INTRODUCTION

This study material covers the twenty chapters of the text book *Everyday English*, prescribed for the students studying English (Stream C) in the first year of the two year English course of the B.A. Programme of the University of Delhi. Before using this study material you should read the respective chapters of your text book.

Attempt all the exercises in reading comprehension, vocabulary, reading and writing. There are answer keys provided to help you check your answers. In addition there are practice activities in grammar, vocabulary, everyday English and writing.
Graduate Course

Everyday English

Contents:

1. Flowers Dr. Seema Suri
2. A Minor Bird Dr. Seema Suri
3. Penny Post Dr. Seema Suri
4. Promoting Philately Dr. Seema Suri
5. The Swan and the Princess Neeta Gupta
6. Einstein's Formula for Success Neeta Gupta
7. The Diary of Anne Frank Neeta Gupta
8. Through the Looking Glass Dr. Anil Aneja
9. An Old Man Dreams Dr. Anil Aneja
10. Dreams—from "Children's Encyclopaedia Britannica" (Vol. V) Dr. Anil Aneja
11. Kiran Bedi's Acceptance Speech Usha Anand
12. The Art of Public Speaking Usha Anand
13. The Bag Usha Anand
14. Guidelines for a Healthy Diet Nalini Prabhakar
15. What I Wanted To Be Nalini Prabhakar
16. Chains of Slavery Nalini Prabhakar
17. The Conjurer's Revenge Nalini Prabhakar
18. A Sense of Humour P.K. Satpathy
20. My Father's Trees in Dehra P.K. Satpathy

SCHOOL OF OPEN LEARNING
UNIVERSITY OF DELHI
5, CAVALRY LANE, DELHI -110007
I. Key

Reading Comprehension

1. Given below are a few statements based on the text. Say whether you agree or disagree with them.
   (a) Flowers are used both on happy and unhappy occasions. True
   (b) Poets have praised flowers in their poems. True
   (c) All roses are red. False
   (d) The lily is regarded as the king of flowers. False
   (e) Jawaharlal Nehru carried a rose in his hand every day. False

2. Give short answers to the following questions:
   (a) Which qualities are associated with flowers?
       Delicacy and beauty are associated with flowers. Flowers bloom for a short time and their beautiful colours and smells are very appealing.
   (b) Why is the spring season so special?
       Spring is the season when all flowers bloom and you can smell them. The sight of so many bright colours is beautiful.
   (c) How does one feel on entering the garden early in the morning?
       In the early morning there is a light wind blowing in the garden. It seems as if the flowers are dancing when their petals move in the breeze. The sight fills the heart with joy.

3. What does the word 'heaven' in para 2 mean?
   (a) a place where God lives.
   (b) a place where we find great happiness. ✓
   (c) a place situated above the earth.

Vocabulary

1. Look at the expression 'a feast for the eyes.' Discuss the meaning with your partner. What does it mean?
   (a) a large tasty meal.
   (b) something that provides great pleasure. ✓
   (c) a medicine for the eyes.
2. | Words associated with happiness | Words associated with unhappiness |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pleasure</td>
<td>trouble</td>
</tr>
<tr>
<td>joy</td>
<td>dejection</td>
</tr>
<tr>
<td>fun</td>
<td>regret</td>
</tr>
<tr>
<td>satisfaction</td>
<td>hopelessness</td>
</tr>
<tr>
<td>recreation</td>
<td>pain</td>
</tr>
<tr>
<td>delight</td>
<td>sorrow</td>
</tr>
</tbody>
</table>

3. | Nouns | Adjectives |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>wonder</td>
<td>wonderful</td>
</tr>
<tr>
<td>duty</td>
<td>dutiful</td>
</tr>
<tr>
<td>success</td>
<td>successful</td>
</tr>
<tr>
<td>pain</td>
<td>painful</td>
</tr>
<tr>
<td>care</td>
<td>careful</td>
</tr>
</tbody>
</table>

4. (i) Everyone thinks that Shah Rukh Khan is a wonderful actor.
(ii) This brother had some heart problem; he had to undergo a painful operation.
(iii) Dhirubhai Ambani was a very successful industrialist.
(iv) We must be very careful while driving.
(v) She has a very dutiful and caring son; he is always ready to do what she asks him to do.

Writing

Making medicines: The essential oil of the rose is used to prepare many Ayurvedic medicines.
giving gifts: Bouquets of red roses are the most popular gift on Valentine's Day.

preparing perfumes: Roses are used to prepare 'ittar', a traditional Indian perfume. Hundreds of kilos of roses are used to get one litre of rose oil.

using for decoration: All over the world, flowers are a major part of wedding celebrations.

flower arrangements: On every festival in India people decorate their homes with flowers.

2.

<table>
<thead>
<tr>
<th>Rose Garden Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do not smoke in the garden.</td>
</tr>
<tr>
<td>2. Do not litter. Use dustbins.</td>
</tr>
<tr>
<td>3. Plucking of flowers prohibited. Penalty Rs. 50</td>
</tr>
<tr>
<td>4. Do not stick bills on trees.</td>
</tr>
</tbody>
</table>

Speaking 3.

<table>
<thead>
<tr>
<th>Person</th>
<th>Time</th>
<th>Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friend, Nimimi</td>
<td>a) at 10 a.m.</td>
<td>Hi ! How are you ?</td>
</tr>
<tr>
<td></td>
<td>b) at 3 p.m.</td>
<td>Hi ! What are you doing here at this time?</td>
</tr>
<tr>
<td>Your teacher, Mr. Manav</td>
<td>a) at 9 a.m.</td>
<td>Good morning, sir.</td>
</tr>
<tr>
<td></td>
<td>b) at 4 p.m.</td>
<td>How are you ?</td>
</tr>
<tr>
<td>Your sister, Ruchi</td>
<td>a) at 8 a.m.</td>
<td>Good afternoon, sir.</td>
</tr>
<tr>
<td></td>
<td>b) at 2 p.m.</td>
<td>Pleased to meet you.</td>
</tr>
<tr>
<td>Your friend's father</td>
<td>a) at 11.30 a.m.</td>
<td>Hello! Are you taking a walk for a change?</td>
</tr>
<tr>
<td></td>
<td>b) at 6.00 p.m.</td>
<td>Hello ! Where are you going ?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good morning, uncle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How are you ?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good evening, uncle.</td>
</tr>
</tbody>
</table>
II. Revision Exercises

(a) Grammar - Adjectives

Adjectives are words that describe nouns. They have the same form in both the singular and the plural. They also go alone (without nouns) after the verbs: appear, be, become, feel, smell, taste, etc.

- Adjectives normally go before nouns.
  
  She bought an expensive house.

Adjectives can also be used without a noun after certain verbs (appear, be, feel, etc.)

- He felt nervous.

- The adjectives afraid, alone, alive, awake, asleep, etc. are never followed by a noun.

- Nouns can be used as adjectives if they go before another noun.
  
  Could you repair the kitchen sink?
  
  I have a morning class.
  
  We went for a two-week holidays.

- Certain adjectives can be used as plural nouns referring to a group of people in general. Those are: the poor, the rich, the old, the elderly, etc.
  
  We should have more respect for the elderly.

1. How can you best describe the experiences below? Use an adjective from the box.

   frightening, surprising, terrifying, boring, exhausting, exciting.

1. You get stuck in a lift.
2. You walk for 15 Kilometers.
3. You find a snake in the bathroom.
4. Your sister buys you a new shirt with her pocket money.
5. You go to see a film that lasts for four hours.
6. You and your friends decide to go on a mountain trek.

2. 1. — ing adjectives describe a situation, person, or thing.

   an interesting life
   a boring teacher
   an exciting film

2. — ed adjectives describe how people feel.

   I'm very interested in chess.
   We were bored at the end of the lesson.
   She's excited about going on holiday tomorrow.
Complete the sentences using one of these adjectives.

<table>
<thead>
<tr>
<th>excite —</th>
<th>frighten —</th>
<th>bor — ed</th>
<th>interest — ing</th>
<th>confus —</th>
</tr>
</thead>
<tbody>
<tr>
<td>disappoint —</td>
<td>worry —</td>
<td>surprise —</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. 'I met a famous film star today'. "Really? How .................!"
2. 'I spent four hours going around the museum.

   It was quite ..........................
3. I am ......................... I haven't heard from my brother for two weeks.
4. I failed my exam. I worked really hard for it. I'm so..........................
5. A man followed me home last night. I was ..........................
6. This computer manual is so ..................................

   I don't understand anything.

B. Everyday English

Social Expressions.

We use certain expressions in different social situations.

1. Match the expressions and responses.

<table>
<thead>
<tr>
<th>How are you ?</th>
<th>Bye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello, Janet !</td>
<td>Same to you.</td>
</tr>
<tr>
<td>How do you do ?</td>
<td>Good morning</td>
</tr>
<tr>
<td>See you tomorrow !</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td>Good night !</td>
<td>How do you do ?</td>
</tr>
<tr>
<td>Good Morning !</td>
<td>Not at all. Don't mention it.</td>
</tr>
<tr>
<td>Hello, I'm Ajay Das</td>
<td>Hi, Ramesh.</td>
</tr>
<tr>
<td>Have a good weekend.</td>
<td>Sleep well.</td>
</tr>
<tr>
<td>Thank you very much, indeed</td>
<td>Pleased to meet you, Ajay</td>
</tr>
</tbody>
</table>

5
All of us visit places like a clothes shop or a chemist. Complete these conversations and check your answers.

1.
A. Hello. Can I help you.
B. I ................................, thanks.
A. What were you looking for ?
B. I'm looking for a sweater.
........................................ Have you got .......................... ?
A. I'll just have a look.
................................................ are you ?
B. Medium.
A. Here, I found your size.
B. Thank you ................................. ?
A. Of course. The changing rooms are over there.
B. I'll take it. How much is it ?
A. It is .................................
B. ........................................
A. I'll pay cash.

Where are the conversations taking place ?
How does the shop assistant help the customer ?
A MINOR BIRD

— Dr. Seema Suri

I. Key

Reading comprehension.

1. The four stanzas of the poem describe different moods or emotions of the poet. Match the moods given below to the stanza that describes them.
   (i) the poets extreme unhappiness and invitation — stanza 2
   (ii) his sense of guilt — stanza 3
   (iii) his desire — stanza 1
   (iv) self doubt and review of earlier feeling — stanza 4

2. Stanza 1
   (i) The poet is annoyed with the bird because its singing disturbs him.
   (ii) The bird sings all day next to the poets house.

Stanza 2
   (i) The poet claps his hands to frighten the bird and make it fly away.
   (ii) The phrase 'bear no more' suggests that the bird was singing loudly and the poet could not tolerate the constant noise.

Stanza 3
   (i) The poet realizes that the little bird was not to blame for its 'key'.
   (ii) The poet realizes that the 'fault must have partly been in me'. He accepts that he was impatient with the poor little creature.

3. What do you think the birds song suggests here?
   i) its chirping notes.
   ii) its creativity
   iii) its freedom of expression.
   iv) or, all of these. ✓

4. The poem does not end with the poets irritation. The poets attitude has changed in the last stanza. He accepts that his annoyance with the bird was a result of his own inability to understand that each living creature has the freedom to express. Nature does not put any restrictions on its creations. The little bird is called 'minor' because the poet thinks, in the beginning of the poem at least that the bird is an unimportant object. He is not open to enjoying his song.

Vocabulary

1. | Wish | Sing | Fault |
   | Want | Song | Blame |
   |      |      | Wrong |

7
Speaking

1. What is rhyme?
Rhyme is the echoing effect produced by matching sounds at the end of two (or more) different words. In this poem the words at the end of the lines, in all four stanzas, rhyme with each other.

I have wished a bird would fly away.
And not sing by my house all day.
Have clapped my hands at him from the door.
When it seemed as if I could bear no more.

The fault must partly have been in me.
The bird was not to blame for his key.

And of course there must be something wrong.
In wanting to silence any song.

You will find most rhymes in poetry and at the end of lines. But it is not necessary for poems to have rhymes, and for a poem not to rhyme is now considered perfectly normal.

Why do poets use rhyme in poetry?
Poets use rhyme for a number of reasons. The most important ones are listed.

- Rhymes produce a pleasant, harmonious and echoing effect which is satisfying and enjoyable to listen to as in music.
- Rhymes echo similar sounds and thus generate a natural rhythm.
- Rhymes also help readers to remember the poem more easily.

2. The poem by Victor Hugo has two lines that do not rhyme. They are underlined.
Be like the bird, who
Halting in his flight
On limb too slight
Feels it gives way beneath him.
Yet sings
Knowing he hath wings.
UNIT 3

PENNY POST

— Dr. Seema Suri

Key

Reading Comprehension

1. (i) The modern postal system started in England.
   
   (ii) At first, the receiver of the letter had to pay for the postage.
   
   (iii) The burden of paying for the postage shifted from the addressee to the sender. Rowland Hill, the well known postal reformer was responsible for this change.
   
