

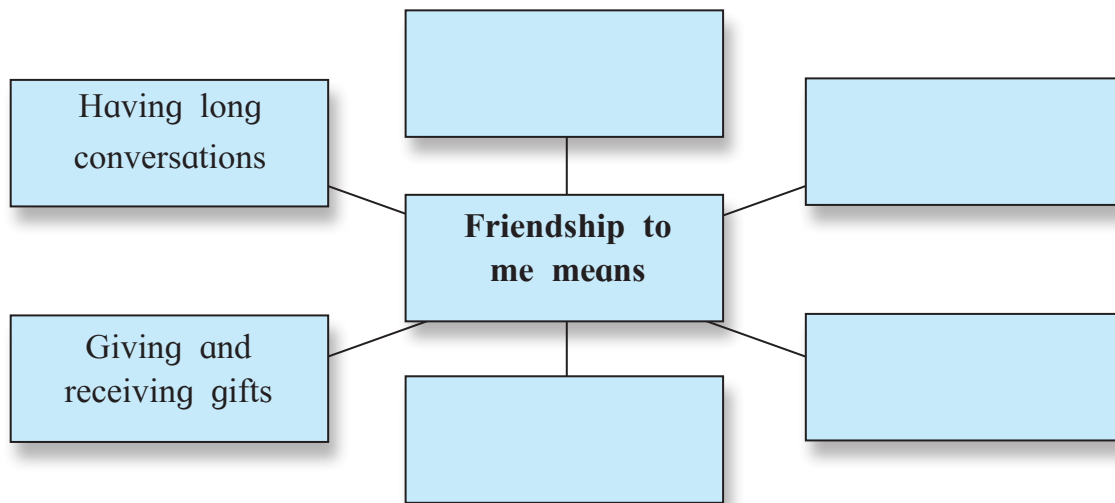
# SECTION ONE

## 1.1 Being Neighborly

### ICE BREAKERS

- **Read the following statements and mark those that apply to you.**
  - (i) I make friends easily.
  - (ii) I wish to be friends with someone but my friendship is rejected.
  - (iii) Someone has extended a hand of friendship towards me and I have not accepted it.
  - (iv) I have a large group of friends but no best buddy.
  - (v) I have a small group of close friends and have no wish to interact with anyone else.
  - (vi) I have cordial relationships with all but I cannot connect with anyone.
- **Complete the following web diagram.**

(i)



(ii) **If you see someone lonely or sad you will –**

(a) .....

(b) .....

(c) .....

**Louisa May Alcott** : (1832-1888) An American writer in the mid to late 19th Century, is considered as one of the earliest feminist writers. Out of the several books she wrote, her series, beginning with 'Little Women', has been hugely popular among the masses and critics alike for a century and a half. Her simple style and lively characters have left a mark and influenced generations of children and adults alike. The setting of her books is the suburbs of Boston. Her world view is wholesome and full of believable yet charming characters which captivates the readers.



The following extract is from 'Little Women' first published in 1868. This story of four sisters - Meg, Jo, Beth and Amy, their friend Laurie, their wise and loving parents of modest means, living in a suburb of a city in the East coast of America has caught the imagination of generations of readers young and old alike. Each character is real and distinctive. We remain firmly with the sisters through all their struggles, conflicts, triumphs and joys. It serves as a guiding light to us in all the phases of our lives. The extract affords us a tantalising glimpse into the book and narrates the beginning of a lifelong friendship between Jo, the brightest and liveliest of the four sisters and Laurie their wealthy, new neighbour. The March girls and Laurie, become best buddies and much more as the book progresses.

**Neighborly:** American spelling of 'neighbourly' (British)

**sacque:** infant short jacket and hood

*Jo doesn't want to be a pussy-cat because ...*

.....  
.....

## Being Neighborly

"What in the world are you going to do now, Jo?" asked Meg one snowy afternoon, as her sister came tramping through the hall, in rubber boots, old **sacque** and hood, with a broom in one hand and a shovel in the other.

"Going out for exercise," answered Jo with a mischievous twinkle in her eyes.

"I should think two long walks this morning would have been enough! It's cold and dull out, and I advise you to stay warm and dry by the fire, as I do," said Meg with a shiver.

"Never take advice! Can't keep still all day, and not being a pussy-cat, I don't like to doze by the fire. I like adventures, and I'm going to find some."

Meg went back to toast her feet and read "**Ivanhoe**"; and Jo began to dig paths with great energy. The snow was light, and with her broom she soon swept a path all round the garden, for Beth to walk in when the sun came out and the **invalid dolls** needed air. Now, the garden separated the Marches' house from that of Mr. Laurence. Both stood in a suburb of the city, which was still countrylike, with groves and lawns, large gardens, and quiet streets. A low hedge parted the two estates. On one side was an old, brown house, looking rather bare and shabby, robbed of the vines that in summer covered its walls and the flowers, which then surrounded it. On the other side was a stately stone mansion, plainly **betokening** every sort of comfort and luxury, from the big coach house and well-kept grounds to the **conservatory** and the glimpses of lovely things one caught between the rich curtains. Yet it seemed a lonely, lifeless sort of house, for no children frolicked on the lawn, no motherly face ever smiled at the windows, and few people went in and out, except the old gentleman and his grandson.

To Jo's lively fancy, this fine house seemed a kind of enchanted palace, full of splendors and delights which no one enjoyed. She had long wanted to behold these **hidden glories** and to know the Laurence boy, who looked as if he would like to be known, if he only knew how to begin. Since the party, she had been more eager than ever, and had planned many ways of making friends with him, but he had not been seen lately, and Jo began to think he had gone away, when she one day spied a brown face at an upper window, looking **wistfully** down into their garden, where Beth and Amy were snow-balling one another.

"That boy is suffering for society and fun," she said to herself. "His grandpa does not know what's good for him, and keeps him shut up all alone. He needs a party of jolly boys to play with, or somebody young and lively. I've a great mind to go over and tell the old gentleman so!"

**Ivanhoe** : a historical novel by Walter Scott

**invalid dolls** : the dolls with broken limbs which Beth loves.

**betokening** : a sign of ...

**conservatory**: glass room outside the house used as green house too.

**hidden glories** : guess the meaning of hidden glories in the context.

**wistfully** : longingly, sad thinking of the past

*Explain: "That boy is suffering for society and fun".*

**sallied:** set out to do something

**listless:** lacking energy

**flourished:** waved

**as dull as tombs:** Discuss and name the figure of speech.

The idea amused Jo, who liked to do daring things and was always scandalizing Meg by her queer performances. The plan of “going over” was not forgotten. And when the snowy afternoon came, Jo resolved to try what could be done. She saw Mr. Lawrence drive off, and then **sallied** out to dig her way down to the hedge, where she paused and took a survey. All quiet, curtains down at the lower windows, servants out of sight, and nothing human visible but a curly black head leaning on a thin hand at the upper window.

“There he is,” thought Jo, “Poor boy! All alone and sick this dismal day. It’s a shame! I’ll toss up a snowball and make him look out, and then say a kind word to him.”

Up went a handful of soft snow, and the head turned at once, showing a face which lost its **listless** look in a minute, as the big eyes brightened and the mouth began to smile. Jo nodded and laughed, and **flourished** her broom as she called out...

“How do you do? Are you sick?”

Laurie opened the window, and croaked out as hoarsely as a raven...

“Better, thank you. I’ve had a bad cold, and been shut up a week.”

“I’m sorry. What do you amuse yourself with?”

“Nothing. It’s **as dull as tombs** up here.”

“Don’t you read?”

“Not much. They won’t let me.”

“Can’t somebody read to you?”

“Grandpa does sometimes, but my books don’t interest him, and I hate to ask Brooke all the time.”

“Have someone come and see you then.”

“There isn’t anyone I’d like to see. Boys make such a row, and my head is weak.”

“Isn’t there some nice girl who’d read and amuse you? Girls are quiet and like to play nurse.”

“Don’t know any.”

“You know us,” began Jo, then laughed and stopped.

“So I do! Will you come, please?” cried Laurie.

“I’m not quiet and nice, but I’ll come, if Mother will let me. I’ll go ask Her. Shut the window, like a good boy, and wait till I come.”

With that, Jo shouldered her broom and marched into the house, wondering what they would all say to her. Laurie was in a flutter of excitement at the idea of having company, and flew about to get ready, for as Mrs. March said, he was “**a little gentleman**”, and did honor to the coming guest by brushing his curly pate, putting on a fresh color, and trying to tidy up the room, which in spite of half a dozen servants, was anything but neat. Presently there came a loud ring, than a decided voice, asking for “Mr. Laurie”, and a surprised-looking servant came running up to announce a young lady.

“All right, show her up, it’s Miss Jo,” said Laurie, going to the door of his little parlor to meet Jo, who appeared, looking rosy and quite at her ease, with a covered dish in one hand and Beth’s three kittens in the other.

“Here I am, bag and baggage,” she said briskly. “Mother sent her love, and was glad if I could do anything for you. Meg wanted me to bring some of her **blanc-mange**, she makes it very nicely, and Beth thought her cats would be comforting. I knew you’d laugh at them, but I couldn’t refuse, she was so anxious to do something.”

It so happened that Beth’s funny loan was just the thing, for in laughing over the kits, Laurie forgot his **bashfulness**, and grew sociable at once.

“That looks too pretty to eat,” he said, smiling with pleasure, as Jo uncovered the dish, and showed the blanc-mange, surrounded by a garland of green leaves, and the scarlet flowers of Amy’s pet geranium.

“It isn’t anything, only they all felt kindly and wanted to show it. Tell the girl to put it away for

**Complete the sentence :**

*'a little gentleman' means*

- .....  
.....

**blanc-mange:** almond flavoured milk pudding

**bashfulness:** shyness

*Make a list of gifts you give/receive to/ from your friends.*

1..... 2.....  
3..... 4.....

your tea. It's so simple you can eat it, and being soft, it will slip down without hurting your sore throat. What a cozy room this is!"

"It might be if it was kept nice, but the maids are lazy, and I don't know how to make them mind. It worries me though."

"I'll right it up in two minutes, for it only needs to have the hearth brushed, so – and the things made straight on the mantelpiece, so – and the books put here, and the bottles there, and your sofa turned from the light, and the pillows plumped up a bit. Now then, you're fixed."

And so he was, for, as she laughed and talked, Jo had whisked things into place and given quite a different air to the room. Laurie watched her in respectful silence, and when she beckoned him to his sofa, he sat down with a sigh of satisfaction, saying gratefully...

"How kind you are! Yes, that's what it wanted. Now please take the big chair and let me do something to amuse my company."

"No, I came to amuse you. Shall I read aloud?" and Jo looked affectionately toward some inviting books near by.

"Thank you! I've read all those, and if you don't mind, I'd rather talk," answered Laurie.

"Not a bit. I'll talk all day if you'll only set me going. Beth says I never know when to stop." "Is Beth the rosy one, who stays at home good deal and sometimes goes out with a little basket?" asked Laurie with interest.

"Yes, that's Beth. She's my girl, and a regular good one she is, too."

"The pretty one is Meg, and the curly-haired one is Amy, I believe?"

"How did you find that out?"

Laurie **colored up**, but answered frankly, "Why, you see I often hear you calling to one another, and when I'm alone up here, I can't help looking over at

*Guess the meaning of following word:*

- **colored up**

your house, you always seem to be having such good times. I beg your pardon for being so rude, but sometimes you forget to put down the curtain at the window where the flowers are. And when the lamps are lighted, it's like looking at a picture to see the fire, and you all around the table with your mother.

Her face is right opposite, and it looks so sweet behind the flowers, I can't help watching it. I haven't got any mother, you know." And Laurie poked the fire to hide a little twitching of the lips that he could not control.

The solitary, hungry look in his eyes went straight to Jo's warm heart. She had been so simply taught that there was no nonsense in her head, and at fifteen she was as innocent and frank as any child. Laurie was sick and lonely, and feeling how rich she was in home and happiness, she gladly tried to share it with him. Her face was very friendly and her sharp voice unusually gentle as she said...

"We'll never draw that curtain any more, and I give you leave to look as much as you like. I just wish, though, instead of peeping, you'd come over and see us. Mother is so splendid, she'd do you heaps of good, and Beth would sing to you if I begged her to, and Amy would dance. Meg and I would make you laugh over our funny stage properties, and we'd have jolly times. Wouldn't your grandpa let you?"

"I think he would, if your mother asked him. He's very kind, though he does not look so, and he lets me do what I like, pretty much, only he's afraid I might be a bother to strangers," began Laurie, brightening more and more.

"We are not strangers, we are neighbors, and you needn't think you'd be a bother. We want to know you, and I've been trying to do it this ever so long. We haven't been here a great while, you know, but we have got acquainted with all our neighbors but you."

"You see, Grandpa lives among his books, and doesn't mind much what happens outside. Mr. Brooke, my tutor, doesn't stay here, you know, and I have no

**Complete the sentence in your own words:** Hunger is related to food. Laurie is 'hungry' for .....

*Bring out the contrast in the lives of Jo and Laurie in a few lines.*

*Laurie has :*

1. ....
2. ....
3. ....

*He doesn't have*

1. ....
2. ....
3. ....

*Describe the effect of Laurie's words on Jo.*

**to wait on**

*Find out the meaning of the phrase.*

**cross:** old fashioned word for anger

*Find out what good breeding means.*

**revelled:** enjoyed in a lively, noisy way without drinking and dancing

one to go about with me, so I just stop at home and get on as I can.”

“That’s bad. You ought to make an effort and go visiting everywhere you are asked, then you’ll have plenty of friends, and pleasant places to go to. Never mind being bashful. It won’t last long if you keep going.”

