

ગુજરાત રાજ્યના શિક્ષણવિભાગના પત્ર-ક્રમાંક
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ENGLISH

(First Language)

Standard IX



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



Gujarat State Board of School Textbooks
'Vidyayan', Sector 10-A, Gandhinagar-382 010

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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 and wild-life, 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) to provide opportunities for education by the parent or the guardian, to his child or a ward between the age of 6 and 14 years as the case may be.

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About this textbook...

The Gujarat State Board of School Textbook, Gandhinagar is delighted to introduce the new textbook of Standard 9, English (First Language) to the students, teachers and the parents. The Board consistently endeavours to provide quality and error free input for learning English Language keeping abreast of the national goals for education set by the National Curriculum Framework (NCF) from time to time and the language teaching approaches that enable the learners to use the language in their day to day life.

The textbooks have a huge responsibility to put the perspective into practice so that the learners are enabled to connect the knowledge to the life outside four walls of the classrooms. For any language textbook, it is essential that the learners get error free examples of appropriate language use. Learning of any subject requires three basic things: 1. quality exposure/input 2. opportunities to practice and 3. the process should be enjoyable.

The new textbook tries to follow all three of the above mentioned conditions. The authentic texts have a variety of themes to address the age group of the students as well as to meet the expectations of the NCF. There is a special emphasis on Indianness in the context and value education along with providing a broader perspective through a variety in the input.

Though the textbook doesn't follow any one approach to the language teaching strictly in its principles, methods and techniques, most of the activities follow the principles of Communicative Language Teaching (CLT). The emphasis is on motivating and encouraging the learners to use the language to learn the language. It is expected that the teachers and parents encourage the efforts to use the language and do selective/collective error correction to support the language learning process. The activities are designed to balance input, practice and enjoyment. They are designed to encourage Collaborative Learning and to help the teachers meet the new assessment challenges. There are many activities in the textbook that may be used in Formative Assessments (after preparing rubrics for assessment) or the Formative Assessments may be given using activity formats.

The textbook has Prose, Poetry and Supplementary Lessons. The Prose Units are divided into VI different activities:

Activity I aims at bridging the gap between what is known and what is unknown/new. The objective is to catch the attention of the learners and to lead them to the new lesson. The activities brainstorm the learners and expect oral response in most of the units. The activities are based on theme, vocabulary or grammar of the main texts.

Activity II is to provide practice in Reading Comprehension using different formats. A, B and C types of activities help the learners not only comprehend the details in the text but also go beyond it. The questions have been divided into three categories: 1. Factual 2. Inferential and 3. Referential.

Activity III aims at giving practice in comprehension and use of vocabulary used in the lesson as well as vocabulary related to the reading text. The activities are offered in such a manner that learning of the new words shifts from rote memorization of the spellings and meanings, to the meaningful ways of comprehending the meaning and use in different forms and context.

Activity IV deals with grammar in forms of different language functions. The objective is to enable the learners notice the change in the language use in different contexts and to make them independent learners. The grammar rules are introduced deductively.

Activity V and VI deal with productive skills of the language i.e. Speaking and Writing. Following the input in all previous activities, the learners are encouraged to produce the language through related prompts to speak and write. The teachers are expected to encourage the efforts of the learners in speaking and writing against mere error correction while executing the activities.

The Poetry units begin with the introduction to the poet and the poem. The activity at the end of the poem is a mix bag that not only helps the learners comprehend the poem but also goes beyond the poem and appreciates it from the literary or creativity perspective.

The Supplementary Reading Lessons are selected considering the interest levels. To encourage independent reading, 'While Reading Questions' are given in a box at regular intervals. The While Reading questions are not comprehension questions. They are to enable the learners get actively involved in the reading process.

After all efforts from the authors' and the reviewers' end, the textbook is now in the hands of the teachers, students and parents. The success of this textbook, like any other textbook, depends on effective use and execution. We expect that appropriate methods and techniques are used to execute the activities along with required teaching learning materials or teaching aids.

-Authors



Unit 1

Introduction

Henry Charles Beeching (1859–1919) was an English clergyman, author and poet. He was educated at Oxford.

Going Downhill on a Bicycle is an exquisite narration of a poet's experience while going down a hill on a bicycle. The poem is remarkable for its rhythmic and rhyming qualities.

Going Downhill on a Bicycle

With lifted feet, hands still,
I am poised, and down the hill
Dart, with heedful mind;
The air goes by in a wind.
 Swifter and yet more swift,
 Till the heart with a mighty lift
 Makes the lungs laugh the throat cry;-
 "O bird, see, see, bird, I fly!
Is this, is this your joy?
O bird, then I, though a boy,
For a golden moment share
Your feathery life in air!"
 Say, heart, is there aught like this
 In a world that is full of bliss?
 'Tis more than skating, bound
 Steel-shod to the level ground.
Speed slackens now, I float
A while in my airy boat;
Till, when the wheels scarce crawl,
My feet to the treadles fall.
 Alas, that the longest hill
 Must end in a vale; but still,
 Who climbs with toil, wheresoe'er,
 Shall find wings waiting there.

Glossary

poised(v) balanced **dart**(v) move along rapidly & lightly **ought**(pron) (old Eng.) anything, whatever
steel-shod(n) (here) firmly **treadles**(n) pedals

Activity

Read the poem carefully.

