



11072CH02

2. “We’re Not Afraid to Die... if We Can All Be Together”

Gordon Cook and Alan East

Notice these expressions in the text.

Infer their meaning from the context.

- ❖ honing our seafaring skills
- ❖ pinpricks in the vast ocean
- ❖ ominous silence
- ❖ a tousled head
- ❖ Mayday calls

In July 1976, my wife Mary, son Jonathan, 6, daughter Suzanne, 7, and I set sail from Plymouth, England, to duplicate the round-the-world voyage made 200 years earlier by Captain James Cook. For the longest time, Mary and I — a 37-year-old businessman — had dreamt of sailing in the wake of the famous explorer, and for the past 16 years we had spent all our leisure time **honing our seafaring skills** in British waters.

Our boat *Wavewalker*, a 23 metre, 30 ton wooden-hulled beauty, had been professionally built, and we had spent months fitting it out and testing it in the roughest weather we could find.

The first leg of our planned three-year, 105,000 kilometre journey passed pleasantly as we sailed down the west coast of Africa to Cape Town. There, before heading east, we took on two crewmen — American Larry Vigil and Swiss Herb Seigler — to help us tackle one of the world’s roughest seas, the southern Indian Ocean.

On our second day out of Cape Town, we began to encounter strong gales. For the next few weeks, they blew continuously. Gales did not worry me; but the size of the waves was alarming — up to 15 metres, as high as our main mast.

December 25 found us 3,500 kilometres east of Cape Town. Despite atrocious weather, we had a wonderful holiday complete with a Christmas tree. New Year's Day saw no improvement in the weather, but we reasoned that it had to change soon. And it did change — for the worse.

At dawn on January 2, the waves were gigantic. We were sailing with only a small storm jib and were still making eight knots. As the ship rose to the top of each wave we could see endless enormous seas rolling towards us, and the screaming of the wind and spray was painful to the ears. To slow the boat down, we dropped the storm jib and lashed a heavy mooring rope in a loop across the stern. Then we double-lashed everything, went through our life-raft drill, attached lifelines, donned oilskins and life jackets — and waited.

The first indication of impending disaster came at about 6 p.m., with an **ominous silence**. The wind dropped, and the sky immediately grew dark. Then came a growing roar, and an enormous cloud towered aft of the ship. With horror, I realised that it was not a cloud, but a wave like no other I had ever seen. It appeared perfectly vertical and almost twice the height of the other waves, with a frightful breaking crest.

The roar increased to a thunder as the stern moved up the face of the wave, and for a moment I thought we might ride over it. But then a tremendous explosion shook the deck. A torrent of green and white water broke over the ship, my head smashed into the wheel and I was aware of flying overboard and sinking below the waves. I accepted my approaching death, and as I was losing consciousness, I felt quite peaceful.

Unexpectedly, my head popped out of the water. A few metres away, *Wavewalker* was near capsizing, her masts almost horizontal. Then a wave hurled her upright, my lifeline jerked taut, I grabbed the guard rails and sailed through the air into *Wavewalker*'s main boom. Subsequent waves tossed me around the deck like a rag doll. My left ribs cracked; my mouth filled with blood and broken teeth. Somehow, I found the wheel, lined up the stern for the next wave and hung on.

Water, Water, Everywhere. I could feel that the ship had water below, but I dared not abandon the wheel to investigate. Suddenly,

the front hatch was thrown open and Mary appeared. "We're sinking!" she screamed. "The decks are smashed; we're full of water."

"Take the wheel", I shouted as I scrambled for the hatch.

Larry and Herb were pumping like madmen. Broken timbers hung at crazy angles, the whole starboard side bulged inwards; clothes, crockery, charts, tins and toys sloshed about in deep water.

I half-swam, half-crawled into the children's cabin. "Are you all right?" I asked. "Yes," they answered from an upper bunk. "But my head hurts a bit," said Sue, pointing to a big bump above her eyes. I had no time to worry about bumped heads.

After finding a hammer, screws and canvas, I struggled back on deck. With the starboard side bashed open, we were taking water with each wave that broke over us. If I couldn't make some repairs, we would surely sink.

Somehow I managed to stretch canvas and secure waterproof hatch covers across the gaping holes. Some water continued to stream below, but most of it was now being deflected over the side.

More problems arose when our hand pumps started to block up with the debris floating around the cabins and the electric pump short-circuited. The water level rose threateningly. Back on deck I found that our two spare hand pumps had been wrenching overboard — along with the forestay sail, the jib, the dinghies and the main anchor.

Then I remembered we had another electric pump under the chartroom floor. I connected it to an out-pipe, and was thankful to find that it worked.

The night dragged on with an endless, bitterly cold routine of pumping, steering and working the radio. We were getting no replies to our **Mayday calls** — which was not surprising in this remote corner of the world.

Sue's head had swollen alarmingly; she had two enormous black eyes, and now she showed us a deep cut on her arm. When I asked why she hadn't made more of her injuries before this, she replied, "I didn't want to worry you when you were trying to save us all."

By morning on January 3, the pumps had the water level sufficiently under control for us to take two hours' rest in rotation. But we still had a tremendous leak somewhere below the waterline and, on checking, I found that nearly all the boat's

main rib frames were smashed down to the keel. In fact, there was nothing holding up a whole section of the starboard hull except a few cupboard partitions.