Laurie turned red again, but wasn’t offended at being accused of bashfulness, for there was so much good will in Jo it was impossible not to take her blunt speeches as kindly as they were meant.

“Do you like your school?” asked the boy, changing the subject, after a little pause, during which he stared at the fire and Jo looked about her, well pleased.

“Don’t go to school, I’m a businessman – girl, I mean. I go **to wait on** my great-aunt, and a dear, **cross** old soul she is, too,” answered Jo.

Laurie opened his mouth to ask another question, but remembering just in time that it wasn’t manners to make too many inquiries into people’s affairs, he shut it again, and looked uncomfortable. Jo liked his **good breeding** and didn’t mind having a laugh at Aunt March, so she gave him a lively description of the fidgety old lady, her fat poodle, the parrot that talked Spanish, and the library where she **revelled**. Laurie enjoyed that immensely, and when she told about the prim old gentleman who came once to woo Aunt March, and in the middle of a fine speech, how Poll had tweaked his wig off to his great dismay, the boy lay back and laughed till the tears ran down his cheeks, and a maid popped her head in to see what was the matter.

“Oh! That does me no end of good. Tell on, please,” he said, taking his face out of the sofa cushion, red and shining with merriment.

Much elated with her success, Jo did “tell on”, all about their plays and plans, their hopes and fears for Father, and the most interesting events of the little world in which the sisters lived. Then they got to talking about books, and to Jo’s delight, she found



that Laurie loved them as well as she did, and had read even more than herself.

“If you like them so much, come down and see ours. Grandfather is out, so you needn’t be afraid,” said Laurie, getting up.

“I’m not afraid of anything,” returned Jo, with a toss of the head.

“I don’t believe you are!” exclaimed the boy, looking at her with much admiration, though he privately thought she would have good reason to be a trifle afraid of the old gentleman, if she met him in some of his moods.

The atmosphere of the whole house being summerlike, Laurie led the way from room to room, letting Jo stop to examine whatever struck her fancy. And so, at last they came to the library, where she clapped her hands and **pranced**, as she always did when especially delighted. It was lined with books, and there were pictures and statues, and distracting little cabinets full of coins and curiosities, and Sleepy **Hollow chairs**, and queer tables, and bronzes, and best of all, a great open fireplace with quaint tiles all round it.

“What richness!” sighed Jo, sinking into the depth of a velvet chair and gazing about her with an air of intense satisfaction. “Theodore Laurence, you ought to be the happiest boy in the world,” she added impressively.

“**A fellow can’t live on books**,” said Laurie, shaking his head as he perched on a table opposite.

Before he could say more, a bell rang, and Jo flew up, exclaiming with alarm, “Mercy me! It’s your grandpa!”

“Well, what if it is? You are not afraid of anything, you know,” returned the boy, looking **wicked**.

“I think I am a little bit afraid of him, but I don’t know why I should be. Marmee said I might come, and I don’t think you’re any the worse for it,” said Jo, composing herself, though she kept her eyes on the door.



**pranced**

Find out the meaning of the phrase.

**Hollow chairs** : a large armchair

*List some of the things that you need in order to be happy.*

1. ....
2. ....
3. ....
4. ....

**A fellow can’t live on books** - Explain it.

*Guess the meaning in the context:*

**wicked:**

*I'm happy as a cricket here. Name and explain the figure of speech.*

*List the things that Jo notices in the portrait:*

1. ....
2. ....
3. ....

“I’m a great deal better for it, and ever so much obliged. I’m only afraid you are very tired of talking to me. It was so pleasant, I couldn’t bear to stop,” said Laurie gratefully.

“The doctor to see you, sir,” and the maid beckoned as she spoke.

“Would you mind if I left you for a minute? I suppose I must see him,” said Laurie.

“Don’t mind me. **I’m happy as a cricket here,**” answered Jo.

Laurie went away, and his guest amused herself in her own way. She was standing before a fine portrait of the old gentleman when the door opened again, and without turning, she said decidedly, “I’m sure now that I shouldn’t be afraid of him, for he’s got kind eyes, though his mouth is grim, and he looks as if he had a tremendous will of his own. He isn’t as handsome as my grandfather, but I like him.”



“Thank you, ma’am,” said a gruff voice behind her, and there, to her great **dismay**, stood old Mr. Laurence.

Poor Jo blushed till she couldn’t blush any redder, and her heart began to beat uncomfortably fast as she thought what she had said. For a minute a wild desire to run away possessed her, but that was cowardly, and the girls would laugh at her, so she resolved to stay and get out of the scrape as she could. A second look showed her that the living eyes, under the bushy eyebrows, were kinder even than the painted ones, and there was a sly twinkle in them, which lessened her fear a good deal. The gruff voice was gruffer than ever, as the old gentleman said abruptly, after the dreadful pause, “So you’re not afraid of me, hey?”

“Not much, sir.”

“And you don’t think me as handsome as your grandfather?” “Not quite, sir.”

“And I’ve got a tremendous will, have I?”

“I only said I thought so.”

“But you like me in spite of it?”

“Yes, I do, sir.”

That answer pleased the old gentleman. He gave a short laugh, shook hands with her, and, putting his finger under her chin, turned up her face, examined it gravely, and let it go, saying with a nod, “You’ve got your grandfather’s spirit, if you haven’t his face. He was a fine man, my dear, but what is better, he was a brave and an honest one, and I was proud to be his friend.”

“Thank you, sir,” And Jo was quite comfortable after that, for it suited her exactly.

“What have you been doing to this boy of mine, hey?” was the next question, sharply put.

“**Only trying to be neighbourly, sir.**” And Jo told how her visit came about.

“You think he needs cheering up a bit, do you?”

“Yes, sir, he **seems a little lonely**, and young folks

*Find out the reason for Jo’s dismay.*

**Complete the sentence:**

*In spite of Jo’s apprehensions, Grandpa is*

1. ....
2. ....
3. ....

**Discuss what Jo meant by this.**

- (1) “Only trying to be neighbourly, sir.”
- (2) seems a little lonely
- (3) splendid Christmas present

The word **affair** in the context means...

**Hummels** : a poor family, whom the March family helps.

Guess the meaning of the phrase in the context:  
**go on being neighborly**

would do him good perhaps. We are only girls, but we should be glad to help if we could, for we don't forget the **splendid Christmas present** you sent us," said Jo eagerly.

"Tut, tut, tut! That was the **boy's affair**. How is the poor woman?"

"Doing nicely, sir." And off went Jo, talking very fast, as she told all about the **Hummels**, in whom her mother had interested richer friends than they were.

"Just her father's way of doing good. I shall come and see your mother some fine day. Tell her so. There's the tea bell, we have it early on the boy's account. Come down and **go on being neighborly**."

"If you'd like to have me, sir."

"Shouldn't ask you, if I didn't." And Mr. Laurence offered her his arm with old-fashioned courtesy.

"What would Meg say to this?" thought Jo, as she was marched away, while her eyes danced with fun as she imagined herself telling the story at home.

- *Louisa May Alcott*

## BRAINSTORMING

(A1) (i) **Jo's decision to make friends with the lonely boy next door proves to be a good one. Elaborate. You may begin with 'Jo was a bold, friendly and warm person...'**

(ii) **Read the extract 'Being Neighborly' and complete the following statements:**

- (a) To Jo the fine house seemed like .....
- (b) Jo swept a path around the garden for .....
- (c) Jo entered the old stone house carrying .....
- (d) In order to tidy the room, Jo .....

(iii) **Bring out the contrast between the two houses with the help of the following points.**

**House of March**

**House of Laurence**

1. Old, brown house

a. ....

2. ....

b. Well kept grounds

3. Children played all around. c. ....  
 4. .... d. No motherly face smiled at the windows.

**(A2) The traits of the characters you meet in the extract are jumbled. Sort them out and write them in the appropriate columns.**

**(Shy, bold, gruff, friendly, withdrawn, perceptive, empathetic, playful, lonely, happy, gentlemanly, frank, mature, dull, sharp, adventurous.)**

Jo	Laurie	Grandpa

**(A3) (i) Write down in your own words the way Laurie confirmed the names of the March sisters.**

**(ii) Give a brief account of the interaction between Grandpa and Jo.**

**(A4) (i) Find proverbs, maxims and Idioms related to ‘friendship’.**

- (a) For example: Birds of a feather flock together.  
 (b) .....  
 (c) .....  
 (d) .....  
 (e) .....

**(ii) The extract deals with the atmosphere of two homes. Collect the words associated with -**

- (a) Home                      (b) Library                      (c) Garden

**(A5) Change into indirect speech.**

- (a) “Do you like your school?” asked the boy.  
     “Don’t go to school; I’m a business man- girl, I mean”, answered Jo.
- (b) Jo flourished her broom as she called out... “How do you do? Are you sick?”  
     Laurie opened the window and croaked out as hoarsely as a raven.....  
     “Better, thank you. I’ve had a bad cold and been shut up a week.
- (c) “The pretty one is Meg and the curly-haired is Amy, I believe?” – Laurie  
     “How did you find that out?” – Jo

(d) “I’m not afraid of anything, “returned Jo, with a toss of the head.

“I don’t believe you are!” exclaimed the boy.

We use indirect speech when we use our own words to report what someone says.

Changes should be made to the original words when changing from Direct speech to Indirect.

The boy wanted to know whether she (Jo) liked school. To which, Jo answered rather emphatically that she did not go to school. She further added that she was a businessman, and jovially corrected the gender.

**Note:** Observe the aspects of tenses, Reflexive Pronouns that have undergone changes while transforming Direct speech into Indirect speech certain meanings will have to be conveyed when converting to Indirect speech.

For example : In the above sentence –

Jo has corrected herself when she claims she is a business woman. Since she is a girl she says she is a businessman – girl. (Note – At the time when this novel was written businesswomen was not a prevalent term).

- (A6) (i) Narrate in 100 words an incident, that illustrates the way a friend of yours ‘made you feel happy and accepted’, at some point in your life.**
- (ii) Give reasons, for us being reluctant to make friends with some strangers, but being comfortable with some, even after meeting them for the first time.**
- (iii) Are friends different from neighbors? Are you friends with your neighbors? Give examples and write.**
- (iv) Make a note in your exercise book about how people amused themselves in earlier times, without TV, internet or social media for entertainment.**

**(A7) Use your imagination and extend the story in about 100 to 150 words.**

**(A8) Project:**

**If you are social, like to meet new people, can empathise and connect with people easily, make a list of careers available to you and write in brief about them.**

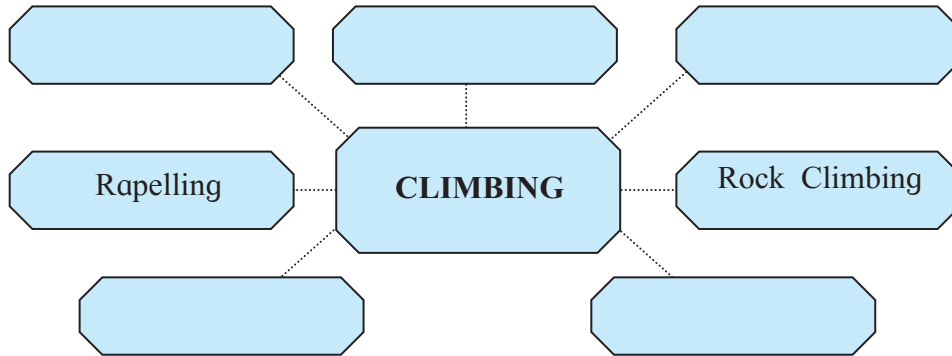
**For example: Human Resource Development or HRD.**

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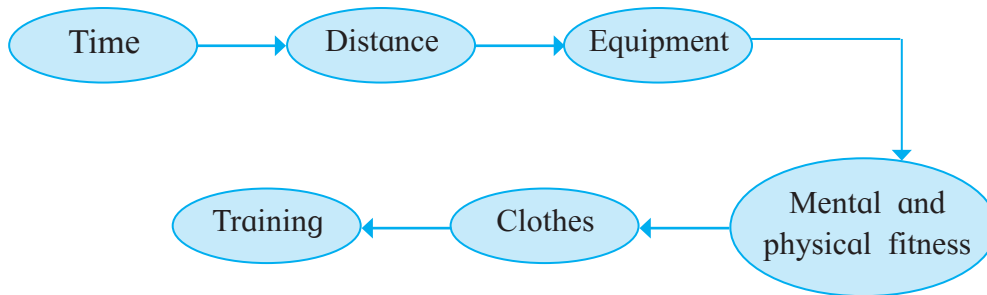
## 1.2 On To The Summit: We Reach The Top

### ICE BREAKERS

- Discuss with your partner and complete the web of different activities related to climbing.



- There are certain prerequisites for Mountaineering. With reference to the following points, develop a short dialogue between you and your friend about mountaineering.



- Discuss with your partner the various hazards and risks that a mountaineer/ trekker has to face in an expedition.

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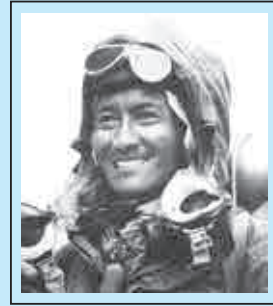
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*Tenzing Norgay (29 May 1914- 9 May 1986), known by birth as Namgyal Wangdi and often referred to as Sherpa Tenzing, was a Nepali-Indian Sherpa mountaineer. He was one of the first two individuals known to reach the summit of Mount Everest, which he accomplished with Edmund Hillary on 29 May 1953.*



Sr No	Honour	Medal	Honoured by	For
1	Tiger Medal	1938	Himalayan Club	III Everest Expedition
2	Star of Nepal	1953	King Tribhuvan	All accomplishments
3	Padma Bhushan	1959	Govt. of India	All accomplishments

*Tenzing describes the climb to the top and all events occurred during the historic climb. The article also describes what brought him to climbing mountains.*

## On To The Summit: We Reach The Top

**alternated** : changing places

When we left Camp Nine on Friday morning, I was determined to get to the top on this day. That morning I remember thinking, “I was to get to the top even if I die.” I was not afraid to die that day. We set out early and all the way from Camp Nine to the peak we **alternated**.

