



Government of Karnataka

English

Third Language

(REVISED)

10

Tenth Standard

Part - II

Karnataka Textbook Society (R.)

6th Cross, Malleshwaram,
Bengaluru - 560 003.

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- *(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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LIFE IN BANJARUMALE



Pre-reading activity:

The officials of the Forest Department were getting ready to involve the school children in VANAMAHOTSAVA. One of the officials told the students, "It is a noble task to plant trees and see the tree grow into size. But it is nobler to live in a thick forest. When a person is born and brought up in the heart of a jungle, he experiences youthful vigour throughout life. Peace, joy, love and hope keep the forest dwellers optimistic. I am from Belthangadi in Dakshina Kannada District. Why don't you visit Banjarumale, a tourist spot in the heart of the Western Ghats?" "He turned to the Headmaster and said, "Please arrange a tour to Banjarumale. It will be both adventurous and educative." All the children turned to the Head Master and requested him to arrange for a talk on Banjarumale as a prelude to the tour.

Most cities in Karnataka, and perhaps, in India quite often face two problems -shortage of drinking water and erratic power supply. Their plight is miserable, especially in peak summer. However, Banjarumale, a tiny village within the Neriya Gram panchayat limits in Belthangady taluk of Dakshina Kannada district, is an exception. Located about 90 km from Mangaluru, this tribal hamlet never faces a shortage of water or power supply, thanks to the perennial source of water – a mountain stream- that passes through the village, which is home to 125 people.

A long way home

1. Despite the abundance of water, the 25 families of Malekudiyas have a heavy cross to bear. Their region is one of the very few places in the district which is still not easily accessible- almost cut off from the world, the nearest petty shop is 20km away and the nearest school is 25 km away.

2. However, there is a residential school, the Ashram school in Neriya, where local children study. The nearest Primary Health Center (PHC) is 25km away and the last time a doctor visited the center was a year ago! The only road to the village is through the Charmadi Ghat. One can take a diversion at the ninth curve of the Ghat (about 30km from Belthangady and nine kilometers from Kakkinje) and travel nine kilometers into the dense forest to get there. One can avail jeeps by paying anywhere between Rs.1,500 and Rs.2,000 to travel the nine kilometers which is a journey of more than an hour.



3. The crystal clear water that flows round the year is a boon. Realising its potential, the tribals with the help of the district administration, Sri Kshetra Dharmasthala Rural Development Project (SKDRDP) and Technology Informatics Design Endeavour, set up a 8 KW micro- hydel power project in 2002

Some Solace

1. Recalling the initial struggle, the then president of Banjarumale Micro – Hydel Power Project Implementation Committee AB Annappa says the villagers themselves constructed a 650 metres channel from the stream to the power station and undertook other civil works. Each house Contributed around Rs.7,500, while the government extended Rs.6 lakh, and the SKDRDP gave Rs.2 lakh. He adds that each family pays Rs.100 per month as maintenance cost for the power supply availed, and a villager has been appointed to manage the station.

2. Prakash, the villager who has been assigned with the task, switches on the turbine on at 6pm everyday and switches it off at 8 a.m the next day. He says the capacity of the unit has now come down to 3-4kw and there are a couple of houses which do not get powersupply, and continue to depend on kerosene lamps.



3. GP member Krishnappa says the villagers use the power supply only at night as they fear the youth and children may waste time watching television if there was power during the day. A couple of houses have television sets while two houses have Wireless in Local Loop telephone connections. A few youths have mobile phones, but they have to climb a hill to get network and only if they are lucky!

4. Interestingly, about eight to ten villagers have set up their own micro- hydel units of 1kw capacity and use it during the day. Annappa, one of the villagers with such a unit says he uses it to turn on the lights, the telephone and the TV set

Still it's tough life.

1. The tribals were earlier cultivating paddy but they shifted to arecanut, coconut, rubber and banana after wild elephants, boars, buffaloes and monkeys began eating paddy in their plantations for food. Many Malekudiyas work in nearby estates too.

2. In spite of all odds, the villagers manage their life well and have only a few basic demands- they want the existing road to be repaired so that vehicles can reach the village and the sick can get help quickly; a bridge to be constructed across Sunalu river and Lakkdarpe stream; and a doctor to be appointed for the PHC at Neriya.

3. “Other than this, we are happy as we don’t get newspapers and are hence unaware of happenings in the world,” says villager Laxman in a lighter vein. A few youths have left the village in search of greener pastures.

4. A shocking fact is that no deputy commissioner has ever visited this village except for former DC S K Das who made an attempt in 1983, but returned halfway as the river water- level had risen. Interestingly, the villagers had constructed a stage to welcome Das but he never made it, and since then it is known as ‘DC Katte’. The villagers continue to wait for a DC to listen to their woes.

5. The paradox that is Banjarumale becomes clear when despite all its shortcomings, the village is a paradise for visitors. They are welcomed by the sweet sounds and magnificent sights of the numerous natural waterfalls, the sounds of insects and the chirping of birds. The place has the added advantage of clean air as there is no vehicular pollution.

6. On the other hand, as far as the villagers are concerned, it is a familiar trudge up to Belthangady once a week or once a month for necessary goods, where they walk 10km to the main road to take a bus to Belthangady and the sounds and sights hardly matter.

Glossary:

Banjarumale : a tourist spot in Dakshina Kannada

Malekudiya : a tribe that lives in the deep jungles of Malenadu (Western Ghats)

GPM : Gram Panchayat member

I. Comprehension questions :

A. Sit in groups, discuss and write answers for the following questions.

1. Where is Banjarumale?
2. Name the tribe living in the hamlet in Banjarumale.

3. Where do the local children study?
4. When did S K W Micro Hydel Project start producing electric power?
5. Who is Mr. A.S. Annappa?
6. What is the task assigned to Mr.Prakash?
7. According to the G.P. member Krishnappa, electricity is supplied only at night. Give reasons.
8. What should be done to make mobile calls?
9. Why did the tribals give up paddy cultivation?
10. Name the river and the stream that need bridges across them to reach Banjarumale.
11. What is D.C.Katte?
12. What is the reason behind the clean air in Banjarumale?

B. Think about the Text, Work in pairs and Match the following.

- | A | B |
|---|--|
| 1. P.H.C. | a. the only road in Banjarumale |
| 2. kerosene lamps | b. to take a bus |
| 3. 9 th curve of the Charmadi Ghat | c. very difficult to bear |
| 4. Rs. 1500 to 2000 | d. those who do get electric power |
| 5. heavy cross to bear | e. hire for 9 km journey |
| 6. walk 10 km | f. Neriya |
| | g. a remote paradise of the Western Ghats. |

II. Vocabulary :

A. Study the following statements:

1. Chandra and Ravi are brothers.
2. Do or die.
3. He worked hard so he got distinction.

4. He is late because he missed the first train.
5. Raju went there but he could not meet his friend.
6. Tell him that I am doing well.