   (iv) The first stamp was issued in 1840 and carried an image of the head of Queen Victoria of England.
   
   (v) At first people had to spend a penny on a postage stamp.

2.

<table>
<thead>
<tr>
<th></th>
<th>Old Times</th>
<th>Modern Times</th>
<th>Recent Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Who delivered / delivers letters ?</td>
<td>Runners, carrier, pigeons and post riders</td>
<td>Postmen</td>
<td>Computers used for e-mail</td>
</tr>
<tr>
<td>b) Who paid / Pays</td>
<td>Receiver paid in cash</td>
<td>Sender pays the postage</td>
<td>None. It is free.</td>
</tr>
</tbody>
</table>

3. (i) As a child, Rowland Hills, mother sent him out to sell a bag of clothes to raise three shillings. She needed the money to receive some letters. In those days the receiver had to pay the postage. This childhood experience inspired Rowland Hill to invent a scheme whereby the sender bore the cost of the postage.
   
   (ii) In England the first postage stamps issued had the image of Queen Victoria. But when the post office put a stamp on the figure people felt unhappy as they thought it was disrespectful to their Queen.
Vocabulary
1.

<table>
<thead>
<tr>
<th>Person</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer</td>
<td>Cooker</td>
</tr>
<tr>
<td>Singer</td>
<td>Eraser</td>
</tr>
<tr>
<td>Teacher</td>
<td>Stapler</td>
</tr>
<tr>
<td>Instructor</td>
<td>Cutter</td>
</tr>
<tr>
<td>Driver</td>
<td></td>
</tr>
<tr>
<td>Sailor</td>
<td></td>
</tr>
</tbody>
</table>

2. i) Will you pay in cash or through credit card?
ii) The students organized a carnival to raise money for the tsunami victims.
iii) The lowering of taxes on entertainment will give a boost to the industry.

Writing:
1. The correct sequence is
i) We put it in the mail-box.
ii) All the mail is sorted out at the post office and put in different bags.
iii) The letters from these bags are then delivered by hand to people who have been waiting for these messages of love.
iv) We write our letter, put it in an envelope, and stick a postage stamp on it.
v) It is taken out of the mail box by a postman along with other letters.

2. First we write our letter, put it in an envelope, and stick a postage stamp on it. Then we put it in the mail-box. From there it is taken out by a postman, along with other letters. Later, all the mail is sorted out at the post office and put in different bags. After that those bags are sent by air, or rail, or road to different places. Finally, the letters from these bags are then delivered by hand to people who have been waiting for these messages of love.
UNIT 4

PROMOTING PHILATELY

— Dr. Seema Suri

Key

Reading Comprehension

1. Match the following headings to the four paragraphs in the passage:
   i. Use of the media for making philately popular — para 2.
   ii. Philately : a serious hobby — para. 1
   iii. Benefits of philately - para 4
   iv. Ways of interest in creating philately - para 3

2. What does the writer mean by saying that philately is for the serious minded?
   i. Only serious people like philately, or
   ii. Philately demands careful attention and real effort.

3. Complete the table:

<table>
<thead>
<tr>
<th>Means of promoting philately</th>
<th>Ways of promoting philately</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the media</td>
<td>1. stories highlighting the valuable nature of stamps.</td>
</tr>
<tr>
<td>2. Comic Strips</td>
<td>2. highlighting usefulness of stamps</td>
</tr>
<tr>
<td>3. stamp clubs in schools</td>
<td>3. award prizes at annual exhibitions, for meritorious exhibits</td>
</tr>
<tr>
<td>and colleges</td>
<td></td>
</tr>
<tr>
<td>4. magazine on philately</td>
<td>4. nominal subscription</td>
</tr>
<tr>
<td>5. a library</td>
<td>5. nominal entrance.</td>
</tr>
</tbody>
</table>

4. (i) What are the benefits of philately?
   Philately helps people make friends and sustain the friendship because of the common interests. Young people can learn a lot about each other's countries by providing stamps and discussing the significance of each picture.

(ii) How does philately sustain friendship?
   Philately sustains friendships because people common interests. The shared interest helps them overcome minor differences of caste, religion and nationality.
**Vocabulary**

1. i) The media means
   a) radio and television
   b) newspapers and magazines, or
   c) both (a) & (b). ✓

ii) 'Pen-friends are
   a) friends who use the same pen.
   b) friends who gift pens to each other, or
   c) friends who may not have met but who know each other through exchange of letters. ✓

2. Find words from the passage which have a meaning similar to the following:
   mainly (para 1) — essentially
   the hobby of stamp-collecting (para 2) - philately
   occurring once in a year (para 3) annual
   costs (para 3) - expenses
   advantages (para 4) - benefits

3. (i) Will you give me your story book in return for my racket?
(ii) Encroachments on public land a serious problem for the civic authorities.
(iii) This allowance is not enough to cover expenses.
(iv) Education and travel always open up awareness for intellectual growth.
UNIT 5

THE SWAN AND THE PRINCES

— Neeta Gupta

Introduction

‘The Swan and the Princes’ is a short play that describes a peculiar situation faced by the King of Kapilvastu regarding his two sons Prince Dev Datt and Prince Sidhartha. Sidhartha is better known as Gautam Buddha. There are many stories that have generated from the time that Gautam Buddha spent as the Prince of Kapilvastu when he was known as Prince Sidhartha.

This unit gives you an example of how a story can be presented in the form of a drama—in a dramatic form. At first you are given a list of characters who will appear in the play. Then a dialogue takes place between these characters in a certain sequence which then forms a story. All stage directions are given within parenthesis i.e. within brackets, which indicates that these words are not to be spoken but the action described has to be performed. The entire dialogue is in Direct speech.

Detailed Summary

The scene opens in the court of King Sudodhana who is also the father of the two Princes—Prince Dev Datt and Prince Sidhartha. Prince Dev Datt seeks permission to enter the Court (Darbar). The King and his ministers wonder what the Prince wants. When Dev Datt comes in he says he wants justice from the King. On being asked what has happened, he tells that he had shot a Swan which Prince Sidhartha has taken away and is not giving back. The King is unable to believe that Prince Sidhartha would do such a thing. The Ministers too whisper amongst themselves that Prince Sidhartha is a good boy and would not do such a thing. Probably there is some mistake.

The King calls Sidhartha to question him about the complaint. Sidhartha comes holding the swan in his arms which he says now belongs to him. We begin to wonder what the matter may be. Then Prince Dev Datt explains in detail how he had shot the Swan and how Prince Sidhartha had saved it and picked it up and now refuses to part with it. According to Prince Dev Datt the Swan belongs to him since he shot it. According to Prince Sidhartha however, the Swan belongs to him since he saved its life. Both the Princes claim to be following the dharma of a kshatriya. [What is your opinion? Who do you think the swan belongs to? Is it a difficult problem?] The King is confused and seeks the help of his Chief Minister who is a wise man. He lets the Swan decide the case. Placing the Swan in the middle he first asks Dev Datt to go to him. When Dev Datt goes near the Swan, it cries in fear and pain. When Sidhartha calls the Swan to him asking it not to be afraid, the Swan comes to his arms.

The case is therefore easily decided.
Glossary
1. Bows : To bend down with respect (>qddj ueLdkj djuk)
2. Suppliant : Someone who asks for help (tks fuosnu djrk gks)
3. Injustice : An act of being unfair (vU;k;)
4. Puzzled : Confused (nqfo/kk esa gksuk)
5. Trembles : Shake with fear (Mj ls dk;iuk)

Solved Exercises from the Text

Reading Comprehension
1. (a) Dev Datt came to the king for Justice.
   (b) Prince Sidhartha picked up the Swan from the ground because it came to him for protection.
   (c) Sidhartha felt that the Swan belonged to him and not to Dev Datt because he had saved its life.
   (d) The King took the Chief Minister’s help to solve the problem.
   (e) The King was puzzled because he believed that both the parties were saying the right thing.
   (f) The Swan came flying to Sidhartha for protection.
   (g) King

   
   Confused
   Cruel
   Kind
   Wise

   Dev Datt
   just
   Compassionate

   Sidhartha

   Chief Minister

Vocabulary :
1. The names of five other birds are as follows :
   (i) Sparrow
   (ii) Crow
   (iii) Parrot
   (iv) Peacock
   (v) Koel

2. Animals and Insects

   Dogs
   Pigs

   Homes

   Kennels
   Sties
Horses
Lions
Bees

Stables
Dens
Hives

Writing:

One day Dev Datt shot a Swan with an arrow. The Swan fell on the ground. It was picked up by Sidhartha. Dev Datt asked Sidhartha to give him the bird. But Sidhartha refused to give it to him. Dev Datt quarreled with him and then complained to the king about it. The king called both of them and asked the Swan to choose one of them. The Swan went to Sidhartha. Sidhartha felt happy to get it back.

Capital letters and Punctuation:

Read the explanation of the use of capital letters and punctuation carefully from page 25-26 of your text book. Now try and solve the following exercises. (Answers are provided at the end of the lesson.)

Exercise - 1
Use Capital letters wherever necessary
1. my father has gone to london for some work.
2. we are going to have classes every saturday and sunday.
3. mrs. and mr. mehta visited delhi and saw the qutub minar, the purana quila, the birla mandir and many other places of tourist interest.
4. on festivals like diwali, id and christmas the markets are brightly lit.
5. my friend asked me if i would like to go for the movie hum tum.
6. my favourite writer is r.k. narayan and my favourite book is ‘swami and friends’.
7. her son has gone to the u.s.a. for further studies.

Exercise 2. (Use of punctuation)
1. The sun rises in the east
2. All that glitters is not gold
3. No I cannot come today
4. Can you come here please
5. Are you coming over today
6. What a beautiful necklace
7. Oh God I’m going to be late
8. How are you feeling now she asked

Speaking

Further Examples of Informal and Formal speech.

I. Informal Speech
   Introducing yourself and others
1. Hello, I’m Geeta Sarin.
2. Hello, you must be Geeta.
   I’m Anand.
   Shikha, this is Anand.
   Anand : Glad to meet you Shikha.
   Shikha : Same here.

II. Formal

Introducing oneself in a formal situation
(i) Anand : Good morning, I’m Anand.
   Geeta : Good morning Mr. Anand. I’m Geeta Sarin.
(ii) Anand : May I introduce myself ? I’m Anand Mehta, Sales Manager of this Company.
(iii) Geeta : Allow me to introduce myself. I’m Geeta Sarin, your English teacher.

Introducing others in a formal situation
(i) Anand : May I introduce our new marketing manager, Mr. Gupta.
(ii) Mr. Lal : Ladies and gentlemen, this evening I would like to introduce to you the Chairman of Vishakha Enterprises, Mr. K.C. Pant. He shall talk to us about our marketing strategies.

Solutions to exercises on use of Capital Letters and Punctuation

Exercise 1 (Use of Capital Letters)
1. MY father has gone to London for some work.
2. We are going to have classes every Saturday and Sunday.
3. MRS and MR. MEHTA visited Delhi and saw the Qutub Minar, the Purana Quila, the Birla Mandir and many other places of tourist interest.
4. On festivals like Diwali, Id and Christmas, the markets are brightly lit.
5. My friend asked me if I would like to go for the movie Hum Tum.
7. Her son has gone to the U.S.A. for further studies.

Exercise 2 [Use of Punctuation]
1. The sun rises in the east.
2. All that glitters is not gold.
3. No, I cannot come today.
4. Can you come here, please?
5. Are you coming over today?
6. What a beautiful necklace!
7. Oh God! I’m going to be late!
8. ‘How are you feeling now’? she asked.
EINSTEIN’S FORMULA FOR SUCCESS

— Neeta Gupta

Introduction

We have all heard the name of Einstein. He was a great scientist and a genius. He is famous for his theory of relativity. His formula for success was a very simple one. According to him, to achieve success one needs hardwork, rest and silence.

It would be interesting to make a list of things that you think are important for success in life. Some of us may think that hard work, concentration, imagination, creativity etc. are all important. You can add any number of things to this and make your own list of things necessary to achieve success in life.

Explanation

This short piece is about Einstein one of the greatest scientists of the world and talks about his formula for success. Einstein was a simple man who worked with just paper, pencil and a blackboard. With the help of these three things he could solve the most difficult problems in Physics.

According to Einstein there are three things necessary for success. One is hard work, the other is rest or relaxation and the third is silence. Without hard work it is impossible to achieve success in any field. All successful people have worked hard for their success. In addition to hard work rest is equally necessary. One needs to relax at times before putting in or after putting in that hard work. Rest or Relaxation freshens the mind and with a fresh mind one can think of new solutions to problems.

There can be many different ways of relaxing. Some may like to go for a walk while others may just listen to music or paint or even dance. Einstein’s way of relaxing was to play the violin.

Last but not the least is silence. Silence lets us think deeply and makes our mind peaceful. It helps us imagine and be creative which in turn helps us to find solutions to our problems.

