

# English Main Course Book

*for*

**Class IX**

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ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ  
ਦਿੱਤੀ ਜਾਣੀ ਹੈ ਅਤੇ ਵਿਕਾਊ ਨਹੀਂ ਹੈ।



**Punjab School Education Board**  
Sahibzada Ajit Singh Nagar

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**ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ।**

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## FOREWORD

The Punjab School Education Board has continuously been engaged in the preparation and review of syllabi and textbooks. The main objective of preparing language textbooks is to provide the students with interesting and appropriate reading material. This aims to equip the students with the skills of listening, speaking, reading and writing so as to enable them to use these in their day-to-day life.

The 'language package for Class IX' includes the Main Course book, the Literature Book (Supplementary Reader) and Grammar in Use (A Practice Book of Grammar and Composition). The reading material in this Main Course book has been primarily designed to impart acquisition of communication skills. This textbook provides different genres of literature and a wide source of themes ranging from age-old problems of personality to discussion of contemporary issues. These themes would motivate the learners to use English for purposes of communication and expression.

The book in hand has been prepared by Dr D. V. Jindal, external faculty member, Central Institute of English and Foreign Languages, Hyderabad and vetted by Dr Jatendra Sethi, former Head, Department of Phonetics, Central Institute of English and Foreign Languages, Hyderabad and edited by Mr Manoj Kumar, Subject Expert (retired).

We would gratefully welcome comments and suggestions from teachers, experts and students as well, to improve this book further.

**Chairman**

‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ  
ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ, ਪੰਜਾਬ’

Punjab School Education Board

## **A note to the Teachers**

This textbook, based on the new syllabus is a part of the package meant for class IX students. It comprises a Main Course book for intensive study, a Literature Book (Supplementary Reader) for extensive study and development of taste for reading and a functional grammar book for further developing different language skills. These books aim at making the teaching and learning of English an interesting exercise by presenting a variety of real-life situations. They also fulfil the communicative, cultural and literary needs of the learner. The main objectives of teaching English at this stage are:

1. To develop communicative skills to enable them to perform different language functions.
2. To help them develop their cognitive and affective faculties.
3. To promote the skill of reading text intelligently and imaginatively.
4. To enrich the learner's vocabulary- both active and passive.

The course is learner-centred. The learner is also encouraged to think creatively through questions given at the end of each lesson. There are different types of exercises: Comprehension, Vocabulary, Grammar & Usage and Composition.

1. The Comprehension exercises are for the teaching of factual comprehension which will deepen students' understanding of the lesson.
2. The vocabulary exercises are given for vocabulary enrichment and development of reference skills.



3. Grammar and Usage exercises contain a wide variety of exercises on different areas of functional grammar.
4. Composition is used to help learners write well-knit pieces to help them comprehend non-prescribed material.
5. The exercises at the end of the poems aim at helping the learners appreciate the poem and enjoy reading it.

It is hoped that the textbook would meet the learners' needs and help them develop the important language skills and use English effectively and meaningfully for purpose of communication.

***Manoj Kumar***  
Subject Expert  
(retired)

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## **1. Grooming of a Boy**

*[Abraham Lincoln's son is at school. Lincoln writes a letter to his son's teacher requesting him to mould the boy in such a way that he grows up to be a good human being. What are the qualities which make one a good human being ?]*

### **The Letter**

He will have to learn, I know, that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero ; that for every selfish politician, there is a dedicated leader. Teach him that for every enemy there is a friend. It will take time, I know ; but teach him, if you can, that a dollar earned is of far more value than five found. Teach him to learn to lose and also to enjoy winning.

Steer him away from envy ; if you can, teach him the secret of quiet laughter.

Let him learn early that the bullies are the easiest to lick. Teach him, if you can, the wonder of books. But also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun and flowers on a green hillside.

In school, teach him it is far more honourable to fail than to cheat.

Teach him to have faith in his own ideas, even if everyone tells him they are wrong. Teach him to be gentle with the gentle and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the bandwagon. Teach him to listen to all men ; but teach him also to filter all that he hears on a screen of truth, and take only the good that comes through.

Teach him, if you can, how to laugh when he is sad. Teach him there is no shame in tears. Teach him to scoff at cynics and to beware of too much sweetness. Teach him to sell his brawn and brain to the highest bidders, but never to put a price tag on his heart and soul.

Teach him to close his ears to a howling mob and to stand and fight if he thinks he is right.

Treat him gently but do not cuddle him because only the test of fire makes fine steel.

Let him have the courage to be impatient ; let him have the patience to be brave. Teach him always to have sublime faith in himself because then he, will always have sublime faith in mankind.

This is a big order, but see what you can do. He is such a fine little fellow, my son !

### **Glossary:**

scoundrel (*adj*) : unprincipled person

Some people are real scoundrels.

*dedicated* (*adj*): committed

She is a *dedicated* teacher.

*bully* (*n*): one who uses one's strength to hurt or frighten others

He was a *bully* ; he was asked to mend his ways or leave the school.

*lick* (*v*) : defeat, beat back

He was quite tough but we did *lick* him without much effort.

*ponder* (*v*) : to think about something carefully and for a long time

My father *pondered* over the problem but could not find a solution.

*eternal* (*adj*): lasting forever

True love is something *eternal*; it lives even after death.

*scoff at* : (*v*) to laugh at something with scorn

He *scoffed* at our foolish answers.

*howl* (*v*): to cry loudly

Wolves were *howling* in the forest.

*cuddle* (*v*): to hold somebody close in a way of showing love

The child *cuddled* her doll to her chest.

*courage* (*n*) : the ability to control fear while facing danger

The soldiers showed great *courage* in the battlefield.

*sublime* (*adj*): of the best kind

The food was absolutely *sublime*.

## **LANGUAGE EXERCISES**

### **A. Comprehension Questions**

- (i) **Answer the following questions in your own words :**
1. All men are not just and true. Why is the author still hopeful ?
  2. What should Lincoln's son be steered away from ?
  3. What should one never sell ?
  4. Why does Lincoln want his son not be cuddled ?
  5. How can one gain sublime faith in mankind ?
  6. What should one ponder about?
  7. After listening to all the men, what should one do ?
  8. What should one beware of ?
- (ii) **Answer the following questions in your own words:**
1. List the qualities which make a good human being.
  2. Make a list of the qualities you have in yourself.
- (iii) **Tick ( ✓ ) the correct statements as found in the lesson:**
1. Lincoln's son will learn that
    - a. all men are not just.
    - b. all men are not true.
  2. He should be taught that
    - a. for every scoundrel there is a hero.
    - b. for every selfish politician there is a dedicated leader.
    - c. for every success there is a failure.
    - d. for every enemy there is a friend.
  3. He should have faith in
    - a. everyone
    - b. himself
    - c. his own ideas
    - d. mankind

## B. Vocabulary Exercises

II(i) Match the words in column A with their meanings in column B :

A	B
selfish	one who believes that everyone is bad
dedicated	one who shows no moral conscience
scoundrel	one who performs his duty with devotion
honourable	one who has no patience
impatient	one who is reasonable and fair
cynic	one who is interested in self only
just	one who is respected by all

(ii) Fill in the blanks with adjective forms of the following words :

honour	courage	enjoy	wonder	faith	envy
--------	---------	-------	--------	-------	------

1. Mr. Satish is an ..... man ; everyone in the town respects him.
2. Do not be jealous ; be ..... .
3. The dog is a ..... animal.
4. Swimming through Palk-Straits was a challenge for Mihir Sen, but he was.....enough to attempt it.
5. The sunset in the sea presented a ..... sight.
6. Our trip was really ..... ; we had a lot of fun.

**(iii) Fill in the blanks with the words given :**

education	educating	little	called	demand
requested	amount	buy	cost	

There lived a man who was very rich. He was always worried about the ..... of his son. He ..... a philosopher and ..... him to take upon himself the task of educating his son. The philosopher ..... one hundred pieces of gold for this. The rich man was surprised at the ..... demanded and said he could ..... a slave for a far smaller amount. The philosopher replied he could get a slave free of ..... by not..... his son, for a man without..... is ..... better than a slave.

**C. Grammar Exercises**

**(i) Fill in the blanks with a passive form of the verb to complete each sentence :**

1. There is a thief in the house ; the police \_\_\_\_\_.  
(inform)
2. It is getting dark; the light \_\_\_\_\_. (switch on)
3. The patient is getting worse ; let the doctor \_ \_\_\_\_\_.  
(call)
4. We are already getting late ; this letter \_\_\_\_today. (post)
5. He is in trouble ; he \_\_\_\_\_ to the doctor, (take)

**(ii) Fill in the blanks with the articles-a, an, the:**

- a. .... small tear becomes ..... big hole in ..... same way as  
..... small illness grows into ..... big disease. .... good  
mother does not allow ..... tear that appears on her child's

shirt to grow big. She stitches it in time. Unnecessary labour is spared if it is done before it is too late.

- b. Most of us have read ..... story of ..... hare and ..... tortoise. ....steady worker makes his mark sooner than ..... one who works by fits and starts.
- c. .... apple ..... day keeps ..... doctor away. But if ..... doctor is smart, he keeps ..... apple away from you.

**(iii) Put proper punctuation marks in the following passage and use capital letters wherever necessary :**

after the midday meal it was suggested that we went for a picnic to another Maori village nearby called Whakarewarewa what a tongue twister i could not help saying oh we call it whaka for short said my host

**(iv) Fill in the blanks with suitable prepositions :**

1. Here is the book that you had asked ..... .
2. The emperor ruled ..... a vast empire.
3. The clock is lying ..... the table.
4. Act according ..... my instructions.
5. Don't loiter ..... the street.

**D. Pronunciation Practice**

Note the different spellings for the same sound / i : / in the following words :

<u>seen</u>	<u>scene</u>	<u>seat</u>
	<u>these</u>	
<u>people</u>	<u>foetus</u>	<u>machine</u>
<u>receive</u>	<u>brief</u>	<u>key</u>
<u>quay</u> (pronounced / ki: /)		



Thus one can notice that there is no one-to-one correspondence between sounds and spellings in English. Spellings (orthographic representation), therefore, are not a proper guide to correct pronunciation of words.

Now, say these words aloud :

conceive	knee	feel	each	keep
police	ski	piece	siege	beat

### **E. Creative Writing and Extended Reading**

- (i) Have you read any of the letters written by Pandit Jawahar Lal Nehru to his daughter Indira Gandhi ? Do read at least one such letter. What does Nehru want to convey in this letter ?
- (ii) What type of a boy or girl would you like to become ? Write ten sentences in the light of your study of this lesson.
- (iii) As a citizen of the world, make a list of five things you would never do.



