

Kerala Reader

English

PART - I

Standard IX



Government of Kerala
Department of General Education



Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2024

THE NATIONAL ANTHEM

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

PLEDGE

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

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

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

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

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Foreword

Dear Learner,

Language learning is an integral part of our life, as we interact with the world through the medium of language. Moreover, language helps us express ideas and materialise our goals and dreams. English is our passport to the wider world on the journey to success.

The package of learning materials in English includes the Textbook, the Digital Text and the Teacher Text (for the reference of teachers). The textbook prescribed for Class IX is a colourful mix of short stories, poems, articles and anecdotes. It opens a vista of wonders, helping you enjoy using and experimenting with language. In addition to the stories, poems, articles and anecdotes, it has a wide variety of games and exercises to help you delve deeper into the nuances of the language. It should also help you improve your speaking skills, making you more confident while engaging in debates, discussions and conversations. Moreover, the crossword puzzles and other vocabulary activities should enrich your wealth of words.

One of the highlights of this textbook is the opportunity to take up a Group Project towards the end of each unit. They should enable you to collaborate with your peers and sharpen your skills of communication and documentation.

I wish you all the best for a wonderful experience of researching, experimenting and exploring the immense possibilities of the English language.

Dr Jayaprakash R.K.

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THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

UNIT I

HOURS AND YEARS

Time present and time past
Are both perhaps present in time future,
And time future contained in time past.

- T. S. Eliot



- | | |
|--|----------------------|
| <input type="checkbox"/> Half a Day | - Naguib Mahfouz |
| <input type="checkbox"/> Debts of Gratitude | - Selma Lagerlof |
| <input type="checkbox"/> Nothing Twice (Poem) | - Wislawa Szymborska |



Let's log in:

Yesterday is but today's memory,
and tomorrow is today's dream.

- Kahlil Gibran

- How does Gibran relate 'yesterday' to the present?
- How is 'tomorrow' presented in these lines?
- What do these lines suggest about the passage of time? Discuss.



Let's read and reflect:

Time moves on constantly, shaping our past, present and future. Memories are like threads woven into the fabric of our lives in moments of joy and sorrow. Do you agree?

Now, let's read a short story portraying a man's journey of life and the changes that take place in his surroundings and society.

Half a Day

- Naguib Mahfouz

1 I proceeded alongside my father, clutching his right hand, running to keep up with his long strides. All my clothes were new: the black shoes, the green school uniform, and the red tarboosh. My delight in my new clothes, however, was mixed, for this was no feast day, but the day on which I was to be cast into school for the first time.

2 My mother stood at the window watching us, and I would turn toward her from time to time, appealing for help. We walked along a street lined with gardens; on both sides were extensive fields planted with crops, prickly pears, henna trees, and a few date palms.

"Why school?" I challenged my father openly. "I shall never do anything to annoy you."

3 "I'm not punishing you, am I?" he said, laughing. "School's not a punishment. It's the factory that makes useful people out of children. Don't you want to grow up?"

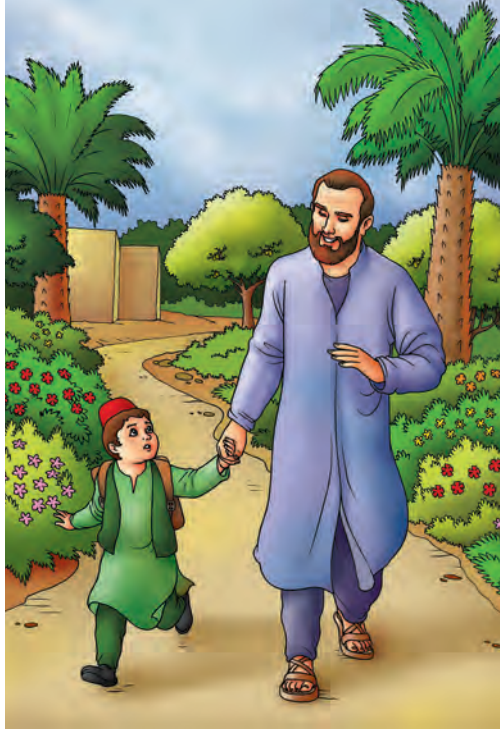
While we read ———

- 'My delight in my new clothes, however, was mixed....' Why does the child have mixed feelings about his new clothes?
- What help does the boy expect from his mother?
- How does the author describe the sights on the way to school?

Describe the sights you see on your way to school.

My words ———

4 I was not convinced. I did not believe there was really any good to be had in tearing me away from the intimacy of my home and throwing me into this building. It looked like some huge, high-walled fortress, stern and grim.



5 When we arrived at the gate, we could see the courtyard, vast and crammed full of boys and girls. “Go in by yourself,” said my father, “and join them. Put a smile on your face and be a good example to others, won't you?”

6 I hesitated and clung to his hand, but he gently pushed me from him. “Be bold,” he said. “Today you truly begin life. You will find me waiting for you when it's time to leave.”

7 I took a few steps, then stopped and looked, but saw nothing. Then the faces of boys and girls came into view. I did not know a single one of them. None of them knew me. I felt I was a stranger who had lost his way. But glances of curiosity were directed toward me, and a boy approached and asked, “Who brought you?”

“My father,” I whispered.

“My father's dead,” he said quite simply.

8 I did not know what to say. The gate was closed, letting out a pitiable screech. Some of the children burst into tears. The bell rang. A lady came along, followed by a group of men. The men began sorting us into ranks.

9 “This is your new home,” said the woman. “Here too there are mothers and fathers. Here there is everything that is enjoyable and beneficial to knowledge and life. Dry your tears and face life joyfully, won't you?”

While we read —

- d. “School's not a punishment. It's the factory that makes useful people out of children.” Do you agree with these statements? Give reasons.
- e. How does the school appear to the boy from a distance?
- f. What happens when the narrator reaches the school?
- g. What is the effect of the woman's words on the newcomers?

My words —

My questions —

-
-

10 We submitted to the facts, and this submission brought a sort of contentment. Living beings are drawn to other living beings, and from the first moment my heart made friends with such boys as were to be my friends, and fell in love with such girls as I was to be in love with. Then it seemed to me my misgivings had had no basis.

11 I had never imagined school would have this rich variety. We played all sorts of games: swings, the vaulting horse, ball games... In the music room we chanted our first song. We also had our first introduction to language. We saw a globe of the Earth, which revolved and showed the various continents and countries. We started learning the numbers. We ate delicious food, took a little nap, and woke up to go on with friendship and love, play and learning.

12 As our path revealed itself to us, however, we did not find it as totally sweet and unclouded. Dust-laden winds and unexpected accidents could happen suddenly, so we had to be watchful, and very patient. It was not all a matter of playing and fooling around. Rivalries could bring about pain and hatred or give rise to fighting. And while the woman would sometimes smile, she would often scowl and scold. Even more frequently, she would resort to physical punishment.

13 The bell rang announcing the passing of the day and the end of work.

The throngs of children rushed toward the gate, which was opened again. I bade farewell to friends and sweethearts and passed through the gate. I peered around but found no trace of my father, who had promised to be there.

14 I stepped aside to wait. When I had waited for a long time without avail, I decided to return home on my own. After I had taken a few steps, a middle-aged man passed by, and I realised at once that I knew him. He came toward me, smiling, and shook me by the hand, saying, "It's a long time since we last met, how are you?"

With a nod of my head, I agreed with him and in turn asked, "And you, how are you?"

"As you can see, not all that good, the Almighty be praised!"

While we read —

- h. How does the narrator's perception of school change when he begins to interact with other children?
- i. "I had never imagined school would have this rich variety." What does the speaker mean by 'rich variety'?
- j. In the beginning, the narrator uses 'I' to refer to himself. Later it changes to 'we'. What do you think is the reason for the shift?
- k. What are the challenges and difficulties the narrator encounters at school?
- l. "It's a long time since we last met, how are you?" Who says this? How does this encounter help the narrator understand the changes around him?

My words —

My questions —

- .
- .

15 Again he shook me by the hand and went off. I proceeded a few steps, then came to a startled halt. Good Lord! Where was the street lined with gardens? Where had it disappeared to? When did all these vehicles invade it? And when did all these hordes of humanity come to live upon its surface? How did these hills of refuse come to cover its sides? And where were the fields that bordered it?

16 High buildings had taken over, the street surged with children, and disturbing noises shook the air. Then there was a band announcing the opening of a circus, with clowns and weightlifters walking in front. A line of trucks carrying central security troops crawled majestically by.

17 The siren of a fire engine shrieked, and it was not clear how the vehicle would cleave its way to reach the blazing fire. A battle raged between a taxi driver and his passenger, while the passenger's wife called out for help and no one answered. Good God! I was in a daze. My head spun. I almost went crazy. How could all this have happened in half a day, between early morning and sunset? I would find the answer at home with my father. But where was my home? I could see only tall buildings and hordes of people.

18 I hastened on to the crossroads between the gardens and Abu Khoda. I had to cross Abu Khoda to reach my house, but the stream of cars would not let up. The fire engine's siren was shrieking at full pitch as it moved at a snail's pace, and I said to myself, "Let the fire take its pleasure in what it consumes." Extremely irritated, I wondered when I would be able to cross. I stood there a long time, until the young lad employed at the ironing shop on the corner came up to me.

He stretched out his arm and said gallantly, "Grandpa, let me take you across."

(Slightly adapted)

* Abu Khoda - the name of a street in Cairo, Egypt

While we read ———

- m. What emotions and thoughts run through the narrator's mind as he tries to cross the street?
- n. Is this story about half a day or almost a whole life? Give reasons to support your answer.

My words ———

My questions ———

- .
- .



About the author

Naguib Mahfouz was born in Old Cairo, Egypt in 1911. After receiving his bachelor's degree in Philosophy from Cairo University in 1934, Mahfouz joined the Egyptian Civil Service. He is regarded as one of the most important writers in Arabic literature. He was the first Egyptian and the first Arab writer to win the Nobel Prize in Literature. He published 35 novels, around 350 short stories and 26 screenplays. His most famous works include *The Cairo Trilogy* and *Children of Gebelawi*. Many of Mahfouz's works have been made into films. He died on 30 August 2006.



Let's rewind:

Revisit the story and respond to the following questions.

1. "Go in by yourself." Why does the father say so?
2. How does the narrator's father encourage him as they reach school?
3. What is the initial reaction of the other children at school to the boy?
4. How does the woman reassure the children on their first day?
5. What subjects and activities are introduced to the children?
6. Why does the narrator feel a sense of contentment and belonging while at school?
7. "I proceeded a few steps, then came to a startled halt." Why was the narrator startled?
8. Why is the narrator frustrated while waiting at the crossroads?
9. Who offers to help the narrator cross the street? How does he address the narrator? Why does he address him so?
10. Does the story convey the passage of time and the transition from childhood to a second childhood. Discuss.
11. How does the changing landscape and surroundings represent the narrator's sense of displacement and confusion?
12. There is no reference to the name of the character or the locale of the story. What could be the reason for this?
13. The story 'Half a Day' begins with the portrayal of the central character holding his father's hand as he starts his life's journey. When the story ends he is holding the hand of a boy on whom he depends to cross the road. Do you think these actions symbolise some essential aspect of human life? Why? Is the narrator happy in both situations?

Activity 1

The story 'Half a Day' beautifully unfolds the three phases of human life – the age of innocence, the age of growth and learning, and the age of helplessness and dependence. As time progresses, the surroundings change. The experiences we gather shape our attitudes. Now, revisit the story and complete the table identifying the words/phrases/expressions that denote the changes in the setting and attitudes.

Age of innocence	setting	<ul style="list-style-type: none"> • street lined with gardens • •
	attitude	<ul style="list-style-type: none"> • considers school as a punishment • •
Age of growth and learning	setting	<ul style="list-style-type: none"> • rich variety • games •
	attitude	<ul style="list-style-type: none"> • makes friends with boys • •
Age of dependence	setting	<ul style="list-style-type: none"> • high buildings • •
	attitude	<ul style="list-style-type: none"> • feels disturbed • •

Now, using these words/phrases/expressions, you may narrate to the class the changes in the setting of the story and the attitude of the narrator.

The following questions may help you.

- How does the story highlight the rapid transformation of society?
- How does the story portray the passage of time?
- What is the significance of the title 'Half a Day'?
- What change occurs in the attitude of the central character?

Activity 2

The following table presents a few statements related to the story 'Half a Day'. Find reasons for each event stated in the table and write them down in the space provided. The first one has been done for you.

Statement	Reason
The boy was reluctant to go to school.	He was afraid that he would be punished at school.
Father wanted him to go to school.	
School brought him contentment.	
School was not as sweet as he thought.	

Activity 3

Memory Lane

'Half a Day' beautifully illustrates the narrator's journey through time. On the way, he encounters many people, has diverse experiences and undergoes a profound transformation. The following diagram depicts his journey to school as a child and his return as an elderly man.

Look at the diagram carefully and complete the account of Memory Lane suitably, based on your reading of the story. You may make use of the hints.





Let's recall and recreate:

Activity 1

A. Revisit the story 'Half a Day' and complete the following Character Map of the narrator.

Physical Appearance

.....

.....

.....

Personality Traits

.....

.....

.....

Role in the story

.....

.....

.....

Analysis of expressions/ remarks by the author/ other characters

.....

.....

.....



Realisation

.....

.....

.....

B. Now, prepare a character sketch of the narrator.

Introduction:.....

.....

.....

.....

.....

Character traits:.....

.....

.....

.....

.....

Character development:

.....

.....

.....

.....

My opinion:.....

.....

.....

.....

.....

Conclusion:.....

.....

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.....

.....

2. In the story 'Half a Day', the narrator recalls the memories of his very first day at school. Do you remember your first day at school? **Narrate** your experiences to the class.
3. “Dry your tears and face life joyfully...”, said the woman. These words comforted the narrator. What would be the likely **conversation** between the boy and the woman?



Let's read and reflect:

In 'Half a Day,' we have gone through the narrative of a man's voyage in time. Mahfouz's account of the timeless journey of human experience is followed by a moving speech by Selma Lagerlof, the Nobel laureate, who envisions a significant moment in time with her departed father. Her speech reveals the perennial nature of memory and the eternal value of gratitude, in a dream-like scenario.

Debts of Gratitude

- Selma Lagerlof

1 A few days ago I was sitting in the train, bound for Stockholm. It was early evening. There was little light in my compartment and none at all outside. My fellow passengers were dozing, and I was very quiet, listening to the rattling of the train.

2 And then I began to think of all the other times I had come up to Stockholm. It had usually been to do something difficult – such as to pass examinations. And now, I was coming to receive the Prize in Literature. That, too, I thought would be difficult.

3 Deep within me, however, was a wondrous joy at receiving this Prize. I tried to dispel my anxiety by thinking of those who would rejoice at my good fortune. There were my good friends, my brothers and sisters and, first and foremost, my old mother who, sitting back home, was happy to have lived to see this day. But then I thought of my father and felt a deep sorrow that he was no longer

While we read —

- How did the speaker's visit to Stockholm differ from her earlier visits?
- How do you spend time when you go on a long journey?
- "I thought of my father and felt a deep sorrow..." Why was she sad at the thought of her father?

My words —

My questions —

-
-



alive. I could not go and tell him that I had been awarded the Nobel Prize. I knew that no one would have been happier than he to hear this. Yes, it was a deep sorrow to me that I could not tell him.

4 All rustle and bustle ceased and the sound of the wheels became a soothing, peaceful melody. The coaches no longer seemed to run on rails and sleepers, but to glide into space.

5 I sat there and thought how much I should like to see my old father again. So light and soundless was the movement of the train that I could hardly imagine I was on this earth. And so I began to daydream: Just think, if I were going to meet Father in Paradise! I seem to have heard of such things happening to other people – why, then, not to myself? The train went gliding on but it had a long way to go yet, and my thoughts raced ahead of it.

6 Father will certainly be sitting in a rocking chair on a veranda, with a garden full of sunshine, flowers and birds in front of him. He will be reading of course, but when he sees me he will put down his book, push his spectacles high up on his forehead, and get up and walk toward me. He will say, "Good day, my daughter, I am very glad to see you," or "Why, you are here, and how are you, my child?" just as he always used to do.

7 He will settle again in his rocking chair and only then begin to wonder why I have come to see him. "You are sure there is nothing amiss?" he will ask suddenly. "No, Father, all is well," I will reply. But then, just as I am about to break my news to him, I will decide to keep it back just a while longer and try the indirect approach. "I have come to ask you for advice, Father," I will say, "for I am very heavily in debt."

8 "I am afraid you will not get much help from me in this matter," Father will reply. "One may well say of this place that it has everything except money."

9 "Ah, but it is not money that I owe. Do you remember how you used to play the piano and sing Bellman's songs

While we read ———

- d. "The coaches no longer seemed to run on rails and sleepers, but glide into space." Why does the speaker feel so?
- e. What is your impression of the writer's father?
- f. "I have come to ask you for advice,...." What advice does the speaker request of her father?