A. Choose the correct option and rewrite the complete sentence :

1. Lifting his feet in the air represents _____ of the boy.
(A) challenge (B) courage
(C) freedom (D) freedom, courage and challenge
2. The boy feels _____ while comparing his experience of flying with that of a bird.
(A) angry (B) annoyed
(C) happy (D) jealous
3. Say, heart, is there aught like this
In a world that is full of bliss?
'Tis more than skating, bound
Steel-shod to the level ground. (Identify the rhyme scheme)
(A) aabb (B) abab
(C) abba (D) abcd
4. O bird, see, see, bird, I fly. (Identify the figure of speech)
(A) Antithesis (B) Apostrophe
(C) Paradox (D) Personification
5. Make the lungs laugh, the throat cry. (Identify the figure of speech)
(A) Apostrophe (B) Euphemism
(C) Simile (D) Synecdoche

B. Answer the following questions :

1. Describe the experience of the boy going down the hill on the bicycle.
2. What precaution has the boy to take while going down the hill on the bicycle?
3. With whom does the boy compare his thrill of flying in the second and third stanzas?
How?
4. 'Still and Hill' are rhyming words. Give four more words (not from the poem) that rhyme with the following words: fly, lift, boy.
5. Explain the following expressions 'mighty lift', 'feathery life' and 'airy boat'.
6. Explain the following :
(A) 'Who climbs with toil, whatsoe'er,
Shall find wings waiting there'.
(B) 'Is this, is this your joy?
O bird, then I, though a boy,
For a golden moment share
Your feathery life in air!'



Unit 2

Activity I

The astonishing progress that the Indians have made in mathematics is well known and it is recognized that the foundations of modern arithmetic and algebra were laid long ago in India.

Aryabhatta was one of the first Indian mathematicians and astronomers belonging to the classical age. In recent times, you must have heard of Shakuntala Devi, the lady who performed maths calculations faster than a computer. You, too, can do it with just a little bit of practice with Vedic Mathematics.

Let's try it by multiplying 52 by 11.

To multiply 52 and 11, imagine there is a space between 5 and 2.

$52 \times 11 = 5_2$ (Put an imaginary space in between)

Now, what to do with that space?

Just add 5 and 2 and put the result in the imaginary space

So, $52 \times 11 = 572$ (which is your answer)

Now, try some more examples:

(1) $35 \times 11 =$

(2) $81 \times 11 =$

(3) $72 \times 11 =$

Introduction

Charles Percy Snow, Baron Snow (1905–1980), English physical chemist and novelist, served in several important positions in the British Civil Service and briefly in the UK government. He is best known for his series of novels known collectively as 'Strangers and Brothers', and for 'The Two Cultures'.

This biography of the genius mathematician is inspirational for the young to work tirelessly even among modest circumstances.

Ramanujan

One morning early in 1913, Hardy found, among the letters on his breakfast table, a large untidy envelope decorated with Indian stamps. When he opened it, he found sheets of paper by no means clean, on which, in a non-English script, were line after line of symbols. Hardy glanced at them without enthusiasm.

He felt, more than anything, bored. He glanced at the letter, written in halting English, signed by an unknown Indian, asking him to give an opinion of these mathematical discoveries. The script appeared to consist of theorems, most of them, wild or fantastic looking, one or two already well-known, laid out as though they were original. There were no proofs of any kind. Hardy was not only bored, but also irritated. It seemed like a curious kind of fraud. He put the manuscript aside, and went on with his day's routine.

After lunch he loped off for a game of real tennis in the university court. (If it had been summer, he would have walked down to Fenner's to watch cricket.) In the late afternoon, a stroll back to his rooms. That particular day, though, while the timetable wasn't altered, internally things were not going according to plan. At the back of his mind, getting in the way of his complete pleasure in his game, the Indian manuscript nagged away. Wild theorems. Theorems such as he had never seen before, nor imagined. A fraud of genius? A question was forming itself with epigrammatic clarity: is a fraud of genius more probable than an unknown mathematician of genius? Clearly the answer was no. Back in his rooms in Trinity, he had another look at the script. He sent word to Littlewood (probably by messenger, certainly not by telephone, for which, like all mechanical contrivances including fountain pens, he had a deep distrust) that they must have a discussion after hall.

Before midnight they knew, and knew for certain. The writer of these manuscripts was a man of genius. That was as much as they could judge, that night. It was only later that Hardy decided that Ramanujan was, in terms of natural mathematical genius, in the class of Gauss and Euler: but that he could not expect, because of the defects of his education, and because he had come on the scene too late in the line of mathematical history, to make contribution on the same scale.

The following day Hardy went into action. Ramanujan must be brought to England, Hardy decided. Money was not a major problem. Trinity had usually been good at supporting unorthodox talent (the college did the same for Kapitsa a few years later). Once Hardy was determined, no human agency could have stopped Ramanujan, but they needed certain amount of help from a superhuman one.

Ramanujan turned out to be a poor clerk in Madras, living with his wife on twenty pounds a year. But he was also a Brahmin, usually strict about his religious observances, with a mother who was even stricter. It seemed impossible that he could break the ban and cross the water. Fortunately his mother had the highest respect for the goddess of Namakkal. One morning Ramanujan's mother made a startling announcement. She had a dream the previous night in which she saw her son seated in a big hall among a group of Europeans, and the goddess of Namakkal had commanded her not to stand in the way of her son fulfilling his life's purpose. This, say Ramanujan's Indian biographers, was a very agreeable surprise to all concerned.

In 1914, Ramanujan arrived in England. So far as Hardy could detect (though in this respect I should not trust his insight far) Ramanujan, despite the difficulties of breaking the caste laws, did not believe much in theological doctrine, except for a vague pantheistic benevolence, any more than Hardy did himself. But he did certainly believe in ritual. When Trinity put him up in college within four years he became a fellow. There was no "Alan St. Aubyn" self-indulgence for him at all. Hardy used to find him ritually changed into his pyjamas, cooking vegetables rather miserably in a frying pan in his own room.