## 2. Plants also Breathe and Feel

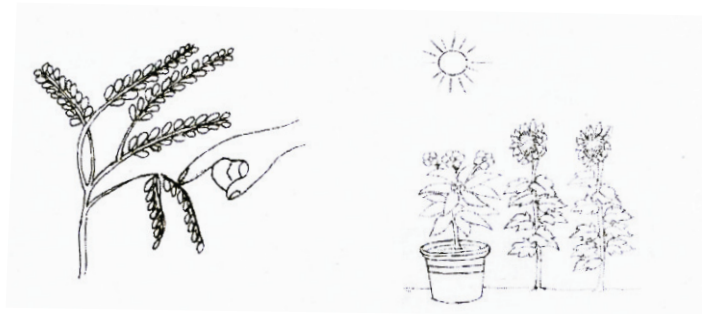
*[All of us know that plants have life, but how many of us know that they have hearts, can feel and see ? This extract tells us something about the scientist who made this dramatic discovery.]*

It was an event that surprised the scientific world. It was an undreamt of thing. Here was a man who had built a unique instrument - an instrument that could measure the growth of plants. Here was a man who had proved with this wonderful machine that plants have hearts and can feel. The machine showed that plants have sight and a sense which tells them that a stranger is approaching.

"Your instrument is a wonderful thing," said the great men who had come to the Paris Congress of Science, 1900. They were amazed as the inventor showed them how to use the machine.

"What do you call this instrument ?" they asked. "A crescograph, " replied Jagdish Chandra Bose, the great scientist, who had built this wonderful machine.

"And where was it made ?" the scientists asked.



"In India," was the answer. The reply caused greater surprise. India in the nineteenth century was well known for its greatness in the fields of fine arts, literature and philosophy. But in the field of science it had not progressed much. Sir Jagdish Chandra Bose with his invention made a name for himself and his country in the scientific world.

Bose was born in 1858 in a village in Bengal. After studying **Physics** at Calcutta University, he went to England for further studies. He graduated from Cambridge, then returned to India and was appointed Professor of Physics at Presidency College in Calcutta.

A three-year struggle began between Bose and the government, in which he was victorious. An Indian, in those days of British rule, usually received two-thirds of the salary paid to a European professor. Bose's appointment was a temporary one, so he was given only half the rate for a European. Bose was not the man to take this quietly. He felt that people who did the same amount and same kind of work should be paid the same salary whatever race or nation they belonged to. It is worth remembering that discoveries do not come from the faithful followers and the yes-men of science ; they come from the doubters and the rebels. Bose was, by nature, a rebel.

He refused to touch any part of his salary for three years. It was a question of his self-respect and he was not ready to give up his principles. In the end, victory was his.

Bose now began the work which has made him famous all over the world. He had, from boyhood, been interested in animal and plant life, and now his work in Physics led him back to his old love. He had noticed that his wireless receiver showed signs of 'tiredness' after it had been in use for some time, but in some strange way got back its power after being 'rested'. Here was food for thought, the kind of thought from which great discoveries come.

Until the end of the Middle Ages, the world was looked on as one beautiful unity, created by God. Man believed that everything in the world, from man to rocks and stones, had its place and purpose. The discoveries of Galileo and Newton changed the world-picture. Man began to study each branch of science separately with greater detail and there developed several different kinds of sciences. Bose, however, recognised a unity among all these different branches of science.

He realized that there was a similarity in the behaviour of lifeless and living things. It was, however, not easy to convince others. People hold on to their old beliefs and do not like to change them. Bose suggested that the animal, vegetable and mineral kingdoms were one and had a great deal in common. He said that plants and metals had a life of their own and could become 'tired', 'depressed' or 'happy'. People laughed at him. They did not take him seriously.

Bose knew he was right and he proved it. To begin with, he designed and built a machine which recorded his findings with maximum exactness. This was the 'crescograph', the amazing instrument which records the growth of plants. It magnifies the movement of plant tissues ten thousand times and can record the reaction of plants to manures, noise and other stimuli. The crescograph proved that Bose had not been wrong. It showed that plants have hearts and are capable of feeling. The crescograph indicated that plants have a keen sight and react to rays of light and wireless waves. The machine proved that plants have a special sense which tells them of the approach of a stranger.

The story of this great scientist will not be complete without some mention of his concern for India and her people. He had a deep faith in the intelligence of his countrymen. Bose was certain that they were as capable of doing great things today as their ancestors had done in the past. In an address at a convocation of the University of Mysore in November 1927, Sir Jagdish Chandra Bose spoke about India's glory in the past and declared that it was action and not idleness that was responsible for that glory. He believed that there could be no happiness for a single person unless it had been won for all. And this great scientist wanted his countrymen to have undying hope and faith in the future.

### **Glossary :**

*unique* (adj) : matchless, which has no equal

The Principal has a *unique* way of getting work out of the teachers.

*approaching* (adj): coming near

Beware of the *approaching* danger.  
*approaching* (v): coming near  
 The time is *approaching* when we will have to leave.  
*amazed*(adj): surprised  
 I was *amazed* to see the jewellery she wore.  
*victorious* (adj): winner  
 The nation welcomed the *victorious* team home.  
*temporary* (adj): which does not last long  
 She moved into some *temporary* accommodation.  
*rebel*(n): one who goes against law  
 Young people are often *rebels*.  
 The *rebels* were dismissed from service.  
*give up* : to stop efforts or fighting  
 In spite of several hardships, he did not *give up* ; he continued his struggle and reached the top.  
*stimulus* (n): (pl, stimuli): anything that causes reaction.  
 This machine is so sensitive that it reacts to the smallest *stimulus* immediately.  
*capable* (adj): having the ability or capacity to do something  
 Only human beings are *capable* of reason.  
*glory* (n) : name or fame  
 The *glory* of great men lasts for ever.  
*undying* (adj): firm, everlasting  
 We have an *undying* faith in God.

## LANGUAGE EXERCISES

### A. Comprehension Questions

(i) Answer the following questions in your own words:

1. What was the event that surprised the world ?
2. Name the instrument made by Jagdish Chandra Bose.
3. What could the instrument measure ?
4. What was India known for in the nineteenth century ?
5. Where did Bose go for higher studies ?
6. What did he have to struggle for ?
7. What can plants feel ?
8. How can one be glorious ?

(ii) Write short notes on the following :

1. Uses of crescograph
2. Jagdish Chandra Bose's contribution to science
3. Jagdish Chandra Bose's love for his country

### **B. Vocabulary Exercises**

(i) Match the persons listed in column A with their professions in column B :

A	B
inventor	a person who writes books on various subjects
professor	a person who fights against law
artist	a person who makes things that did not exist before
philosopher	a person who supports someone else's ideas and beliefs
scientist	a person who has a particular set of beliefs and ideas and is a lover of knowledge
discoverer	a person who is doing research in the field of science
follower	a person who makes things of art
rebel	a person who teaches in a college or a university
writer	a person who finds things that existed before

(ii) Fill in the blanks with the words given :

battle	cave	despair	struggle
succeeded	reach		defeated

Robert Bruce fought bravely but was ..... .He was hiding in a ..... and was lying in ..... . He had been defeated many times. He was thinking of giving up the ..... . On one of the walls of the cave he noticed a spider trying to ..... its web. Eight times it fell down but ..... in the ninth attempt. On seeing this, Bruce also took heart again. He fought another ..... with his enemy and freed his country.

(iii) Fill in the blanks with the words given :

pleased	job	lying	seek	threw
attention	disappointed	vacancy		visited

Once a smart-looking young man ..... a business firm to ..... employment. The manager, though pleased, said, "There is no ..... in the firm right now." As the man was ..... he turned to leave. At the doorway, he saw a pin .....on the floor. He picked it up and ..... it into the dustbin. The manager was ..... with his habit of paying ..... to such small matters. He at once called him back and gave him a .....

### C. Grammar Exercises

(i) State whether the words in italics are *adjectives* or *nouns* :

1. She possesses a *sound* health. ....  
I hear a low *sound* coming from this side. ....

2. This ball is round in shape. ....  
I finished my fourth round only half a minute ago. ....
3. This colour is *fast*. ....  
I observe a *fast* every Monday. ....
4. She is wearing a very *light* dress. ....  
Please switch on the *light*. ....
5. He is a *poor* judge of people. ....  
Do not laugh at the poor and the needy. ....

(ii) Look at the following sentence :

There could be no happiness for a single person unless it had been won for all.

In this case, two sentences have been combined with the help of the conjunction 'unless'.

Now fill in the blanks by using the following conjunctions :

unless	while	although	when
--------	-------	----------	------

1. We cannot get off the bus ..... it slows down.
2. Make hay ..... the sun shines.
3. Mice will play ..... the cat is away.
4. He didn't come to the party ..... we invited him.
5. .... he worked hard, he couldn't succeed.
6. You cannot succeed ..... you work hard.
7. Strike ..... the iron is hot.
8. The boat will sink ..... we bail out.
9. .... the sun was shining, it wasn't very warm.
10. The kidnappers told him that he would be killed .....  
he cooperated.



**(iii) Fill in the blanks with the following determiners :**

few	a few	the few	little	a little	the little
-----	-------	---------	--------	----------	------------

1. Asha said, "There is ..... milk at home, so I cannot make tea for you." Shiela said that she had ..... milk in her kitchen with which they could make tea for both of them. When she went to her kitchen she saw that her son had drunk ..... milk she had.
2. The teacher noticed ..... mistakes in Arjun's assignment. He was surprised because Arjun usually made..... mistakes. The teacher corrected .....mistakes he had made.

**D. Pronunciation Practice**

Note the mismatch between sounds and spellings in the following words and say them aloud :

/e /	/æ /	/ a:/
dead	gas	almond
jealous	ass	balm
leisure	plait	dance
leopard	mass	pass
any		sparsely
said		heart
lieutenant		clerk
bury		hearth
guess		

**E. Extended Reading and Creative Writing**

1. Make a list of the qualities of a gentleman. Discuss these with your classmates.
2. How, according to you, should a teacher develop the personality of a child ? Write your answer in 8-10 lines.

**(i) Open Thy Eyes and See Thy God**

*[The poet says that God does not live in temples. Where is He to be found then ?]*

Leave this chanting and  
singing and telling of beads !  
Whom dost thou worship in this  
lonely dark corner of a temple  
with doors all shut ? Open thine  
eyes and see thy God is not  
before thee !

He is there where the tiller is  
tilling the hard ground and where  
the path maker is breaking stones.  
He is with them in sun and in  
shower, and His garment is covered  
with dust. Put off thy holy mantle and  
even like Him come  
down on the dusty soil !

Deliverance ? Where is this deliverance  
to be found ? Our master himself  
has joyfully taken upon him the bonds  
of creation ; He is bound with us all  
for ever.

Come out of thy meditations and  
leave aside thy flowers and incense !  
What harm is there if thy clothes  
become tattered and stained ? Meet  
him and stand by him in toil and in the  
sweat of thy brow.

