

Kerala Reader

ENGLISH

PART - I

Standard X



Government of Kerala
Department of General Education

Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2025

THE NATIONAL ANTHEM

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion. In their well-being and prosperity alone, lies my happiness.

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram 695012, Kerala

Website : www.scertkerala.gov.in

e-mail : scertkerala@gmail.com, Phone : 0471 - 2341883,

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Foreword

Dear learner,

Welcome to the English Reader, a comprehensive English textbook designed and developed for class 10. The text offers an informative journey through the world of language and literature. The activities suggested in the text are designed to reinforce your knowledge and to enhance your creativity, critical thinking and communication skills. Through a structured and learner-centred approach, the textbook presents a wide range of language learning experiences.

This textbook is carefully crafted to meet the academic needs of secondary school students, providing an engaging introduction to English language and literature. As part of the package a comprehensive Teacher Text has been developed for your teacher's reference, along with a digital companion volume to the textbook. This, we hope, will go a long way in supporting the journey of learning.

We urge you to explore all the opportunities offered in the text and to go beyond them: to think critically, to ask questions, to attempt to answer questions in creative ways and to cultivate a genuine love of learning. We hope this textbook will inspire you to excel in all the fields open to you, and help you become confident, proficient, and lifelong learners of English.

Your suggestions are always welcome.

Dr Jayaprakash R.K.

Director
SCERT Kerala

Textbook Development Team

Advisor

Dr Kunhammad K.K., Dean, Faculty of Language and Literature & Prof. & Head, Dept. of Studies in English, Kannur University

Chairperson

Dr Thomas Kuruvilla, Adtl Director of Collegiate Education (Rtd), Thiruvananthapuram

Experts

Dr Reghunadhan Pillai, Associate Prof. English (Rtd), University College, Thiruvananthapuram & Joint Commissioner, Office of the CEE (Rtd.)

Dr S. Raveendran Nair, Former Director & Head, Dept of Curriculum, SCERT Kerala

Members

Deepak Kumar K.O., HST in English, VGSSAHSS Nedyavila, Kollam

Hrdya J., HST in English, GHSS Aruvikkara, Thiruvananthapuram

Jaya E.V., HST in English, GHSS Mupliyam, Thrissur

Libin K Kurian, HST in English, Sacred Heart HSS Payyavoor, Kannur

Reshmi Reghunath, HSST in English, GHSS Manacaud, Thiruvananthapuram

Sam John, HST in English, MTHSS Valakom, Kollam

Sapna Josey, HST in English, St. Augustine's GHSS, Kothamangalam, Ernakulam

Artists

Hareesh H., Life Skills BVET Centre, Chathannoor, Kollam

Muhammed Basheer K.M., LPST, Sethusitaram ALP School, Kozhikkode

Nakul P., JLT, Saraswathi Vijayam UPS, Panoor, Kannur

Shyju K Maloor, Madandiyil House, Kannur

Shaju Neravath, Neravath House, Kozhikkode

Academic Coordinator

Sheeja P.R., Research Officer, SCERT Kerala



State Council of Educational Research and Training (SCERT)

Vidhya Bhavan, Poojappura, Thiruvananthapuram 695012

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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

TRIALS AND TRIUMPHS



It is only with the heart that one can see rightly; what is essential is invisible to the eye.

- *The Little Prince*



Short story

A Very Old Man with Enormous Wings

- Gabriel Garcia Marquez

Survivor Testimony

In the Attic

- Wladyslaw Szpilman

Dramatic speech

“Friends, Romans, Countrymen...”

- William Shakespeare



Let's log in:

'There is no sun without shadow...it is essential to know the night.'

- Albert Camus

What do you think 'sun' and 'shadow' mean in the context?

What does the 'night' represent?

How are good times and bad times related to each other?

You may discuss these questions in groups.



Let's read and reflect:

Kindness and empathy are essential qualities in our world. These spread light and hope even in the darkest times. Our society tends to isolate the ones who appear different, especially those who are weak and vulnerable. We may not always realise that even small acts of compassion can have a significant impact on many lives.

A Very Old Man with Enormous Wings

- Gabriel Garcia Marquez

The light was weak, even at noon. When Pelayo was coming back to the house, it was hard for him to see what was moving and groaning in the rear of the courtyard.

He had to go very close to see that it was an old man, a very old man.



The man was lying face down in the mud. In spite of his tremendous efforts, the man couldn't get up, **impeded** by his enormous wings.

Frightened by the sight, Pelayo ran to get Elisenda, his wife. She was putting **compresses** on their sick child.

While we read

- Why does the sight of the old man frighten Pelayo?
- Why was the old man unable to get up?

My words

My questions

He took her to the rear of the courtyard. They both looked at the fallen body.

The man was dressed like a **ragpicker**. There were only a few faded hairs left on his bald skull and very few teeth in his mouth. His pitiful condition seemed that of a **drenched** great-grandfather. This took away any sense of **grandeur** he might have had. His huge **buzzard** wings, dirty and half-plucked, were entangled in the mud.

They looked at him so long and so closely that Pelayo and Elisenda very soon overcame their surprise. In the end they found him familiar. Then they dared speak to him. He answered in an **incomprehensible dialect** with a strong sailor's voice.

They concluded that he was a lonely **castaway** from some foreign ship, wrecked by the storm. Then they called in a neighbour woman to see him. All she needed was one look to show them their mistake. "He's an angel," she told them. "He must have been coming for the child, but the poor fellow is so old that the rain knocked him down."

On the following day everyone knew that a flesh-and-blood angel was held captive in Pelayo's house. Pelayo watched over him all afternoon from the kitchen, armed with his **bailiff's** club. Before going to bed, he dragged him out of the mud and locked him up with the hens in the chicken coop.

A short time afterward the child woke up without a fever and with a desire to eat. Then they felt **magnanimous**. They decided to put the angel on a raft with fresh water and provisions for three days, and leave him to his fate on the high seas.

But when they went out into the courtyard at the first light of dawn, they found the whole neighbourhood in front of the chicken coop having fun with the angel. The visitors were tossing him things to eat through the openings in the coop. It was as if he weren't a supernatural creature but a circus animal.

While we read

- c. The couple consider the old man a 'lonely castaway'. Why?
- d. Why was the neighbour woman sure that the old man was an angel?
- e. Why did Pelayo arm himself with a club?
- f. What made the couple suddenly decide to treat the man with some 'kindness'?
- g. Why does Pelayo lock the old man in the chicken coop?
- h. Why do the people treat the old man like a 'circus animal'?

My words

My questions

The news of the captive angel spread with great rapidity. After a few hours, the courtyard had the bustle of a marketplace. The couple had to call in troops to disperse the mob.

They got the idea of fencing in the yard, and charging five cents for admission to see the angel. The curious came from far away. The most unfortunate **invalids** on earth came in search of health.

Pelayo and Elisenda were happy with fatigue. In less than a week they had crammed their rooms with money. Still the line of pilgrims waiting their turn to enter reached beyond the horizon.



The angel was the only one who took no part in his own act. He spent his time trying to get comfortable in his borrowed nest. At first, they tried to make him eat some **mothballs**. But he ate nothing but eggplant mush.

His only supernatural virtue seemed to be patience. He was quite patient when the hens pecked at him, searching

for the parasites in his wings. He was patient again when the cripples pulled out his feathers to touch their limbs with. He remained patient when even the most merciful threw stones at him. After all, they were only trying to get him to rise so that they could see him standing.

It so happened that during those days there arrived in the town a travelling show. The main attraction was a woman who had been changed into a spider by a burst of thunder and lightning. The admission fee to see her was less than the fee to see the angel. So, the people flocked to see her. They were also permitted to ask her all manner of questions about her absurd state.

While we read

- i. Do you think Elisenda is shrewd and clever? Why?
- j. 'His only supernatural virtue seemed to be patience.' Why does the author say so?
- k. Why do more people flock to see the woman rather than the old man?

My words

My questions

The owners of the house had no reason to lament. With the money they saved they built a two-storey mansion with balconies and gardens. It also had high netting so that crabs wouldn't get in during the winter, and iron bars on the windows so that angels wouldn't get in.

Pelayo also set up a **rabbit warren** and gave up his job as a bailiff for good. Elisenda bought some satin **pumps** with high heels and many dresses of **iridescent** silk.

The chicken coop was the only thing that didn't receive any attention. The dung-heap stench from the coop was turning the new house into an old one.

At first, when the child learned to walk, they were careful that he did not get too close to the coop. But then they began to lose their fears and got used to the smell. Before the child got his second teeth, he'd gone inside the chicken coop to play, as the wires were falling apart. They both came down with the chicken pox at the same time.

The doctor who took care of the child couldn't resist the temptation to listen to the angel's heart. He found so much whistling in the heart and so many sounds in the kidneys. What surprised him most, however, was the logic of his wings. They seemed so natural on that completely human organism. He couldn't understand why other people didn't have them too.

When the child began school, the sun and rain had caused the collapse of the chicken coop. The angel went dragging himself about here and there like a stray dying man. He seemed to be in so many places at the same time.

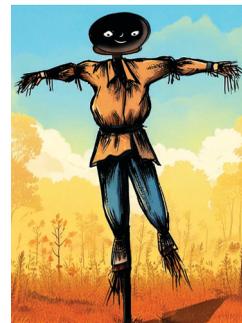
He could scarcely eat, and his eyes had also become so foggy that he went about bumping into posts. Pelayo threw a blanket over him and let him sleep in the shed. Only then did they notice that he had a temperature at night. They became alarmed, for they thought he was going to die. And yet he not only survived his worst winter but seemed improved with the first sunny days. He remained motionless for several days in the farthest corner of the courtyard. At the beginning of December some large, stiff feathers began to grow on his wings. They looked like the feathers of a **scarecrow**.

While we read

1. Why is the doctor surprised by the 'logic' of the wings?

My words

My questions



scarecrow

One morning Elisenda was cutting some bunches of onions for lunch when a wind blew into the kitchen. Then she went to the window and found the angel in his first attempts at flight. These were so clumsy that he was on the point of knocking the shed down as he couldn't get a grip on the air. But then, he did manage to gain altitude.

Elisenda let out a sigh of relief, for herself and for him, when she watched him pass over the last houses. He was holding himself up in some way with the risky flapping of a **senile** vulture.



She kept watching him even when she was through cutting the onions. She kept on watching until it was no longer possible for her to see him. He was no longer an annoyance in her life but an imaginary dot on the horizon of the sea.

(Adapted)

While we read

m. Why does Elisenda let out a sigh of relief?

My words

My questions

About the Author

Gabriel Garcia Marquez (1927-2014) was a Colombian novelist and one of the greatest writers of the 20th century. He was awarded the Nobel Prize for Literature in 1982. His notable works are *Love in the Time of Cholera*, *No One Writes to the Colonel* and *One Hundred Years of Solitude*. He is one of the best known Latin American writers of our time.



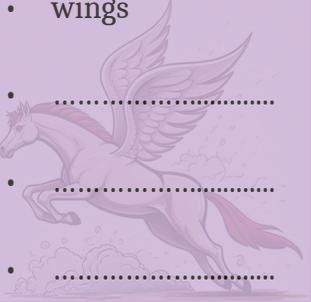
Magical realism is one of the unique narrative styles of the last century. Many Latin American writers like Gabriel Garcia Marquez and others such as Salman Rushdie and Angela Carter have contributed to the genre. Works in the genre depict the real world with an undercurrent of magic or fantasy. Like fairy tales, works of magical realism blur the line between fantasy and reality.



Let's rewind:

Revisit the story and respond to the following questions.

1. What is the old man's role in the story? How does his presence affect Pelayo's family?
2. Mention any two traits of the old man that impress you.
3. What elements of the story do you consider magical? Why?
4. Describe the old man's first clumsy attempts at flight.
5. What happens to the old man's popularity in the course of time?
6. Pick out instances of the following from the story:

Imagery	Simile	Magical elements
<ul style="list-style-type: none"> enormous wings 	<ul style="list-style-type: none"> like a ragpicker 	<ul style="list-style-type: none"> wings 

7. The old man finally manages to fly away. Elisenda watches him till he disappears. You may discuss in groups and attempt alternative endings to the story.
8. Who suffers the most in the story? What does the story tell us about the need for compassion?



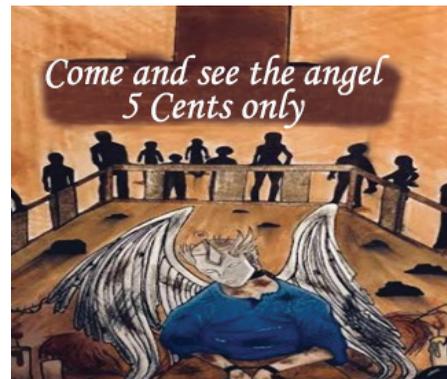
Let's recall and recreate:

1. Go through the story again and list the physical and other traits of the old man, and of Pelayo and Elisenda.

	Old man	Pelayo	Elisenda
Physical traits	<ul style="list-style-type: none"> • old and frail • enormous wings • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
Personality traits	<ul style="list-style-type: none"> • mysterious • • • 	<ul style="list-style-type: none"> • practical • responsible • • 	<ul style="list-style-type: none"> • loving mother • • •
Significance in the story	<ul style="list-style-type: none"> • represents the weak and the vulnerable • • 	<ul style="list-style-type: none"> • represents ordinary people • • • 	<ul style="list-style-type: none"> • maternal instincts • • •

Now, with the information you've gathered, write brief **character sketches** of the old man, Pelayo and Elisenda.

2. The news of the sudden appearance of a very old man with enormous wings spreads rapidly in the neighbourhood. One of the local residents comes across a notice advertising the opportunity to see the angel for five cents. He is deeply saddened by the treatment of the elderly man. He decides to write a letter to the editor expressing his concern. Let's go through the letter.



The Editor

(Name of the newspaper)

(Place of publication)

Sir,

I am writing to express my deep concern over the harsh treatment of the very old man with enormous wings, who was recently discovered in our neighbourhood.

The mysterious elderly man is locked up in a chicken coop and subjected to ridicule and harassment. He is being exploited for financial gain. This is a shameful reflection on the character of our society. Our lack of compassion and respect for the dignity of others is deplorable.

As a community, we should be ashamed of our actions. We claim to be caring and compassionate, but our treatment of this vulnerable individual tells a different story.

May I request you to cover this story in the pages of your esteemed newspaper. This would impel the leaders of the community to ensure the old man's safety and well being. We must provide him with the care and respect he deserves.

Sincerely

Sd/-

(Name)

The editor of the newspaper sends a reporter to investigate and report the incident. Prepare the likely **news report**.

3. With the arrival of the very old man with enormous wings, Pelayo's life changes. He notes his concerns in his diary. Write the likely **diary entry**.
4. Examine the picture carefully.



What does the picture tell you? Write a phrase/sentence about it.

.....

Now, read the following phrases.

Believe in the impossible.

The future is now.

Passport to adventure

Colours of imagination

Mindful moments

Good vibes only

Do you find these phrases interesting? Why?

.....

A caption is a title or brief explanation of a picture, an illustration, a cartoon, or a poster.

Now, write suitable captions for the following:



Conduct a **caption writing** contest in your class. You may create a video montage of the pictures and their captions to be displayed in your school. Your teacher will help you.

Montage: [mawn-taash] a picture, film, or piece of music which consists of several different things put together.

5. The old man is treated differently by various characters in the story. This is a reflection on human nature. Discuss in groups and fill in the blanks below.

Character	Instances from the story on how they treat the old man	Attitude to the old man
Pelayo		
Elisenda		
neighbour woman		
crowd		
doctor		
child		

Now prepare a **write-up** on the basis of above table, about the attitude of society to the weak and the vulnerable, and the need for compassion and kindness.

6. Read this conversation between an aged mother and her caregiver in an old age home.

Ritu (caregiver) : Good morning, Sudha auntie! How are you today?

Ms Sudha : (sighs) Just another day, dear. Another day without my family.

Ritu : I'm so sorry, auntie. I know it's hard. How can I help you?
Can you tell me more about what's on your mind?

Ms Sudha : You know they brought me here and left. It is a long story, dear. My children told me that they couldn't take care of me any more.

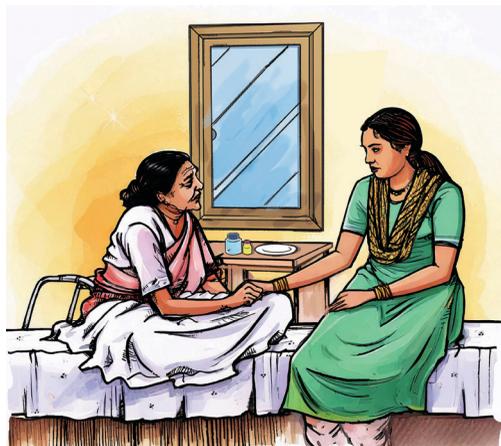
Ritu : Auntie... I understand your feelings.

Ms Sudha : Understand? No! Nobody understands me. I sacrificed my life for my kids and here I am...all alone.

Ritu : Oh! I know you're suffering, auntie. But, you're loved and valued here. Consider us your new family.

Ms Sudha : Do you really care? You are just doing your job, aren't you?

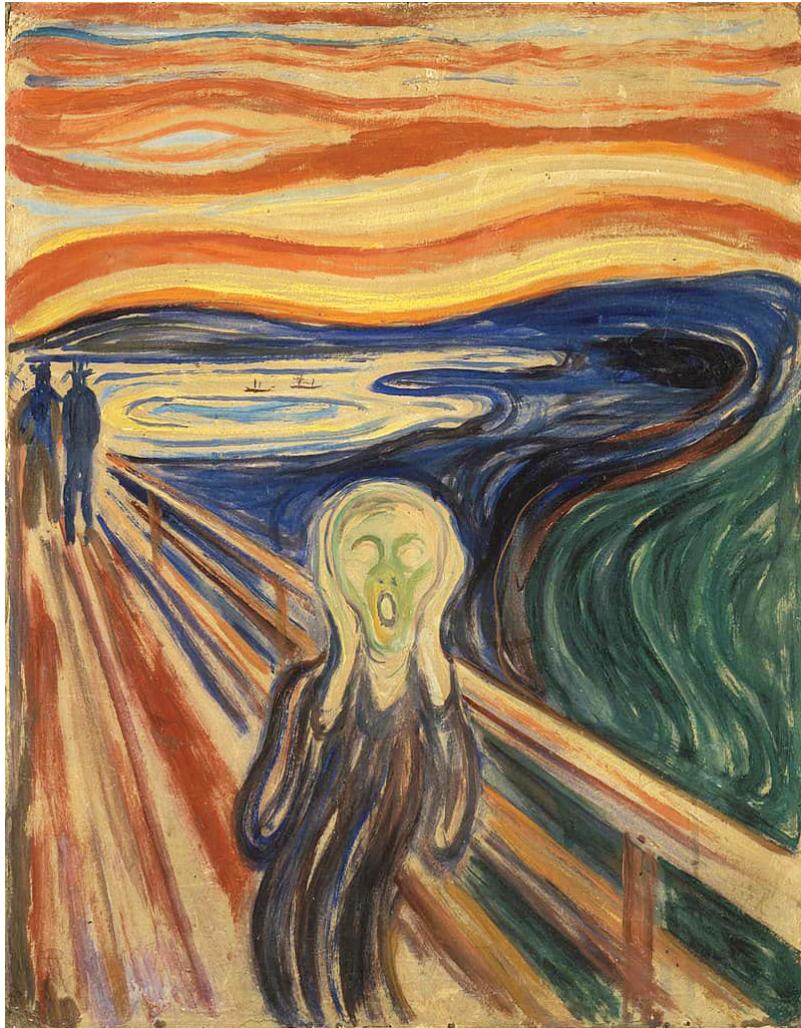
Ritu : No, auntie. We are here to love you and to listen to your stories and experiences. You will never be alone again, never.