Their association was a strangely touching one. Hardy did not forget that he was in the

presence of a genius: but genius that was, even in mathematics, almost untrained. Ramanujan had not been able to enter Madras University because he could not matriculate in English. According to Hardy's report, he was always amiable and good-natured, but no doubt he sometimes found Hardy's conversation outside mathematics more than a little baffling. He seems to have listened with a patient smile on his good, friendly, homely face. Even inside mathematics they had to come to terms with the difference in their education. Ramanujan was self-taught: he knew nothing of the modern rigour: in a sense he didn't know what a proof was. In an uncharacteristically sentimental moment, Hardy once wrote that if he had been better educated, he would have been less 'Ramanujan'. Coming back to his ironic senses, Hardy later corrected himself and said that the statement was nonsense. If Ramanujan had been better educated, he would have been even more wonderful than he was. In fact, Hardy was obliged to teach him some formal mathematics as though Ramanujan had been a scholarship candidate at Winchester. Hardy said that this was the most singular experience of his life: what did modern mathematics look like to someone who had the deepest insight, but who had literally never heard of most of it?

It is good to remember that England gave Ramanujan such honors as were possible. The Royal Society elected him a Fellow at the age of thirty (which, even for a mathematician, is very young). Trinity also elected him a Fellow in the same year. He was the first Indian to be given either of these distinctions. He was amiably grateful. But he soon became ill.

Hardy used to visit him, as he lay dying in hospital at Putney. It was on one of those visits that there happened the incident of the taxi-cab number. Hardy had gone out to Putney by taxi as usual his chosen method of conveyance. He went into the room where Ramanujan was lying. Hardy, always clumsy about introducing a conversation, said, probably without a greeting and certainly as his first remark: "The number of my taxi cab was 1729. It seemed to me rather a dull number." To which Ramanujan replied: "No, Hardy! No, Hardy! It is a very interesting number: *It is the smallest number expressible as the sum of two cubes in two different ways*".

It was difficult, in war-time, to move Ramanujan to a kinder climate. He died of tuberculosis, back in Madras, two years after the war. As Hardy wrote in the *Apology*, his roll-call of mathematicians: 'Galois died at twenty-one. Abel at twenty-seven, Ramanujan at thirty-three, Riemann at forty. I do not know an instance of a major mathematical advance initiated by a man past fifty'.

Glossary

loped off moved along with long easy steps **nagged away** annoyed by puzzling **epigrammatic clarity** short and witty expression **contrivances(n)** appliances, gadgets **after hall** after dinner in the dining hall **Gauss** German mathematician **Euler** Swiss mathematician **Kapitsa** Soviet physicist and Nobel Laureate **Namakkal** district in Tamilnadu **pantheistic benevolence** born out of many Gods **Alan St. Aubyn** Fellow of Trinity **the war** World War I (1914-18) **Galois** French mathematician **Abel** Norwegian mathematician **Riemann** German mathematician

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

1. Ramanujan's mother had great reverence for _____.
(A) Goddess of Madurai (B) Goddess Namakkal
(C) Lord of Thanjavur (D) Lord of Rameshwaram
2. In 1918, Ramanujan was elected as a Fellow of the _____.
(A) European Mathematical Society (B) Mathematical Optimization Society
(C) Royal Society (D) Quaternion Society
3. Ramanujan died of _____.
(A) cancer (B) hepatitis
(C) pneumonia (D) tuberculosis
4. Ramanujan could not enter the University of Madras because he could not matriculate in _____.
(A) English (B) Hindi
(C) Tamil (D) Telugu
5. "To break the ban" means to overcome the _____.
(A) blind belief (B) disease
(C) fear (D) taboo

B. Answer the following questions :

1. Describe the packet that Hardy received one morning in 1913. What was his reaction on examining it?
2. What was the dream of Ramanujan's mother and how did it help him?
3. How was Ramanujan honoured in England?
4. What were the difficulties Ramanujan faced while in England?
5. Explain: "I do not know an instance of a major mathematical advance initiated by a man past fifty".

C. Write in detail on :

1. Ramanujan as a Mathematical Genius
2. The Association between Ramanujan and Hardy

Activity III

Fill the gaps in the text with suitable words from the box. (There are more words in the box than you need.)

sense	punctual	confident	trust	initiative	miserable
timid	sensible	sensitive	shy	cheerful	reserved

I spent the weekend camping with friends but it wasn't very successful. Krishani is not and we had to wait an hour for her to turn up. Apparently she had a problem with the train, but didn't have the common to ring me on my mobile and warn me that she would be late. Then, when she finally arrived, she had a friend with her, called Ayushi. She was quite nice, but so that she didn't speak to anyone for the first day. She'd got bit more self-..... by the end of the weekend. However, she didn't seem to have much We were only 400 metres from a farm but Ayushi said she couldn't make tea because we had no water! Dhruv got angry at that, for no real reason, and poor Ayushi almost started crying. Dhruv's problem was that he never wanted to go camping in the first place, so he was pretty most of the time.

Activity IV

While describing people, we describe their appearance, talk about their character and nature. Now, answer the following questions.

- (A) What does your mother/brother/sister/father like?
- (B) What is your mother/brother/sister/father like?

Do both the questions have the same answer? What is the difference? It's important that we learn to ask and answer appropriately.

To talk about people's general appearance, we may ask some of the following questions:

- (1) What does s/he look like?
- (2) Does s/he wear glasses?
- (3) Does he have a moustache?
- (4) What colour is her/his hair?
- (5) How long is her/his hair?
- (6) How tall is s/he?
- (7) How old is s/he?