Do you agree with Einstein’s formula for Success? Would you like to add a few things to his list. Do you think luck also plays a part in making a man successful? These are points you can think about.

Glossary

1. Unique: the only one of its kind
2. Wrestled with: Struggled with
3. Achievements: Accomplishments (miyF/kj;
4. Brevity: Saying something in very few words (cqqr de ‘kCnkSa esa dqN
dguk)
5. Universally valid: accepted by everyone in the world (lalkj esa lcds }kJk
ekuk tkuk)
6. Essential: absolutely necessary (vR;f/kd vko’;d)
7. Fond: to like something (vPNk yxuk)
8. Distressed: Worried (O;fFkr)
9. Complex: Complicated (tfVy)
10. Several: Many (cqqr)
11. Endows: fills (iznku djuk)
12. Serenity: Peace (‘kkafr)
13. A sense of Proportion: to understand what is important and what is not (Hkys&cqjs dk
Kku gksuk)

Solved Exercises from the Text

Reading Comprehension

1. Say whether the following statements are true or false.
   (i) Einstein was the greatest scientist in the world. (False)
   (ii) Einstein did not believe in talking too much. (True)
   (iii) Great batsmen do not need practice before the match. (False)
   (iv) Einstein could not play violin. (False)

2. Answers to the question in the text
   (i) The materials that Einstein used to solve the most difficult Physics problems were
      only paper, pencil and the blackboard.
   (ii) Einstein played the violin to relax himself.
   (iii) The two ways in which silence helps us achieve success are
      (1) Silence helps us to think deeply
      (2) It gives us a sense of proportion.

Vocabulary

1. Matching the words in Column (A) with their meanings in Column (B).

<table>
<thead>
<tr>
<th>Column (A)</th>
<th>Column (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unique</td>
<td>extraordinary; being the only one of its kind.</td>
</tr>
</tbody>
</table>
Genius outstanding talent
Wrestled with struggled with
Complex difficult
Universally valid accepted by everyone in the world

2. The phrase ‘getting to the heart’ means: understanding something thoroughly.

3. What does ‘keeping one’s mouth shut’ mean? ‘keeping one’s mouth shut’ means to keep quiet about something.

4. (i) Active Actively
   The students participated actively in the Annual Day of the school.
(ii) Pure Purity
   One should always check the purity of gold before buying it.
(iii) Real Reality
   Reality is very different from dreams.
(iv) Creative Creativity
   The paintings showed the creativity of the artist.
(v) Public Publicity
   The government carries out publicity campaigns to create awareness about diseases like polio and T.B.

5. Making pairs by using an Adjective and a Noun.
   Active member
   Creative writing
   Public speech
   Pure water
   Real story

Writing:

Without hard work no one can achieve excellence in any field. Whether it is the field of science, technology, medicine or even fine arts or sports—hard work is absolutely essential to excel in any area of work or study. A sportsman, a singer or a musician, all have to practise daily in order to perform well. A doctor, an engineer or a scientist has to constantly upgrade his knowledge about his field to know the latest. Therefore hard work is essential for excellence and success.

3. The topic sentence of the given paragraph can be
   “There are many benefits of rising early in the morning.”
THE DIARY OF ANNE FRANK

— Neeta Gupta

Introduction
Many people like to keep a diary. Some use it to record the daily happenings in their lives while some others use it as a substitute for a friend in whom they can confide their innermost thoughts. The Diary of Anne Frank is a combination of both and you have a short extract from it in your course.

Anne Frank was a thirteen-year-old girl when she wrote this diary. The year was 1944 and being a Jew, she and her family were hiding from the German soldiers in the basement of a deserted house along with one other family. While hiding she began writing a diary and treated it as a friend in whom she could confide her fears, her hopes, and her dreams. She longed to be free, but Anne and her family were found out by the Germans and taken to the concentration camp where she later died. Her diary was found and given to her father who was the only one to survive.

The diary entry of Wednesday, 23rd Feb, 1944, which is in your course gives us a glimpse into the life of this young girl living in abnormal circumstances.

Detailed Summary
Anne Frank begins her diary entry with a date ‘Wednesday, 23rd Feb, 1944’ and addresses it as ‘Dear Kitty.’ Normally diary entries begin with a record of the date of that entry and the usual form of address is ‘Dear Diary’. Anne Frank however gives her diary a name—‘Kitty’ which shows that she treats it as a friend in whom she can confide and share her deepest thoughts. Anne’s diary entry for 23rd Feb, 1944, records a typical day in her life during those days of living in hiding. She says that the weather is good and she is feeling better than yesterday. This indicates that probably the previous day she had been feeling sad and lonely. She then describes how she goes up to the attic to breathe in fresh air and to look at the sky. She can even see the bare chestnut tree and the birds gliding by. Her language is almost poetic and she gives a beautiful description of what she can see through the attic window.

Peter, who is the son of the other family staying in the same basement as Anne’s family, is also there and both of them just breathe in the fresh air and look outside. They do not talk because there is peace and understanding in that silence. Both quietly enjoy that peace and the beauty of the day.

What is significant in this diary entry is Anne’s optimism, her search for happiness even in the fearful circumstances that she is living in. As she looks out over the city, on to the horizon and the pale blue sky, she is convinced that as long as there is this sunshine, these cloudless skies, there cannot be unhappiness. The threat of being killed by the German soldiers any time, is a very real threat. Despite that she firmly believes that God wants to see people happy. Nature brings comfort to people in their times of sadness and suffering. Looking at the simple beauty of nature that day, Anne gets a very strong feeling of happiness and expresses a hope that may be, very soon she will be free and will be able to share this feeling with someone who feels the same way.
Anne’s diary entry ends with the above feeling and she closes it by writing ‘yours Anne’. We know from historical records that Anne Frank did not live for long. Her family’s hiding place was discovered and they were taken to a concentration camp where Anne finally died. She was just fourteen. Her diary however survived and brings alive for us this young girl with her hopes and dreams and her deep longing to escape into a free world.

**Glossary**

*Perked up*: Cheerful than before *(igys ds eqdkcys [kq’k gksuk]*)

*Attic*: the highest storey of a house *(vVkjh)*

*Stuffy*: When it is difficult to breathe *(?kqVu Hkjk)*

*Bare*: Uncovered *(kkyh)*

*Glisten*: Shine *(peduk)*

*Seagull*: a grey and white bird of the sea *(leqnh fpfMk)*

*Glide*: to slide or to press gently *(/khjs&/khjs pyuk)*

*Beam*: large piece of wood *(dM+h)*

*Spell*: Charm *(lEeksgu)*

*Loft*: an attic *(vVkjh)*

*Chop*: cut *(dkVuk)*

*Remedy*: Solution *(lek/kku)*

*Amidst*: in the middle of *(chp esa)*

*Solace*: Comfort *(fnyklk jkgr)*

*Overwhelming*: powerful *(‘kfDr’kkyh)*

*Bliss*: perfect happiness *(ije vkuUn)*

**Solved Exercises from the Text**

**Reading Comprehension**

*(Para 1)*

(i) Why does Anne go to the attic every morning?

Ans. to breathe in fresh air.

(ii) Two things that Anne enjoys looking at from her favourite spot on the floor are the blue sky and the birds sliding by.

*(Para 2)*

(iii) Why did Anne and Peter not talk to each other?

Ans. They felt that words would destroy their sense of togetherness.
(iv) While Peter chopped wood Anne looked out of the open window over a large area of Amsterdam over all the roofs and on to the horizon.

(v) Being a young teenager Peter was trying to show off in front of Anne because he probably wanted to impress her.

(Para 3)

(vi) According to Anne, lonely and unhappy people should go outside, somewhere where they can be alone with Nature. This brings peace and happiness too.

(vii) Anne’s idea of God is that He wants people to be happy and be one with nature whose simple beauty itself brings happiness.

2. Anne along with her parents and one other family, was living in the basement of an empty house, trying to hide from the German soldiers. Anne continuously longs for freedom because she is forced to stay locked up in the dark and dingy basement where no sunshine reaches and where the air is stale. That is why she talks about looking at the sky, at the birds who are free, at the sunshine which she cannot enjoy because she dare not step out into the open. The fact that she talks about the beauty of Nature outside, indicates how deeply Anne longs to be free. She longs to feel that sunshine, that breeze outside. She longs to go out and look at the clear, cloudless skies. She tries to comfort herself by believing that may be some day she shall be able to enjoy all this with someone who feels the same way as she does.

Vocabulary:

<table>
<thead>
<tr>
<th>Words</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Humid</td>
<td>When the air is hot and wet in a way that makes us uncomfortable</td>
</tr>
<tr>
<td>2. Chilly</td>
<td>When it is uncomfortably cold</td>
</tr>
<tr>
<td>3. Sunny</td>
<td>When the sun is shining</td>
</tr>
<tr>
<td>4. Dull</td>
<td>When it is cloudy and there is no sunshine</td>
</tr>
<tr>
<td>5. Stormy</td>
<td>When there is a lot of rain, wind and even thunder and lightning</td>
</tr>
</tbody>
</table>

Writing and speaking:

‘The simple beauty of nature and the happiness it brings’.

Nature is beautiful and its simple beauty is there for everybody, irrespective of whether a person is rich or poor, young or old. There is beauty in a clear blue sky, in the chirping of birds, in the soft breeze, in raindrops that shine like diamonds in the bright and shining new leaves on trees, in the flowers that grow wild or in a garden. The list can go on and on. This beauty of Nature is always available to us provided we have the time to enjoy it. If we can find even half an hour to be alone amidst Nature, it brings a feeling of contentment and peace like nothing else can bring. It is almost as though we connect to our roots.
This short extract is taken from a dream narrative titled “Through the Looking Glass” by Lewis Carroll. The story Through the Looking Glass is “a dream narrative in which Alice, a little girl looks through a mirror. Gradually the mirror disappears and Alice finds herself in the midst of numerous adventures”. Her encounters with several strange characters and their peculiar usage of English language creates a lot of confusion and is quite hilarious. One such encounter is described in Unit 8 of your book. The confusion created by varying usage of English language and the multiplicity of meanings is the result. Normally, the purpose of using any language is to achieve a better understanding of one another. But here in the piece presented for your study in Unit 8, the opposite is achieved. The confusion takes place because the speakers are not on the same wave-length and are speaking from different cultural contexts. A word may have one meaning for a particular speaker, but for the other it may have a totally different meaning. Therefore, it is not only important for you to know the correct meanings of words, but also how the particular words and expressions are used in different cultural situations. To give one example, the word “owl” in Hindi means ‘Ulloo’. Confusion occurs when the Red Queen asks Alice what would remain if you take the bone from a dog. Alice replies that nothing would remain because once the bone is taken away, the dog would come and bite her and go away. So nothing will remain. But the Red Queen says that that something will still remain and that is the dog’s temper (anger). Alice finds it hard to understand how the temper would still remain when the dog has gone.

The second confusion takes place when the White Queen asks Alice to tell how bread is made. This confusion is caused by the use of similar sounding words and a word having more than one meaning. Alice answers to make bread one has to pick “flour” which in Hindi means ‘ataa’. But some people like the White Queen also speak “flour” as “flower” which has a totally different meaning and in Hindi it means ‘phool’. So when Alice uses “flour” the White Queen hears it as “flower”. Similarly when Alice says that the flour is ground she means “ground” as the third form of the verb grind which in Hindi means ‘peesna’, but the White Queen takes the meaning of the word ground to mean land which is the noun form of the word.

So now you see that in order to convey your meaning correctly to the other person, you need to know the precise meanings of the words, the various ways in which the words can be used and also their correct grammatical usage. For this purpose you must use a good grammar book and a dictionary.

In the exercises of this Chapter, you are told how to use a dictionary.

After telling you how to use a dictionary and various kinds of information that you find in it, some words are given and you are asked to organize these in alphabetical order from the dictionary point of view. In order to make things easy for you, the correct order of these
words is given below:
Really
Remain
Respect
Routine
Ruler
Now make sentences of your own using these words.
Under the Spelling and Pronunciation exercises, you are asked to identify words which are pronounced like rough. These words are:

i. enough, tough, cough.

ii. The two words which have silent first letters in the list given in your book are: honest, psychology.

UNIT 9
AN OLD MAN DREAMS
By Anonymous

— Dr. Anil Aneja

Most of you must have experienced that when we grow up, we often think of pleasant moments spent during our childhood and early youth. We also often remember with a pleasant thought certain small incidents and things that gave us a lot of happiness during our early years. The poem “An Old Man Dreams” written by an unknown poet depicts a similar situation and experience.

This poem has two stanzas. It describes the thoughts of an old man sitting by the fire and thinking of what he did when he was a little child and also of the things that gave him happiness as he grew a bit older. The old man in this poem thinks of his early walks as a child and also of his feeling of delight when he heard a thunder storm or the sweet sound of a bird. Linnet is the name of a bird. He also thinks of the short poems which children normally recite.