This conversation highlights the emotional state of elderly individuals who may feel that there is nothing left in life. It also underscores the rising need for empathetic caregivers.

Prepare a short **script for a skit** to be performed in your class, based on the above conversation.

Look at the painting carefully.



The Scream

- Edvard Munch

- What do you see in the picture?
- What do you feel when you look at this painting?
- Is the scream caused by fear, anxiety, or despair? What do you think?
- If the subject of the painting were to speak, what would he/she say?



Let's read and reflect:

Every human being deserves to be free, and to live with dignity. These are universal human rights, but in the world we live in, millions of people are denied these basic rights.

Wladyslaw Szpilman, a pianist and composer, was a Polish Jew. He was forced to live in the ghetto, a dismal place meant for Jews alone, during the Second World War (WW II). Most of the Jews were then sent to 'concentration camps' where they were tortured, and then to 'gas chambers' where they were killed en masse. Let's read the story of Szpilman's desperate struggle to stay alive during the war.

In the Attic

- Wladyslaw Szpilman

I **slumped** on the chair by the **larder** door. It was some time before I stammered, with difficulty, "Do what you like to me. I'm not moving from here."

"I've no intention of doing anything to you!" the officer said.

Then he asked me, "What do you do for a living?"

"I'm a pianist."

He looked at me more closely. Then his glance fell on the door to the other room. An idea seemed to have struck him.



"Come with me, will you?"

We went into the next room where a piano stood by the wall. The officer pointed to the instrument.

"Play something!"

While we read

- What was the officer's attitude to Szpilman?
- Why do you think the officer asked Szpilman to play the piano?

My words

My questions

I looked enquiringly at him and did not move. He obviously sensed my fears, since he added reassuringly, "It's all right, you can play. If anyone comes, you can hide in the larder and I'll say it was me trying the instrument out."

When I placed my fingers on the keyboard they shook. I hadn't practised for two and half years, my fingers were stiff and covered with a thick layer of dirt, and I had not cut my nails for some weeks. I played Chopin's Nocturne in C sharp minor. When I finished, the silence seemed gloomy and eerie. I heard a shot down below outside the building – a harsh, loud German noise.

The officer looked at me in silence. After a while he sighed, and muttered, "All the same, you shouldn't stay here. I'll take you out of the city, to a village. You'll be safer there."

I shook my head. "I can't leave this place," I said firmly. Only now did he seem to understand my real reason for hiding among the ruins.

"You're Jewish?" he asked.

"Yes."

"Yes, well," he murmured, "in that case I see you really can't leave. Where are you hiding?"

"In the attic."

He inspected the attic and discovered something I had not yet noticed: a **loft** made of boards directly above the entrance to the attic. The officer said he thought I should hide in this loft. He asked if I had anything to eat.

"No," I said.

"Well, never mind" he added hastily, "I'll bring you some food."

Only now did I venture a question of my own. "Are you German?"

He almost shouted his answer in agitation, as if my question had been an insult. "Yes, I am! And ashamed of it, after everything that's been happening." Abruptly, he shook hands with me and left.

While we read

- c. Why was Szpilman hesitant to play the piano?
- d. How does the officer help Szpilman?
- e. What was the officer ashamed of?

My words

My questions

Three days passed before he reappeared. It was evening and pitch dark when I heard a whisper under my loft.

“Hello, are you there?”

“Yes, I’m here,” I replied.

Soon afterwards, something heavy landed beside me. Through the paper, I felt several loaves and something soft, which later turned out to be jam wrapped in greaseproof paper.

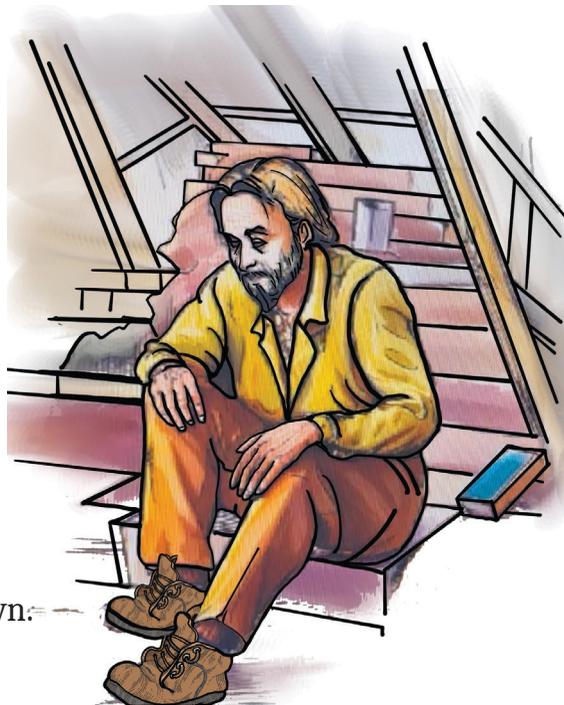
I quickly put the package to one side and called, “Wait a moment!”

The voice in the dark sounded impatient. “What is it? Hurry up. The guards saw me come in here, and I mustn’t stay long. Just hang on a few more weeks—the war will be over by spring at the latest.”

The voice fell silent, I did not know if the officer was still there, or if he had gone. But suddenly he spoke again, “You must **hang on**, do you hear?”

His voice sounded harsh, almost as if he were giving an order, convincing me of his unyielding belief that the war would end well for us. Only then did I hear the quiet sound of the attic door closing.

Monotonous, hopeless weeks passed by. I heard less and less **artillery** fire. There were days when not a single shot broke the silence. Soldiers went up and down the stairs, often bringing large packages up to the attic and fetching others down.



While we read

- f. “Just hang on a few more weeks—the war will be over by spring at the latest.” What is surprising about this statement?
- g. What does the conversation between the officer and Szpilman reveal about the bond between them?
- h. Why was there less artillery fire after a few weeks?

My words

My questions

But my hiding place was well chosen; no one ever thought of searching the loft.

On 12 December, the officer came for the last time. He brought me a larger supply of bread than before and a warm **eiderdawn**. He told me he was leaving Warsaw with his **detachment**, and I must on no account lose heart.

“But how will I survive the street fighting?” I asked anxiously.

“If you and I have survived this **inferno** for over five years,” he replied, “it’s obviously God’s will for us to live.”

We had already said goodbye, and he was about to go, when an idea came to me at the last moment. I had long been racking my brains for some way of showing him my gratitude.

“Listen!” I took his hand and began speaking urgently. “I never told you my name—you didn’t ask me, but I want you to remember it. Who knows what may happen?”

You have a long way to go home. If I survive, I’ll certainly be working for Polish Radio again. I was there before the war. If anything happens to you, if I can help you then in any way, remember my name: Szpilman, Polish Radio.” He smiled his usual smile, half shy and **embarrassed**, but I felt I had given him pleasure with my **naive** wish to help him.

The first hard frosts came in the middle of December. Christmas came, and then the New Year 1945: the sixth Christmas and New Year celebrations of the war, and the worst I had known. I lay in the dark, listening to the stormy wind. I heard the squeaking and rustling of rats and mice running back and forth in the attic.

In my mind, I went over every Christmas before and during the war. At first, I had a home, parents, two sisters and a brother. Then we had no home of our own any more, but we were together. Later I was alone, but surrounded by other people. And now I was lonelier, I supposed, than

While we read

- i. Why does Szpilman say that his hiding place was well chosen?
- j. What do you think of Szpilman’s advice to the German officer?
- k. What sounds did Szpilman hear from the attic?

My words

My questions

anyone else in the world. I had to be alone, entirely alone, if I wanted to live.

On 14 January unusual noises in the building and the street outside woke me. Soldiers ran up and down the stairs, and I heard agitated, nervous voices. Early in the morning of 15 January, the sound of artillery from the previously silent front was heard. The ground and the walls of the building shook under the constant dull thunder. Three hours later the heavy artillery fire died down again, but I was as nervous as ever. I did not sleep at all that night. The street fighting would begin at any moment, and I could be killed.

The night passed peacefully. Around one o'clock I heard the remaining Germans leaving the building. Silence fell. I could not even hear the steps of the guards outside the building.



Not until the early hours of the next day was the silence broken by a loud and **resonant** noise, the last sound I had expected. Radio loudspeakers set up somewhere nearby were broadcasting announcements in Polish of the defeat of Germany and the liberation of Warsaw.

The Germans had withdrawn without a fight. As soon as it began to get light, I prepared feverishly for my first venture out. My officer had left me a German military overcoat to keep me from freezing. I had already put it on when I suddenly heard the rhythmic footsteps of guards out in the road again. Had the Soviet and Polish troops withdrawn, then?

I sank on my mattress, utterly dejected, and lay there until something new came to my ears: the voices of women and children. At all costs, I had to get information.

While we read

- l. Why does Szpilman say that he had to be alone if he wanted to live?
- m. What were the radio announcements about?
- n. How does Szpilman survive the freezing cold?
- o. What information did Szpilman hope to gather?

My words

My questions

I ran downstairs, put my head out of the front door and looked out. It was a grey misty morning. To my left, not far away, stood a woman soldier in a uniform that was difficult to identify at this distance. A woman with a bundle on her back was approaching from my right. When she came closer I ventured to speak to her:

“Hello. Excuse me...” I called in a muted voice, beckoning her over.

She stared at me, dropped her bundle and took to her heels with a shriek of, “A German!” Immediately the guard turned, saw me, aimed and fired her machine pistol. The bullets hit the wall, and without thinking, I rushed up the stairs and took refuge in the attic.

Looking out of my little window a few minutes later, I saw that the whole building was surrounded. I heard soldiers calling to each other and then the sound of shots and exploding hand grenades. This time my situation was absurd. I was going to be shot by Polish soldiers in liberated Warsaw, on the very verge of freedom. Feverishly, I began to wonder how I could make them realize that I was Polish before they despatched me to the next world as a German in hiding.

I began coming down the stairs, shouting as loud as I could, “Don’t shoot! I’m Polish!”

Very soon I heard swift footsteps climbing the stairs. The figure of a young officer in Polish uniform, with the eagle on his cap, came into view. He pointed a pistol at me and shouted, “Hands up!”

I repeated my cry of, “Don’t shoot! I’m Polish!” The **lieutenant** went red with fury. “Then why in God’s name don’t you come down?” he roared. “And what are you doing in the German coat?”

Only when the soldiers had taken a closer look at me and reviewed the situation did they really believe I wasn’t German. Then they decided to take me

While we read

- p. Why does the woman cry out when she sees Szpilman?
- q. What is the absurd situation Szpilman found himself in?

My words

My questions

Lieutenant

[left - en - ant]

How do you pronounce the following?

- Colonel
- General
- Sergeant
- Commander
- Captain

to their headquarters so that I could wash and have a meal.

After two weeks, well cared for by the military, I walked through the streets of Warsaw without fear, a free man, for the first time in almost six years.

I looked over to the north of the city, where the **ghetto** had been, where half a million Jews had been murdered—there was nothing left of it. Tomorrow I must begin a new life, with nothing but death behind me.

I went on my way.



(Adapted from *The Pianist*)

Wilm Hosenfeld, the soldier who saved Wladyslaw Szpilman, also saved many other individuals. He was captured by the Red Army towards the end of the war. He could not contact Szpilman, and died in a Soviet prison in 1952.

About the Author

Władysław Szpilman [pronounced: Vwa'diswaf 'Spilman] (1911 –2000) was a Polish pianist and classical composer. His memoir *The Pianist* was published in 1946. The book was adapted into a film by Roman Polanski in 2002. Szpilman composed over 500 works, including piano pieces, songs, and film scores.



Let's rewind:

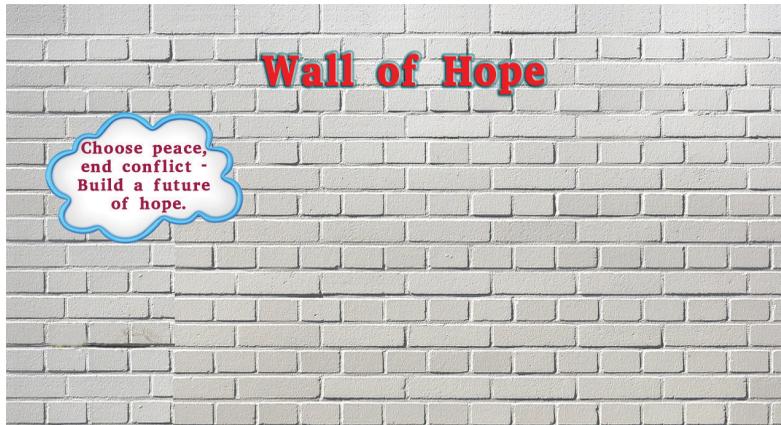
1. Why does the German officer help Szpilman and save his life?
2. How does Szpilman maintain hope in extreme hardship and danger?
3. Why was Szpilman afraid of being killed by Polish soldiers, his own countrymen?
4. How do luck, chance and human kindness help Szpilman to survive?
5. Was it risky for the German officer to help Szpilman? Why?
6. Why is Szpilman's memoir classified as 'survivor testimony'? How, in your opinion, does 'survivor testimony' enrich history and literature, and enhance our understanding of the world?
7. In the entry to this passage, you would have come across the expression 'en masse.' What do you think it means, in the context?
8. Does the expression 'en masse' remind you of a similar phrase you came across in class 9?
9. How are these expressions different from other commonly used phrases in English?



Let's recall and recreate:

1. We have seen how Szpilman gains the strength to carry on in spite of the horrors of the Second World War. Millions of people all over the world suffer the terrors of war and other conflicts even today.

Let's create a 'Wall of Hope' display, featuring pictures, quotes and suggestions to help the world end war for all time.



2. Read the following excerpt from the memoir.

On 12 December, the officer came for the last time. He brought me a larger supply of bread than before and a warm eiderdown. He told me he was leaving Warsaw with his detachment, and I must on no account lose heart.

"But how will I survive the street fighting?" I asked anxiously.

"If you and I have survived this inferno for over five years," he replied, "it's obviously God's will for us to live."

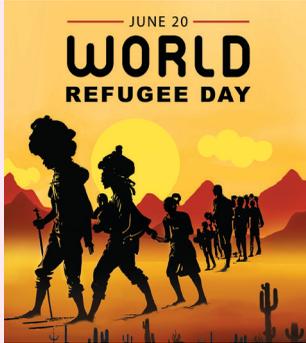
We had already said goodbye, and he was about to go, when an idea came to me at the last moment.

"Listen!" I took his hand and began speaking urgently. "I never told you my name—you didn't ask me, but I want you to remember it. Who knows what may happen? You have a long way to go home. If I survive, I'll certainly be working for Polish Radio again. I was there before the war. If anything happens to you, if I can help you then in any way, remember my name: Szpilman, Polish Radio."

He smiled his usual smile, half shy and embarrassed, but I felt I had given him pleasure with my naive wish to help him.

After surviving the war, Szpilman is back at Polish Radio again. Imagine you are a podcaster and Szpilman agrees to do a podcast episode with you. Taking cues from the excerpt, prepare the **script of a radio podcast**.

3. 'In the Attic' highlights the human experience of displacement and survival in times of war and persecution. Read this post which appeared on social media on the occasion of World Refugee Day.



The global refugee crisis is one of humanity's most pressing issues with millions displaced due to conflict, persecution, and natural disasters. According to the United Nations High Commissioner for Refugees (UNHCR), over 80 million people have been displaced worldwide in recent years, with nearly 26 million refugees seeking safety outside their country of origin. Refugees have to face an uncertain future and are usually denied basic necessities such as food, shelter and healthcare. In this context, concerns regarding the policies of various countries and the distribution of humanitarian aid are among the world's most pressing issues today.

Let's now prepare a **write-up** on the problems faced by refugees of war in the present time.

4. Pick out words/phrases from the extract that reveal the character of the pianist and the German officer.

The pianist	Feelings /emotions	German officer	Feelings/emotions
• I sat groaning and gazing dully...	• pain, sadness, fear, etc.	• I've no intention of doing anything to you!	• reassuring, compassionate, pacifying
• I can't leave this place.	• fear of death	• He asked if I had anything to eat.	• kind, helpful
•	•	•	•
•	•	•	•
•	•	•	•

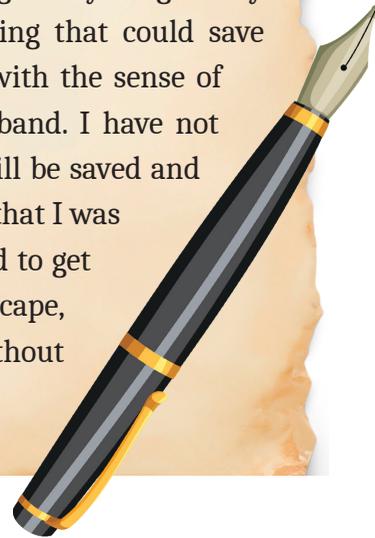
Now let's prepare **character sketches** of Szpilman and the German officer, highlighting their bond of trust and loyalty.

5. Read this excerpt from a letter by E. Moshe, who died in the Warsaw ghetto, to his daughter Ola.

Wednesday (April 1943)

My darling!

I am holding fast. What will be afterwards – God only knows. Whatever happens – don't be sorry. I am no more worthy than so many brothers and sisters. Either way, I hope to get to a safe haven. I only think about and worry for your fate. You, my darling Ola, on your shoulders rest the responsibility to take care of your mother and sisters. I tried to be brave and arrange everything calmly and wisely. That was the only thing that could save you. Of course, I am writing this with the sense of responsibility of a father and husband. I have not for one moment lost hope that I will be saved and return to you. It is very bad for me that I was left penniless. It makes it very hard to get food. And if you have a chance to escape, remember it is impossible without money....



Note the impact of war on Moshe's family. Displacement, separation and emotional trauma are the inevitable consequences of war for most families.

Shall we conduct a **poster exhibition** as part of an anti-war campaign to raise awareness about the devastating effects of war and the importance of promoting peace?



Let's read and enjoy:

When William Shakespeare's well-known history play *Julius Caesar*, opens, Caesar is one of the triumvirs who ruled Rome. He is assassinated in the Capitol by a band of conspirators, led by his bosom friend Brutus. After this, Brutus explains the reasons for the act in a short, but effective speech that appears to convince the Roman citizens. Mark Antony, Caesar's friend, seeks Brutus' permission to render a funeral eulogy (speech) to Caesar. Brutus agrees. Antony's masterful oration expertly manipulates the emotions of the crowd. He persuades them to believe that Brutus and the conspirators had selfish motives, and the crowd wants to avenge Caesar's murder.

Here's an extract from Antony's oration, the first part of the speech, during which the mob have begun to change their minds.

“Friends, Romans, Countrymen...”

- William Shakespeare

Friends, Romans, countrymen, lend me your ears;

I come to bury Caesar, not to praise him.

The evil that men do lives after them;

The good is oft interred with their bones;

So let it be with Caesar. The noble Brutus

Hath told you Caesar was ambitious:

If it were so, it was a grievous fault;

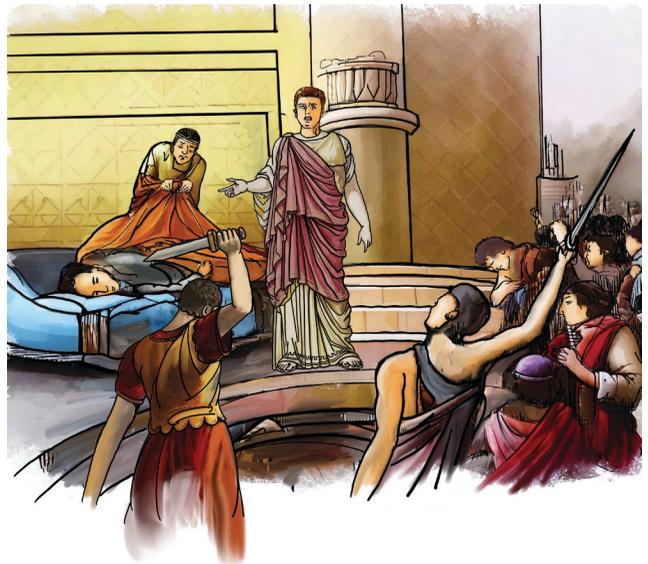
And grievously hath Caesar answered it.