My words ———

My questions ———

- .
- .

to us children and how you would let us read Tegner and Runeberg and Andersen? It was then that I first fell into debt. Father, how shall I ever repay them for teaching me to love fairy tales and sagas of heroes?"

10 Father will straighten up in his rocking chair and a look of wonder will come into his eyes. "I am glad that I got you into this debt," he will say.

"Yes, you may be right, Father, but then remember that that is not all of it. Think of those poor, homeless vagabonds who used to travel up and down, playing the fool and singing all those songs. What do I not owe to them, to their mischief and mad pranks! And the old men and women sitting in their small grey cottages telling me wonderful stories of water-sprites and trolls and enchanted maidens. It was they who taught me that there is poetry in hard rocks and black forests. And I am in debt not only to people; there is the whole of nature as well. The animals that walk the earth, the birds in the skies, the trees and flowers, they have all told me some of their secrets."

11 Father will be as carefree and relaxed as he used to be. "Never fear, child, there is a remedy for your trouble."

"I don't think, Father, that you really understand how hard it is for me. I am also in debt to my readers. What would have become of me if no one had wanted to read my books? And don't forget all those who have written of me. Think of all those in foreign lands who have worked for me. I owe them gratitude, Father, both for their praise and for their censure."

"Yes, yes," Father will say, and I shall see him look a little less calm.

12 "Remember all who have helped me, Father!" I shall say. "Think of my faithful friend, Esselde, who tried to open doors for me when no one dared to believe in me. All the love that has come to me, the honours, the distinctions! Do you not understand now that I had to come to you to ask how such debts can be paid?"

While we read ———

- g. "...a look of wonder will come into his eyes." What, do you think, is the reason for the change of expression?
- h. Do you think there is poetry in hard rocks and black forests? State reasons.
- i. How does Selma's father console her?
- j. "I owe them gratitude, Father, both for their praise and for their censure." Why is the speaker thankful even to those who criticised her?
- k. What do you think makes Father 'less calm'?
- l. How did her friends and readers contribute to Selma Lagerlof's journey to the Nobel Prize?

My words ———

My questions ———

-
-

13 Father has lowered his head and does not look so hopeful any more.

"I agree, Daughter, it is not going to be easy to find help for you but, surely, there is nothing more you owe anyone?"

"Yes, Father, I have found it difficult enough to bear all that I owed before, but my biggest debt has not yet come. That is why I had to come to you for advice."

14 "I cannot understand how you could owe still more," Father will say. "Oh, yes," I will reply, and then I will tell him all about this.

"I just cannot believe the Academy..." Father will say but, looking at me and seeing my face, he will know it is all true. And, then, every wrinkle in his face will tremble and tears will come into his eyes.

"Think, Father, it is not only honour and money they are bestowing on me. They have shown that they have trust enough in me to single me out before the whole world. How shall I repay this debt?"

15 Father will sit and still no words will come as he thinks. Then, drying tears of joy from his eyes, he will bang down his fist on the arm of the rocking chair and say, "I will not rack my brains about problems that no one in Heaven or on earth can solve. I am too happy that you have been given the Nobel Prize to worry about anything!"

16 Your Majesties, Your Royal Highnesses, Ladies and Gentlemen – having received no better answer than this to all my questions, it only remains to me to ask you to join me in the toast which I have the honour to propose to the Swedish Academy.

While we read _____

- m. How does Father respond when he discovers his daughter's biggest debt?
- n. "How shall I repay this debt?" What does Selma mean by this?

My words _____

My questions _____

-
-



About the author

Selma Lagerlof, the renowned Swedish author, was born on 20 November 1858. She received a private education, which was unusual for girls of her time. Later, she studied at The Royal Advanced Female Teachers' Seminary in Stockholm from 1882 to 1885. She taught at a Swedish high school for girls in Landskrona, Sweden. She was the first woman to win the Nobel Prize in Literature, which was awarded to her in 1909. She was also the first woman to be granted a membership in the Swedish Academy. Two of her notable works are *The Story of Gosta Berling* and *The Invisible Links*. She passed away on 16 March 1940.





Let's rewind:

Read Selma Lagerlof's speech again and respond to the following questions.

1. What is the significance of the journey by train? How does it relate to the narrator's thoughts and reflections?
2. Explain the writer's feelings of indebtedness to nature. Cite instances from the speech.
3. Her father had a prime role in shaping Selma's personality. Describe the role of the following in shaping her life:
 - a. nature
 - b. literature
 - c. art
 - d. her friends and family
 - e. her readers
4. How does Selma express her gratitude?
5. What do you think the speaker means by saying "...my biggest debt has not yet come..."?
6. What, according to you, is Selma Lagerlof's message to her audience and to us?



Let's recall and recreate:

1. Selma Lagerlof has arrived at Stockholm to receive the Nobel Prize in Literature. You are assigned the task of introducing and welcoming her to receive the award. Write the text of the **announcement**.
2. Imagine you are Selma Lagerlof. Write a **letter** to your faithful friend, Esselde, who played a crucial role in your literary journey by opening doors when no one else believed in you.
3. You have been chosen to design a beautifully crafted **certificate of appreciation** to honour Selma Lagerlof, the Nobel Prize winner. The certificate should be visually appealing, highlighting the admiration and gratitude of those honouring her. Use any word processing software available.

Certificate of Appreciation

This certificate is awarded to

.....

.....

.....

.....

.....

Date & Seal **Signature**



Let's read and enjoy :

Selma Lagerlof's banquet speech pays homage to those who helped her along the journey of life. Now, let's read a poem and see how special every moment in life is. Read on.

Nothing Twice

- Wislawa Szymborska



Nothing can ever happen twice.
In consequence, the sorry fact is
that we arrive here improvised
and leave without the chance to practise.

Even if there is no one dumber,
if you're the planet's biggest dunce,
you can't repeat the class in summer:
this course is only offered once.

No day copies yesterday,
no two nights will teach what bliss is
in precisely the same way,
with precisely the same kisses.

One day, perhaps some idle tongue
mentions your name by accident:
I feel as if a rose were flung
into the room, all hue and scent.

The next day, though you're here with me,
I can't help looking at the clock:
A rose? A rose? What could that be?
Is it a flower or a rock?

Why do we treat the fleeting day
with so much needless fear and sorrow?
It's in its nature not to stay:
Today is always gone tomorrow.

With smiles and kisses, we prefer
to seek accord beneath our star,
although we're different (we concur)
just as two drops of water are.

About the author

Maria Wislawa Anna Szymborska, the renowned Polish poet and essayist, is known for her profound and thought-provoking works. She was born in Prowent, Western Poland, on 2 July 1923. Her poetry is celebrated for its intellectual depth, wit, and precision. Some of her most notable works include *Calling Out to Yeti*, *Salt*, *No End of Fun*, *People on a Bridge*, etc. She was awarded the Nobel Prize for Literature for her outstanding contributions to world literature in 1996.



Let's rewind and rejoice:

1. What is the significance of the line 'Nothing can ever happen twice'?
2. What does the word 'course' refer to in the second stanza?
3. What does the poet mean by the words 'this course is only offered once'?
4. How does the poem reveal the uniqueness of each day?
5. When does the poet feel that a rose has been flung into the room?
6. Why can't the poet help looking at the clock?
7. Why does the poet ask us not to treat the fleeting day with fear and sorrow?
8. What does the line 'Today is always gone tomorrow' tell us about the nature of time?
9. How does the poet establish the uniqueness of each individual?



Let's appreciate:

1. How is time portrayed in the poem?
2. What feeling does the mention of 'your name' evoke?
3. What does the clock symbolise?
4. How does the poem view human relationships?

5. What is the tone of the poem, and how does it contribute to the theme?
6. The poem emphasises the importance of enjoying every moment in life. Do you agree? Discuss.








Let's recall and recreate:

Activity 1

Poets use different kinds of images to enhance the meaning of poems. These can be visual, auditory, olfactory, tactile, gustatory, kinaesthetic, etc.

A few examples from the poem 'Nothing Twice' are given below.

- Visual - rose 
- Auditory - some idle tongue, mentions your name 
- Olfactory - scent 
- Kinaesthetic - fleeting day 
- Tactile - kisses 

A. Now, list the instances of imagery and mention their significance in the poem. One has been done for you.

Type of image	Instance	Significance
Visual		
Auditory		
Olfactory		
Kinaesthetic	If a rose were flung into the room	It symbolises unique and unrepeatable moments.
Tactile		

B. Now, write a paragraph about the imagery in the poem.

.....

.....

.....

.....

Activity 2

A. Complete the following worksheet.

Title of the poem.....		
Introduction	About the poet	
	Theme of the poem	
Summary of the poem		
Structure of the poem		
Poetic devices	Instances of alliteration	
	Instances of assonance	
	Rhyme scheme	
	Rhyming words	
	Images	Type of image, the possible symbolism
	Figures of speech	
Message of the poem		
Your views on the poem		

B. Now, write a note of appreciation of the poem using the details in the worksheet.



Let's analyse:

Activity 1

Read the following sentences from the story 'Half a Day'.

I am not punishing you, am I?

Put a smile on your face, won't you?

Why do you think the speaker added these short questions at the end of the sentences above?

.....

We use question tags to seek confirmation from the listeners.

Now, analyse the following sentences and find the relation between the verb phrase in each statement and the question tag. Note these in the space provided. One has been done for you.

No	Statement	Verb/Verb phrase in the statement	Verb/ Verb phrase in the tag
1	This is your new home, isn't it?	is	isn't
2	There is nothing amiss, is there?		
3	My mother stood at the window watching our progress, didn't she?		
4	All my clothes were new, weren't they?		
5	I am in debt, aren't I?		
6	Today you truly begin life, don't you?		
7	Father has lowered his head, hasn't he?		
8	The lady in the school cares for children, doesn't she?		
9	Father will settle again in his rocking chair, won't he?		
10	We also had our first introduction to language, didn't we?		
11	Be a man, won't you?		
12	Let me take you across, shall I?		
13	The coaches no longer seemed to run on rails, did they?		
14	She could hardly imagine she was on this earth, could she?		

Now, complete the conversation.

- Narrator : Our school is a beautiful place,.....?
- Friend : Really. I love it. You too like it,.....?
- Narrator : Yes, I do. Our teachers care for us.
- Friend : They will not let anything amiss happen to us,.....?
- Narrator : The Head Lady really cares for us,.....?
- Friend : Yeah. We have different kinds of toys here. They let us play with them,?
- Narrator : Yes, but only during leisure time. Let's go and play,?

Activity 2

Nainika, a Class IX student, went home and narrated the story 'Half a Day' to her younger brother. The first few sentences of Nainika's narration are given below. Read them carefully.

Nithin, I read an interesting story today.

It's the story of a little boy.

He was taken to school for the first time by his father. All his clothes, the black shoes, the green school uniform, and the red tarboosh were newly bought for the special day.

While he was walking to school he was being watched by his mother. His father and he had walked along a street lined with gardens on both sides. Extensive fields that had been planted with crops, prickly pears, henna trees and a few date palms could be seen on either side of the street.

A. Now, read the story 'Half a Day' again and identify the sentences in the story that convey the same meaning. Write the sentences in the table given below.

A. Sentences from the story	B. Sentences in Nainika's version

Now, let's analyse the sentences.

What difference do you notice between the two sets of sentences in the table?

Which of these sentences express the active role of the doer of the actions mentioned?

The sentences in Column B do not emphasise the doer. These sentences emphasise the action rather than the agent. It is not always necessary to mention the doer of the action, especially if this can be understood or is unknown or unimportant.

Such sentences are in the passive voice.

Where do we use the passive voice?

.....

B. The following sentences are taken from a few real life situations in which the passive voice is used.

Match the sentences in passive voice to the corresponding situation.

Sentences in passive voice	Situations where passive voice is used
The Women's Reservation Bill was passed by the Lok Sabha.	Official announcement
The decision to conduct the tour was taken by the Headmistress.	Business correspondence
The software was installed on the computer.	Reporting an event
The patient was examined by a team of doctors.	Technical documentation
The contract was signed by both parties.	Healthcare and medical reports
The order was accepted by the vendor.	Legal document

Passive voice shifts the focus from the doer to the action. Passivisation involves changing the structure of the verb and its order.

C. A few statements based on the story 'Half a Day' are given below. Analyse them and note the change in the form of the verb.

Sentences in active voice	Sentences in passive voice	Verb/verb phrase in active voice	Verb/verb phrase in passive voice
I challenged my father openly.	My father was openly challenged by me.	challenged	was challenged
He is throwing me into this building.			
Father was tearing me away from my home.			
The men were sorting us.			
He has played all sorts of games.			
We have chanted our first song.			
They had introduced language to us.			
I shall not annoy you.			

D. Your school has won the first prize for one-act play in the District English Olympiad. A journalist noted the following points for a news report.

'Half a Day' — Kannanthali HSS — class IX students — Olympiad name, date, and location — plot of the play—hard work and talent of performers — guidance and support of teachers— audience and judges— appreciation of the efforts of the students and faculty

Help the journalist develop the hints into a **news report**.

Activity 3

A. Here is a retold version of the first part of the story 'Half a Day'. Go through it.

The boy was walking to school with his father. His mother was standing at the door watching them. They walked through a street lined with gardens. Beyond the gardens there was a vast field. The boy thought his father was punishing him by taking him to school. On the way to school he was arguing with his father and his father was trying to convince him that school would be good for him. When they came to the school gate, a few children were playing in the garden.

When do the actions mentioned in the narration take place?

.....

Which of these actions were already complete when they were narrated?

.....

Which of these actions were in progress at the time of narration?

.....

B. Now, pick out the sentences from the passage and complete the table. One has been done for you.

Completed actions		Actions in progress	
Sentence	Verb/verb phrase	Sentence	Verb/verb phrase
They walked through a street lined with gardens.	walked	The boy was walking to school with his father.	was walking

How did you differentiate between the two types of sentences?

.....

What difference do you find in the form of the verbs used in the sentences?

.....

Both sentences are in the past tense.

We use the past form of the verb to state actions completed in the past. Such sentences are said to be in Simple Past Tense.

We use 'was/were + -ing' form of the verb to denote actions in progress in the past.

Such sentences are said to be in the Past Continuous Tense.

Now, retell the story 'Half a Day' in your words. You may use Simple Past Tense or Past Continuous Tense or combinations of these in your narrative.

Activity 4

- A. Look at the following sentences and underline the Noun Phrases in the subject position. One has been done for you.**

All rustle and bustle ceased.

The coaches glide into space.

My father felt a deep sorrow.

All sentences consist of a Noun Phrase(NP) and a Verb Phrase(VP).

- B. Now, mark the Noun Phrases and the Verb Phrases in each of the following sentences:**

The sound of the wheels becomes a soothing, peaceful melody.

Father will straighten up in his rocking chair.

I was coming to receive the Nobel Prize in Literature.

The coaches no longer run on rails and sleepers.

My fellow passengers were dozing in their respective corners.

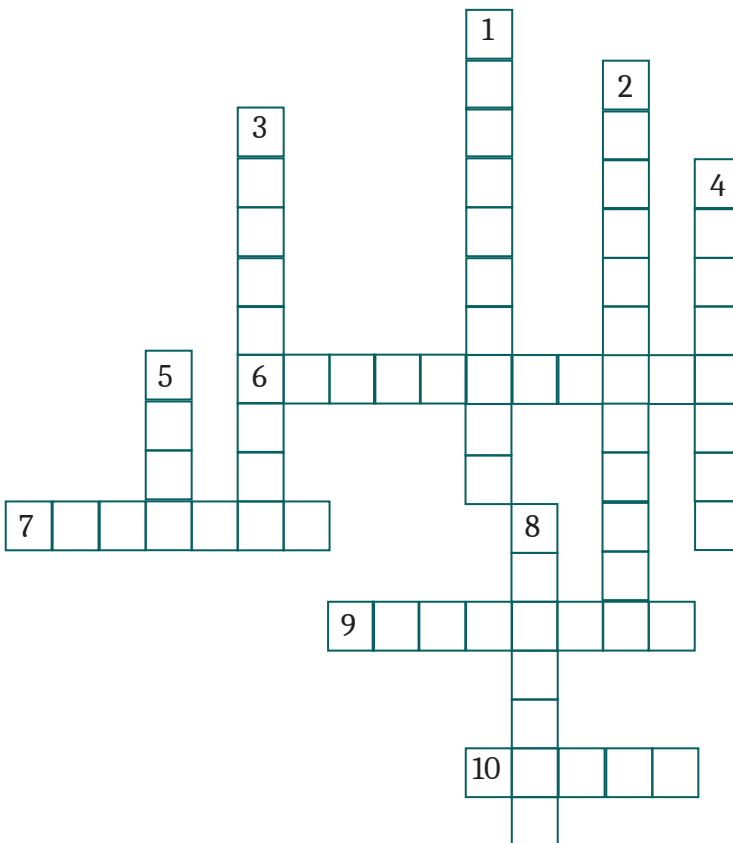
I was listening to the rattling of the train.