Such thoughts lead him to his later years as a child when he started taking interest in sports such as cricket. From the description in the poem it is clear that the old man enjoyed cricket a lot, even when he is old he still wishes to once again hear the sweet sound of the bat and the ball.

In the second stanza of the poem we see the old man thinking of some incidents related to his successes as a cricket player when he was a bit grown up. You must have experienced that such memories spontaneously flash in our minds when we think of our early years. So the old man in this poem thinks of how he scored runs when none else could withstand the balling of the opposite side, and how he firmly stood at the crease and not only saved his wicket but also won the match.

Many of you will agree that the experience described in the poem is a very familiar
experience. Even when you are not very old, many of you must have derived the kind of happiness which the old man feels thinking of his early days.

**Glossary**

The glossary at the end of the poem has been designed with two purposes in view: firstly, the glossary helps you understand the meaning of the difficult words in the poem. Secondly, you must learn to use these words in your every day usage of English. If you learn to correctly use the words given in the glossary at the end of each chapter, by the time you complete your B.A. you would have learnt a lot of words and your command over English language will significantly improve.

**Exercises**

There are four kinds of exercises at the end of this poem. In the comprehension exercises you are expected to answer questions based on your understanding of the poem. The purpose of the vocabulary exercise is to help you learn the correct usage of some of the words which occur in the poem. The writing exercises are meant to help you learn to write short descriptive paragraphs. One often has to write short prose pieces in one’s every day use of English language. The correct way of pronouncing words is important for a good speaker of English. The speaking exercise given at the end of this poem will help you to pronounce words which are used in this poem with right emphasis. The more you will try to read aloud or speak a particular language, the more fluent you will find yourself in the usage of that language.

As in the previous chapter, some exercises have been solved here in order to help you learn the right method of attempting these exercises.

**Reading and Comprehension Exercises**

The answers to some of the questions are given below:—

1. i. The old man is rather nostalgic and happy while thinking of his childhood.
   ii. Words such as “dream”, “long for”, “sweet singing sound” and “at peace” are indicative of the mood of the old man.

2. a) The old man is sitting by the fire.
   b) The old man dreams of his early walks, of the sound of the linnet and cricket.
   c) The barley was as tall as he himself when he was young.
   d) The old man, while playing cricket in his childhood took good catches, stood firm at the crease and saved the match by not losing his wicket against tough bowling.

3. The “stubborn effort” in stanza 2 means “strong and determined effort”.

**Vocabulary**

1. In this part of the exercise you are asked to give the opposite of some of the words and then fill in the blanks in the given sentences with the appropriate word. The original words and their opposites are given below:
   Early Late
Tall       Short
Small      Large
Sweet      Bitter

Now use these words to fill in the blanks in the sentences given in your book. Choose the most appropriate word to fill in the blank.

2. In this exercise you are asked in the book to match terms associated with cricket with their meanings in column B. For instance, the term Umpire would match with its meaning in column B which is: “an official who enforces the rules of a game”. “Fielding” would match with “player’s turn in cricket to catch or stop the ball”. Now match the remaining terms with their meanings.

Writing

Do the writing assignments and show these to your teachers or send these to us by post. Correct writing skills are very important to learn and these can be learnt only if you come to know of your writing mistakes. Therefore, do not hesitate to show your writings to your teachers and to your friends. We all learn from each other.

UNIT 10

DREAMS

From Children’s Encyclopaedia Britannica (Vol. v)

— Dr. Anil Aneja

Introduction

Most of us have dreams sometime or the other. But often we are not able to understand as to why we have the kinds of dreams that we have. Some of us believe that dreams are linked to our daily experiences or desires, whereas others feel that these have no relation to our everyday life. Many believe that some of the dreams indicate what is to happen in our lives in the near future. Some people in India are of the view that some early morning dreams often come true. The psychologists on the other hand have tried to find a relation between our dreams and the workings of our sub-conscious mind. In short, though dreams are experienced by almost everyone, the reasons and meanings of these dreams are very different for different kinds of people.

The extract which forms Unit 10 of your book is taken from Children’s Encyclopaedia Britannica. An encyclopaedia is a compilation having a vast and varied collection of useful information on numerous subjects. Just as you consult a dictionary to understand the meaning of a particular word, you should consult an encyclopaedia if you want to gather information on a particular topic or person. What kind of information does an encyclopaedia provide? Unit 10 of your book is a good example of it. The extract here, which, as I have said earlier is taken from Children’s Encyclopaedia Britannica gives useful information about dreams in eight paragraphs. It first tells us that man has experienced dreams for thousands of years, then it talks about the recent researches about dreams, then it tells us about different kinds of dreams which the children and the adult have, and finally, it talks about various causes of dreams.
Textual Analysis

1. The first paragraph tells us that for thousands of years people have been interested in dreams. While some have been frightened of them, to others, dreams have remained a puzzle, and, for some others it has been a belief that dreams always come true. Also, during the earlier times it was generally thought that certain kinds of dreams have a particular meaning.

2. We are told in this section that studies conducted by various scientists and psychologists since the 19th century, that is during last two hundred years or so have shown that dreams are not caused by any agent from outside, but rather, these occur due to the dreamers’ own mental and physical state. Normally, dreams are of two kinds: day dreams when the person is awake but his/her mind wanders off unconsciously and starts dreaming, and night dreams, when the person is asleep. In both situations the person is in a relaxed frame of mind and has no control on his thought processes.

3-5. Sections 3, 4 and 5 describe some of the common kinds of dreams that most people have. Most people have sometime or the other dreamt that their dearest wish is being fulfilled. That is: what you cannot get in your real life you are able to experience that in your dreams. Often people also have frightening dreams such as being chased by robbers or being in danger of fire or flood. There are two kinds of dreams which only children have, but adults usually don’t. The first of these is the dream of the imaginary play-mate, a friend whom you lack in real life, but you experience his/her company through your dreams. The other is the dream of the “adopted child” when a child starts imagining that his/her parents are someone special, rich people, kings or queen. Such dreams are normally a way of fulfilling what a child lacks from his/her parents in real life.

6-7. These two sections provide various possible reasons for dreaming. Changes in the brain during sleeping and a persons health largely affect his/her dreams. Bodily needs and sleeping conditions also play a part in determining the kind of dreams one has. Most of our dreams are influenced by the events of the day before. What we dream in the night often has some kind of link with what has happened in our lives during the day before. Various emotions such as happiness and disappointment which come out in our dreams are often already a part of the dreamer’s perceptions and thought processes. All that the dreams do is to bring these out.

8. Though dreams serve a useful purpose in almost everyone’s life, people no longer think that these are mysterious. Often dreams serve as a means of wish fulfillment. The meaning of dreams for each individual may be different, but almost everyone now believes that these do not have any magical implications or are caused by any force outside oneself. “Dreams are something people tell themselves”.

Reading Comprehension

By now you must have understood that the reading comprehension exercises are designed to test your understanding of a particular prose piece or poem. The answers to some of the questions are given below. You should answer the remaining questions on the basis of the sample answers provided here.
I. A. You are expected here to identify the paragraph in which a particular idea occurs.

**Answers**

i. This idea occurs in paragraph 4.
ii. Paragraph 2.
iii. Paragraph 1.
iv. Paragraph 3.

B. i. Paragraph 8.
ii. Paragraph 6.
iii. Paragraph 7.
iv. Paragraph 5.

II. Here you are asked to decide whether a particular statement is true or false.

**Answers**

1. True.
2. True.
3. False.
4. True.
5. False.

Now you know how to attempt reading comprehension exercises. Now do the remaining exercises yourself.

**Vocabulary**

Certain meanings are given here and you are asked to find words from the text to match these meanings.

**Answers**

Feeling afraid (para 1): frightened.
Someone who studies the workings of people’s minds (para 2): psychologist.
Not related to real things that happen (para 2): unrealistic.
A terrible and upsetting dream (para 4): nightmare.
People belonging to the family of kings and queens (para 5): royalty.
Difficult to explain or understand (para 8): mysterious.
UNIT 11

KIRAN BEDI’S ACCEPTANCE SPEECH

— Usha Anand

Introduction

You are all aware of Kiran Bedi. She was the first woman officer to join the Indian Police Service. That was in 1972.

Twenty-two years later, she was given the Ramon Magsaysay Award. When a distinguished person accepts an award, she is also required to make a brief acceptance speech. The speech also throws light on the eminent person’s area of public service. Kiran Bedi’s speech in your book does the same thing.

Pre-reading activity

Many Indians have received the Magsaysay award. One of them is Ela. R. Bhatt (born 1933) who organised the poorest working women into the Self-Employed Women’s Association, popularly known as SEWA. Her revolutionary method of helping a very large number of poor, directionless, hardworking women has been recognized all over the world. She won the Ramon Magsaysay award for community leadership in 1977.

Aruna Roy (born 1946) is another winner of the Ramon Magsaysay Award. A member of the Indian Administrative Service till 1974, she left the service to work among the common people of Rajasthan. She is based in Tilonia. She is a strong supporter of the movement for the Right to Information. She is the force behind the Right to Information Act passed recently. The public has a right to examine official records. This act gives them power to get information which officials otherwise hide. This helps to check abuse of power.

Aruna Roy received the Ramon Magsaysay award in 2000.

Activity 2

You know that there are many areas of activity in life. All are equally important in adding value to life. You might have heard of the Sahitya Academy Award for excellence in literary work. The Sangeet Natya Kala Award and the Sangeet Natak Academy Awards recognise excellence in the field of the performing arts. Dance and drama along with music are the soul of any culture.

With some idea of the area of activity chosen by Kiran Bedi, let us take a look at her acceptance speech delivered on 31st August 1994 in Manila, Philippines.

The Speech Itself

See how it begins in a formal way. It addresses the first citizen—the President, the wife of the person who started and provided funds for the award, the members of the Board of Trustees, and members of the audience.

This should give you some idea of how a formal speech begins.

The first paragraph itself shows that Kiran Bedi sees the Police in a positive light. They
can do something: protect human rights and the rule of law. News of the world today gives you a good idea of what happens when human rights are violated. There is sheer misery, physical and mental. And when there is lawlessness, the rule of law is destroyed; it is replaced by the law of the jungle. We become like animals. To help society, she felt that the Indian Police Service would give her legitimate power and authority. A senior police officer can do a lot, can get things done and has the power to correct what is wrong with the system.

She states that the Ramon Magsaysay Award has seen the job of policing in a different and varied light. How?

(i) We are used to thinking of the police as a corrective or law enforcing and punishing agency. When violent crime is committed, the police have to act. This somehow is given more importance than preventing crime. Registration of senior citizens and registration of domestic servants is a preventive measure. Catching a murderer or robber is an act of enforcing the law and bringing the culprit to book.

(ii) According to Bedi prevention is a very significant part of policing. Since policing is for people, people should be involved with the law and order situation in their areas. It is a partnership between the public and the officers of the police force. You must be aware of the Neighbourhood Watch Scheme and Traffic Wardens, members from the community who help the police with their duties.

(iii) The third point made by Kiran Bedi is that policing is not a one-man job. Individuals alone cannot establish or preserve law and order. The whole system has to co-operate. Leaders must not interfere too much. Competent officers must have the power to bring in new ideas and practices. Most importantly, people must learn the value of professional integrity. Both responsibility and rewards and recognition must be shared to keep up the morale of the police.

Then, she sums up her areas of interest and activity.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>trustees</td>
<td>members of a board having power to administer a property in trust</td>
</tr>
<tr>
<td>potential</td>
<td>having the capacity of development in the future.</td>
</tr>
<tr>
<td>protector</td>
<td>one who take care, keeps safe</td>
</tr>
<tr>
<td>violator</td>
<td>one who treats with force intended to hurt, damage or kill.</td>
</tr>
<tr>
<td>priority</td>
<td>greater importance</td>
</tr>
<tr>
<td>under activated:</td>
<td>not given due importance or value</td>
</tr>
<tr>
<td>breach of peace:</td>
<td>breaking or disturbing the state of peace in a community.</td>
</tr>
<tr>
<td>violent crime:</td>
<td>physical, forceful crime intended to physically hurt or kill</td>
</tr>
<tr>
<td>partners:</td>
<td>those sharing a responsibility</td>
</tr>
<tr>
<td>policing:</td>
<td>performing the task of the police</td>
</tr>
<tr>
<td>initiatives:</td>
<td>new ways of doing a job</td>
</tr>
</tbody>
</table>
delegation: authorizing another person
non-interference: not coming in the way of action
crucial: decisive
propelled: pushed forward
consolidate: make stronger
expand: to increase the scope of

Reading Comprehension

Q 1. For how many years had Kiran Bedi served in the Indian Police Service when she got the Award?
A. It was after serving the IPS for twenty-two years that Kiran Bedi got the Magsaysay Award.

Q 2. Which three powers did Kiran Bedi think she would get on joining the police?
A. The three powers Kiran Bedi thought she would get on joining the police were
   i. the power to do
   ii. the power to get things done and
   iii. the power to correct

Q 3. In Kiran Bedi’s views, the police can both protect and break the rule of law. Do you agree?
A. Yes, when the police become high-handed and unbalanced/unfair, they break the rule of law.