Here, under leave of Brutus and the rest, -

For Brutus is an honourable man;

So are they all, all honourable men, -

Come I to speak in Caesar's funeral.



Most of the lines in Shakespeare's plays are in **blank verse**. Blank verse is unrhymed but metrical.



He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
He hath brought many captives home to Rome,
Whose ransoms did the general **coffers** fill:
Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.

You all did see that on the **Lupercal**
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honourable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.

You all did love him once, not without cause:
What cause withholds you, then, to mourn for him?
O judgement, thou art fled to brutish beasts,
And men have lost their reason! - Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

The Globe Theatre, built in 1599, was the best known London theatre in Shakespeare's time. Many of his plays such as *Romeo and Juliet*, *Hamlet*, and *Macbeth* were staged there. Destroyed in a fire in 1613, the Globe was rebuilt in 1614. In 1997, a replica of the Globe was constructed near the original site and Shakespearean plays continue to be staged there.



After Mark Antony's speech, the crowd turns against the conspirators and seeks to avenge Caesar's murder. The conspirators led by Brutus and Cassius realise the danger and flee.

Mark Antony, having successfully manipulated the crowd, emerges as a leader gathering support from the people of Rome. He along with Octavius, Julius Caesar's nephew, and others, leads the battle which results in the defeat and death of the conspirators.

About the Author

William Shakespeare (1564-1616) was born in Stratford-upon-Avon, England. He was a poet, playwright and actor and is known as the Bard of Avon, England's national poet. His extant works consist of 38 plays, 154 sonnets and three long narrative poems. He is best known for his four great tragedies *Hamlet*, *Othello*, *King Lear* and *Macbeth*.



Let's rewind and rejoice:

1. What is the occasion of Mark Antony's speech?
2. What is the purpose of the speech?
3. How does Antony use rhetoric to manipulate the crowd?
4. What does the repetition of the line 'Brutus is an honourable man' suggest?
5. How does Mark Antony's speech reveal his own character and motives?
6. What impact does Antony's speech have on the crowd?
7. What are the literary devices you notice in the speech? Mention any two.

There are audio and video clips of the speech available online. Do watch or listen to them.



Let's appreciate:

Activity 1



What a beautiful day!

Did you notice a mismatch between the image and the caption? Record your observation below.

.....

What is the idea conveyed in the line given below?

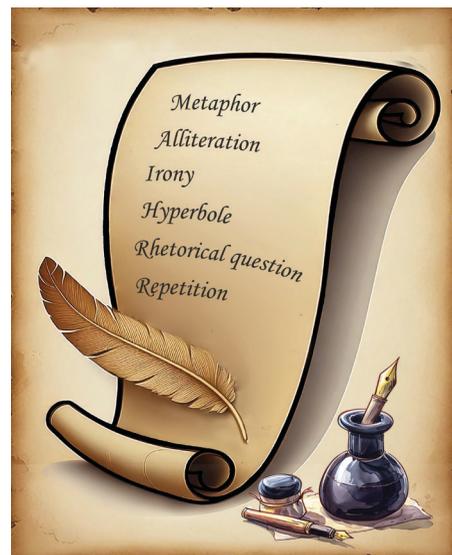
'And Brutus is an honourable man.'

.....

Verbal irony : The use of words to mean something different from what is said (usually the opposite).

Apart from verbal irony, there are many other poetic devices in the speech which enhance its appeal. Pick out instances of the following from the speech.

- How do they enhance the effect of the speech?
- You may also write examples of your own.



Poetic device	Definition	Lines from the text	Function	Your example/creation
Repetition	repeating words or phrases	•	to emphasise ideas	Smile, smile at the little things
Metaphor	comparison of two unrelated things	•		
Alliteration	repetition of the same sound at the beginning of consecutive words	•		
Irony	the use of words to express something other than their literal meaning (usually the opposite)	•		
Hyperbole	exaggeration	•		
Rhetorical question	a question that does not require an answer, as it is obvious	•	to emphasise a point	

Analyse Mark Antony’s use of rhetorical devices (techniques an author or speaker uses to convey meaning, and to persuade others) in his speech, and observe how these help him manipulate the crowd’s emotions. Now, prepare an **appreciation** of the speech.

Activity 2

“Friends, Romans, Countrymen...” is one of the most powerful and influential speeches in history and literature. The English club of your school plans to stage the oration. Let’s attempt a speech choir.

Speech choirs make use of gestures and vocalisation.

- Can you list the other features of a choir?

.....

.....

.....

.....



Let's watch the video of the well known speech "I Have a Dream," by Martin Luther King Jr.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory shall be revealed, and all shall see the glory together.

This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

Note your observations on the following features of the speech.

Gestures	
Facial expressions	
Voice modulation	

Now, read the excerpt aloud giving emphasis to these features.

Prepare the **speech choir script** of "Friends, Romans, Countrymen..." and enjoy performing it in class.

 You may supplement your reading with appropriate gestures and movement. Adding background music and other sound effects can help the performance.



Let's play with words :

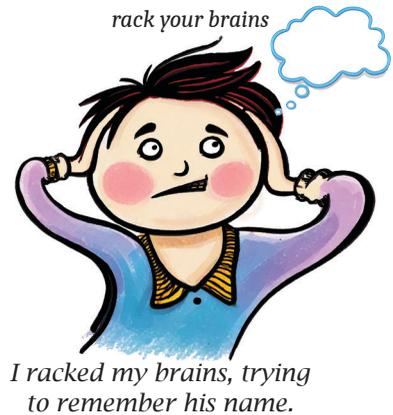
Activity 1

Read the given sentence carefully.

I had long been racking my brains for some way of showing him my gratitude.

What do you think is the meaning of the above image and caption?

.....



The picture gives you an idea about the meaning of the idiomatic expression 'rack one's brains'. It means 'to make a great effort to think of, or remember something'.

Guess the idiom.



Can you now visualise the following idioms and make sentences with each of them?

- Hold your tongue
- Spill the beans
- A piece of cake
- The icing on the cake

Create an **Idiom Pictionary** and enjoy using the idioms you have collected.

You may use this template:

Illustration:	Idiom:
	Definition:
	Sentence:

Activity 2

Read the following sentence from 'In the Attic.'

'I played Chopin's **Nocturne in C sharp minor**'

Let's listen to nocturnes by the renowned composers Frederic Chopin and John Field.



Music evokes in us a range of emotions. Did the nocturnes you just listened to evoke in you any memory or association? You may use the space below to write a few words about it.



Chopin composed 21 nocturnes between 1827 and 1846. These are often considered to be among the finest short solo piano compositions.

Wladyslaw Szpilman played this music in his last live broadcast for Polish Radio.

Activity 3

Pelayo also **set up** a rabbit warren.

Guess the meaning of the above sentence.

.....

The words given in italics are **phrasal verbs**.

Here is a list of phrasal verbs that are used with the preposition 'up'.

a. Match the phrasal verbs with their meaning.

Phrasal verbs	Meaning
1. bring up	a. to speak more loudly, or express one's opinion frankly
2. speak up	b. to arrive or appear
3. give up	c. to find or search
4. call up	d. to look after a child until it grows up
5. turn up	e. to introduce or mention a subject
6. look up	f. to summon someone or contact someone over the phone
	g. to stop making an effort

b. Let's play charades:

- Write down some phrasal verbs on slips of paper and fold them up. Place them in a bowl.
- You may each pick a slip of paper and act out the phrasal verb written on it.
- The one who first guesses the phrasal verb being enacted will be the next in line.



c. Fill in the blanks with appropriate phrasal verbs, choosing from those given in the box.

turn up give up get up make up set up

A large number of curious onlookersat Pelayo's house to catch a glimpse of the mysterious old man with enormous wings. They stories about him and annoyed him by throwing stones and pieces of food at him. They did everything they could to make the man As the old man showed no interest, theythe idea, and left.

Look up the dictionary and make a list of phrasal verbs beginning with 'get' and note their meanings.



Let's analyse:

You **should** hide in the loft.



You **must** hang on, do you hear?

a. Look at the use of 'should' and 'must' in the above statements.

What do you think the words convey?

.....

In the first statement, the soldier instructs the pianist to hide in the loft. The second is a strong recommendation to remain hopeful.

b. Now, how would you advise the pianist, given his situation? Use **should**, **should not**, **must** and **must not**.

e.g. You **must** keep yourself warm.

.....
.....
.....

c. Read this conversation between the German officer and the pianist.

- Officer : You should be careful. Stay in the loft as long as you can.
Pianist : Yes sir. But I'd like to know why you are so kind to me.
Officer : I feel I ought to have helped more people. It could have made a great difference.
Pianist : You may not think so, but you are doing it now, sir.
Officer : Yes, I understand. But I still think you should leave Warsaw as soon as possible.
Pianist : I would, if I get a chance. But for the moment, I must hide.
Officer : I'll try to find you a way out. You must trust me, do you hear?
Pianist : Could you get me something to eat?
Officer : I will, certainly. You must stay in the loft until I come.
Pianist : Thank you, Officer.
Officer : You're welcome. Stay safe.

Now, pick out the statements from the conversation above that denote the following functions.

Advice/ recommendation	You should be careful.
Permission/ possibility	
Moral obligation	
Intention/future action	
Obligation/necessity	
Ability	

The verbs **can, could, shall, should, will, would, may, might, must** and **ought** are modal auxiliary verbs (modals). They express states of mind such as possibility, ability, obligation, prediction, permission, necessity, etc.

d. Read and complete the following conversation between Pelayo and Elisenda from 'A Very Old Man with Enormous Wings.'

Pelayo : We(should/might) try to help the old man.

Elisenda : That's right.(will/ may) you help me clean his wings?

Pelayo : Of course, we(ought to/can) be careful. We(must/could) not hurt the old man.

Elisenda :(should/will) we keep him indoors? He might fly away.

Pelayo : He(can't/shouldn't) fly. He must wait till he heals.

Activity 2

a. Read the sentence given below:

Elisenda bought some pumps with heels, and many dresses of silk.

Now, read the sentence again.

Elisenda bought some satin pumps with high heels, and many dresses of iridescent silk.

What changes do you notice in the second sentence?

.....

Given below are a few phrases from the story. Underline the words similar to the ones in the above example.

unfortunate invalids

captive angel

senile vulture

supernatural virtue

Can you identify the function of the underlined words? What do they tell us about the nouns?

.....

Make similar phrases, creating pairs from the words given in the box below, and complete the sentences. One has been done for you.

enormous	unusual	wings	happy	tremendous	child	enthusiastic
		effort	crowd	noise		

1. Did you hear any unusual noise?
2. Pelayo tookto pull the old man out of the mud.
3. Theplayed with the old man.
4. Theflocked to Pelayo's house.
5. People came to see the old man with.....

Adjectives of quality (descriptive adjectives) show the quality of a person, thing or experience.

You might have visited a picnic spot recently. Describe your experience. What made the trip memorable? Try to use as many adjectives of quality as possible in your description.

b. Read the sentences below. Look at the words highlighted.

How are they used in the sentences?

- Gabriel Garcia Marquez's *One Hundred Years of Solitude* is an **enormously** successful novel.
- The weather was **unusually** calm.
- The hike offered a **tremendously** breathtaking view of the hill and the valley.

To form most *adverbs of manner* in English, we add '-ly' to the adjective.

Adjective	Adverb
enormous	enormously
unusual	unusually
tremendous	tremendously

Fill in the blanks choosing from the options given.

He could (scarce/scarce) eat, and his eyes had also become so foggy that he went about bumping into posts. Pelayo (gentle/gently) threw a blanket over him and let him sleep in the shed. Only then did they notice that he had an (extreme/extremely) high temperature at night. They thought he was going to die. And yet he (miraculous/miraculously) survived.

The use of adverbs helps to add detail and precision to language.

Complete each sentence using appropriate forms of words given in the box. One has been done for you.

quick nervous perfect careful happy

1. John was a quick learner and he quickly grasped the complex concepts.
2. The chef prepared the delicate dish, usingmeasurements.
3. The summer day endedwith a stunning sunset.
4. Mary is a person who laughs when spending time with friends.
5. The host greeted her guests, hoping everything would go smoothly.



Let's converse:

Activity 1

Look at the picture.

- Have you seen such signs on the road?
- How do they help the traveller?
- What are they called?



Unscramble the jumble and find the word.

OGPITSSN -



How does it help us?

It helps us find our way when we are lost. It shows the direction we need to take.



Now, read the passages given below and identify the differences in their flow of ideas.

- A. Mark Antony begins his eulogy, cleverly stating that he has no intention of praising Caesar. He highlights Caesar’s generosity and kindness to the people of Rome. He slyly turns the tables on the conspirators, questioning their motives and loyalty. The crowd’s emotions quickly shift from calm to anger and outrage. Antony plainly exposes the conspirators’ treachery. The crowd becomes furious, demanding justice. Antony’s masterful oration succeeds in expertly stirring the Romans to avenge the murder.
- B. Mark Antony begins his eulogy cleverly stating that he has no intention of praising Caesar. Then he highlights Caesar’s generosity and kindness to the people of Rome. Next, he slyly turns the tables on the conspirators, questioning their motives and loyalty. Meanwhile, the crowd’s emotions quickly shift from calm to anger and outrage. Following this, Antony plainly exposes the conspirators’ treachery. Consequently, the crowd becomes furious, demanding justice. Finally, Antony’s masterful oration succeeds in expertly stirring the Romans to avenge the murder.

Pick out the words from the passage that give it clarity, and help to connect ideas and events.

.....

.....

These are known as **signposting expressions** or **linkers**.

Now, compare the flow of ideas in passage A and passage B. How does the use of linkers in Passage B improve the coherence and flow of information?

.....

Match the linkers to their functions in the following table.

Linkers	Functions
then	indicates the conclusion
next	simultaneous events
meanwhile	consequence/sequence/result
following	sequence/order
consequently	cause-effect
finally	sequence

Fill in the blanks with appropriate signposting expressions choosing from those given in brackets.

1. Pelayo dragged the old man away from the mud and locked him up in the chicken coop. (also/then/soon)
2. Elisenda was burdened with work the arrival of the crowd to see the very old man. (afterwards/ following/ additionally)
3. the old man was just an imaginary dot on the horizon of the sea. (however/ therefore/ finally)



Let's team up (Group project):

The passages in this unit introduced a number of social issues relevant to our world today. This has sensitised us to the need to uphold certain essential values of life.

Shall we make a list of the values we would need to develop?

Acceptance		Tolerance
	Kindness	
		Friendship

Why are these values important? Let's form groups and discuss.

World Values Day is celebrated on 17 October every year to raise awareness on the practice of values around the world. Let's organise a **Values Fair** to promote greater understanding, and to encourage people to reflect on the values that are most important in life.

- You may set up stalls representing different values such as kindness, appreciation, friendship, etc. Each stall can present a bouquet of activities, games and quizzes centring around the values it seeks to promote.



Now, prepare a script for a skit based on these values. Let the values such as kindness, gratitude etc., be the characters in the skit. Present the skit in your class.



artillery (n)	: large guns used in war
bailiff (n)	: an official who keeps order and is in charge of prisoners; he carries a club (a stick)
buzzard (n)	: a large bird of prey
castaway (n)	: a stranded person
coffer (n)	: a strong box for money or valuable objects
compress (n)	: a thick cloth pressed on to the body to relieve pain
detachment(n)	: a group of soldiers
drenched (adj.)	: soaked
eiderdown (n)	: a thick bed cover filled with soft feathers or other warm material
embarrass (v)	: to cause shame
ghetto (n)	: a part of a town or village marked out for the poor and the marginalised.
grandeur (n)	: impressive appearance or style
hang on (pv)	: to stay and remain hopeful
impede (v)	: to prevent/ hinder
incomprehensible dialect (adj+n)	: unknown language
inferno (n)	: a hellish place
invalid (n)	: a person disabled by illness or injury
iridescent (adj)	: bright and shining
larder (n)	: a small store room
lieutenant (n)	: an officer of middle rank in the armed forces, below a captain
loft (n)	: a room under the roof used for storage
Lupercal (n)	: a festival of ancient Rome
magnanimous (adj)	: generous
mothball (n)	: naphthalene balls to protect clothes from pests
naive (adj)	: revealing a lack of experience
pumps (n)	: plain shoes with heels, for women
rabbit warren (n)	: an enclosed place for breeding rabbits
ragpicker (n)	: one who collects and sells rags
resonant (adj)	: loud and clear
senile (adj)	: losing one's sense and memory in old age
slump (v)	: sit or fall heavily and limply

PATHS TO PROGRESS

Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

- *Robert Frost*



Speech

Breaking Barriers, I will Fly

- Srikanth Bolla

Life writing

A Phoenix Rises

Story - Twinkle Khanna

Interview - Arunachalam Muruganantham

Poem

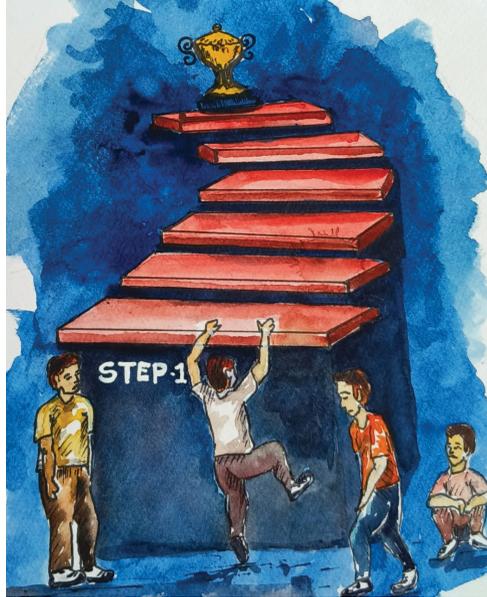
The Seedling

- Paul Laurence Dunbar



Let's log in:

“The secret of getting ahead is getting started.” - Mark Twain



- What does the picture suggest to you? Discuss.

You have read 'The Saga of the Tiffin Carriers' in Class 9. For the tiffin carriers, necessity became the mother of invention, and the project is now the mother of all community entrepreneurship programmes.

Tilak Mehta was a thirteen-year-old boy when he initiated a start-up. He started 'Papers N Parcels' (PNP), a digitally managed courier service, in 2018. Inspired by the model of the Dabbawalas, it assured delivery anywhere in the city the same day the parcel was handed to the company.

The idea came to him when he urgently needed some books from the other end of the city. He tried to get the books delivered, but the courier costs were much higher than the price of the books. This gave him the idea of providing a cheaper service.

Just a few months later, the young entrepreneur, who was then in class 8, was managing a staff of 500 who processed and delivered 1000–1200 parcels a day.

The success of 'Papers N Parcels' reflects the potential for youth entrepreneurship in India. Do you agree? Give reasons.

- What qualities should young entrepreneurs possess, acquire or develop?
- Do you know any similar stories of success? Try to collect a few and present them in your group.





Let's read and reflect:

Success requires vision and perseverance rather than luck, doesn't it? Problems should be seen as opportunities and failures as practice. Do you agree?

Now, let's listen to a visually challenged visionary who has changed his own life and the lives of many others.

Breaking Barriers, I will Fly

- Srikanth Bolla



Hello, I'm Srikanth, an **entrepreneur**. Do you know that 51% of Indians are self-employed? Let me share the story of the richest

entrepreneurial couples in the world—my parents. They earned just ₹20,000 a year from their small plot of land. Giving birth to a child is the happiest thing for every married couple. At that moment in time, the term *'apple of the eye'* did not mean much to them. Neither of my parents had ever seen an apple, nor did I have an eye.