B. Fill in the blanks with the words given in brackets :

(in, or, and, though, after, how)

1. You can buy red dress _____ blue dress.
2. Shwetha looks pretty _____ blue dress.
3. They started writing the exam _____ the first bell.
4. Tell me _____ you got distinction?
5. Time _____ tide wait for none
6. _____ he is poor, he is honest

III. Language Activities :

A. The following are the punctuation marks used in writing:

- | | | |
|--|-------------------------|---------------------|
| 1. Full Stop (.) | 2. Comma (,) | |
| 3. Interrogation (?) | 4. Exclamatory mark (!) | |
| 5. Quotation marks (inverted commas (“ ”)) | | |
| 6. Apostrophe (') | 7. Hyphen (-) | |
| 8. Dash (____) | 9. Brackets () | |
| 10. Colon (:) | 11. Semi Colon (;) | 12. Bar (/) (Slash) |

Punctuate the following :

1. It is celebrated on January 26, 1950
2. what did you say ravi said
3. how beautiful the place is
4. what is that shobha said
5. i want to come to mysore.
6. you are a doctor aren't you

B. Study the following

1. This news is too good to be true

This news is so good that it cannot be true

2. It is too late to mind it.

It is so late that one cannot mend it.

Remove too.... to and use 'so that not.

1. The fruit was too rotten to eat.

2. The sight was too dreadful to be seen.

3. The sun is too hot for us to go out at present.

4. He is too proud to beg.

5. The box is too heavy to lift.

C. Study the following:

Rajesh is an intelligent boy in the class.

This can be written as _____ ?

No other boy is as intelligent as Rajesh in the class.

Rajesh is more intelligent than any other boy in the class.

Rajesh is the most intelligent boy in the class.

D. Combine the following pairs of sentences using 'As soon as' and 'No sooner than' :

example: Raju saw a snake. He ran away.

As soon as Raju saw a snake, he ran away

No sooner did Raju see a snake than he ran away.

1. He opened the door of his flat. He went in.

2. He saw me. He ran away immediately.

3. The teacher entered the classroom. All the pupils stood up.

E. Combine the following using neither-nor:

example: He is not intelligent. He is not hard working.

He is neither intelligent nor hard working.

1. He has no friends. He has no foes.
2. She is not happy with her relatives. She is not happy with her friends.

F. Change the following exclamatory sentences into assertive sentences.

example: What an intelligent boy he is !

He is a very intelligent boy.

1. How horrible he is!
2. What a nice place it is!
3. How horrible the animal is!
4. What a beautiful flower the rose is!

G. Frame questions to get the underlined words as answer:

example: He went to the railway station to meet his uncle.

Where did he go to meet his uncle?

1. He went to market to buy vegetables.
2. Ramesh bought a car last week.
3. Sheela worked hard and got 98% in SSLC.
4. The Principal awarded him scholarship for the highest marks.

Suggested Reading:

- | | |
|-------------------------------------|-------------------------------|
| 1. Americadalli Goruru | Dr. Goruru Ramaswamy Iyengar. |
| 2. Abuvinda Baramakke | Dr. Shivram Karantha |
| 3. Report on Western Ghats | 1. Prof. Madhava Gadgil |
| | 2. Dr. Kasturi Rangan. |
| 4. Article on Salumarada Thimmakka. | |
| 5. Article on Masanoba Phukoaka | |
| 6. Chipko Movement | Sunderlal Bahuguna |

PLANT TREE



Pre- reading activity:

“You reap what you sow” ____ Bible.

If you sow a single grain, in return you will get a bunchful. If you plant a tree and see that it grows into full size, what rewards can be got?

Look at this picture and write a few sentence using the words given in the box.(Work in groups)

roots, monkey, nest, bird, leaves, ripe jackfruit, raw jackfruit, stem



He who plants a tree,
Plants a hope,
Rootless up through fibers blindly grope;
Leave unfold into horizons free.
So man's life must climb

From the clods of time
Unto heavens sublime
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be? 9

He who plants a tree,
Plants a joy.
Plants a comfort that will never cloy.
Every day a fresh reality,
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee! 18

He who plants a tree,
He plants peace,
Under its green curtains jargons cease,
Leaf and zephyr murmur soothingly;
Shadows soft with sleep
Down tired eyelids creep,
Balm of slumber deep.
Never hast thou dreamed, thou blessed tree,
Of the benediction thou shalt be. 27

He who plants a tree,
He plants youth;
Vigour won for centuries, in sooth;
Life of time, that hints eternity;
Boughs their strength up rear,
New shoots every year.
On old growths appear.
Thou shalt teach the ages, sturdy tree,
Youth of soul is immortality. 36

He who plants a tree,
 He plants love;
 Tents of coolness spreading out above,
 Wayfarers he may not live to see,
 Gifts that grow are best;
 Hands that bless are best;
 Plant –life does the rest!
 Heaven and earth help him, who plants a tree,
 And his work its own reward shall be.

45

- Anonymous

Glossary:

blithe	-	sprightly
bliss	-	highest happiness
slumber	-	sleep
vigour	-	active, strength
sturdy	-	hardy, strong,

I. Comprehension :

A. Read the questions and discuss with your partner. Then write the answer in your notebook and share your answer with the class.

1. According to the poet one who plants a tree can get five kinds of joys. List those joys in an order.
2. What prophecy or message man should get from the bough of a tree?
3. What role does a tree play for the creatures blithe with song?
4. What benediction would a tired person have under the green curtains?
5. What would the shoots teach us?
6. How is the person who plants a tree rewarded?

- B. A. Look at the first stanza, you will find pairs of rhyming words :
For example: Tree and free. Hope and grope.

Sit in pairs and find out the other pairs of rhyming words in the poem and list them out.

C. Look up the dictionary and find out the meaning and explanation for the following words and usages contained in the first two stanzas. (Work in pairs)

- 1.horizon, 2.grope, 3.clods of time, 4.heavens sublime,
- 5.prophecy, 6.glory, 7.cloy, 8.throng, 9.blithe with song,
- 10.bliss, 11.inhabit.

D. Sit in groups and discuss the following phrases used in the last stanza and write the explanations for each phrases in your note book.

1. plant love 2.tents of coolness 3. gifts that grow are best
4. He may not live to see the wayfarers 5. hands that bless
6. his work its own reward.

E. Read and appreciate.

“Poetry is born when emotions flow out powerfully.”

Look out those usages, which have implied meanings in stanza three (working in groups)

1. green curtain 2. jargons cease 3. zephyr murmur soothingly
4. tired eyelids 5. balm slumber deep 6. blessed tree.