Q 4. Matching exercise

<table>
<thead>
<tr>
<th>Power</th>
<th>Work</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The power to prevent</td>
<td>stops people from breaking laws</td>
<td>prevents violent crime</td>
</tr>
<tr>
<td>The power of policing with</td>
<td>makes them partners in policing</td>
<td>It brings transparency to the system</td>
</tr>
<tr>
<td>people</td>
<td></td>
<td>It brings accountability to the system</td>
</tr>
<tr>
<td>The power of the team</td>
<td>forms team to share responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Q 5. How did Kiran Bedi plan to expand her activities after receiving the Award?
   Name any three areas
A. i. Prison Reform
   ii. Drug Abuse Prevention
iii. Empowerment of Women

Q 6. What is the name of the trust formed by Kiran Bedi?
A. Kiran Bedi’s trust is called India Vision

Q 7. Kiran Bedi’s team consists of
   i. Police
   ii. Prison
   iii. People

Q 8. Which sentence in the text shows us that the prisoners in India were very happy when Kiran Bedi was receiving the award?
A. The concluding sentence of the speech tells us about the happiness of prisoners who were having special celebrations within the prison premises.

Vocabulary
1. Forming nouns from verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>celebrate</td>
<td>celebration</td>
</tr>
<tr>
<td>prevent</td>
<td>prevention</td>
</tr>
<tr>
<td>achieve</td>
<td>achievement</td>
</tr>
<tr>
<td>promote</td>
<td>promotion</td>
</tr>
<tr>
<td>accept</td>
<td>acceptance</td>
</tr>
</tbody>
</table>

Sentences using names:
   i. I felt a great sense of achievement when I finished my work
   ii. Ajay has sent his letter of acceptance for the new job.
   iii. Neha has topped in the IAS examination. They are going to have a celebration in their house next week.
   iv. Crime prevention is one of aims of the Police.
   v. Sudhir felt very happy when he got a promotion in his job.

2. Transparency is a noun. The adjective for transparency is transparent. Consult a dictionary to find adjectives for the following nouns:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountability</td>
<td>accountable</td>
</tr>
<tr>
<td>priority</td>
<td>prior</td>
</tr>
<tr>
<td>disability</td>
<td>disabled</td>
</tr>
<tr>
<td>variety</td>
<td>varied</td>
</tr>
<tr>
<td>security</td>
<td>secure</td>
</tr>
</tbody>
</table>

3. Now match adjectives formed in Q 2 with their meaning in Column B.
**Adjective** | **Meaning**
---|---
i. disabled | unable to use a part of the body properly
ii. secure | safe
iii. varied | different
iv. accountable | answerable; expected to give an explanation for one’s actions
v. prior | earlier in time

4. We can form the opposite of interference by adding ‘non’ to it. Given below are some more words formed by adding non to them. Match the words given in Column A with their meanings in Column B.

**Words**
- non-violence
- non-co-operation
- non-payment
- non-aligned
- non-existent
- non-essential
- non-resident

**Meaning**
- form of protest without fighting
- unwillingness to extend support
- failure to pay
- not joining either of the two large groups
- not present
- not necessary
- not staying in a particular place.

**Writing Informal Letters**

Item 2 shows you a sample of an informal letter inviting a friend to a birthday party. There can be other types of celebration too. Someone who buys a new flat might throw a housewarming party. A person who tops a tough exam might throw a party too.

**Example:**

Dear Neeta,

You will be happy to know that we have recently purchased an apartment in Rohini, near my workplace. As we plan to move in very soon, we are having a small housewarming party this coming Sunday, i.e. 29th Nov. 06. Do come.

Yours

Usha

**The reply would be:**

Dear Usha,

Thanks for your invitation to the party on 29th Nov. 06. I do look forward to being there and sharing your happiness in the new home.

Yours

Neeta.
Introduction

Public speaking in basic terms is speech making. You know that speaking to a large number of people collectively is an art. The ability to hold the attention of a large audience requires a certain strength within the speaker. Self-confidence, logical development of ideas, direct language and an ability to relate to people is crucial. A successful speaker must learn to connect with his audience.

Pre-reading Activity

1. When we are in School, we hear principals and chief guests address us. At that stage, they talk about matters concerning our education and our future. This is because education is a preparation for life. On days of national importance like Republic Day, Independence Day, or even Gandhi Jayanti, national and social issues are raised. On all occasions, however, the serious speaker must speak clearly, have great clarity of thought and logical and connected development of ideas. He should be able to persuade the listener about what he is saying. Body language is also important.

2. I imagine that if I have to address the college assembly, I would feel nervous. To overcome that nervousness, I would organize the points I wish to make in my speech. If I have the time, I would even practice my speech in front of a mirror. Slight gestures also add value to a speech though too much gesturing can be unpleasant. I am sure that as with practice, I get a hold on my audience, I shall start enjoying public speaking, holding the stage, so to say.

About the Extract

The piece on public speaking in your book touches upon a very vital component of our lives—the ability to speak convincingly and coherently. The ability to communicate is always useful. A speech made on stage can make you a better-known and better-recognized person. Knowing what to say and how to say it makes you a successful bargainer and shopper. Good talking skills make you very popular. You can also serve your organization better.

The second paragraph tells you that even the greatest of public speakers in history were initially hesitant, nervous and fearsome. But they worked very hard to overcome their stage fright. They used their will power to face their audience inspite of mouths drying up and words refusing to come out. Through sheer determination they succeeded and became great orators. Their names are mentioned with great respect as orators. Disraeli, Churchill and Kennedy are some of the famous ones.

Glossary

participate take part in
debate a formal discussion in a public meeting or legislative assembly; on-going exchange of views.
professional engaged in a paid occupation rather than as an amateur
a raise an increase in salary
capacity the amount that something can contain or produce
fearsome frightening
convince cause to believe firmly in the truth of something
stage fright nervousness before or during a stage performance
orators good public speaker
attempted tried
misery physical and mental discomfort
jeers rude and mocking remarks
ridicule mockery

Reading Comprehension Exercises
Q1 On what occasion are students required to speak in public?
A1 Students may be asked to welcome a guest of honour or thank him for a speech made by him. Students may also be required to participate in debates or speak on a topic.

Q2 Mention one situation in your personal life when you were required to be a public speaker.
A2 I once went to judge a Poetry Recitation Contest for children. I was required to tell the audience about the art of Poetry Recitation.

Q3 How do you prepare yourself to talk to your employer?
A3 I can prepare myself for a talk with my employer by assembling my arguments and rehearsing what I say.

Q4 How does the ability to speak effectively help us in life?
A4 i) We get more friends and admirers
   ii) It improves our capacity to serve our organization.
   iii) It prepares us for leadership.

Q5 What are the two kinds of feelings that a speaker experiences when he begins to speak in public for the first time.
A5 The speaker experiences nervousness and stage fright.

Q6 Churchill and Kennedy were nervous when they made their first speech. How did they manage to overcome their nervousness?
A6 They overcame their nervousness through will power and forced themselves to face their audience, no matter what happened.

Q7 How was Disraeli’s first speech received by the public? How did he react to public criticism?
A7 Disraeli’s first speech was met with jeers and ridicule. In the face of public criticism, he determined to acquire the skills needed for getting the audience interested in what
he had to say. Later, he became a brilliant orator.

Q8 What is the most important factor for becoming a successful speaker?
A8 The will to succeed makes a good speaker.

Vocabulary
1. One who gives a speech in public is called a public speaker. Complete the following table with job descriptions of the following:

<table>
<thead>
<tr>
<th>Professions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor</td>
<td>someone who acts in a play, movie etc</td>
</tr>
<tr>
<td>orator</td>
<td>a proficient public speaker</td>
</tr>
<tr>
<td>lawyer</td>
<td>a person who studies or practises the law</td>
</tr>
<tr>
<td>professor</td>
<td>a university academic of the highest rank; a well-read scholar and teacher</td>
</tr>
<tr>
<td>TV anchor</td>
<td>a person who presents or co-ordinates a TV programme</td>
</tr>
<tr>
<td>Vice-chancellor</td>
<td>a deputy chancellor who discharges most of the administrative duties of a university</td>
</tr>
<tr>
<td>editor</td>
<td>person incharge of a newspaper/magazine</td>
</tr>
<tr>
<td>company director</td>
<td>person incharge of the activities of a company</td>
</tr>
</tbody>
</table>

2. A store is a shop where you can buy different type of goods. What can you buy at the following shops?
   i. at the florists flowers
   ii. at the baker’s bread
   iii. at the stationer’s books and stationery
   iv. at the greengrocer’s vegetables
   v. at the butcher’s meat
   vi. at the antique shop antiques

3. Sentences using the given verb phrases are given below:
   i. The President of the Students’ Union was called upon to welcome the Chief Guest at the Annual Function held on 10th April 2005.
   ii. The employees were asking for a raise in their salary.
   iii. These days students are busy preparing for their exams.
   iv. A lot of people are participating in the quiz competition held in the College.
   v. Who would like to speak on the subject of drug abuse?

Writing
1. On several occasions, good speaking skills prove useful.
2. In student life, you might need to welcome or thank a guest.
3. You might enter a debate competition.
4. In working life you interact with superiors and subordinates.
5. Communication skills help even in business and politics.
6. Day to day activities need communication skills.
7. A communicative person has many friends and admirers.
8. He is socially useful.
9. He has qualities of leadership.
10. He moves faster to the top.
11. Even the greatest of speakers were nervous in the beginning.
12. They used their will power to become great public speakers.

UNIT 13

THE BAG

— Usha Anand

Introduction
1. This item in your textbook is a narrative. It is a story with a connected series of details which lead up to an interesting ending. It is about a poor woman who loses her bag containing money and a few things. When she finds it, she finds more things in it than those she had lost. This is a story of the kindness of humanity. It is about spreading a little happiness among the needy.

Pre-Reading Activity

Once an atheist (one who doesn’t believe in God) suffered a headache. In terrible pain, he gasped, “Oh! God!” Surprised at an atheist calling out to him God appeared before him and asked, “How can I help you?” The atheist, shocked at God’s appearance before him following a mere call, managed to say, “Take away my headache, please”. God replied, “I shall take away the headache but replace it with a stomach-ache. Suffer an ache you must, wherever it might be”.

The story is about the nature of human life. Trouble and suffering, in some form or the other, has to be endured by all human beings. The atheist (non-believer) and God are only speakers who help to establish a dialogue to convey this fact.

2. These days, a newspaper report is described as a story. It is a highly descriptive, well-investigated piece of narrative about something that has actually happened. However in the strictly literary sense, a story is fiction while news is based on facts.

3. The questions coming to mind in today’s world are
   i. Could the bag be a terror device?
   ii. Does it contain a lot of cash?
   iii. Is it deliberately left there to test people’s response to an unclaimed object?
   iv. Does the bag seem to have been forgotten on a bench by its owner?
v. How can we trace its owner to return it to her?
vi. Could it be stolen property?

These are some of the questions that come to mind when you see an abandoned or unclaimed object.

The Story

It is the story of a bag lost and found. The old woman left it on the bench opposite the monument. Then she forgot to pick it up. It contained money, the keys to her home, a picture of her husband and some grocery. The policeman tried to comfort her when she came to lodge a report. He told her to wait while he checked with the Lost Property Department.

Soon he returned with her bag. It contained all the items she had listed along with some more grocery. The kind-hearted finder of the bag had decided to fill it up with butter, oranges, grapes and nougat chocolates.

The person had also put in a note to tell her that he wanted the poor old lady to be compensated for the shock of losing her bag.

Glossary

stumbled walked unsteadily
-guiding showing the way
-comforted provided relaxation
-nervously anxiously
-clutched held tightly
-rexene artificial leather
dobbing pressing a handkerchief against the eyes to dry away tears.
trembling shaking
tonelessly without conveying any emotion
-reassuring removing doubts and fears
-compensation something awarded to make up for a loss

Reading Comprehension

Q1 How many characters are there in the story?
A1 There are only two characters present in the story—the old woman and the policeman.

Q2 Can you guess the country in which the incident takes place?
A2 The country where this incident takes place is France.

Q3 Who is Pierre? Is he alive?
A3 Pierre is the old woman’s dead husband. No, he is dead. This is indicated by the woman keeping his picture and her referring to his soul.
Q4 Is it a case of theft or loss of an article?
A4 It is a case of loss of the bag.

Q5 What is the main reason for the old woman’s helplessness?
A5 The woman’s helplessness arose from the fact that the purse contained all that was left to see her through that month.

Q6 What is the surprise that the woman gets at the end?
A6 The surprise is the presence of butter, oranges, grapes and nougat chocolates. She only accepts them when she reads the note accompanying them.