I would take the lead and then Hillary. The man who follows when climbing has a difficult job both in climbing up and climbing down. He is the anchor. The man going in the lead cuts the steps and breaks the way.

In my pocket I had four flags. When we were still at Camp Four, Colonel Hunt gave me three flags, those of Britain, the United Nations and Nepal. He charged me with the duty of planting them on the top of the world.

“These three flags are in your care,” he said. “When you and Hillary reach the top, put them at the peak. I am sure that you and Hillary are going to do it.”



I told Colonel Hunt that I was carrying the Indian flag with me and I would like to be on the top with the other flags. I had to ask Colonel Hunt's permission in his capacity as leader of the expedition.

### **Indian Flag**

Colonel Hunt said, "By all means, I am glad to know that you brought an Indian flag".

After one hour of steady going, we cut across from the south face and started up the west side where we had to pass up a steep line of rocks. This was slow and difficult. Once we had cleared these, there was nothing barring our way to top but a snow-covered incline, **sloping** less and less as it neared the top.

These last sixty or seventy feet up the top were not very dangerous. But we kept up the same steady pace. And we reached the small, flattened **summit** almost together :

During the last fifty feet from the peak, Hillary and I were moving about twenty feet apart. We were tied together with a rope. Most of the time the rope was loose, but when we went over dangerous ground, we drew it taut.

This rope was a symbol. It tied us together. One could not move without the other. We were not two individuals, but a team.

I have been asked many times, "Who was first?" When we were within reach of the summit, I did not think of who was going to be "first." I am sure that Hillary was not thinking that. Climbing takes all your attention. You have many more important worries.

What does it matter whether I reached the top first or Hillary? Our main thought was that both of us reach the top. We had to. One couldn't do it alone.

If there had been a difference of one thousand feet between us, then one could make the claim that he was first. But even then, only the man behind him could confirm the distance between the two of them.

**sloping** : slanting up or down

**summit**: the highest point of a hill or mountain

*Give reasons for the 'rope' being called a symbol.*

**controversy:** prolonged public disagreement or heated discussion.

*Discuss in pairs about any controversy in which you have got embroiled. Also speak of your experience to the class.*

**pact:** a formal agreement between individuals or parties

**ridge:** a long narrow piece of raised land

**embrace :** hug, hold (someone) closely in one's arms

**accord:** agreement, be harmonious or consistent with

When we reached Kathmandu we discovered that a **controversy** had arisen. We talked it over, Hillary, Colonel Hunt and I. We agreed that all the talk was childish.

So we made a **pact**, and each of us signed it in the office of the Prime Minister of Nepal. Each one signed his own statement. I have a copy of Hillary's statement which I carry in my pocket.

It reads: "Kathmandu, June 22, 1953."

"On May 29th, Tenzing Sherpa and I left our high camp on Mt. Everest for our attempt on the summit. As we climbed upwards to the South Summit, first one and then the other would take a turn at leading. We crossed over the South Summit and moved along the Summit **ridge**. We reached the summit almost together. We **embraced** each other overjoyed at our success, then I took photograph of Tenzing holding aloft the flags of Great Britain, Nepal, the United Nations and India." (Signed: E.P. Hillary) There is another paper like this in English, signed by me. Thus, we will not take part in any controversy. As the statement says, Hillary and I embraced when we reached the top. We did as well as our bulky equipment would let us. I remember saying to him: "We have done it." But we couldn't hear. We had our oxygen mask on.

### **First Thought**

My first thought on reaching the top was a sense of gratitude to God, that after having failed six times, He had blessed me with fulfillment of this desire I had held so long.

I placed on the summit the offerings to God that I had carried with me. This is in **accord** with my religion. Both my wife and I are Buddhists. I could not kneel because of my clothes and equipment. But I offered a silent prayer in my heart.

The offerings were biscuits, candy and a little blue pencil. My youngest daughter, Nima, had given me the pencil before I left home. She asked me to put it on the top of the mountain as her offering. It was an

ordinary blue pencil, not even a long one, but it was one of her prized possessions.

As I put it down, I pointed it out to Hillary. He gave me a big smile, showing that he understood.

Then I got out the flags which I had on piece of string about four feet long. I fastened one end to my ice axe and Hillary took pictures as I held it up.

As I had to bring my ice axe down with me, I buried one end of the string in the ice on the top, and the other in snow on the slope down below. When we left, they were lying flat against the summit.

I was very thirsty. I took out a water tumbler for a drink, but found the water in the metal container had frozen so I couldn't **quench** my thirst. I ate some biscuits and offered some to Hillary.

I was wearing a red scarf which my great friend Lambert (leader of the 1952 Swiss expedition) had given me last year. It was just a year ago, on May 28th, when we were standing at 28,215 feet, that he gave me the scarf.

I wore it all the way up the mountain from Darjeeling. As I stood at the top, I remembered him, and felt that he was with me. I felt absolutely fit at the summit. My mind was absolutely clear. I didn't feel tired I felt **exhilarated**. It was a very clear sensation.

Below, all the hills and mountains looked like Gods and Goddesses to me. The plains below looked like so many broken pieces of the map.

Two or three people could stand there on the roof of the world if you cut ice. Twenty or 30 feet below the top, there was enough flat square for two people to sleep. You could pitch one tent there. The summit is flat on one side and steep on the other. There is snow on the northern side, rocks on the South and East and snowy rock on the West. We stayed on the top a little more than fifteen minutes. We were lucky that there was no **gale**, or it would have swept us off. My next thought was how to get down safely.

*List the ways in which Tenzing Norgay celebrates on reaching the top.*

1. ....
2. ....
3. ....

**quench:** satisfy one's thirst

**exhilarated:** very happy and excited

**gale:** strong wind

On the descent from the summit, I was walking behind Hillary. I was following him and holding the rope tightly, and my determination was to make sure he descended safely. I must say that the climb down was more difficult and dangerous than the climb up. If you slipped down, you would go into Kangshung glacier and there would be no trace left of you.

### **More Caution Needed**

Of course it took less time climbing down, but you needed more “husiar” (caution). When I reached Camp Nine, my first thought was: “Thank God we have been spared an accident, and if up to now there have been no accidents I hope there will be none in future.” I had always prayed to God and he had saved me.

At Camp Nine, Hillary and I were in no mood for any talking. We just attended to our own things. We stayed there about half an hour. We boiled some snow to make lemon water and drank it. When we left, we took only our sleeping bags and left everything else behind in the tent. From Camp Nine to Camp Eight, where we spent the night, was an easier job. Just above Camp Eight where the others could see us. I raised my arm with my thumb up. (C.W.F.) Noyce and (W.G.) Lowe saw us and their faces flushed with joy. In this way I was able to tell them of our success. As we got nearer to Camp Eight, Lowe came to meet us and came up about 300 feet with tea and coffee.

**apparently:** as far as one knows or one can see

Another 50 feet down, we met Noyce who brought us more tea. This tea smelled kerosene. Apparently it had been made in a hurry and somehow some kerosene got into the welcome cup. But I thought since the gentleman had taken so much trouble to bring it, I was going to enjoy it whatever the smell.

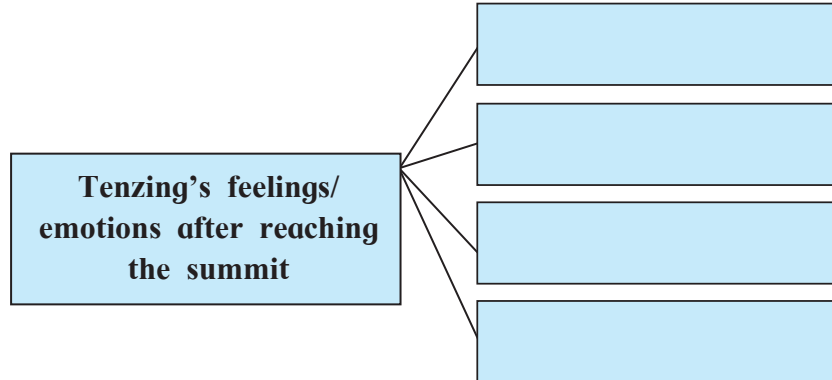
*-Tenzing Norgay*

(From archives of TOI)

## BRAINSTORMING

(A1) Summarize to the class in your own words the highly risky and dangerous journey of Tenzing and Hillary from the base to the top of Mt. Everest.

(A2) (i) Complete the web highlighting the feelings/emotions of Tenzing after reaching the summit.



(ii) Glance through the text again and explain the qualities of Tenzing Norgay. Pick lines that show his unique qualities. One is done for you.

Sr No.	Qualities	Lines
1.	Patriotic	I told Colonel Hunt that I was carrying the Indian flag with me and I would like it to be on the top with other flags.
2.		
3.		
4.		

(iii) Write down the significance of the following in the context of 'On to the Summit' :

- (i) Red Scarf    (ii) husiar    (iii) Kerosene flavoured tea  
(iv) Ice axe    (v) Anchor

(A3) (i) Add suitable suffixes (-tion,- ly, -ment, -ous) and prefixes (un, il, im) to the words given below. One is done for you.

Sr. No	Word	Prefix	Suffix
1.	absolute	.....	absolutely
2.	fulfill		
3.	determine		
4.	danger		
5.	tight		
6.	clear		
7.	sure		
8.	legal		
9.	legitimate		
10.	possible		

(ii) **By filling appropriate letters in the blank spaces, you will get a past participle from it. Use the word as adjective in your own sentence. One is done for you.**

(a) s \_ \_ n \_ d

Word- signed. The advocate took all the signed documents to the court.

(b) p \_ \_ z \_ d

(c) f \_ \_ t \_ e n e \_

(d) b \_ i \_ e \_

(iii) **Spot the error. One is done for you.**

**I was not afraid for die that day.**

**Correct Sentence- I was not afraid to die that day.**

(a) Tenzing and Hillary made an pact at the office of P M of Nepal.

(b) I has to bring my ice axe down with me.

(c) Tenzing have spent a night with Camp Eight.

(d) Pact was signed from Tenzing and Hillary.

(e) I and Hillary were in no mood of talking.

(A4) **When Tenzing and Hillary reached the summit, Tenzing in utter joy said, "We have done it." In this sentence the subject (we) is the doer of the action while it (achieving the feat) is the subject. The verb of passive voice is formed by using the correct form of the verb 'to be' + past participle of the main verb. Construct the sentences accordingly.**

**Now carefully go through the changes in both the sentences and do the changes accordingly in the remaining sentences.**

• We have done it.

It has been done by us.

(a) We made a pact.

(b) I offered silent prayer in my heart.

(c) Colonel Hunt gave me three flags.

(d) I was carrying the Indian flag.

(e) I took photographs of Tenzing holding aloft the flags.

(f) I remembered him.

(g) We spent the night at Camp Eight.

(A5) (i) **After reading the text one can easily understand that there is a lot of risk involved in mountaineering. Write in short about any adventure sport that you like and the risk involved in it.**

(ii) Give your opinion: Whether we should or should not participate in adventure sports because .....

(A6) (i) Tenzing and Hillary created history by reaching the summit of Mt. Everest. There are many mountains in Maharashtra where one can fancy his or her chances of climbing them. Imagine that you have climbed a mountain and are immensely thrilled and excited. Write a letter to your friend about it.

(ii) You are the college representative and your Principal has assigned you the task of writing a letter to the Divisional Officer, Satpuda Mountain Ranges, Nagpur, seeking permission for the mountaineering expedition to be organized by your college.

(iii) Convert the letter into e-mail format.

Name	} Sender
Address	
Date	
Receiver's designation	
Address	
Salutation	
Subject :	
Respected Sir/Madam,	
Introductory paragraph (purpose)	.....
	.....
Main body (information/explanation/elaboration)	.....
	.....
Concluding paragraph (opinion/request)	.....
	.....
Complimentary close	.....
	.....
Signature	.....
	.....
List of enclosures	.....
	.....
	.....

## Comparisons

- **Look at the sentences given below. Find out which one is correct. If the sentence is wrong give reasons.**
  - a. Sunita is the quieter of four sisters.
  - b. Sunita is the quietest of the four sisters.
  - c. Anil's computer is more new than mine.
  - d. Anil's computer is newer than mine.
  - e. I have the wonderfulest mother in the world
  - f. I have the most wonderful mother in the world.
  - g. Aditi is more carefuller than Mary.
  - h. Aditi is more careful than Mary.
- **When we compare two nouns, we use comparative adjectives. When we compare more than two nouns, we use superlative adjectives.**

For Example. – a. Milind is taller than John.  
b. Zakir is the tallest of the three brothers.
- **Look at the following sentences and observe the changes in the three sentences. Discuss the changes and note your responses:**
  - a. Atul is not as bright as Milind in studies.
  - b. The dining room is brighter than the kitchen.
  - c. Anne is the brightest girl in class.
- **Make a list of adjectives in three different forms of comparison. Use different texts to find these.**
- **Fill in the blanks with comparative, superlative and positive forms of the correct adjectives in the brackets.**
  - a. You are very naughty. You are ..... your brother (clever)
  - b. The tiger is the ..... animal in the zoo (dangerous)
  - c. This is ..... road in town. (busy)
  - d. My new house is ..... the one I used to live in. (big)
  - e. He is the ..... boy in class. (forgetful)

### (A7) Project:

**Go to your college library or surf the internet for names of various mountaineers who have successfully climbed Mt. Everest. Write in your notebook about their struggles, the interesting anecdotes they have shared, their failures and the message that we get from their lives. Submit them to your teacher.**

\*\*\*



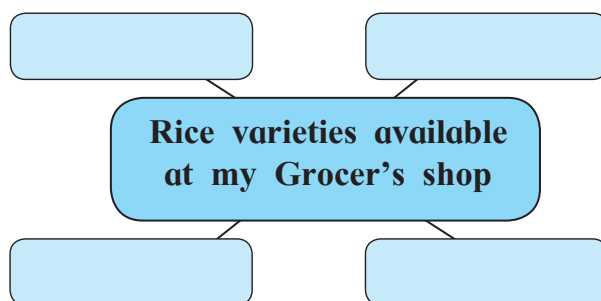
# 1.3 The Call of the Soil

## A Scent of Rice

### ICE BREAKERS

- **Discuss the following with your partner and complete the following sentences. One is done for you.**
  - (a) Before eating apples brought from the market, I wash and peel them off .....
  - (b) In a farmers' market, we find .....
  - (c) Food adulteration means .....
  - (d) Organic food is grown by using .....
  - (e) Organic fertilizer means .....