When I was born without eyes, society saw me as a burden. Some even suggested that I should be **smothered**. But my parents showered on me immense love and care. They felt they were the richest couple in the world, and I consider myself the luckiest person.

As a child, I spent much of my time with my father in the fields. However, my short legs made it difficult for me to help. My father began to think that perhaps the people who doubted my future might be right. He realized I didn't fit into the traditional farming model. Then he decided that education was to be my path.

While we read

- Why does Srikanth say that his parents were the richest couple in the world?
- Why did Srikanth's father believe that education would be his path?

My words

**very much valued or beloved*

My questions

Despite the challenges of **trekking** to a faraway school and being ignored by teachers and classmates, I **persevered**. For two years, I sat on the last bench, excluded from activities. I then felt like the poorest child in the world—not on account of lack of money, but because of loneliness and isolation.

Eventually, my parents and relatives decided that I should study in a school with students like me. So, I was sent to a special school in Hyderabad. There I excelled, becoming an outstanding student, earning top ranks, and representing India in chess and cricket. I had the privilege of working with Dr A.P.J. Abdul Kalam on various projects like the Lead India Youth Transformation Project.

When I completed my 10th grade with over 90% marks I wanted to study science at the A.P. State Board. However, I was told I could only take arts because I was '**impaired**.' I did not consider myself visually impaired but visually 'challenged.' I was not allowed to pursue my passion due to the **perceptions** of others. Rather than accept this, I decided to **sue** the government.

After six months of legal battle, I received a government order allowing me to study science, but at my own risk. Despite the lack of resources, I worked hard, with the help of a mentor. She recorded my textbooks on audio, and I scored 98% in my exams. This proves that anyone, regardless of their 'impairment' or challenges, can achieve great things.

However, my journey didn't end there. When it was time to apply to top engineering schools like IIT, I was told that I couldn't sit for the competitive exams because of my blindness. If IIT didn't want me, I decided I didn't want it either. I applied to top schools in the United States and was accepted into MIT, Stanford, Berkeley, and Carnegie Mellon. I chose to attend MIT, becoming the first international blind student in its history.

While at MIT, I began to think deeply about my future.

While we read

- c. How did Srikanth excel as a student at the special school in Hyderabad?
- d. Srikanth says that he is not 'visually impaired' but 'visually challenged'. Why?
- e. How did Srikanth overcome the obstacles in pursuing his studies in science?

My words

My questions

Should I just get married, settle down and work in corporate America? No, I wanted to solve the problems



I had faced. Why should blind children be made to sit on the last bench? Why should 10% of India's population, who are disabled, be excluded from the economy?

These questions led me back to India, where I returned, giving up all the opportunities in corporate America, to build a strong support system for the disabled.

We established a platform, Bollant Industries together with my partner, to find, **rehabilitate**, nurture, and reintegrate disabled individuals into society, rather than separate them from it.

We have supported over 3,000 students in education, vocational rehabilitation, sports, and much more. Our company now employs over 150 disabled individuals. It grosses over a million dollars in sales. But we're still at the initial stage of our growth, with much more to do.

I want to leave you with three lessons. First, show compassion and help others thrive. True wealth doesn't come from money but from the happiness of others. Second, remove loneliness from people's lives, as it is the worst form of poverty. Finally, remember that when you do something good, you will be the first to benefit.

The world may look at me and say, "Srikanth, you can do nothing." But I look at the world and say, "I can do anything." Thank you.

(Adapted from INKtalks)

While we read

- f. What do you understand about the attitude of society to disabled individuals when Bolla was a student in school? How did he help to change the situation?
- g. Why did Srikanth return to India instead of pursuing opportunities in the corporate sector in the USA?
- h. What do you think the word 'reintegrate' means in this context?

My words

My questions

About the Author

Srikanth Bolla was born in 1991 at Machilipatnam in Andhra Pradesh. His parents were uneducated farmers. He has been a youth leader since 2005 and a member of the Lead India campaign of 2020, the National Youth Movement started by the former President of India A. P. J. Abdul Kalam.

In 2012, Bolla set up Bollant Industries with a partner, Ravi Mantha. It produces eco-friendly recycled Kraft paper and packaging products from natural and recycled materials.

Srikanth Bolla is the director of Surge Impact Foundation, which he founded in 2016. The organisation aims to enable individuals and institutions in India to achieve the Sustainable Development Goals by 2030. In 2017, Bolla was named in the *Forbes* magazine list of '30 under 30' across all of Asia. A biopic on his life, *Srikanth*, was released in 2024.



Let's rewind:

1. What were the challenges Srikanth faced in his education, and how did he overcome them?
2. What motivated Srikanth to return to India? What did he do on his return?



Let's recall and recreate:

Activity 1

Srikanth Bolla is an entrepreneur and a pillar of support to many. You would like to interview him to know more about his journey to success. Prepare a set of **questions** to **interview** him. You may ask questions regarding:

Personal life
Professional life
Challenges
Mentors and guides
Achievements and awards
Experience of working with Dr Kalam
Being an employer and not an employee
Message to society
Sense of social responsibility

Activity 2

- a. Now, let's go through the article given below.

Kudumbashree in Aralam: A Story of Transformation

Special Correspondent

At the Aralam Farm in Kannur, a group of tribal women were trained in umbrella



making by the Kudumbashree mission. In just three years, they produced thousands of umbrellas and introduced 21 new varieties to the market. Despite challenges in sourcing quality material, their efforts have generated an annual revenue of 25 lakh rupees. This success

story underscores the determination of these women and highlights the effectiveness of the Kudumbashree model, in adapting traditional skills to meet the demands of the modern market.

The Kudumbashree Mission, a beacon of hope and empowerment, was launched in 1998 by the Government of Kerala. This pioneering project is one of the world's largest networks of women dedicated to the eradication of poverty and the promotion of women's empowerment. Through a process of collective responsibility and participatory development, Kudumbashree has vastly improved the socio-economic status of women, especially among the marginalised. Its recent focus on tribal entrepreneurship is particularly noteworthy.

Kudumbashree's tribal entrepreneurship ventures are powerful examples of innovation that have created self-sustaining communities led by women. This has set a precedent in community-driven development. We need to celebrate their success to remind society of the profound impact of such initiatives.

- What do you think about the headline? Does it capture the message of the article?
 - What does the introductory paragraph tell us?
 - What is the main topic of the article?
 - How does the article conclude?
- b. Srikanth Bolla established an enterprise to create opportunities for the differently-abled. He is now the CEO of a million-dollar company that manufactures eco-friendly, packing materials. Based on your reading of 'Breaking Barriers, I will Fly' prepare an **article** on the achievements of Srikanth Bolla and publish it in your class magazine. You may follow the format given below.

Headline

Brief and crisp, capturing the main idea

Byline

Name or designation of the writer

Introduction

Introduces the topic—provides essential information

Middle/ Body

Highlights causes, effects, merits, demerits

Conclusion

Comparison, opinion, comments, suggestions

Activity 3

You plan to invite Srikanth Bolla as the chief guest for a function at your school on the International Day of Persons with Disabilities (3 December). Prepare an **Event Invitation** for the programme, giving the necessary details.

Title

Name of the Institution

Name of the event

Salutation

(Dear / Respected)

Introduction

What – what is the event?

When – date and time of the event

Where - location

Information

Who – Host/ who conducts the event? / Guests of the event

Why – relevance of the event

How - other details of the event

Invitation

(Invitation)

Official Details

(Place)

(Signature)

(Date)

(Name and Designation)



Let's read and reflect:

Srikanth Bolla says, "The world may look at you and say, 'You cannot do it.' Look at the world and say 'I can do anything'." What do you understand from these words? Here is the story of another young man who, though isolated by society, still became an icon of perseverance and social commitment.

Let's learn more about him.

A Phoenix Rises

- *Twinkle Khanna*

Bablu Kewat had been an indifferent student at best. He still remembers his science teacher Mrs Sharma, and the egg incubator that he had made under her supervision. But when Bablu's father died leaving his mother struggling to support her small family, he dropped out of school to get a job and help her out.



He joined a workshop as a busboy, getting tea for the owner. He slowly worked his way up to becoming a welder. Gradually he took over the **mortgage** of the workshop. After that, he ran the

business himself, growing it steadily.

Bablu and Gowri had an arranged marriage, after meeting just once, briefly, in the presence of both their families.

One morning, Bablu's mother and younger sister, Shalu, were drinking tea. Looking for his wife, Bablu **sauntered** out to the back porch. He saw Gowri walking hurriedly towards the bathroom, holding a rag in her hand. He

While we read

- What impact did his father's death have on Bablu's family?
- What traits of Bablu impress you?

My words

My questions

came to know from her that women used rags instead of sanitary napkins.

That evening on his way back from the workshop, Bablu decided to surprise Gowri with a gift. He went to a small store. The storekeeper quickly wrapped the napkin pack in an old newspaper. Bablu was startled at the **exorbitant** price, but dutifully paid him forty rupees.

He unwrapped the packet and examined the pad. It seemed to be just plain cotton wrapped in a **gauze** sheet. He placed it on his palm, trying to calculate the approximate weight of the pad. 'Ten grams,' he said to himself.

Having seen his father working with cotton yarn, he knew that ten grams of cotton would barely cost ten paise. But here he was paying four rupees for each of these pads. He put the pad back in the packet. Back home, Bablu secretly handed over the pack to Gowri.

Gowri was not pleased. "If Shalu and I start buying these packets every month, then let alone curd and ghee, we will not even have enough money to buy milk." Bablu looked at her **dejectedly**. But he then determined to start a new project.

He pulled out a pair of scissors, a needle and some thread, cotton and cloth from his bag. He began flattening the cotton between his hands as if he were



spreading out dough to make a chapati. Within twenty-four hours of first touching a sanitary napkin, Bablu had managed to make his own. But he was not able to make a useful

While we read

- c. How would the exorbitant price of sanitary napkins affect the family budget?
- d. Why was Bablu determined to start a new project? What was it?

My words

My questions

one as he could not make out the material used by the brands. Months passed and Bablu **procured** different qualities of cotton and other materials to make pads.

He continued his experiments knowing that most women used unclean rags instead of sanitary napkins as they could not **afford** them. He also knew that this made them prone to disease. No one else appeared to be bothered by this. He looked at the little girls running around the neighbourhood. They couldn't even buy a good pair of slippers—how could they ever afford to buy sanitary pads month after month?

However, his experiments and his **obsession** caused some unrest even in the family. His mother **beseached** him to stop the experiments saying that the whole family would be disgraced by his **sordid** interest in women's menstrual cycles. The news was gradually spreading in the village and the villagers entangled the whole family in a mesh of **coarse** whispers and rude glances.

Bablu was gloomy for a while at the thought of stopping his experiments. But he devised an idea to conduct experiments on himself rather than others. With the help of a friend, he collected some blood. Using a rubber tube, he experimented with the napkins himself. One day, Lata, his neighbour Parul's daughter, happened to see this.

The next day all kinds of rumours spread over the small town. Unable to bear the **humiliation**, Bablu's wife left him. She said she would only return when he gave up his madness. His mother too followed suit. He had lost his wife, his family, his friends, and money that he could not afford to waste, all in pursuit of the sanitary pad project.

Bablu was a simple welder whose life had been ripped apart. And all because he had wanted to give Gowri a gift: a gift for all the poor women in the village and outside it.

(Adapted from 'A Sanitary Man from a Sanitary Land')

While we read

- e. What was the response of Bablu's family to his experiments?
- f. What was the response of the villagers to Bablu's experiments? What do you think of their attitude?
- g. Why was Bablu determined to continue his experiments even against his family's wishes?
- h. Describe Bablu's plight at the end of the story.

My words

My questions

Don't you want to know the rest of the story?

Do you want to know more about Bablu's journey?

Here is his story in his own words.

Interview with Padma Shri Arunachalam Muruganantham, the 'Pad Man' of India, ('Bablu' in Twinkle Khanna's story).



- **Good morning, Mr Muruganantham, it's very kind of you to meet and talk to us. We know that you've been working on the manufacture and distribution of inexpensive sanitary napkins for a quarter of a century. Now, we'd like to learn about your early days. Did anyone inspire you to work for the good of the community?**

Good morning friends. Let me, at the outset, tell you my story. My father was a handloom weaver. I dropped out of school at 14 when he passed away quite unexpectedly. My mother worked on a farm, and she found it very difficult to make ends meet. She had to take care of two daughters and a son, you know. She had hoped I'd become an engineer. However, she couldn't afford to send me to college, and I had to take up a job in a welding workshop, even as a young boy.

At 21, I married. It was then I discovered that my wife, Shanti, had to use old rags instead of clean napkins during her menstrual cycle. This made me think about the general state of women's health and hygiene. The knowledge triggered my research into the manufacture of affordable napkins.

- **We understand that it took you years to find the right materials for your napkins. Could you tell us more about that phase of your research?**

As I mentioned earlier, my father was a weaver. Therefore, I was somewhat familiar with cotton, and made use of many varieties of cotton. All my initial experiments failed miserably. Moreover, the topic was taboo in our village at the time, and my interest in the subject led to my isolation within the community and even my family. But I didn't give up.

I tried to find out what type of cotton the popular brands were using for their napkins. It took me two years of trial and error to figure out it was pinewood pulp and not cotton. The suppliers sent me some samples. I spent several days wondering how to make cellulose from it. One day, my pet dog accidentally scratched the sample card, and I could see the soft cottony material. This gave me the idea of defibration.



- **Later, Mr Muruganantham, you discovered that the real need was for more efficient machinery. How did you understand this?**

The machines that produced sanitary napkins cost crores at the time. I realised that women would get affordable napkins only if the machinery became less expensive. I then began to focus on designing affordable machines.

Again, by trial and error, I succeeded in designing and building relatively inexpensive machines. These could be operated by people without much training. I designed three separate machines for the defibration, compression, and **sterilisation** of the material.

This too is the result of trial and error, the only method I'd ever recommend for genuine innovation.

- **Sir, of course, many MNCs would have made you handsome offers for your machines. Were you ever tempted to take any of these offers?**

It took me thirteen years to get a **patent** for my invention. When I got the patent, I placed it in the public domain, for anyone who wanted to use it. I sell my machines at a **subsidised** price to women's self-help groups. My profit margin is based on need, not greed. I believe that the success of entrepreneurship lies not in making money, but in allowing others to benefit.

- **Sir, why do you promote women and women's self-help groups so much?**

Gandhiji strongly believed that women could transform India. I follow Gandhiji's wisdom and his path. My vision is to generate one million jobs for women in India and to promote one hundred per cent hygiene in households. How can I best do that? I use the power of women to empower women.

In my mission, three elements are the most important ones—awareness, availability, and affordability. Women can communicate effectively with women, and create awareness on menstrual hygiene.

- **You have said that you prefer to use the word 'detail' rather than 'retail' when you mention your product. Could you explain what you mean by this?**

More than turnover, I focus on **impact**.

Social entrepreneurship should be impact-based. I ask the women's

collectives to personally talk to every woman customer in detail about hygiene. Our aim is not to increase sales but to increase awareness.

We have created 1363 local brands and earned three-quarters of a billion dollars in revenue so far. Detailing information and creating awareness is a tough thing to do. I bow to all teachers as they spend their whole lives detailing things to pupils.



- **Did you ever get any support from policymakers or government agencies for your project, sir? Can you tell us how the government supported your efforts?**

IIT Madras honoured me with the National Innovation Foundation's 'Grassroots Technological Innovations Award.' I received the award from President of India. The Government of India selected me for the Padma Shri award in 2016.

The Indian Parliament discussed the issue of women health and hygiene at great length, and the government **waived** GST on sanitary napkins.

But what I consider the most important of all is that my family came back to me.

- **What message do you have specifically for the young innovators and social entrepreneurs of our nation? What advice would you give to students?**

Education empowers us. We must, however, always bear in mind that we do not need to beg for a job after education. Try to find solutions to social problems and create jobs for yourselves and others. You need education and knowledge to identify the problems. Convert every problem into an opportunity. Come out with a solution, an invention, an innovation, an enterprise. Become solution providers and social entrepreneurs. Transform the world.

Thank you very much, sir. We're sure your life and your words of wisdom will indeed be an inspiration for generations to come.

About the Author

Twinkle Khanna was born in 1973 in Mumbai. She began acting in films in 1995. In 2002, she embarked on a new career as an interior designer. Later she established herself as an author and columnist. In 2015, her first book *Mrs Funnybones*, became a best seller. *The Legend of Lakshmi Prasad* is a collection of stories, in which the tale of the social entrepreneur Padma Shri Arunachalam Muruganatham is portrayed. The story inspired the National Award-winning feature film – *Pad Man*.



Let's rewind:

1. Why do Bablu's neighbours and friends desert him?
2. Why does Bablu continue his experiments?
3. What, according to Muruganatham, is the purpose of education?
4. Why did Muruganatham begin to think of designing machines?
5. What ideas of Muruganatham impress you the most? Mention any two.



Let's recall and recreate:

1. The 3rd of November is observed as National Entrepreneurship Day. The English Club of your school plans to conduct an idea generation contest for the *Young Innovators Programme (YIP)*. You wish to invite Arunachalam Muruganatham as the chief guest. Draft a **letter** to Mr Muruganatham seeking his consent and inviting him to the event.
2. 'The future of India will be shaped by its youth. The nation needs the efforts of young entrepreneurs for its growth and development. Young men and women should take the initiative to turn challenges into opportunities.' Prepare a **speech** on the topic 'Entrepreneurship; The Path to the Nation's Progress.'

Include details on:

The Need for Entrepreneurship

- The purpose of education
- Unemployment and brain drain

Ideation

-

Implementation

-

3. From the story 'A Phoenix Rises' and from the interview, you have gained some insights into Arunachalam Muruganantham's life and achievements. Using the hints given, develop a **biographical sketch** of the entrepreneur. The following format may help you.

Title	
Early life weaver's son – two sisters – father's death – drops out of school – job in welding workshop – marriage	Photo
Major events experiments to make sanitary napkins – failures – wife leaves him – family blames him – village isolates him	
Major accomplishments finds the material used in sanitary napkins – designs cheaper machines – social entrepreneurship - a revolution in women's health and hygiene	
Interesting facts his vision and mission – to supply machines to women's self- supporting groups -the school dropout now gives lectures in universities all over the world – biopic on his life released in 2018.	



Let's read and enjoy:

Problems should be seen as opportunities. We should be solution providers who transform the world. Can we continue to stay motivated even when the path to success is long, difficult and challenging?

'The Seedling' shows how nature can inspire us to persevere in the face of adversity.

The Seedling

- Paul Laurence Dunbar

As a quiet little seedling
Lay within its darksome bed,
To itself it fell a-talking,
And this is what it said:

“I am not so very robust,
But I'll do the best I can;”
And the seedling from that moment
Its work of life began.

So it pushed a little leaflet
Up into the light of day,
To examine the surroundings
And show the rest the way.

The leaflet liked the prospect,
So it called its brother, Stem;
Then two other leaflets heard it,
And quickly followed them.



To be sure, the haste and hurry
Made the seedling sweat and pant;
But almost before it knew it
It found itself a plant.

The sunshine poured upon it,
And the clouds they gave a shower;
And the little plant kept growing
Till it found itself a flower.

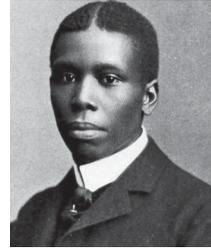
Little folks, be like the seedling,
Always do the best you can;
Every child must share life's labour
Just as well as every man.

And the sun and showers will help you
Through the lonesome, struggling hours,
Till you raise to light and beauty
Virtue's fair, unfading flowers.