Let's play with words:

Activity 1

Solve the word puzzle. The clues given below will help you.



DOWN

1. doubts, apprehensions (10)
2. the quality of continuing with determination (12)
3. very complex (9)
4. leaping or jumping (8)
5. serious, severe, or harsh in appearance (4)
8. a high-pitched, shrill, and loud sound often associated with tyres or brakes (7)

ACROSS

6. A state of happiness, satisfaction, and peace (11)
7. filled or crowded (7)
9. not spoilt or damaged (8)
10. an angry or bad-tempered look (5)

Activity 2

Read the following sentences.

Deep within me there was a **wondrous** joy at receiving the Nobel Prize.

So **light** and **soundless** was the movement of the train.

A **wonderful** look will come into his eyes.

How do the highlighted words add meaning to the sentences?

.....

They provide more information about the nouns that follow them. Such words are called adjectives. Adjectives make descriptions richer and more effective.

A. Now, go through the following passage, identify the adjectives, and note them down.

Imagine those pitiful, penniless wanderers who once roamed the expanse of Varmland in your youthful days, embracing their carefree, playful pranks and melodious tunes. How much I owe to them—all the laughter, the playfulness, the craziness—they painted my youth with vivid hues!

.....

Have you ever wondered if it might be possible for words to put on different hats in different contexts? Would it be possible for a noun or an adverb to turn into an adjective, for example?

.....

B. Now, look at the following sentence from the story 'Half a Day'.

'Dust-laden winds and unexpected accidents came about suddenly, so we had to be watchful and very patient.'

In this sentence, 'dust' and 'laden' are combined to create a single descriptive term to give more information about the noun.

What are such descriptive terms called?

.....

'Dust-laden' is a compound adjective.

A compound adjective is made up of two or more words that work together to describe a noun.

There are other compound adjectives in this unit. Find and note them in the space below.

Compound adjectives

Now, make a few compound adjectives using the words given in the boxes and complete the story. One has been done for you.

double	spoken
red	hearted
kind	lined
tree	storeyed
soft	bricked

A *soft-spoken* girl lived in a small,house on a quietstreet. Every day, she walked to the nearby..... school where she was taught by a.....teacher.

Activity 3

Read the following paragraph about the story 'Half a Day'.

The boy initially fears that life in school will be an unbearable and fearful experience. On the way to school, his father convinces him that school is quite enjoyable and that there is nothing to fear. Later, at school, he talks to the woman in charge and plays with his friends, finding the experience extremely enjoyable and engaging. Over time, he comes to believe in the value of education.

Do the words 'unbearable', 'enjoyable', and 'extremely' convey the same meaning as their root forms 'bear', 'enjoy', and 'extreme'?

The addition of 'un-', '-able', '-ably', etc., at the beginning or end of a word adds shades of meaning to a word. This is called affixation.

A letter or group of letters added to the beginning of a word to make a new word is a **prefix**.

A letter or group of letters added to the end of a word to make a new word is a **suffix**.

Now, complete the table by adding suitable affixes to the words taken from the above passage.

Affixes		
Prefix	Word	Suffix
	<i>fear</i>	<i>ful</i>
.....	<i>value</i>	.....
<i>un</i>	<i>bear</i>	<i>able</i>
	<i>enjoy</i>	.....
	<i>extreme</i>	.....
.....	<i>believe</i>	.....

What happens when affixes are added to words?

Prefixes	Suffixes
change the meaning of the word	change tense/verb forms
•	•
•	•
•	•

Now, create new words by adding the affixes in the box to the words given.

Words		Affixes	
agree	enjoy	dis-	un-
quick	flex	-ible	re-
play	happy	-ly	-able
merge	build	non-	sub-
afford	existent	-ful	-ness
		-ing	-s
		-ed	

Can all affixes be added to all words?

Discuss with your friends and try adding affixes to different words and see if they are appropriate. Also, find out what other changes occur.

Now, complete the given narrative adding appropriate affixes to the words given in the box.

In her vivid dream, Selma Lagerlof met her late father in his..... abode with emotions, she..... discussed with him the immense gratitude she had for every aspect of life that had helped her achieve the..... Nobel Prize.

struggle, prestige, flow, thank, enthusiastic, passionate, heaven



Let's converse:

Activity 1

While walking to school, the boy expresses his fears about school. Father tries to convince him about the importance of education. Read the following conversation between the boy and his father.

"Why school?" I challenged my father openly. "I shall never do anything to annoy you."

"I'm not punishing you, am I?" he said, laughing. "School's not a punishment. It's the factory that makes useful people out of children." I was not convinced.

"I value your opinion, father. How did you feel when you first went to school?"

"To be honest, I too had the same questions in my mind when I walked to school with my father."

"How did you feel after joining school, father?"

"Shortly after I joined school, I began to love it, and with every passing day, I loved it all the more."

- a. Here, the boy is seeking his father's opinion about school life. The father is trying to convince him by stating his opinion. What are the expressions used in the conversation to seek the opinion of another person and to state one's own opinion? Write them down.

-
-
-
-

- b. A few expressions for seeking and stating opinions are given below. Read them.

I'm of the opinion that...	I reckon...
How would you...	I guess...
It's my belief that...	What's your viewpoint on...
I'd say that...	In my opinion...
What's your stance on...	To be honest
It seems to me...	I would like to say...
From my perspective...	As far as I'm concerned...
From where I stand...	To my way of thinking...
In my view...	If you ask me...

Now, arrange them in the respective columns. One has been done for you.

Seeking opinion	Stating opinion
How would you...	In my opinion...

- c. 'I stood there a long time, until the young lad employed at the ironing shop on the corner came up to me. He stretched out his arm and said gallantly, "Grandpa, let me take you across." This is how the story 'Half a Day' ends.

What is your opinion about the ending of the story? Seek the opinion of your friends too. You may use the expressions given above (in Activity 1b.)

Activity 2

- A. Read the following sentence from Selma Lagerlof's banquet speech.

"Think of all those in foreign lands who have worked for me. I owe them gratitude, Father, both for their praise and for their censure."

Note the expression the speaker uses to show her gratitude.

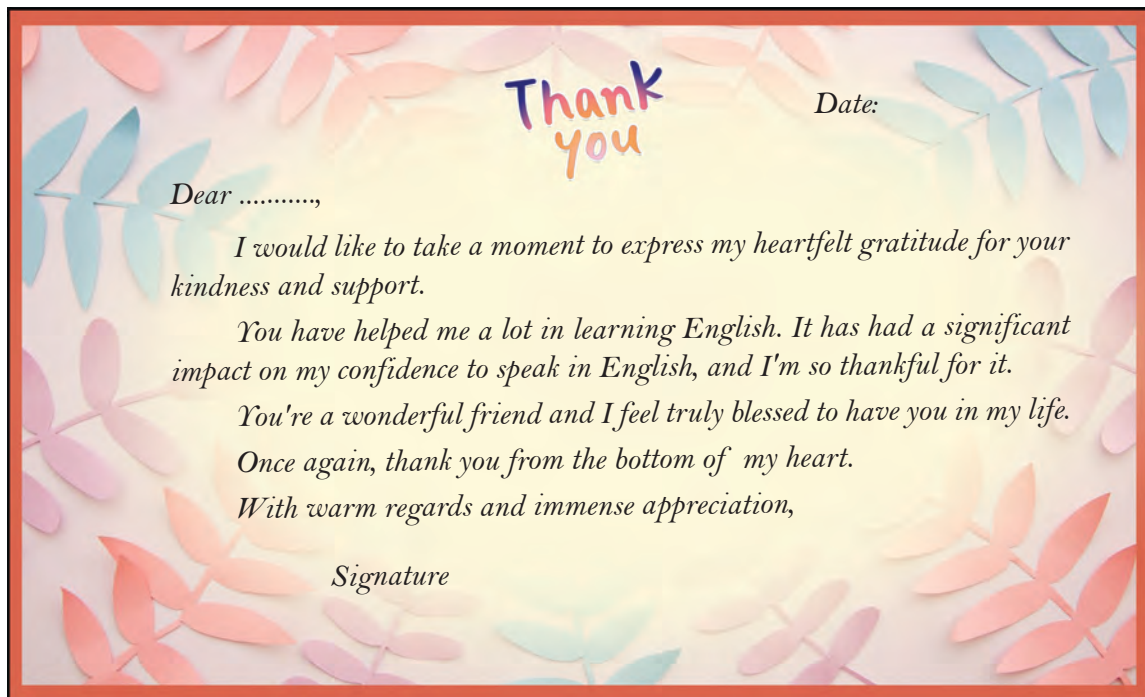
.....

- B. What other expressions can we use to show gratitude? A few are given in the box below. Find more and add them to the list.

Expressions of gratitude
<ul style="list-style-type: none"> • I'm so thankful • You've been so kind • I'm grateful... • You've been a great help... • You've been amazing • I appreciate it • You've made my day • I'm in your debt • I'm so touched by your generosity • I couldn't have done it without you • I'm so grateful for your support • • • •

- C. We can use Gratitude Cards to express our appreciation of any act of kindness and assistance. Here is a sample card.

Gratitude Card



Thank you

Date: _____

Dear,

I would like to take a moment to express my heartfelt gratitude for your kindness and support.

You have helped me a lot in learning English. It has had a significant impact on my confidence to speak in English, and I'm so thankful for it.

You're a wonderful friend and I feel truly blessed to have you in my life.

Once again, thank you from the bottom of my heart.

With warm regards and immense appreciation,

Signature _____

Prepare a Gratitude Card thanking your parents/friends for their love and support.



Let's team up (Group project) :

Read the screenplay of the opening scene of 'Half a Day' given below. Go through it carefully and identify its features.

EXT. VILLAGE-STREET-MORNING

VERY LONG SHOT

The sun hangs low on the horizon, casting long shadows over a picturesque village street. A YOUNG BOY, around six years old, clutches his father's hand as they walk side by side. The boy is dressed in glossy black shoes, a green school uniform, and a vibrant red tarboosh. He is excited about his new clothes, but seems reluctant somehow.

The camera is at ground level, capturing the boy's quick, small steps as he struggles to keep up with his father's long strides.

FATHER, a tall, sturdy man with a warm smile, leads the way.

The camera pans up slightly, showing the boy's innocent face, curious and worried.

MEDIUM SHOT

YOUNG BOY: Why school, *Baba*? I shall never do anything to annoy you.

FATHER : (warmly) I'm not punishing you, my son. School's not a punishment. It's the factory that makes useful people out of children. Don't you want to grow up?

OVER-THE-SHOULDER SHOT

The camera places the viewer behind the boy's shoulder, looking at his mother as he turns towards her.

The young boy raises his brow, not entirely convinced.

LONG SHOT

He glances back towards their home where his MOTHER stands at the window, watching them. The boy turns back to his father, as if appealing for help.

CLOSE-UP SHOT

The camera focuses on the father's smiling face as he tries to explain.

YOUNG BOY: But I promise, I'll never do anything to annoy you. *As they continue to walk, they pass by gardens on both sides of the street.*

MEDIUM SHOT

They approach a formidable building at the end of the road.

WIDE SHOT

The school building looms like a high-walled fortress, its stern and grim appearance contrasting sharply with the warmth of the village.

CLOSE-UP SHOT

YOUNG BOY: Why tear me away from home and throw me into that place?

Camera pans from the boy's face to the father.

MIDDLE SHOT

The father, sensing his son's hesitation, stops and kneels down to the young boy's eye level. He places a reassuring hand on the boy's shoulder.

CLOSE-UP SHOT

FATHER: My son, you'll see that this place will open doors to a world of knowledge and opportunities you can't even imagine now. Trust me, it's a gift we give you, to help you become the best version of yourself.

Camera focuses on the child's face. The young boy looks up at his father, a mixture of fear and hope in his eyes. He takes a deep breath and nods, determined to face this new chapter in his life.

LONG SHOT

The father smiles warmly, his eyes filled with pride and love for his son. Together, they continue their journey towards the imposing school building, a symbol of new beginnings and endless opportunities.

FADE OUT

- a. Now, sit in groups and prepare the screenplay of 'Half a Day'. Make it into a film and screen it. Your teacher will help you.



Glossary

accord (n)	:	peaceful agreement
at a snail's pace	:	moving very slowly
censure (n)	:	criticism
cleave (v)	:	(here) to move quickly through something
conjuror (n)	:	magician
contentment (n)	:	a state of happiness and satisfaction
crammed (adj)	:	filled or crowded
daydream(n)	:	a pleasant fantasy
dispel (v)	:	to eliminate
distinction (n)	:	honour
dunce (n)	:	a person who is slow at learning
enchanted (adj)	:	placed under a magical spell
fleeting (adj)	:	lasting for a very short time
gallantly (adv)	:	in a brave manner
grim (adj)	:	severe in appearance
hordes (n)	:	unruly groups of people
improvise(v)	:	to create and perform spontaneously or without preparation
intricate (adj)	:	very complex
manuscript (n)	:	a hand-written work
melody (n)	:	a pleasing tune
misgivings (n)	:	doubts
perseverance (n)	:	the quality of continuing with determination
rejoice (v)	:	to feel joy or happiness
scowl (v)	:	to show an angry or bad tempered expression
screech (v)	:	to produce a high-pitched, shrill, and loud sound
surge (v)	:	to move rapidly
throngs (n)	:	crowds
unmarred (adj)	:	not spoilt/damaged
vagabond (n)	:	wanderer
vaulting (adj)	:	leaping/jumping

UNIT II

WINDS OF CHANGE

As a young citizen of India, armed with technology, knowledge and love for my nation, I realise a small aim is a crime.

- Dr A. P. J. Abdul Kalam



☐ **Dreams Realised**

☐ **The Toilet**

☐ **Success (Poem)**

- Mahadev Desai

- Gcina Mhlope

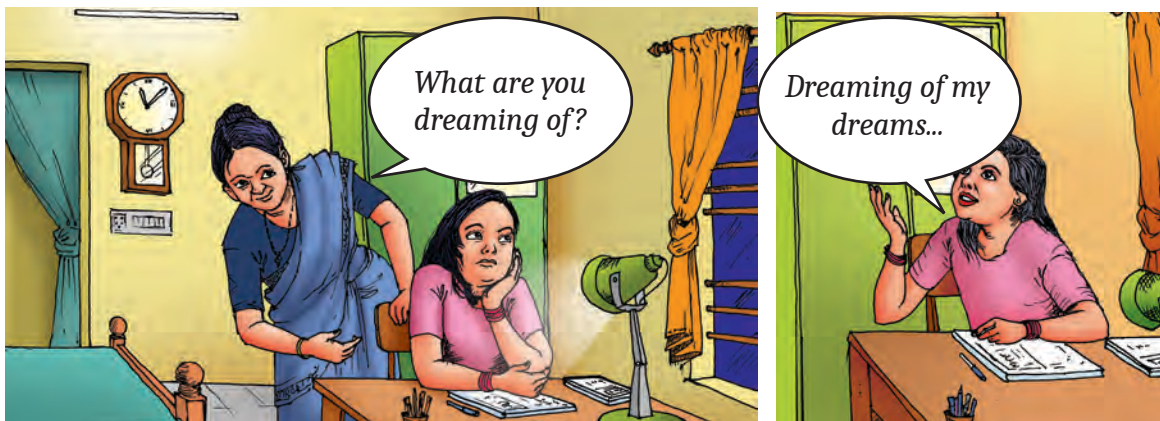
- H. W. Longfellow



Let's log in:

The secret of getting ahead is getting started.

- Mark Twain



We have different dreams and desires that help us achieve success and fulfilment in life, don't we? Now, take a look at the pictures.

- What does the mother ask her daughter?
- What is the girl's reply?
- Does the girl refer to the dreams she had while sleeping? Justify your response.
- Do you have such dreams? Have you ever thought about your dream career?
- Now, think of your career choices and note them down. Tell the class about your dream career and how you wish to accomplish it.

Most people dream of a safe and secure life. However, there are some who dedicate their lives to the service of others. For them, individual preferences are insignificant. Can you name a few who strove for a common cause?

- Nelson Mandela
-
-

What are they famous for? Discuss.



Let's read and reflect:

Gandhiji was passionate about achieving independence for our motherland. He spared no effort for this. Here is an account of Gandhiji's tour of England, during which he explains his idea of a free India. Read on...

Dreams Realised

- Mahadev Desai

1 During his visit to England, Gandhiji attended many meetings that were organised to honour him. The students of France organised a reception for the 'spiritual ambassador of India'. They welcomed him as one bringing light to the exploitation-blinded West and acting as a healing balm to the war-weary Europe. In his reply, Gandhiji addressed them as friends and fellow students. "Since I visited France as a student to see the Exhibition at Paris in 1890, I have learnt something of the traditions of your country, and of the teachings of Rousseau and Victor Hugo. Now, on my entering upon my mission — my very difficult mission in India — it heartens me to find a welcome from you."