• **Complete the following web diagram :**



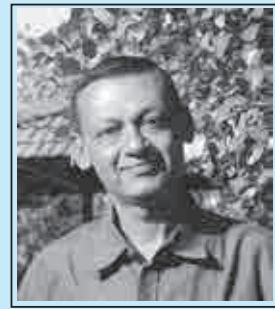
- (i) **Find out from your grandparents or parents the names of vegetables and fruits they had eaten in their childhood and mention how the vegetables and fruits are different from the ones today.**

Name of the vegetable or fruit	Shape	Colour	Taste
1.			
2.			
3.			

- (ii) **You might have learnt about organic farming. Make groups and discuss the difference between conventional farming and organic farming and write it down.**

Sr.No.	Conventional Farming	Organic Farming
1.		
2.		
3.		

**Venkateshwaran (Venkat) Iyer** : Born in 1966, Venkateshwaran (Venkat) Iyer is a science graduate and a certified project management professional. He last worked with IBM in Mumbai as a project manager for software implementation. After seventeen years in the IT industry, he quit in 2004 to live on his organic farm in Peth village in Dahanu Taluka, Palghar District, Maharashtra.



His book 'Moong over Microchips' traces his transition from techie to farmer, over a period of 15 to 17 years. "It was not a career change, but a life style change I was looking for," he says about his decision to shift to the quieter environs of a village. He insisted on practising organic farming from the outset. He was resolute inspite of numerous challenges which he faced. Today not only does he deliver lectures on organic farming, but also has joined hands with organic farmers and NGOs working in the organic field to propagate organic farming to "ensure that the land at least is not ravaged while they try to make a living out of agriculture."

Guess the meaning of the word '**lush**' in this context.

**gingerly**: very cautious or careful

**foliage**: the leaves of a tree or a plant

## The Call of the Soil

### A Scent of Rice

#### The First Crop

It was April 2004. I stood in the middle of the **lush** green field of moong (green gram) and looked around me. It was just before sunrise and the sky was turning a bright orange. The ground was damp and the leaves were shining with dew. My bare feet were muddy as I walked around **gingerly**, inspecting the plants.

Around me were rows of chikoo trees and below a dense **foliage** of moong. At that point, I could not have asked for anything more. The moong plants, not more than two feet tall, had green pods hanging out. The pods were not yet ripe and there was a light fuzz growing on them. There was still some time before the harvest. I felt exhilarated.

I stood watching the sun rise above the towering trees across the fence and slowly made my way back to the house, a white structure in the middle of this greenery. I could not believe that I was the owner of this land and that I was looking at my first crop as

a farmer. After I had paid the advance money for the land, I thought I would have some time to get familiar with farming. But Moru Dada, the broker who got us the land, had other ideas. He was keen that we plant moong at once. I was not prepared for this. I was still reading books and trying to figure out what we could sow and how we should go about it. Moru Dada was quite firm. He said the season was right for sowing moong and the best seeds were available in Surat in the adjacent state of Gujarat.

I made a quick trip to Surat and bought around 10 kilograms of moong. Moru Dada rented his tractor to plough the land and quickly planted moong all over the place.

A few days later, we were overjoyed to see tiny green leaves. I had never seen moong growing before and was thrilled at the sight. It was the same thrill I had felt as a young boy when I saw the first of the hibiscus I had planted bloom at the Railway Quarters in Vile Parle in Mumbai. I was grateful to have taken Moru's advice.

The next thing Moru Dada wanted to do was spray some pesticide on the plants. He claimed that it would give a higher yield. This was something we did not want to do. We were clear that we would not use any chemicals and tried to explain it to him. He reacted as if we had suggested **hara-kiri**. It took a lot of convincing to ensure that Moru Dada and his friends did not use any chemicals on the farm. They refused to understand how crops could grow without sprays.

Contrary to what everyone had told us, nature did her job and she needed no bribes to get the work done. Soon it was harvest time and we managed a respectable 300 kilograms. An awful lot of moong and with it a lot of confidence. Now I was certain the land was fertile and that it was possible to grow crops without chemicals. It was a major morale booster.

### **The Scent of Rice**

The first year I was late for the rice-sowing season and had to resort to growing the GR4 variety that

*Find words related to agriculture.*

*The writer disagreed with Moru Dada because*

.....  
.....

**hara-kiri** : a formal way of killing yourself by cutting open your stomach with a sword.

*The writer wanted to grow the traditional variety of rice because*

1. ....
2. ....

*The writer almost gave up hope of finding the desi variety of rice because*

1. ....
2. ....

*Mention the varieties of rice from the passage*

**enlightening:** give greater knowledge and understanding

was short term and recommended by the agricultural officers at Kosbad. The next year we decided that we would start early and try to find some good traditional variety of rice to grow. We had read about traditional varieties of rice and knew that they did not require very high inputs of fertilizers. These varieties were also quite strong and resisted pests. We were sure that it was this type of rice that would grow well in our farm where we did not use any chemicals at all. Our previous year's experience and low yield had taught us a lesson and we were sure we would not plant hybrids this year.

In April 2005, we started to look for a good variety of traditional rice. It was one of our neighbours in the village, a businessman from Mumbai who owned land, who suggested that we plant a local scented variety of rice. Most of the farmers in and around the village of Peth had switched over to hybrids. The younger generation of farmers thought I was crazy to ask for the 'desi' variety, as they called it. My regular visits to the villages around searching for a good traditional variety also did not yield any results and we were almost giving up hope.

I decided to give it one last try and spoke to Baban's father and some other elders. After many meaningful conversations, they mentioned the name of Kasbai.

Kasbai is a traditional long-grained rice variety which has a distinct aroma, though much milder than *Basmati*. It's a long-duration crop and most of the older people remembered growing it years ago. But they all shook their heads when I asked them about the seeds and told me that it had 'disappeared'.

The tales of Kasbai made us more determined to get it. We decided that if we did manage to get some seeds this would be a great rice to grow. I thought the government may know something about it. A visit to the agricultural officer was **enlightening**. He had not even heard of this rice variety. He said the villagers were taking me for a ride and there was no rice by

this name. He **rattled** off the names of a number of latest hybrids and even offered to give me some of them free of cost for a trial. Cursing myself for wasting time with him I moved on to the next destination.

This time it was the Adivasi Mahamandal at Kasa which buys rice from the Adivasi villagers on behalf of the government. Kasbai did not figure in their files. A good indication why people did not grow it any more. The market itself did not recognize the rice, so if you grew it you would not be able to sell it. However, the officer incharge here had more knowledge of rice and did remember Kasbai being sold to him a few years ago.

So when I in Dhanivari, Baban and I started looking for Devu Handa and found a greying old man wearing a cap, sitting outside his house on a charpoy. An ex-sarpanch of the village, he had acres of land, a huge house and a large family. After exchanging the usual pleasantries we came to the topic of Kasbai. The mere mention of Kasbai and Devu Handa drifted into the past. His eyes turned dreamy and with a tremble in his voice he told us how the entire village at one time grew only Kasbai. He said, "There was a time when people passing our village during lunchtime would be forced to stop and ask for a meal. Such was the alluring aroma of Kasbai." The entire area would have this heady aroma hanging in the air as all the houses cooked the same rice. Today, he said, no one grew Kasbai and everyone had shifted to growing the new hybrid varieties. He claimed he had to force himself to eat this rice that was so insipid!

With the advent of irrigation, farmers were tempted to grow a second crop and Kasbai, being a long-duration rice, was replaced by the shorter duration hybrids so that the harvest could be done earlier. This ensured that the farmers could take up a second crop.

I asked why he had shifted if he was so unhappy with the hybrids. No one forced him to, did they? He smiled and replied that their fields did not have fences and once the harvest was over the cattle were released

**rattled** : talk rapidly and at length

*List ways in which the Government officer cooperated with the author*

1. ....
2. ....
3. ....

*Find synonyms for 'insipid'.*

**lamented** : a passionate expression of grief

**insatiable**: impossible to satisfy

**reminiscing**: remembering a story about a past event

**ramshackle**: in a state of severe disrepair

into the fields. ‘If my field alone has Kasbai it will be a treat for the cattle,’ he explained.

‘Sometimes, we have to fall in line with the community,’ he **lamented**. Hybrids need more water, fertilizers and pesticides. He said that yields were good initially but of late, had reduced a lot. Besides he said that each year they had to increase the quantity of urea and pesticides they used. It was as if the newer hybrids had an **insatiable** appetite for chemicals. He told us that even when there were flash floods in the sixties, Kasbai had stood its ground. He fondly remembered how the rice was still standing when they all returned to the village after the floods had receded. ‘Such was the strength of the rice. But look what we have done,’ he rued.

As he went on **reminiscing** about the rice, we gently guided him back to the reason for our visit, the Kasbai seeds. He was sure that there was not a single villager in his area who would have the seeds of Kasbai. According to him, the only people who still grew it were the Adivasis in a hamlet at the foothills of the mountains in the next village Asarvari. We bid farewell to Devu Handa who lovingly blessed us and said, ‘Mahalaxmi, the local Goddess, will give you the seeds of Kasbai.’

In Asarvari village, we asked the sarpanch to help us as we were not very fluent with the local dialect. He sent his assistant Jeevan with us into the hills. After a half-hour walk through thick vegetation, crossing numerous streams and ditches and scrambling over rocks and gravel, we reached the sleepy hamlet of Boripada. There were just two **ramshackle** houses in front of us and we wondered if this was the right place. A wrinkled old woman sitting before one of the houses looked at us with curiosity. As we approached her we signalled to Jeevan to ask the crucial question. She muttered in reply and we looked at Jeevan for a quick interpretation. He broke into a smile and informed us that she did have the rice and wanted to know who we were and why we wanted it.

It was a difficult task to keep a straight face and I had to control a strong desire to hug her. After searching for months, we had found the **elusive** Kasbai. We explained to her that we were from Peth nearby and we needed the seeds to grow it. We asked for 10 kilograms of rice. She muttered and scowled. Jeevan interpreted that she had never heard of Peth village and also did not have a weighing scale. She was willing to give the seeds only in baskets. We asked for a single basket of rice and Jeevan told us to pay her something. I handed over a 100-rupee note and for the first time in the last ten minutes, her face broke into a smile. She nodded her head in approval.

As we walked back, against the fading sunset, leaving behind a smiling old lady, I couldn't help but wonder that here, nestling in the foothills of an unknown mountain away from the hustle and bustle of the road or the city, were the real people of India. These were the people who still held on to the rich biodiversity of our land and no one even cared about them. They had never heard of hybrids, fertilizers or pesticides. They just grew their rice and ate what they got. The old lady we met had probably never left Boripada. Her world was unspoilt by 'progress'. And for once I was grateful for that.

*-Venkat Iyer*

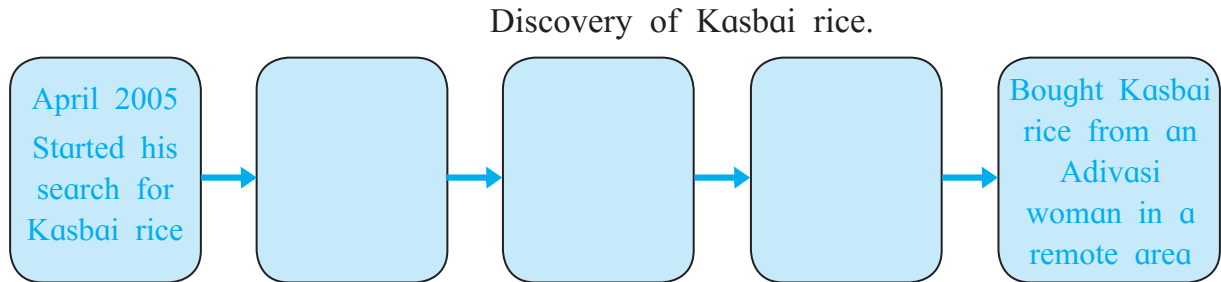
**elusive:** difficult to find catch or achieve

## BRAINSTORMING

(A1) (i) **Read the extract and state whether the following statements are true or false. Correct the false statements.**

- (a) Growing in abundance is more important than the quality of the crop.
- (b) The author wanted to grow the desi variety of rice.
- (c) The author did not succeed in finding Kasbai.
- (d) The aroma of the 'desi' rice would spread around the village.
- (e) Newer hybrid crops have a great appetite for chemicals.
- (f) The author is an example of 'reverse migration'.

- (ii) Complete the flow chart. Consider this as an example of Note-Making.