About the Poet

Paul Laurence Dunbar (1872–1906) was an American poet, novelist and short story writer. He was enslaved in Kentucky before the American Civil War. He published his first poem ‘Our Martyred Soldiers’ at the age of sixteen. Dunbar became one of the first Afro-American writers to win international acclaim. He worked with the Wright brothers in their publication *The Tatler*. His first book, a collection of poems, *Oak and Ivy*, was published in 1893. He has published many collections of poems, short stories, four novels, and a play.



Let's rewind and rejoice:

1. What triggered the seedling's 'work of life'?
2. What is inspiring about the seedling's attitude to life?
3. Why was the seedling in a hurry to come out of the earth?
4. How is the growth of the plant described in the poem?
5. What message does the seedling give us?



Let's appreciate :

Activity 1

Discuss:

1. How does the poem relate to the challenges of life?
2. What does the poem tell us about the importance of self-motivation to achieve success?

Activity 2

Identify the **poetic devices** in the poem and complete the table given below.

Poetic devices	Examples from the poem	Explanation
Imagery	create vivid images of optimistic expression
Alliteration
.....
Rhyme scheme

Activity 3

Now, write an **appreciation** of the poem ‘The Seedling’, focusing on its theme and tone, and analysing the use of poetic devices. The following format may help you.

Appreciation

Title	(Name of the poem, or a title of your choice.)
Introduction	(Introduce the author and the theme of the poem in general)
Theme	Interpretation of the theme
Poetic devices	Explain the poetic devices used in the poem with examples—mention the metre, rhyme, and tone
Conclusion	Contemporary relevance of the poem – the lines you like the most – your reasons...

Activity 4

The unit highlights the need for social entrepreneurship and the readiness to turn challenges into opportunities to solve social problems. In the light of your reading of the passages and the poem, write a **paragraph** on the importance of self-motivation for success in life.



Let's listen and enjoy:

Now, your teacher will play the audio of the poem, 'It Couldn't Be Done', by Edgar A. Guest. Listen to the poem. Compare its theme with that of 'The Seedling'. Try to relate these poems to the lives of Srikanth Bolla and Arunachalam Muruganantham. Now, present your findings in groups.



Let's play with words:

Activity 1

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

A	B
Humiliate	the continued effort to achieve something
Exorbitant	one who starts an enterprise
Affordable	to get something with an effort
Perseverance	expensive
Procure	to shame some one
Entrepreneur	inexpensive, within one's spending capacity

B. Complete the following passage, using the appropriate forms of words from the table above.

Education should aim for solutions to the burning issues of society, rather than prepare youth to beg for jobs. Today, the nation needs youngto create job opportunities and drive economic growth. With the cost of living rising to.....levels, financial stability has become hard to attain. Everyone wants essential goods at prices. The youngsters of today should show the courage to begin new enterprises to meet such social demands. Banks have eased the conditions for providing loans for ventures by the educated youth. However, entrepreneurs may still be by criticism and hostility from certain quarters. They would need foresight and to succeed. Young entrepreneurs should turn challenges into opportunities and achieve their goals.

Activity 2

Read the sentences given below.

“It took me two years of trial and error to figure out it was pinewood pulp and not cotton.”

Pick out a phrase from the sentence which means ‘to finally find a solution to, or understand something:’

Read the following passage.

The Forest Post is an initiative by tribal communities that aims to sort out issues related to their livelihoods by promoting forest-based products. There is a growing demand for organic and natural goods. Making out the market trends, they worked out various ways to make use of the opportunity. They collect and process forest resources such as honey, medicinal plants, spices, and bamboo products. The Forest Post initiative set out on its journey with the support of the State Forest Department. Fearing they might run out of resources due to the unsustainable practices of others, the initiative focuses on the conservation and regeneration of forest resources. The venture has turned out to be a success, gaining recognition in local and other markets.



The following phrasal verbs have been picked from the passage. Find the meanings of the phrasal verbs from the context or by referring to a dictionary.

Note the meaning in the space provided.

Phrasal Verb	Meaning
sort out	
work out	
make out	
run out	
turn out	
set out	

Now, let's read about 'Noorangu', a tribal initiative from Wayanad. Fill in the blanks with the appropriate forms of the phrasal verbs given in the brackets.

(work out, make out, run out, turn out, set out, figure out)

In Thirunelli, Wayanad, a group of ten tribal women(a)..... on a mission to preserve traditional varieties of tuber crops for the future. In an interaction with some children, they could.....(b)..... that the new generation knew nothing about the rich tradition of nutritious tubers. Therefore, they established the Noorangu Tuber Conservation Centre. With the support of the Kudumbasree Mission, these women conservationists have successfully(c)..... a plan to preserve their knowledge for posterity. The initiative(d)..... to be a great success, regenerating and preserving 180 species of tubers. The food festivals they conduct help the general public to(e)..... the vital aspect of their heritage and to explore this treasure trove of nutritional diversity.



Let's analyse:

Activity 1

A. Examine the following sentence.

- I dropped out of school at the age of 14, because my father passed away unexpectedly.
 - Since my mother struggled to make ends meet, I had to work in a welding workshop.
 - As my mother had to care for two daughters and a son, she struggled to support our family.
- In each sentence, a cause and its effect are mentioned. Can you identify the causes in the given sentences?

Note the cause and the effect in the following table. One has been done for you.

Sl. no	Cause (subordinate clause)	Effect (main clause)
1.	my father passed away unexpectedly	I dropped out of school at the age of 14

Now, identify the words that help to link the cause and the effect in each sentence.

1. Because
2.
3.

These are subordinating conjunctions.

Subordinating conjunctions connect

B. Find other subordinating conjunctions and fill in the table.

although	after
.....
.....
.....
.....

C. Complete the given sentences using appropriate conjunctions.

1. it was raining, they decided to go for a hike.
2. she studied hard, she passed the exam with flying colors.
3. you practise regularly, you will improve your skills.
4. I see a sunset, I feel at peace.
5. he moved to a new city, he has made many friends.
6. the task was difficult, they completed it on time.
7. she was cooking, her phone rang.
8. you hurry, you will miss the train.
9. they finished dinner, they watched a movie.
10. the bell rang, the students left the classroom.

Activity 2

A. Read the following sentences.

1. If Sreekanth had got admission to IIT, he would not have gone to the USA.
2. If Muruganantham had given up his dream, he would have failed in life.
3. If Bolla hadn't been admitted to MIT, he wouldn't have had a chance to follow his passion.
4. His wife would have stayed with him if Muruganantham had stopped his experiments.
5. The world would not have changed if these visionaries had not turned challenges into opportunities.

Let's examine the sentences:

What is the condition stated in the first sentence?

'If Sreekanth had got admission to the IIT'

Do you think that this condition can be fulfilled? Why?

..... (if clause)

What is its effect?

..... (main clause)

Now, complete the table, picking the verbs from the if clause and the main clause in the given sentences.

Sentences	Cause	Effect
Sentence 1	had got	would not have gone
Sentence 2		
Sentence 3		
Sentence 4	had stopped	would have stayed
Sentence 5		

Have you noticed the forms of the verb in the 'if clause' and that in the main clause? Note it in the table below.

Form of the verb in if clause	Form of the verb in main clause
had + + + ...V3....

Such 'if clauses' indicate an impossible condition. These conditions cannot be fulfilled because they refer to the past.

B. Now, complete the following sentences using the appropriate forms of the verbs given in brackets.

1. If she had known about the meeting, she(attend)_____ it.
2. If they had left earlier, they (catch)_____ the train.
3. I (reply)_____ immediately if I had seen the mail.
4. If he had practised well, he (win)_____ the competition.
5. If we had bought tickets, we (go)_____ to the concert.
6. He (miss) _____ the flight if he (arrive)_____ earlier.
7. If she (tell) _____ me about the problem, I (help) her.
8. If I (read) _____ the instructions, I (understand) _____ the task.

C. Match the beginning and end of each conditional sentence and write them down.

Column 1	Column 2
If she had studied harder,	I will buy her the dress.
If I were rich,	she would have passed the exam.
If I see her at the mall,	I would have visited you.
If we win the game,	we will celebrate tonight.
If you had told me you were not well,	I would travel around the world.



Let's converse:

Interviewer : Good morning, Srikanth.

Srikanth : Good morning. Hope we will have a fruitful time together today.

Interviewer : Sir, would you say that your childhood was a hard time for you?

Srikanth : Of course, my friend. First of all, my birth was a shock to my parents. I was born blind, you know.

From the conversation above, let's pick out some expressions that you could use to seek information, explain things, or to convince others about something.

Seeking information	Explaining to, or trying to convince someone

Here are some expressions that would help you conduct interviews, surveys, and conversations. You may add more to the list.

Seeking information
Would you mind explaining ...
Could you clarify ...
Could you break that down ...
I don't get it. Could you explain ...
I'd really appreciate it if you explain
Can you go into more detail?
Can you go over that again?
.....
.....

Explaining/Convincing
Let me explain ...
In other words, ...
To clarify ...
The reason is that ...
Let me walk you through it ...
The key point is ...
It is important to note...
It has been proven that ...
.....

Now, fill in the bubbles in the picture story given below, choosing appropriate expressions from the table.



Sir,
.....,
why did you think of starting new business project at this age?

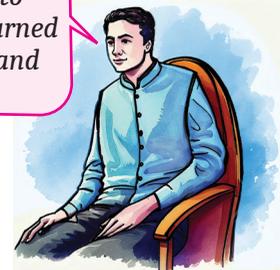


.....,
It was always my ambition to start a farm here.
....., there is great demand even from the nearby towns.



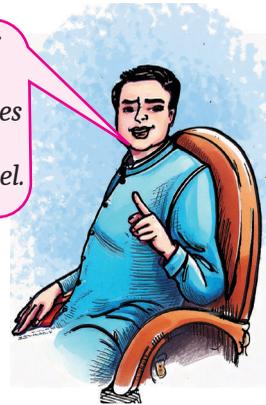
.....
.....? How did you find that there was a great demand for your farm products?

.....
....., I went to the towns and talked to the people there. I learned about all their needs and demands.



.....
.....
Why, in your opinion is there so much demand for your products?

..... Most of the products available elsewhere have pesticides and preservatives far above the permitted level.



.....
.....
what techniques of farming do you follow?

.....
pesticides not only affect insects, but the entire environment and us too. On our farm we follow organic farming practices like hydroponics, mixed cropping, etc.





Let's team up:

Group project

You have come to know that social entrepreneurship is a solution to many of the problems of the world. As the 'Pad man' has mentioned, education is not for seeking jobs but to find solutions to the problems of society. Is there anything we can do on our part?

Let's form four groups in the class.

Step 1

You may conduct a survey on market demands. Each group may choose one of the following sectors.

- Sector 1 – Food and drinking water
- Sector 2 – Home and interior
- Sector 3 – Fashion and clothing trends
- Sector 4 – Communication Technology/Digital Literacy
- Sector 5 – Travel and tourism
- Sector 6 – Entertainment
- Sector 7 – Healthcare for the weak and the elderly
- Sector 8 –

- Prepare a questionnaire for the survey. Include questions relating to problems of availability, demand and supply, and public opinion.
- Choose a sample from your neighbourhood.
- Discuss the findings in groups. Suggest solutions to the problems.
- Prepare the survey report.

Title
Introduction
Body of the report
Discussion
Conclusion

Step 2

Conduct a seminar on the topic 'New Start-Ups for a New Kerala'. Your teacher will help you invite experts from organisations like 'Kerala Startup Mission'. You may present the papers prepared by each group in the seminar. Include your innovative ideas in the papers.

GLOSSARY



accomplishment (n)	:	achievement
affordable (adj)	:	inexpensive, within one's spending capacity
beseech (v)	:	request
coarse (adj)	:	rough
contemptuous (adj)	:	expressing strong dislike
defy(v)	:	disobey
dejected (adj)	:	sad
dilemma (n)	:	a difficult choice
entrepreneur (n)	:	one who starts a new venture/ business project
essential (adj)	:	necessary
exorbitant (adj)	:	expensive
follow suit (v)	:	to do the same thing as someone else.
gauze (n)	:	thin cloth
hesitant (adj)	:	shy, afraid
humiliate (v)	:	to shame someone
impact (n)	:	effect
impaired (adj)	:	disabled
mortgage (n)	:	a property pledged to a bank for a loan
obsession (n)	:	something that one thinks about all the time
patent (n)	:	the legal right to an invention
perception (n)	:	belief
persevere (v)	:	to strive hard to achieve something
procure (v)	:	to get something with an effort
prospect(n)	:	the possibility of a good future
rehabilitate (v)	:	to restore to good health
saunter (v)	:	to walk in a relaxed way
smother(v)	:	to kill by preventing breathing
sordid (adj)	:	dirty, unpleasant
sterilise (v)	:	to make clean and germ-free
subsidised (adj)	:	partly paid for by the government or an organisation
sue (v)	:	to take legal action against (an individual, organisation of government)
trek (v)	:	to walk a long distance
waive (v)	:	to exempt from a tax or duty

THE TRUMPETS OF CHANGE

If you are neutral in situations of injustice, you have chosen the side of the oppressor.
- Desmond Tutu



Song

Another Day in Paradise

Short Story

- Phil Collins

War

Short Story

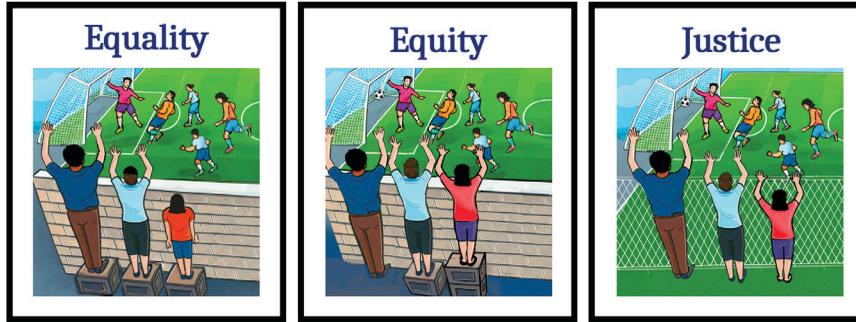
- Luigi Pirandello

A Piece of String

- Guy de Maupassant



Let's log in:



- What is the difference between treating everyone the same, and helping people with what they need to succeed?

Circle the words hidden in the grid below. You may use the hints given.

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

Clue	Initial letter	No. of letters
1. Equal in status and opportunities	E	8
2. Moral or legal entitlements	R	6
3. Being treated fairly	E	6
4. Just and impartial behaviour or treatment	J	7
5. Avoiding favouritism or discrimination	F	8
6. Including others or being included in a group	I	9
7. Being allowed to think, speak, or act freely	F	7
8. A sense of self-respect	D	7



Let's read and enjoy:

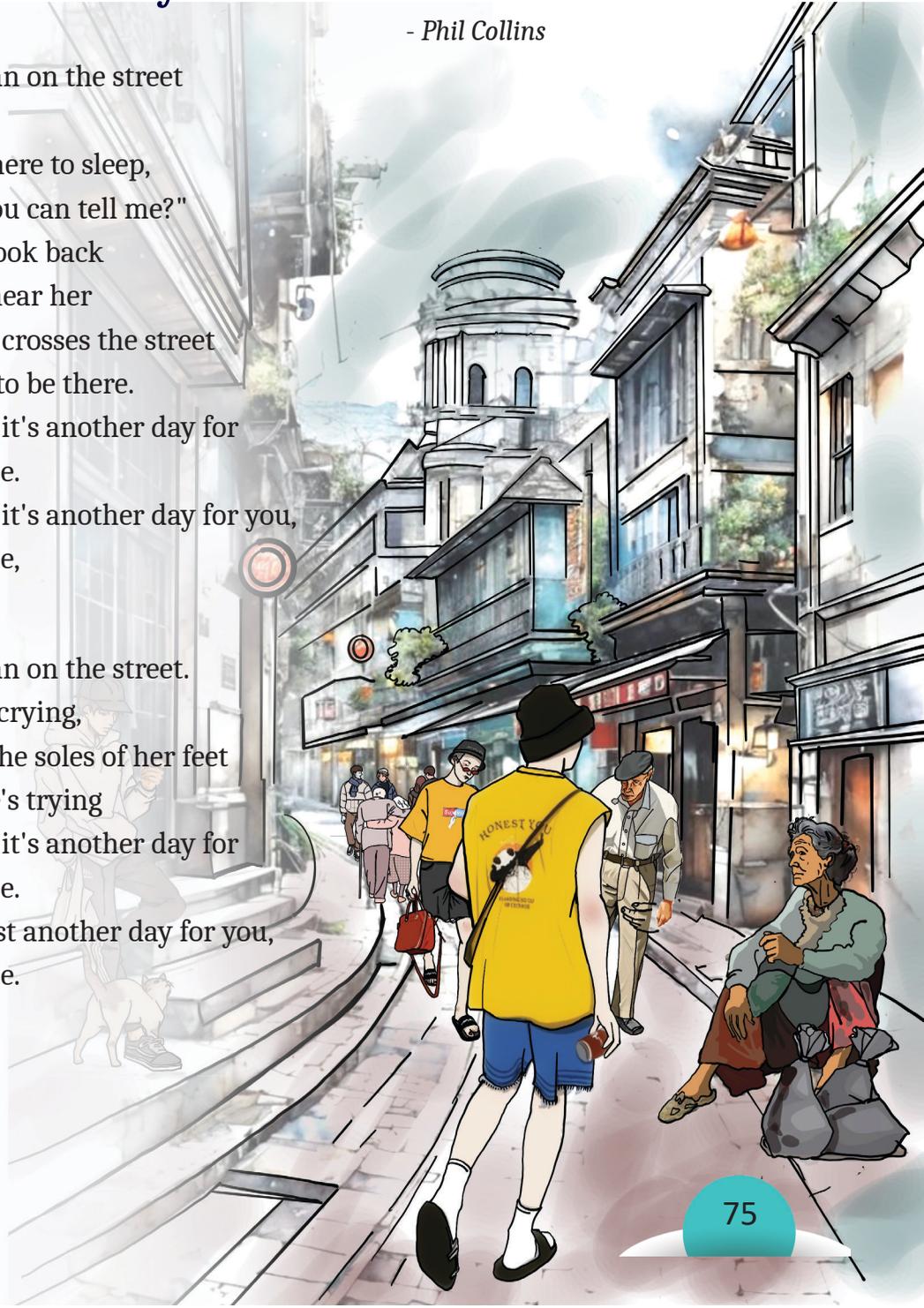
Take a moment to reflect on the last time you walked past someone in need. Did you notice them? How did you respond to their plight? What thoughts or feelings came to your mind then? Let's read and reflect on the lyrics of the song 'Another Day in Paradise'.

Another Day in Paradise

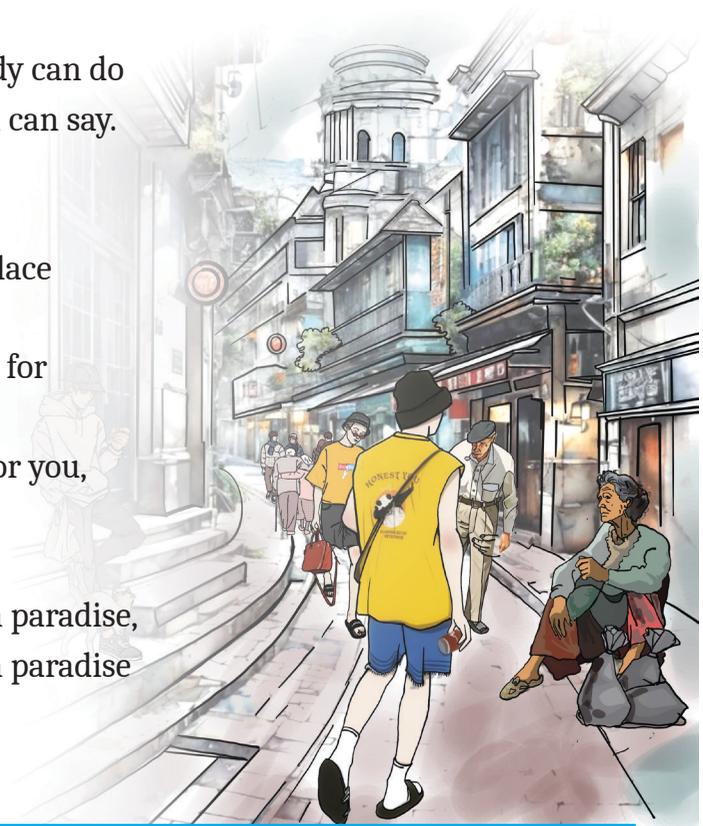
- Phil Collins

She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?"
He walks on, doesn't look back
He pretends he can't hear her
Starts to whistle as he crosses the street
Seems **embarrassed** to be there.
Oh, think twice, cause it's another day for
You and me in paradise.
Oh, think twice, cause it's another day for you,
You and me in paradise,
Think about it.