We had survived for 15 hours since the wave hit, but *Wavewalker* wouldn't hold together long enough for us to reach Australia. I checked our charts and calculated that there were two small islands a few hundred kilometres to the east. One of them, Ile Amsterdam, was a French scientific base. Our only hope was to reach these **pinpricks in the vast ocean**. But unless the wind and seas abated so we could hoist sail, our chances would be slim indeed. The great wave had put our auxilliary engine out of action.

On January 4, after 36 hours of continuous pumping, we reached the last few centimetres of water. Now, we had only to keep pace with the water still coming in. We could not set any sail on the main mast. Pressure on the rigging would simply pull the damaged section of the hull apart, so we hoisted the storm jib and headed for where I thought the two islands were. Mary found some corned beef and cracker biscuits, and we ate our first meal in almost two days.

But our respite was short-lived. At 4 p.m. black clouds began building up behind us; within the hour the wind was back to 40 knots and the seas were getting higher. The weather continued to deteriorate throughout the night, and by dawn on January 5, our situation was again desperate.

When I went in to comfort the children, Jon asked, "Daddy, are we going to die?" I tried to assure him that we could make it. "But, Daddy," he went on, "we aren't afraid of dying if we can all be together — you and Mummy, Sue and I."

I could find no words with which to respond, but I left the children's cabin determined to fight the sea with everything I had. To protect the weakened starboard side, I decided to heave-to — with the undamaged port hull facing the oncoming waves, using an improvised sea anchor of heavy nylon rope and two 22 litre plastic barrels of paraffin.

That evening, Mary and I sat together holding hands, as the motion of the ship brought more and more water in through the broken planks. We both felt the end was very near.

But *Wavewalker* rode out the storm and by the morning of January 6, with the wind easing, I tried to get a reading on the sextant. Back in the chartroom, I worked on wind speeds,

changes of course, drift and current in an effort to calculate our position. The best I could determine was that we were somewhere in 150,000 kilometres of ocean looking for a 65 kilometre-wide island.

While I was thinking, Sue, moving painfully, joined me. The left side of her head was now very swollen and her blackened eyes narrowed to slits. She gave me a card she had made.

On the front she had drawn caricatures of Mary and me with the words: "Here are some funny people. Did they make you laugh? I laughed a lot as well." Inside was a message: "Oh, how I love you both. So this card is to say thank you and let's hope for the best." Somehow we had to make it.

I checked and rechecked my calculations. We had lost our main compass and I was using a spare which had not been corrected for magnetic variation. I made an allowance for this and another estimate of the influence of the westerly currents which flow through this part of the Indian Ocean.

About 2 p.m., I went on deck and asked Larry to steer a course of 185 degrees. If we were lucky, I told him with a conviction I did not feel, he could expect to see the island at about 5 p.m.

Then with a heavy heart, I went below, climbed on my bunk and amazingly, dozed off. When I woke it was 6 p.m., and growing dark. I knew we must have missed the island, and with the sail we had left, we couldn't hope to beat back into the westerly winds.

At that moment, a **tousled head** appeared by my bunk. "Can I have a hug?" Jonathan asked. Sue was right behind him.

"Why am I getting a hug now?" I asked.

"Because you are the best daddy in the whole world — and the best captain," my son replied.

"Not today, Jon, I'm afraid."

"Why, you must be," said Sue in a matter-of-fact voice. "You found the island."

"What!" I shouted.

"It's out there in front of us," they chorused, "as big as a battleship."

I rushed on deck and gazed with relief at the stark outline of Ile Amsterdam. It was only a bleak piece of volcanic rock, with little vegetation — the most beautiful island in the world!

We anchored offshore for the night, and the next morning all 28 inhabitants of the island cheered as they helped us ashore.

With land under my feet again, my thoughts were full of Larry and Herbie, cheerful and optimistic under the direst stress, and of Mary, who stayed at the wheel for all those crucial hours. Most of all, I thought of a seven-year-old girl, who did not want us to worry about a head injury (which subsequently took six minor operations to remove a recurring blood clot between skin and skull), and of a six-year-old boy who was not afraid to die.

Understanding the text

1. List the steps taken by the captain
 - (i) to protect the ship when rough weather began.
 - (ii) to check the flooding of the water in the ship.
2. Describe the mental condition of the voyagers on 4 and 5 January.
3. Describe the shifts in the narration of the events as indicated in the three sections of the text. Give a subtitle to each section.

Talking about the text

Discuss the following questions with your partner.

1. What difference did you notice between the reaction of the adults and the children when faced with danger?
2. How does the story suggest that optimism helps to endure “the direst stress”?
3. What lessons do we learn from such hazardous experiences when we are face-to-face with death?
4. Why do you think people undertake such adventurous expeditions in spite of the risks involved?

Thinking about language

1. We have come across words like ‘gale’ and ‘storm’ in the account. Here are two more words for ‘storm’: typhoon, cyclone. How many words does your language have for ‘storm’?

2. Here are the terms for different kinds of vessels: yacht, boat, canoe, ship, steamer, schooner. Think of similar terms in your language.
3. 'Catamaran' is a kind of a boat. Do you know which Indian language this word is derived from? Check the dictionary.
4. Have you heard any boatmen's songs? What kind of emotions do these songs usually express?