**Rabindranath Tagore**  
*Gitanjali*

*[Rabindranath Tagore (1861-1941) symbolises all that is decent in Indian civilisation. He was a multifaceted personality. He was a-poet, playwright, prose-writer, painter and a musician. His book 'Gitanjali' won for him the Nobel Prize for Literature in 1913. Dr. Radhakrishnan said about Tagore : "His poetry is a light that fills the mind, a song that stirs the blood and a hymn that moves the heart. " Most of his works were initially written by him in Bengali and later he translated them into English.]*

**Glossary:**

<i>chant</i> (v)	; to sing a religious song or prayer continuously
<i>dost</i>	: do
<i>thou</i>	: you
<i>thine</i>	: your
<i>tiller</i> (n)	: one who tills (cultivates) land
<i>put off</i> (v)	: remove
<i>mantle</i> (n)	: a cloak or covering worn by a priest
<i>deliverance</i> (n)	: freedom from birth and death
<i>meditation</i> (n)	: a serious thought or study
<i>incense</i> (n)	: an aromatic stick which produces a sweet smell when burnt
<i>tattered</i> (adj)	: torn

**Enjoying the Poem :**

1. Write the central idea of the poem.
2. Why does the poet say that we should leave chanting, singing and telling of beads ?

3. Where can God be found ?
4. What does the poet suggest regarding the presence of God ?
5. Write True or False against the following statements :
  - (a) God lives in temples.
  - (b) By chanting, singing and telling of beads we can reach God.
  - (c) God is there where the tiller is tilling the land.
  - (d) We should not work hard.
6. The words like *dost*, *thou*, *thine* belong to old English. Make a list of some other such words.
7. Rabindranath Tagore was awarded The Nobel Prize for his book 'Gitanjali'. Read some other poems of the poet and discuss the ideas contained with some of your class-fellows.
8. Do you agree with the poet's contention in this poem ? Why? Say in 5-10 lines.



### 3. Budgeting your Time

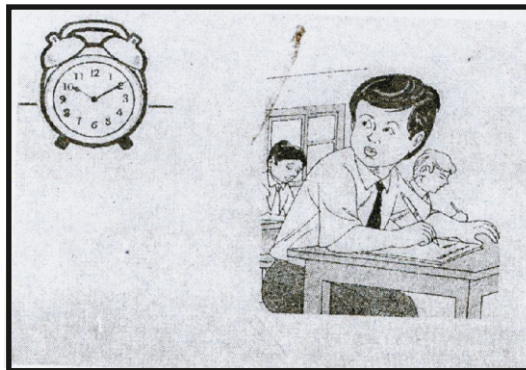
Money, they say, is the most important thing in life. 'Money makes the mare go,' is an age-old saying. The power of money, people believe, is great. But greater still is the power of TIME. Money once lost, can be regained ; time once lost is lost for ever. Time and tide wait for none. If you do not make the best use of time and do not take time by the forelock, you are destined to be doomed.

Shakespeare, the doyen of English literature, wrote :

There is a tide in the affairs of men,  
Which, taken at the flood, leads on to fortune ;  
Omitted, all the voyage of their life  
Is bound in shallows and in miseries.

(Shakespeare : Julius Caesar)

During the tough course of the journey of life, rarely comes the time which can make or mar a person's whole future. Such a precious moment must not be allowed to go unnoticed. One must act in time before it is too late. This can be possible only if we are alive and alert to the importance of every single second in our lives. Those who waste time and let it pass unnoticed, have to repent and pine only when there is no remedy.



Every second in life is important. Seconds add up to minutes, hours, days and months. Many a trickle makes a mickle. Why not then save every second to make the best use of time ? If you do not do that, a lot of time is squandered down the drain for nothing. Life is short and uncertain.

'Art is long and time is fleeting,' said a poet. We've a lot to do, a long road to traverse but time at our disposal is very short. Who knows when God Almighty may send a call ? In fact, every beat of our heart is taking us a step nearer to the grave. Therefore, it is imperative that one should make the best use of the time available.

One must learn to be punctual in all one's activities. Those who are behind time, lag behind in their life too. An opportunity missed is an opportunity lost for ever. By being late, you may miss an important train, a crucial flight, a career-making job or an admission to an excellent course. It is no use crying over spilt milk or blaming the stars when you are yourself responsible for your failure.

Yaksha, a god, asked Yudhishtira : "What is the best time for doing a thing ?" The wise son of Kunti said, "Now !" The work in hand is the most important work and the PRESENT is the most important time to do it. 'Now or Never' must be our guiding principle in life. Never put off till tomorrow, they say, what you can do today.

In this age of globalisation, super-computers and space travel, life is moving so fast that a slip of even a fraction of a second can spell doom and disaster. Every single second has, therefore, its own importance. That is why the concept of budgeting one's time is fast catching up. Every moment of life is precious and any careless attitude or apathy towards the importance of time can prove highly detrimental to any society. We can hope for a good tomorrow only if we know the value of today. We are duty-bound to bequeath a happy and prosperous future to the coming generations. This is possible only if we know the value of NOW in our lives today.

Dr. D.V. Jindal

(Dr. D. V. Jindal is an author of several books on English language and literature. He has been teaching English at various levels for more than 40 years. He has been working with academic bodies formed to decide the curriculum and courses of studies in English for different levels of students at both the state and the national level).

### **Glossary :**

*money makes the mare go* : money is important and it can make things happen.

Saving money is very important as it *makes the mare go*.

*take time by the forelock* : make the best use of time

You must *take time by the forelock* if you want to reach the top.

*doyen* (n) : the senior member of a body, class or a profession.

William Shakespeare has been rightly labelled as the *doyen* of English literature.

*tide* (n) : high wave, a sudden good opportunity

You must make use of this *tide*, otherwise you'll repent.

*pine* (v) : cry in grief, feel sad.

It is no use *pinning* now ; you did not act in time.

*make or mar* : cause success or complete failure, construct or destroy

Some decisions are really important, they can *make or mar* our lives.

*squandered* (v) : wasted

John has *squandered* all the money left by his father.

*crucial* (adj) : very important

You must take your doctor's advice seriously ; it is crucial.

*prosperous* (adj): having good fortune, success and money

She is the daughter of a *prosperous* bank officer.

*detrimental* (adj): harmful

Smoking is *detrimental* to health.

## LANGUAGE EXERCISES

### A. Comprehension Questions

**(i) Answer the following questions in brief :**

1. Why is money considered so important ?
2. What do people believe about the power of money ?
3. Does time wait for anyone ?
4. What type of precious moment should not be lost ?
5. What do we mean by saying : *Art is long and time is fleeting* ?
6. Which is the most important time for doing something ?
7. Why must one be punctual ?
8. Is it of any use to cry over the spilt milk or blame our stars for our failures ?

**(ii) Answer the following questions in your own words:**

1. What should be the guiding principle of our life and why ?
2. Why is the budgeting of time important ?
3. Reproduce, in your own words, the dialogue between Yaksha and Yudhishtira.

**(iii) Tick (✓) the correct choice :**

1. The power of 'Time' is:
  - a. little
  - b. nil
  - c. great
  - d. dangerous
2. Every moment is :
  - a. useless
  - b. good
  - c. precious
  - d. long



3. To get success:
- a. time should be wasted
  - b. we need not be punctual
  - c . we should budget time
  - d. we should postpone things.

### B. Vocabulary Exercises

- (i) Match the words in column A with their synonyms given in column B :

A	B
wealth	lonely
significant	money
wasted	harmful
tough	precious
valuable	important
detrimental	squandered
single	hard

- (ii) Match the words in column A with their meanings in column B :

A	B
believe	to remain behind
whole	very important
trickle	to postpone
lag	to have faith
crucial	law or rule
principle	complete
pine	to flow in drops
put off	to feel sad or distressed

(iii) Fill in the blanks with the words given below

mare	regained	journey	future	admission
power	tough	mar	repent	excellent

1. The patient ..... consciousness after a few hours.
2. Success is a ..... , not a destination.
3. His ..... is not secure.
4. No ..... without permission.
5. He showed an ..... result.
6. The question paper was very .....
7. He has only one ..... in his stable.
8. You are not aware of his .....
9. Your bad habits will ..... your life.
10. You should ..... of what you have done.

### **C. Grammar Exercises**

(i) Change the voice in the following sentences :

1. The boy ate the mango.
2. I do not know him.
3. Your conduct surprises me.
4. This pot contains milk.
5. Your action annoyed him.
6. We should help the poor.
7. The police have arrested the thief.
8. He has finished his work.

(ii) Fill in the following blanks with suitable Articles :

1. She has ..... beautiful look.
2. .... sun rises in ..... east.
3. I read ..... Tribune daily.
4. He is ..... honest person.
5. I need ..... new uniform.
6. Haridwar is ..... holy place.
7. Iron is ..... useful metal.
8. It is raining, I need ..... umbrella.

(iii) Fill in the following blanks with suitable Prepositions:

1. It is no use crying ..... spilt milk.
2. He died ..... cholera.
3. He looks ..... the child in the absence of his mother.
4. They went deep .....the jungle.
5. John was made ..... steel.
6. He congratulated me ..... my success.
7. He is not aware ..... his shortcomings.
8. I have no faith ..... you.
9. It is very kind ..... you to help me.
10. Please remember me ..... your parents.

(iv) Give one word for each of the following:

1. One who never dies
2. One who believes in God
3. One who is present everywhere
4. Government by the people, of the people, for the people
5. One who makes gold ornaments.

### D. Pronunciation Practice

Say the following words aloud :

/ɔɪ/	/ɪə/	/eə/	/ʊə/
<u>oil</u>	z <u>e</u> ro	<u>a</u> rea	<u>to</u> ur
<u>bo</u> il	<u>e</u> ra	<u>a</u> ir	<u>mo</u> or
<u>oy</u> ster	ser <u>io</u> us	scar <u>e</u>	s <u>u</u> re
<u>jo</u> in	id <u>e</u> a	car <u>e</u>	<u>p</u> oor
<u>co</u> in	the <u>o</u> ry	stair	casual
	per <u>io</u> d	wh <u>e</u> re	

### E. Creative Writing and Extended Reading

1. Make a list of various virtues. Think and write how they are important for us.
2. How do you spend your leisure ? Write in ten lines.



## 4. Journey By Night

*[ 'Journey by Night' tells the true life adventure story of a twelve-year-old boy, Sher Singh. He overcomes a seemingly insurmountable obstacle of an 80-km stretch of muddy track through a dense jungle which is infested with tuskers, bears and tigers and is criss-crossed with streams. He takes his critically ill younger brother, slung across his young and raw shoulders, to the nearest hospital where lies his hope of survival. Sher Singh, in the end, succeeds in the mission and earns the title of 'Bahadur', the Brave. (The author Norah Burke was a 20th century British adventurer who spent several years in the Himalayan forests.)]*

Sher Singh's little brother, Kunwar, lay in the hut with pain in his stomach that was getting worse.