She calls out to the man on the street.
He can see she's been crying,
She's got **blisters** on the soles of her feet
She can't walk but she's trying
Oh, think twice, cause it's another day for
You and me in paradise.
Oh, think twice, it's just another day for you,
You and me in paradise.
Just think about it.

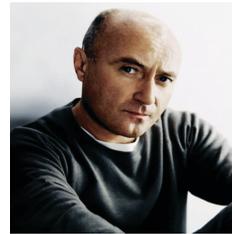


Oh Lord, is there nothing more anybody can do
 Oh Lord, there must be something you can say.
 You can tell from the lines on her face
 You can see that she's been there,
 Probably been moved on from every place
 'Cause she didn't fit in there.
 Oh, think twice, cause it's another day for
 You and me in paradise.
 Oh, think twice, it's just another day for you,
 You and me in paradise.
 Just think about it.
 It's just another day for you and me in paradise,
 It's just another day for you and me in paradise
 Just think about it.



About the lyricist

Philip Collins (1951 -) is a British musician, singer, song-writer, record producer and actor. He was the drummer and lead singer of the rock band *Genesis*. His most successful singles include *In the Air Tonight*, *One More Night*, *Another Day in Paradise* and *I Wish It Would Rain Down*. Collins has been celebrated for his contributions to the pop music canon – both as a solo artist and a member of *Genesis*. Among other honours, his solo work has earned him eight Grammys, an Academy award (Oscar), a Brit award for the British Album of the year, and many more. In 1999, he was honoured with a star on the Hollywood Walk of Fame.



Let's rewind and rejoice:

1. What do you think the woman in the street really needs?
2. How does the man respond to the woman's call?
3. Why does the writer ask us to think twice?
4. Why can't the woman walk?
5. Comment on the significance of the line '... is there nothing more anybody can do'.
6. Why is the woman always being asked to move on?

- Do you think the woman shows perseverance? Give reasons.
- What, in your opinion, is the message of the song?



Let's appreciate:

- Identify the poetic devices in the song and complete the table.

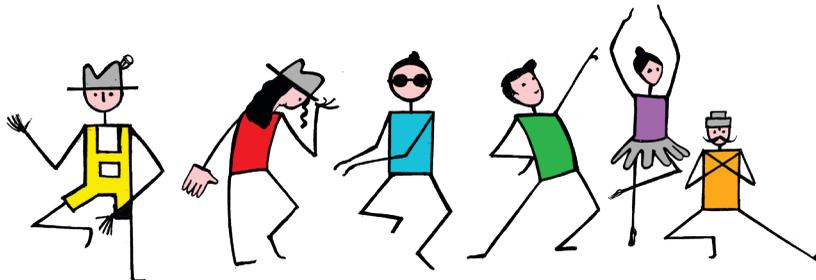
Poetic Device	Definition	Example from the song	Purpose
Refrain	A word, line or phrase repeated at regular intervals in a poem or a song		
.....	Use of words to create mental pictures that appeal to the reader's senses		
Anaphora	A word or group of words that is repeated at the beginning of two or more clauses, phrases or sentences		
.....	Comparison of two unrelated things		

- Do the man's actions reveal the general attitude of society to the homeless? Give reasons.
- The central theme of the song 'Another Day in Paradise' is the social indifference to the poor and the homeless. Write a brief **appreciation of the song**, focusing on its theme, images and poetic devices.



Let's perform:

- Shall we attempt a **choreography of the song** 'Another Day in Paradise'? Prepare a script detailing the movements and gestures to capture the central idea of the song. You may perform it in groups.





Let's read and reflect:

'Another Day in Paradise' paints a heart-rending picture of the suffering of the homeless. Now, think about how people would feel when they lose someone important to them. How would they express their emotions and share their feelings? How would they find the strength to move on? Let's read a story by Luigi Pirandello which explores how people grapple with loss and grief in times of war.

War

- Luigi Pirandello

The passengers who had left Rome by the night express had to stop until dawn at the small station of Fabriano. They then needed to continue their journey by the old-fashioned local train to Sulmona.

At dawn, in a stuffy and smoky second class carriage in which a few people had already spent the night, a stout woman in deep **mourning** was hoisted in. Behind her, puffing and moaning, followed her husband—a tiny man, thin and weak, his face death-white. His eyes were small and bright and he looked shy and uneasy.

Having at last taken a seat, he politely thanked the passengers who had helped his wife by making room for her. Then he turned round to the woman and politely inquired:

“Are you all right, dear?”

The wife, instead of answering, pulled up the collar of her coat to hide her face.

“Nasty world,” **muttered** the husband with a sad smile.



While we read

- Why did the passengers have to stop at Fabriano?
- Describe the physical appearance of the woman's husband.

My words

My questions

And he felt it his duty to explain to his travelling companions that the poor woman was to be pitied. The war was taking away from her their only son, a boy of twenty. Both of them had devoted their entire life to him. They had even broken up their home at Sulmona to follow him to Rome, where he had to go as a student. They allowed him to volunteer for war with an assurance that for at least six months he would not be sent to the war front. And now, all of a sudden, they received a wire from him saying that he was due to leave in three days' time. They were now going to see him off.

The woman was twisting and **wriggling**, at times growling like a wild animal. She felt certain that all those explanations would not have aroused even a shadow of sympathy from those people. They were all, most likely, in the same plight as herself. One of them, who had been listening with particular attention, said:

"You should thank God that your son is leaving for the front only now. Mine had been sent there the first day of the war. He has already come back twice wounded and been sent back again to the war front."

"What about me? I have two sons and three nephews at the front," said another passenger.

"Maybe, but in our case, it is our only son," **ventured** the husband.

"What difference can it make? You may spoil your only son by excessive attentions, but you cannot love him more than you would love all your other children if you had any. Parental love is not like bread that can be broken in pieces and split amongst the children in equal shares. A father gives all his love to each one of his children without discrimination, whether it be one or ten. If I am suffering now for my two sons, I am not suffering half for each of them but double...."

"True...true..." sighed the embarrassed husband, "but suppose a father has two sons at the front and he loses

- c. Why was the woman upset?
- d. Why was the old couple going to Sulmona?
- e. How did the woman react when her husband explained their situation?
- f. 'Parental love is not like bread....' What does the speaker mean by this?

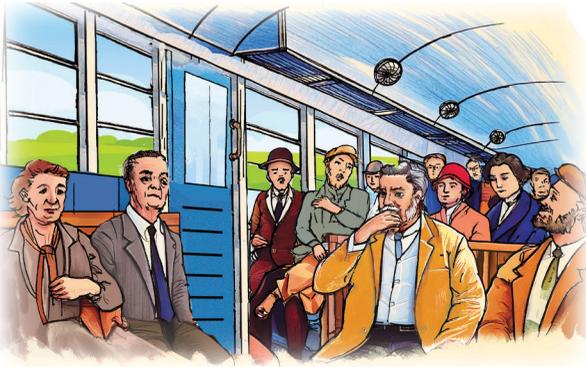
My words _____

My questions _____

one of them, there is still one left to console him... while..."

"Yes," answered the other, getting **cross**, "a son left to console him. But also a son left for whom he must survive in distress. Don't you see how my case would be worse than yours?"

"Nonsense," interrupted another traveller, a stout, red-faced man with bloodshot eyes. He was panting. From



his bulging eyes seemed to spurt inner violence of an uncontrolled **vitality**.

"Nonsense," he repeated. "Do we give life to

our children for our own benefit?"

The other travellers stared at him in distress. The one who had had his son at the front since the first day of the war sighed: "You're right. Our children do not belong to us, they belong to the country..."

"Bosh!" **retorted** the stout traveller. "Do we think of the country when we give life to our children? We belong to them but they never belong to us. And when they reach twenty, they are exactly what we were at their age. Now, at our age, the love of our Country is still great, of course, but stronger than it is the love of our children. Is there any one of us here who wouldn't gladly take his son's place at the front if he could?"

There was a silence all round, everybody nodding as if to approve. The stout man continued, "Isn't it natural that at their age they should consider the love for their Country even greater than their love for us? If Country is a natural necessity like bread, somebody must go to defend it. And our sons go, when they are twenty, and they don't want tears, because if they die, they die happy.

While we read

- g. Why did the other passengers stare at the stout man?
- h. According to the stout man, what is stronger than the love of their Country for older people?
- i. Why did the passengers suddenly become silent?

My words

My questions



Everyone should stop crying; everyone should laugh, as I do... or at least thank God—as I do—because my son, before dying, sent me a

message. He was dying satisfied at having ended his life in the best way he could have wished. That is why, as you see, I do not even wear mourning...”

He shook his light **fawn** coat as if to show it off. His lips were trembling. His eyes were watery and motionless. He ended with a shrill laugh which might well have been a sob.

“Quite so...quite so...” agreed the others.

The woman, bundled in a corner, had been sitting and listening till he finished. For the last three months, she had been trying to find in the words of her husband and her friends, something to console her. She wanted something that might show her how a mother should send her son to a probable danger of life. Her grief had been greater in seeing that nobody—as she thought—could share her feelings.

But now the words of the traveller amazed and almost stunned her. She suddenly realised that it wasn't the others who were wrong, but herself. It was she who could not rise up to the height of those other fathers and mothers. They seemed willing to resign themselves, without crying, not only to the departure of their sons but even to their death.

She lifted her head and bent over from her corner. She was trying to listen with great attention to the details which the stout man was giving to his companions. He was telling them—the way his son had fallen as a hero, for his Country, happy and without regrets. It seemed to her that she had stumbled into a world so far unknown to

While we read ———

- j. What message did the stout man's son pass on before his death?
- k. Why didn't the stout man wear mourning for his dead son?
- l. Why did the women feel stunned by the stout man's words?

My words ———

My questions ———

her. And she was so pleased to hear everyone joining in congratulating that brave father, so **stoically** speaking of his child's death.

Then suddenly, as if waking up from a dream, she turned to the old man, asking him:

“Then...is your son really dead?”

Everyone stared at her. The old man, too, turned to look at her. He fixed his great, bulging, horribly watery eyes,



deep in her face. For some time he tried to answer, but words failed him. He looked and looked at her. It

was as if only then, at that silly, **incongruous** question—he had suddenly realised at last that his son was really dead—gone for ever—for ever. His face contracted and became horribly **distorted**. Then he snatched in haste a handkerchief from his pocket and, to the amazement of everyone, broke into **harrowing**, heart-breaking, uncontrollable sobs.

While we read

- m. Why did the other passengers congratulate the stout man?
- n. What was the stout man's reaction to the woman's question?

My words

My questions

About the author

Luigi Pirandello (1867–1936) was an Italian dramatist, novelist, poet, and short story writer. With *Six Characters in Search of an Author* (1921), he became a well known innovator in modern drama. He was awarded the Nobel Prize for Literature in 1934. Pirandello's works include novels and hundreds of short stories. He also wrote a large number of plays which were published between 1918 and 1935 under the collective title of *Maschere nude* [*Naked Masks*].





Let's rewind:

1. Why were the passengers in the train distressed?
2. Why, in your opinion, did the woman ask the stout man if his son was really dead?
3. Why did the stout man break down at the end of the story?
4. The other passengers were amazed to see the stout man break down. How would you respond in such a situation?
5. What does the story tell us about the different ways in which people cope with grief and loss?
6. Pirandello's story, 'War' presents a realistic picture of the misery and the meaninglessness of war even today. It also appears to question the value of nationalism. How, in your opinion, should the concept of nationalism be widened to promote cooperation rather than competition between nations? Do you think that a unified world would ensure a better future for humanity, and for the planet Earth? Mention instances from the story and recent events in current life to support your arguments.



Let's recall and recreate:



1. It is the ordinary people who suffer in a war, not the privileged. 'War' by Luigi Pirandello highlights the effect of war on common people. Prepare the **script for a speech** to be delivered in your school on 6th August, Hiroshima Day.



2. I know not with what weapons World War III will be fought. But World War IV will be fought with sticks and stones.

- Albert Einstein

Rapid technological advancements have changed the face of warfare with the use of biochemical weapons, autonomous drones and cyber attacks. Are we progressing to a safer future, or are we on the path to self-destruction? Draft arguments on both aspects of the question to explore the future of war and its impact on the society of the 21st century. You may also conduct a **debate** in class.



- The woman in mourning dress is deeply moved by the stout man's grief at the death of his son. She pours out her feelings in her diary that evening. Draft the likely **diary entry**.



- The passengers in the train were amazed to see the stout man break into uncontrollable sobs. Back home, a passenger narrates the experience to his children. He recounts how the stout man tries at first to hide his emotions, only to break down minutes later. Write the possible **narration**.



Let's perform:

- Shall we try to create a script for a 'Readers Theatre' based on the story 'War,' capturing its emotional depth in dialogue and narration?

Let's begin by exploring the features of a Readers Theatre.

Key Features of Readers Theatre:

- **Characters:** Identify the roles.
- **Narration:** The narrator sets the scene, links the events of the story, and guides the audience through the narrative.
- **Dialogues and Monologues:** the spoken words of each character
- **Emotional Expression:** The script comes alive through proper voice modulation, facial expressions and purposeful body movements.
- **Style of Arrangement:** Performers stand or sit in a row or semi circle, with major characters at the centre and the narrator on one side.
- **Props and Costumes:**
- **Script Reading:**

Readers Theatre focuses on reading the script expressively rather than memorising lines or staging actions. It makes the audience experience the emotions of the story through the use of voice and gestures. Let's go through the process of preparing a script for Readers Theatre step by step.

Characters:

- Narrator
- The grief-stricken mother
-
-

Settings and Events:

- A crowded railway carriage
-
-

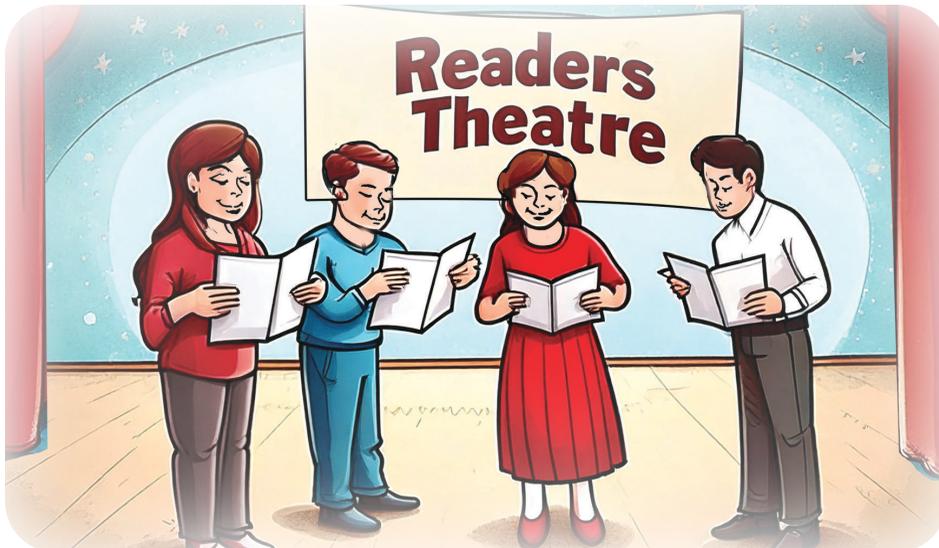
Narration:

- The setting of the story and the links within it(to be read by the narrator)
.....
.....

Dialogue and Monologue:

- The spoken words to be read out for each character as in role play, to bring out the emotions.
.....
.....

Now, create a **script for a Readers Theatre** for the story ‘War’. It should bring out the shared grief of the characters as they reflect on the meaning of sacrifice in wartime. Let’s form groups and perform it in class. As you perform, focus on how your voice reflects a character's experience, emotions and traits such as sorrow, resilience, or the awareness of shared humanity. Provide suitable background music (BGM) for the performance.





Let's read and reflect :

The story 'War' reveals how war shatters the hearts of the affected families. Now, think about how it would feel to be misunderstood or wrongly judged. How would you react if your honesty is questioned? Let's read 'A Piece of String' by Guy de Maupassant, a story that depicts the pain of being falsely accused.

A Piece of String

– Guy de Maupassant

Along all the roads around Goderville, the peasants and their wives were coming to the town because it was market day. Some led a cow or a calf by a cord, and their wives, walking behind the animal, whipped it with a leafy branch to hasten its progress. In the public square of Goderville, there was a crowd, a throng of human beings and animals.



Hauchecome had just arrived at Goderville, and he was walking towards the public square. Then he saw a little piece of string on the ground. He

thought that everything useful ought to be picked up. He took the bit of thin cord from the ground and began to roll it carefully. Then he noticed Malandain, on the **threshold** of his door, looking at him. They were on bad terms with each other. Hauchecome was seized with shame to be seen thus by his enemy. He concealed his find quickly in his trousers pocket. He pretended to be looking on the ground for something else. Then, he went towards the market.

He was soon lost in the noisy crowd. Soon, the square was deserted. At the **tavern**, the great hall was full of people eating. An appetising odour of roast meat rose from the

While we read

- Why were the peasants and their wives coming to the town?
- How does Hauchecome behave when he notices Malandain watching him?
- 'He concealed his find quickly in his trousers pocket.' What does the word 'find' refer to in this sentence?

My words

My questions

hearth which made everybody's mouth water. The dishes were passed and emptied, as were the jugs of cider. The peasants discussed the crops, and their purchases and sales. The weather was favourable for the green things but not for the wheat.

Suddenly the drum beat in the courtyard outside the tavern. Everybody rose, except a few, and ran to the door or to the windows, their mouths still full. After the public crier had ceased his drumbeating, he called out in a jerky voice:

"This is hereby made known to the inhabitants of Goderville, and to all persons present at the market: There was lost this morning on the road, between nine and ten o'clock, a black leather **pocketbook** containing five hundred francs and some business papers. The finder is requested to return the same with all haste to the Mayor's office. There will be twenty francs reward."

Then the man went away and the peasants began to talk of this event. They discussed the chances of finding or not finding the pocketbook. They were finishing their coffee when a chief of the **gendarmes** appeared.

He enquired, "Is Mr Hauchecome here?" Hauchecome, seated at the other end of the table, replied, "Here I am."

And the officer resumed: "Mr Hauchecome, will you please accompany me to the Mayor's office? The Mayor would like to talk to you." The peasant, surprised and

disturbed, set out, repeating, "Here I am, here I am."

The Mayor was awaiting him, seated on an armchair. He was, a stout, serious man who spoke in **pompous** phrases. "Mr Hauchecome," said he, "you were seen this morning to pick up, on the road, the lost pocketbook."

While we read

- d. What did the peasants discuss at the tavern?
- e. What did the public crier announce?
- f. Why did the Mayor summon Hauchecome to his office?

My words

My questions





The countryman was astounded. He looked at the Mayor. He was terrified by this suspicion resting on him.