Working with words

1. The following words used in the text as ship terminology are also commonly used in another sense. In what contexts would you use the other meaning?

| | | | | |
|------|-------|------|-------|--------|
| knot | stern | boom | hatch | anchor |
|------|-------|------|-------|--------|

2. The following three compound words end in -ship. What does each of them mean?

| | | |
|---------|----------|-----------|
| airship | flagship | lightship |
|---------|----------|-----------|

3. The following are the meanings listed in the dictionary against the phrase 'take on'. In which meaning is it used in the third paragraph of the account:

take on sth: to begin to have a particular quality or appearance; to assume sth

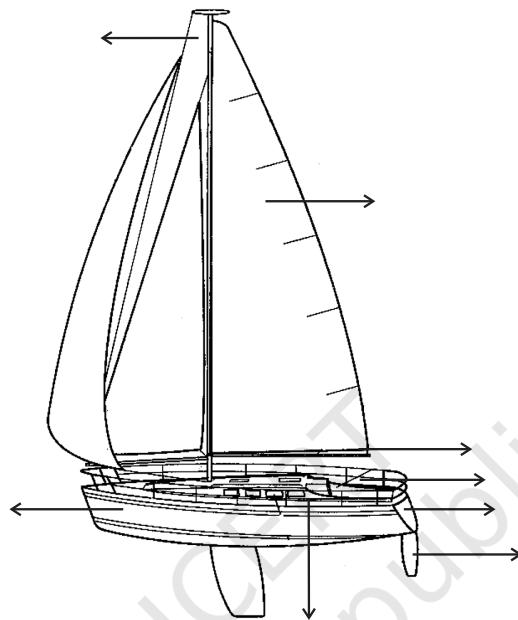
take sb on: to employ sb; to engage sb
to accept sb as one's opponent in a game, contest or conflict

take sb/sth on: to decide to do sth; to allow sth/sb to enter e.g. a bus, plane or ship; to take sth/sb on board

Things to do

1. Given on the next page is a picture of a yacht. Label the parts of the yacht using the terms given in the box.

| | | | |
|-------|-------|----------|---------|
| bow | cabin | rudder | cockpit |
| stern | boom | mainsail | mast |



2. Here is some information downloaded from the Internet on Ile Amsterdam. You can view images of the isle if you go online.

| | |
|--------------------------------|--|
| Location | South Indian Ocean, between southernmost parts of Australia and South Africa |
| Latitude and longitude | 37° 92' S, 77° 67' E |
| Sovereignty | France |
| Political status notes | Part of French Southern and Antarctic Lands |
| Population | 35 |
| Census notes | Meteorological station staff |
| Land area in square kilometres | 86 |

3. Locate Ile Amsterdam on the world map.

Notes

This is a first person account of an adventurous ordeal that a family experiences.

Understanding the text

This section deals with factual and global comprehension. Practice is given in describing and noticing text organisation.

Talking about the text

Peer interaction about subjective responses to the text; empathy with and comment on universal experiences; and human behaviour related to risk-taking and adventure.

Thinking about language

- Variety of terms for a particular item in different languages
- English words derived from Indian languages
- Linking language to music (boatmen's songs)

Working with words

- 'Ship' terms as homonyms.
- Compound words with '-ship' with different connotations
- Phrasal verbs

Things to do

- Honing reference skills by finding facts from the Internet, the encyclopedia, and maps
- Exposure to various genres of fact presentation



11072CH03

3. Discovering Tut: the Saga Continues

A. R. Williams

Notice these expressions in the text.
Infer their meaning from the context.

- ❖ forensic reconstruction
- ❖ scudded across
- ❖ casket grey
- ❖ resurrection

- ❖ funerary treasures
- ❖ circumvented
- ❖ computed tomography
- ❖ eerie detail



He was just a teenager when he died. The last heir of a powerful family that had ruled Egypt and its empire for centuries, he was laid to rest laden with gold and eventually forgotten. Since the discovery of his tomb in 1922, the modern world has speculated about what happened to him, with murder being the most extreme possibility. Now, leaving his tomb for the first time in almost 80 years, Tut has undergone a CT scan that offers new clues about his life and death—and provides precise data for an accurate **forensic reconstruction** of the boyish pharaoh.

An angry wind stirred up ghostly dust devils as King Tut was taken from his resting place in the ancient Egyptian cemetery known as the Valley of the Kings*. Dark-bellied clouds had **scuddled across** the desert sky all day and now were veiling the stars in **casket grey**. It was 6 p.m. on 5 January 2005. The world's most famous mummy glided head first into a CT scanner brought here to probe the lingering medical mysteries of this little understood young ruler who died more than 3,300 years ago.