- F. The strength of a tree has been described in stanza four
describe those points of strength.

Additional reading

WHAT DO WE PLANT?

Read and enjoy poem

What do we plant, when we plant a tree?

We plant the ship, which will cross the seas

We plant the mast to carry the sails,

We plant the plank to withstand the gales;

The keel, the keelson and beam and knee;

We plant the ship when we plant the tree.

6

What do we plant, when we plant the tree?

We plant the houses for you and me;

We plant and rafter, the shingles, the floors;

We plant the studding, the lath, the doors;

The beams and siding, all parts that be;

We plant the house when we plant the tree.

12

What do we plant, when we plant the tree?

A thousand things that we daily see;

We plant the spire, that our-towers the crag;

We plant the stalk for our country's flag;

We plant the shade, from the hot sun free,

We plant all these, when we plant the tree.

18

By – Henry Abbey

Suggested Reading:

On Killing a Tree by G.V.Patel.

Unit - 6

SIMPLETON!



Pre-Reading Activity:

One dark night, a small party of Moghul soldiers went to Golkonda. They saw a moat full of water around the palace. They had to cross the moat and get into the portals of the palace. They applied a ladder against the wall and began to climb it, just then a dog began to bark aloud on the top of the wall. At once the guards were alerted and they rushed towards the palace wall. The guards peeped down the wall from above. They saw some soldiers climbing towards them.

Immediately the guards pushed away the ladder and the soldiers on the ladder fell into the moat. The barking of the dog attracted some more guards. They made fires and spotted the enemy and they stopped the enemies from coming within the portals of the palace. Thus the plan of the Moghul soldiers was foiled and Golkonda was saved by the vigilant and faithful dog.

Answer these questions:

- 1. Who began to climb up the ladder?*
- 2. Why did the guards rush to the place and peep down the wall?*
- 3. What did the guards do to the ladder?*
- 4. What was the role of the dog in the event?*

1. A king had two sons who were thought to be very clever. But they wasted their time and money and never did any good in the world. They had a younger cousin whom they called “simpleton” because he was quiet and simple.

2. They made fun of him, telling him that he would never get along in the world because he was not as clever as they were.



3. One evening they all went out for a walk, and in their path they found an ant-hill. The two elder brothers wanted to upset the ant-hill, so that they could see the little ants running about in their fright and carrying away their eggs to a safe place. But the simpleton said:

4. 'No, no; let the poor little things alone. Don't spoil their nice house'.

Then, they went on until they came to a lake where many ducks were swimming.

The brothers wished to catch one to roast, but the simpleton said:

'Please leave the poor birds in peace. I cannot bear to have you kill any of them.'

So the ducks were left to live and the three brothers walked on again until they came to a bees' nest in a tree, with honey running all over the trunk.

5. The two brothers wanted to light a fire under the tree to smother the bees, so that they could take away the honey, but the younger cousin begged them not to.

6. "Leave the poor things in peace", said he. "I cannot bear to think of them being burnt."

Again they listened to him even though they thought him stupid; and they all walked on until they came to a castle.

7. Inside the castle they found an old man who was a deaf. When he saw them he did not say a word, but led them to a table covered with good things to eat. After they had eaten and drunk as much as they wished, he showed them beds where they could sleep.

8. The next morning the grey old man came to the eldest brother, made sign to him to follow and led him to a stone table, on which were written three sentences. The first sentence said:

9. "In the wood under the moss are hidden a thousand pearls lost by the King's daughter. Whoever can find them all in one day before the sun goes down will free the castle from its spell... But if he should search and not succeed before sunset, he will be turned in to stone."

10. The eldest brother read these words and decided to try. He looked all day, but at sunset he had found only a hundred pearls, and was therefore turned into stone.

11. In spite of this, the second brother made an attempt and began his task in the evening, so that he looked all night. By sunset next day he had found only two hundred pearls and was turned to stone like his brother.

12. At last the simpleton had to look for the pearls, but he was very unhappy at having to do it. He thought that he was so much more stupid than his brothers that if they had failed, of course there would be no chance for him.

13. As he sat thinking about it, he saw coming towards him the ant king, whose life and house he had saved. He had brought with him five thousand of his ants and it was not long before they had found all the pearls and piled them up in a large heap. Then they went home, hardly waiting for his thanks. They had been glad to help him and thus show their gratitude.

14. When the simpleton went back to the castle with the pearls, he was given another task to do. It was to bring the key of the princess sleeping room from the bottom of the lake where it was sunk.

15. Of course, he could not possibly hope to do this by himself, but when he went down to the lake he found there the ducks that he

had saved from being killed. They knew him at once, and when they heard what he wanted, they quickly dived to the bottom of the lake and got the key for him.



16. Now the third thing he had to do was the hardest of all; He had to go into the room where the king's three daughters were sleeping, find out who was the youngest and wake her. They all looked so much alike that he could not tell them apart. The only difference was that before going to sleep the eldest had eaten barley sugar, the second a little syrup and the youngest a spoonful of honey. But how could he tell which had eaten the honey? Just as he was wondering what he should do about it, in came the queen bee he had seen the day before. She quickly flew to each of the sisters and sat on their lips as if they were flowers. And, of course, she knew all about honey because she made it herself, so she could tell which one had eaten the honey.

17. She remained sitting on the mouth of the youngest. Then the boy knew who the youngest was. He woke her up, the castle was free from its spell in a moment and every one who had been turned to stone was changed back into human beings again.

You may be sure the older brothers no longer thought their younger cousin was a simpleton.

-The Brothers Grimm

Glossary :

ant hill	-	home of ants
roast	-	cook/fry
castle	-	fortified house

moss	-	bog, lichen
heap	-	pile
fright	-	sudden fear
spell	-	charm
dived	-	plunged
attempt	-	try
gratitude	-	thankfulness
wondering	-	amazing, surprising
simpleton	-	foolish ದಡ್ಡ/ಹೆಡ್ಡ

I. Comprehension questions:

Discuss the answers with your partner before writing the down.

A. Answer the following questions in one or two sentences each:

1. What did the older brothers call their younger cousin ?
2. What did the three brothers see on the path when they were walking?
3. What did the simpleton say when his brothers wanted to upset the ant hill?
4. Why did the simpleton's brothers wish to catch one of the ducks?
5. What did the old man give the brothers in the castle?
6. How many pearls did the second brother collect?
7. What was the second task given to simpleton?
8. Who helped simpleton to find the youngest daughter of the King?

B. Answer the following questions in two or three sentences each: Sit in groups, discuss the answer and write them down.

1. How did the two older brothers spend their time?
2. Why did they call their youngest brother a simpleton?
3. What was the attitude of the two older brothers towards the three things they met on the way?