Sher Singh himself was only 12 years old, small and cheerful, a child of the jungle, and his brother was several years younger. There had been other children of course, but they were dead, carried off by cholera and influenza.

"I will wring out rags in boiling water and lay them on his stomach," said mother. She did not weep. She had lived through everything.

The steaming clothes did nothing. After a while Sher Singh's mother said, "He must be carried to the hospital at Kalaghat."

Then Sher Singh knew that his brother was dying, for all jungle people know that the hospital is the last resort of the doomed.

"I will run for my father," he cried.

"It may be days before you find him."

Sher Singh's father was known far and wide as Sher Singh Bahadur - the Brave - a famous hunter, with the title 'Bahadur' added to his name like a medal because of all he had done. He lived his life here in Laldwani village, grazing his animals, cultivating his bit of land. But whenever an expedition entered the Jungle in search of big game, they sent for Bahadur, the Brave. All along his skull and back and shoulder went a scar where claws had

opened his flesh to the bone when he was pulling a comrade away from a tiger.

Now he was away in the jungle with an expedition. All the men of Laldwani village too were away, as beaters.

In this mud and grass hut, upon the floor of trodden earth, Kunwar lay crying sometimes, but mostly glazed and silent. Sher Singh saw death in his younger brother's eyes.

"There are no men in the village," he said, "I will take him." His mother must stay behind to mind the cattle and work on the land without which they would all starve and he and she both understood this without saying so. She took one of her two *saris* and making a sling for Sher Singh, lifted up Kunwar, and put him into it. Sher Singh could feel immediately the heat of the boy's body burning through the cotton cloth on his back. He felt the weight, too, and wondered how he was going to manage.

"He is too big for you," his mother whispered in despair.

"You will never get there."

Sher Singh said nothing. He set off into the jungle in the orange glow of evening.

Kalaghat was 80 kilometres away but Sher Singh hoped that if he could get through the jungle and cross the two rivers in between, he might get a lift in a bullock cart or perhaps even a broken-down truck for the last part of his journey.

He was alone on the track that wound into the forest into night. Not quite alone, though. Around him lay the forest in which the struggle of life continued as it had done since the beginning of the world. The deer were now so poached and decimated that the beasts of prey had to kill domestic animals for food. Sometimes even men.

Night fell. The sky blazed with stars. Presently, the moon rose. The sight of bear tracks in the dust - the square front paw and long back one, with the shaggy claws - made him glance round uneasily. He had once seen a man who had been mauled by a bear, all his face torn away. He quickened his step.

Soon, on a cliff above a river-bed, Sher Singh knew he could go no further without rest. He set Kunwar down gently. Suddenly all Sher Singh's muscles, shrinking back to their

natural positions, thrilled with piercing pain. He lay against a tree with his eyes shut, recovering.

It was then that he heard the jostle and squeal of elephants. Below him on each side of the shallow river-bed, the elephants travelled. He could see the cows and the babies, and one great old tusker. He was playing his trunk to and fro to learn whatever the breeze could tell him and suddenly he hesitated. The trunk came round towards the boys.

Sher Singh chilled with fright. With Kunwar to carry, he could neither climb nor run. Prayer after prayer fled up from his frightened spirit.

The tusker snorted, trumpeted, shook his head. Suddenly he hurried on angrily up the river-bed and all the herd with him. They disappeared.

Sher Singh breathed another prayer, of thanks this time, and made ready to move with Kunwar on his back once again. He scrambled down into the river-bed. Though the water was only waist-deep, he had to go slowly because of slime on the stones. Thank goodness there was a bridge at the second river, he thought. That bridge was an impermanent thing made of bamboo poles, stones and thick grass. But it was at least a bridge.

As Sher Singh washed up on to the shore, water twinkled in his footprints before sinking into the sand. Coming up out of the river were another set of prints — a tiger's, and there was glitter in them too. Even as he looked, they dried. He plodded steadily on, and his body panted and sobbed.

Towards midnight he heard the second river from far away, a steady roar of flood. When he came out on the shore, he saw it. A big head of snow must have melted yesterday, because from bank to bank, the river foamed. He looked for the bridge. It was not there. Only a fierce crest of water showed where it lay, submerged. He could hear the river grinding its teeth. Then a tree, churning over and over, crashed against the drowned bridge, which reeled and broke, throwing up its bamboo ribs like a fan.

Sher Singh set Kunwar down and brought him water from the river in his hands.

"My brother -" the delirious little boy whispered, and drank.

Sher Singh gathered grass and, plaiting it into a rope, tied it round his brother and himself so they would keep together. Then he entered the water just above the bridge. The river seized them and flattened them against the wreck. Unable to move at first, he edged forward into the maelstrom, feeling for the split ends of bamboo.

The deluge deafened him, timber banged and bruised him. It was so cold that he could hardly keep his hold. He could not get his breath in the spray, and he did not know if his brother lived or died. But he kept the child's head above water, and moved slowly. Gasping in mortal struggle, he was deaf, blinded, frozen and drowned.

Gradually, the river seemed to lose power. They were through.

After that, Sher Singh did not know what happened. He was wet and ice-cold but he stumbled on, his knees bent and trembling. They gave way. He was crawling. Then there was a road and the barking of the dogs, heralding a village.

Suddenly, somehow — people.

After that, the next he knew they were in a bullock cart, then a truck.

"Where have you come from, boy?"

"Laldwani."

"You carried him alone? Across the river in flood?"

They were at the hospital.

Sher Singh felt shy of the big building. He did not go in. Much later, the doctor came out on the verandah.

"Sher Singh Bahadur, are you there?" he called out.

"My father is not here", replied the boy, going up to the verandah. "But I am Sher Singh."

"You are the boy who brought the child Kunwar in from Laldwani?"

"Yes."

Then a smile broke all over the doctor's great gentle face.



"Then you are Sher Singh Bahadur — the Brave!" he said.

"Your brother will live. Come and see."

**Norah Burke**

**Glossary :**

*several* (adj) : quite a large number

There are *several* places of worship on the banks of the Holy Ganges.

*resort* (n) : recourse, way out

Gandhi ji took to fasting as a last resort.

*doomed* (v) : consigned to ruin

She is *doomed to* die if she does not give up drinking.

*expedition* (n) : journey for a particular purpose

Armymen went on the Himalayan *expedition*.

*scar* (n) : mark left on skin by wound etc.

Even the *scar* on her face did not spoil her beauty.

*trodden* (v) : past participle of 'tread'

The child got *trodden* under the feet of the huge animal.

*glazed* (adj) : glossy, shining

The school compound had a border of *glazed* tiles.

*decimated* (v) : destroyed large proportion of

The hurricane *decimated* the national property.

*mauled* (v) : injured

The mountain bear *mauled* her face.

*cliff* (n) : steep rock face especially on the coast

We went on a picnic by the side of a *cliff*.

*jostle* (v) : knock against

The rowdy *boys jostled* in the crowd of ladies.

*squeal* (n) : prolonged shrill sound or cry

The children in the train got afraid of the *squeal* of the engine.

*snort* (v): make a sound forcing breath violently through the nose

The lady *snorted* after listening to the lame excuse of her son.

*plod*(v): walk or work laboriously

The man *plodded* along the hilly path.

*delirious* (n): wildly excited, unable to think or speak in a rational way, usually because one is very ill and has fever.

The drunkard ran into a *delirious* state of mind.

*maelstrom* (n) : great whirlpool

All the fishermen along with their boats were caught in the *maelstrom*.

*deluge* (n) : flood, downpour of rain

People are still talking about the Mumbai *deluge*.

*stumble* (v): have partial fall

He *stumbled* over a stone and fell down.

*poach* (v): hunt illicitly

*Poaching* of animals is banned in this state.

## LANGUAGE EXERCISES

### A. Comprehension Questions

I (i) Answer the following questions in brief :

1. Who was Sher Singh Bahadur ?
2. Where did he get the big scar from ?
3. Why were there no men in the village ?
4. What had happened to all the children ?
5. Why could Sher Singh's mother not take her son to the hospital ?
6. How did Sher Singh carry his brother ?
7. What happened at the first river ?
8. What was the condition of the second river ? What had happened to the bridge ?
9. How did he cross the second river ?
10. How did they reach the hospital after crossing the rivers?
11. What did the doctor say ?

(ii) Answer the following questions in your own words:

1. Explain the circumstances in which Kunwar was carried to the hospital.

2. Write a few lines about the character-sketch of Sher Singh.
3. Describe Sher Singh's father in about 50 words.

### B. Vocabulary Exercises

II(i) Match the animals under column A to the sounds in column B:

A ANIMALS	B SOUNDS
bees	howl
birds	hiss
cats	low or moo
cocks	hoot
cows	roar
dogs	neigh
donkeys	croak
frogs	bray
horses	bark
lions	mew
owls	crow
snakes	chirp
wolves	buzz

(ii) Add the correct suffixes to the words given in the brackets choosing from the list given below :

..... dom      ..... ness      .....hood

1. We salute the (wise) and (martyr) of those who fought for the (free) of our country.
2. His journey from (child) to (man) was full of struggle.

3. (Good) and (sweet) of behaviour are of no avail if one lacks in (bold) of character.
4. (Parent) brings responsibilities.
5. He lost his (king) to the enemy.
6. (Happy) is a state of mind.

(iii) Fill in the following blanks with the words given in the box:

cursed	remove	lazy	lesson	road
passed by	middle	attempted	stumbled	
written	stone			

Once upon a time there lived a king who believed in hard work. But he was distressed because his people had become .....

One day, to teach them a .....he put a big stone in the..... of the road. One of his ministers ..... in his carriage.

He did not even ask his servants to ..... the stone. Then some merchants came. They saw the stone and ..... the government for this and went away. Many people came and went but no one ..... to remove it. A child was going to school. He ..... and fell down. He got up and pushed the stone away from the ..... There lay a box full of gold under it, on which was ..... : "This gold is meant for the one who removes the.....".

### C. Grammar Exercises

III(i) Fill in the blanks with the correct verb forms of the italicized words :

1. It is an old belief; you may ..... it or not. (*belief*)
2. Why don't you ..... your dog properly ? (*food*)
3. Researches have shown that plants also ..... (*breath*)
4. Don't let the liquid ..... . (*drop*)
5. The cattle ..... on these fields. (*grass*)
6. Pray to God to ..... all. (*bliss*)
7. You can ..... your dress. (*choice*)
8. .... and let live. (*life*)
9. The lawyer tried his best to ..... him guilty. (*proof*)
10. On every festival day he went to the village to ..... the poor. (*cloth*)

(ii) Correct the following sentences :

1. The football match ended to a draw.
2. Our Principal is a honest lady.
3. He is senior than me.
4. She is a M.A. B.Ed.
5. Mr Sharma is a honourable man.
6. He is an European.
7. He is an one-eyed man.
8. I read Tribune every day.
9. This is an useful article.
10. A lion is the king of forest.

iii) Fill in the blanks with correct Prepositions :

1. All mothers look ..... their children.
2. Do not look ..... upon the poor.
3. My teacher asked me to look ..... the world in the dictionary.