Now, work in pairs and frame five questions to ask about people's character or nature. You may ask the questions to your classmates to check whether they make sense or not.

Activity V

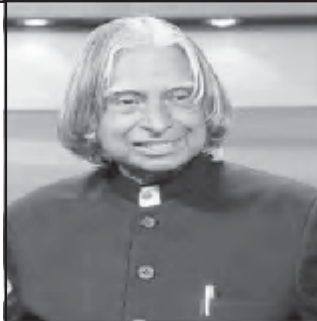
Look at the pictures of following famous personalities. Work in group of six students and prepare a short introduction to any one of them. Speak about that person in the class and let the other groups guess which personality you are talking about.



Dr. Homi Bhabha



Dr. Jagdish Chandra Bose



Dr. A P J Abdul Kalam



Shakuntala Devi



Ramanujan

Activity VI

Collect details about great Indian mathematicians and their contribution and prepare a poster presentation.



Unit 3

Introduction

Francis Ledwidge (1887–1917), an Irish war poet, was killed during World War I. Ledwidge was a keen poet, writing wherever he could – sometimes even on gates or fence posts. From the age of fourteen, his works were published in local newspapers. He served in Greece during a part of the first World War.

The Homecoming of the Sheep is a musical poem. Little imagination is needed to hear the sheep bells on the hillside, especially as bells are mentioned in each stanza. When sheep are returning home in the evening, interweaving their movement with other aspects of nature gives the poem a greater appeal.

The Homecoming of the Sheep

The sheep are coming home in Greece,
Hark the bells on every hill!
Flock by flock, and fleece by fleece,
Wandering wide a little piece
Thro' the evening red and still,
Stopping where the pathways cease,
Cropping with a hurried will.

Thro' the cotton-bushes low
Merry boys with shouldered crooks
Close them in a single row,
Shout among them as they go
With one bell-ring o'er the brooks.
Such delight you never know
Reading it from gilded books.

Before the early stars are bright
Cormorants and sea-gulls call,
And the moon comes large and white
Filling with a lovely light
The ferny curtained waterfall.
Then sleep wraps every bell up tight
And the climbing moon grows small.

Glossary

cropping(v) (here) grazing **crook**(n) part that is curved or bent like a hook **cormorants**(n) large black sea birds **ferny**(adj) vascular plant

Activity

Read the poem carefully.

A. Choose the correct option and rewrite the sentence :

1. 'Through the evening red and still.' The word 'still' indicates_____.
(A) exciting (B) gloomy
(C) peaceful (D) sad
2. By 'gilded' books, the poet means _____.
(A) attractive books (B) expensive books
(C) thick books (D) useful books
3. 'Climbing moon grows small' suggests_____.
(A) the moon has disappeared (B) the moon has grown small
(C) the night is about to begin (D) the night is about to get over
4. 'Sleep wraps every bell up tight.' The figure of speech used here is _____.
(A) Anastrophe (B) Personification
(C) Metaphor (D) Simile

B. Answer the following questions :

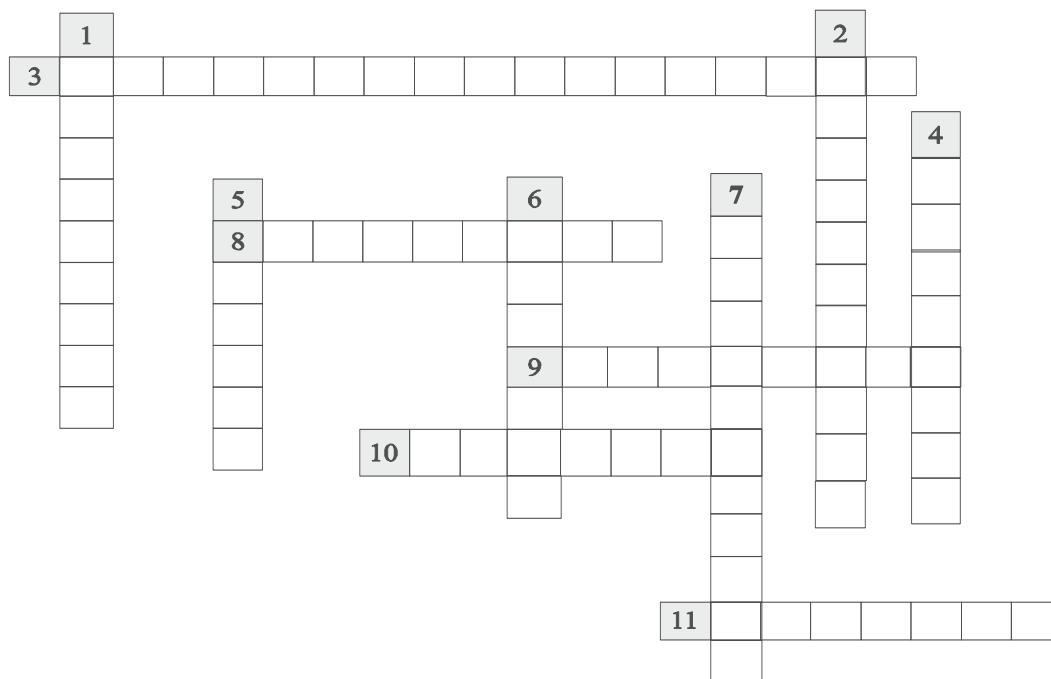
1. "With one bell-ring over the brooks". Explain.
2. Why is the evening described as "red and still"?
3. Explain the significance of the words "ferny curtained".
4. What time of the day is suggested in the poem? Which words in the poem indicate that?
5. The poem creates an effect of lilting music. Which words in the poem suggest that?
6. Write the rhyme scheme of the poem.