2 He expounded the message of non-violence to the youth. He explained that non-violence was no weapon of the weak but of the strongest, that strength was not mere strength of muscle. To a non-violent man, strength of muscle is not necessary, but a strong heart is an absolute necessity. To kill and to be killed in fighting an enemy are acts of bravery, but to stand the blows of your adversaries and not to retaliate is a greater form of bravery. That is precisely what India has been training herself for.

3 In one of his speeches, he brought out the relation between education and non-violence. He said, "Real education consists not in packing the brain with facts and figures, not in passing examinations by reading numerous books, but in developing character..."

While we read —

- Why do you think Gandhiji was considered the 'spiritual ambassador of India'?
- What, according to Gandhiji, is true bravery?
- What is Gandhiji's view of education?

My words —

My questions —

- .
- .

I can say that if you explore the possibilities of non-violence, you will find that without character it will prove a profitless study... In a movement such as we are conducting in India, we need the intellectual sympathy of the whole world...."

4 Scores of letters came to Gandhiji daily from all parts of Britain and the Continent, welcoming him and expressing sympathy for his mission. Old friends who knew him years ago as a young student turned up to see him and all the English friends, including civil servants, made a point of renewing the friendship.

5 Even celebrities who had heard about him were eager to meet him in person. Perhaps, few would believe that when Gandhiji was told that Mr Charlie Chaplin would like to see him, he innocently asked who that distinguished person was. But as soon as he was told that Mr Chaplin came from the people and lived for the people, and that he had made millions laugh, he agreed to meet him.

Chaplin had evidently heard of Gandhiji's spinning wheel and the very first question he asked was why Gandhiji was against machinery. The question delighted



Gandhiji who explained to him in detail why the six months' unemployment of the whole peasant population of India made it important for him to restore them. Gandhiji said, "In cloth and food every nation should be self-contained. We were self-contained and want to be so again."

6 There were requests from various women's organisations for an address by Gandhiji, and he addressed

While we read _____

- d. What merit did Gandhiji see in Chaplin?
- e. What, according to Gandhiji, are the areas in which a nation has to be self-reliant?

My words _____

My questions _____

- .
- .

the Women's India Council in Morley College Hall. At this meeting, Gandhiji took the opportunity of correcting various notions about the women of India. He presented a vivid picture of the heroic part they played during the freedom struggle. "No hindrances have been placed in the way of their entering public life... For several years, when our organisations were declared illegal and those in charge of them put into prison, it was the women who came to the forefront... and filled the jails..."

He then went on to describe how they came out of their homes in one mass and showed an awakening which was miraculous. They took part in processions, defied the law, and bore the lathi blows, without raising a little finger. It was not learned women like Sarojini Naidu but hundreds of unlettered women who had borne lathi blows to the head, bleeding profusely whilst standing unflinchingly, ordering their companions not to move.



7 About Indian independence, Gandhiji made his point of view clear at many a meeting. "I am not here to beg for independence, but I have come as a result of last year's suffering ... There is no such thing as a gift of independence from one nation to another...I am here to testify that we shall continue the process of self-sacrifice until at last no Britisher will want to remain in India as a ruler."

8 At the Federal Structure Committee of the Round Table Conference, Gandhiji spoke about his dream of independent India. "If I want freedom for my country.... I

While we read ———

- f. How did Gandhiji correct various notions about Indian women?
- g. Comment on the contributions of Indian women to the freedom struggle.
- h. What is Gandhiji's concept of Indian independence?

My words ———

My questions ———

- .
- .

do not want that freedom in order that I may exploit any other race upon earth, or any single individual."

9 Thus Gandhiji, along with all the other freedom fighters, persuaded the British rulers to give India her legitimate independence, which, in his words, was her birthright. The dream of independence was accomplished by his inimitable method of unwavering non-violence and non-cooperation.

[Excerpts from 'The Nation's Voice', a collection of Gandhiji's speeches and Mahadev Desai's account of Mahatma Gandhi's journey to England.]

My words _____

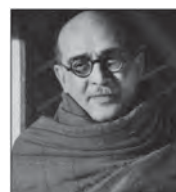
My questions _____

-
-

About the author

Mahadev Haribhai Desai, born on 1 January 1892, was an Indian independence activist, scholar and writer, best remembered as Mahatma Gandhi's personal secretary. He has variously been described as 'Gandhi's Boswell', 'a Plato to Gandhi's Socrates', or 'an Ānanda to Gandhi's Buddha'.

Mahadev Desai was an outstanding writer at ease with Gujarati, Bengali and English. He is highly regarded as a translator and writer in Gujarati. He wrote several biographies such as *Antyaj Sadhu Nand* (1925), *Sant Francis* (1936), *Vir Vallabhbhai* (1928) and *Be Khudai Khidmatgar* (1936) which was a biography of Khan Abdul Gaffar Khan and his brother. He was also a regular contributor to Gandhi's publications *Young India*, *Navjivan* and *The Harijanbandhu*. He died on 15 August 1942 and was posthumously awarded the Sahitya Akademi Award in 1955.



Let's rewind:

Revisit the passage and respond to the following questions.

1. Complete the table below:

According to Gandhiji	
Non violence is	<ul style="list-style-type: none"> • • •
Real education is	<ul style="list-style-type: none"> • • •

2. What is Gandhiji's message of non-violence to the youth?
3. Gandhiji is of the opinion that real education caters to the development of one's character. How far is this true of yourself? Explain, based on your own experience.
4. What is Gandhiji's justification for the use of the spinning wheel?
5. Describe the meeting between Gandhiji and Chaplin.



Let's recall and recreate:

1. You are invited to introduce the lesson 'Dreams Realised' for an episode to be telecast by KITE VICTERS. Note the major points and prepare your **introduction**. You may complete the following chart and use it.

- During his visit to England Gandhiji attended several meetings.
-
-
- He expounded the message of non-violence.
-
-
- When Charlie Chaplin asked for an appointment
-
- He proposed to solve unemployment by
- Real education, according to him, is
- Gandhiji also spoke about the women who
-
-
-
- His idea of independence was
-

2. Imagine you are one of the women who took part in the freedom struggle. Prepare a **write-up** on the hardships faced by your friends and yourself.

You may begin like this : Gandhiji's call to the women of India brought me out of the four walls of my home...

You may include expressions such as:

non-violence

strong heart

bravery

came to the forefront

filled the jails

took part in processions

defied the law

bore lathi blows

bleeding profusely

stood unflinchingly

without raising a little finger

3. Imagine that Gandhiji is interviewed by some of the French students who organised the reception. Frame a few **questions** that they would ask.

4. Gandhiji's secretary informs him that Chaplin wishes to meet him. As Gandhiji does not know Chaplin, the secretary tells him about Chaplin. Write the likely **conversation** between Gandhiji and his secretary.
5. Imagine Chaplin writes a letter to a friend referring to the way he was inspired by Gandhiji to serve society. Draft the likely **letter**.
6. Gandhiji addressed the masses on various occasions and delivered persuasive speeches that inspired millions of people. Some people are talented public speakers with the gift of the gab. They do not need any preparation to deliver a speech. But some others may need a script.

If you get an opportunity to deliver a speech at the school assembly on *Gandhi Jayanthi*, how will you prepare the script? Let's prepare a **script** of the speech highlighting Gandhiji's idea of non-violence, his admiration of the women freedom fighters, his concept of independence, etc.

You can think of the following steps when you draft a speech.

- **Salutation:** Greeting the audience
- **Introducing the topic**
- **Body of the speech**
- **Conclusion**
- **Salutation :** Greeting the audience
How do we address an audience? Discuss.

- When you deliver a speech at school, you may address the principal, the teachers and your schoolmates.
e.g. Good morning, everyone. Dear principal, teachers and friends, ...
- If there are guests of honour, you should address them first.
e.g. Honourable dignitaries on and off the dais, and dear friends, ...

- **Introducing the topic :**
 - the importance of the day
 - the relevance of your topic

How can we introduce a topic? Discuss.

e.g. *On this occasion of celebrating Gandhiji Jayanthi, I think we should remind ourselves of the significance of Gandhiji's message of non-violence, and also the invaluable efforts of our freedom fighters in the struggle for independence.*

o **The body of the speech:**

What does the body of a speech consist of?

.....

In the body of the speech, you can:

- detail the topic and subtopics.
- establish your point using examples, references or relevant quotes.
- pose some questions to set the audience thinking and to retain their attention.

o **Conclusion:**

How do we conclude a speech?

.....

- summing up the ideas
- thanking the audience

Now, draft the speech, keeping the above points in mind.



Let's play with words:

1. Read the following story.

A country was once well-known for its abundant riches and prosperity. It was all because of the king's wise minister who had excellent ideas of administration and governance. But soon, a war broke out with the neighbouring land which made everyone war-weary for years. The king and his people wanted to find a way out. The king expounded the need to bring the war to an end, by signing a treaty of friendship. The courtiers all agreed, but the wise minister knew that the enemies would defy the proposal for friendship and that they would continue to fight, and even retaliate against the insult to them. However, the king wanted to give it a try and decided to send a message to the enemy king, expecting a miraculous change in his attitude. He drafted the message addressing the enemy king, precisely expressing his wish for friendship. The messenger presented himself at the royal court of the enemy king. The unlettered enemy king could not read the message. Thinking that it was another call for battle, the foolish king ordered scores of soldiers to be sent to the battlefield. The messenger returned to his king and informed him about the attack that was sure to come. The king was surprised, but, unflinching, ordered his troops to be prepared. The actions of the enemy king testified the wise prediction of the minister.

Did you enjoy reading the story? Can you find words that you have entered in the 'My Words' list in this story too? Identify the words and write them in the space given below along with the meaning you have guessed. You may also refer to a dictionary.

Word		Meaning
.....	-
.....	-
.....	-
.....	-
.....	-
.....	-
.....	-

2. Gandhiji is referred to as the 'spiritual ambassador of India' in 'Dreams Realised'. Identify similar expressions from the passage that describe a person, a place, or an event, and list them. Hints are given below.

- exploitation-blinded West
- healing
- Europe
-
-
-

3. Here is an excerpt from 'Dreams Realised'.

He then **went on** to describe how they came out of their homes in one mass and showed an awakening which was miraculous.

The expression **went on** has been highlighted. What does it mean?

.....

'Went' and 'on' are two words with different meanings. But, when they are combined, they have a totally different meaning. We call them **phrasal verbs**.

Now, identify such expressions in the passage and write their meaning in your notebook.



Let's perform:

You might have imagined the scene of Chaplin meeting Gandhiji. Won't it be exciting to present their conversation in the form of a **role play**? Your teacher will help you perform the role play in the class.



Let's read and reflect:

"The path from dreams to success does exist. You only need the vision to find it, the courage to get on to it, and the perseverance to follow it."

– Kalpana Chawla

Drawing inspiration from Gandhiji's selfless dedication, let's now move on to the troubled journey of a young girl who strives hard to build a career, burdened by the weight of social inequality and the pain of enforced isolation. Read this excerpt from the memoir of the South African writer Gcina Mhlope for valuable insights on the power of perseverance and personal initiative.

The Toilet

– Gcina Mhlope

1 Sometimes I wanted to give up and be a good girl who listened to her elders. Maybe I should have done something like teaching or nursing as my mother wished. People thought these professions were respectable, but I knew I wanted to do something different, though I was not sure what. I thought a lot about acting.... My mother said that it had been a waste of money educating me, because I did not know what to do with the knowledge I had acquired. I'd come to Johannesburg* for the December holidays after writing my matric exams, and then stayed on, hoping to find something to do.

2 My elder sister worked in Orange Grove* as a domestic worker, and I stayed with her, in her back room. I didn't know anybody in Jo'burg except my sister's friends whom we went to church with. I was very bored and lonely.

3 On weekdays I was locked in my sister's room so that the Madam wouldn't see me. She was at home most of the time: painting her nails, having tea with her friends, or lying in the sun by the pool. The swimming pool was very close to the room, which is why I had to keep very quiet. My sister felt bad about locking me in there, but she had no alternative. I couldn't even play the radio, so she brought me books, old magazines, and newspapers from the white people. I just read every single thing I came

While we read _____

- Do you wish to do something different, like the author? Why?
- Why was the author locked up in the room on weekdays?

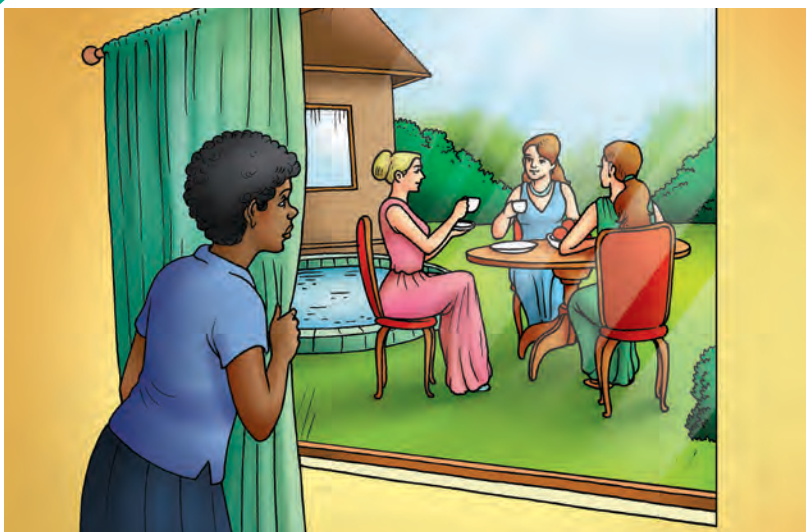
My words _____

My questions _____

- .
- .
- .

*Johannesburg - a city in South Africa

*Orange Grove - a suburb of Johannesburg



across: *Fair Lady*, *Woman's Weekly*, anything. But then my sister thought I was reading too much.

4 Soon I got a temporary job in a clothing factory in town which made clothes for ladies' boutiques. I looked forward to meeting new people and liked the idea of being out of that room for a change. The factory knocked off at four-thirty, and then I went to a park near where my sister worked. I waited there till half past six, when I could sneak into the house again without the white people seeing me. I had to leave the house before half past five in the mornings as well. That meant I had to find something to do with the time I had before I could catch the seven-thirty bus to work – about two hours. I would go to a public toilet in the park. For some reason it was never locked, so I would go in and sit on the toilet seat to read some magazine or other, until the right time to catch the bus.

5 The first time I went into this toilet, I was on my way to the bus stop. Usually, I went straight to the bus stop outside the OK Bazaars where it was well lit, and I could see. I would wait there, reading, or just looking at the growing number of cars and buses on their way to town. On that day it was raining quite hard, so I thought I would shelter in the toilet until the rain passed. I knocked first to see if there was anyone inside. As there was no reply, I pushed the door open and went in. It did not look like it had been painted for a few years. The closed lid of the

While we read ———

- c. What made the author choose the toilet as her private space to read?
- d. Why did the narrator like the toilet?

My words ———

My questions ———

-
-

toilet was going to be my seat for many mornings after that.

6 I was very lucky to have found that toilet because the winter was very cold. Not that it was any warmer in there, but once I'd closed the door it used to be a little less windy. Also, the toilet was very small – the walls were wonderfully close to me – it felt like it was made to fit me alone. I enjoyed that kind of privacy. I did a lot of thinking while I sat on the toilet seat. I did a lot of daydreaming too – many times imagining myself in some big hall doing a really popular play with other young actors.

I would sit there dreaming....

7 I started asking myself why I had not written anything since I left school. At least at school I had written some poems or stories in the school magazine and other magazines, and also for school competitions. Our English teacher was always so encouraging; I remember the day I showed him my first poem – I was so excited I couldn't concentrate in class for the whole day.

8 I didn't know anything about publishing then, and I didn't ask myself if my stories were good enough. I just enjoyed writing things down when I had the time. So, one Friday after I'd started being the toilet's best customer, I bought myself a notebook in which I was hoping to write something. I didn't use it for quite a while until one evening.

9 My sister had taken her usual Thursday afternoon off, and she had been delayed somewhere. I came back from work, then waited in the park for the right time to go back into the yard. The white people always had their supper at six-thirty and that was the time I used to steal my way in without disturbing them or being seen. My comings and goings had to be secret because they still didn't know I stayed there.