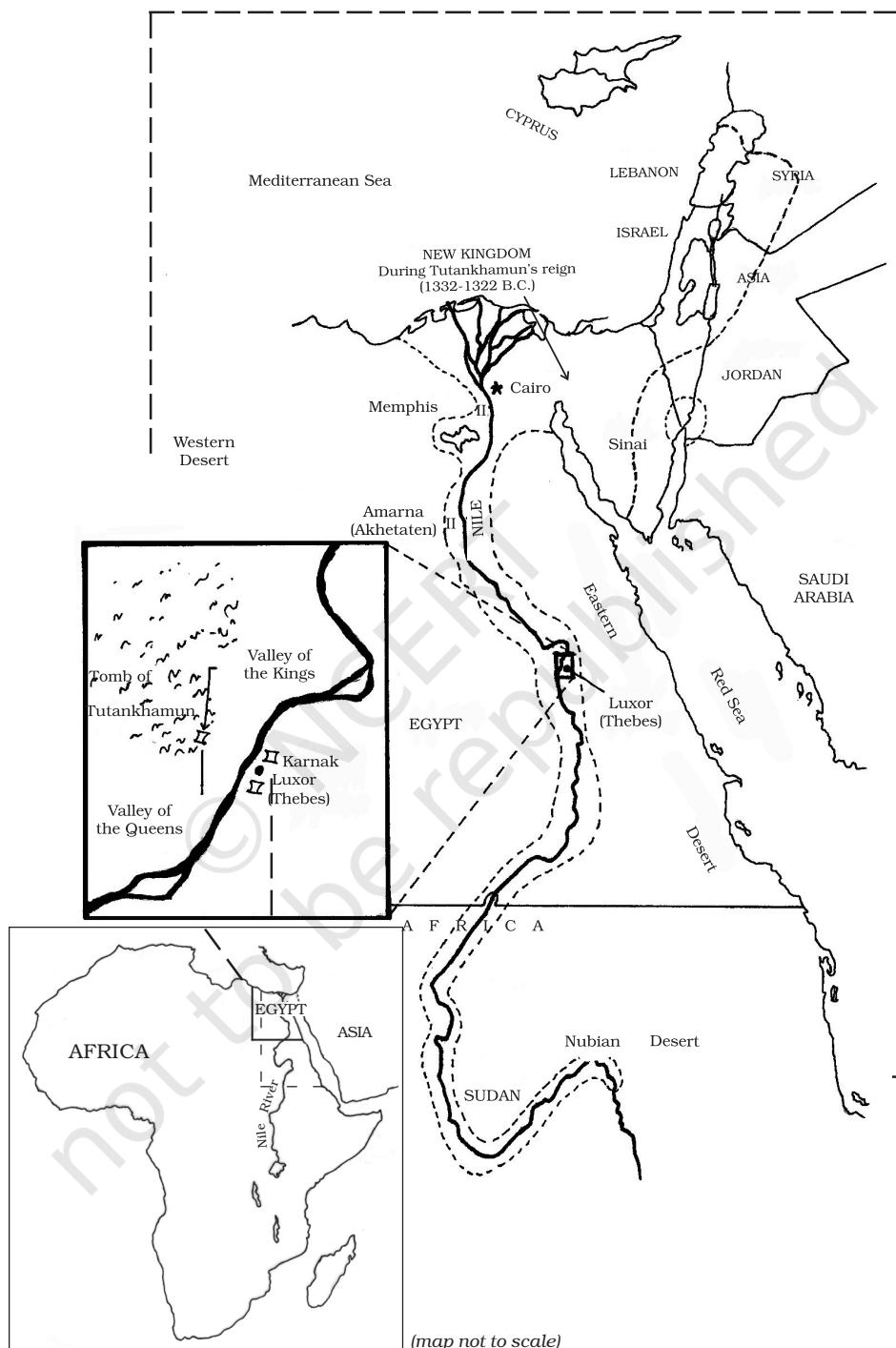
All afternoon the usual line of tourists from around the world had descended into the cramped, rock-cut tomb some 26 feet underground to pay their respects. They gazed at the murals on the walls of the burial chamber and peered at Tut's gilded face, the most striking feature of his mummy-shaped outer coffin lid. Some visitors read from guidebooks in a whisper. Others stood silently, perhaps pondering Tut's untimely death in his late teens, or wondering with a shiver if the pharaoh's curse — death or misfortune falling upon those who disturbed him — was really true.

"The mummy is in very bad condition because of what Carter did in the 1920s," said Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities, as he leaned over the body for a long first look. Carter—Howard Carter, that is — was the British archaeologist who in 1922 discovered Tut's tomb after years of futile searching. Its contents, though hastily ransacked in antiquity, were surprisingly complete. They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee **resurrection**, caused a sensation at the time of the discovery — and still get the most attention. But Tut was also buried with everyday things he'd want in the afterlife: board games, a bronze razor, linen undergarments, cases of food and wine.

After months of carefully recording the pharaoh's **funerary treasures**, Carter began investigating his three nested coffins. Opening the first, he found a shroud adorned with garlands of willow and olive leaves, wild celery, lotus petals, and cornflowers, the faded evidence of a burial in March or April. When he finally reached the mummy, though, he ran into trouble. The ritual resins had hardened, cementing Tut to the bottom of his solid gold coffin. "No amount of legitimate force could move them," Carter wrote later. "What was to be done?"

The sun can beat down like a hammer this far south in Egypt, and Carter tried to use it to loosen the resins. For several hours

* See map on next page



he set the mummy outside in blazing sunshine that heated it to 149 degrees Fahrenheit. Nothing budged. He reported with scientific detachment that “the consolidated material had to be chiselled away from beneath the limbs and trunk before it was possible to raise the king’s remains.”