Unit 4

Activity I

A. Read the clues carefully and complete the crossword puzzle :



Across	Down
3. I want to be a _____. I will make lots of computer games.	1. A _____ writes articles.
8. An _____ designs buildings.	2. A _____ plays tennis.
9. I want to travel to other planets. I want to be an _____.	4. When I grow up, I will invent lots of useful things. I want to be a _____.
10. An _____ designs and builds buildings.	5. A _____ steers a ship.
11. A _____ interviews people.	6. A _____ repairs machines.
	7. A _____ takes photos.

B. Work in groups of four/five and discuss :

1. What are your future plans?
2. What do you think you need to do for achieving them?

Introduction

Rabindranath Tagore, ‘Gurudev’ (1861 –1941), is regarded as one of the greatest writers in modern Indian literature. He was a Bengali poet, novelist, educator, painter, composer and singer. He became the first non-European to win the Nobel Prize in Literature in 1913 for *Gitanjali* published in 1910.

Tagore was born in Calcutta (now Kolkata) in a wealthy and prominent family. The Tagores were pioneers of the Bengal Renaissance and tried to combine traditional Indian culture with

western ideas. The youngest child in the family, Rabindranath started to compose poems at the age of eight. He was educated at home. He did not believe in the conventional method of education which led to his founding Shantiniketan where he tried his Upanishadic ideals of education. This institution later on developed into a world renowned centre for learning called Vishwabharti.

The present story is about the insensitive and careless attitude of people towards animals and birds. The author satirises people's vanity and greed.

The Parrot's Training

Once upon a time there was a bird. It was ignorant. It sang all right, but never recited scriptures. It hopped pretty frequently, but lacked manners.

Said the Raja to himself, "Ignorance is costly in the long run. For fools consume as much food as their betters, and yet give nothing in return."

He called his nephews to his presence and told them that the bird must have a sound schooling.

The pundits were summoned and at once went to the root of the matter.

They decided that the ignorance of birds was due to their natural habit of living in poor nests. Therefore, according to the pundits, the first thing necessary for this bird's education was a suitable cage.

The pundits had their rewards and went home happy.

A golden cage was built with gorgeous decorations. Crowds came to see it from all parts of the world. "Culture, captured and caged!" exclaimed some, in a rapture of ecstasy, and burst into tears. Others remarked, "Even if culture be missed, the cage will remain, to the end, a substantial fact. How fortunate for the bird!"

The goldsmith filled his bag with money and lost no time in sailing homewards.

The pundit sat down to educate the bird. With proper deliberation, he took his pinch of snuff, as he said, "Textbooks can never be too many for our purpose!"

The nephews brought together an enormous crowd of scribes. They copied from books, and copied from copies, till the manuscripts were piled up to an unreachable height. Men murmured in amazement: "Oh, the tower of culture, egregiously high! The end of it lost in the clouds!"

The scribes, with light hearts, hurried home, their pockets heavily laden.

The nephews were furiously busy keeping the cage in proper trim. As their constant scrubbing and polishing went on, the people said with satisfaction: "This is progress indeed!"

Men were employed in large numbers, and supervisors were still more numerous. These, with their cousins of all different degrees of distance, built a palace for themselves and lived there happily ever after.

Whatever may be its other deficiencies, the world is never in want of fault-finders; and they went about saying that every creature remotely connected with the cage flourished beyond words, excepting only the bird.

When this remark reached the Raja's ears, he summoned his nephews before him and said: "My dear nephews, what is this that we hear?"

The nephews said in answer: "Sire, let the testimony of the goldsmiths and the pundits, the scribes and the supervisors be taken, if the truth is to be known. Food is scarce with the fault-finders, and that is why their tongues have gained in sharpness".

The explanation was so luminously satisfactory that the Raja decorated each one of his nephews with his own rare jewels.

The Raja, at length, being desirous of seeing with his own eyes how his Education Department busied itself with the little bird, made his appearance one day at the great Hall of Learning.

From the gate rose the sounds of conch-shells and gongs, horns, bugles and trumpets, cymbals, drums and kettle-drums, tomtoms, tambourines, flutes, fifes, barrel-organs and bagpipes. The pundits began chanting mantras with their topmost voices, while the goldsmiths, scribes, supervisors, and their numberless cousins of all different degrees of distance, loudly raised a round of cheers.

The nephews smiled and said: "Sire, what do you think of it all?"

The Raja said: "It does seem so fearfully like a sound principle of Education!"

Mightily pleased, the Raja was about to remount his elephant, when the fault-finder, from behind some bush, cried out : "Maharaja, have you seen the bird?"

"Indeed, I have not!" exclaimed the Raja, "I completely forgot about the bird".

Turning back, he asked the pundits about the method they followed in instructing the bird. It was shown to him. He was immensely impressed. The method was so stupendous that the bird looked ridiculously unimportant in comparison. The Raja was satisfied that there was no flaw in the arrangements. As for any complaint from the bird itself, that simply could not be expected. Its throat was so completely choked with the leaves from the books that it could neither whistle nor whisper. It sent a thrill through one's body to watch the process.

This time, while remounting his elephant, the Raja ordered his State ear-puller to give a thorough good pull at both the ears of the fault-finder.

The bird thus crawled on, duly and properly, to the safest verge of inanity. In fact, its progress was satisfactory in the extreme. Nevertheless, nature occasionally triumphed over training, and when the morning light peeped into the bird's cage it sometimes fluttered its wings in a reprehensible manner. And, though it is hard to believe, it pitifully pecked at its bars with its feeble beak.

"What impertinence!" growled the kotwal.