4. The officer promised to look ..... the matter.
5. Shiela looks ..... him as her son.
6. Prices are looking .....

#### **D. Pronunciation Practice**

Say the following words aloud :

/ʊ/	/ɔ: /	/ʊ/
<u>o</u> x	<u>c</u> ourt	<u>pu</u> t
<u>po</u> t	<u>ca</u> ught	<u>sug</u> ar
<u>cough</u>	<u>tor</u> toise	<u>bo</u> som
<u>trough</u>	<u>bo</u> ard	<u>bo</u> ok
<u>wha</u> t	<u>do</u> or	<u>soo</u> t
<u>beca</u> use	<u>sw</u> ord	<u>wo</u> ol
<u>Austra</u> lia	<u>fl</u> oor	<u>w</u> oman
<u>sau</u> sage	<u>co</u> rd	<u>bu</u> tcher
<u>know</u> ledge	<u>bo</u> ught	<u>co</u> urier

#### **E. Creative Writing and Extended Reading**

1. Read some books on the stories of brave children who received awards for bravery on the Republic Day. Discuss these with your friends.
2. Imagine that you are Sher Singh. What would you do in a similar situation ?
3. Write a paragraph on : A Village without a Hospital.
4. Have you ever performed any great act of social service in your life ? Describe it in a few lines.

## (ii) No Men are Foreign

*[The poet says that all men are equal. One should love and respect others as one's equals. There is no real distinction between man and man. All distinctions are only man-made and futile. We should make this earth a heaven of peace, joy and equality based on mutual love, faith and prosperity. How can we do that ?]*

Remember, no men are strange, no countries foreign  
Beneath all uniforms, a single body breathes  
Like ours ; the land our brothers walk upon  
Is earth like this, in which we all shall lie  
They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter  
starv'd.

Their hands are ours, and in their lines we read  
A labour not different from our own.  
Remember they have eyes like ours that wake  
Or sleep, and strength that can be won .  
By love. In every land is common life  
That all can recognize and understand.  
Let us remember, whenever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn.  
Remember, we who take up arms against each other.  
It is the human earth that we defile,  
Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own.  
Remember, no men are foreign, and no countries

strange.

*James Kirkup*

*[James Kirkup was born in 1923. He won the Atlantic Award for Literature in 1950. He wrote some plays too. He worked as Professor of English at Stockholm and at Tohoku University, Sendai, Japan. He was a versatile writer.]*

‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ  
ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ, ਪੰਜਾਬ’

**Glossary :**

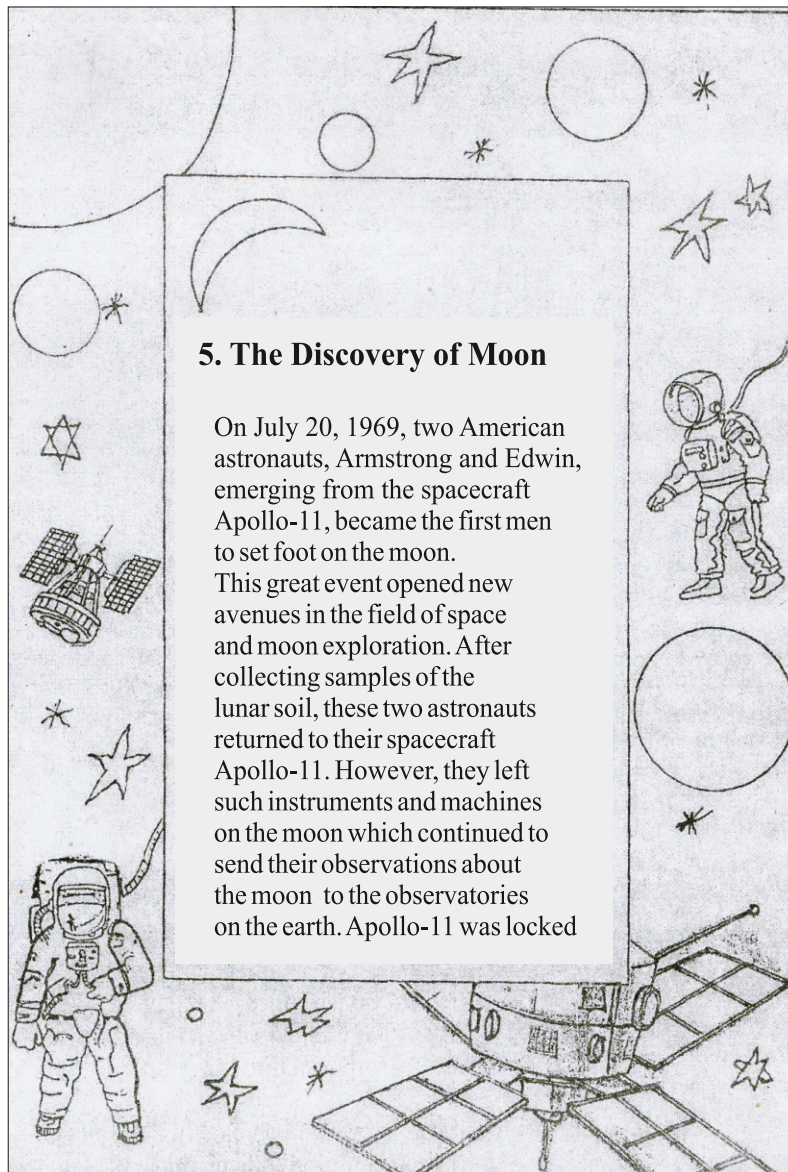
starve(v) : die of hunger because of non-availability of food.  
dispossess(v) : to put one out of possession  
betray(v) : to cheat, to be disloyal  
condemn(v) : to express strong disapproval  
outrage(v) : any gross violation of law or decency  
defile(v) : to make foul or dirty

**Enjoying the Poem :**

1. What is the theme or the central idea of the poem ?
2. Write the summary of the poem in your own words.
3. What inspiration do we derive from this poem ?
4. What will happen if we hate our fellow beings ?
5. How are all men similar to one another ?
6. Write True or False against the following sentences ;
  - a) No men are strange and no countries are foreign.
  - b) People are different from one another.
  - c) We should hate our brothers.
  - d) We should not defile our earth.
7. This poem is an attempt to create 'brotherhood' amongst people. Share your views on the subject with your teachers.
8. Read any other poem that has a similar message. Discuss it with your classmates.







## 5. The Discovery of Moon

On July 20, 1969, two American astronauts, Armstrong and Edwin, emerging from the spacecraft Apollo-11, became the first men to set foot on the moon.

This great event opened new avenues in the field of space and moon exploration. After collecting samples of the lunar soil, these two astronauts returned to their spacecraft Apollo-11. However, they left such instruments and machines on the moon which continued to send their observations about the moon to the observatories on the earth. Apollo-11 was locked

with another spacecraft, Eagle-2. As Apollo-11 remained on the surface of the moon, Eagle-2 revolved round the moon. Aboard the Eagle-2 was a third astronaut Michael Collins, who waited for the return of his two companions.

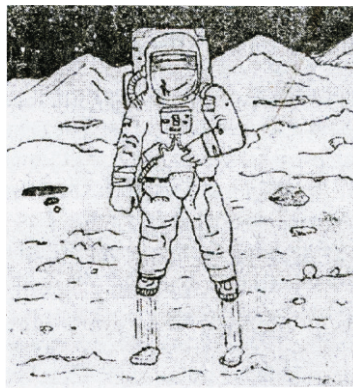
After this successful expedition, a series of Apollo spacecraft for making more manned space flights to moon was started. These flights made available extremely useful and wonderful information about the moon. This new information removed all kinds of misconceptions about the moon from the minds of the people the world over.

The discovery of the moon formed an important part of the space programme. Besides earth, it was the only heavenly mass where man landed and had a glimpse of it. Spacecraft have been landed on the other planets too but man has yet to set his foot on any of these heavenly bodies. The USSR and the USA had worked out programme for the exploration of moon. The USSR sent there its spaceships whereas the USA sent its astronauts. The exploration of the planets is still going on but there is no more any programme for further exploration of the moon.

The Soviet Union did not feel it necessary to land man on the moon. It thought it more appropriate to send spaceships and to carry on exploration with the help of scientific instruments only. The Soviet scientists sent a spacecraft called Luna-16 on the moon in September 1970. It carried a robot that was placed on the surface of the moon. A robot was found to be as good as a man to carry out experiments on moon's surface. Moreover, it was also less expensive and above all, human life was not endangered.

Researches on moon for over three decades have shattered many traditional beliefs about it. The moon is an absolutely desolate place where there is no water and air. The Soviet scientists have declared it unfit for human inhabitation. Of course, some useful metals like aluminium, titanium and iron have been found on moon but man has not been tempted to exploit these metal resources of moon. However, some scientists still feel that moon can be made inhabitable for men by separating oxygen from elements which contain oxygen.

Today we know all the important facts about the moon. It is the Earth's only natural satellite. Compared to satellites of other planets, it is very large in relation to its parent planet. It is a quarter of the earth's diameter measuring 3476 km. Its distance from the earth is 384,405 km. It orbits the earth once a month, keeping the same face turned towards earth as it does so. Its surface is pitted with craters caused by meteorites. The moon is the same age as the earth about 4,600 million years. The moon is not a self-luminous body. The earth and the moon travel around a common centre of gravity in space. As the moon orbits the earth, different amount of its sunlit surface are visible from the earth. This produces the cycle known as *Phases* of the moon. We can see the full-moon and no-moon once in a month and for rest of the days it appears in its phases. The average daily delay in the moon-rise and the moon-set is about 50 minutes. The moon is lacking water and it has no atmosphere. A very light 'rain' of cosmic dust continually falls here. In the glare of the sun, lunar rocks reach a temperature of 110°C - more than the boiling point of water. But in shadows the temperature goes down to less than - 100 °C.



In spite of the knowledge of these 'dull' facts about the moon, poets and lovers continue to sing of the beauties of this heavenly body and compare the faces of their beloveds to this lovely satellite,

*(Based on The Discovery of Moon from the book World Famous Discoveries Published by Pustak Mahal.)*

**Glossary :**

*astronaut* (n) : one who travels in a spacecraft, cosmonaut.

An *astronaut* has to go through tough training.

*avenues* (n) : means of access or attainment

We should explore every *avenue* to find out a suitable answer to this problem.

*exploration* (n) : examination, a close study

We need to carry out a full *exploration* of all the alternatives.