10 I realised that she hadn't come back and decided to sit down in front of her room, where I thought I wouldn't be noticed. I was reading a copy of *Drum Magazine* hoping that she would come back soon – before the dogs sniffed

While we read —

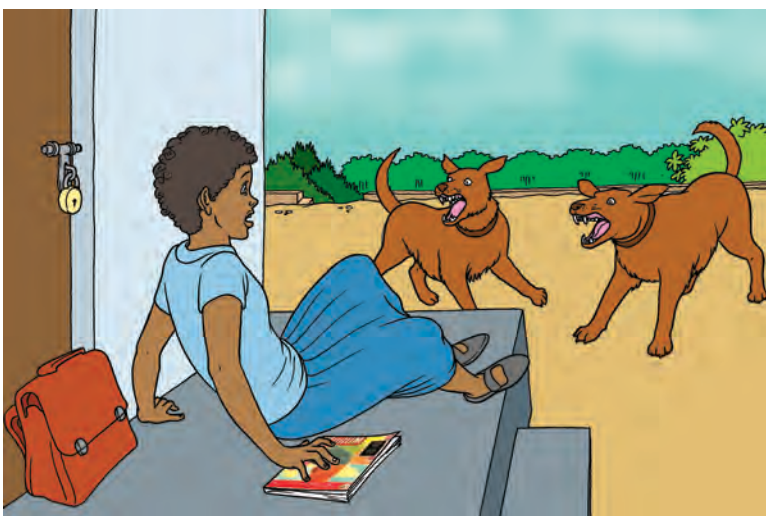
- e. 'I couldn't concentrate in class....', says the narrator. Why?
- f. What prompted the narrator to buy a notebook?
- g. The narrator had to come and go secretly. Why?
- h. How did the narrator manage her secret stay?

My words —

My questions —

.
.

me out. I was trying hard to concentrate on my reading, when I heard two dogs playing, chasing each other nearer and nearer to where I was sitting. And then there they were in front of me, looking as surprised as I was. For a brief moment we stared at each other, then they started to bark at me. I was sure they would tear me to pieces if I moved just one finger, so I sat very still, trying not to look at them, while my heart pounded and my mouth went dry as paper. Then the Madam's high-pitched voice rang out above the dog's barking.



11 “Ireeeeeeene!” That’s my sister’s English name, which we never use. I couldn’t move or answer the call – the dogs were standing right in front of me, their teeth so threateningly long. When there was no reply, she came to see what was going on.

“Oh, it’s you? Hello.” Then the dogs stopped barking, but they hadn’t moved – they were still growling at me.

“Please Madam, the dogs will bite me,” I pleaded, not moving my eyes from them.

“No, they won’t bite you. When did you come in? We didn’t see you.”

“I’ve been here for some time now – my sister isn’t here. I’m waiting to talk to her.”

“Oh – she’s not here? I can give her a message – you go on home—I’ll tell her that you want to see her.”

While we read _____

- i. Why was the narrator unable to move or respond to the call?

My words _____

My questions _____

.
. .

12 Every morning I had to wake up straightaway, roll my bedding and put it all under the bed where my sister was sleeping. I was not supposed to put on the light although it was still dark. I'd light a candle and tiptoe my way out with a soap dish and a toothbrush. I'd do everything and be off the premises by five-thirty with my shoes in my bag – I only put them on once I was safely out of the gate.

Thinking about all these things took my mind away from the biting cold of the night and my wet nose, until I saw my sister walking towards me.

“Mholo, what are you doing outside in the street?” she greeted me. I quickly briefed her on what had happened.

“Oh! What were you doing inside in the first place? You know you should have waited for me so we could walk in together. Then I could say you were visiting or something. Now, you tell me, what am I supposed to say to them if they see you come in again?”

13 She walked angrily towards the gate, with me hesitantly following her. I mumbled my apologies, and followed her in. By some miracle no one seemed to have noticed us and we quickly munched a snack of cold chicken and boiled potatoes and drank our tea, hardly on speaking terms. I just wanted to howl like a dog. I wished somebody would come and be my friend, and tell me that I was not useless, and that my sister did not hate me, and tell me that one day I would have a nice place to live... anything.

14 The next morning, I woke up long before the alarm went off. Some kind of pain within pushed me to do everything at double speed and run to my toilet. I call it my toilet because that is exactly how I felt about it. I felt my spirits really lifting as I put on my shoes outside the gate. I made sure that my notebook was in my bag. I was walking faster, and my feet were feeling lighter all the

While we read _____

- j. What annoyed Irene, the narrator's sister?
- k. Did the narrator feel lonely and sad? Pick out the sentences that justify your response.

My words _____

My questions _____

•
•
•

time. Then I noticed that the door had been painted, and that a new windowpane had replaced the old broken one. I smiled to myself as I reached the door. Before long I was sitting on that toilet seat, writing a poem.

15 Many more mornings saw me sitting there writing. Sometimes it did not need to be a poem. I wrote anything that came to my head – in the same way I would have done if I'd had a friend to talk to. I remember some days when I felt like I was hiding something from my sister. She did not know about my toilet in the park, and she was not in the least interested in my notebook.



16 Then one morning I wanted to write a story about what had happened at work the day before: the supervisor screaming at me for not calling her when I'd seen the people who stole two dresses at lunch time. It all came back to me, and I was smiling when I reached for the door, but it wouldn't open – it was locked!

I think for the first time I accepted that the toilet was not mine after all Slowly I walked over to the bench nearby, watched the early spring sun come up, and wrote the story anyway.

While we read _____

- l. What changes did she notice in the toilet?
- m. What made the narrator accept the fact that the toilet was not hers?

My words _____

My questions _____

-
-

About the author

Gcina Mhlope is a South African storyteller, writer, playwright and actress. She worked as a newsreader at the Press Trust and BBC radio. She tells her stories in four of South Africa's languages : English, Afrikaans, Zulu and Xhosa and also helps motivate children to read. Much of her work has been translated into German, French, Italian, Swahili and Japanese. In 2016, she was listed as one of BBC's 100 Women. From 2019, Mhlope's birthday (24th October) is recognised as National Story telling Day in South Africa. She has been awarded honorary doctorates from seven universities across the world.



Let's rewind:

Activity 1

Revisit the story and respond to the following questions.

1. The public toilet unexpectedly turned out to be a useful and valuable location for the narrator. How did that happen?
2. The narrator did not get any support from her family in becoming a writer. Is support and encouragement really necessary to accomplish one's dream? Discuss.
3. 'Bitter experiences in life moulded Mhlope the writer.' Do you agree? State your reasons.
4. The narrator was always excited to go to the park and occupy the toilet. Substantiate the statement.
5. How did the narrator adapt to the fact that the toilet was not hers?
6. Read the story again and fill up the box given.

Ways of passing leisure time		
Madam	The narrator	Myself
.....
.....
.....



Let's recall and recreate:

1. You wish to send an email to Mhlope, the author of 'The Toilet', congratulating her on her achievements. Draft the **email**.
2. 'The pain you feel today is the strength you have tomorrow.' How far is this true of Mhlope's life? Attempt a **write up** on how our personal struggles shape our future, in the light of your reading of 'The Toilet'.
3. Mhlope has a conversation with her sister on the horrifying experience of her encounter with the dogs. Write the likely **conversation**.



Let's play with words:

Activity 1

Read the following conversation.

- Reena : Sherly, you opened a boutique in the heart of the city, didn't you?
- Sherly : Yes. At last, my dream came true. But the premises of the building where my shop is situated are not kept clean. The people in the neighbourhood throw garbage into the compound.
- Reena : Really? Why didn't you lodge a complaint?
- Sherly : I complained to the office-bearers of the local residents' association. I even briefed the media on the issue. The other day, I had a horrible experience.
- Reena : What happened?
- Sherly : When I opened the shop I found a rat munching on an expensive silk saree. It had sneaked into the shop through a hole in the toilet.
- Reena : Oh! That's disgusting. If I were you, I would faint. What did you do?
- Sherly : With a pounding heart, I rushed out of the shop, screaming. The merchants of the shops nearby came running to the spot. But, when they realized that I had screamed on seeing a rat, they were annoyed. I heard one of them even mumbling, "She's crazy." I'm planning to move to another spot.
- Reena : That'd be better. It's time for me to leave, dear. Just call me if you need any help. See you.
- Sherly : See you.

Did you find words that you had entered in 'My Words' in this conversation? Identify these words and write them in the space below along with the meaning you have guessed.

Word		Meaning
.....	-
.....	-
.....	-
.....	-
.....	-
.....	-

Activity 2

A few expressions from 'The Toilet' that indicate action are listed below.

- stayed on
- went to church with
- sneaked into
- catch the bus
- sit on
- was on my way
- went straight
- would shelter
- toured
- steal my way
- jumped to turn off
- tiptoe my way out
- be off the premises
- walked over

Now, try to **write a story** or **narrate** an incident in your life, using some of these expressions. You may also use other expressions to complete the story.



Let's perform:

Activity 1

The narrator speaks about the horrifying experience she had when Madam's dogs found her. She says "I couldn't move or answer the call – the dogs were standing right in front of me, their teeth so threateningly long." Let's **recreate** the scene and **enact** it in the class. Your teacher will help you.

Activity 2

Your class plans to stage a play portraying Mhlope's life. Prepare the **script** of the play.



Let's listen:

Activity 1

Now, your teacher will play an audio clip in which the author speaks about herself. Listen to it and answer the questions that follow.

- a. Where is the author from?
- b. Name any element that makes a good story.
- c. When does she create a brand-new story?
- d. What campaign is she a part of?

Activity 2

Now, prepare a few questions to interview your favourite writer. Don't forget to do some research on the author and give a short description before preparing the questions.

A short description of the author
.....
.....
.....

Questions
a. b.
c. d.

Now, you may role-play the interview in the class.

Activity 3

- 3. Your teacher will play the audio clip of the poem 'Dreams' by Langston Hughes. After listening to the audio, try to write the lines in your notebook. Then, add a few lines of your own.



Let's read and enjoy :

"I'm a dreamer. I have to dream and reach for the stars, and if I miss a star, then I grab a handful of clouds." - *Mike Tyson*

Gcina Mhlope dreamt big and worked hard to achieve her dream. Her story tells us that sheer hard work and perseverance lead to success. Now, read the poem 'Success' by H. W. Longfellow.

Success

- *Henry Wadsworth Longfellow*



We have not wings, we cannot soar;
But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their solid bastions of the skies,
Are crossed by pathways that appear
As we to higher levels rise.

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

About the author

Henry Wadsworth Longfellow, born on 27 February 1807 was an American poet and educator. He became a professor at Bowdoin College, and later at Harvard College after studying in Europe. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). He became perhaps the most popular American poet of his day. He died on 24 March 1882.



Let's rewind and rejoice:

1. Identify the line that indicates human strength.
2. What do the words 'cloudy summits' and 'pyramids' imply?
3. When do the pyramids appear like gigantic flights of stairs?
4. What do we come across when we rise to higher levels?
5. What makes great men different from their companions?
6. Identify the images of success in the poem, and comment on how they convey the message of the poem.
7. 'The heights by great men reached and kept
Were not attained by sudden flight....' Comment on these lines. Collect a few proverbs that convey the same idea.



Let's recall and recreate:

You have learnt the steps involved in preparing the critical appreciation of a poem. Now, attempt an **appreciation** of the poem 'Success', focusing on its theme, images, rhyme scheme and other techniques.



Let's analyse:

Activity 1

In the memoir 'The Toilet', the narrator speaks about her routine in the past.

"I would go to a public toilet in the park. For some reason it was never locked, so I would go in and sit on the toilet seat to read some magazine or other, until the right time to catch the bus."

Here, 'would' is used to indicate past habitual actions. Is this the only purpose for which 'would' can be used?

- a. **Revisit the text and identify the sentences in which 'would' is used. Also, try to identify the function of 'would' in each sentence/situation.**

Sentence	Purpose of 'would'
On weekdays I was locked in my sister's room so that the Madam wouldn't see me.	to indicate a past habitual action
I was sure they would tear me to pieces.	to indicate certainty
.....
.....

b. Now, examine the following sentences and identify the differences.

I shall go to a public toilet in the park.

I would go to a public toilet in the park.

What difference do you notice between these two sentences?

Write your ideas here:

.....

.....

The first sentence suggests that you plan to use the public toilet in the park.

In the second sentence, the use of 'would' suggests a regular or repeated action in the past.

So, the use of 'would' suggests a habitual action or a regular, repeated action in the past. However, the use of 'would' is not confined to habitual actions alone.

c. Now, let's read the following sentences and try to analyse the use of 'would' in each one.

If I got a chance, I **would** travel the whole world.

Would you please close the window?

When I was a child, I **would** play in the park every evening.

The weather forecast said it **would** be sunny today.

John said he **would** be happy to help with the maths lessons.

Match the above sentences to their corresponding functions. One has been done for you.

habitual action	
polite request	
expressing willingness	John said he would be happy to help with the maths lessons.
conditional statement	
prediction	

Besides indicating habitual actions, 'would' can be used in various contexts: as conditionals, indirect speech, polite requests, making predictions, expressing willingness, etc.

d. Identify a few other functions of 'would'.

Analyse the following situations and complete the sentences.

- a. Direct speech - Madam said to me : "I will inform your sister about your visit."
Indirect speech - Madam told me that she would inform my sister about my visit.

Here, 'would' is used

- b. "Would you mind giving me an appointment with Mr Gandhi?" asked Charlie Chaplin.
Here, 'would' is used

- c. "Would you please reach our office by 8.30 in the morning?" asked Gandhiji's secretary.
.....

- d. Every morning I would go to the public toilet in the park for some privacy to read.
.....

- e. I felt that the Madam would be annoyed if she came to know that I stayed with my sister without her permission.
.....

e. Now, complete the following sentences meaningfully using 'would'.

- (i) If I had more time, (conditional statement)
(ii) ".....?" she asked him. (polite request)
(iii) When I was in school..... (habitual action)
(iv) The teacher expected that the students..... (prediction)
(v) Our neighbour offered (willingness)

f. In the story 'The Toilet', Madam spends time with her friends at the pool. Here is a conversation between two of her friends. Complete the conversation.

Jess : Hey Sarah! Do you remember? When we were kids in the park every evening.

Sarah : Oh, those were such fun times! Jess, passing me the towel, please?

Jess : Not at all, here you go. By the way, if you ever need help with your project,
.....

Sarah : Thanks, Jess. You're always so helpful. If I had more free time, trip next month.

Jess : That would be great! The weather forecast said it

Activity 2

Read the following sentences from 'Dreams Realised'.

- (i) Chaplin had evidently heard of Gandhiji's spinning wheel and the very first question he asked was why Gandhiji was against machinery.
- (ii) Even celebrities who had heard about him were eager to meet him in person.

What is the first sentence about? What are the events referred to?

1.
2.

Now, analyse the second sentence. Which are the events referred to in it?

1.
2.

Which event happened earlier? Which event took place later?

Now, based on your findings fill up the box given below.

Sentence	Earlier Past	Immediate Past
(i)		
(ii)		

We can see that the actions happened at different points of time in the past.

How do we speak about two such past actions in the same sentence?

.....

When we speak about two past events in the same sentence, we use the past perfect to refer to the event or action that happened earlier, whereas simple past is used to refer to the later event.

a. Read the following passage.

Dad had cooked breakfast before Mom woke up and as I had done all my homework, I joined Dad in the kitchen. Mom had worked late the day before and slept on a bit longer. My little brother sat in a corner of the kitchen with the toy car that my uncle had brought him last week. Mom woke up and was happy to see us prepare breakfast. She took some chocolates which she had kept in the fridge. I had seen them before, but never ate any without her permission. She gave us two each and gave Dad none as he had eaten his share the day before. It tasted better than those we had tasted at Aunt Pinky's house.

Now, analyse the sentences in the passage and fill up the box below.

Earlier Past	Immediate Past
Dad had cooked breakfast.	Mom woke up.

b. Look at the timeline given below. Add details about what you did yesterday.

5.00 am	alarm went off
5.35 am	-----
7.00 am	-----
8.00 am	-----
9.25 am	the bell rang
9.30 am	reached school
11.00 am	-----
12.30 pm	-----

c. Now, based on the timeline, write a paragraph using the past perfect and the simple past. You may begin like this :

The alarm had gone off at 5.30 in the morning before I woke up.

.....

.....

.....

.....

.....

Activity 3

You know that Gandhiji always wanted children to develop vocational skills, along with formal education. We live in a world with many career opportunities. How do we choose the career that is ideal for us?

- First, we should test our aptitude. An Aptitude Test called Kerala Differential Aptitude Test or KDAT (<https://www.careerguidance.dhse.kerala.gov.in/>) is offered by our state government. You may take the test to discover your aptitude, and then set your career goals.
- When we approach an employer after finishing our studies, we need to furnish certain details about ourselves. An account of our personal details, educational qualifications and other credentials are furnished in a document that is presented to the employer. Such a document is termed a **Curriculum Vitae**.

What are the features of a Curriculum Vitae or CV? Discuss and list them in the box given.

- Personal details
-
-
-

The format of a **Curriculum Vitae** is given below.

Photograph

1. Contact Information

This part of a CV contains the name, address for communication, email id, and contact number of the person.

2. Introduction

The introduction contains a summary of the person's profile, highlighting the career journey and professional accomplishments in a concise manner.

3. Work Experience

Here, you can give the details of the person's professional experience referring to the names of the firms or offices where they worked, the period and the job profile. Always remember to start with the present and list the previous years' job roles in reverse order.

4. Education

This part of the CV highlights the educational qualifications of the person, starting from the latest acquired.

5. Skills

Here, the relevant additional skills of the person are stated.