Q7 Which actions of the policeman tell us that he is kind and considerate towards the old woman?
A7 The policeman helping to steady the distraught old woman guiding her into his room and comforting her indicates a kind and considerate person. When she seems hopeless, he tells her somebody might have found the bag and deposited it in the Lost Property Department. He then quickly goes to trace it in the Lost Property Department. His kind smile as he tells her about the note and additional items in the bag also point to a positive personality.

Q8 Words and phrases describing the woman, the policeman and the stranger.

<table>
<thead>
<tr>
<th>Old Woman</th>
<th>Policeman</th>
<th>Stranger</th>
</tr>
</thead>
<tbody>
<tr>
<td>honest, nervous, worried</td>
<td>reassuring, considerate</td>
<td>kind, generous</td>
</tr>
<tr>
<td>skeptical, poor, forgetful</td>
<td>sincere in doing his job</td>
<td></td>
</tr>
<tr>
<td>with no faith in mankind</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q9 Out of the given list the items which belonged to the woman are
i.) purse ii) bread iii) cheese iv) a picture of the old woman’s husband v) keys
A9 Those which do not belong to her are
i) butter ii) chocolates iii) oranges iv) grapes.

Q10 The following question will help you understand what the story is about. The story is about an old woman reporting a missing bag at a police station and its recovery. The loss of a bag is reported and the bag is found.

Is the story only about the loss and recovery of a bag or is it about something else that touches us? Is it about
a. human warmth
b. a sense of caring
c. the loneliness and despair of an old woman
d. the unexpected goodness that we come across
e. the reassurance about life and its goodness
f. or all of the above

A10 It is about all of the above.

Q11 The old woman in the story has no hope of finding her bag because she believes that “There aren’t any honest people in this world any more”. When she does find her bag, what does she find?

i. butter, oranges, grapes and nougat chocolates

ii. something even more precious, namely her faith in human goodness

iii. or both (i) and (ii)

A11 She finds both (i) and (ii)

Vocabulary

1(A) Given below in Column A are words and phrases from the story. In Column B are their basic meanings indicated below is the missing component of the two phrases.

Rushed back in Column A means went back in Column B but the sense of urgency is missing in Column B

Sank back in Column A means sat back in Column B but the sense of fatigue and heavy-heartedness is missing in Column B

Protested in Column A means said in Column B but the sense of difference of opinion and opposition is missing.

Whispered in Column A means said in Column B but the sense of quiet and secrecy is missing.

1(B) The exercise is already solved.

2(A) Pay attention to the fact that the story describes mental and emotional states of people. If therefore uses expressions that say something extra about actions and behavior of people.

2(B) Fill in the blanks:

i. Though it was hot out there, the man waited patiently for his turn.

ii. He whispered softly in her ears, “I Love You”.

iii. The policeman comforted the old woman who was sitting nervously in the chair.

iv. I could see a blank look on her face as she said tonelessly that it was all over.

Writing

Given below is the input for a reporter’s account of the incident of the story:

1. An unexpected incident took place at the police station today.

2. An old woman came to report the loss of her bag containing keys, grocery, a purse and her husband’s photograph.

3. The officer on duty gave her patient hearing
4. He immediately went to the Lost Property Department.
5. He returned with the woman’s bag.
6. The woman was happy as she recognized her bag.
7. But she was in for a shock.
8. The bag contained more things than she had left behind in her lost bag.
9. The additional grocery and food were put in there by the finder.
10. There was also a note to explain that these things were there to compensate for
the suffering the woman would have undergone on discovering her loss.

Let us convert it into a newspaper report. It would read something like this:

Today I saw a heart-warming act of human kindness at the Police Station. An old
woman in worn out clothes came to report the loss of her bag. The bag she said contained
all her money and supplies for the rest of the month. The police officer fortunately was a
considerate young man. Having comforted the woman, he immediately went to the Lost
Property Department. Soon he returned with the bag. The old woman immediately recog-
nized it as her own. But she was in for a shock. It contained more than the stuff she had
left in it. There was additional food and grocery along with a note from the unknown finder.
The kind stranger was indeed a fine specimen of humanity.
UNIT 14

GUIDELINES FOR A HEALTHY DIET

— Nalini Prabhakar

Our body requires different kinds of food to grow and remain healthy. Some foods give us energy to do our work. Cereals, rice, bread, sugar and potatoes are foods that give us energy. Protein rich foods like fish, eggs, pulses, milk, meat, beans help us to grow. Some other foods like fruits, vegetables, milk, eggs help us to keep healthy and free from diseases. These foods are rich in minerals, vitamins and nutrients. It is therefore very important to balance different kinds of foods in our diet, so that our body gets the required amounts of protein, carbohydrates, vitamins, minerals and other nutrients.

The following guidelines will help you in deciding on a healthy, balanced diet.

1. Enjoy your food

   It is important that we enjoy the food we eat. Eating with family and friends and trying out new recipes enhances the pleasure of eating. One should give thought to what one eats without becoming obsessive about what one should eat or should not eat.

2. Eat a variety of different foods :

   Mother’s milk takes care of all the baby’s needs, but that is just for a few months. There is no single food that completely fulfills all our nutritional requirements. Hence it is necessary to incorporate a wide variety of foods in our diet to take care of our nutritional requirements.

3. Eat the right amount

   People who eat more calories than they will use, end up becoming fat. On the other hand eating less (dieting) to lose weight, hampers the well being of the body. It is therefore ideal to eat the right amount of food and burn up the excess calories by doing physical exercise.

4. Eat foods rich in starch fibre

   Starchy foods especially whole grain cereals are rich sources of fibre. A major portion of any meal should consist of starchy foods and vegetables.

5. Eat plenty of fruits and vegetables

   Fruits and vegetables contain minerals and vitamins, which keep our body healthy and free from diseases. They are known to protect the body from some forms of cancer and heart attacks.

6. Cut down on fatty foods

   A certain amount of fat is essential for our body. However an excess of fat in diet leads to many problems. Hence it is best to reduce the amount of fat used in cooking food.

7. Cut down on sugary foods and drinks
Sugar in all its forms provides energy (Calories) but very little of the other nutrients. Other foods that we eat, e.g. starchy foods also provide us with enough calories. Therefore it is best to cut down on our intake of sugar to maintain good health.

Key to the Exercises

Glossary

nutrients: things that provide nourishment

versatile: that can be used for different purposes

coronary: relating to the heart

palatable: tasty

manufacture: to make

Reading Comprehension (to be done orally)

1. Say whether the following statements are true or false:
   i. Worrying about food will increase our tension in life. (T)
   ii. Milk provides complete nutrition for people of all ages (F)
   iii. If we are conscious about the calories we eat, we will become fat. (F)
   iv. Starchy foods can be eaten in a variety of ways. (T)
   v. Fresh fruits can prevent cancer. (T)
   vi. We should avoid taking fats completely in our diet. (F)
   vii. Sugar has absolutely no nutrition value. (F)

Vocabulary

1. Given below in column A are some words / expressions associated with food. Match them with their description in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. banquet</td>
<td>to buy food from a restaurant in a container and take home (ix)</td>
</tr>
<tr>
<td>ii. fast food</td>
<td>to eat in a restaurant (viii)</td>
</tr>
<tr>
<td>iii. ingredients</td>
<td>directions for preparing a dish (v)</td>
</tr>
<tr>
<td>iv. menu</td>
<td>a sweet dish served towards the end of a meal (vii)</td>
</tr>
<tr>
<td>v. recipe</td>
<td>a meal for many people, usually served on a special and formal occasion. (i)</td>
</tr>
<tr>
<td>vi. buffet</td>
<td>things required for making a dish, such as a cake, pudding etc. (iii)</td>
</tr>
<tr>
<td>vii. dessert</td>
<td>a meal in which guests serve themselves from the table (vi)</td>
</tr>
<tr>
<td>viii. eat out</td>
<td>a list of dishes served in a restaurant (iv)</td>
</tr>
<tr>
<td>ix. take away</td>
<td>food such as burgers, prepared quickly and available on</td>
</tr>
</tbody>
</table>
2. A ‘plate’ contains food. Match each container in Column A with its contents in Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. bag</td>
<td>hot tea, cold drinks (v)</td>
</tr>
<tr>
<td>ii. tank</td>
<td>chocolates (vii)</td>
</tr>
<tr>
<td>iii. vase</td>
<td>water, milk (iv)</td>
</tr>
<tr>
<td>iv. jug</td>
<td>shopping (i)</td>
</tr>
<tr>
<td>v. (thermos) flask</td>
<td>petrol, water (ii)</td>
</tr>
<tr>
<td>vi. kettle</td>
<td>flowers (iii)</td>
</tr>
<tr>
<td>vii. box</td>
<td>boiling water (vi)</td>
</tr>
</tbody>
</table>

3. The following exercise will make you aware of collocations in English, i.e. words that generally go together. Form appropriate phrases, matching the verbs given in Column A with the words given in Column B.

<table>
<thead>
<tr>
<th>Column A: Verbs</th>
<th>Column B: Nouns and Noun Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. enjoy/eat</td>
<td>intake of sugar (iv)</td>
</tr>
<tr>
<td>ii. gain/lose</td>
<td>food (i)</td>
</tr>
<tr>
<td>iii. protect from</td>
<td>weight (ii)</td>
</tr>
<tr>
<td>iv. cut down on</td>
<td>diseases (iii)</td>
</tr>
<tr>
<td>v. maintain</td>
<td>good health (v)</td>
</tr>
</tbody>
</table>

UNIT 15

WHAT I WANTED TO BE

— Nalini Prabhakar

Nandita Das is a name we are familiar with. She shot into limelight as an actor in the film Fire directed by Deepa Mehta. In this lesson Nandita recalls the various career options she explored before she was offered the role in Fire.Interestingly, she says here, that she didn’t set out to be an actor. According to her, the role in the film was just one of those chance things, which came her way. She writes that, in their very first meeting, she and the Director Deepa Mehta established such a good rapport that Deepa Mehta cast her for the part without a screen test and audition.

Acting was not a new field of experience for Nandita Das. After school she had joined the street theatre led by Safdar Hashmi. The focus of the street theatre was to use the platform of theatre to raise various social issues with an end to enhance awareness and to make people think about them. Acting therefore was only of secondary importance in street theatre. Nandita Das confesses that she was attracted to the street theatre, because it
appealed to the idealistic aspect of her nature.

Nandita Das opted to pursue an Honours course in Geography for her Bachelor’s degree. She writes that her interest in the subject was awakened by a very good teacher, she had at school. Her interest however did not last. Three years of Geography at Delhi University’s Miranda House killed her interest in the subject.

Being at a loose end and not knowing what to do, Nandita says that she took a year off after her B.A. to do some travelling. During this period, she spent four months at Rishi Valley School, which she rates as the best months of her life. Here she taught everything except maths and she readily admits to also having learnt a lot. Some of the things she learnt here include pottery, block printing and batik. She also helped the children in performing arts like folk dances and theatre. It was also during this period that she attended a workshop in Orissa and travelled with her father, Jatin Das to England. It was around this time she realized, that she wanted to work with people. Hence she did her M.A. in social work. Nandita Das writes that although one does not need a degree to do social work, but during the course one does acquire a wider perspective on the various areas of work in this field. She admits that whether it was women, children, physically or mentally challenged people or Aids patients, her commitment to all these areas was so strong, that she could not decide on any one particular area for specialization.

Nandita Das did her field work with Ankur, a women’s organisation in Delhi and later worked there as an Area co-ordinator. This was also her first job. It was here that she met Lakshmi Krishnamurti who was running an organization for children called Allaripu. Nandita joined this organization. One of the important things that this organization does is organize workshops for primary school children to make education and learning process holistic. It was at this point of time in her life that she was offered the role in Fire and the rest as they say is history.

Glossary

performing art: arts such as dance, music or drama, which are performed to entertain people.

theatre activist: Someone who does theatre or stages plays to convey a social or political message.

highlight: to make something more noticeable

idealistic: believing in principles or perfect standards that cannot really be achieved.

pottery: the activity of making pots, dishes, etc. out of clay

block-printing: printing with wood or metal blocks on which designs or a text have been cut

batik: a way of painting coloured patterns on cloth

an academic: someone who does research or teaches at a college or university.

perspective: a way of thinking about something.
mentally challenged: having difficulty in doing things because of some problem in the brain.

stigma: a mark of disgrace

hierarchy: a system of organizing people according to their status/importance in a society or organisation.

holistic: based on the principle that a person or thing is more than just their many small parts added together.

mainstream: accepted by most people

audition: a short performance by an actor, singer, or other artists to test how good he/she is to act in a play, sing in a concert, and so on

screen test: an audition that is shot and used to see whether an actor is right for the part in a film

art film: These are the less-commercial films generally screened at festivals but not on general release—unlike ‘mainstream’ or commercial cinema.