4. What quality did the younger cousin brother show on all three occasions?
5. How did the old man in the castle test the three brothers?
6. What were the three tasks set to the youngest brother? How did he manage to solve each of them?

C. Read the extracts and answer the questions that follow:

1. *"Don't spoil their nice house"*
 - a Who said this?
 - b What does the word 'their' refer to?
 - c Why did he say so?
2. *"She quickly flew to each of the sisters and lit on their lips as if they were flowers."*
 - a. Who is 'She' here?
 - b. What did she do?
 - c. Who does she help here?

D. Write a fairy tale similar to this lesson.

E. Write out the attitude of the simpleton and older brothers towards the following:

Attitude of simpleton and elder brothers towards

- a. ant hill
- b. ducks
- c. bees

II. Grammar and Vocabulary:

A. Fill in the blanks with the correct verbs choosing from the ones given in brackets:

(are, has, do, does, is, had, have, did, was, were)

1. The Children _____ making a lot of noise.
2. Kumar _____ read all the letters.
3. When _____ you come to my house?
4. He _____ n't do well.

5. Rita _____ going to Mysuru today.
6. Mr. Rao _____ gone to Hubballi yesterday night.
7. All my friends _____ met their Principal to ask about the examination now.

B. 'Study the following'

He can lift the bag.

May I do this?

Would you please give me this?

Now make as many sentences as possible from the given table. One example is done for you.

Table-1

Noun	Helping Verb	Sentence
I	can	speak English well
He	will	climb a coconut tree
Raju	may	clean the house
Shaila	shall	wash clothes
They	ought to	
We	need to	
You	must dare to	

Table - 2

Noun	Helping Verb	Sentence
I	could	help other workers
She	would	
Chandra	might	
Ramya	should	
They	used to	
We	need to	
You	must dare to	

Make as many sentences as possible using the clues given in the table:
Examples are given below.

noun Pronoun	Be form of Verb (Present)	Be form of Verb (Past)	H form of Verb	Past Participle	Main verb	Common Noun
I	am	was	has		write	
He	is	were	have	been	write	a book
She	are		had		written	a letter
We					writing	a poem
You						a story
They						a play

e.g: 1. I am writing a letter.

2. He has written a letter.

C. Study the following:

He dances nicely.

He runs fast.

She sings well.

Fill in the blanks with the correct form of the words given in brackets:

1. Ashwini writes the answers _____ (correct)
2. The soldiers fought _____ against the enemy (brave)
3. The rich man donated money _____ to the orphanage (generous)
4. The little boy held the old lady's hand and _____ helped her to cross the street (kind)
5. When our team lost, we boarded the bus _____ (sad).

D. Use the word 'hard' both as an adjective and as an adverb in your own sentences.

Suggested activities:

1. Discuss __ what is an ant hill and how it is built.
2. Visit __ an ant hill, record the activities of the ants.
3. Draw __ the picture of an ant hill.

PRAYER FOR DUMB CREATURES

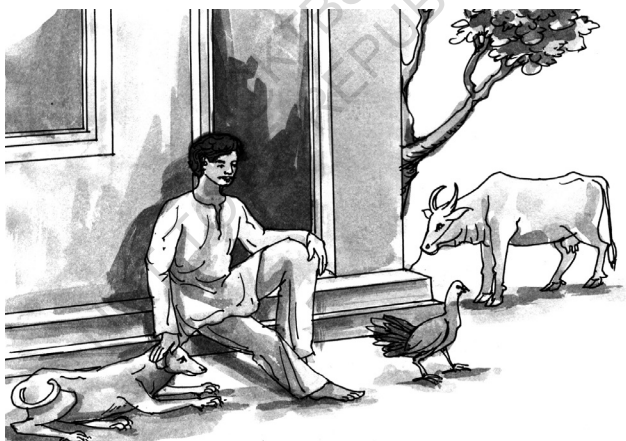


Pre-reading activity:

If we visit a zoo or a park, we can see many animals and insects. We can hear the sounds that they make, we can feel the permeation of the sounds, which make us develop love and affection towards them.

What sounds do the following animals and insects make:

- | | |
|----------------|-----------------|
| 1. Mice _____ | 6. Bees _____ |
| 2. Hogs _____ | 7. Horses _____ |
| 3. Birds _____ | 8. Ducks _____ |
| 4. Cats _____ | 9. Goats _____ |
| 5. Dogs _____ | 10. Lions _____ |



Read and enjoy the poem.

Maker of earth, and sea, and sky
Creation's Lord and King,
Who hung the starry worlds on high,
And formed alike the sparrow's wing
Bless the Dumb creatures of thy care,
And listen to their voiceless prayer.

For us they live, for us they die.

These humble creatures Thou hast made;

8

How shall we dare their rights deny,

On whom Thy seal of love is laid?

Teach Thou our hearts to hear their plea

As Thou dost man's prayer to Thee.

12

G.E. Goodrich

Glossary:

starry : full of stars

humble : modest

hast : has/have

deny : refuse

seal : metal stamp

thou : you

dost : do/does

thee : you

I. Comprehension questions :

A. Answer the following questions briefly:

1. Who is the poem addressed to?
2. What request is made in the fifth and sixth lines?
3. What is the request made in the last two lines?

B. Using the ideas of this poem, write a paragraph on "Prayer of Dumb Creatures".

C. Make a list of dumb creatures you come across and discuss in groups and write a few things about them.

D. List out the rhyming words in the poem.

II. Activity :

1. Collect the pictures of the creatures that sweeten our life and write a note below each picture whether we are kind to them or not.

Supplementary Readings

The nightingale and the Glow-worm

A nightingale, that all day long,
Had cheered the village with his song,
Nor yet at eve his note suspended,
Nor yet when eventide was ended,
Began to feel as well he might,
The keen demands of appetite;
When, looking eagerly around,
He spied far off, upon the round,
A something shining in the dark,
And knew the glow-worm by his spark;
So, stooping down from hawthorn top,
He thought to put him in his crop.

The worm, aware of his intent,
Harangued him thus, right eloquent;
“Did you admire my lamp,” quoth he,

“As much as I your minstrelsy,
You would abhor to do me wrong,
As much as I to spoil your song;
For ‘twas the self-same power divine,
Taught you to sing and me to shine;
That you with music, I with light,
Might beautify and cheer the night”

The songster heard his short oration,
And warbling out his approbation,
Released him, as my story tells,
And found a supper somewhere else.

William Cowper

SOHRAB AND RUSTUM

**Pre-reading Activity:**

Those who have read the great Indian Epic the Mahabharath know this episode: Arjuna the great archer of the Pandava brothers is killed by his own son Babruvahana. However, Arjuna is brought back to life with the help of supernatural powers. Have you heard a story where father and son fight each other? Let us study a Persian story where a father kills his own son due to the play of fate.