Now, prepare your curriculum vitae. Your teacher will suggest a suitable model. You may also refer to a few samples available online and in print.



Let's converse:

Activity 1

Charlie Chaplin wanted some information for an appointment with Gandhiji. What questions might have been asked? A few examples are given:

How long will Mr Gandhi be in London?

Can I meet him tomorrow?

He might also have used expressions like the following:

- May I know...
- Why don't you tell me...
- Could you please tell me ...

What are the other expressions that we may use to seek information?

-
-
-

- a. Imagine that Gcina Mhlope approaches a publisher to publish her first work. Frame a few questions that she might ask in such a situation. You may use the expressions given above.

Activity 2

While the narrator of 'The Toilet' sits in the park, a little girl walks up and asks her if she could share the bench. Here are a few ways in which she could have expressed her request:

Excuse me, may I sit here?

Can I sit on this bench?

Would it be okay if I sit here?

- a. What are some other expressions the little girl could have used?

-
-
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-
-

- b. Now, use the expressions that you have listed to frame a few polite requests for seeking permission.

A few examples are given below.

- Is it okay if I join the conversation?
- May I use your computer?
-
-
-

- c. Now, how will you respond if someone asks for your permission in a particular situation? You may choose to give or refuse permission. Let's go through a few expressions suitable for giving and declining permission.

Giving permission	Declining permission
• Sure...	• I'm afraid not...
• Sure, go ahead...	• I'm afraid you/we can't do that...
• No problem	• I'm sorry, but that's not possible...
•	•
•	•
•	•
•	•
•	•



Let's team up (Group project):

We have learnt about Mahatma Gandhi's role in the struggle for Indian independence. Shall we create a **webpage** on Gandhiji, with details of his life and struggle? What are the features of a webpage? List them.

- Attractive layout
-
-
-
-

You know that the content of a webpage should be presented in an attractive and user-friendly format.

Shall we develop the content for our webpage on Gandhiji? For this, we need to focus on many factors. Can you list some of them?

- a catchy headline
-
-

Content writing caters to different purposes like :

- course description
- online newsletters
- scripts for videos
- marketing various products

Can you add more items to this list?

-
-
-

Content writing is an important part of creating a webpage. It is the process of planning, writing and editing web content that is developed for a specific audience. Content writing is now a career option as well. Many of you can become content developers if you are interested in the career.

- a. **What shall be the content of our webpage? Now, look at the table given below. Column A contains items that you see on a webpage. Match them with their descriptions in column B.**

Column A	Column B
About us	A collection of articles/newsletters that were previously published.
Gallery	Details such as phone number and email id.
FAQs and Answers	A description of your class and school.
Archives	Questions that users might ask and their answers.
Home	A symbol or other small design adopted by an organisation.
Logo	Photos related to the content
Contact us	The first page of a website.

- b. **Now, with these ideas in mind, develop the content for the webpage on Gandhiji.**



Glossary

address(v)	:	to speak to a person or an assembly
bastion(n)	:	(here) stronghold
bear(v)	:	to endure a difficult situation
borne(v pp)	:	(past participle form of 'bear') carried (a physical or mental burden)
defy(v)	:	to disobey
expound(v)	:	to explain something in detail
miraculous(adj)	:	wonderful or surprising
notion(n)	:	idea
precisely(adv)	:	exactly
restore(v)	:	to bring a situation back to the original state
retaliate(v)	:	to respond to a harmful act in the same manner
score(n)	:	a group of twenty
soar(v)	:	to rise up in the sky
subsidiary(adj)	:	less important
testify(v)	:	to prove the truth of something
toil(v)	:	to work very hard
unflinchingly(adv)	:	in a fearless manner
unlettered(adj)	:	uneducated
uprear (v)	:	to raise up
vivid(adj)	:	very clear
war-weary(adj)	:	damaged or exhausted by war
wedge(n)	:	a small piece of wood with a sharp edge



UNIT III

ASPIRE AND EXPLORE

Roaming paths unknown
Adventure's call we answer
World's wonders we own.

(Haiku)



☐ **Sea-Fever (Poem)**

- John Masefield

☐ **The Saga of the Tiffin Carriers**

- Hugh and Colleen Gantzer

☐ **Waiting for Rain**

- Anita Nair



Let's log in:

Tenzing : This is steeper than I thought!
 Edmund : Keep moving. The slope is tough, but so are we.
 Tenzing : Of course. We'll overcome this. We'll push through.
 Edmund : It's the final stretch. We are going to make it.
 Tenzing : Ed, Summit in sight!
 Edmund : Hold on, Tenzing. We are about to achieve the impossible.
 Tenzing : We did it, Ed. We're on top of Mount Everest!
 Edmund : We made history, Tenzing!



Did you read the conversation of the determined duo as they made their way to the summit?

- What is the role of teamwork and cooperation in remarkable human achievements, as demonstrated by Sir Edmund Hillary and Tenzing Norgay? Discuss.

The successful ascent of Mount Everest by Sir Edmund Hillary and Tenzing Norgay marked a historic moment in mountaineering and exploration. The two great pioneers are enduring symbols of human achievement in the face of extreme challenges. During the last few hours of the ascent on 29 May 1953, the remarkable teamwork and mutual support helped Hillary and Tenzing achieve what was seemingly impossible.



Let's read and enjoy :

Exploring nature, whether by trekking in forests, camping in the wild, scaling mountains or sailing the ocean, can be a thrilling adventure. Embracing the unknown and staying open to new possibilities make the journey of life exciting and meaningful. Do you agree? Discuss.

Here is a poem which depicts the sights and sounds of nature. Read on.

Sea-Fever

- John Masefield



I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

About the author

John Edward Masefield, English poet and writer, was the Poet Laureate of Britain from 1930 to 1967. Among his best-known works are the children's novels *The Midnight Folk* and *The Box of Delights*, and the poems *The Everlasting Mercy* and *Sea-Fever*. He also wrote novels of adventure like *Sard Harker* (1924), *Odtaa* (1926), and *Basilissa* (1940). Masefield was awarded the Order of Merit in 1935.



Let's rewind and rejoice:

1. Who is the speaker in the poem?
2. What desire does the speaker express?
3. Mention the things the speaker needs to fulfil his desire.
4. Pick out the words/expressions that convey sensory experiences in the first stanza.
5. Why does the speaker want to go back to the seas?
6. What climate does the sailor prefer for the voyage?
7. Why does the poet compare the wind to a whetted knife?
8. How does the speaker wish his journey to end?
9. How does the poem explore the idea of the 'clear call' mentioned in the second stanza?
10. What does the speaker like about the 'vagrant gypsy life'?

Activity 1

How does the poem highlight the theme of friendship and shared experiences?

.....

.....

.....

Activity 2

Pick out words and expressions from the poem that portray the poet's longing for the liberating life at sea and his sense of adventure.

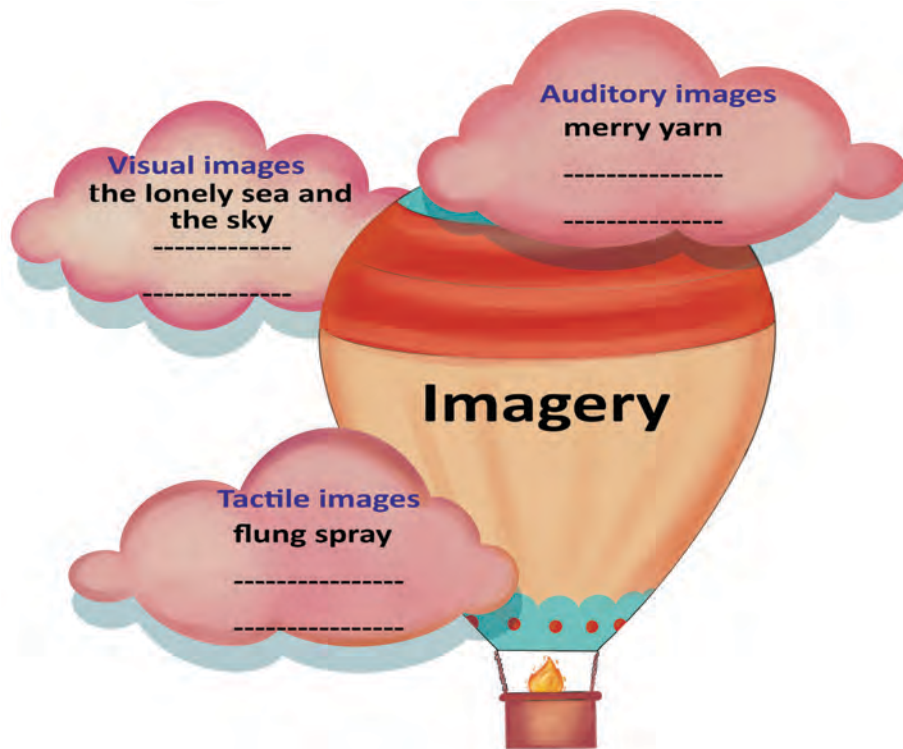
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Activity 3

Imagine you are in a hot air balloon carrying images from the poem 'Sea-Fever'. Fly up and adorn the clouds with appropriate imagery from the poem.



Activity 4

In the poem 'Sea-Fever', poetic devices contribute greatly to the effectiveness of the poem. They reflect the speaker's deep desire for adventure on the sea.



Choose the terms for poetic devices from the picture given above and write them down in the appropriate spaces in the table below.

Poetic devices	Definition	Example from the poem
.....	In this form of imagery, the poet appeals to the reader's sense of sight by describing something that can be seen.	..... .....
Auditory image	This form of poetic imagery appeals to the reader's sense of hearing or sound.	..... .....
.....	In this form of imagery, the poet appeals to the reader's sense of touch by describing something the speaker of the poem feels.	..... .....
.....	A figure of speech in which two unrelated objects are described as being the same	..........
.....	A figure of speech comparing two unlike things using the words 'like' or 'as'	the wind's like a whetted knife
.....	Repetition of an initial consonant sound in words that are adjacent to each other	..........
.....	Repetition of the same or similar vowel sounds within words, phrases, or sentences	..........
.....	Repetition of words, phrases, or lines in a poem	..........
Rhyme scheme	A pattern of rhymes at the end of each line of a poem or song	..........
.....	A literary device that gives human characteristics to non-human or inanimate objects	..........

Activity 5

The central theme of the poem 'Sea-Fever' is the speaker's irresistible longing for the sea and a life of adventure. Analyse and appreciate the poem, focusing on its theme, imagery and other poetic devices.

Activity 6

'Sea-Fever' by John Masefield is a poem that portrays a sailor's strong desire for the sea and his deep yearning for adventure. Find and read the poem 'Remember the Old Road' by Ruskin Bond, available online, where the speaker associates an old road with a sense of adventure and the memories of his youth.

Compare and contrast the themes and representations of the natural world in both the poems.



Let's perform:

Shall we now create a script for the choreography of the poem 'Sea-Fever'?

Let's start by identifying the features of a choreography. List them in the box given.

Characters :

- sea,,, sea-gulls, sailor

Events :

- A ship sailing

.....

.....

- White clouds flying

.....

.....

- Fellow rovers sharing stories

.....

.....

Other features :

.....

.....

Features of a choreography

☐ Characters

☐ Events

☐ Locale

☐

☐

☐

☐

☐

The background music in the choreography serves as the emotional soundtrack that enhances and amplifies the poetic storytelling through movement.

How about providing an appealing background music for the choreography? Choose an instrumental piece that sets the mood of longing and adventure. Recitation of the poem can be done individually, in pairs or in groups.

Now, attempt a script for the choreography of the poem 'Sea-Fever' describing the movements and gestures, and mentioning the background music (BGM) you would use to capture the essence of the poem and the sensory experience it evokes. You may choreograph the poem in groups.



Let's read and reflect:

'Sea-Fever' conveys a sailor's irresistible longing for a life of adventure. Let's take a look at an adventure of a different kind—the challenging task of delivering food every day to almost 200,000 people in the heart of a bustling megalopolis. Only meticulous planning and operational precision could have made this possible. This is the unique and enduring saga of the *dabbawalas*—the lunchbox carriers of Mumbai.

The Saga of the Tiffin Carriers (The Dabbawalas)

- Hugh and Colleen Gantzer



1 They are unique to Mumbai.

No other city in the world has them, because no other city has the special characteristics of this booming, bustling, Big Apple of India. For one thing, skyrocketing land prices make it virtually impossible for the average employee to live near their place of work anywhere in Mumbai.

2 Moreover, Mumbai is a great magnet. It draws people from all over India. Each with their own dietary foibles and taboos. Besides, as the cost of living in Mumbai soared, it became increasingly difficult to get one's meals from downtown eateries. And since we Indians have not yet taken to sandwiches, salads and cold-cuts or even cold

While we read _____

- a. What unique characteristics of Mumbai make the *dabbawalas* essential?

My words _____

My questions _____

•
•
•

food in general, the great army of Mumbai's workers are left with just two options:

3 Starve all through the working day, or dream of having someone deliver your hot, home-cooked meal to your office. An impossible dream? But then, Mumbai is a city where many impossible dreams have become reality. As this one did.

Enter the *dabbawalas*.

4 As former Mumbaikars, we had seen these food couriers hustle on board our commuter trains, rush off at terminuses and trot through crowded roads carrying coffin-sized crates laden with lunches. They were as much a part of the Mumbai scene as the black cabs with yellow tops.

5 In the year 1890, an old Parsi lady in the suburb of Dadar spoke to Mahadu Iwhaji Bacha. She wanted him to help her to get a tiffin carrier across to her husband who worked in the commercial heart of Bombay, as the city was called then. That was the start of the *dabbawalas*. From those humble beginnings, this self-made Indian organisation has grown into a huge network whose incredible efficiency has won the admiration of international business schools and even of Prince (now King) Charles of England.

6 On a humid day in March, to the crash of the carrier-laden crates, called 'trays', being deposited on the

While we read —

- b. What are some of the challenges to the *dabbawala* system?
- c. Who was the first person to seek the services of a *dabbawala*?
- d. What is the range and extent of the *dabbawala* system in Mumbai now?
- e. Why, according to you, did the *dabbawalas* earn recognition and admiration from international business schools?

My words —

My questions —

-
-



pavement, the clang of tiffin carriers being sorted out office-wise, and the announcements from the railway station, we spoke to the President and the members of the Mumbai Tiffin Box Suppliers Association.

7 "How many *dabbawalas* are there today?"

"3,500 plying the Western Railway: 1,500 on the Central Railway. This station, Churchgate, is on the Western Railway. We have two lakh customers and they're growing."

"Really? In spite of fast food eateries?"

"Chhah! You can't live on fast food."

"What time do you pick up the food?"

"The earliest is at 8:00 in the morning. If it is not ready, we leave, but we give that customer one more chance. The next time it is delayed we remove them from our list. We deliver to the office by 1:00 pm sharp, or earlier. We collect by 2:00 pm. If late, we leave. Again, only one more chance. We deliver empty tiffin boxes to customers by 5:30 in the evening, latest. We charge about Rs. 500 per customer every month. Another member chimed in, "I collect tiffin carriers from 20 flats in Andheri; that's so far away!"

"How many fit into a tray?"

"Forty to forty-five. A laden tray weighs 85 to 100 kilos. And there are five changing points where we offload the trays from the train, change them into other trays, and then change them again. It has all to be done very fast, very accurately."

"How do you know which tiffin carrier goes into which tray?"

"We have alpha-numerical markings on every tiffin carrier indicating the location of the flat, the changing points, the delivery points, the *dabbawalas* involved."

"Who worked out this system for you?"

"We did. Can your MBAs do it? Never! In fact, they have often asked us to explain it to them. Even Prince

While we read ———

- f. Do the *dabbawalas* support fast food? Substantiate your answer.
- g. How do the *dabbawalas* ensure the punctuality of the customers?
- h. How are the alpha-numerical markings on the tiffin carriers significant?

My words ———

My questions ———

-
-

Charles did. We sent him a present for his wedding, and we have a letter from him to prove it. Our system is flawless."

"How old is the oldest *dabbawala*?"

"That's Bikaji. He's 74 years old and he's been working for 50 years. The youngest is 21."

8 We watched, fascinated, as the trays arrived and were sorted out into hand-drawn carts, cycles, and even festooned like multiple garlands around the necks and shoulders of delivery *dabbawalas*. We learnt that all *dabbawalas* are put through rigorous training because they have to deal courteously with customers and so, cannot be uncouth or drunk. Moreover, if they forget to wear their distinguishing white caps, they are initially fined for the first offence and then removed from the Association if it should happen again.

They run a very tightly controlled, disciplined organisation.

9 We left the *dabbawalas* to get on with their schedules and walked across to the Tea Centre for our own lunch. In the lobby, next to the lift, we noticed a *dabba* under a trestle table. The guard told us that it belonged to someone in the Textiles Export Promotion Council on an upper floor. We went up and met E.L. Paulo, Director and Secretary of the Council. He lived in the suburbs, on Mira Road, and he had been dealing with the *dabbawalas* for ten years. He told us that they pick up his tiffin carrier at 8:00 every morning.