In his defence, Carter really had little choice. If he hadn’t cut the mummy free, thieves most certainly would have **circumvented** the guards and ripped it apart to remove the gold. In Tut’s time the royals were fabulously wealthy, and they thought — or hoped — they could take their riches with them. For his journey to the great beyond, King Tut was lavished with glittering goods: precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes, and the now iconic inner coffin and mask — all of pure gold. To separate Tut from his adornments, Carter’s men removed the mummy’s head and severed nearly every major joint. Once they had finished, they reassembled the remains on a layer of sand in a wooden box with padding that concealed the damage, the bed where Tut now rests.

Archaeology has changed substantially in the intervening decades, focusing less on treasure and more on the fascinating details of life and intriguing mysteries of death. It also uses more sophisticated tools, including medical technology. In 1968, more than 40 years after Carter’s discovery, an anatomy professor X-rayed the mummy and revealed a startling fact: beneath the resin that cakes his chest, his breast-bone and front ribs are missing.

Today diagnostic imaging can be done with **computed tomography**, or CT, by which hundreds of X-rays in cross section are put together like slices of bread to create a three-dimensional virtual body. What more would a CT scan reveal of Tut than the X-ray? And could it answer two of the biggest questions still lingering about him — how did he die, and how old was he at the time of his death?

King Tut’s demise was a big event, even by royal standards. He was the last of his family’s line, and his funeral was the death rattle of a dynasty. But the particulars of his passing away and its aftermath are unclear.

Amenhotep III — Tut’s father or grandfather — was a powerful pharaoh who ruled for almost four decades at the height of the eighteenth dynasty’s golden age. His son Amenhotep IV succeeded him and initiated one of the strangest periods in the history of

ancient Egypt. The new pharaoh promoted the worship of the Aten, the sun disk, changed his name to Akhenaten, or ‘servant of the Aten,’ and moved the religious capital from the old city of Thebes to the new city of Akhetaten, known now as Amarna. He further shocked the country by attacking Amun, a major god, smashing his images and closing his temples. “It must have been a horrific time,” said Ray Johnson, director of the University of Chicago’s research centre in Luxor, the site of ancient Thebes. “The family that had ruled for centuries was coming to an end, and then Akhenaten went a little wacky.”

After Akhenaten’s death, a mysterious ruler named Smenkhkare appeared briefly and exited with hardly a trace. And then a very young Tutankhaten took the throne — King Tut as he’s widely known today. The boy king soon changed his name to Tutankhamun, ‘living image of Amun,’ and oversaw a restoration of the old ways. He reigned for about nine years — and then died unexpectedly.

Regardless of his fame and the speculations about his fate, Tut is one mummy among many in Egypt. How many? No one knows. The Egyptian Mummy Project, which began an inventory in late 2003, has recorded almost 600 so far and is still counting. The next phase: scanning the mummies with a portable CT machine donated by the National Geographic Society and Siemens, its manufacturer. King Tut is one of the first mummies to be scanned — in death, as in life, moving regally ahead of his countrymen.

A CT machine scanned the mummy head to toe, creating 1,700 digital X-ray images in cross section. Tut’s head, scanned in 0.62 millimetre slices to register its intricate structures, takes on **errie detail** in the resulting image. With Tut’s entire body similarly recorded, a team of specialists in radiology, forensics, and anatomy began to probe the secrets that the winged goddesses of a gilded burial shrine protected for so long.

The night of the scan, workmen carried Tut from the tomb in his box. Like pallbearers they climbed a ramp and a flight of stairs into the swirling sand outside, then rose on a hydraulic lift into the trailer that held the scanner. Twenty minutes later two men emerged, sprinted for an office nearby, and returned with a pair of white plastic fans. The million-dollar scanner had quit because of sand in a cooler fan. “Curse of the pharaoh,” joked a guard nervously.

Eventually the substitute fans worked well enough to finish the procedure. After checking that no data had been lost, the technicians turned Tut over to the workmen, who carried him back to his tomb. Less than three hours after he was removed from his coffin, the pharaoh again rested in peace where the funerary priests had laid him so long ago.

Back in the trailer a technician pulled up astonishing images of Tut on a computer screen. A grey head took shape from a scattering of pixels, and the technician spun and tilted it in every direction. Neck vertebrae appeared as clearly as in an anatomy class. Other images revealed a hand, several views of the rib cage, and a transection of the skull. But for now the pressure was off. Sitting back in his chair, Zahi Hawass smiled, visibly relieved that nothing had gone seriously wrong. "I didn't sleep last night, not for a second," he said. "I was so worried. But now I think I will go and sleep."



Mural in King Tut's tomb showing King Tut with Osiris, the god of the afterlife

By the time we left the trailer, descending metal stairs to the sandy ground, the wind had stopped. The winter air lay cold and still, like death itself, in this valley of the departed. Just above the entrance to Tut's tomb stood Orion — the constellation that the ancient Egyptians knew as the soul of Osiris, the god of the afterlife — watching over the boy king.

(**Source:** National Geographic, Vol 207, No. 6)

Understanding the text

1. Give reasons for the following.
 - (i) King Tut's body has been subjected to repeated scrutiny.
 - (ii) Howard Carter's investigation was resented.
 - (iii) Carter had to chisel away the solidified resins to raise the king's remains.
 - (iv) Tut's body was buried along with gilded treasures.
 - (v) The boy king changed his name from Tutankhaten to Tutankhamun.
2. (i) List the deeds that led Ray Johnson to describe Akhenaten as "wacky".
(ii) What were the results of the CT scan?
(iii) List the advances in technology that have improved forensic analysis.
(iv) Explain the statement, "King Tut is one of the first mummies to be scanned — in death, as in life..."