1. Once upon a time, there lived in Persia a great hero named Rustum. His fame as a great warrior had spread far and wide. As long as he was the chief of the army, Persia had no fear of her enemies.
2. On one occasion it so happened that he went out for hunting. He chased a wolf which drew him near the border of the land of Turan. A chieftain of Turan chanced to see Rustum and took him as his guest.
3. The chieftain had a beautiful daughter called Tahminah. Rustum during his stay in that house could not help falling in love with her. The father of the girl was eager to get his daughter married to Rustum. Accordingly Rustum married Tahminah and they lived happily for some months. After a time, Rustum being a warrior, got tired of his idle life at home. He told his wife, "Dear Tahminah, I must go back to my army now, and I do not know when I would return. Keep this

seal with you. If you beget a son, bind this seal to his arm and send him to me. But if he baby born of you is a daughter, put this seal on her neck with a chain and send me the news". So saying he rode back to his army in Persia. After a lapse of time, Tahminah gave birth to a lovely son.

4. She said to herself, "If I let my husband know that he is blessed with a son, he would wean him away from me. He might want to make him a great warrior. How then can I live without my son by my side? No I cannot allow him to be taken away from me. I shall send word to my husband that I bore a daughter."

5. Tahminah sent the false information to Rustum that a daughter was born to him. Rustum believed it, but did not feel very happy, because he had desired the child born to him to be a son.



6. Tahminah had named her baby boy Sohrab. In course of time Sohrab grew up into a handsome and strong youth. He took part in many battles and won fame as a great warrior. Ever since his birth he had not seen his father, but had heard of his great fame. He did not know where his father was, but his desire to see him grew more and more.

7. Just then Turan was at war with Persia. Sohrab saw in it a chance to meet his father. He said to himself. "I shall invite the foremost of the Persian heroes to fight a single combat with me. The Persians will be forced to send brave Rustum, my father, to fight with me and save the honour of his country. When he comes, I shall tell him that I am his son and take him home."

8. It happened just as Sohrab had expected. Sohrab's name became a terror to the Persian army. The king of Persia sent for Rustum. At first Rustum refused to engage in fight any more. But finally agreed to fight in order to save the honour of his country.

9. Rustum did not give out his name. So it came about that father and son stood face to face with swords in hand on the battlefield. Little did they know that they were father and son. Sohrab advanced to meet Rustum and asked him, "Are you not Rustum?"

10. The old hero, thinking that it was a way to escape from the fight, denied it. He said coldly, "Why do you want to know who I am ? Fight or accept defeat."

11. The fight began. The two heroes fiercely fought for three days. Once Sohrab had a chance to kill Rustum. But he did not do so, because his heart did not permit it.

12. The first stage of the fighting ended in Sohrab's favour. This made Rustum very angry. In his great rage he shouted his name- "Rustum!" The moment Sohrab heard the name of his father, he dropped the covering shield. He felt faint and sank to the ground, his body bleeding and staining the sands.

13. Now Rustum spoke unkindly to Sohrab. In reply to it Sohrab said, "Boastful man! Rustum had been told that the child born to him was a girl." And he continued. "That is what mother said for fear of losing me my father. Look at the seal on my right arm!"

14. Rustum drew near the arm of Sohrab and looked closely at the seal. It was the same seal which he had given to Tahminah! Rustum was struck with horror at his own deed. He uttered one sharp cry: "O boy, I am thy father!" His voice choked there.

"So you are Rustum! My father! Come near me. Let me die at your feet." Sohrab breathed for the last time. Rustum was left in deep sorrow. It was all the ruling of fate!

Glossary:

chase	:	pursue in order to catch
vein	:	nerve in which blood flows
gratify	:	please

beget	:	procreate, become father/mother
wean away	:	separate by force,
combat	:	contest, fight
come about	:	happen, take place
advance	:	move forward, make progress
fiercely	:	violently, aggressively
utter	:	say audibly, express in words,
choke	:	hinder, impede the breathing, ಉಸಿರು ಕಟ್ಟು

I. Comprehension questions :

A. Answer the following questions briefly.

1. Who was Rustum? Where did he live?
2. Who chanced to see Rustum when he went out for a hunt?
3. Who was Tahminah? Who did she marry?
4. What made Rustum ride away to his army in Persia?
5. Why did the king of Persia send for Rustum?
6. What reply did Sohrab get when he was questioned?
7. Why did Sohrab not avail of the chance to kill Rustum?
8. What truth did Sohrab reveal when he was in a pool of blood?
9. How did Rustum react when he came to know that he had killed his own son?

B. Answer the following questions in four or five sentences.

Sit in groups, discuss the answer before writing.

1. What did Rustum say to his wife before going back to his army?
2. What did Tahminah say to herself when a son was born of her?
3. What did Sohrab think of doing in order to meet his father Rustum?
4. What made Sohrab drop the covering shield?
5. How did Rustum come to know that Sohrab was his son?

C. Read the following statements and answer the questions that follow:

- 1. “If you beget a son, bind this seal to his arm and send him to me”**
 - a. Who said these words?
 - b. Who were these spoken to?
 - c. Why did he say so?
- 2. “Are you not Rustum?”**
 - a. Who said this?
 - b. Who was it said to?
 - c. Who was Rustum?
- 3. “That is what my mother said for fear of losing me to my father. Look at the seal on my right arm”**
 - a. Who said these lines?
 - b. Who were the words spoken to?
 - c. Where did Sohrab say these words?

II. Vocabulary:

A. We can make opposites by adding prefixes such as dis, un, ir, in, im, mis, il, etc., Study the examples:

Examples : Happy - unhappy

Honour : dishonour

Write the opposites of the following words using the above prefixes:

advantage, believable, do, pleasant, trust, regular, continue, responsible, legal, decent, proper, direct, pure, order, literate, order.

B. Use the following phrases in sentences of your own.

As long as, to fall in love with, to give birth to, to get tired, to wean away, to give up.

C. Fill in the blanks with the correct form of the verbal phrases given in brackets. Make changes, if, necessary.

(consist of, fond of, look after, send for, die of)

- Parents _____ their children.
- The school _____ 15 rooms.
- The mother _____ a doctor to attend her sick son.
- Jawaharlal Nehru was _____ children.
- He _____ cancer.

III. Languages Exercises:

A. Sit in groups. Discuss and match the following 'wh' words in 'A' with their functions in 'B'.

A

- a. Where
- b. When
- c. How
- d. Who
- e. Why

B

- 1. reason
- 2. doer
- 3. place
- 4. manner
- 5. time

- B.** Work in pairs. Ask questions that will get you the following answers. Begin the question with the words given in brackets. Compare with other pairs and know how many are correct. One has been shown.