"Me? Me? Me pick up the pocketbook?"

"Yes, you, yourself."

"Word of honour, I

never heard of it."

"But you were seen."

"I was seen, me? Who says he saw me?"

"Mr Malandain, the harness-maker."

The old man remembered, understood and flushed with anger.

"Ah, he saw me, he saw me pick up this string here, Your Honour." And **rummaging** in his pocket, he drew out the little piece of string.

But the Mayor, **incredulous**, shook his head.

"You will not make me believe, Mr Hauchecome, that Mr Malandain, who is a man worthy of **credence**, mistook this cord for a pocketbook. After picking up the object, you stood there, looking a long while in the mud to see if any piece of money had fallen out."

The good old man choked with **indignation** and fear.

"How can anyone tell such lies to take away an honest man's reputation!"

There was no use in his protesting; nobody believed him. He was confronted with Malandain, who repeated and maintained his affirmation. At his own request Hauchecome was searched; nothing was found on him. Finally, the Mayor, very much perplexed, discharged him.

As he left the Mayor's office, the old man was surrounded

While we read

- g. Why did Hauchecome feel terrified?
- h. What did the Mayor say when Hauchecome showed him the piece of string?
- i. How did the people react when Hauchecome told his story about the piece of string?

My words

My questions

and questioned by the villagers. He began to tell the story of the string. No one believed him. They laughed at him.

He went along, stopping his friends, showing his pockets turned inside out to prove that he had nothing. They said: "Old rascal, get out!"

The next day about one o'clock in the afternoon, an employee in a shop returned the pocketbook. The man claimed to have found the object in the road. Not knowing how to read, he had given it to his employer.

The news spread through the neighbourhood. Hauchecome was informed of it. He immediately began to recount his story with its happy climax. He was in triumph. He talked of his adventure all day long. He told it on the highway to people who were passing by, in the wine shop to people who were drinking there and to persons coming out of church the following Sunday. He stopped strangers to tell them about it.

He was calm now, and yet something disturbed him. People had the air of joking while they listened. They did not seem convinced. He seemed to feel that remarks were being made behind his back.

The next Tuesday, he went to the market at Goderville, just to discuss the case. Malandain, standing at his door, began to laugh on seeing him pass. When he was seated at the table in the tavern, he began to explain the affair.

A horse dealer called out to him, "Come, come, old fellow, that's an old trick; I know all about your piece of string!"

Hauchecome stammered: "But since the pocketbook was found..."

The other man replied: "Shut up, there is one that finds and there is one that reports. At any rate you are mixed up with it."



While we read

- j. Why did the person who found the pocketbook take it to his employer?
- k. Did the people believe Hauchecome's story after the pocketbook was found? Give reasons.
- l. 'At any rate you are mixed up with it.' What did the horse dealer mean by the statement?

My words

My questions

The peasant stood choking. He understood. They accused him of having the pocketbook returned by an **accomplice**. He tried to protest. All the table began to laugh. He could not finish his dinner and went away in the midst of jeers.

He went home ashamed and indignant, choking with anger and confusion. His innocence was impossible to prove. And he was stricken to the heart by the injustice of the suspicion.

Then he began to recount the adventure again, prolonging his history every day. Each time he added new reasons, more energetic protestations, more solemn oaths.

"Those are lying excuses," they said behind his back.

The people now made him talk about the string to amuse them. His mind, touched to the depth, began to weaken.

Towards the end of December, he took to his bed. He died in the first days of January, and in the **delirium** of his death struggles he kept claiming his innocence, **reiterating**: "A piece of string, a piece of string, look—here it is, Your Honour, the Mayor."

While we read

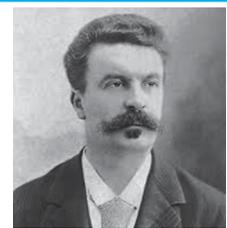
- m. What was the impact of the injustice of the suspicion on Hauchecome?
- n. What were Hauchecome's last words? Explain their significance.

My words

My questions

About the author

Guy de Maupassant (1850–1893) was a French author, celebrated as a master of the short story. He has written over 300 short stories, six novels, three travel books, and a volume of verse. Maupassant was the subject of one of Leo Tolstoy's essays on art: *The Works of Guy de Maupassant*. 'The Diamond Necklace' is one of Maupassant's best-known stories.



Let's rewind:

1. Hauchecome picks up a piece of string, but his innocent action is misunderstood. Have you had a similar experience of being misunderstood by others? Describe your personal experience or that of someone you know.
2. Does Malandain actually believe that Hauchecome took the pocketbook? Give reasons.
3. Hauchecome keeps on claiming his innocence until his death. Write a short paragraph on his sense of honour and dignity.



Let's recall and recreate:



1. Hauchecome has a strong and determined nature. His sense of justice impels him to defend himself tirelessly. He tries to justify himself even when everyone mistrusts him. Prepare a **character sketch** of Hauchecome.



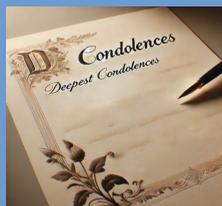
2. In 'A Piece of String' Hauchecome dies in shame and humiliation because of the attitude of society. Prepare a **write-up** on how society can make or break an individual, drawing on the story and your personal knowledge and experience.



3. Hauchecome is devastated when he is falsely accused of stealing the pocketbook. No one believes him. He couldn't control his emotions. He pours out his feelings in his diary. Prepare the likely **diary entry**.



4. The news of the missing pocketbook spreads like wildfire and Hauchecome is seen as the likely thief. You are an inhabitant of Goderville and you come across Hauchecome on your way to the market. Prepare the likely **conversation** between you and Hauchecome.



5. After Hauchecome dies, the Mayor appears deeply remorseful and troubled. He writes a letter of condolence to Hauchcome's wife. Write the likely **letter**.



Let's play with words:

Activity 1

Read the sentences given below.

1. Hauchecome couldn't **put up with** the ridicule of the villagers.
2. The stout passenger **put on** his fawn coat.

Did you notice the words highlighted in these sentences?

These are called

Can you guess the meaning of the phrasal verbs from the context?

- put up with:
- put on:

As part of a campaign to create awareness on the consequences of war, your school conducted a speech competition. Let's read the script of one of the speeches.

Good morning, everyone.

I am here to put across my views on the consequences of war. It's high time that the war-mongering nations put aside their aggression and united for a better tomorrow. For centuries, common people, including children, have had to put up with the atrocities of war, but enough is enough. Many suggestions to end war once and for all have been put forward by great thinkers and leaders. There may be differences of opinion, but these should all be put aside to achieve a common goal, the goal of peace. A peaceful life is the birthright of every citizen. So, dear friends, put off all your other commitments for the day. Let's put in our best efforts to organise a flash mob to spread awareness about the consequences of war. Dear friends... put up a strong resistance to war... it's your right!

Let me wind up my speech. Thank you.



- a. Now, identify the phrasal verbs in the speech and write them in the table, along with their meanings. One has been done for you.

Phrasal verbs	Meaning
put across	to communicate

b. The following passage is incomplete. Complete the passage choosing from the phrases given in the brackets.

For children who have violence, exploitation, or abuse, the trauma may not subside even after years. Child victims have limited knowledge of their rights, and at times, they find it difficult to their inner trauma to others. They may also struggle to their fear of judgment and isolation. Without proper guidance, they might not know how to their need for help and support. It is important not to the concerns of child victims, as acknowledging their trauma is the first step to healing. Healthcare professionals should clear guidelines on how to support children who have experienced violence, ensuring that they know help is available.



(put forward, put across, put up with, put aside, put out, put down)

Activity 2

a. Read the following passage and fill in the blanks using appropriate words from those given in the brackets.

The Sahayata Foundation is a prominent organisation dedicated to promoting social justice through education. It works to provide quality schooling for children from underprivileged backgrounds, ensuring every child's(a)..... to good education. Providing such children with education is the(b)..... way to protect them from exploitation. By fostering an inclusive environment, the Foundation aims to(c)..... the issues which hinder the development of the children. Exploitation of all(d)..... has to be prevented. The foundation organises campaigns in which professionals(e)..... the people. This should

make society(f)..... and considerate to the marginalised. As children grow in confidence, they become advocates for the community, inspiring others to join the fight for equality and social justice.

(address, right, kind/kinds)

Each of the words in brackets has been used twice to fill in the blanks. Have these words been used in exactly the same sense both times? Explain.

b. Now, match the words in column B with their meanings in column A and C.

A	B	C
a group of things with similar characteristics	right	a formal speech delivered to an audience
a legal or moral entitlement	address	showing generosity and consideration to others
throw light on/ begin to deal with	kind	true or correct as a fact

As you can see, these words have been used in two different contexts in two different senses. What do we call such words?

	plant			letter		Homonyms are words that have the same spelling or pronunciation, but an entirely different meaning.
	bark			bat		

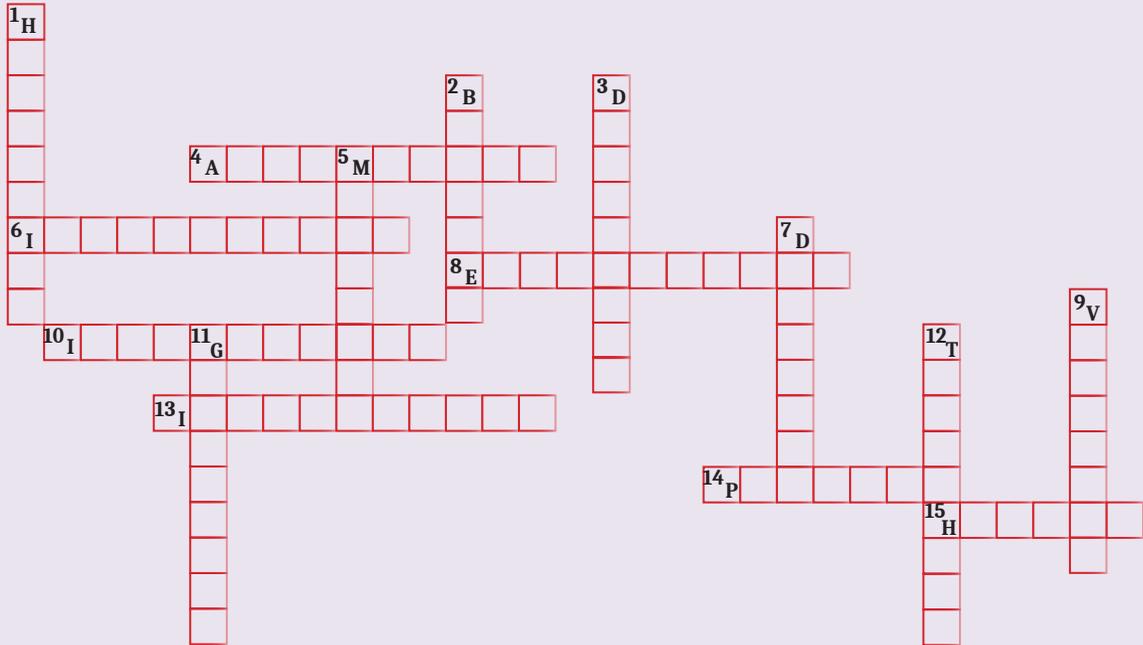
c. Fill in the blanks using appropriate homonyms. The letters of the words have been jumbled in brackets.

- The was a lot of fun, and the weather was also outside. (i/f/a/r)
- The security personnel will soon the door which is to the reception. (l/c/e/o/s)
- The secretary took thirty to prepare the of the meeting. (n/t/i/m/e/s/u)
- The information about the missing person is that he was swept away by the strong of water.
(r/c/u/r/t/n/e)
- It was a small....., but it had always been maintained by the people of the locality.
(l/e/w/l)

Activity 3

Complete the Crossword Puzzle.

Spaces



Across

4. one who helps another in a crime (10)
6. unable to believe (11)
8. ashamed or shy (11)
10. anger (11)
13. strange (11)
14. too solemn or grand (7)
15. fireplace (6)

Down

1. causing distress (9)
2. a bubble on the skin caused by friction, burns or infection (7)
3. twisted out of shape (9)
5. black dress worn when a close relative or friend dies (8)
7. a disturbed state of mind (8)
9. strength (8)
11. the armed French police (9)
12. the entrance to a building or room (9)



Let's analyse:

Activity 1

Read the following sentence.

- *The woman, bundled in a corner, had been listening till he finished speaking.*

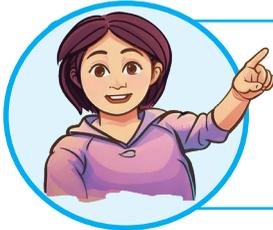
What is the main action in the sentence?

The woman had been

When did the action begin ?

The action was in progress till

Thus, this sentence tells us about an action that began in the past and continued till a certain point of time in the past.



The **past perfect continuous tense** is used to indicate an action that began before a certain point in the past and continued up to that point of time. We use the '**had + been + -ing**' form of the verb to denote an action in the past perfect continuous tense.

Now, let's read what Hauchecome says.

What is the main action in the statement?

.....

When did Hauchecome begin to speak about his innocence?

.....

How long has the action been going on?

.....

Is he trying to prove his innocence at the time of his statement?

.....

This sentence tells us about an action that began in the past and is in progress at the time of speaking.

I have been trying to prove my innocence for over a week now.



The **present perfect continuous tense** denotes an action which began at a certain point in the past and continues at the time of speaking. We use the '**has/have + been + -ing**' form of the verb to denote an action in the present perfect continuous tense.

a. Read the conversation given below.

Dad : Arjun, you have been avoiding us and your friends for weeks now. What's happening?

Arjun : I have been trying to handle things on my own, Dad, but it's difficult.

Mom : Until last week, we had been living with the impression that you were fine.

Arjun : What happened then, Mom?

Mom : We got a call from your college informing us about your bad company and your use of drugs. They said they were shocked by the change in your behaviour. We've been waiting to talk to you since then.

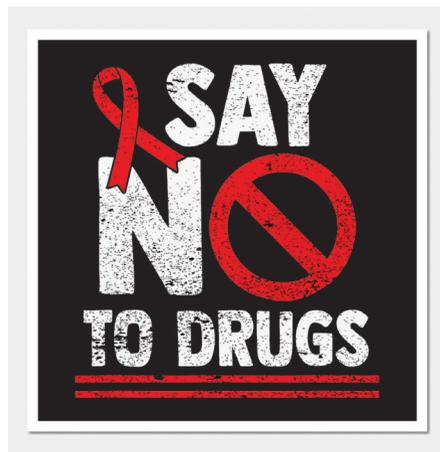
Dad : You have been hiding a lot of things from us, Arjun. Why on earth did you start taking drugs?

Arjun : I'm sorry. I'd been trying to stay away from drugs till my new friends persuaded me to try it out. Now, I understand it was wrong.

Mom : You had been working so hard towards your dream of becoming a pilot until you joined the hostel. What happened to you, my dear?

Arjun : Please help me. I don't think I can deal with this by myself. Addiction has been tightening its grip on me ever since I started using drugs.

Dad : Don't worry son. We'll get through this together.



Pick out the verbs in the present perfect continuous tense and in the past perfect continuous tense in the above conversation and complete the table.

Present Perfect Continuous tense	Past Perfect Continuous tense

b. Fill in the blanks with appropriate tense forms given in brackets.

1. My mother (had been teaching/has been teaching) in a college for 20 years before her retirement.
2. I (have been reading/had been reading) this book for almost two hours now.

3. We (had been living/have been living) in Rome before we shifted to our hometown in Kerala.
4. It (has been raining/had been raining) since morning and so the cricket match is cancelled.

Activity 2

Read the sentences given below.

- *The finder is requested to return the pocketbook **either** to the Mayor's office **or** to the police.*
- ***Neither** the Mayor **nor** the villagers believed Hauchecome.*

Can you split the first sentence into two? Let's try.

- a. The finder is requested to return the pocketbook to the Mayor's office.
- b.

Which are the connecting words used to combine the above sentences?

.....

Now, shall we split the second sentence into two? Let's try.

- a. The Mayor did not believe Hauchecome.
- b.

What are the connecting words that combine the above sentences?

.....

What do we call these connecting words?

Connecting words like **either...or** and **neither...nor** are conjunctions.



Either... or and **neither...nor** are pairs of conjunctions. They correlate words, phrases or clauses of equal importance. Such pairs of conjunctions are called correlative conjunctions. 'Either...or' is used to indicate two possibilities or choices. 'Neither... nor' connects two negative alternatives.

Now, take a look at the sentences given below. Can you identify the subject and the verb in each sentence?

- a. Neither the woman's husband nor her friends understand the depth of her sorrow.

Subject – the woman's husband, her friends

Verb -

b. Neither the villagers nor the Mayor trusts Hauchecome.

Subject -

Verb -

In the first sentence, the subjects of the sentence are 'the woman's husband' and 'her friends.'

Which subject is closer in position to the verb?

.....

Is the subject closer to the verb in its singular or plural form?

.....

Here, the subject (her friends) which is closer in position to the verb is plural. Hence the verb in the sentence takes the plural form.

Now, consider the second sentence. Can you identify the subject and the verb?

.....

Identify the subject closer in position to the verb.

.....

Here, the subject closer in position to the verb is in the singular form.

What should be the form of the verb?

What do you infer from the above sentences?

1. **Either...or** and **neither...nor** function as conjunctions. They connect two grammatically equal elements.
2. The verb agrees with the noun closer to it.
 - a. If both nouns are singular, the verb takes the singular form. It may be remembered that unlike nouns, verbs with 's' or 'es' suffix are considered singular.
 - b. If both nouns are plural, the verb takes the plural form.
 - c. If one noun is singular and the other plural, the verb agrees with the noun closer to it.



a. **Fill in the blanks using appropriate words chosen from those given in the brackets.**

1. The woman was (either/neither) twisting and wriggling or growling like a wild animal.
2. His innocence was neither easy to prove (or/nor) recognised by others.
3. The pocketbook was (either/neither) taken by Hauchecome (or/nor) seen by Malandain.

4. You may (either/neither) win (or/nor) lose the game. Participation is the spirit of the game.
5. Neither New York nor London(is/are) a city in India.
6. Neither the teacher nor the children (was/were) in the school bus.

Activity 3

Look at the following sentence from the story 'War'.

The one who **had had** his son at the front since the first day of the war sighed.

Which is the expression given in bold?.....

Now, look at the sentences given below and analyse the expressions given in bold type.

1. Rani is late for the evening session. She **has had** a headache all day.
2. Shanu and Rahul are preparing the script now. They **have had** a discussion with the author.

What does the second statement in each set indicate?

.....
Such statements are used to indicate something that happened in the immediate past. In the above sentences, the initial verbs (has/have) serve as auxiliary verbs and the latter (had) is the main verb.

Now, read the following statements and analyse the expressions given in bold type.

1. Last weekend Prabith just wanted to relax because he **had had** a busy week.
2. The director told me that he **had had** a meeting with the producer.

What is the significance of the expressions given in bold in each sentence?

.....
Such expressions are used to indicate an action that happened at an earlier point in the past before another action.



Let's converse:



Activity 1

Read the passage given below.

The peasants of Goderville did not believe Hauchecome. They accused him of stealing the pocketbook. This false accusation deeply saddened Hauchecome and sparked a heated argument between him and another villager. How would they argue? Let's see. Let's read the transcript of the argument, shall we?

- Hauchecome** : Why should I take someone's pocketbook?
- Villager** : That we don't know, but it's clear as day that you took it.
- Hauchecome** : Do you have any evidence to support your accusation? You can't just accuse me without proof.
- Villager** : Of course we do. Malandain saw you with his own eyes.
- Hauchecome** : You're too quick to judge! Could he see what I picked up from where he stood?

a. Pick out the expressions used by Hauchecome and the villager to present their arguments.

.....

What are some other expressions that we may use in an argument? A few are given below. You may add more to the list.