*expedition* (n) : an excursion, journey or voyage made for some specific purpose.

The Indian *expedition* to Mount Everest is leaving next month.

*misconception* (n) : a wrong idea due to some false comprehension

I will do my utmost to change popular *misconceptions* about disabled people.

*heavenly* (adj) : related to heaven

The *heavenly* bodies are worshipped in certain countries.

*appropriate* (adj) : suitable

Your dress is not *appropriate* for this function.

*robot* (n) : a manufactured device capable of performing some human-like functions.

Or a machine used to perform jobs automatically; it is programmed and controlled by a computer.

In some factories *robots* are used to assemble machinery.

*endangered* (v) : someone or something at a risk or in danger of being harmed, damaged or destroyed.

*Endangered* species are animals that are in danger of becoming extinct.

*decade* (n) : a period of ten years

I have been in this job for the last two *decades*.

*shattered* (adj) : extremely tired, exhausted or upset.

John was *shattered* when he heard that he had failed in the final examination.

*desolate* (adj) : feeling very sad and lonely

He felt *desolate* when his only brother died in an accident.

*inhabitable* (adj) : a worth-living place or land.

These inlands are not *inhabitable*.

## LANGUAGE EXERCISES

### A. Comprehension Questions

Answer the following questions in your own words :

1. Name the two astronauts who landed on the moon.
2. What was the name of their spacecraft ?
3. Which two countries had worked out programme for the exploration of the moon ?
4. How did the Soviet Union feel about carrying on this exploration ?
5. Why have the scientists declared the moon unfit for human habitation ?
6. According to the scientists, how can the moon be made habitable for man ?
7. Name the metals found on the moon.
8. Have the traditional beliefs about moon proved true ?

### B Vocabulary Exercises

- (i) Match the words in column A with their meanings in column B :

A	B
astronaut	something that can be used to help in achieving an aim
spacecraft	to get attracted
misconception	chemical substance made of atoms of one type only
shatter	older methods and ideas
desolate	a person who travels and works in spacecraft
traditional	a place that is empty or without people
element	a vehicle that travels in space
tempted	a belief not based on correct information
resources	to destroy completely

(ii) Fill in the blanks with words given :

planet	satellite	orbit	man-made	constant
face	rotate	phenomenon	heavenly	

The word *satellite* comes from the Latin word *satellit* meaning attendant. The moon is Earth's ..... It is our planet's ..... companion in space. The moon takes exactly the same time to ..... round its axis once as the earth takes to rotate on its axis once. That is why we see the same ..... of the moon on earth. Scientists took an idea from this ..... and developed artificial satellites. Satellites are ..... bodies that revolve round a planet. They are also called the moons of the ..... . Artificial satellites are ..... objects which are put into ..... with the help of rockets.

iii. Can you identify the names of the eight planets of our solar system in the box :

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

### **C. Grammar Exercises**

- (i) Rewrite the following paragraph in the past tense :

There is a function at our school. The whole school is decorated with balloons, strips of coloured paper, flowers and blinking lights. All the students are excited. They do their best. The performers wait for their turn at the backstage.

- ii) Fill in the blanks with the correct tense forms of the verbs given in brackets :

1. Two U.S. astronauts ..... (land) on the moon on July 20, 1969.
2. The astronauts ..... (bring) back samples of lunar rocks to earth.
3. These samples ..... (analyse) by the scientists. (passive)
4. The astronauts ..... (find) no evidence of life on the moon.
5. Some useful metal like aluminium and iron ..... (find) on the moon (passive)

### **D. Pronunciation Practice**

Say the following words aloud. Take care that you pronounce the cluster of consonants correctly.

strike	scrap	spray	square
straight	screen	sprain	squint
strict	scream	spring	squeak
stream	screw	spright	squash
friends	belt	box	heads
trends	pelt	fox	wads
rends	hilt	tax	lads

### **E. Creative Writing and Extended Reading**

1. Read the chapter on Solar System in your General Science book. Write a brief note on it.
2. What do you know about India's progress in the field of space travel ? Name the satellites put into the orbit by India.
3. Read the story of Kalpana Chawla, the space heroine who lost her life during a space exploration mission in the USA. Write 10-12 lines on her achievements.





### (iii) The Nightingale and the Glow-worm

*[The story of the Nightingale and the Glow-worm as related in the poem carries a lovely lesson for mankind. Every object of nature, living or non-loving, is useful in its own way. For the world to be happy and prosperous, one must learn to co-exist with others in a spirit of mutual respect and understanding. How does the poet convey this idea ?]*

A nightingale, that all day long  
Had cheered the village with his song,  
Nor yet at eve his note suspended.  
Nor yet when even tide was ended  
Began to feel as well he might,  
The keen demands of appetite ;  
When, looking eagerly around,  
He spied far off, upon the ground,  
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

*[William Cowper - (1731-1800) was born in Hertfordshire and educated at Westminster School where Warren Hastings was his Contemporary. He was an expert in giving expression to the idea of the healing power of nature. He is called Nature's poet. He was a very good letter writer too. ]*

### **Glossary :**

<i>cheer (v)</i>	: to make someone happy
<i>spied (v)</i>	: saw (in a secret way)
<i>harangued(v)</i>	: spoke loudly and angrily
<i>quoth (v)</i>	: said
<i>minstrelsy (n)</i>	: singing
<i>abhor(v)</i>	: hate, dislike
<i>oration (n)</i>	: speech
<i>approbation(n)</i>	: approval, praise

### **Enjoying the poem:**

1. What did the nightingale do throughout the day ?
2. Why did it stop singing in the evening?
3. What is the central idea of the poem ?
4. A nightingale beautifies and cheers the night. How does it do that ?
5. How does a glow-worm beautify and cheer the night ?
6. How does the glow-worm plead his case with the nightingale ? Say in your own words.
7. A 'synonym' means a word with a similar meaning.

Find synonyms of the following words from the poem:

hunger	_____
speech	_____
dinner	_____
God	_____

'Antonyms' are words opposite in meaning. Find antonyms for the following words from the poem :

arrested	_____
redo	_____
bright	_____

## 6. Three Great Indians

### I. Sri Satguru Ram Singh Ji



The historic period of 19th and 20th centuries witnessed the rise of many a great man in India who not only started a campaign against the social evils prevailing in the country but also raised a banner of revolt against the British Empire. "Freedom is our birthright," declared Bal Gangadhar Tilak. Valiant fighters from all over the country - Tanya Tope, Rani Laxmi Bai, Dadabhai Naoroji, Khudi Ram Bose, Sri Aurobindo, Lala Lajpat Rai, Pandit Jawahar Lal Nahru, Mahatma Gandhi, Bhagat Singh - to name just a few - came to join the national struggle for freedom and the eradication of social ills. An important name amongst them was that of Satguru Ram Singh of Punjab who gave birth to the great Kuka Movement that stood for social reforms and complete independence much before these national leaders.

Born on February 3, 1816 in the village Raiyan in district Ludhiana, this child shot into prominence when Guru Balak Singh Ji declared him a 'guru', a religious guide. From his headquarters at Shri Bhaini Sahib in Ludhiana the guru started preaching his divine message. His first sermon was

delivered on the Baisakhi Day in 1857. In his teachings, he exhorted the people to believe in one God, lead a simple, honest life free from any kind of evil, to help the poor and the needy and to work for the freedom of the country. Thousands became his followers and flocked to his discourse every day. He strongly opposed child marriage, female foeticide, taking of alcoholic drinks and non-vegetarian foods, dowry system, religious fanaticism, cow slaughter and casteism. He encouraged people to live like brothers and fight for the freedom of their country from the British rule.

Against the British policy of 'Divide and Rule', he gave the slogan of 'Unite and Fight' to the people of India. He started a movement of non-cooperation against the British rulers and called upon the people to boycott the British. It was he who introduced the concept of 'Be Indian, buy Indian' in the country. The British rulers came down heavily on his roaring followers. The Punjabi word '*Kuka*' stands for a '*roar*'. Sri Satguru Ram Singh's followers who raised a loud voice against the British came to be popularly known as '*Kukas*'. The followers of this movement were named Namdharis. The Namdhari Sikhs soon became a brave force to be reckoned with.

The British rulers could not tolerate the rise of such an inspired patriotic force against them. They let loose a reign of terror against the Kukas. Nine Namdhari Sikhs were sent to the gallows in 1871 while another 65 were blown up by cannon fire in an open field in 1872 at Malerkotla (Punjab). Amongst these martyrs was a twelve year old boy named Bishan Singh. He was offered pardon on the condition that he should deny his allegiance to the Kuka cause. He angrily pounced upon the British officer (Mr. Cowen Deputy Commissioner, Ludhiana) and pulled at his beard. The enraged officer got both his hands severed and then beheaded him. The lovers of liberty refused to be cowed down by this repression but continued to fight with greater enthusiasm. Sri Satguru Ram Singh Ji was arrested and exiled to Burma and unknown foreign land. His spirit continues to guide his followers even today.

The followers of Sri Satguru Ram Singh Ji continue to flourish today under the able stewardship of their holy gurus

and spread the message of universal brotherhood, national unity, secularism, simple living and high thinking.

## **II. Rani Laxmi Bai (1834-1858)**



No other woman warrior in the history of India has made such a powerful impact on the minds of the Indian people as the Rani of Jhansi, Laxmi Bai. Her heroic battle against the British has become the subject of many folk songs and ballads all over the country. Her indomitable spirit as a fighter for the independence of her country was appreciated even by her enemies. Rani Laxmi Bai died fighting bravely for the sake of her country. The Rani of Jhansi became the most popular leader of the First War of Independence (1857).

Laxmi Bai was born on 16th November 1834, in Varanasi (U.P.). Her childhood name was Manikarnika or Manu. After the death of her mother she came to Bithur with her father. In Bithur, she learnt horse-riding and martial arts. When she was eight, she was married to Raja Gangadhar Rao of Jhansi and so she was called the 'Rani of Jhansi'. In 1851, she gave birth to a son but by 1853, both her son and husband had died. The Rani of Jhansi adopted a son under the 'Policy of Lapse', but the British Government did not recognize the adopted son and annexed Jhansi in 1853. On 4th June 1857, the sepoy regiment stationed at

Jhansi rebelled. The British control broke down in Jhansi, and the British representative himself asked the people to obey the Rani,

The British forces under the leadership of Sir Hugh Rose later besieged Jhansi. The Rani continued to command her forces from inside the fort but ultimately she was forced to leave Jhansi. She then managed to reach Kalpi where she merged her forces with those of the Nawab of Banda, Tantia Tope. The British forces pursued her at Kalpi also and inflicted defeat on Kalpi. The Rani was surrounded from all sides, and so, she now tried to organize a retreat. While doing so, she was fatally wounded on 18 June 1858. She breathed her last on the battlefield.