Sl. No.	Answers	Questions
	Example: I leave my house at 9.30 a.m (When?)	When do you leave your house?
1.	I stay at the guest house (Where?)	
2.	My father will give me the money (Who?)	
3.	She travels by train. (How?)	
4.	He went to the battlefield to fight. (Why?)	

C. Work in pairs. Underline the 'wh' word which gets the underlined words as answer.

Example: Sohrab was in the battle field. (When/where)

1. Tahminah sent the false information to Rustum that a daughter was born to him (what/why)
2. Rustum agreed to fight in order to save the honour of his country (what/why)
3. Sohrab did not kill Rustum because his heart did not permit him. (how/why)
4. Rustum gave a seal to his wife Tahminah. (who/what/which)
5. Sohrab bravely fought with his father. (who/how/when/where)

D) Complete the following conversation. Then practise with a partner.

e.g. A: Who was Sohrab?

B : Shorab was the son of Rustum.

A : _____ he born.

B : He was born while his father was away in a battle field.

A : When _____ Sohrab challenge the bravest soldier?

B: Shorab challanged the bravest soldier, when Turans attacked Persia.

A : What did the Persian champion _____ ?

B : Persian champion cried out his name 'Rustum'

A : _____ Sohrab realise?

B : Sohrab realised that he was fighting with his father.

A NURSE'S SONG



Pre Reading Activity:

On Sundays you might have been to gardens with your parents. What have you seen there? Haven't you liked playing on the patch of Greengrass? If yes, why? Discuss and share your ideas with your friends.



Read and enjoy

When the voices of children are heard on the green
And laughing is heard on the hill,
My heart is at rest within my breast
And everything else is still.

4

“Then come home my children, the sun is gone down
And the dews of the night arise;
Come come leave off play, and let us away
Till the morning appears in the skies”

8

"No let us play, for it is yet day

And we cannot go to sleep;

Besides in the sky, the little birds fly

And the hills are all covered with sheep."

12

"Well well go and play till the light fades away

And then go home to bed"

The little ones leaped and shouted and laugh'd

And all the hills echoed.

16

By William Blake

Glossary:

the green	:	green grass lawn
breast	:	bosom
still	:	silent, tranquil.
gone down	:	set
dew	:	tiny drops of water that forms on the grass at night
leave off	:	stop
away	:	go
fades away	:	becomes dark, ಮಸುಕಾಗು
echo	:	reflection of sound repetition,

I. Comprehension questions :

A. Answer the following questions briefly:

1. Whose voices are heard on the green?
2. Where is the laughing heard?
3. Does the heart really take rest? If not what is the meaning of "My heart is at rest within my breast And everything else is still".

4. Point out the two reasons offered by the nurse to call the children home.
5. How long, according to the nurse, the children should give up playing?
6. The children offer two reasons for not giving up playing? Mention them.
7. The nurse gives permission to the children to play but she imposes a condition. Which is that condition?
8. How do the children and the hills react to the permission to play given by the nurse?
9. List out the rhyming words from the poem.

B. Answer each of the following in about half a page. Sit with your partner, discuss and answer:

1. Describe the happiness of the children playing in the nature.
2. Write the summary of the poem.

C. Read the extracts and answer the questions:

1. "Come come leave off play, and let us away
Till the morning appears in the skies."

- a. Who said these lines?
- b. Who are these lines said to?
- c. Why does the nurse say so?

2. "No no let us play, for it is yet day
And we cannot go to sleep."

- a. Who said these lines?
- b. Who does the word 'we' refer to?
- c. Why did the children say so?

3. "The little ones leaped and shouted and laugh'd

And all the hills echoed."

a. "The little ones' refers to _____

b. What mood do the lines convey?

c. What did the hills echo?

About the poet:



William Blake (1757-1827) poet, painter, engraver and a mystic was born in London. His book of poems, The Poetical Sketches (1783) was followed by Songs of Innocence (1789) and sons of Experience (1794), which express his ardent belief in the freedom of the imagination. These ideas found their fullest expression in his prophetic poems.

The poem Nurse's Song is taken from the book "Songs of Innocence". The poem is about small children who enjoy a lot in the midst of Nature.

Read the following poem.

Suggested Reading:

1) Under the Greenwood Tree.

2) Solitary Reaper.

A SCENE FROM SHAKUNTALA*Pre-reading Activity:*

One day King Dushyanta went hunting. He went down through a forest. He approached the ashrama where a sage called Kanva lived. The sage had adopted Shakunatala and brought her up as if she was his own daughter. She was very beautiful. As soon as the king saw her, he fell in love with her and they were married in the forest according to Gandharva system of marriage.

Dushyanta had to leave the forest and return to the city. He presented her a ring before departing saying it would save her from trouble. One day sage Durvasa came to the Ashrama. Shakunatala could not greet and receive him as she was lost in the spell of love. The sage became so upset that he cursed her. Due to the curse Dushyanta could not acknowledge that Shakuntala was his wife.

To know how the power of the curse was dispelled and Dushyanta got back his memory of his marriage with shakunatala, please read this play.

IN THE STREET BEFORE THE PALACE

(Enter the chief of police, two policemen, and a man with his hands bound behind his back.)



The two policemen: (striking the man). Now Pickpocket, tell us where you have found this ring. It is the king's ring, with letters engraved on it, and it has a magnificent gem.

Fisherman: Be merciful, kind gentlemen, I am not guilty of such a crime.

First Policeman: No. I suppose the king thought you were a pious brahman and made you a present of it.

Fisherman: Please. I am a fisherman and I live on the Ganges, at the spot where Indra came down.

Second Policeman: You thief, we did not ask for your address or your social position.

Chief : Let him tell a straight story to the king, Suchaka, Don't interrupt.

The Two Policemen: Yes, chief. Continue man

Fisherman: I support my family with things we catch with fishnets. You know.

Chief: (laughing) You have a sweet trade

Fisherman: Don't say that, master you can't give up trade of your ancestors. A butcher butchers animals and yet he's tender-hearted.

Chief : Go on. Go on.

Fisherman: Well, I was cutting up a carp. In its belly I saw this ring with the magnificent gem. And then I was just trying to sell it here when you kind gentlemen grabbed me. That is the truth. Now, find fault with me and punish me.

Chief : (smelling the ring) There is no doubt about it, Januka, It has been in a fish's belly. It has real smell of raw meat. Now we have to find out how he got it. We must go to the palace.

The Two Policemen: (to the fisherman) Move on, pickpocket, move on.

Chief : Suchaka, wait here at the big gate until I come out of the palace. And don't run away.

The two policemen: Go in, chief. I hope the king will be nice to you.

Chief: Good-bye. (leaves).

Suchaka: Januka, the chief is taking his time.

