tomorrow morning we shall perform, for the boy."
.....

10. The text mentions names of stalwarts like Pandit Ravi Shankar and Ustad Allah Rakha Both have earned world wide name and fame for their outstanding contribution to the field of music. Form groups of 5 students each and write a brief note on other stalwarts in this (music) field. You can take help of your school library or search the relevant information on the internet.

Take help of the following points.

1. Name :
2. Field : Music
3. Specialisation : Tabla/Sitar/Violin etc.
4. Guru :
5. Early life :
6. Education :
7. Early success :
8. Contribution to the field and world :
9. Awards:
10. Any special incident occurred in his/her life :

11. Imagine you are the monitor of your class. You are assigned the task to invite a classical singer as chief guest for the Annual Day Programme. Write a letter of invitation to a famous classical singer. Take help of the following points.

Write in short -

1. About your school.
2. About Annual Day Programme
3. Interest and love of students for music.
4. Motivation.