"In all these ten years," he said, "they have never missed. It's a wonderful service. Very reliable."

10 Such a comment from a senior executive, who has to maintain international standards, is indeed a great endorsement.

While we read ———

- i. The *dabbawalas* undergo rigorous training before they join the system. Do you think such training is essential to ensure the efficiency of any system? Why?
- j. Who was E.L. Paulo, and what was his experience with the *dabbawalas*?

My words ———

My questions ———

-
-

This is particularly commendable when it is applied to a network as wide-ranging and as entirely grassroots-generated as Mumbai's unique *dabbawalas*.

And if you want another endorsement, ask Prince (King) Charles.



Slightly adapted

About the authors

Hugh and Colleen Gantzer are a renowned Indian couple, known for their extensive travel writing, photography, and contributions to the world of travel and tourism. They have spent years exploring the country and its diverse cultures. Their articles have appeared in various publications, both in India and abroad. They have authored several books, including travel guides and travelogues. Their photographs accompany their travel articles and books, providing readers with a visual journey through the destinations they explore.

While we read —

- k. What special recognition did the *dabbawalas* receive from Prince Charles of England, and what might have impressed him about their system?

My words —

My questions —

- .
- .



Let's rewind:

Revisit the passage and respond to the following questions.

1. How does the article on the *dabbawalas* illustrate the importance of discipline and organisational skills? What lessons can we draw from the system?
2. What is the process involved in the flawless system of the *dabbawalas*, from picking up the food to finally returning the empty lunch boxes?
3. Discuss with your friends the role and significance of the *dabbawalas* in Mumbai and note down the points.
4. Explain how the *dabbawalas*' unique service has stood the test of time to meet the needs of the city's diverse population. Support your points with evidence from the passage.
5. How do the *dabbawalas* maintain discipline and professionalism?





Let's recall and recreate:

Activity 1

Mumbai, with its vibrant culture, unique enterprises, historic landmarks and stunning coastline, is a tourist paradise. Imagine yourself as a tourist on a visit to Mumbai, witnessing by chance the unique and internationally acclaimed *dabbawala* system at Churchgate station. How would you pen your experience and feelings in your **diary**?



Activity 2

The unparalleled efficiency and organisational skills of the *dabbawalas* have earned them worldwide recognition. As a journalist who admires this flawless system, you decide to interview the secretary of the *dabbawala* association. Frame a few questions that you would ask the secretary.

Activity 3

The remarkable efficiency of the *dabbawalas* is truly admirable. As the secretary of a youth welfare organisation of your locality, you decide to write a letter to the office bearers of the *dabbawala* association, expressing your sincere appreciation of their service. Draft the **letter**.

Activity 4

The saga of the tiffin carriers of Mumbai fascinated you and your friends. You wish to appreciate and honour the members of the *dabbawala* association at the School Annual Day celebrations. Draft a **notice** informing the public about the event.

Activity 5

The School Annual Day celebration was a feast for the eyes. The highlight of the day was the ceremony to honour the *dabbawalas*. This was widely reported in the media. Draft the likely **news report**.

[illegible]



Let's read and reflect:

Travel writings open a window into diverse cultures, landscapes, and unique experiences, inspiring globetrotters and armchair travellers across the world. Read and enjoy a travel article by a celebrated writer from Kerala. She paints the picture of a journey to her village in search of the reluctant monsoon.

Waiting for Rain

- Anita Nair

In Kerala, much like the rest of India, the monsoon can reduce a region to penury, and its absence can cause the same.



1 The flight nosed into a cloud, and we rocked with the turbulence outside. A peculiar silence crept among the passengers, most of whom were young men seeking the green, the myriad hues of green pastures of Kerala where it seems everything was in abundance but a labour force and rain. The plane rocked some more, and somewhere behind me, a child wailed in fright. An elderly couple alongside, who had been chatting incessantly, was finally quiet.

2 I wondered what the young men from northern India, almost all of them in the uniform of the guest

While we read ———

- What did the author notice about the passengers during the turbulence?
- What were the young men from northern India seeking in Kerala?

My words ———

My questions ———

-
-

worker—jeans, T-shirt, windcheater and sneakers—thought of this turbulent return to their workplace. The memory of the horrific floods in 2018 is still as vivid as they are frightening.

3 All around me was fear and anxiety, which manifested as a reined-in silence and a determined grip on the seat handles. I must have been the only passenger on that flight who was happy with the turbulence. An uneventful flight meant good weather. So, turbulence meant just one thing—wind currents, and hence the monsoon. After all, I was travelling to Kerala to renew my acquaintance with the monsoon. For almost six weeks now, the southwest monsoon has been playing hide-and-



seek. My daily calls to my parents would begin with the query: "Is it raining there?" This wasn't a conversation filler as it tends to be, when two people have

nothing to say to each other. This was a genuine query, for the answer would determine my next set of questions about leaky roofs, slippery paths, power outages, and the ground cover that, with the rain, would take over the land.

4 On July 17, which was the first day of the *Karkitakam* month and when sheets of rain ought to be falling as if the end of the world was drawing near, my mother said the skies had loomed a gunmetal grey, but all they had was a minor spell of reluctant rain, and now the sun was shining. "Where has the rain gone?" she asked. "Has it come to you?"

While we read ———

- c. Why did the turbulence make the author happy?
- d. What was the author's primary reason for travelling to Kerala?
- e. Who did the author call every day? What was the query?
- f. Why was the first day of the month of *Karkitakam* a disappointment for the villagers?

My words ———

My questions ———

-
-

5 Bangalore, the city where I live when not in my village *Mundakkottukurissi* in Kerala, was going through its windy phase. For over a week now, a brutal wind had been sweeping the northern outskirts of the city with a menacing growl. Window shutters banged. Doors unlatched themselves. Around my home, trees creaked and groaned while leaves hissed and whispered. Through night and day, the wind blew, pushing the monsoon clouds away. So, a turbulent flight into Kerala indicated possible rains. Except that, as we descended into Kochi, it seemed to have no rain either.



6 The grey skies suggested rain, but the blanched greenery said something else. A diffidence that leaves one feeling both helpless and powerless. How do you coax a monsoon to do what it ought to be doing?

Not a drop travels with me to my village. When I was last here in June to celebrate the onset of monsoon, which I have done for many years now, the monsoon had failed to break. A few summer storms had escalated the heat, and the meteorological department said that the monsoon was lurking in the Maldives.

7 The villagers had said that the summer drought had been intense. It's been almost two decades since we saw the wells and canals dry up and the water table fall so low, they had said. Nothing is as it was. Build a few more concrete monstrosities, tile some more front yards, and cut down more trees, and in a decade's time, if not earlier, you will be paying for water as I do in Bangalore--Rs 400 for a small tanker of water to supplement the trickle

While we read _____

- g. Where did the author expect to celebrate the onset of the monsoon?
- h. What, according to the author, is the impact of building concrete structures and cutting down trees on water resources?

My words _____

My questions _____

-
-

sourced from the community borewell. And here we are, a week into *Karkitakam* when fields and canals ought to be overflowing and ditches gurgling like streams, and the monsoon still hasn't planted its feet in the ground.

8 At dusk, my sprightly 85-year-old uncle comes calling. Here is a man who straddles the past and present with the same ease he does his scooter (he learnt to ride one when he was 78). He's seen how the monsoon can turn a village into penury and how its lack can cause the same. We talk about how the monsoon once was. The incessant rain would make everything clammy to the touch. The damp would breathe a mustiness onto cloth and grain, turning stone a mossy green.

9 To hear my uncle speak of the rain is to realise how real and human the southwest monsoon is to him. Like the much-awaited visit by a rich relative that turns into a joyless anti-climax, the monsoon has proved to be a disappointment. He accused this year's monsoon of merely "*kaati-kooti poova*." Of making a production with grey skies, rumbling thunder and stillness in the air and then not showing up. Evening turns to night. A lone firefly weaves patterns of light. I watch the night, waiting for some sign of an impending downpour. Eventually, I go to bed.

10 I wake to drumming on my tile roof. It's 2 am, and the monsoon has finally come calling on me. The prodigal son has found his way home. I pulled the sheet to my chin and snuggled deeper into bed. For that, too, is one of the many pleasures of the monsoon. When I wake up at daybreak, the music of the rain is still playing. Plain and *gamaka*-laden notes. High and low decibels. The stately pace of the *vilamba kaalam*. The centre of the *madhyama kaalam*. The quick trot of the *dhrutha kaalam*. The rain beckons me into its arms.

While we read ———

- i. Who does the author compare the monsoon to in terms of anticipation and disappointment?
- j. What did the author's uncle accuse the monsoon of, in the passage?
- k. When did the author finally hear the sound of rain?
- l. How does the author describe the sound and feeling of rain?

My words ———

My questions ———

-
-

The rain falls.

11 I make a cup of tea and sit on the swing seat on the verandah. I watch the rain as if it were an exotic migratory bird. Afraid to even sigh in pleasure, for I might frighten it away. What tales do each raindrop hold? What lessons will it teach? What gifts will it offer? The magic of the monsoon resonates in me as a sense of well-being.

For now, the world is a beautiful place.



While we read _____

m. Why was the author afraid even to sigh in pleasure while watching the rain?

My words _____

My questions _____

-
-

About the author

Anita Nair is a bestselling and critically acclaimed author of novels such as *The Better Man*, *Ladies Coupe*, *Mistress*, *Lessons in Forgetting*, *Idris: Keeper of the Light* and *Alphabet Soup for Lovers*. Her works include a collection of poems titled *Malabar Mind*, a collection of essays titled *Goodnight and God Bless* and books for children. She has also written plays and the screenplay for the movie adaptation of her novel *Lessons in Forgetting* which was screened in the Indian Panorama at IFFI 2012 and won the National Film Award in 2013. Among other awards, she also won the Kendra Sahitya Akademi and the Kerala Sahitya Akademi awards. She is also the founder of the creative writing and mentorship programme 'Anita's Attic.'



Let's rewind:

Revisit the passage and respond to the following questions.

1. How does the author describe the behaviour of the monsoon?
2. What did the villagers feel about the delayed monsoon?
3. What emotions and sensations did the author experience when the monsoon finally arrived?
4. Discuss the author's anticipation, reflections and experience of the monsoon and the sense of well-being it brings to her.
5. Describe this year's monsoon in your words.



Let's recall and recreate:

Activity 1

Your social media friend, who is an Australian, comes across the article *Waiting for Rain* written by Anita Nair. He sends you an email expressing his wish to visit Kerala during the forthcoming monsoon season. Draft your reply to the **email**.

Activity 2

As the editor of your school magazine, you plan to interview Anita Nair. Draft a **telephone conversation** seeking her consent for a personal interview.

Activity 3

Lush green landscapes, crystal clear beaches and the heavy monsoon made Kerala 'God's Own Country'. However, all these seem to be in danger of extinction. Prepare a **speech** on the need to protect nature and present it in the class.

Activity 4

Collect a few inspiring travel quotes from travel magazines and blogs. Choose photos of your own travel experiences and provide suitable captions to them using the quotes. Now, compile the travel quotes and photos to make a **travel portfolio** for publication in the online magazine of your school.

Activity 5

Shall we make a **video documentary** of 4 to 5 minutes picturising one of your own travel experiences? Draft the script for the documentary including details of the locale, voice-over and camera techniques.



Let's play with words:

Activity 1

Read the excerpt from 'The Saga of the Tiffin Carriers'.

'On a humid day in March, to the **crash** of the carrier-laden crates, the **clang** of tiffin carriers....'



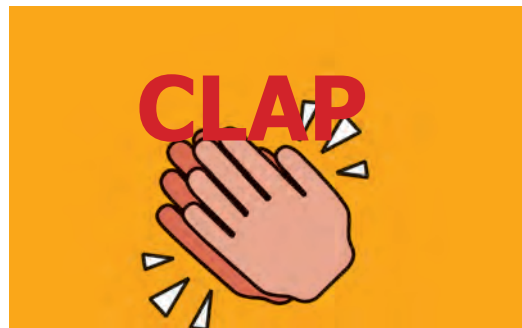
What do the images above convey about the words pictured alongside?

.....






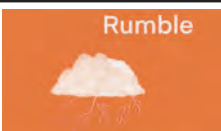

Such words are called onomatopoeic words. The pronunciation of these words imitates the sounds they refer to. **Onomatopoeia** is the use or creation of a word that phonetically imitates, resembles, or suggests the sound that it describes.

- a. Now, circle the onomatopoeic words in the passage below.

For over a week now, a brutal wind had been sweeping the northern outskirts of the city with a menacing growl. Window shutters banged. Doors unlatched themselves. Around my home, trees creaked and groaned while leaves hissed and whispered. And here we are, a week into *Karkitakam* when fields and canals ought to be overflowing and ditches gurgling like streams, and the monsoon still hasn't planted its feet in the ground.



b. Match the onomatopoeic words in column A with the sounds they describe in column B.

Column A	Column B
Beep 	make a continuous deep resonant sound (of thunder, or from the stomach)
Crackle 	laugh in a light, silly way
Flutter 	make a rapid series of short, sharp noises (of objects, or like that of a rattlesnake)
Giggle 	make a short, high-pitched sound (of the horn of a vehicle or an electronic device)
Rattle 	make a noise by moving the wings quickly
Rumble 	make a hissing or popping sound while frying something
Sizzle 	make short, sharp, repetitive sounds in quick succession (as of objects in fire/being cooked over a flame)

c. Find out a few more onomatopoeic words, write them on chart paper and display it in the classroom.

d. Complete the conversation choosing suitable words from those given below.

Dabbawala 1 : Hey! How's your day?

Dabbawala 2 : Terrible! Trains are late, and there's a constant of announcements.

Dabbawala 1 : My cart hit a pothole and there was a loud I hope none of the *dabbas* got

Dabbawala 2 : Goodness! Mumbai roads are always a challenge.

Dabbawala 1 : True. There is so much by vehicles on the roads.

Dabbawala 2 : Don't you hear that from the street food stall? They are frying something.

Dabbawala 1 : I'm hungry. Let us some *vada pav* and get back to work.

Dabbawala 2 : Hurry up. There is a in the sky. It might soon.

honking, blare, gobble, rumbling, sizzle, cracked, drizzle, thud

Activity 2

Let's read the story of Anand, The Unsung Hero.

In the bustling heart of a metropolitan city, there was a **stocky** man named Anand. He was known for his **incredible** knack for solving alpha-numerical puzzles, which he modestly attributed to being one of his foibles. He trotted through the city streets every day, dressed up in a worn-out jacket and he was rarely greeted **courteously** by others. Anand had long been an **uncouth** outcast in a world of polished men and women. One day he received an unexpected call from the officials of a renowned tech company after they were struck by **turbulence** in their security system.



Their alpha-numerical codes had been compromised and Anand was **summoned** to the company's headquarters. The CEO, desperate to save the company's reputation, explained the dire situation. Anand's heart went out to him as he listened to the tale of a man on the brink of **penury**. With **commendable** determination, Anand immersed himself in the tangled mess of codes and encryption. In the eleventh hour, Anand cracked the code and restored the company's security. The CEO's gratitude knew no bounds and he heartily **endorsed** Anand's incredible talent.

Replace the words in bold type in the passage with their synonyms provided in the brackets and rewrite the passage.

(unbelievable, sturdy, certified, respectfully, called, uncivilized,
admirable, destitution, chaos)

Activity 3

Hema went on a trip to Munnar last summer. She was fascinated by the marvels of nature and she penned her experience in the form of a travel story. She needs your help to edit her story. Help her edit the errors.

Last summer, I embarked on a journey too Munnar, India. The whether was perfect, with clear skies and a gentle breeze. Amid lush tee plantations, I couldn't help but marvel at the vibrant flour gardens that adorned the landscape. As I trekked through the hills, I came across a wild bare but managed to keep my cool. At a local café, I savoured a delicious peace of freshly baked cake while taking in the serene view of the tea gardens. There, I was fortunate to meat a friendly local who suggested the best spots to sea the stunning vistas. As the son dipped below the horizon, I couldn't help but pen a fare poem on Munnar's magic beauty in my diary.

[flower, bear, piece, see, fair, to, tea, weather, meet]

a. Note the words you have replaced.

too	-	to
whether	-	.....
tee	-	.....
flour	-	.....
.....	-
.....	-
.....	-
.....	-
.....	-

Why do you think Hema used these words incorrectly?

.....

Such words with the same pronunciation, but different spelling and meaning are termed **homophones**.



b. Hema's travel story is so fascinating that you decide to visit Munnar. You scribble down your thoughts in your diary using a variety of homophones. Complete the diary.

I too would love to visit Munnar. Before starting, I would check whether the weather is fine or not. I would like to see the sea of flower gardens.

Activity 4

Read the sentence given below from 'Waiting for Rain'.

He accused this year's monsoon of merely "*kaati-kooti poova*."