Januka: You can't just drop in on a king.

Suchaka: Januka, my fingers are itching to kill this pickpocket (pointing to the fisherman)

Fisherman: Don't kill a man without any reason, master.

Januka: (looking towards the gate). There is the chief, with a written order from the king. (Enter the chief).

Chief: Quick! Quick! (he breaks off)

Fisherman: Oh, Oh! What about me.

Chief: Release him, Release the fellow. It is all right, he got the ring. Our king told me so himself.

Suchaka: All right, chief. This man has come back to life. (He releases the fisherman.)

Fisherman: (Bowing low to the chief). Master. I owe you my life. (He falls at his feet)



Chief: Get up, get up! Here is a reward that the king was kind enough to give you. It is worth as much as the ring. Take it. (He hands the fisherman a bracelet.)

Fisherman: (eagerly taking it) Much obliged.

Januka: He is much obliged to the king

Suchaka: Chief, the reward shows that the king thought a lot about the ring. The gem must be worth something.

Chief: No, it wasn't the fine gem that pleased the king. It was this way.

The two policemen: When the king saw it, he remembered somebody he loves. You know how dignified he usually is. But as soon as he saw it, he broke down for a moment.

Suchaka: You have done the king a good turn, chief.

Januka: All for the sake of this fisherman, it seems to me. (He looks enviously at the fisherman).

Fisherman: Take half of it, masters, to pay for something to drink.

Januka: Fisherman, you are the biggest and best friend I've got. The first thing we want is something to drink. Let's go where they sell it. (They Exit).

Glossary:

pickpocket	:	thief, ಜೇಬುಕಳ್ಳ
engrave	:	carve, ಕೆತ್ತು
guilty	:	criminal, having offended ತಪ್ಪಿತಸ್ಥ
trade	:	business
give up	:	stop
ancestors	:	forefathers, ಪೂರ್ವಜರು
butcher	:	slaughterer of animals
tender- hearted	:	kind hearted

carp	:	a large edible fish
belly	:	stomach
grab	:	catch hold of
perfume	:	pleasing smell
jackal	:	an animal like dog (Family of fox), ನರಿ
reward	:	prize
depart	:	go away/leave
owe	:	be indebted to, ಉಪಕಾರಬದ್ಧನಾಗಿರು

I. Comprehension questions :

A. Answer the following questions briefly:

1. Who, according to the two policemen, did the ring belong to?
2. What, according to the policemen, did the king think of the moment he got the ring ?
3. When did the policemen arrest the fisherman?
4. How did the fisherman support his family?
5. Who is Januka?
6. What did the chief of the police bring from the king?
7. What reward did the king give to the fisherman?

B. Answer the following questions in three or four sentences each:

1. How did the chief confirm that the gem was in a fish's belly?
2. Why do you think the chief warns Suchaka not to be careless?
3. Why did the king give a reward to the fisherman?
4. What made Suchaka think of killing the pickpocket?
5. How did the fisherman get the ring?

C. Read the extracts and answer the questions:

1. *"I live on the Ganges at the spot where Indra came down"*

- Who said these words?
- To whom does he say so ?
- Where did he live?

2. *"Wait here at the big gate until I come out of the palace. And don't run away."*

- Who said these words?
- Who were these words spoken to?
- Why did he warn him not to run away?

3. *"I think, when the king saw it, he remembered somebody he loves"*

- Who said these words?
- What does "it" refer to?
- What did the king see?

II. Vocabulary :

A. Match the words in column 'A' with their meanings in column 'B'.

A

- drop in
- engrave
- guilty
- carp
- reward

B

- prize
- accused
- carve
- visit
- fish

B. Find the opposite of the following words from the text:

hard hearted ×

careful ×

arrest ×

punishment ×

C. Fill in the blanks with suitable forms of the phrasal verbs given in brackets:

(give up, ask for, bring up, depend upon.)

1. Yesterday, we _____ your address but you refused to give
2. Fisherman said, "You can't _____ the trade of your ancestors."
3. Children _____ their parents.
4. Shakuntala was _____ in the company of birds, animals. and nature.

D. Sit in pairs, with the help of dictionary find out the correctly spelt words.

1. magnificent, magnificient, maganefecent, magneficent.
2. cheef, chief, cheif, chefe.
3. anicester, ancsester, anciester, ancestor.
4. writen, wreeten, written, ritten.

III. Language Activities:

A. look at these sentences carefully.

- a. Januka said, "You can't just drop in on a king."
- b. Januka told the policemen that he couldn't just drop in on a king.

The sentence (a) is in direct speech in which we see the actual words of the speaker.

Whereas in sentence (b) we do not see exactly the same words as used in 'a', The sentence in (b) is in indirect speech.

Note the changes:

1. Change in tense
2. Change in number
3. Change in punctuation

B. Now read the following conversation and try how you can report them.

1. Suchaka: You have done the king a good turn, chief.
2. Januka: All for the sake of this fisherman, it seems to me.
3. Fisherman: Take half of it, master, to pay for something to drink.
4. Januka: Fisherman, you are the biggest and best friend I've got. The first thing we want is something to drink. Let's go where they keep it.

Begin like this:

1. Suchaka told the chief that _____
2. Januka said that _____
3. Fisherman told the masters to _____
4. Januka told the fisherman that _____

C. Look at these sentences carefully.

- a) As soon as he saw the ring he broke down for a moment.

Sentence like this can be changed as follows by using no sooner than and without changing the meaning.

No sooner did he see the ring than he broke down for a moment.

Here are some sentences beginning with as soon as. Change them using no sooner than.

1. As soon as he saw the police he ran away.
2. As soon as the teacher entered the classroom all the students stood up.
3. As soon as she saw the snake she fainted.

D. Let us see how to combine two sentences using ‘too—— to’ and ‘so —— that —— not.’

Example : He is very weak. He cannot walk

He is too weak to walk

He is so weak that he cannot walk

Combine the following sentences in two ways as shown above.

1. He is ill. He cannot resume his duty.
2. It is very cold. She cannot go out.
3. The poem is very difficult. They cannot understand it.
4. The tree is very tall. He cannot climb it.
5. The list is very long. I cannot mention it here.

Suggested Reading:

1. “Sitaparityaga”- from the Ramayana.
2. “Nala and Damayanthi”

IT NEVER COMES AGAIN



Pre-reading activity:

You have seen a child, an adult, a youth. a middle aged man and an old man. These are the stages of life one has to get through. Which one of them according to you is fascinating ? Which stage remains in man's heart forever ? Why ? Discuss with your partner and share your ideas with the whole class.