### **III. Udham Singh (1899-1940)**



Udham Singh's name is linked inseparably with Jallianwala Bagh. He was the man who took his revenge on General O'Dwyer, the British officer who had ordered firing on a peaceful gathering at Amritsar on the Baisakhi Day in the year 1919. Thousands of men, women, children and old men died in the massacre. Many tried to escape by jumping into a nearby well but were suffocated to death. Udham Singh waited for 21 years to avenge this national insult. He killed the villain of the show in England on 13th March 1940. Udham Singh was arrested and sentenced to death on 30th July the same year.

This fiery revolutionary was born on 18th December 1899 at Sunam in Sangrur District of the Punjab. He was already associated with the struggle for freedom. Before sailing for England, he had been sentenced to jail as many as five times during the freedom struggle for various anti-government activities.

For Udham Singh, the Jallianwala Bagh massacre was a national outrage and ought to have been avenged ; so he pledged to take his revenge. In 1937, he reached England after travelling through Europe. In London, he shot General O'Dwyer at a point-blank range in full view of a large gathering.

Udham Singh was all for the unity and solidarity of the country. His life bears a lesson for all those who are propagating divisive ideas in the name of religion.

### **Glossary :**

#### **I. Sri Satguru Ram Singh Ji**

*witnessed* (v): saw

I *witnessed* the whole incident from a distance.

*valiant* (adj): brave

The *valiant* fighter fought to the last breath.

*prominence* (n): a position of fame

The new teacher shot into *prominence* soon and became popular with his students.

*exhort* (v) : advise

He *exhorted* his followers to speak the truth.

*foeticide* (n): murder or destruction of the unborn child inside the womb

The government has banned female *foeticide* .

*send to the gallows* (v): hang by the neck

Many freedom fighters were *sent to the gallows* by the British rulers

*to be cowed down* (v): to be discouraged or afraid.

In spite of grave threats to his life and liberty, he refused *to be cowed down* and continued his struggle.

## II Rani Laxmi Bai

*warrior* (n) : a soldier, a person who fights in battle.

India has given birth to many valiant *warriors*.

*impact* (n) : a strong impression or effect

Her speech made a great *impact* on everyone.

*ballad* (n) : a song or a poem that tells a story.

He wrote several *ballads* in his lifetime.

*indomitable* (adj) : that cannot be defeated or suppressed.

He showed an *indomitable* courage in the battlefield.

*appreciate* (v) : to recognise and enjoy the good qualities of something.

They *appreciated* my views.

*martial art* (n) : any of the fighting sports, e.g Judo and Karate etc.

He is an expert in *martial arts*.

*annex* (v) : to take control of a territory

Kalinga was formally *annexed to* Ashoka's territory after his victory.

*regiment* (n) : a large military group commanded by a colonel.

Earlier he was in a tank *regiment*. The Gorkha *regiment* took control of the town.

*rebel* (v): to fight against an authority.

He finally *rebelled* against his cruel father.

*representative* (n): an agent.

He is the sole *representative* of the company.

(adj): a typical of a class or group.

This building is quite a *representative* of the French architecture.

*pursue* (v): to follow or chase.

The robbers were hotly *pursued* by the police.

*inflicted* (v): to make somebody or something suffer.

He *inflicted* many injuries on the tiger.

## III Udham Singh

*inseparably* (adv): without being separated

He is *inseparably* joined with this institute.



*revenge* (n) : a deliberate punishment inflicted in return for what one has suffered.

He took a pledge to take his *revenge* against their families.

*massacre* (n): the killing of a large number of people.

The *massacre* was condemned by one and all.

*suffocate* (v): to die as a result of being unable to breathe.

Many passengers were *suffocated* inside the burning train.

*villain* (n) : a person who is guilty or capable of great wickedness:

The police have caught the *villains*.

*sentenced*(v) : punished

The thief was arrested and *sentenced*.

*revolutionary* (adj) : of political revolution

The *revolutionary* leaders were arrested by the forces.

*associated* (v): attached or linked

Tea is traditionally *associated with* Darjeeling.

*pledged* (v): swore

He *pledged* to seek a revenge on the enemy.

*avenge* (v) : to hurt somebody for a wrong done

She *avenged her* father's murder.

*point-blank range* (n): from a very close distance.

He fired at him from *point-blank range*.

*solidarity* (n): unity or agreement.

The international *solidarity* should not be undermined at any cost.

## LANGUAGE EXERCISES

### A. Comprehension Questions

(i) Answer the following questions in your own words :

1. What is the name given to the national uprising of 1857?
2. When and where was Laxmibai born ?
3. What was her childhood name ?
4. Who was she married to ?
5. What happened to her son and husband ?

6. Where did she join her forces with Tanya Tope ?
7. How is Udham Singh's name linked with Jallianwala Bagh?
8. What was his pledge ?
9. How did he take his revenge ?

(ii) Write a short note on the each of the following:

1. Death of Rani Jhansi
2. Jallianwala Bagh massacre
3. First War of Independence
4. Teachings of Satguru Shri Ram Singh Ji

### B Vocabulary Exercises

II (i) Match the words in Column A with their opposites given in column B :

A	B
fresh	disloyal
entrance	immortal
loyal	pessimist
bravery	vice
barbarous	reward
punish	cowardice
benevolence	exit
virtue	malevolence
refined	crude
optimist	civilized
mortal	stale

(ii) Rewrite the following sentences by using one word for the underlined part of the sentence :

1. Your television set cannot be repaired.
2. The speaker addressed the assembly of listeners.
3. Holika had a device that could not be seen.

4. 'My Experiments with Truth' by Mahatma Gandhi is his Life story written by himself.
5. Satan said that he had a will that could not be conquered.
6. These windowpanes are such that will not allow the passage of light.
7. Usha is quite fond of entertaining guests.

### C. Grammar Exercises

III(i) Look at the following sentence :

The British control *broke down* in Jhansi also.

The word *break* can give different meanings when followed by different prepositions.

Fill in the blanks with suitable preposition in the following sentences :

1. She was distressed at the break ..... of her marriage.
2. The war broke ..... at Kalpi.
3. The two countries broke ..... their diplomatic relations.
4. We have been working since long; let us break ..... lunch.

Similar is the case with the word *fall*:

- a. The population growth has fallen ..... five per cent.
- b. Anju fell flat..... her face.
- c. Romeo fell..... love with Juliet at first sight.
- d. Write an essay on 'The Rise and Fall ..... the Mughal Empire',
- e. Jhansi fell.....theBritish.
- f. He fell..... and wounded his leg.

(ii) Fill in the blanks **with the articles *a, an, the***:

Rabindranath Tagore is ..... most famous man of letters. His literary production is vast and varied. He is .....novelist as well as..... playwright He is .....educationist as well as ..... freedom fighter. But above all, he is..... poet. He is ..... great religious poet, one of .....

..... greatest poets. He is ..... great religious poet, one of ..... greatest that ..... world has ever produced. In 1913 he was awarded ; ..... Nobel Prize in Literature for his collection of poems entitled 'Gitanjali.'

(iii) Fill in the blanks with the appropriate comparatives or superlatives of the adjectives given in the brackets :

1. Prevention is ..... than cure. (good)
2. Pen is ..... than the sword. (mighty)
3. Honour is ..... to all than life. (dear)
4. Wordsworth was the ..... nature poet. (great)
5. Bill Gates is the ..... man of the world today.(rich)
6. It is ..... to preach than to practise. (easy)
7. Gold is ..... than any ether metal (costly)
8. The condition of some of the roads is much ..... than it was five years ago. (good)

#### **D. Pronunciation Practice**

Note the silent letters in the words listed below. Say these words aloud.

(i) h is silent after g and in the word-final position.

ghost	ah
aghast	oh

(ii) k before n at the beginning of words

know	knob	kneal	knit	Knee
knot	knowledge	knife	knight	knave

(iii) l before k and m

walk	balm
talk	palm
stalk	psalm

### **E. Creative Writing and Extended Reading**

1. Read the stories of any two of the following great Indians and write 10-12 lines on each.
  - i. Bal Gangadhar Tilak
  - ii. Netaji Subhash Chandra Bose .
  - iii. Lala Lajpat Rai
  - iv. Mangal Pandey .
  - v. Veer Savarkar
  
2. Would you like to become a great man ? How can you achieve that aim ? Discuss the subject in your class with the help of your teacher.



## 7. The Death of Abhimanyu

*[This lesson gives us a glimpse of the Great Mahabharata War. It contains an account of Vir Abhimanyu's death and the way this death was avenged by Arjuna. How does Arjuna settle scores ?]*

When Bhishma fell, Karna was chosen to take his place as the Commander-in-Chief of the Kaurava army. But he declined the offer in favour of Drona who was older and more experienced. Duryodhana requested Drona to plan the war strategy in such a way that Yudhishtira might be arrested. On the eleventh day of the war, Drona went to the battlefield, determined to capture Yudhishtira. Arjuna was informed about the intentions of Drona and he was fully cautious. In order to engage Arjuna away from Yudhishtira, Susharma's sons launched a mighty and reckless attack on Arjuna. Arjuna that day fought on two fronts. His attention and energy were divided. The enemy made a desperate attack on Arjuna to keep him engaged. Arjuna found it difficult to divert his attention from the daring attack. Drona took advantage of this situation and made a most determined attempt to capture Yudhishtira. At this crucial time Bhima came to the rescue of his elder brother. Somehow, the day was saved by the Pandavas.

On the thirteenth day of the battle, Arjuna decided to bring the attack of his enemies to an end. Arjuna, therefore, requested Krishna to drive his chariot to the place where Susharma's sons had assembled. While Arjuna went to fight them, Drona arranged his army in the shape of a wheel. This was known as *Chakravyuh*. Only Arjuna, Krishna, Pradyumna and Abhimanyu knew how to pierce through it. Since, Arjuna and

Pradyumna were fighting far away and Krishna would not fight, Drona tried to entrap Yudhishtira. Yudhishtira called Abhimanyu and asked him if he would be of any help at this moment. A brave young boy, bubbling with enthusiasm, Abhimanyu immediately agreed to lead the army and pierce through the *Chakravyuh*. Abhimanyu knew only the art of entering the *Chakravyuh* but he knew nothing about carving his way out of it. Abhimanyu immediately asked his charioteer to drive towards the *Chakravyuh* at the gate of which Drona was standing. Yudhishtira sent others to help Abhimanyu. The young lad pounced upon the enemies with great fury and broke the rings of the *Chakravyuh*. He pierced through the rings one after another. No sooner had he entered the *Chakravyuh* than the Kauravas surrounded him and stopped the other warriors of the Pandava army from reaching the place where Abhimanyu was fighting alone. Surrounded from all sides by such eminent warriors as Drona, Karna, Duryodhana, Dushahsana and Jaydratha, Abhimanyu, without the least sign of nervousness, fought with incredible courage and skill. The Kaurava warriors found it difficult to subdue the lonely Abhimanyu. At last they thought of disarming him first. His bow was cut into pieces, his sword was broken and his club was shattered. Now left with no weapon, he fought with the wheel of his chariot. At last the wheel was also torn into pieces. Unarmed as he was, the Kaurava warriors killed him. The most cruel, unprincipled and decisive blow was given by Jayadratha, the king of the Sindhus and the husband of Duryodhana's sister.