The blacksmith, with his forge and hammer, took his place in the Raja's Department of Education. Oh, what resounding blows! The iron chain was soon completed, and the bird's wings were clipped.

The Raja's brothers-in-law looked back, and shook their heads, saying: "These birds not only lack good sense, but also gratitude!"

With text-book in one hand and baton in the other, the pundits gave the poor bird what may fitly be called lessons!

The kotwal was honoured with a title for his watchfulness, and the blacksmith for his skill in forging chains.

The bird died.

Nobody had the least notion how long ago this had happened. The fault-finder was the first man to spread the rumour.

The Raja called his nephews and asked them. "My dear nephews, what is this that we hear?"

The nephews said: "Sire, the bird's education has been completed."

"Does it hop?" the Raja enquired.

"Never!" said the nephews.

"Does it fly?"

"No."

"Bring me the bird", said the Raja.

The bird was brought to him, guarded by the kotwal and the sepoy and the sowars. The Raja poked its body with his finger. Only its inner stuffing of book-leaves rustled.

Outside the window, the murmur of the spring breeze amongst the newly budded asoka leaves made the April morning wistful.

Glossary

scriptures(n) sacred texts **rapture of ecstasy** feeling of extreme joy **substantial**(adj) meaningful **proper deliberation** careful consideration **scribes**(n) penmen / persons employed to make written copies of documents & manuscripts **egregiously**(adv) (here) outstandingly **luminously**(adv) (here) clearly **conch-shells...bag pipes** various musical instruments **stupendous**(adj) towering **inanity**(n) mindlessness **reprehensible**(adj) condemnable **impertinence**(n) disrespect **sowars**(n) mounted soldiers **wistful**(adj) lost in thoughtful sadness

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

1. The problem with the parrot was that it lacked _____ .

- | | |
|------------------|----------------|
| (A) emotions | (B) good looks |
| (C) intelligence | (D) manners |

2. The Pundits decided that the bird should be _____ .

- | | |
|--------------|--------------------|
| (A) educated | (B) freed |
| (C) ignored | (D) made to starve |

3. The _____ made the crowds gather at the Hall in great ecstasy.
- (A) death of the bird (B) magic that the bird did
(C) reward given to the bird (D) training of the bird
4. The hall where the bird was kept was called Hall of _____.
- (A) culture (B) education
(C) learning (D) training
5. Towards the end of the story, the bird _____ .
- (A) dies (B) escapes
(C) faints (D) recites scriptures

B. Answer the following questions :

1. What did the Raja observe about the bird and what orders did he give to his nephews?
2. State the steps taken by the nephews to educate the bird?
3. What did the Pundits announce when they observed the bird?
4. Why did the fault-finders comment “Every creature remotely connected with the cage flourished beyond words, excepting only the bird”?
5. What is the author trying to convey through the story ‘The Parrot’s Training’?

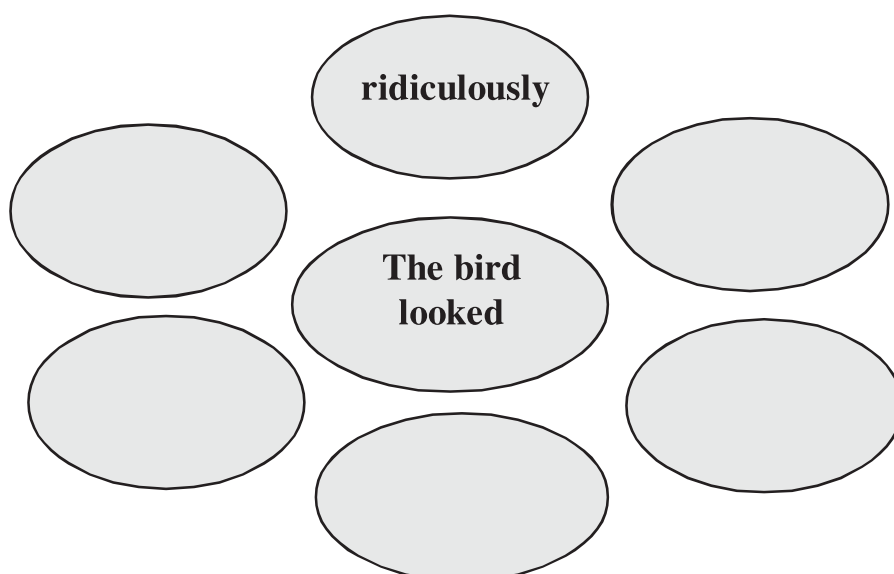
C. Write in detail on :

1. The Treatment meted out to the Parrot
2. The Ending of the Story

Activity III

A. Complete the web following the example given below :

Example : The bird looked ridiculously at the king.



B. Choose the appropriate word from the bracket :

1. The King went inside (furious, furiously)
2. He started visiting the sports club (frequent, frequently)
3. The party had become so loud that the neighbours were forced to call the police. (egregiously, egregious)
4. The colours of the building attracted the people. (luminous, luminously)
5. We visit the orphanage near our house. (occasionally, occasional)

Activity IV

A. Here are two students talking about their future plans after 10th. Read the cues carefully and arrange them to make a meaningful dialogue :

- (A) So what are you going to do after 10th?
(B) I will join 11th Science.
(A)
(B)

Cues

As I know, he needs to support his family.
Which group would you like to choose: Mathematics or Biology?
I am not sure. I will decide later.
What about your friend?
But why? Is he not interested in completing graduation and getting a degree?
Then Diploma is a good choice. He will finish it in two years and get a job.
How about you?
I want to become an Electrical Engineer.
That means you will go for Mathematics group in 11th.
I think he will go for some Diploma course.