- (iii) Read the text and fill in the blanks. One is done for you.

- (a) The author wanted to grow **organic moong**.  
 (b) Moru Dada wanted to spray ..... on the moong crop.  
 (c) Baban’s father and some elders mentioned the name of.....  
 (d) “Hybrids need more .....", said Devu Handa.  
 (e) The author bought ..... kilos of rice from an Adivasi woman who lived in remote hills.

- (A2) (i) List the reactions of the agricultural officer to the author’s inquiry about Kasbai rice seeds. One is done for you.

- (a) He had not heard of Kasbai.  
 (b) .....  
 (c) .....

- (ii) Go through the text once again and note down Devu Handa’s fond memories of Kasbai in your exercise book. One is done for you.

Devu Handa has fond memories of Kasbai. They are as follows !

- (a) It needs ..... rain.  
 (b) .....  
 (c) .....

- (A3) (i) The writer says he grew ‘an awful lot of moong’. Explain the word ‘awful’ in this sentence.

- (ii) The word scent is different from its synonyms aroma, fragrance or perfume. Explain how the word ‘scent’ in the subtitle ‘Scent of the Rice’, has a deeper meaning than ‘perfume’ or ‘fragrance’. Tick phrases having a similar meaning from the following:

- (a) In pursuit of  
 (b) To smell a rat



- (c) To be keen
- (d) On the trail of
- (e) To feel under the weather

**(A4) Read the following sentence:**

- (i) She muttered in reply and we looked at Jeevan for a quick interpretation.**
- (ii) These are two complete sentences underlying the above sentence.**

(a) She muttered in reply.

(b) We looked at Jeevan for quick interpretation.

These two sentences are put together by using the co-ordinating conjunction 'and'.

Such sentences which are joined by co-ordinating conjunctions (and/ but/ either...or; neither...nor) are called compound sentences.

Sentence 'a' and 'b' are Simple Sentences.

Each of them has only one subject and one predicate.

Sentence 'a' and 'b' can be written in another way.

As she muttered in reply, we looked at Jeevan for a quick interpretation.

This sentence begins with a subordinating conjunction 'As'.

This is a complex sentence.

Two simple sentences joined by subordinate conjunctions are called complex sentences. The subordinate conjunction need not always be in the beginning of the sentence.

Make pairs and groups and find out some more simple, complex and compound sentences from the text.

Prepare a list of subordinating conjunctions.

- (A5) (i) Planting and growing more crops a year seems to be progress by normal standards; but the chapter makes a case against it. Give reasons.**
- (ii) Describe in about 150 words your experience similar to the writer's when you pursued something and reached your goal.**
- (iii) The writer goes in search of an invaluable indigenous variety of seeds. List three reasons for the importance of keeping records of our indigenous agricultural practices.**
- (iv) Write a blog in about 100 to 150 words on organic farming.**

- (v) Write a short paragraph in about 120 words, to be used as Counter-View for the following topic. 'Buy a bigger cloth for your coat'.

**View Section:**

- (a) We cannot survive by the dictum 'Cut your cloth according to your coat' in today's world.
- (b) In the modern world we should 'Think Big'
- (c) Think of increasing your income instead of reducing your needs.
- (d) We cannot deny ourselves, what the new world offers us.
- (vi) 'Organic farming is the need of the time'. Write your views in favour and against the statement.

Views	Counterviews
1.	
2.	
3.	
4.	

- (vii) Appeal your classmates to say 'No to Junk Food'. Write an appeal to prefer organic food over junk food.

**(A6) Projects:**

- (i) Plant the seed of a flower or fruit of your choice in a pot or in your garden. Note its growth every day and maintain a diary recording its progress.
- (ii) Find out more career opportunities in the field of agriculture, organic farming, sales, storage, distribution and marketing research.

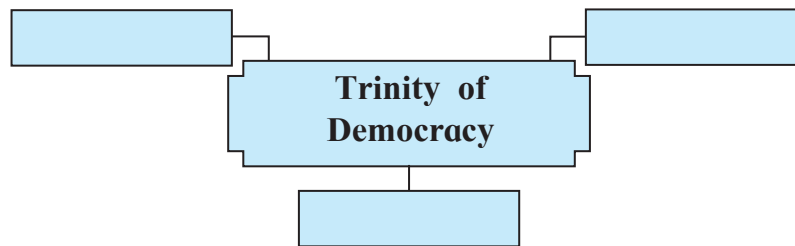
Educational qualifications	Job opportunities	Work Profile
1.		
2.		
3.		
4.		

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## 1.4 Pillars of Democracy

### ICE BREAKERS

- (i) **Discuss with your partner and choose the correct alternative.**  
 ‘Government of the people, by the people and for the people, shall not perish from the earth’. This famous statement is made by -  
 (a) Mahatma Gandhi (b) Nelson Mandela  
 (c) Abraham Lincoln (d) Dalai Lama
- (ii) **A system where the government is elected and ruled by people is called-**  
 (a) Bureaucracy (b) Aristocracy (c) Democracy (d) Autocracy
- (iii) **A democratic country is governed by, its-**  
 (a) Military (b) Police (c) Politicians (d) Constitution
- (i) **The trinity of democracy comprises three principles. Complete the web to show the trinity of democracy.**



- (ii) **Match the following.**

Sr. No	A	B	
1.	Constitution	a	It is the freedom to go where you want, do what you want etc.
2.	Liberty	b	It is the state of being equal, especially in status, rights or opportunities.
3.	Equality	c	It is the sense of common brotherhood.
4.	Fraternity	d	It is an aggregate of fundamental principles or established precedents that constitute the legal basis of a polity, organization or other type of entity and commonly determine how that entity is to be governed.

- (iii) **Pillars form a support for concrete buildings. Metaphorically speaking a strong nation too depends on strong pillars. Discuss with your partner and explain the pillars of a democratic nation. Make a list of obstacles that are a threat to the progress of a nation.**

*Dr. Babasaheb Ambedkar was born on 14th April 1891 in the town and military cantonment of Mhow (now Dr. Ambedkar nagar) in Madhya Pradesh. He got his degree from Elphinston College, Mumbai. He subsequently obtained the doctorate from Columbia University, USA and London School of Economics. He was also assigned the big and challenging task of framing the 'Constitution of India' in the capacity of Chairman of the Drafting Committee. He was awarded the 'Bharat Ratna' posthumously for his dedication and commitment for the welfare of our country.*



*Dr. Babasaheb Ambedkar has laid emphasis on the values of liberty, equality and fraternity. According to him, these principles will make India a strong nation. He opines that hero-worship is a sure road to degradation and to eventual dictatorship and the collapse of a nation.*

## Pillars of Democracy

If we wish to maintain democracy not merely in form, but also in fact, what must we do ? The first thing in my judgement we must do is to hold fast to constitutional methods of achieving our social and economic objectives. When there was no way left for constitutional methods for achieving economic and social objectives, there was a great deal of justification for unconstitutional methods. But where constitutional methods are open, there can be no justification for these unconstitutional methods. These methods are nothing but the **Grammar of Anarchy** and the sooner they are abandoned, the better for us.

The second thing we must do is to observe the caution which John Stuart Mill has given to all who are interested in the maintenance of democracy, namely, not “to lay their liberties at the feet of even a great man, or to trust him with powers which enable him to subvert their institutions.” There is nothing wrong in being grateful to great men who have **rendered** life-long services to the country. But there are limits to gratefulness. As has been well said by

**Grammar of Anarchy :**  
a state of disorder due to the absence of non-recognition of controlling system.

**rendered :** contributed, made available

the Irish Patriot Daniel O'Connell, 'No man can be grateful at the cost of his honour, no woman can be grateful at the cost of her **chastity** and no nation can be grateful at the cost of its liberty.' This caution is far more necessary in the case of India than in the case of any other country, for in India, Bhakti or what may be called the path of devotion or **hero-worship**, plays a part in its politics unequalled in magnitude by the part it plays in the politics of any other country in the world. Bhakti in religion may be a road to the salvation of the soul. But in politics, Bhakti or hero-worship is a sure road to **degradation** and to eventual dictatorship. On the 26th of January 1950, we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In Politics we will be recognizing the principle of 'one man one vote' and 'one vote one value'. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions ? How long shall we continue to deny equality in our social and economic life ? If we continue to deny it for long, we will do so only by putting our political democracy in **peril**. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy which this Assembly has so laboriously built up.

The second thing we are wanting in is recognition of the principle of fraternity. What does fraternity mean? Fraternity means a sense of common brotherhood of all Indians—if Indians being one people. It is the principle which gives unity and solidarity to social life. It is a difficult thing to achieve. How difficult it is, can be realized from the story related by James Bryce in his volume on American Commonwealth about the United States of America. The story is—I

**chastity:** purity, modesty

**hero-worship:** excessive admiration for somebody

*Discuss hero-workship by citing some examples.*

**degradation:** cause something to become worse in quality

**peril:** danger, risk

*Fraternity leads to the social stability. Explain the statement.*

**triennial:** the 300th anniversary

**liturgy:** rites prescribed for public worship

**laity:** members of a religious community

**delusion :** a mistaken idea or opinion

**anti-national :** the prefix 'anti' in anti-national expresses opposition to something. Find some other words starting with 'anti' like anti-social, ...

propose to recount it in the words of Bryce himself—that—

“Some years ago the American Protestant Episcopal Church was occupied at its **triennial** convention in revising its **liturgy**. It was thought desirable to introduce among the short sentence prayers a prayer for the whole people, and an eminent New England divine proposed the words ‘O Lord, bless our nation.’ Accepted one afternoon on the spur of the moment, the sentence was brought up next day for reconsideration, when so many objections were raised by the **laity** to the word ‘nation’ as importing too definite a recognition of national unity, that it was dropped, and instead there were adopted the words ‘O Lord, bless these United States’.”

There was so little solidarity in the U.S.A. at the time when this incident occurred that the people of America did not think that they were a nation. If the people of the United States could not feel that they were a nation, how difficult it is for Indians to think that they are a nation. I remember the days when politically-minded Indians resented the expression” the people of India “They preferred the expression The Indian nation.” “I am of opinion that in believing that we are a nation, we are cherishing a great **delusion**. How can people divided into several thousands of castes be a nation ? The sooner we realize that we are not as yet a nation in the social and psychological sense of the word, the better for us. For then only we shall realize the necessity of becoming a nation and seriously think of ways and means of realizing the goal. The realization of this goal is going to be very difficult—far more difficult than it has been in the United States. The United States has no caste problem. In India there are castes. The castes are **anti-national**. In the first place because they bring about separation in social life. They are anti-national also because they generate jealousy and antipathy between caste and



creed. But we must overcome all these difficulties if we wish to become a nation in reality. For fraternity can be a fact only when there is a nation. Without fraternity, equality and liberty will be no deeper than coats of paint.

*-Dr. B. R. Ambedkar*

## BRAINSTORMING

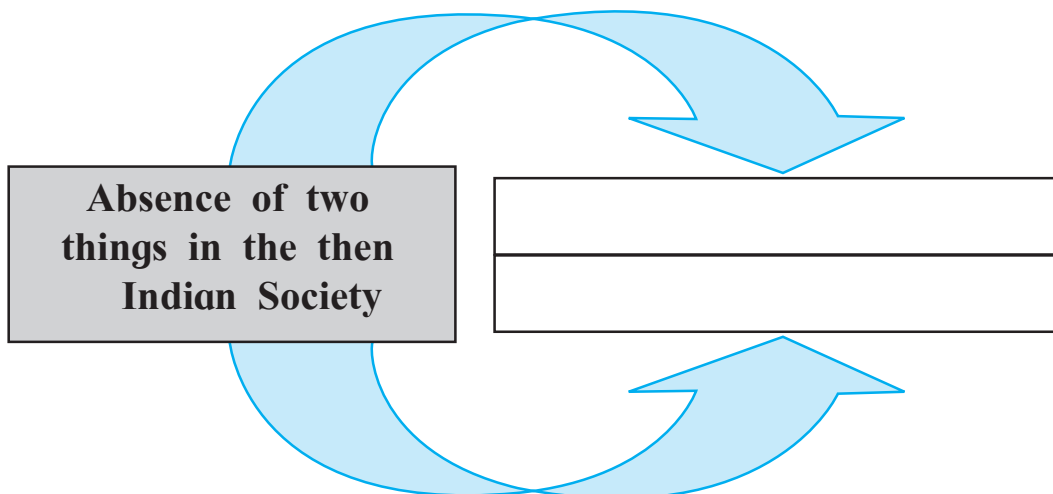
**(A1) (i) Form groups and use the following topics for discussion. Take the help of your college library and your teacher.**

- Need for democracy
- Features of the Constitution of India
- Freedom of speech
- Dictatorship Vs Democracy
- Qualities of an ideal politician
- Equality before law

**(ii) State whether the following statements are true or false. Correct the false statements.**

- (a) There is nothing wrong in being grateful to great men.
- (b) Hero-worship leads to dictatorship.
- (c) Liberty cannot be divorced from equality.
- (d) One man one vote and one vote one value.
- (e) Fraternity means common sense.

**(iii) In his speech, Dr. B. R. Ambedkar has expressed his deep concern over the absence of two things in the then Indian society. Discuss with your partner and complete the web.**



(A2) (i) Dr. Babasaheb Ambedkar has cited the quotes by John Stuart Mill and Daniel O’Connel. Go through the lesson and write down 4 to 5 lines for each of them.

(ii) Discuss with your partner and make a list of steps that you feel are essential to unite the people of different castes, race, religions and languages in India.

(iii) Write your views/opinions in brief on the following topics.

(a) We must always cast our vote.

(b) Liberty, equality and fraternity lead to an ideal nation.

(c) Steps to be taken to eradicate inequality.