Talking about the text

Discuss the following in groups of two pairs, each pair in a group taking opposite points of view.

1. Scientific intervention is necessary to unearth buried mysteries.
2. Advanced technology gives us conclusive evidence of past events.
3. Traditions, rituals and funerary practices must be respected.
4. Knowledge about the past is useful to complete our knowledge of the world we live in.

Thinking about language

1. Read the following piece of information from *The Encyclopedia of Language* by David Crystal.

Egyptian is now extinct: its history dates from before the third millennium B.C., preserved in many hieroglyphic inscriptions and papyrus manuscripts. Around the second century A.D., it developed into a language known as Coptic. Coptic may still have been used as late as the early nineteenth century and is still used as a religious language by Monophysite Christians in Egypt.

2. What do you think are the reasons for the extinction of languages?
3. Do you think it is important to preserve languages?
4. In what ways do you think we could help prevent the extinction of languages and dialects?

Working with words

1. Given below are some interesting combinations of words. Explain why they have been used together.

| | |
|---------------------------|---------------------------|
| (i) ghostly dust devils | (vi) dark-bellied clouds |
| (ii) desert sky | (vii) casket grey |
| (iii) stunning artefacts | (viii) eternal brilliance |
| (iv) funerary treasures | (ix) ritual resins |
| (v) scientific detachment | (x) virtual body |
2. Here are some commonly used medical terms. Find out their meanings.

| | | |
|-------------|-------------|------------|
| CT scan | MRI | tomography |
| autopsy | dialysis | ECG |
| post mortem | angiography | biopsy |

Things to do

1. The constellation Orion is associated with the legend of Osiris, the god of the afterlife.

Find out the astronomical descriptions and legends associated with the following.

- (i) Ursa Major (Saptarishi mandala)
 - (ii) Polaris (Dhruva tara)
 - (iii) Pegasus (Winged horse)
 - (iv) Sirius (Dog star)
 - (v) Gemini (Mithuna)
2. Some of the leaves and flowers mentioned in the passage for adorning the dead are willow, olive, celery, lotus, cornflower. Which of these are common in our country?
3. Name some leaves and flowers that are used as adornments in our country.

Notes

Understanding the text ■■■

Factual comprehension: giving reasons, listing

Talking about the text ■■■

Debate on issues raised in the text related to rediscovering history with the help of technology; respect for traditions (reflection on issues)

Thinking about language ■■■

Extinction of language and language preservation

Working with words ■■■

Understanding adjectival collocations; common medical terms

Things to do ■■■

- Relating astronomical facts and legends (across the curriculum)
- Finding out botanical correlates



The Laburnum Top

Ted Hughes

The Laburnum top is silent, quite still
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen.

Till the goldfinch comes, with a twitching chirrup
A suddenness, a startlement, at a branch end.
Then sleek as a lizard, and alert, and abrupt,
She enters the thickness, and a machine starts up
Of chitterings, and a tremor of wings, and trillings —
The whole tree trembles and thrills.
It is the engine of her family.
She stokes it full, then flirts out to a branch-end
Showing her barred face identity mask

Then with eerie delicate whistle-chirrup whisperings
She launches away, towards the infinite

And the laburnum subsides to empty.

laburnum: a short tree with hanging branches, yellow flowers and poisonous seeds

goldfinch: a small singing bird with yellow feathers on its wings

Find out

1. What laburnum is called in your language.
2. Which local bird is like the goldfinch.

Think it out

1. What do you notice about the beginning and the ending of the poem?
2. To what is the bird's movement compared? What is the basis for the comparison?
3. Why is the image of the engine evoked by the poet?
4. What do you like most about the poem?
5. What does the phrase "her barred face identity mask" mean?

Note down

1. the sound words
2. the movement words
3. the dominant colour in the poem.

List the following

1. Words which describe 'sleek', 'alert' and 'abrupt'.
2. Words with the sound 'ch' as in 'chart' and 'tr' as in 'trembles' in the poem.
3. Other sounds that occur frequently in the poem.

Thinking about language

Look for some other poem on a bird or a tree in English or any other language.

Try this out

Write four lines in verse form on any tree that you see around you.

Notes

This poem has been placed after a text which has references to names of plants for thematic sequencing.

Understanding the poem

- Glossing of 'laburnum' and 'goldfinch'
- Factual understanding
- Movement of thought and structuring (poetic sensitivity)
- Focus on figures of speech and imagery used (poetic sensitivity)
- Attention to sounds, lexical collocations (poetic sensitivity)

Thinking about language

- Finding equivalents in other languages (multilingualism)
- Relating to thematically similar poems in other languages (multilingualism)
- Attempt at creativity

The Voice of the Rain

Walt Whitman

And who art thou? said I to the soft-falling shower,
Which, strange to tell, gave me an answer, as here translated:
I am the Poem of Earth, said the voice of the rain,
Eternal I rise impalpable out of the land and the bottomless
sea,
Upward to heaven, whence, vaguely form'd, altogether
changed, and yet the same,
I descend to lave the droughts, atomies, dust-layers of the
globe,
And all that in them without me were seeds only, latent,
unborn;
And forever, by day and night, I give back life to my own
origin,
And make pure and beautify it;
(For song, issuing from its birth-place, after fulfilment,
wandering
Reck'd or unreck'd, duly with love returns.)