- I'd beg to differ..
- It's not necessarily that way...
- My point of view is diametrically opposite...
- That's not a valid argument...
- Clearly, we have different perspectives on this...
- I'm not yet convinced...
-
-

b. Hauchecome and the villager engage in a heated argument. Hauchecome defends himself against the accusation. But the villager insists that Hauchecome is guilty of stealing the pocketbook. Using the expressions given above, prepare the draft of the argument between the two.



Activity 2

Read the passage given below.

The stout man who had lost his son in the war, is deeply affected by the woman's question to him. Unable to control his grief, he begins to weep. When he regains his composure, he apologises to the other passengers for his emotional outburst. How would he have apologised to them? He might have used expressions like the following:-

- I am sorry for this sudden outburst...
- I apologise for behaving like this...
- I regret my outburst...

Some other ways of extending and accepting apologies are given below. You may add to the list.

Extending an apology

- I didn't mean to hurt your feelings...
- Please accept my apologies for...
- I take full responsibility for the error...
- I'm really sorry about what I said...
- I deeply regret what I said...
- I owe you an apology ...
- I'm sincerely sorry for the misunderstanding...
-

Accepting an apology

- It's okay. You didn't mean any harm...
- That's all right. It doesn't matter...
- Never mind. I quite understand...
- It's okay. You couldn't help it...
-



- The woman who asked the stout man about the death of his son now feels sorry for bringing up such a sensitive topic. She extends her sincere apologies and the stout man graciously accepts her apology. Using the expressions provided above, draft a conversation between the two.



Let's team up:

Group project

The problems caused by inequality and injustice seem to be present everywhere in the world today. It is crucial to create awareness about such issues and to foster the values of compassion and empathy to make our world a better place. Let's organise a seminar on 'Compassion in Action: Exploring the Effects of Kindness and Empathy.'

What are the steps involved in conducting a seminar? Let's discuss.

The following steps are suggested.

1. Planning the Seminar

- A. Define the objectives and the outcome.
- B. List the range of sub topics.

The following sub topics may be selected:

- Group 1 : Compassion in times of crisis (examples of ordinary people helping others in difficult times)
- Group 2 : Compassion in the lives and works of famous people who have fought injustice
- Group 3 : Compassion in Art and Literature, with reference to popular stories that highlight the need for empathy and kindness
- Group 4 : Compassion in the global arena, highlighting issues such as refugee aid, disaster relief and the need to offer voluntary service

- C. Fix the date, time and venue of the seminar, and inform the target audience.

2. Content preparation

- A. Collect data from a variety of sources.
- B. Prepare multimedia presentation materials.
- C. Review and finalise the content.

3. Day of the Seminar

- A. Each group presents their seminar paper.
- B. Post-presentation: the paper stands open for discussion.

4. Follow-up activity

Publish the Seminar Report: Create a digital record of the presentation and upload it on the school blog.





accomplice (n)	:	one who helps another in a crime/offence
blister (n)	:	a bubble on the skin caused by friction, burns or infection
credence (n)	:	trust
cross (adj)	:	annoyed
delirium (n)	:	a disturbed state of mind
distorted (adj)	:	twisted out of shape
embarrassed (adj)	:	ashamed or shy
fawn (adj)	:	yellowish-brown
gendarmes (n)	:	the armed police (French)
harrowing (adj)	:	causing distress
hearth (n)	:	fireplace
incongruous (adj)	:	strange
incredulous (adj)	:	unable to believe
indignation (n)	:	anger
mourning (n)	:	formal black dress worn when a close friend or relative dies
mutter (v)	:	to say something in a low voice
pocketbook (n)	:	a purse/wallet
pompous (adj)	:	too solemn or grand
reiterate (v)	:	to repeat
retort (v)	:	to reply in a sharp or angry manner
rummage (v)	:	to search hastily
stoically (adv)	:	to suffer without complaining or showing emotions
tavern (n)	:	an inn or pub
threshold (n)	:	the entrance to a building or room
venture (v)	:	to undertake something risky
vitality (n)	:	strength
wriggle (v)	:	to twist and turn

Worksheet



In James Cameron's movie Avatar, Jake Sully shares a special relationship with Toruk Makto, the majestic Leonopteryx (a winged dinosaur-like creature). In course of time, they become quite friendly with each other.



Jake Sully goes to Pandora, a moon inhabited by the Na'vi, a species of tall, blue skinned people. He earns the respect and admiration of the Na'vi by riding the Toruk Makto.

1. Sully writes to his friend, Dr Norm about this experience. He dictates the letter to an AI assistant. An extract is given below. There are a few errors in it. Edit the letter.

I had wandered of (a) exploring the Pandora mountains and have (b)stumbled upon the mighty creature called Toruk Makto. It is a (c) object of reverence in pandora's (d) Na'vi culture. The name mean (e) "Rider of the Last Shadow". It was (f) a massive winged creature with scales shining(g) and a powerful beak. Toruk Makto is regarded as a symbol of leadership and strength. The creature is solitary by nature, high(h) intelligent and a good hunter.

2. Dr Norm is amazed to read the letter and wishes to see the mighty Toruk Makto. He pays Sully a visit hoping to get an opportunity to do so. Complete the following conversation between them.

Dr Norm : Sully, your account is truly unbelievable.(a).....?

Sully : But, indeed it's true! Would you like to come with me to see for yourself?

Dr Norm : Sure. I can't wait a minute!

Sully : We had better(b)..... It usually comes out at dawn and shortly after dusk.

Dr Norm : We will surely be able to see it,?



Worksheet



Sully : Indeed. It's a fierce and intelligent creature but not very friendly.
We should not disturb it on any account. If we disturb it,

Dr Norm : I promise I'll be careful. Let's get going.

Sully : Yes. Let's go.

3. Here's an extract from the conversation between Sully and Dr Norm.

Sully : Would you like to come with me to see for yourself?

Dr Norm : I can't wait to see the majestic creature.

Now answer the following questions:

- a. What did Sully ask Dr Norm?
- b. What was Norm's reply?



4. Fill in the blanks with appropriate phrasal verbs choosing from those given in the box.

Jake Sully his mind to become friends with Toruk Makto. He his fear and stood his ground, helping it to calm down. He was unwilling to on his mission to become friends with Toruk Makto. The Na'vi people had warned him of the possible difficulties. Sully with the idea. He the mission with ease.



make up got over give up go ahead pull off



The Lost Ship

Jack 'Ironheart' Morgan, a seasoned treasure hunter with a rugged charm, stood on the sun-bleached docks of Tortuga, nestled in the heart of the Caribbean. Jack had heard rumours of a legendary shipwreck—*The Silver Serpent* was said to have sunk centuries ago, laden with untold riches. Many had tried and failed to find it, but Jack was determined to succeed. He had spent years hunting for treasures across the world, but this was his greatest challenge yet. He met Mark, a weathered sailor known for his countless adventures and deep knowledge of forgotten maritime secrets, the only one who could help him.



- Jack : Hello Mark. I'm Jack.
- Marc : Oh. You're Jack, the treasure hunter,
- Jack : Yes, I am.?
- Marc : I'm fine. I heard you are after *The Silver Serpent*.
- Jack : I know you were after it yourself once, ?
- Marc : (smiles) If I had the map and more details of the ship,
.....
- Jack : Would you mind
- Marc : Sure, I'll share what I know. Here is the part of an old letter
an old navy man sold me for a thousand bucks. He had got it from a
pirate ship in the Caribbean Sea.
- Jack : But I can't read it. Some of the words are missing.
- Marc : You had better If you succeed,
- Jack : I will do it. I assure you.

Worksheet



Mark handed over the letter. Jack went through it.

Fill in the blanks using the words from the box and help Jack read the letter.

The *Silver Serpent* lies in a deep hidden trenchthe sharks and whales reign. the time it had been wrecked many have tried to find it,..... none have returned to tell the tale. many believe that the treasure is lost, it is still safe in the deep sea. Those don't fear death may attempt the adventure to find it. To locate the ship will not be easy. The map has been lost. You may set out on a ship can pass through the dangerous rocks and undercurrents. Sail on to the south..... you discover the dancing dolphins.



After reading the letter Jack found the way to the dancing dolphins. He managed to procure a flag with a detailed description of the trench in secret code. To decode it he had to do some editing.

The 9000 metre-deep dolphin trench who is in the middle of a Caribbean sea is one of the more dangerous places on earth. It is a nightmare of the sailors. Many ships had swallowed by the trench long with the voyagers. The trench is three hundred and fifty nautical miles away at the Colombian coast towards the south. Submersed mountains with serrated rocky edges awaiting be will to crush your ship. When you reach near the trench you can see the pole star exactly on your left. Observe and fellow the dolphins to reach the trench. Beware on sharks and whales.

Editing the message, Jack calculated the exact location of the ship.

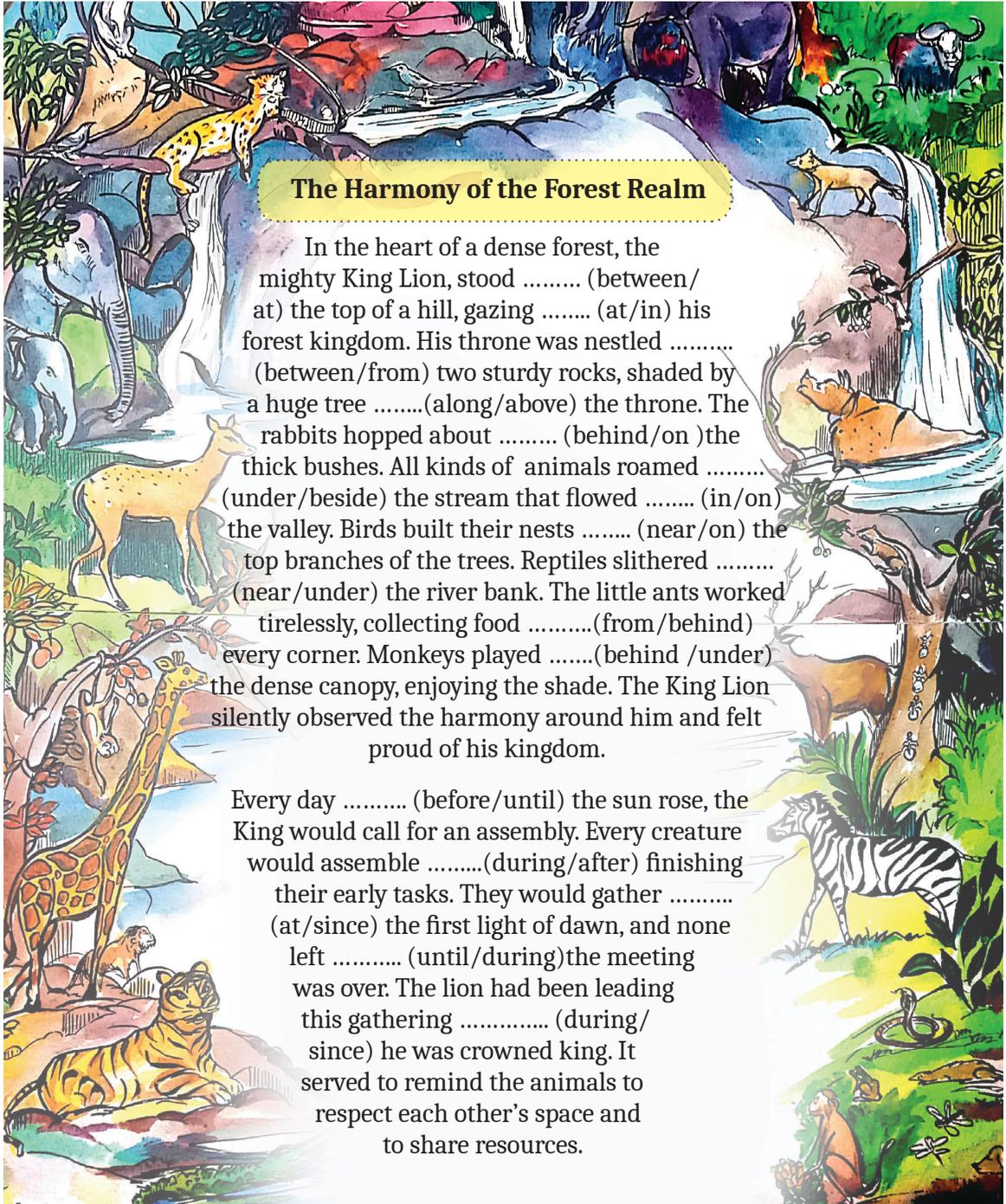
He set out on the expedition in the schooner *Storm Reaver*.

Now, complete the story in your words.

Worksheet



Given below is an incomplete story about the harmony of the forest realm. To bring this story to life, complete the tale, choosing the most appropriate words from the options provided. Fill each blank with care, and let the story unfold!

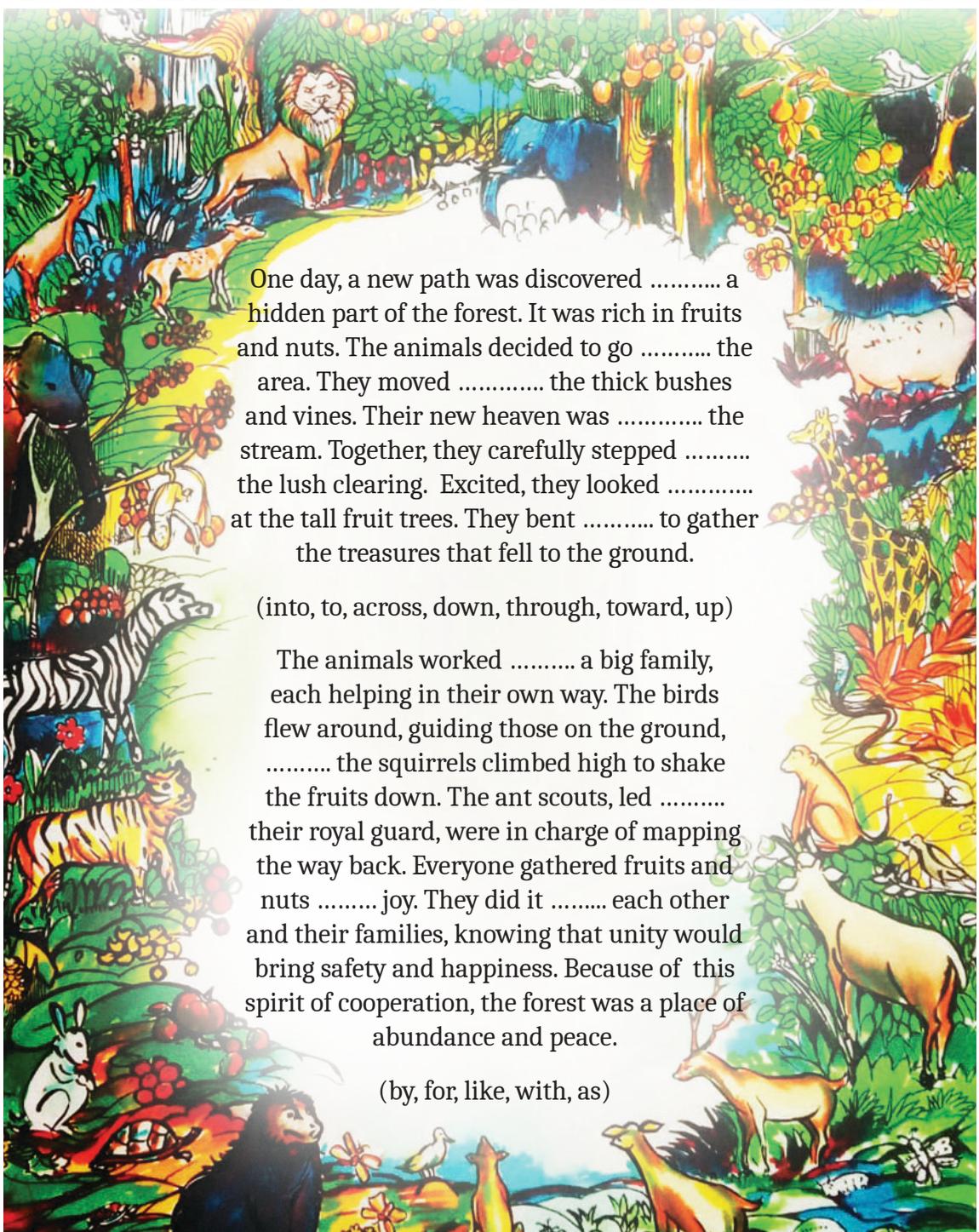


The Harmony of the Forest Realm

In the heart of a dense forest, the mighty King Lion, stood (between/ at) the top of a hill, gazing (at/in) his forest kingdom. His throne was nestled (between/from) two sturdy rocks, shaded by a huge tree(along/above) the throne. The rabbits hopped about (behind/on) the thick bushes. All kinds of animals roamed (under/beside) the stream that flowed (in/on) the valley. Birds built their nests (near/on) the top branches of the trees. Reptiles slithered (near/under) the river bank. The little ants worked tirelessly, collecting food(from/behind) every corner. Monkeys played(behind /under) the dense canopy, enjoying the shade. The King Lion silently observed the harmony around him and felt proud of his kingdom.

Every day (before/until) the sun rose, the King would call for an assembly. Every creature would assemble(during/after) finishing their early tasks. They would gather (at/since) the first light of dawn, and none left (until/during) the meeting was over. The lion had been leading this gathering (during/ since) he was crowned king. It served to remind the animals to respect each other's space and to share resources.

Worksheet



One day, a new path was discovered a hidden part of the forest. It was rich in fruits and nuts. The animals decided to go the area. They moved the thick bushes and vines. Their new heaven was the stream. Together, they carefully stepped the lush clearing. Excited, they looked at the tall fruit trees. They bent to gather the treasures that fell to the ground.

(into, to, across, down, through, toward, up)

The animals worked a big family, each helping in their own way. The birds flew around, guiding those on the ground, the squirrels climbed high to shake the fruits down. The ant scouts, led their royal guard, were in charge of mapping the way back. Everyone gathered fruits and nuts joy. They did it each other and their families, knowing that unity would bring safety and happiness. Because of this spirit of cooperation, the forest was a place of abundance and peace.

(by, for, like, with, as)

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

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

CHILDREN'S RIGHTS

Dear Children,

Wouldn't you like to know about your rights? Awareness about your rights will inspire and motivate you to ensure your protection and participation, thereby making social justice a reality. You may know that a commission for child rights is functioning in our state called the **Kerala State Commission for Protection of Child Rights**.

Let's see what your rights are:

- Right to freedom of speech and expression.
- Right to life and liberty.
- Right to maximum survival and development.
- Right to be respected and accepted regardless of caste, creed and colour.
- Right to protection and care against physical, mental and sexual abuse.
- Right to participation.
- Protection from child labour and hazardous work.
- Protection against child marriage.
- Right to know one's culture and live accordingly.
- Protection against neglect.
- Right to free and compulsory education.
- Right to learn, rest and leisure.
- Right to parental and societal care, and protection.

Major Responsibilities

- Protect school and public facilities.
- Observe punctuality in learning and activities of the school.
- Accept and respect school authorities, teachers, parents and fellow students.
- Readiness to accept and respect others regardless of caste, creed or colour.

Contact Address:



Kerala State Commission for Protection of Child Rights

'Sree Ganesh', T. C. 14/2036, Vanross Junction

Kerala University P. O., Thiruvananthapuram - 34, Phone : 0471 - 2326603

Email: childrights.cpcr@kerala.gov.in, rte.cpcr@kerala.gov.in

Website : www.kescpcr.kerala.gov.in

Child Helpline - 1098, Crime Stopper - 1090, Nirbhaya - 1800 425 1400

Kerala Police Helpline - 0471 - 3243000/44000/45000

Online R. T. E Monitoring : www.nireekshana.org.in