(d) Role of youth in creating social awareness.

(A3) (i) Let’s use the Thesaurus.

Along with your partner, go to library or search the internet for a standard Thesaurus to complete the following table. One is done for you.

Sr. No.	Word	Type	Synonym	Antonym
1.	observe	verb	notice, discern, detect, mark	ignore, overlook
2.	abandoned			
3.	grateful			
4.	initiative			
5.	peril			
6.	separation			

(ii) **Homograph** : Homograph is a word spelt and pronounced like another word but with a different meaning.

**For example:** the word ‘fast’ has two meanings. The different meanings are-  
fast- hold firmly

fast- to abstain from food

fast- opposite of slow.

Go through the text again and make a list of meanings of all the homographs that are found in the text. Also make a list of such words that you know, heard or read somewhere.

(A4) (i) Go through the statement taken from the text – ‘The social democracy means a way of life which recognises liberty, equality and fraternity’.

The underlined part of the statement provides us some fact/information about social democracy. The remaining part or the sentence which is not underlined can be converted into a wh-question.

*What does social democracy mean?*

Now go through the underlined part of the statements/sentences given below and change them into questions by using the appropriate Wh-forms.



- (a) In Politics we will be recognizing the principle of ‘one man one vote’ and ‘one vote one value’.
- (b) The politically minded Indians preferred the expression ‘the Indian nation’.
- (c) Fraternity means a sense of common brotherhood of all Indians.

### Prepositions:

Prepositions are words governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element. These words express relationships in space and time, as well as other more abstract relationships: cause, purpose, possession, exception and many others.

(Prepositions are difficult to use correctly: a small number of words cover a very wide range of concrete and abstract meanings, and the difference between them are not always very clear or systematic. Also, one language does not always use the ‘same’ preposition as another to express a particular meaning.)

Ref : Oxford English Grammar

#### Let’s learn some examples.

- At** – (place and movement)
- It (‘at’) is often used to talk about ‘where’ something happens – place, area, spot, site, etc.
  - I met Hemant at the college library.
  - Students decided to gather at the cricket stadium.
- ‘at’ is often used with words for things people do, or places where they do them.
- We decided to exchange learning material at the Good Luck restaurant.
  - I gave the talk at New English Junior College.
- ‘at’ is used with the names of small places and not with big places.
- Raju rented a house at Stivajinagar in Pune.  
(*Raju rented a house in Pune and not at Pune*)
- ‘at’ to tell the exact time.
- My college starts at 7.30 a.m.
  - The guests will reach the auditorium at 6<sup>o</sup>clock.
- ‘at’ is used to say at Diwali, at Christmas, at Holi etc.
- In** – We use ‘in’ with the names of big cities, weeks, seasons, months, years and centuries, in the morning, afternoon, evening (but at night), inside something.
- I woke up early in the morning.
  - Trekking mountaineering and adventure camps are always organised in the summer.
  - Sujata kept the keys in her purse.
- On** – It is used to specify days and dates, indicate a device or machine (phone or computer), part of body, state of something and express a surface of something.

- Students of our college wear white uniform on Saturdays.
- Rakesh is always on the phone.
- He hit the ball on his left toe.
- The joker of the circus was wearing a big hat on his head.

Now go through all the texts again and make a list of various prepositions, write their definition and make sentences of your own. Here are some prepositions that will definitely be brainstorming for you.

- in, into, inside
- on, onto, above, over
- beside, besides
- for, from, since
- to, towards
- down, below, under, beneath, underneath
- between, among, amongst (And the list goes on .....)

**(A5) How to prepare a speech.**

Steps to write a speech	Language Support
<ul style="list-style-type: none"> <li>• Greeting and Salutation (Honourable/ Respected ....., It's a matter of pride for me to share my views..... in front of an august gathering)</li> <li>• Introductory paragraph highlighting – importance, need, purpose etc</li> <li>• Main body- about the topic in detail – its significance / importance of the issue/problem</li> <li>• Suggesting some remedies, solutions</li> <li>• Concluding paragraph - expressing thanks to organizers for giving an opportunity and to audience for patient listening</li> </ul>	<ul style="list-style-type: none"> <li>• Use rhetorical questions</li> <li>• Use famous quotes, poetic lines etc.</li> <li>• Use persuasive language</li> </ul>

**With the help of the steps given above write speech on the following topics.**

- Duties of an ideal citizen
- Equality: A blessing
- Merits of democracy
- Freedom of speech
- Advantages of education
- Unity in Diversity

**(A6) There are many career opportunities that can be availed of by a graduate. Discuss and make a list of various opportunities available in the legal field, economics, management, commerce, administration etc.**

**(A7) Project:**

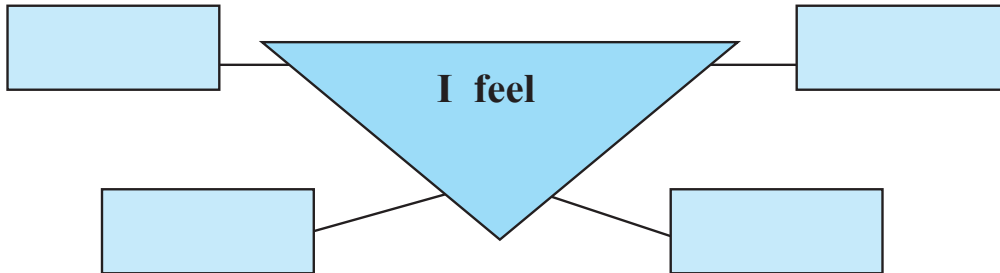
**Visit your college library or search the internet at least five speeches of different renowned personalities of the world. Write the speeches in your notebook and submit them to your teacher.**

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## 1.5 Mrs. Adis

### ICE BREAKERS

- (i) Share your opinions/ feelings with your partner about a stranger who has a villainous look/appearance.



- (ii) Recall your favorite crime story on TV. Discuss with your friend how you could prevent the villain / thief from committing the crime / theft.
- (i) The feeling of a person when he commits a mistake are .....
  - (a) He tries to justify it
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....
- (ii) The person who makes mistake or commits crime should be punished because .....
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....

*Sheila Kaye Smith* was an English novelist and poet. Many of her novels were set in the borderlands of Sussex and Kent in the English regional tradition. Her book 'The End of the House of Alard' became a best-seller.

The story is about a peasant woman who finds a desperate young man at her doorstep, pleading of her to give him protection from the police. He had been poaching on the nearby estate, and in panic, had killed one of the gamekeepers.



**Sussex:** a county in the south of England

**tongue of land:** a long stretch of land branching out from the mainroad.

**hammer-woods:** wood (forest)- described as 'hammer' because in the past, iron used to be made using timber and water.

**hammerponds:** ponds

**pricks of fire:** stars

**Delmonden:** name of a village

**close at hand:** very near

**stooping over:** bend over

## Mrs. Adis

In north-east **Sussex** a great **tongue of land** runs into Kent. It is a land of woods – the old **hammer-woods** of the Sussex iron industry and among the woods gleam the **hammerponds**. Owing to the thickness of the woods, the road that passes Mrs. Adis's cottage is dark long before the fields beyond. That night there was no twilight and no moon, only a few **pricks of fire** in the black sky above the trees. But what the darkness hid the silence revealed. In the absolute stillness of the night, windless and clear, every sound was distinct, intensified. The distant bark of a dog at **Delmonden** sounded **close at hand**, and the man who walked on the road could hear the echo of his own footsteps following him like a knell.

Every now and then he made an effort to go more quietly, but the roadside was a mass of thorns, and their crackling and rustling were nearly as loud as the thud of his feet on the road. Besides, they made him go slowly, and he had no time for that.

When he came to Mrs. Adis's cottage he paused a moment. Only a small patch of grass lay between it and the road, and he looked in at the lighted, uncurtained window. He could see Mrs. Adis **stooping over** the fire, taking some pot or kettle off it. He hesitated and seemed to wonder. He was a big, heavy, working man, not successful, judging by the poverty of his appearance. For a moment he made as if he would open the window, then he changed his mind and went to the door instead.

He did not knock, but walked straight in.

The woman at the fire turned quickly round.

‘What, you, Peter Crouch !’ she said. ‘I didn't hear you knock.’

‘I didn’t knock ma’am. I didn’t want anybody to hear.’

‘How’s that?’

‘I’ m in trouble.’ His hands were shaking a little. ‘What have you done?’

I shot a man, Mrs. Adis.

‘You?’

‘Yes – I shot him.’

‘You killed him?’

‘I don’t know.’

For a moment there was silence in the small, stuffy kitchen. Then the kettle boiled over and Mrs Adis mechanically put it at the side of the fire.

She was a small, thin woman with a brown, hard face, on which the skin had dried in innumerable small, hair like wrinkles. She was probably not more than forty-two, but life treats some women hard in the agricultural districts of Sussex, and Mrs. Adis life had been harder than most.

‘What do you want me to do for you Peter Crouch?’ she said a little sourly.

‘Let me stay here a bit. Is there nowhere you can put me till they’ve gone?’

‘Who’s they?’

‘The keepers.’

‘Oh you’ve had a quarrel with the keepers, have you?’

‘Yes. I was down by **Cinder Wood** seeing if I could pick up anything, and the keepers found me. There were four to one, so I used my gun.’

“Then I ran for it. They’re after me; they can’t be far off now.”

Mrs Adis did not speak for a moment. Crouch looked at her **beseechingly**.

*The writer describes Mrs. Adis as -*

- a small woman
- .....
- .....
- .....

*Mrs. Adis asks Peter crouch whether he has had a quarrel with the keepers. This shows that*

1. ....
2. ....
3. ....

**Cinder Wood:** name of wood

**beseechingly:** appealingly

‘You might do it for Tom's sake,’ he said.

‘You haven't been an over-good friend to Tom’, snapped Mrs. Adis.

‘But Tom’s been a very good friend to me; he would want you to stand by me tonight.’

‘Well, I won’t say he wouldn’t, for Tom always thought better of you than you deserved. Maybe you can stay till he comes home to-night, then we can hear what he says about it.’

‘He’ll be up at work for an hour yet, and the coast will be clear by then – I can get away out of the country.’

‘Where’ll you go?’

‘I don’t know. There is time to think of that.’

‘Well! You can think of it in here, she said dryly, opening a door which led from the kitchen into the small shed at the back of the cottage. They’ll never guess you’re there, specially if I tell them I haven’t seen you tonight.’

‘You’re a good woman, Mrs. Adis. I know I’m not worth your standing by me, but may be I’d have been different if I’d a mother like Tom’s.’

She did not speak, but shut the door, and he was in darkness save for a small ray of light that came through one of the cracks. By this light he could see her moving to and fro, preparing Tom’s supper. In another hour Tom would be home from Ironlatch Farm, where he worked every day. Peter Crouch trusted Tom to help him, for they had been friends when they went together to the National School at Lamberhurst, and since then the friendship had not been broken by their very different characters and careers.

Peter Crouch **huddled down** upon the sacks that filled one corner of the shed. A delicious smell of cooking began to come through from the kitchen, and he hoped Mrs. Adis would not deny him a share of the supper when Tom came home, for he was very hungry and he had a long way to go.

He had fallen into a kind of helpless doze, when he was roused by the sound of footsteps on the road.

**huddled down:** shrink oneself

For a moment his poor heart nearly choked him with its beating. They were the keepers. They had guessed where he was – with Mrs. Adis, his old friend’s mother. He had been a fool to come to the cottage. Nearly losing his self-control, he shrank into the corner, shivering, half sobbing. But the footsteps went by. The next minute Mrs. Adis stuck her head into the shed.

‘That was the keepers’, She said shortly. ‘I saw them go by. They had lanterns. Maybe it would be better if you slipped out now and went towards **Cansiron**. You’d miss them that way and get over to Kent. There’s a London train that comes from Tunbridge Wells at ten tonight.’

‘That’d be a fine thing for me, ma’am, but I haven’t the price of a ticket on me.’

She went to one of the kitchen drawers.

‘Here’s seven shillings. It’ll be your fare to London and a bit over.’

For a moment he did not speak, then he said: ‘I don’t know how to thank you ma’am.’

‘Oh, you needn’t thank me. I am doing it for Tom.’

‘I hope you won’t get into trouble because of this.’

‘There isn’t much fear. No one’s ever likely to know you’ve been in this cottage. That’s why I’d sooner you went before Tom came back, for maybe he’d bring a friend with him, and that’d make trouble.’

She opened the door for him but on the threshold they both stood still, for again footsteps could be heard approaching, this time from the far south.

‘May be it’s Tom,’ said Mrs. Adis.

‘There’s more than one man there, and I can hear voices.’

‘You’d better go back,’ she said shortly. ‘Wait till they’ve passed, anyway.’

With an **unwilling shrug** he went back into the little dusty shed, which he had come to hate, and she locked the door upon him.

**Cansiron:** name of a town where there is a railway station

*List some characteristics of Mrs. Adis based on this incident.*

**unwilling shrug:** to reluctantly raise shoulders slightly

**momentary:** for a brief period of time

**dulling :** not interesting or exciting

**Scotney Castle:** (a fort) name of a castle

**refuge:** shelter

*Vilder guessed that Crouch has taken refuge at Mrs. Adis' house because .....*

The footsteps drew nearer. They came slowly and heavily this time. For a moment he thought they would pass also, but their **momentary dulling** was only the crossing of the strip of grass outside the door. The next minute there was a knock. It was not Tom, then.

Trembling with anxiety and curiosity, Peter Crouch put his eye to one of the numerous cracks in the door and looked through into the kitchen. He saw Mrs. Adis go to the cottage door, but before she could open it a man came in quickly and shut it behind him.