B. Work in pairs and make a list of questions that you may ask to know the future plans of a person.

Example : What kind of job do you want?

Where would you like to travel this summer?

Activity V

Dogs and cats are common pets. Can you think of any other animals as pets? Should these animals be trained? Share your views with the class.

Activity VI

(A) Write an email to your grandparents about your visit to a zoo. Describe what you saw there, especially how animals and birds are treated in the zoo.

(B) You have read the story which is narrated by a third person (narrator).

Now, rewrite the story in brief as if the Parrot is telling it to the readers.
You may drop some events from the story.

For example : “I am a bird. I sing alright but my master thinks I am ignorant and lack manners!”



Anagram Puzzles

The letters in each phrase below can be rearranged to spell a word. The words all have something in common. Challenge is to figure out the four words *and* what the words have in common.

- REPRINT - *printer*
- PROM RAG -
- BAKED ROY -
- AS FEW ROT-

Unit 5

Introduction

Edward Lear (1812-1888) was primarily a landscape painter who travelled far and wide in pursuit of his art. Later he took to writing verses which are remarkable for their jingle and bounce. They reveal Lear as a relaxed, happy and lovable man. His first publication, *A Book of Nonsense* (1846) became famous because of its clever and humorous use of limericks.

By Way of Preface, though not in the limerick style, is a good example of light, funny and rhythmic verse. Each of these stanzas can be read independently without loss of meaning. The poet draws his own caricature in a light manner and laughs at himself.

By Way of Preface

How pleasant to know Mr. Lear,
Who has written such volumes of stuff;
Some think him ill-tempered and queer,
But a few find him pleasant enough.

His mind is concrete and fastidious,
His nose is remarkably big;
His visage is more or less hideous,
His beard it resembles a wig.

He has ears, and two eyes, and ten fingers,
(Leastways if you reckon two thumbs);
He used to be one of the singers,
But now he is one of the dumbs.

He sits in a beautiful parlour,
With hundreds of books on the wall;
He drinks a great deal of marsala,
But never gets tipsy at all.

He has many friends, laymen and clerical,
Old Foss is the name of his cat;
His body is perfectly spherical,
He weareth a runcible hat.

When he walks in waterproof white,
 The children run after him so!
 Calling out, "He's gone out in his night-gown,
 crazy old Englishman, oh!"

He weeps by the side of the ocean,
 He weeps on the top of the hill;
 He purchases pancakes and lotion,
 And chocolate shrimps from the mill.

He reads, but he does not speak Spanish,
 He cannot abide ginger beer;
 Ere the days of his pilgrimage vanish,
 How pleasant to know Mr. Lear!

Glossary

queer(adj) somewhat old fashioned, strange **fastidious**(adj) very hard to please **visage**(n) face
hideous(adj) extremely ugly **reckon**(v) consider **weareth**(v) (archaic)wears **runcible**(adj) broad-
 rimmed **shrimps**(n) (here) sweets **ere** (prep and conj) (archaic) before

Activity

Read the poem carefully.

A. Choose the correct option and rewrite the complete sentence :

- Mr. Lear cannot speak _____.
 (A) English (B) French
 (C) German (D) Spanish
- Old Foss is the name of his _____.
 (A) cat (B) dog
 (C) horse (D) parrot
- Mr. Lear purchased _____ from the mill.
 (A) bed sheets and pillow covers (B) cakes and cookies
 (C) chocolate shrimps (D) pancakes and lotions
- 'When he walks in a waterproof white,' is an example of _____.
 (A) Alliteration (B) Metaphor
 (C) Personification (D) Simile
- 'Ere the days of his pilgrimage vanish...'is an example of _____.
 (A) Alliteration (B) Hyperbole
 (C) Metaphor (D) Repetition

B. Answer the following questions :

- (1) Describe Mr. Lear's appearance.
- (2) What do you learn about the habits of Mr. Lear?
- (3) Find out the lines and expressions in the poem where Edward Lear laughs at himself and creates humour.

C. Explain the Lines :

- (1) 'Some think him ill-tempered and queer
And a few think him pleasant enough.'
- (2) 'Ere the days of his pilgrimage vanish,
How pleasant to know Mr. Lear!'



From the following puzzle identity the words related to 'beautiful'.

Words meaning "Beautiful"

L	S	T	A	T	U	E	S	Q	U	E	N	I	G
Y	T	T	E	R	P	N	C	C	A	R	S	G	N
G	G	E	C	R	E	G	H	L	L	G	E	N	I
N	N	N	L	E	O	S	A	C	L	O	T	I	N
I	I	I	A	S	E	T	R	U	U	R	I	H	N
L	H	V	S	P	T	I	M	T	R	G	S	S	U
Z	C	I	S	L	S	S	I	E	I	E	I	I	T
Z	T	D	Y	E	R	S	N	O	N	O	U	V	S
A	I	B	P	N	S	D	G	N	G	U	Q	A	M
D	W	O	N	D	E	R	F	U	L	S	X	R	G
G	E	A	I	E	T	N	A	G	E	L	E	O	U
C	B	T	R	N	T	H	A	N	D	S	O	M	E
G	E	U	C	T	N	S	U	B	L	I	M	E	N
W	L	A	P	P	E	A	L	I	N	G	L	A	V

Unit 6

Activity I

Letter writing is an art which not only helps in developing various skills but it also develops one's ability to express various human emotions. Do you agree?

Discuss with your partner.