Reading Comprehension
(para i)

1. Did Nandita Das want to become an actress? (No)
2. Complete the following columns:

<table>
<thead>
<tr>
<th>Nandita Das’s interests at school</th>
<th>Her activities after school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre</td>
<td>Joined street</td>
</tr>
<tr>
<td>Dance</td>
<td>theatre group led by activist Safdar Hashmi</td>
</tr>
</tbody>
</table>

Vocabulary

i. Note that the following words take a particular preposition after them:
   a perspective on, sense of, specialize in, work on

ii. Make as many phrases as possible choosing one word from Column A, a preposition from Column B and an expression from Column C.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. apart</td>
<td>at</td>
<td>Maths</td>
</tr>
<tr>
<td>2. terrible</td>
<td>in</td>
<td>social work</td>
</tr>
<tr>
<td>3. involved</td>
<td>from</td>
<td>theatre</td>
</tr>
<tr>
<td>4. disinterested</td>
<td></td>
<td>working there</td>
</tr>
</tbody>
</table>
Introduction

This lesson is a conversation between two friends, the narrator and Vanita and both of them are women. The subject of their conversation is the position of women in our society. The title of the lesson Chains of Slavery suggests that the position of women in our society is that of a slave and the chains that bind her to this slavery are very strong. Ours is a patriarchal society and as in all patriarchal societies, the male occupies a privileged position and the female an inferior position. This essentially means that in all areas of social life, including family, the power equations are heavily loaded in favour of men. Let me simplify this for you by way of an example. In most homes the boy child gets preferential treatment right from birth. Whether it is food, clothes or education, the boy child gets the best the family can afford. The girl child is almost always a burden. You must have also noticed that all house work is actively discouraged for boys, whereas the girl children are expected to do it as part of their duty. Rampant female foeticide and infanticide are an illustration of this mindset of the society.

Explanatory Notes

The narrator in this lesson is unburdening herself to her friend Vanita. They are sitting on the terrace of Vanita’s house around 10 O clock at night and are having a conversation. This is probably the first time that the narrator has stepped out of her house all by herself to attend the haldi—Kum Kum ceremony. She seems to be from a very conservative as well as an uneducated family. We can draw this conclusion from some parts of her conversation. For instance she says that

1. She has never seen a sunset before and this is probably because she is not allowed outdoors.
2. She “entered” wed-lock with her “eyes shut”. Later on she says, that the position of women must be different from her’s in “educated, cultured households” implying that her own household is not “educated, cultured”.

The narrator is very distressed about her life, because she thinks that it has been a waste. She describes herself as “cowardly and useless”. She bemoans the fact that a girl is always dependent and never experiences freedom. According to her the worth of a daughter in our society is less than that of a cow. Where as a cow gets food as a matter of right, and is worshipped twice a year as the holiest of holy, and whose death can cause riots, the daughter on the other hand is uncared for, and is considered a burden. A woman in our society right from birth is socially conditioned to think of herself as a burden and this conditioning curbs her laughter, play and enjoyment as a child and also as an adult. The narrator does not blame any one individual for the injustice meted out to women. She holds the society responsible for this injustice. It is the customs, traditions and value systems, evolved by the society over thousands of years that are to be blamed for the woeful position of women in our society. The narrator uses an oft quoted saying to drive home her point—

“Sakhu will leave for her husband’s home. Baku will go to her spouse’s home. It is only my Jubrya (Son) who will be of use to me”. A mother does not care for her daughter because
she will eventually go away. A mother-in-Law does’nt care for her daughter-in-Law because she is someone else’s daughter. And men because they are men who have been conditioned into thinking that they are masters, invariably try to control women and keep them submissive. The woman in our society, like a creeper which is pruned everyday, does not have a chance to grow.

The narrator seems to be envious of Vanita, in a good natured way. She thinks that her friend Vanita is courageous, full of initiative and brimming with thoughts. Vanita admits that her life is much different from the kind of life that her friend, the narrator has been talking about. According to Vanita, her own, parents treated both son and daughter, alike. Her In-Laws and her husband were equally loving with similar progressive ideas Vanita therefore is assertive with an independent mind and has not experienced what most women in our society go through.

Vanita admits that very few women in our society are as privileged as she is. She also admits that it is difficult to wage a war against those forces in our society which keep women in slavery. But the war none-the-less is to be fought no matter how powerful these forces. To turn one’s back on the enemy, because the enemy is strong is a sign of cowardice. The women need to unite and be brave to break their chains of slavery.

**Glossary**

Unburden myself: to talk about something, which I had been worrying about secretly.

Persuasion: repeatedly asking someone to do something.

Initiative: the ability to make decisions without asking anyone else

Invoke: to ask someone powerful, such as a god, for help

riots: situations in which large crowds of people behave violently

saddled with: burdened with

strife: conflict, fighting

perpetrated: done

subdue: to bring under control

maltreatment: cruel and unjust behaviour

prune: to cut off some of the branches of tree or bush

retreat: to move away from the enemy forces so that one avoids fighting them

**Reading Comprehension**

1. What is the relationship between ‘I’ and Vanita? Are they
   i. Friends
   ii. Sisters
   iii. Colleagues

2. As you read the extract, you will notice that the speaker and Vanita have had different experiences as girls, still they have the same view regarding the role of the society in treating girls unjustly. Column A gives the speaker’s experiences; complete Column B with relevant information from the text:
A

The speaker’s experiences at home
1. no independence, no control over her own life
2. not needed by anyone
3. thought to be a burden
4. parents worried only about her marriage
5. distinction between son and daughter, treating the two differently

B

Vanita’s experiences at home
1. Loved by every one.
2. Allowed to be independent and to assert herself.
3. No distinction made between the daughter and son.

3. Given below are some expressions describing different qualities. Decide which ones apply to the speaker and which to Vanita. Put a tick mark against each expression in the relevant column.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>The speaker</th>
<th>Vanita</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cowardly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. courageous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. having initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. useless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. subdued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. without a will of one’s own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>like a doll ashamed of herself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. determined to fight the society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Do you think that the speaker is upset about injustices done to
   i. herself
   ii. girls in general
   iii. both of the above

UNIT 17

THE CONJURER’S REVENGE

— Nalini Prabhakar

1. A conjurer is someone who entertains people by doing tricks. He makes things appear and disappear as if by magic. The reputation of a conjurer therefore depends entirely on making impossible things happen, things which are strange, wonderful and unexpected. A good conjurer’s tricks therefore should make the audience feel stupefied awestruck and excited. But where the audience begins to question the tricks or begins to offer mundane explanations for the tricks performed, the very reputation of the conjurer is at stake.

In this lesson The Conjurer’s Revenge, the conjurer is faced with loss of his reputation,
all because of one member in the audience, The Quick Man. The lesson is about how the conjurer takes his revenge against this man.

2. The lesson is in two sections. The first section deals with the tricks performed by the conjurer, and his rising anger at the absurd explanations offered by the Quick Man for all these tricks. Let us now list the tricks performed, and the explanations offered by the Quick Man, and see if the anger of the conjurer is justified.

**Tricks performed by the conjurer**

1. Produces a bowl of goldfish from an empty cloth.
2. Joins several separate rings into one.
3. Produces 17 eggs from the hat of a man in the audience.
4. The conjurer also produces various other articles like a pack of cards, a loaf of bread, a doll’s cradle, a rocking chair, as if from thin air.

**Quick Man’s explanation**

The Quick Man has only one explanation for all the wonderful tricks performed by the conjurer. According to him, the conjurer has concealed all these things up his sleeve, and is producing them by a sleight of hand.

The absurdity of the quick Man’s claim becomes evident if one examines the number and the kind of things the conjurer is supposed to conceal up his sleeve. It is possible to hide rings, pack of cards and coins up one’s sleeve. But to propose that the conjurer has a live hen up his sleeve which lays seventeen eggs at a time is stretching imagination too far. According to the Quick Man, the conjurer has not only a live hen, but also a rocking chair, a gold fish bowl and a guinea-pig up his sleeve. The Quick Man is doubtful about the Conjurer’s magic powers. But one single man in the audience cannot really ruin the conjurer’s reputation. The audience reacts with wonder and stupefaction at the conjurer’s tricks. But their wonder and stupefaction changes to skepticism, the moment Quick Man loudly whispers his explanation. The audience in this case is easily led by the Quick-Man and instead of asking him to shut-up begins to agree with him. So the Quick Man by his constant whisperings manages to spoil the show.

The second section deals with the conjurer’s revenge. The conjurer does this by his last trick of the show which he says is a Japanese trick invented by the natives of Tipperary. He asks the Quick Man to give him his watch, handkerchief, silk hat, celluloid collar. With his permission he then pounds the watch in a mortar with a sledgehammer, punches holes into the hanky, crushes the hat by dancing on it and finally burns the collar. The Quick Man, true to his nature, suggests that the conjurer has slipped the watch up his sleeve. But after a while the Quick Man is puzzled and confesses that he cannot crack or unravel this trick. The Quick Man could see his handkerchief, his hat and collar being destroyed in front of his eyes and therefore could not offer his ready explanation of all concealment up the sleeve.”

What the conjurer does is not a trick. He deliberately destroys the Quick Man’s things just as the Quick Man had tried to destroy the conjurer’s reputation. The conjurer has his revenge by playing a practical trick on the Quick Man. As all his wonderful tricks had found
no appreciation from the audience, he concludes the show by doing something which is practical, mundane and involves no skill, just to teach the unappreciative audience and especially the Quick Man a lesson.

Glossary

conjurer: Someone who entertains people by performing clever tricks in which things appear, disappear, or change as if by magic

Presto: used in speech to show someone, something unbelievable

have it up his sleeve: to have a secret plan in one’s head; here, also used in its literal sense

stupefaction: a feeling of great surprise

brow: forehead

extracted: took out

transpired: happened

live: given in front of an audience, not recorded; a performance in which the entertainer performs for people who are watching, rather than for a film, record, etc.

natives: people who belong to a place originally

mortar: a mixture of sand, water and cement

pound: to hit something with great force, crush something into powder or small pieces

savagely: in a violent and cruel manner

punch: a quick, strong hit made with the fist

celluloid collar: a kind of collar

suspenders: straps that go over a person’s shoulders and are fastened to the front of the trousers

dispersed: went away in different directions

A SENSE OF HUMOUR

— P. K. Satpathy

Humour, according to the dictionary, is a quality in something that makes you laugh, for example in a situation, in someone’s words or actions or in a book or film. All of us like to laugh. Narrating and exchanging Jokes, therefore forms an important part of our social interaction. Comedy shows, and comic actors on television or in live performance for the same reason are very popular. Most of us also laugh at other people’s mistakes. As Will Rogers rightly puts it “Everything is funny as long as it is happening to somebody else.” But we do not see the humour in the same thing, or situation, if it happens to us. In other words we are incapable of laughing at ourselves.
In this lesson the writer is making an attempt to explain why it is important for us to laugh at ourselves. By the use of apt quotations and real life situations he is trying to drive home this point. The writer quotes his friend and psychologist Walter “Buzz” O’Connell and says that “life is too important to take seriously.” This line in a sense sets the tone of this essay. Life is important and also precious, and one cannot waste it by being serious all the time. Being human, each one of us is liable to make mistakes. If we cannot see the humour in the mistakes we make and are unable to laugh at ourselves, there is always the danger of feeling embarrassed or discouraged. Embarrassment and discouragement are negative feelings which rob us of our sense of well being. In order to overcome these feelings we might end up making more mistakes. It is essential for our happiness and well being to accept that we are human and liable to make mistakes. This acceptance enables us to accept ourselves as we are. This acceptance is possible only if we have a sense of humour vis-a-vis ourselves. The writer by quoting Ether Barrymore “you grow up the day you have the first real laugh - at yourself” suggests that the ability to laugh at one’s own self is a sign of maturity.

When we recall certain events, incidents, in retrospect, we laugh at them. However at the time when the incidents had occurred, we do not see any humour in them. With the help of two examples the writer shows us how a sense of humour can change one’s frame of mind. A child eager to help with laundry washes crayons with the clothes. A sense of humour in this instance can prevent anger. Whereas anger can lead to a disturbed state of mind, humour on the other hand, helps one to deal with the situation positively.

When an item of crockery drops on the floor and breaks, one can either react to it as if a disaster has occurred or as something which is a routine matter. The attitude one adopts decides the frame of mind, as in the earlier instance of the laundry.

What is important to note here is that almost everything can be understood differently. Ultimately, everything boils down to the perspective that one adopts in dealing with situations. By adopting a humourous perspective, one becomes tolerant and also enjoys a balanced, happy state of mind.

A sense of humour makes one optimistic and prevents feelings of depression and loneliness from taking over. In short, it alters one’s life altogether when problems occur in life and things do not work out according to plan, humour enables one to look for alternatives instead of tamely accepting defeat.

The writer concludes this essay by citing the example of David Jacobsen who was held as a hostage in Lebanon with a Gun at the back of his head and death staring in his face. David Jacobsen did not lose his sense of humour. This probably also saved his life. Whatever the situation, terrifying, mundane, embarrassing, a sense of humour enables us to see the funny side and accept our imperfections, and mistakes thereby making us live more honest and tension free lives.