Crouch recognized Vilder, one of the keepers of **Scotney Castle**, and he felt his hands and feet grow leaden cold. They knew where he was then. They had followed him. They had guessed that he had taken **refuge** with Mrs. Adis. It was all up. He was not really hidden; there was no place for him to hide. Directly they opened the inner door they would see him. Why couldn't he think of things better? Why wasn't he cleverer at looking after himself – like other men? His legs suddenly refused to support him, and he sat down on the pile of sacks.

The man in the kitchen seemed to have some difficulty in saying what he wanted to Mrs. Adis. He stood before her silently twisting his cap.

'Well, what is it?' she asked. 'I want to speak to you, ma'am'.

Peter Crouch listened, straining his ears, for his thudding heart nearly drowned the voices in the next room. Oh no! he was sure she would not give him away. If only for Tom's sake. She was a good sort, Mrs. Adis.

'Well?' she said sharply, as the man remained **tongue tied.** 'I have brought you bad news, ma'am,'

Her expression changed.

'What ? It isn't Tom, is it?'

'He's outside,' said the keeper.

'What do you mean?' said Mrs. Adis, and she moved the door.

'Don't ma'am. Not till I've told you.'

'Told me what? Oh, be quick, man, for mercy's sake,' and she tried to push past him to the door.



‘There’s been a row,’ he said, down by Cinder Wood. There was a chap there snaring rabbits, and Tom was walking with the Boormans and me and old Crotch. We heard a noise and there...It was too dark to see who it was, and directly he saw us he **made off** but we’d scared him, and he let fly with his gun...

‘Tom’– said Mrs. Adis.

The keeper had forgotten his guard, and before he could prevent her she had flung open the door.

The men outside had evidently been waiting for the signal, and they came in carrying something, which they put down in the middle of the kitchen floor.

‘Is he dead?’ asked Mrs. Adis without tears.

The men nodded. They could not find a dry voice like hers.

In the shed Peter Crouch had ceased to sweat and tremble. Strength had come with despair, for he knew he must despair now. Besides, he no longer wanted to escape from this thing that he had done. Oh, Tom;-and I was thinking it was one of the keepers. Oh, Tom.

And it was you that got it–got it from me; I don’t want to live!

And yet life was sweet, for there was a woman at Ticehurst, a woman as faithful to him as Tom, who would go with him to the world’s end even now. But he must not think of her . He had no right: he must pay with his life for what he had done.

Mrs. Adis was sitting in the old basket armchair by the fire. One of the men had helped her into it.

‘We’ll go round to Ironlatch Cottage and ask Mrs. Gain to come down to you.’

‘This is a terrible thing to have come to you, and as for the man who did it–we’ve a middling good guess who he is, and he shall hang.’

‘We didn’t see his face, but we’ve got his gun. He threw it into a bush when he bolted and I swear that gun belongs to Peter Crouch who’s been up to no good since the day he was **sacked** for stealing corn.’

**tongue tied:** speechless

*The row took place because.....*

**made off:** ran away

**sacked:** dismissed

‘But he couldn’t have known it was Tom when he did it, he and Tom always being better friends than he deserved.’

Peter Crouch was standing upright now, looking through the crack of the door. He saw Mrs. Adis struggle to her feet and stand by the table, looking down on the dead man’s face. He saw her put her hand into her apron pocket, where she had thrust the key of the shed.

‘The Boormans have gone after Crouch,’ said Vidler, nervously breaking the silence.

‘They’d thought he’d broken through the wood Ironlatch way. There’s no chance of his having been by here? You haven’t seen him to-night ma’am?’

There was a pause.

‘No,’ said Mrs. Adis, ‘I haven’t seen him. Not since Tuesday.’ She took her hand out of her apron’s pocket.

‘Well, we’ll be getting around and fetch Mrs. Gain. Reckon you’d be glad to have hre.’

Mrs. Adis nodded.

‘Will you carry him in there first?’ and she pointed to the bedroom door.

The men picked up the stretcher and carried it into the next room. Then silently each **wrung** the mother by the hand and went away.

She waited until they had shut the door, then she came towards the shed. Crouch once more fell a **shivering**. He couldn’t bear it. No he’d rather be hanged than face Mrs. Adis. He heard the key turn in the lock and he nearly screamed.

But she did not come in. She merely unlocked the door, then crossed the kitchen with a heavy, dragging footstep and shut herself in the room where Tom was.

Peter Crouch knew what he must do—the only thing she wanted him to do, the only thing he could possibly do. He opened the door and silently went out.

—Sheila Kaye-Smith

**Guess the meaning:**

‘**wrung**’ here means

.....  
.....

**Find the difference**

**between:** shivering and  
trembling

*Mrs. Adis unlocked the door  
because .....*

.....

## BRAINSTORMING

(A1) (i) Discuss with your partner and describe the atmosphere in the woods when Peter Crouch was heading towards Mrs. Adis's House. It was—

(a) a dark moonless night.

(b) .....

(c) .....

(ii) Peter Crouch didn't knock before entering Mrs. Adis's house.

The reason was—

(a) .....

(b) .....

(c) .....

(iii) Go through the text again and find the reasons that forced Peter to shoot down a person.

(a) The keepers spotted him.

(b) .....

(c) .....

(iv) Mrs. Adis didn't hand over Peter Crouch to the keepers because—

(a) .....

(b) .....

(c) .....

(A2) The writer has used a phrase 'Thudding Heart' which means pounding, or beating of heart. Do you know 'Thud' is an onomatopoeic word which means a heavy sound made by an object falling to the ground. Discuss with your partner and make a list of Onomatopoeic words that you find in the text.

(a) .....

(b) .....

(c) .....

(A3) 'She went to one of the kitchen drawers'.

Look at the sentence carefully. The underlined word tells us that she went (some time ago) to a particular place (at one of the kitchen drawers). Now discuss with your partner and tell the class what you did 'yesterday' and what your friend did 'yesterday'. Complete the table. One is done for you.

You	About Friend
• I saw a movie.	• He/she wrote an essay.
• I .....	• He/she .....
• I .....	• He/she .....
• I .....	• He/she .....
• I .....	• He/she .....
• I .....	• He/she .....
• I .....	• He/she .....

**(A4) Imagine your friend/younger brother or sister has committed a grave mistake that has resulted in a great loss to the college property or to your family. He/she seeks your advice to come out of the situation/problem. Write a dialogue between you and your friend/brother/sister who describes the entire situation and seeks help from you. Take help of the following points.**

- Introduction
- Seeking help
- Concluding part
- Confessing the mistake
- Your advice/suggestion

**(A5) The best punishment is ‘forgiveness’. Discuss the sentence in the light of the text you have read. You can make use of following points.**

- (a) Forgiveness provides opportunity to change the behaviour.
- (b) Forgiveness leads to repentance.
- (c) A person may commit a mistake / crime impulsively or under the force of strong emotions.
- (d) .....
- (e) .....

**(A6) Project:**

**Search in your college library or on the internet for at least five stories where a king or any great person has forgiven a losing king, culprit or offender. There are many such stories that you might have read in your history books. One such story is of Alexander and Porus. Find at least five stories and write their summarised version in your notebook.**

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# 1.6 Tiger Hills

## ICE BREAKERS

Ajoy and Sujoy went to watch a cricket match. They enjoyed it very much, but they missed their friends Vinay and Sunay. Next day, when the four friends met, Ajoy reported how the game was played, how the players performed and how the game ended. Sujoy told them that they missed Vinay and Sunay very much and they were eager to tell them about the enjoyments.

- **(i) Now complete the following sentences.**
  - (a) Ajoy reported about.....
  - (b) Sujoy reported about.....
- **(ii) The word 'report' means-**
  - (a) Give a spoken or written account of something.
  - (b) Cover an event or subject as a journalist or reporter.
- **(i) Refer to a standard dictionary and find out the meaning of the following words:**
  - (a) Reportage
  - (b) Reporter
  - (c) Reported speech
  - (d) Reportorial
- **(ii) Find and discuss some examples of reports related to the given topics.**
  - (a) Award distribution
  - (b) Bravery awards
  - (c) Any social issue
- **You might have read war stories or watched war movies. Make a list of the factors which make them interesting.**

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**General Ved Prakash Malik** PVSM, AVSM served as the 19th Chief of Army Staff of the Indian Army from the 30th September 1997 to 30th September 2000. He was the Army Chief during the Kargil War. He is the recipient of Param Vishishta Seva Medal and Ati Vishishta Seva Medal and Raksha Medal.



'Kargil' from surprise to victory is an account of the Kargil Victory on 4th July 1996 by General V. P. Malik. It is the finest example of how to write a report. He describes the event in the minutest details, but without the slightest depiction of the emotional involvement he had in it. Tiger Hills is an extract from the book Kargil written by General V. P. Malik.

**adjacent:** Situated near or close to something.

**evicting:** To remove somebody from a house or land, especially with the support of law.

**well-fortified:** To strengthen a place well against attack.

*Guess the meanings from the context:* 1. projected  
2. episode 3. assigned  
4. feature

**mission:** A particular task done by a person or a group; a particular aim or duty that one wants to fulfill more than anything else.

*Guess the meaning: to scout*

## Tiger Hills

Tiger Hill towers majestically above all other mountaintops in its vicinity. Although located almost 10 kilometers north of the Srinagar-Kargil-Leh highway, the enemy position on this mountaintop dominated parts of this highway. After the recapture of Tololing and the **adjacent features**, **evicting** the enemy from this **well-fortified** position became a priority.

As the sharp triangular top of Tiger Hill was clearly visible from the highway, and appeared almost impossible to capture, the media had **projected** the entire **episode** as a national challenge.

Brigadier M.P.S. Bajwa, commander, 192 Mountain Brigade, **assigned** the **mission** of capturing Tiger Hill to 18 grenadiers, now rested and recouped after their achievements at Tololing and Hump, and to 8 Sikh, which was already deployed at its base. Both these units were assisted by a crack team from the High Altitude Warfare School, with maximum possible artillery, engineering and other combat support.

Throughout the last week of June 1999, 18 Grenadiers probed to establish the extent of the enemy's defences and **to scout** for suitable routes for the assault. A simultaneous multidirectional assault emerged as the best strategy. The commanding officer of 41 Field Regiment drew up an elaborate artillery

fire plan. Individual guns were ranged so as to cover each objective. Bofors guns were used in a direct firing role once again, with inspiring accuracy. On the day of the assault, nearly 120 field and medium guns, 122-mm multibarrelled Grad rocket launchers and mortars rained death and destruction on the enemy at Tiger Hill. The Air Force, too, targeted Tiger Hill on 2-3 July, and hit the bull's eye several times during its missions.

For the first time in India's military history, a TV channel covered the battle live: a sign of progress and transparency, not to mention the on-screen depiction of confidence. The Tiger Hill feature extends about 2200 meters from west to east and about 1000 meters north to south. The main extension is towards the west, on which there are two prominent **protrusions**. The first, approximately 500 meters west of Tiger Hill, had been named 'India Gate', and the second, 'Helmet' (located another 300 meters away). Approximately one company of 12 Northern Light Infantry (Pakistan) held the whole feature.

At 1900 hours on 3 July, 18 Grenadiers commenced its multidirectional assault under the cover of bad weather and darkness, supported by the fire power of artillery and mortars. 'A' company captured an intermediate position called Tongue by 0130 hours on 4 July. Further advance along the southeastern **spur** leading to Tiger Hill Top was stalled due to accurate fire by the enemy from India Gate, Helmet and Top.

Meanwhile, Captain Sachin Nimbalkar led the 'D' Company assault from the east. His company had to negotiate steep **escarpment** using mountaineering equipment, despite the darkness and the inclement weather.

His approach took the enemy by surprise. After some firefighting, 'D' Company was successful in occupying the eastern portion of Area Collar, which lay within 100 meters of Tiger Hill Top.

On another front, 'C' Company and Ghatak (Commando) platoon under Lieutenant Balwan Singh also surprised the enemy, this time along the difficult

*During the war the soldier need to plan strategies. Find some words related with such strategies from the text.*

**protrusion-** A thing that extends from the place or from the surface; something that sticks out.

**spur-** an area of high ground extending from a mountain or hill.

**escarpment** - a long, steep slope at the edge of a plateau

*The enemy was taken aback due to the steps taken by the Indian Army. support your answer.*

*Media supported and assisted the battle live. Guess the risk of the media people and the army.*

Guess the meanings of following words in the context-

1. *orchestrated*, 2. *spell*,
3. *duels*, 4. *casualties*

**Precarious-** not safe, dangerous

**Perch:** a high seat or position

**ad hoc:** *adv*- when necessary or needed  
**adj** - created or done for a particular purpose

northeastern spur and obtained a toehold just 30 meters from the top.

At 0400 hours on 4 July, after a carefully **orchestrated** artillery bombardment, Sachin Nimbalkar and Balwan Singh along with their men approached Tiger Hill Top by climbing a sheer cliff and caught the enemy unawares. After a **spell** of hand-to-hand fighting, they succeeded in capturing the objective. Although 18 Grenadiers held the top now, linking up with them was not easy. When the initial surprise wore off, the enemy started gearing up for launching counterattacks.

One of the most difficult tasks during the course of a battle is to maintain one's hold on the ground captured, before the next assault can be launched. Throughout the next morning artillery **duels** continued. **Casualties** mounted on both sides. The Grenadiers hung on to their **precarious perch** with grit and determination. Grenadier Yogendra Singh Yadav and his team members exhibited exceptional courage during this assault.

At this stage, 8 Mount Division realized that it would not be possible to evict the enemy from Tiger Hill completely as long as his supply lines along the western spur were intact. Mohinder Puri and M.P.S. Bajwa then issued orders to 8 Sikh to attack and capture Helmet and India Gate (both located on the western spur) so that enemy reinforcements to Tiger Hill Top could be prevented. The move was also intended to cut off the enemy's supply route.