Introduction

Charles Lutwidge Dodgson (1832 –1898), better known by his pen name Lewis Carroll, was an English writer, mathematician, logician and photographer. At the age of twenty, he received a studentship at Christ Church and was appointed a lecturer in mathematics. Dodgson was shy but enjoyed creating stories for children. His most famous writings are *Alice's Adventures in Wonderland* and its sequel *Through the Looking-Glass*. He is noted for his felicity at word play, logic, and fantasy. There are societies in many parts of the world dedicated to the enjoyment and promotion of his works and the investigation of his life.

Lewis Carroll's mock-serious fanciful letter explains the excessive weight of the letter.

Letter to Gertrude

Christ Church, Oxford,

December 9, 1875

My Dear Gertrude,

This really will not do, you know, sending one more kiss every time by post: the parcel gets so heavy, it is quite expensive. When the postman brought in the last letter, he looked quite grave. "Two pounds to pay, sir!" he said. "Extra weight, sir!" (I think he cheats a little, by the way. He often makes me pay two pounds, when I think it should be pence). "Oh, if you please, Mr. Postman!" I said, going down gracefully on one knee (I wish you could see me go down on one knee to a postman - it's a very pretty sight), "do excuse me just this once! It's only from a little girl!"

"Only from a little girl!" he growled. "What are little girls made of?" "Sugar and spice", I began to say, "and all that's ni-" but he interrupted me. "No! I don't mean that. I mean, what's the good of little girls, when they send such heavy letters?" "Well, they're not much good, certainly," I said, rather sadly.

"Mind you don't get any more such letters," he said, "at least, not from that particular little girl. I know her well, and she's a regular bad one!" That's not true, is it? I don't believe he ever saw you, and you're not a bad one, are you? However, I promised him we would send each other very few more letters - "Only two thousand four hundred and seventy, or so", I said. "Oh!" he said, "a little number like that doesn't signify. What I meant is, you mustn't send many."

So, you see, we must keep count now, and when we get to two thousand four hundred and seventy, we mustn't write any more, unless the postman gives us leave.

I sometimes wish I was back on the shore at Sandown: don't you!

Your loving friend,

Lewis Carroll

Why is a pig that has lost its tail like a little girl on the seashore? Because it says, "I should like another tale, please!"

Glossary

gracefully(adv) in a fine manner **growled**(v) made low, angry sound from the throat **signify**(v) (here) matter, be of importance

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence :

1. The letter became heavy because of _____.
(A) heavy paper used (B) one more kiss every time
(C) pompous words used (D) too much content
2. _____ is the name of the shore the writer mentions in the letter.
(A) Sunup (B) Sandown
(C) Sunsky (D) Sunray
3. The letter is written to a _____.
(A) brother (B) friend
(C) sister (D) wife
4. The emotion of _____ gets highlighted in the letter.
(A) anger (B) frustration
(C) jealousy (D) love
5. For the postman, Gertrude appeared to be _____.
(A) a bad one (B) an innocent one
(C) an intelligent one (D) a stupid one

B. Answer the following questions :

1. How did the postman cheat Lewis Carroll?
2. What did Lewis Carroll instruct Gertrude about writing letters?
3. What did the postman growl about the girl?
4. Why did Lewis Carroll suggest that they should keep a count on the letters?

C. Write in detail on :

1. Gertrude
2. The Postman

Activity III

Read the words in the box. Select appropriate words to match each of the descriptions given below :

possessive	malicious	cold	sympathetic	secretive
independent	meek	quiet	bossy	popular

1. You never really know what she's thinking.
2. He's always saying nasty things about people.
3. He's a really nice guy, he won't stand up for himself.
4. She gets invited to lots of parties.
5. He's quite old now, but he still likes to do everything for himself.
6. She's always telling people what to do.
7. She understands people really well and sees things from their point of view.
8. She gets really annoyed if another girl talks to him at the party.
9. He just sits there and doesn't say anything.
10. He's not a warm, affectionate person.

Activity IV

Work in pairs. Read the excerpt from the letter aloud. The first one is without or misplaced punctuations. The second one is with proper punctuations. Ask your partner to listen to it and try to understand. What difficulties do you face in reading aloud? What difficulties does your partner face in comprehending your reading?

My Dear Gertrude

This really will not do you know sending one more kiss every time by post the parcel gets so heavy it is quite expensive When the postman brought in the last letter. he looked quite grave, two pounds to pay sir he said Extra weight sir (I think he cheats a little by the way He often makes me pay two pounds when I think it should be pence).

My Dear Gertrude,

This really will not do, you know, sending one more kiss every time by post: the parcel gets so heavy it is quite expensive. When the postman brought in the last letter, he looked quite grave. "Two pounds to pay, sir!" he said. "Extra weight, sir!" (I think he cheats a little, by the way. He often makes me pay two pounds, when I think it should be pence).

Punctuations play an important role in any discourse. Therefore, it is important to learn using them. Read the following sentences and put appropriate punctuations (, / . / !) .

1. I like to go hiking fishing swimming and camping during summer
2. The tree is very tall old and green
3. I just won the lottery
4. Ouch I hurt my knee
5. If we don't get some milk we will not be able to make tea

Activity V

Work in groups of four and discuss.

Letter writing was once considered an important art in everyday life. After the arrival of e-mails only few of us write letters these days. But letters can unfold sweet memories anytime. Do you agree with this? If yes, give your reason. If no, explain how email can replace the purpose of letters.

Activity VI

You are Gertrude. Write a letter in reply to Lewis Carroll's letter.



Limerick

- There was a young fellow who thought
Very little, but thought it a lot.
Then at long last he knew
What he wanted to do,
But before he could start, he forgot
- There once was a pelican named Lizzie
Who ate fishes until she was dizzy.
But the fishes didn't mind,
To be treated so unkind.
They were just glad to keep her so busy.