Read and enjoy

There are gains for all our losses,
There are balms for all our pains,
But when youth, the dream, departs,
It takes something from our hearts,
And it never comes again. 5

We are stronger, and are better,
Under manhood's sterner reign;
Still we feel that something sweet
Followed youth, with flying feet,
And will never come again. 10

Something beautiful is vanished,
And we sigh for it in vain;
We behold it everywhere,
On the earth, and in the air,
But it never comes again 15

By - Richard Henry Stoddard

Glossary :

gain	:	profit,
balm	:	an ointment
depart	:	go away, leave
stern	:	severe, strong,
reign	:	rule
vanish	:	disappear
sigh	:	heave a long breath
in vain	:	waste, useless
behold	:	see

I. Comprehension questions:

A. Answer the following questions briefly:

1. What do the first two lines of the poem mean?
2. What does one do when something beautiful is vanishes?
3. What are the things we lose when youth departs?
4. What is the message of the poem?

B. Answer in a paragraph each.

1. Write the summary of the poem.
2. How does a man feel at his youth? Explain whether you agree or disagree with the poet.

C. Rhyming words:

'Sweet' and 'feet' are two rhyming words. What are the other rhyming words that you can find in the poem? Make a list of such words.

II. Read the extracts and answer the questions:

1. *"We behold it everywhere,
On the earth, and in the air,"*

- a. What does 'it' refer to?
- b. Where do we behold it?
- c. Why does the poet say so?

2 “We are stronger, and are better,
Under manhood’s sterner reign;”

- a. When do we feel stronger and better?
- b. Here “reign’ refers to
- c. How do we feel in our youth?

About the poet:



Richard Henry Stoddard

Richard Henry Stoddard was an American poet, born in July 2, 1825 in Hingham, Massachusetts. He attended the public schools of that city. He read a lot of poetry. His talents brought him into contact with many men interested in Literature, notably with Bayard Taylor. In 1849 he gave up his industrial trades and began to write poetry for a living. He was a literary reviewer for the New York World. His poetry is sincere and marked by delicate fancy, and felicity of form and his songs have given him a high and permanent place among American lyricists.

In this poem the poet indirectly deals with the different phases of life and mainly gives a lot of emphasis on human psychology.

SUPPLEMENTARY READER

Lesson - 2B

HONEST DRIVER

Pre reading activity:

How can a nation become strong? With a lot of gold reserve? With a strong military? Or is it through the people who have values to cherish? Discuss.

1. Soon after returning home in an auto-rickshaw from the market where he'd brought some apples, M.G. Menon, 65 a retired Mumbai Personnel Officer, noticed that his black leather pouch was missing. It contained, among other things, Rs. 560 in cash, an important medical prescription, and the duplicate keys to his apartment. Menon rushed back to the fruit vendor, but the man hadn't seen the pouch. "I realized then that I must have forgotten it in the auto rickshaw," Menon recalls, "My heart sank. Just four months earlier, my daughter had left a bag containing around Rs. 45,000 worth of gold jewellery and cash in rickshaw. She never saw it again."

2. A couple of hours after the disappointed Menon got back, the doorbell rang. It was the auto rickshaw driver. He'd found Menon's address in the pouch and driven over to return it. When Menon offered him a hundred rupees notes as a reward, Tanasukh Vora, 35 shook his head." If I wanted money, I could have kept the pouch." He said.

3. As the two men chatted, Vora, who'd been driving his rickshaw for just a year, spoke of how, when he was 18, he'd found a wallet containing Rs. 1000 and a first class railway season ticket." My father said it was wrong to make money by unfair means." Vora said and insisted I return the wallet. I've never forgotten his words." "Even now I can't get over what Tanasukh did," says Menon. It is so good to meet honest people like him."

I. Comprehension questions :

A. Answer the following questions:

1. Is there any resemblance between Tansukh Vora's father and Mohandas KaramChand Gandhi's father?
2. Develop a discussion in the back drop of M.K. Gandhi telling his father, he did not copy the spelling of the word 'kettle' even though his teacher- insisted him to copy.

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Lesson - 2C

THE PEON NOVELIST

An under trial who was under treatment in a district level hospital escaped from the hospital while the police constable had been lost in reading a juicy novel.

Of course, the police force nabbed the culprit within hours. The particular police constable from whose vigilance the under trial had escaped was anticipating punishment for his lax-mood.

However the S P forced on him a strict warning a token punishment. Do you know why? The constable was a voracious reader of literature. There was a wrong man in a wrong place.

Find out what and who Uttam Tupe is!

1. UTTAM TUPE has written several hundred short stories and 16 novels. One of his books has been made into a successful play, another into a feature film. He's won several literary prizes instituted by private and Government organizations. But there is more to his success than popular appeal. Tupe also helps to correct the social ills about which he so eloquently writes.
2. Tupe, 47, whose poor village family made ropes from wild creepers, dropped out of school and left home at the age of 11. Coming to Pune, he got a job as a gardener boy. But his desire to learn was so strong that he persuaded his employer to give him lessons, and faithfully struggled through difficult textbooks. Later Tupe made friends with some school boys who introduced him to the Marathi classics which ignited in him a passion for literature.

3. In 1975 Tupe contacted a magazine publisher hoping to interest him in some song lyrics he had written. Immediately recognizing Tupe's talent, the publisher suggested that the young man, who now worked as a peon at the Pune Archives, try his hand at prose as well.
4. Inspired, Tupe got to work writing in the rustic dialect of his native Satara district. He crafted a short story on the evils of the dowry system. It was immediately published, and a few months later, Tupe received a Rs. 501 cash prize from the Marathi Sahitya Parishad.
5. In all his works Tupe is concerned with the crushing burdens poor villagers carry. *Zulva*, the most popular novel, deals with the plight of devadasis. Other themes include: Villagers superstitions, dowry murders, and the problems of unemployed youth and migrants. "By highlighting social evils." Tupe says, "I hope to make people do something about them."
6. Moreover, Tupe himself takes action. He arranged for Jagan, the devadasi on whom he based *Zulva*, to marry an educated village youth, thus rescuing her from prostitution. He has helped more than a dozen women get married without having to pay dowry, as well as getting three young widows remarried. In addition, Tupe has paid for the education of three poor girls. He is constantly after his mostly illiterate neighbours to send their children to school.
7. Because many Marathi publishers don't pay their authors much, Uttam Tupe continues to work as a peon, and lives with his wife, Jijabai and two sons, Vinod and Milind, in his one-room home in crowded, noisy Pune slum. The only time it's quite enough to write is from midnight till 4 a.m.

8. Nevertheless, he's content. "I provide my family with two square meals a day," he says. "One of my sons is a college graduate, and another will be entering college soon. Writing has given me a sense of purpose, and helped me reach out to people. What more could a peon ask for"

I. Comprehension questions :

A. Answer the following questions:

1. Discuss Tupe's contribution to the upliftment of the poor people of his own neighbourhood.

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