The sun set. Truce was announced. All the warriors returned to their camps. Arjuna also came back after destroying Susharma's

sons. When the dead body of Abhimanyu, with limbs severed from the trunk, was brought, there were heart-piercing cries in the Pandava camp. Arjuna wept bitterly so did other Pandavas and Krishna. Arjuna came to know that in the death of his son, the most unscrupulous and mischievous role was played by Jayadratha. He took a vow to kill Jayadratha the next day by sunset or kill himself.

When Jayadratha and the Kauravas came to know about the vow of Arjuna, there was panic in the Kaurava camp. Jayadratha was so terror-stricken that he wanted to run away. Duryodhana assured him all protection. He made it clear that the entire forces of the Kauravas would be dedicated to protect Jayadratha that day. If they succeeded in protecting Jayadratha that day, Arjuna would commit suicide. This would mean a sure victory for the Kauravas in the war. Consequently, Jayadratha was so surrounded and protected by the Kauravas that Arjuna could never reach him. Arjuna fiercely attacked the Kauravas that day. He pierced through the Kaurava army through the lines of their elephants. Warriors of the Kauravas ran to and fro in great confusion. With whole-hearted devotion to the cause of finding out Jayadratha, Arjuna advanced ahead. He met with tough resistance at every step. He was upset because of the impregnable opposition of the Kauravas. With very great difficulty, he managed to pierce through the heart of the army. But suddenly Duryodhana sprang up and challenged him to a duel. Arjuna made repeated attacks on Duryodhana but it appeared to him that his arrows had lost effectiveness. The fact was that Duryodhana was fighting with a magic armour on his body. He then started aiming his arrows at the unprotected limbs



of Duryodhana. Duryodhana was soon exhausted. It was the time when the shades of evening started spreading over the battlefield. Arjuna was aware of the time of truce. Krishna was watching everything carefully. He knew that the sun was to set soon. But before the hour of sunset drew near, Krishna with the help of his power, covered the sun with a mist so thick that none could know when the sun set that day. The fighting continued. With fresh courage and strength, he jumped into the fray, and at last managed to reach the Centre of the army formation where Jayadratha hid in great terror. Sighting Jayadratha there, Arjuna shot his arrows with terrific speed. They slashed the head of Jayadratha from his body. Thus the death of Abhimanyu was avenged and Arjuna fulfilled his vow. Jayadratha, with all the care and protection given by the Kauravas, could not be saved. *(An adaptation from The Mahabharata as retold by S.B. Srivastava, a Reader at Rani Durgavati University, Jabalpur.)*

**Glossary :**

*declined* (v) : refused to accept.

She *declined my* invitation.

*strategy* (n): a plan

Let us work out a new *strategy* to achieve success.

*intention* (n): proposal or plan

He is humble and honest; his *intentions* are not bad.

*rescue* (v): to save from a dangerous situation.

Nobody *rescued the* drowning boy.

*crucial* (adj) : very important

Your time is very *crucial*; you should work hard.

*chariot* (n) :an open vehicle with two wheels, pulled by horses.

*Chariots* were used in ancient times by royal families.

*charioteer* (n) : a person driving a chariot.

Ram's father is only a *charioteer* ; he is not a rich man.

*entrap* (v) : to catch something or somebody in a trap.

The *entrapped terrorist* had to surrender.

*bubbling with enthusiasm* (v) : very happy and eager.

The students were going on a trip ; they were *bubbling with enthusiasm*.

*pounce* (v): to leap or swoop down suddenly and catch a prey.

The *cat pounced upon* the rat.

*incredible* (adj): unbelievable

He is earning an *incredible* amount of money these days.

*subdue* (v): to bring something or somebody under control by force or to defeat.

All efforts were made to *subdue* the rebels.

*sever* (v) : to cut

His leg was *severed* into two pieces in the accident

*unscrupulous* (adj): dishonest, without moral principles.

He is using *unscrupulous* methods to succeed in his business.

*pierced* (v) : penetrated

The *arrow pierced* his chest and he died on the spot.

*resistance* (n): the opposition offered by a thing, force or someone to another.

Nobody allowed him to carry out his research smoothly;  
he had to face a tough *resistance* even from his  
colleagues.

*impregnable* (adj): strong enough to resist attack

It is not easy to make a building *impregnable* against  
determined thieves.

*duel*(n) : a prearranged combat or fight between two persons.

The youth challenged his opponent to a *duel*.

*truce* (n) : an agreement calling for an end to a fight or a war

The king announced the *truce* before an irreparable loss  
could occur to his country.

## LANGUAGE EXERCISES

### A. Comprehension Questions

**(i) Answer the following questions in brief :**

1. Why did Karna decline to be the Commander-in-chief of the Kaurava army ?
2. What request did Duryodhana make ?
3. What happened on the eleventh day of the war ?
4. Who came to the rescue of Yudhishtira when Drona tried to capture him ?
5. What is a *Chakravyuh* ?
6. Who knew how to pierce through *Chakravyuh* ?
7. What was Arjuna's vow ?
8. Who killed Jayadratha and how ?

ii. Answer the following questions in your own words ;

1. Who was Abhimanyu ? How did he pierce through the *Chakravyuh* ? Who killed him and how ?
2. How did Arjuna avenge his son's death ?

iii. Tick (✓) the correct choice :

4. Abhimanyu was:
  - a. a coward
  - b. an ignorant young boy
  - c. a brave warrior
  - d. a leader
5. Jayadratha was :
  - a. an honest man
  - b. a divine power
  - c. cruel and unprincipled
  - d. a true soldier
3. .... played the most unscrupulous and mischievous role in the death of Abhimanyu :
  - a. Arjuna
  - b. Duryodhana
  - c. Jayadratha
  - d. Yudhishtira

### B. Vocabulary Exercises

- (i) Match the words in column A with their antonyms (opposites) given in column B :

A	B
declined older attack difficult disadvantage careful standing war	defend easy advantage accepted younger sitting peace careless

- (ii) Match the words in column A with their meanings in column B :

A	B
avenge unscrupulous pierced armour  fray arrested severed incredible	penetrated a protective shield or covering a fight or battle not based on principles or honesty which cannot be believed cut off or separated taken into custody to take revenge for a wrong or harmful act

(iii) Fill in the following blanks with the words given in the box :

bubbling	crucial	appreciated	incredible
chosen	brave	enthusiasm	saved

John was a ..... boy. He was always ..... with ..... . He was ..... as the leader by his friends. He helped them in their ..... times. One day he ..... a boy from drowning in the river. His ..... courage was ..... by all.

### C. Grammar Exercises

I. (i) Change the following sentences from Direct to Indirect speech :

1. She says, "I have done my duty."
2. He said, "I know her."
3. You said, "I have got a prize."
4. The teacher said, "Two and two make four."
5. Seema said, "I am all right."
6. You said to me, "She knows me very well"
7. She said to me, "Is your brother intelligent?"
8. The teacher said to the student, "Do not waste time."

**(ii) Correct the following sentences :**

1. The class has less boys today.
2. I prefer milk than tea.
3. Do you have a five rupees note ?
4. Please lay down.
5. He has no informations.
6. He is angry at me.
7. I have written a poetry.
8. What is the time in your watch ?

**(iii) Fill in the following blanks with suitable pronouns:**

1. Seema tried to save ..... younger sister.
2. .... were sitting in the garden.
3. We shall always do ..... duty.
4. She lost..... purse in the fair.
5. This book is not.....
6. Only ..... students who work hard will get through.
7. .... must behave properly in the class.
8. They did not learn ..... lessons.

II. Write **comparative and superlative** degrees of following **adjectives** :

	<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
1.	bold	_____	_____
2.	beautiful	_____	_____
3.	able	_____	_____
4.	gloomy	_____	_____
5.	clever	_____	_____
6.	much	_____	_____
7.	good	_____	_____
8.	bad	_____	_____

### **D. Pronunciation Practice**

Note the silent letter in the words given below. Say each word aloud.

(i) n after m at the end of words

autumn	damn
column	hymn
condemn	solemn



(n is not silent in *derivatives* like autumnal, damnable, solemnity, etc.)

- (ii) p in the word-initial sequences pn, ps, pt  
pneumonia                      psalm  
psychology                      Ptolemy

- (iii) s before l in the following words  
aisle                      island                      isle

- |                       |                    |                      |
|-----------------------|--------------------|----------------------|
| (iv) <u>t between</u> | (i) <u>s and l</u> | (ii) <u>s and en</u> |
| castle                | glisten            |                      |
| thistle               | listen             |                      |
| hustle                | fasten             |                      |
| whistle               | chasten            |                      |



### E. Creative Writing and Extended Reading

1. Abhimanyu was an intelligent, brave and fearless young boy. What inspiration do you derive from such a character ? Write in 8-10 lines.
2. Some girls are very bold and determined. Read the book The Diary of a Young Girl (Anne Frank), Bantam Books, USA.
3. Relate the story of Anne's life to your class-fellows.

## **Glossary (New)**

### **1. Grooming of Boy**

#### **Glossary**

bandwagon : a popular trend that attracts growing support

brawn : physical strength

### **2. Budgeting Your Time**

#### **Glossary**

Voyage : a long journey by sea or in space

repent : feel remorse about something

remedy : a treatment or medicine for a disease

apathy : lack of interest or enthusiasm

bequeathe : leave property to someone by a will

### **3. Journey by Night**

#### **Glossary**

Shaggy (of hair or fur) : long thick and poorly groomed

fright : a sudden strong feeling of fear, shock

madstorm : a powerful whirlpool

stumble : to hit your foot on something when you are walking and nearly fall

herald : sign of something to come

### **4. The Discovery of Moon**

#### **Glossary**

crater : a large hollow in the ground

meteorites : a small body of matter from space that has fallen to earth.

### **5. Three Great Indians**

#### **Glossary**

to be reckoned with : to be considered

‘ਸਮਾਜਿਕ ਨਿਆਂ, ਅਧਿਕਾਰਤਾ ਅਤੇ  
ਘੱਟ ਗਿਣਤੀ ਵਿਭਾਗ, ਪੰਜਾਬ’

allegiance : loyal support

besiege : surrounded place with armed forces

outrage : very cruel, wicked or shocking act

devise : causing disagreement

## **6. The Death of Abhimanyu**

### **Glossary**

reckless : without thought or care for the results of an action

fury : extreme anger

fray : battle