■ **impalpable:** something that cannot be touched

lave: wash; bathe

atomies: tiny particles

latent: hidden

Think it out

- I.
 1. There are two voices in the poem. Who do they belong to? Which lines indicate this?
 2. What does the phrase “strange to tell” mean?
 3. There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.
 4. How is the cyclic movement of rain brought out in the poem? Compare it with what you have learnt in science.
 5. Why are the last two lines put within brackets?
 6. List the pairs of opposites found in the poem.
- II. Notice the following sentence patterns.
 1. And who art thou? *said I* to the soft-falling shower.
 2. I am the Poem of Earth, *said the voice of the rain*.
 3. *Eternal I rise*
 4. *For song... duly with love returns*Rewrite the above sentences in prose.
- III. Look for some more poems on the rain and see how this one is different from them.

Notes

This is a nature poem celebrating the coming of the rain.

Understanding the poem

- Voices in the poem
- Sense of the poem
- Relating to the process of rainfall scientifically (across the curriculum)
- Noticing sentence structure in poems
- Comparison with other rain poems



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4. The Ailing Planet: the Green Movement's Role

Nani Palkhivala

*Notice these expressions in the text.
Infer their meaning from the context.*

- ❖ a holistic and ecological view
- ❖ sustainable development
- ❖ languish
- ❖ ignominious darkness
- ❖ inter alia
- ❖ decimated
- ❖ catastrophic depletion
- ❖ transcending concern

The following article was written by Nani Palkhivala and published in The Indian Express on 24 November 1994. The issues that he raised regarding the declining health of the earth continue to have relevance.

ONE cannot recall any movement in world history which has gripped the imagination of the entire human race so completely and so rapidly as the Green Movement which started nearly twenty-five years ago. In 1972 the world's first nationwide Green party was founded in New Zealand. Since then, the movement has not looked back.

We have shifted — one hopes, irrevocably — from the mechanistic view to **a holistic and ecological view** of the world. It is a shift in human perceptions as revolutionary as that

introduced by Copernicus who taught mankind in the sixteenth century that the earth and the other planets revolved round the sun. For the first time in human history, there is a growing worldwide consciousness that the earth itself is a living organism — an enormous being of which we are parts. It has its own metabolic needs and vital processes which need to be respected and preserved.

The earth's vital signs reveal a patient in declining health. We have begun to realise our ethical obligations to be good stewards of the planet and responsible trustees of the legacy to future generations.

The concept of **sustainable development** was popularised in 1987 by the World Commission on Environment and Development. In its report it defined the idea as "Development that meets the needs of the present, without compromising the ability of future generations to meet their needs", i.e., without stripping the natural world of resources future generations would need.

In the zoo at Lusaka, Zambia, there is a cage where the notice reads, 'The world's most dangerous animal'. Inside the cage there is no animal but a mirror where you see yourself. Thanks to the efforts of a number of agencies in different countries, a new awareness has now dawned upon the most dangerous animal in the world. He has realised the wisdom of shifting from a system based on domination to one based on partnership.

Scientists have catalogued about 1.4 million living species with which mankind shares the earth. Estimates vary widely as regards the still-uncatalogued living species — biologists reckon that about three to a hundred million other living species still **languish unnamed in ignominious darkness**.

One of the early international commissions which dealt, **inter alia**, with the question of ecology and environment was the Brandt Commission which had a distinguished Indian as one of its members — Mr L.K. Jha. The First Brandt Report raised the question — "Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and ailing environment?"

Mr Lester R. Brown in his thoughtful book, *The Global Economic Prospect*, points out that the earth's principal biological systems are four — fisheries, forests, grasslands, and croplands — and they form the foundation of the global

economic system. In addition to supplying our food, these four systems provide virtually all the raw materials for industry except minerals and petroleum-derived synthetics. In large areas of the world, human claims on these systems are reaching an unsustainable level, a point where their productivity is being impaired. When this happens, fisheries collapse, forests disappear, grasslands are converted into barren wastelands, and croplands deteriorate. In a protein-conscious and protein-hungry world, over-fishing is common every day. In poor countries, local forests are being **decimated** in order to procure firewood for cooking. In some places, firewood has become so expensive that "what goes under the pot now costs more than what goes inside it". Since the tropical forest is, in the words of Dr Myers, "the powerhouse of evolution", several species of life face extinction as a result of its destruction.

It has been well said that forests precede mankind; deserts follow. The world's ancient patrimony of tropical forests is now eroding at the rate of forty to fifty million acres a year, and the growing use of dung for burning deprives the soil of an important natural fertiliser. The World Bank estimates that a five-fold increase in the rate of forest planting is needed to cope with the expected fuelwood demand in the year 2000.

James Speth, the President of the World Resources Institute, said the other day, "We were saying that we are losing the forests at an acre a second, but it is much closer to an acre-and-a-half to a second".