The western spur of Tiger Hill extended up to 1.5 kilometers the approach to the spur, where 8 Sikh was deployed, lay along a steep rock face. An **ad hoc** column of 8 Sikh, led by Major Ravindra Singh and lieutenant R. K. Sehrawat, comprising four JCOs and fifty-two soldiers, climbed this rock face under poor visibility conditions and was able to capture India Gate after a tough fight. In this battle, Subedar Nirmal Singh led the assault platoon. He was engaged in hand-to hand-fighting till the end and was also responsible for beating back a counterattack.



Despite heavy casualties, 8 Sikh exploited its success up to Helmet and captured this objective on 5 July.

The enemy launched two counterattacks with forty to fifty personnel, but 8 Sikh fought gallantly and was able to repulse them. Naib Subedar Karnail Singh and Rifleman Satpal Singh, who were part of a platoon deployed on the reverse slope of Helmet, showed exceptional courage. In one of these counterattacks, Captain Karnal Sher Khan of the Pakistan Army was killed. His body was subsequently handed over to the Pakistani authorities. Other bodies of the Pakistani soldiers found scattered around the battleground were collected and buried appropriately.

In New Delhi, I had remained anxious all through the night of 3 July. The next morning, Krishan Pal, GOC 15 Corps, rang up at 0600 hours to inform me that 18 Grenadiers had captured Tiger Hill Top and also that heavy fighting was going on. After consulting him and Nirmal Chander Vij, we decided to await confirmation from the GOC 8 Mountain Division. At 0730 hours, Mohinder Puri confirmed to me that the enemy would not be able to dislodge 18 Grenadiers from Tiger Hill Top. I duly informed **Brajesh Mishra** and the Prime Minister, who was scheduled to address a public meeting in Haryana at 1000 hours. The Defence Minister was on his way to Amritsar. When he landed at the airport, I gave him this exciting news.

The date, 4 July 1999, was important for one more reason. Nawaz Sharif was due to meet the US President, Bill Clinton, later in the day. About ten to fifteen hours before their meeting, we made sure that the whole world came to know about the recapture of Tiger Hill, and thus the likely outcome of the war.

For some time, Pakistan even denied the existence of such mountain feature and labelled the entire operation as a figment of our imagination; the loss of Tiger Hill was a hard physical and psychological blow. In India, wave of jubilation and relief replaced the gloomy mood of the people.

*A great humanitarian norm is maintained during the battle. Find out and comment on it.*

**Brajesh Mishra** : an Indian diplomat and politician who was Prime Minister Atal Bihari Vajpayee's Principal Secretary and National Security Advisor from 1988 to 2004.

*The narrator uses selective words to express the victory. They are*

.....

.....

**tenure** : The act or a period of holding an important, especially political position.

**to notch up** : to achieve

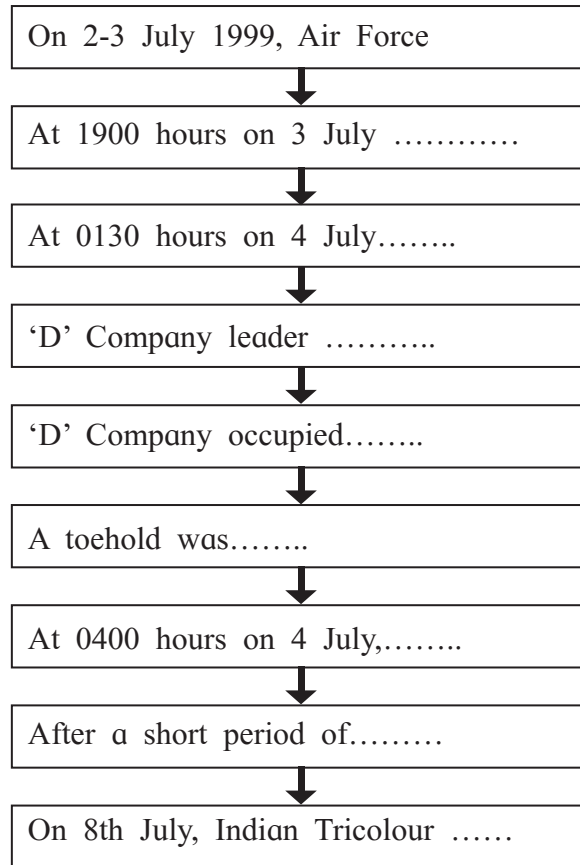
On 8 July, after the entire Tiger Hill objective had been cleared and the situation stabilized, 18 Grenadiers hoisted the Indian tricolour on Tiger Hill Top. Throughout its **tenure** in the nearly two-month long war, the battalion acquitted itself with high professionalism and honour. Displaying unshakeable determination and collective valour, all its members covered themselves with glory and **notched up** two of the finest victories for the Indian Army. After the war, as the battalion requested a UN mission, Army Headquarters sent it to Sierra Leone (West Africa). There too, the battalion successfully carried out a major rescue operation (Operation Khukri).

- *General Ved Prakash Malik*

## BRAINSTORMING

- (A1) (i) Narrate in your own words a similar based on text to the class.
- (ii) Imagine that you are about to interview the writer. Write 10 to 15 questions regarding the operation.
- (A2) (i) Enlist any four facts which made the capturing of Tiger Hill a national challenge.
- (ii) Different arms and ammunitions are mentioned in the excerpt. Find their names.
- (iii) Wars are not fought only on the battlefield. Comment.
- (iv) Prompt reporting is of strategic importance during a war. Refer to the above extract and explain.
- (iv) Read the extract and do the following activities.
- Make a list of the preparations made for an assault on Tiger Hill.**
- (a) Throughout the last week of June 1999, 18 Grenadiers.....
- (b) They also explored to.....
- (c) After confirming the multidirectional assault as the best strategy the commanding officer.....
- (d) Individual guns.....
- (e) Bofors guns.....

(v) Complete the flow chart showing the events on the day of the assault.



(vi) Rewrite the given statements in their order of occurrence.

**The most difficult task of maintaining the hold on Tiger Hill was achieved in this way:**

- (a) 8 Sikh was ordered to attack and capture Helmet and India Gate.
- (b) Bodies of the Pakistani soldiers were collected and buried appropriately.
- (c) During the ferocious artillery duels the Grenadiers hung on their precarious perch with grit and determination.
- (d) Sikh fought back successfully two counterattacks with forty to fifty personnel.
- (e) An adhoc column of 8 Sikh climbed the steep rock and captured India Gate.
- (f) In spite of heavy casualties, 8 Sikh captured Helmet on 5 July.

(A3) (i) **Discuss the meanings of the following idioms/phrases and use them in your own sentences.**

- (a) To hit the bull's eye
- (b) To be taken by surprise
- (c) To get a toehold

(d) Under the cover of

(e) A spell of

**(ii) Read the following words :**

Brigadier, Commander, capture, evicting, enemy, defense

All these words are related to the war affairs and war.

Find more such words from the passage.

**(iii) Understand the usage of the words given:**

After consulting him and Nirmal Chander Singh, we decided to await confirmation from the GOC and Mountain Division.

You know the verb 'wait'. But it is an intransitive verb. It doesn't take a direct object; consequently it cannot be cast into passive voice. Also, the past participle of the verb 'to wait' cannot act as an adjective.

'The mother waited eagerly' is a correct sentence as there is no direct object. But 'The mother waited eagerly the answer from her son.' is a wrong sentence. 'The answer' is the direct object. This sentence can be written by using the phrase 'wait for' as 'The mother waited eagerly for the answer from her son.' 'Wait for' can be taken as the transitive phrasal verb.

'To await' is a transitive verb and it does take a direct object.

For example, 'The mother awaited the answer eagerly.'

The past participle of it can be used as an adjective.

The most awaited programme started very late.

Note that the object of verb 'await' is usually an inanimate object. We don't usually await a person, but we await his answer/ call/ arrival/ letter.

There are more such words in English. All of them are not verbs.

For example: Aside, Ashore, Anew, Awake, Afoot.

Prefix 'A' provides certain purpose in the formation of the word.

(a) Aside- to the side

(b) Ashore- towards the shore

(c) Afoot-on foot

(d) Anew- of new

(e) Apolitical- not political

(f) Asleep- in a state or manner

Share with your friends few more words.

**(A4) (i) Use of although/ though/ even though/but**

**Read the following sentences.**

- (a) Although the café was crowded, we found a vacant table.

Although Sadie has passed her test, she never drives.

The clause with although can also come after the main clause.

For example: We found a vacant table, although the café was crowded.

- (b) Though I liked the pullover, I didn't buy it.

Though it was pouring cats and dogs, he set out for his journey.

We can use though at the end of the sentence.

For example: I liked the pullover; I didn't buy it, though.

- (c) We can use 'even though' in the same way.

John looked quite fresh even though he had just recovered from jaundice.

'Even though' can be used in the beginning of the sentence also.

'Even though' I hate Gopal, I shall try to be nice with him.

'Even though' is stronger and more emphatic than 'although'.

- (d) We can join two clauses with 'but'.

For example: We wanted to go abroad, but our passports were not ready.

We use these words (although, though, even though, but) to show the contrast between two clauses or two sentences.

Although, though, even though and but can be used as conjunctions to introduce afterthoughts, contrasts or restrictions and conditions.

Find out the sentences from the lesson in which any of these words are used.

Discuss in pairs/groups the purpose they serve.

**(ii) Sing and recite one of the famous folk songs given below.**

*There is a mountain for away.*

*And on the mountain stands a tree.*

*And on the tree there is a branch.*

*And on the branch there is a nest.*

*And in the nest there is an egg.*

*And in the egg there is a bird*

*One day the bird will fly.*

*One day we will be free.*

**Discuss with your teacher and classmates regarding the changes seen in the underlined words. Find the reasons behind the changes.**

- a mountain – the mountain
- a tree – the tree
- a branch – the branch
- a nest – the nest
- an egg – the egg
- a bird – the bird

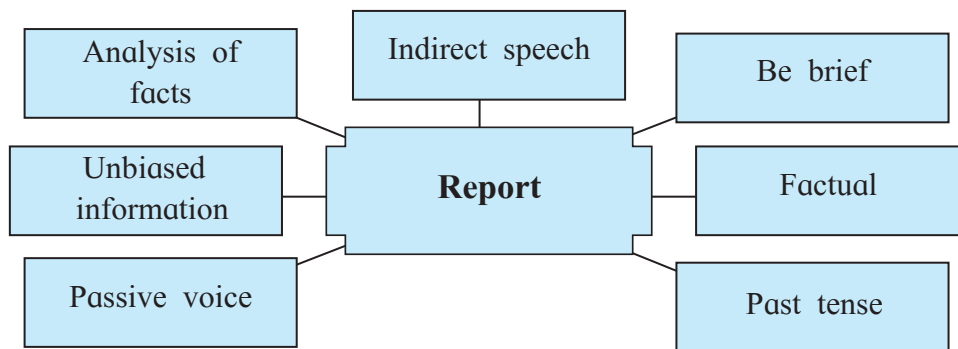
**Put ‘a/an’ or ‘the’ at proper places. Put a cross (X) where no article is applicable.**

1. Ravi walked up to ..... Principal’s cabin.
2. Ahmed lives in ..... small town
3. Can I use your ..... cell phone ?
4. Who’s ..... woman in your office ?
5. I need ..... English-Marathi dictionary.

**(A5) (i) Imagine that you are one of the soldiers from 18 Grenadiers on the mission Tiger Hill. Narrate your experience of the war to your friend.**

**(ii) Would you like to join Indian Army/Navy/ Air force? If not, suggest other ways in which you could serve your nation.**

**(iii) Report writing**



**Study the web diagram and write the characteristics of report writing.**

**Purpose of Report Writing-**

- To provide unbiased information based on reality
- To give analysis of the facts
- To make recommendations, if any and if expected. (as in business reports.)

**Types of Reports-**

- Business Report
- Factual Report

### Format of a Report-

- Headline
  - Name of the reporter
  - Dateline (date and place)
  - Opening paragraph (Lead or Intro- Who, when, what, where)
  - Detailed paragraphs (Why and how.)
  - Conclusion/suggestions if any
  - Report should be written in the box.
- (a) You are Sharad Mathur, the General Secretary of the Sports Club of your college. Write a brief report of the Annual Sports activities for the college magazine.
- (b) Your school organised '*Van Mahotsav Day*' recently. Write in about 100 to 150 words a report to be published in the school magazine.
- (c) You are the secretary of the NSS unit of your college. Write a brief report of the Blood Donation Camp arranged by your unit.

### A specimen report is given for you:

#### CULTURAL FEST 2014

-Tejal Patil  
(Students Reporter)

24 December 2014

A fabulous and memorable cultural fest was organised by Adarsh College, Koregaon, Dist- Akola on 24th December 2014. The mega event of Adarshotsav was held in the college premises - The indoor events in the auditorium and the outdoor events in the college playground.

The grand show commenced by the arrival of participant teams from many colleges in the vicinity. Dr. P.S. Shinde, the Principal of Adarsh College inaugurated the festival events by lighting the lamp. Students participated enthusiastically in different competitions such as Melody Makers (Singing), Dancing Bells (Dance), Mimicry, mono- acting, skits, Khana Khajana (cooking), Mehandi, Nail Art, Hair Dressing, T –shirt Painting, Poster Making, Rangoli and many other events.

The grand finale of Adarshotsav was graced by the dignified presence of the well-known film director Shri. Pranav Palave. He enthralled the audience by his inspirational speech describing his college days.

The event was concluded by a sincere Vote of Thanks expressed by Dr. Chhaya Malhotra, the Professor-in-charge of Adarshotsav.