**sitcom**: situation comedy, an amusing TV drama series  
**embarrassed**: feeling shy  
**discouraged**: not keen to do something
humanness: being kind and considerate towards other people
adverse: difficult, unfavourable
terrifying: frightening
mundane: dull and boring
imperfections: weaknesses
perspective: a way of looking at things in general
perceptual switch: a change in perspective
depression: feeling sad
catastrophe: an event that causes great suffering
sanity: ability to think normally
breezily: in a lively and cheerful way

Reading Comprehension

Question 1 will help you with the general understanding of the text.

1. We give below some key ideas from the text. Identify the paragraphs in which these ideas occur.
   i. Humour helps us to shift from a sad state of mind to that of happiness. (Para V)
   ii. Humour can help us to overcome fear. (Para VII)
   iii. We should develop the ability to laugh at ourselves. (Para III)
   iv. It is easier to laugh at things that happened in the past. (Para IV)
   v. Humour teaches us to accept things as they are. (Para VI)

Questions 2 and 3 will help you understand the text in more detail.

2. Say whether the following statements are true or false. Discuss with your partner and answer the questions orally.
   i. When we feel discouraged, we do not make mistakes. (F)
   ii. We laugh when we remember the mistakes we made in the past. (T)
   iii. A sense of humour can turn a sad mood into a happy one. (T)
   iv. A sense of humour prevents us from accepting the circumstances of our life. (F)
   v. What are the feelings associated with a sad state of mind:
      (a) discouragement
      (b) depression
      (c) Loneliness
      (para 5)

Vocabulary

1. Given below are some words associated with the feelings of happiness and sadness. Put them in the relevant columns. tears, enjoyment, grief, delight, congratulations, heart-
broken, sob, laughter, celebration, worry, humour, jokes

Words associated with happiness
Enjoyment
Delight
Congratulations
Laughter
Celebration
Humour
Jokes

Words associated with sadness
Tears
Grief
Heart broken
Sob
Worry

2. Look at the following phrases that occur in the text. Note the prepositions used in them.
capable of, laugh at, lead to, in the face of, instead of
Complete the sentences given below with an appropriate phrase from those given above:

i. Let’s eat out today instead of cooking at home.
ii. We should not lose hope in face of difficulties.
iii. This doctor is not capable of performing such a complicated operation.
iv. Misunderstandings can sometimes lead to serious quarrels.
v. We should develop the ability to laugh at ourselves.

UNIT 19

BALRAJ, MY BROTHER

— P. K. Satpathy

In this Lesson Bhisham Sahni is paying a tribute to the memory of his brother, Balraj Sahni. Balraj Sahni, was not only an actor of great repute but he was also a writer. Balraj Sahni’s role in Bimal Roy’s classic “Do Bigha Zameen” is a fine example of the kind of sensitivity and emotional intensity that this actor brought to bear on the roles that he portrayed. This sensitivity was limited not just to his acting skills, but was an extension of the kind of person he was in real life. Bhisham Sahni’s focus in this tribute is not Balraj the actor, but Balraj the man.

Bhisham Sahni writes that Balraj had an intense love for life and he passed this passion on, to all those around him. It was his love for life, which made him give his best, to whatever it was that he did, be it acting in films, theatre or punjabi language. This involvement therefore was total and never mechanical. It was this attitude towards life which made him overcome the darkest moments of his life, his failures and disappointments.

Bhisham Sahni in the second paragraph recalls the days when Balraj would come to Delhi. The two brothers would set out on an old motorcycle, visiting relatives and friends. They also undertook long journeys to Sanawar where their respective children were studying.
Once out and on the bike, Balraj would burst out into song or recite verses. This carefree, joyous temperament was very characteristic of Balraj. He was not the one to shy away from spontaneity because of what people would say or think. At a friend Gul Kapoor’s son’s wedding, Balraj following Punjabi tradition danced on the street, totally unmindful of the fact that a crowd had gathered around him.

Balraj Sahni was a generous and warm hearted person. Despite the fame that he achieved, he remained humble. He kept in touch with his old school and college friends as also his relatives till his death.

The last paragraph is a testimony to Balraj Sahni’s generosity. This incident was related by Mr. Rajinder Bhatia, who was Balraj’s friend and associate. A young man who was the son of a friend of Balraj, had stolen Balraj’s typewriter and had left it in a shop to be sold. Mr. Bhatia, who had chanced upon the typewriter, informed Balraj about it. On hearing this Balraj did not get angry instead he gave money to Mr. Bhatia to buy the typewriter, saying that the young man who had stolen it must be in need of money and the money therefore would bail him out of the difficulty, which had prompted him to steal in the first place.

This then, was Balraj the man—full of life, generous, carefree and warm-hearted.

**Glossary**

*went all out for it*: put all his efforts into doing it

*the theatre*: writing or acting in plays

*passionately*: with great enthusiasm and interest

*mechanically*: like a machine, without any involvement

*optimism*: a tendency to believe that good things will always happen

*failings*: weaknesses, faults

*yarn*: a story of adventures and travel

*filial attachments*: feelings of affection and care that a son or daughter has for their parents

*revealing*: showing others something that is not generally known

2. The passage mentions many qualities of Balraj Sahni and also many incidents and actions which illustrate these qualities. Read the passage again and complete the following columns:

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Actions illustrating the qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. zest for life, passionate involvement in whatever he did</td>
<td>1. Theatre, Films, Punjabi Language</td>
</tr>
<tr>
<td>2. frankness, lack of consciousness about what others would say</td>
<td>2. Singing while on bike. Dancing on the streets in the barat of friend’s Son’s Wedding</td>
</tr>
<tr>
<td>3. warmth of feelings, generosity</td>
<td>3. contact with friends &amp; relatives Giving money to buy back his own typewriter (stolen)</td>
</tr>
</tbody>
</table>
Vocabulary
1. Match the following phrasal verbs given in column A with their meanings in Column B:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. take up (something)</td>
<td>to do something suddenly (4)</td>
</tr>
<tr>
<td>2. set out</td>
<td>to help someone by doing something or by giving money (5)</td>
</tr>
<tr>
<td>3. give up</td>
<td>to do something because one is interested in it (1)</td>
</tr>
<tr>
<td>4. burst out (crying)</td>
<td>to start a journey (2)</td>
</tr>
<tr>
<td>5. help (someone) out</td>
<td>to stop trying to do something (3)</td>
</tr>
</tbody>
</table>

Now fill in the blanks in the following sentences with a suitable phrasal verb given above, making changes in the form of the verb if necessary:

(i) She tried to write a poem on the rainbow but somehow no ideas came to her mind, so she **gave up** the attempt.

(ii) As soon as the teacher was out of the class, the children **burst out** singing and dancing.

(iii) Amita **helped him out** when he was short of money.

(iv) Wear ‘Swift’ shoes when **setting out** on a long walk.

(v) After retirement, Shashi **took up** farming as a hobby.

2. The passage uses many words and phrases of similar meaning in describing Balraj Sahni. Make pairs of synonymous expressions from these given below:

(1) Zest for life
(2) candour
(3) passionately
(4) unmindful of
(5) without caring for
(6) love of life
(7) frankness
(8) intensely

UNIT 20

MY FATHER’S TREES IN DEHRA

— P. K. Satpathy

This lesson is in two sections. The two sections deal with a different period in the life of the writer, Ruskin Bond.

In section I, the writer is a young boy, who is assisting his father in planting trees. Ruskin Bond writes that his father was a man with a mission and this mission was planting trees. His father was not content with merely planting fruit trees, around the house and in the garden. On rainy days, he would with his son walk beyond the river bed, and into the jungle, to plant flowering shrubs between sal and shisham trees. His son the writer being a young
boy questioned the logic behind planting these shrubs saying that they would not be seen by anyone, as no one ventured into these parts. The writer’s fathers explained to him that constant felling of trees, would result in the world turning into a vast desert, and hence the need to prevent this by afforestation. This reply, left such a deep impression on the writer’s mind, that as a child, the worst nightmare for him was a world without trees. He therefore assisted his father whole-heartedly in tree plantation. Perhaps to make the whole venture more appealing to the boy, the father added that the trees would one day move again and walk about just like they once did, thousands of years ago. Towards this end the trees make a constant effort by stretching their arms (branches).

In the foot-hills most river-beds are dry in summer but are flooded during monsoon. In one such river bed in Dehra just when the rains had begun, and the river bed was only a stream which could be crossed by foot, the writer and his father planted tamarind, Laburnum and Coral-tree saplings on a rocky island in the middle of the river bed. A few months after this plantation the writer’s father died in Calcutta. With the death of his father, the tree planting ventures come to an end. The writer was sent to a boarding school, and later after school went to England. His grandparents sold the house and left Dehra. They too died after some years. So when the writer returned to India, he was the only member of the family in the country.

The second section deals with the return of the writer to Dehra as an adult. The writer is on the road, towards the river-bed, but this time he is all alone and he is no longer a young boy. Looking at the dry river-bed and depleted sal trees, he is full of misgivings about the condition of the trees he had planted many years ago with his father, on the rocky island. Leave alone the trees, he fears that the entire Island probably has been washed away by the flash floods. Looking across the river bed, he is pleasantly surprised by the red plumes of Coral blossom. The little Island is right there, where he had left it, but now it is no longer rocky, but is a green oasis. The trees are home to a number of parrots and koels.

Although the writer had mentioned at the end of section I that he had no other member of his family in India, it seems that this isn’t true. At Dehra, in the island, on the river bed, he discovers that he has a whole big family. The trees there “knew him” and beckoned to him with warmth and love. The trees and even the koel singing “who-are-you” seem to consider him as one of them. This probably is because he had planted them and given them a new life and this becomes the basis for bonding into a family. That the writer can communicate with the trees and feel them calling him shows that there is a communion that is formed between him and the trees there.

The trees planted by the writer and his father had not only taken root but had multiplied. Wild grasses and plants had come up under the protection of the trees. Mother Nature had worked its magic and multiplied the few trees that the writer and his father had planted. Looking at the wide expanse of trees, it occurs to the writer that the trees had indeed moved and would keep moving. His father’s dream of “moving” trees had become real on the Island in Dehra.

Glossary
river-bed : the ground over which a river flows
amble : to walk in a slow relaxed manner
prospect : possibility
nightmare : a frightening dream, a terrible thing to happen
rooted : fixed in the earth by its roots
foothills : lower hills around the base of a mountain
trim (gardens) : tidy and attractive (gardens)
skinny : extremely thin
flash-flood : a sudden flood
spectacular : grand and impressive
oasis : a small area in a desert where water and plants are found, a pleasant place.
challenge : here, to ask someone to stop and say who they are
beckon : to signal to someone to come, to call

Reading Comprehension
1. The writer’s father planted various kinds of trees in different spots. Read the passage and fill in the missing information in the columns given below :

<table>
<thead>
<tr>
<th>Kinds of trees</th>
<th>Places where he planted trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fruits trees</td>
<td>1. Garden, Around the house</td>
</tr>
<tr>
<td>2. Flowering Shrubs</td>
<td>2. in the jungle between the sal and shisham tree</td>
</tr>
<tr>
<td>3. tamarind, laburnum and coral-tree saplings</td>
<td>3. On the rocky Island in the middle of a riverbed.</td>
</tr>
</tbody>
</table>

Vocabulary
1. Notice the following phrases that occur in the passage :
   walk about, stretch away, go away, wash away, spring up
All the above verbs are called phrasal verbs and are made up of a verb and an adverb. Replace the underlined phrases in the following sentences with an appropriate phrasal verb from those given above, making necessary changes in the form of the verb:
i. The writer feared that a sudden flood might have destroyed the trees they had planted. (washed away)
ii. When he looked across the river-bed, he saw a carpet of red leaves lying spread before him. (stretched away)
iii. When he looked round, he saw many bushes had suddenly appeared. (sprung up)
iv. They loved to walk here and there in the jungle collecting berries. (walk about)
v. He left home to study abroad (went away)

2. As the passage deals with trees, you will notice that the passage has a number of words related to plants and growing of plants. You should develop awareness of such clusters of words which are related to a particular object/idea/theme.

Arrange the words given below in two columns, Trees and Desert, according to their meaning associations:

- garden, cuttings, saplings, jungle, shrubs, forest, trees, treeless, dry, shelter, fields, a carpet of yellow blossom, grass, graze, green, wild, sprung up, multiplied, skinny, thinned out, rocky.

**Trees**  
- Garden, Cuttings, saplings, jungle,  
- shrubs, forest, trees, shelter, fields,  
- yellow blossom, grass, graze, green,  
- sprung up, multiplied

**Desert**  
- Treeless, dry, skinny, thinned out, rocky

---

**Laser Type Setting by**: Chetan Printers, Nirankari Colony, Delhi-110009

1. Apart from social work  
   " " theatre  

2. Terrible at Maths  
   " " social work  
   " " theatre  

3. Involved in social work  
   " " theatre  

4. Disinterested in social work  
   " " theatre  
   " " working there