Article 48A of the Constitution of India provides that "the State shall endeavour to protect and improve the environment and to safeguard the forests and wildlife of the country". But what causes endless anguish is the fact that laws are never respected nor enforced in India. (For instance, the Constitution says that casteism, untouchability and bonded labour shall be abolished, but they flourish shamelessly even after forty-four years of the operation of the Constitution.) A recent report of our Parliament's Estimates Committee has highlighted the near **catastrophic depletion** of India's forests over the last four decades. India, according to reliable data, is losing its forests at the rate of 3.7 million acres a year. Large areas, officially designated as forest land, "are already virtually treeless". The actual loss of forests is estimated to be about eight times the rate indicated by government statistics.

A three-year study using satellites and aerial photography conducted by the United Nations, warns that the environment has deteriorated so badly that it is 'critical' in many of the eighty-eight countries investigated.

There can be no doubt that the growth of world population is one of the strongest factors distorting the future of human society. It took mankind more than a million years to reach the first billion. That was the world population around the year 1800. By the year 1900, a second billion was added, and the twentieth century has added another 3.7 billion. The present world population is estimated at 5.7 billion. Every four days the world population increases by one million.

Fertility falls as incomes rise, education spreads, and health improves. Thus development is the best contraceptive. But development itself may not be possible if the present increase in numbers continues.

The rich get richer, and the poor beget children which condemns them to remain poor. More children does not mean more workers, merely more people without work. It is not suggested that human beings be treated like cattle and compulsorily sterilised. But there is no alternative to voluntary family planning without introducing an element of coercion. The choice is really between control of population and perpetuation of poverty.

The population of India is estimated to be 920 million today — more than the entire populations of Africa and South America put together. No one familiar with the conditions in India would doubt that the hope of the people would die in their hungry hutments unless population control is given topmost priority.

For the first time in human history we see a **transcending concern** — the survival not just of the people but of the planet. We have begun to take a holistic view of the very basis of our existence. The environmental problem does not necessarily signal our demise, it is our passport for the future. The emerging new world vision has ushered in the Era of Responsibility. It is a holistic view, an ecological view, seeing the world as an integrated whole rather than a dissociated collection of parts.

Industry has a most crucial role to play in this new Era of Responsibility. What a transformation would be effected if more

businessmen shared the view of the Chairman of Du Pont, Mr Edgar S. Woolard who, five years ago, declared himself to be the Company's "Chief Environmental Officer". He said, "Our continued existence as a leading manufacturer requires that we excel in environmental performance."

Of all the statements made by Margaret Thatcher during the years of her Prime Ministership, none has passed so decisively into the current coin of English usage as her felicitous words: "No generation has a freehold on this earth. All we have is a life tenancy — with a full repairing lease". In the words of Mr Lester Brown, "We have not inherited this earth from our forefathers; we have borrowed it from our children."

Understanding the text

1. Locate the lines in the text that support the title 'The Ailing Planet'.
2. What does the notice 'The world's most dangerous animal' at a cage in the zoo at Lusaka, Zambia, signify?
3. How are the earth's principal biological systems being depleted?
4. Why does the author aver that the growth of world population is one of the strongest factors distorting the future of human society?

Talking about the text

Discuss in groups of four.

1. Laws are never respected nor enforced in India.
2. "Are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes and an ailing environment?"
3. "We have not inherited this earth from our forefathers; we have borrowed it from our children".
4. The problems of overpopulation that directly affect our everyday life.

Thinking about language

The phrase 'inter alia' meaning 'among other things' is one of the many Latin expressions commonly used in English.

Find out what these Latin phrases mean.

1. prima facie
2. ad hoc
3. in camera
4. ad infinitum
5. mutatis mutandis
6. caveat
7. tabula rasa

Working with words

- I. Locate the following phrases in the text and study their connotation.
 1. gripped the imagination of
 2. dawned upon
 3. ushered in
 4. passed into current coin
 5. passport of the future
- II. The words 'grip', 'dawn', 'usher', 'coin', 'passport' have a literal as well as a figurative meaning. Write pairs of sentences using each word in the literal as well as the figurative sense.

Things to do

1. Make posters to highlight the importance of the Green Movement.
2. Maintain a record of the trees cut down and the parks demolished in your area, or any other act that violates the environment. Write to newspapers reporting on any such acts that disturb you.

Notes

Understanding the text ■

- Environmental issues
- Social issues

Talking about the text ■

- Contemporary issues
- Envisioning the future

Thinking about language ■

Latin expressions commonly used

Working with words ■

- Connotations
- Finding literal and figurative meanings

Things to do ■

Making children aware of their responsibilities towards the environment

Childhood

Markus Natten

When did my childhood go?
Was it the day I ceased to be eleven,
Was it the time I realised that Hell and Heaven,
Could not be found in Geography,
And therefore could not be,
Was that the day!

When did my childhood go?
Was it the time I realised that adults were not
all they seemed to be,
They talked of love and preached of love,
But did not act so lovingly,
Was that the day!

When did my childhood go?
Was it when I found my mind was really mine,
To use whichever way I choose,
Producing thoughts that were not those of other people
But my own, and mine alone
Was that the day!

Where did my childhood go?
It went to some forgotten place,
That's hidden in an infant's face,
That's all I know.

Think it out

- Identify the stanza that talks of each of the following.

individuality

rationalism

hypocrisy

- What according to the poem is involved in the process of growing up?
- What is the poet's feeling towards childhood?
- Which do you think are the most poetic lines? Why?

Notes

Understanding the poem

Questions are based on

- Thematic comprehension
- Reflection on theme
- Poetic sensibility