The writer has quoted the exact words of her uncle by **code-switching**, using the technique of **transliteration**.

Code switching involves the use of words, phrases or entire sentences borrowed from a different language, in speech or writing. When the words of a particular language are written in the alphabet of another language, it is called transliteration. These may be used to evoke a sense of cultural or linguistic authenticity in a literary piece.

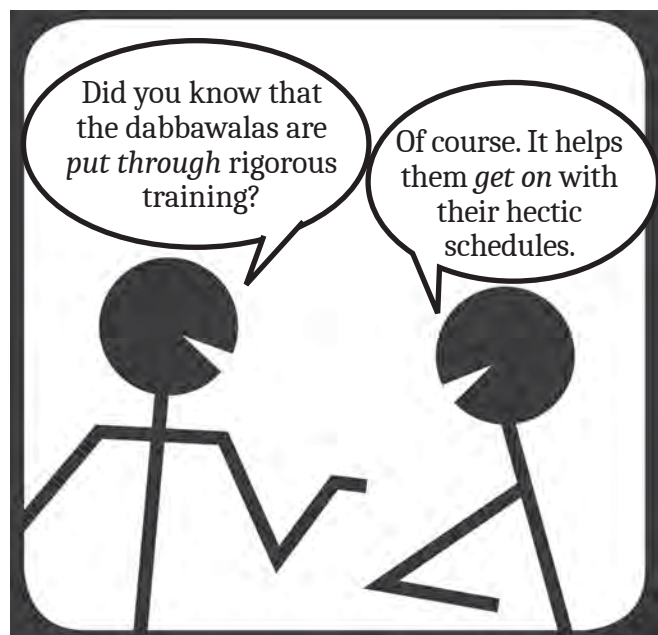
Pick out other examples of transliteration from 'Waiting for Rain'.

Activity 5

Read the conversation between two tourists on a visit to Mumbai.

Did you notice the words in italics in the conversation?

They are called



How about trying to guess the meaning of the phrases from the context?

put through	.....
get on	.....

Now, read the diary entry of a tourist on a visit to Delhi.

Date & day

What an exciting day I've had, exploring the vibrant city of Delhi!

This morning I decided to visit the local markets and I couldn't believe the variety of goods I came across at Chandni Chowk. From spices to jewellery and colourful fabrics, it was a shopper's paradise. I then came by a vendor, who sold some mouthwatering street food. In the afternoon, I came back to my hotel for lunch before heading to Humayun's Tomb and India Gate.

In the evening, I was surprised to find that I had come round to my friend's house. After dinner, we took a rickshaw ride through Old Delhi's narrow lanes. I cannot describe what came over me as we made our way through the chaos and charm of the bustling streets. Tomorrow, I plan to visit the Lotus Temple, and I really hope that the day's plans come off just like today. Delhi has truly come up to my expectations and I can't wait to see what adventures come out of the rest of my trip.

a. Circle the phrasal verbs in the diary entry above and write them in the table below with their meanings. You may add more phrasal verbs to the table.

Phrasal verbs	Meaning
come across	to meet or find someone or something by chance

b. The following passage on 'Nurturing Life Skills' is incomplete. Complete the passage picking phrases from the choices given in the box below.

In the journey of life, individuals often various challenges and opportunities that demand a set of essential life skills. To truly thrive, one must skills such as effective communication, critical thinking, and adaptability. When faced with obstacles, the ability to as resilient is important, as it allows individuals to become stronger and wiser. Moreover, the capacity to with creative solutions is essential for innovation and problem-solving. Hence, acquiring life skills helps empower individuals to on top, not only as survivors but as individuals who flourish in the face of adversity.

come up, come across, come out, come by, come off



Let's analyse:

Activity 1

Read the sentences given below.

Mumbai is a city *that* bustles with activities.

I must have been the only passenger on that flight *who* was happy with the turbulence.

Can you split the above sentences into two clauses?

Here is one way of doing it:

Mumbai is a city (main clause)

that bustles with activities. (subordinate clause)

Now, try to split the second sentence.

.....

Can the italicised words in the above sentences be considered pronouns? Why?

.....

What is the function of these words in the above sentences?

.....

Look at the second sentence once again.

I must have been the only passenger on that flight **who** was happy with the turbulence.



'Who' is a relative pronoun in the above sentence because it introduces a relative clause that provides information about the pronoun 'I' in the main clause. A relative clause is a subordinate clause which specifies or provides information about a person or thing mentioned in the main clause.

Read the sentences given below.

I have a friend *who speaks four languages*.

That is the house in *which I grew up*.

I noticed the lady *who had been explaining family politics to the man*.

Do the **relative clauses** in the above sentences give essential information or only additional information about the nouns they describe? Discuss.

We use **defining relative clauses** to give essential information about someone or something, in order to point out who or what is being referred to. A defining relative clause usually comes immediately after the noun it describes.

Now take a look at these sentences.

Arun, *who is retired now*, spends a lot of time with his grandchildren.

The award was given to Sara, *whose short story impressed the judges*.

A peculiar silence crept among the passengers, *most of whom were young men*.

Are the relative clauses in the above sentences essential to understand who or what we are talking about? Discuss.

They are termed **non-defining relative clauses** because they provide some additional information that is not essential and can be omitted without affecting the content of the sentence.

a. Read the passage on internet etiquette given below.

Internet etiquette, or the guidelines for courteous online behaviour, is crucial in our digital age. The rules that govern online conduct, which include being respectful and considerate, should be followed by all internet users. People, whose intentions may not always be clear online, should be mindful of their words to avoid unintentional offence. Therefore, it's vital to think twice before posting comments or sending messages. For those who are new to online interactions, it's essential to learn and practise the right netiquette.

In discussions and debates, where difference of opinion is common, it is important to engage in them respectfully and constructively. Constructive criticism, which can help improve discussions, should be delivered tactfully. Practising good internet etiquette is a way to foster a more respectful and enjoyable online experience for all.

Pick out the defining and non-defining relative clauses from the above passage and complete the table.

Defining Relative Clause	Non-defining Relative Clause

Activity 2

A) Read the sentences given below.

Do not cut down trees.

Better not rely on fast food.

Please explain the system to us.

What common features do you notice in the sentences above? Discuss, and list them.

.....

a. Match the sentences in column A with their functions in column B.

A Sentences	B Functions
Don't litter here. You'll be fined. Please do not lean out of the window. Do get yourself vaccinated. Mind the gap between the train and the platform. Come in. Clear the road immediately.	invitation warning request orders instructions/directions advice

We have seen that the sentences in column A express requests, suggestions, orders, advice, warnings, etc. Such sentences are called **imperative sentences**.

b. A few situations are pictured below. Write imperative sentences matching each situation.

a.



.....

b.



c.



d.



B) Read the conversation given below.

Secretary : Wear your white cap.

Dabbawala : Please excuse me from wearing the cap today.

A tourist happens to hear the conversation. He/She reports this conversation to a fellow tourist. This is how he/she reports it.

The Secretary instructed the dabbawala to wear the white cap. The Dabbawala requested the Secretary to excuse him from wearing the cap that day.

What changes do you notice when an imperative sentence in direct speech is reported?

1. Speech markers are avoided.
2.
3.

a. Now, change the following sentences into direct speech.

1. The flight steward requested the passengers to keep their baggage in the overhead bins.

.....

2. The cabin crew instructed the passengers to remain seated during take-off.

.....

3. The *dabbawala* advised the customer to have the lunch packed in time.

.....

b. Let's change the imperative sentences given below into reported speech.

1. Pilot: "Passengers, kindly remain seated till the seatbelt signs are switched off."

.....

2. Traffic police officer: "Do not park here."

.....

3. Teacher: "Keep your classroom neat and tidy."

.....

Activity 3

Read the sentence from the 'The Saga of the Tiffin Carriers.'

*This makes it virtually impossible **for** the average employee to live **near** their place **of** work anywhere **in** Mumbai.*

What function do the words given in bold type serve in the above sentence? Discuss.

.....
.....

Such words are termed **prepositions**. A preposition may be followed by a noun, a pronoun or a noun phrase.

a. Read the passage given below on 'Road Safety.'

We need to be aware of the rules and guidelines to ensure our safety and the safety of others while travelling on the road. Always remember to obey traffic signals and signs. Stop at red lights, proceed when the light turns green, and yield to pedestrians crossing the road. Keep a buffer zone between your vehicle and the one ahead, allowing you sufficient time to react in case of sudden stops. Moreover, always wear your seatbelt when you're in a vehicle. Avoid distractions while driving, such as using your phone, which may take your attention away from the road, leading to accidents.

While walking or cycling, be cautious when you cross the road. Always be alert for oncoming vehicles and cross with caution. While walking alongside the road, it's crucial to stay on the pavement. Remember, road safety is everyone's responsibility. Whether you're a driver, pedestrian, or cyclist, following these simple rules will help keep our roads safe for all and reduce the risk of accidents and ensure safer journeys.

Pick out the prepositions from the passage and place them in the box given below.

b. Now, examine the picture and write a paragraph describing the scene using suitable prepositions.



Activity 4

The passage given below has some errors. Let's edit the errors.

The flight nosed into a cloud, and we rocked of the turbulence outside. A peculiar silence crept between the passengers, most of whom were young men from northern India seek the green, the myriad hues of green pastures of Kerala which it seems everything was in abundance but a labour force and rain. The plane rocked sum more, and somewhere with me, a child wailed in fright. An elderly couple alongside, who have been chatting incessantly, was finally quiet.



Let's converse:

Activity 1

Let's presume that a senior *dabbawala* gives some suggestions to a new recruit. Here are a few of his suggestions.

I suggest you board the fast local trains on the Harbour Line.

We had better take into consideration the heavy traffic in South Mumbai.

Don't you think it is a good idea to expand our service to Navi Mumbai?

a. Pick out the expressions used to make suggestions from the above sentences.

The following are a few other expressions used to make suggestions:

- How about...?
- Why don't we...?
- Couldn't we...?
- Does it matter if we...?
- Would you like to...?
- Let's go to...
-
-

b. Now, fancy yourself as a senior *dabbawala* providing suggestions to a new recruit using the expressions given above. Draft the sentences you would use. You may also explore other expressions used to make suggestions.

-
-
-

The new *dabbawala* has the freedom to accept or decline the suggestions of his senior. How will he do it? Let's go through a few expressions for accepting and refusing suggestions.

Accepting suggestions

- Sure, let's...
- Yes, I'd like to/ Yes, I'd love to...
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, that's not a bad idea.
- That sounds like a good idea.

Refusing suggestions

- No, let's not.
- Well, I'd rather...
- I don't feel like it.
- I'm not sure about that idea.
- I'm not very keen on...
- I don't think it will work.



Let's perform:

Write the likely conversation between the senior *dabbawala* and the new recruit, using the expressions above, or any others of your choice. You may role-play the same in the classroom.

Activity 2

Read the following conversation.

- Anita : Will it rain tonight?
 Mother : I'm not sure.
 Anita : *Make a guess!*
 Mother : If I had to *take a guess*, I'd say it would rain tonight.

What do the words given in italics convey?

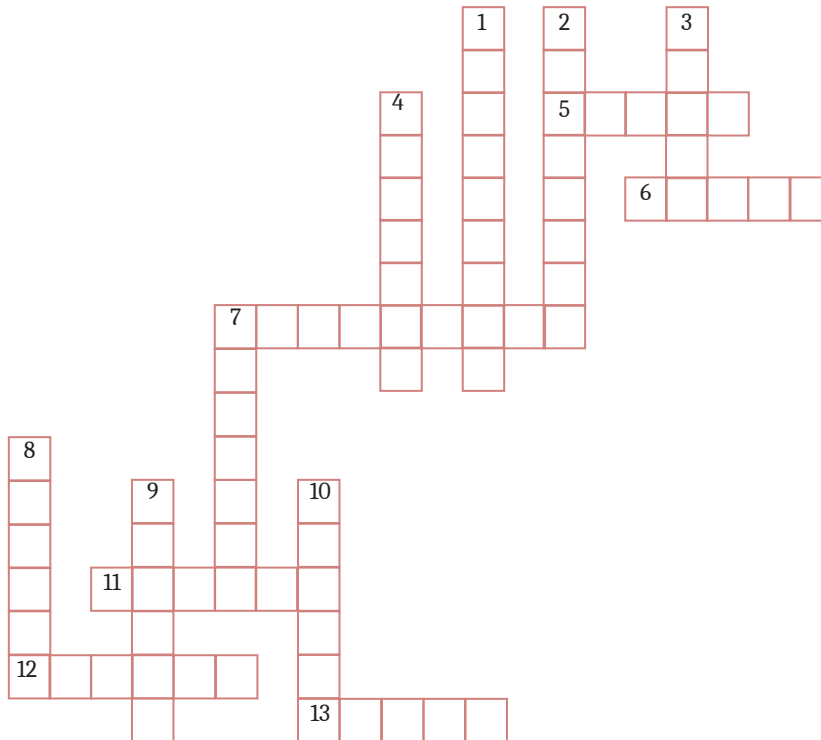
They:-

- give a warning ☐
 - make a suggestion ☐
 - express a guess ☐
- a. Read the expressions given below. Some of them are used to ask people to guess something and the others are used for making guesses. Write them in the table given.
- Can you guess...?
 - I guess...
 - My guess is...
 - Have a guess!
 - I would say...
 - Chances are...
 - Off the top of my head, I think...
 - Guess what! (an expression that introduces a surprising piece of news/information.)
 - Probably...
 - Maybe...

Asking people to guess	Making a guess

Complete the Crossword Puzzle.

The Global Mosaic



ACROSS

5. The land of unity in diversity and the Taj Mahal (5)
6. The land of the rising sun and cherry blossoms (5)
7. Andes mountains define this South American nation (9)
11. The land of maple syrup and the CN Tower (6)
12. The earliest humans lived in this continent, with its magnificent diversity of wildlife (6)
13. The land of the ancient Pyramids and the Sphinx (5)

DOWN

1. Where kangaroos and koalas roam (9)
2. Teardrop shaped island in the Indian Ocean (8)
3. The Great Wall was built in this ancient land (5)
4. The River Thames flows through this land of iconic red double-decker buses and black taxi cabs (7)
7. This is the home of Hollywood and the Statue of Liberty (7)
8. The largest country on Earth, spanning two continents (6)
9. This nation can boast of the Amazon rainforest and a famous Carnival (6)
10. The Eiffel Tower stands tall here (6)



Let's team up (Group project):

Let's find out the eating habits of your friends in this class. Shall we conduct a survey? What are the steps involved in this? Discuss.

The following steps are suggested.

1. Talk to some of your friends about their food preferences and favourite dishes.
2. Identify their food habits from the discussion.
3. Sit with your friends and prepare a few questions for the the survey among your class/schoolmates.
4. Edit and finalise the questionnaire.
5. Conduct interviews using the questionnaire and record the responses.
6. Analyse the data and consolidate it carefully.
7. Draft a report giving suitable illustrations.
8. Edit and correct the report with the help of your teacher.
9. Publish the report in your class/school magazine.



Glossary

alpha-numerical (adj)	:	consisting of letters and numerals
blanch (v)	:	to become white or pale
bustling (adj)	:	full of activity
clammy (adj)	:	sticky or slimy
commendable (adj)	:	praiseworthy
commercial (adj)	:	engaged in business
consummate (adj)	:	showing great skill
courteously (adv)	:	politely, respectfully
downtown (adj)	:	the central part of a town or city
endorsement (n)	:	approval or support
festoon (v)	:	to decorate
foibles (n)	:	minor weaknesses
glower (v)	:	to look angrily at
incessant (adj)	:	continuous
incredible (adj)	:	unbelievable
manifest (v)	:	to demonstrate
menacing (adj)	:	threatening
monstrosity (n)	:	something large and terrifying
musty (adj)	:	stale-smelling
myriad (n)	:	a large number (of something)
penury (n)	:	extreme poverty
sky-rocket (v)	:	to increase very steeply and rapidly
spume (n)	:	froth or foam, especially on waves
steer (v)	:	to guide or control
stocky (adj)	:	broad and sturdy
straddle (v)	:	to sit or stand with one leg on either side
trot (v)	:	to run with short steps
turbulence (n)	:	violent or unsteady movement, chaos
uncouth (adj)	:	rude and unpleasant
unmarred (adj)	:	unspoilt, not damaged
vagrant (n)	:	a homeless wanderer
whet (v)	:	to sharpen the blade of a tool or weapon/a person's interest or curiosity
yarn (n)	:	a long story

[illegible]

Notes

[illegible]

[illegible]

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

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

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

CHILDREN'S RIGHTS

Dear Children,

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

Let's see what your rights are:

- | | |
|--|--|
| <ul style="list-style-type: none">• Right to freedom of speech and expression.• Right to life and liberty.• Right to maximum survival and development.• Right to be respected and accepted regardless of caste, creed and colour.• Right to protection and care against physical, mental and sexual abuse.• Right to participation.• Protection from child labour and hazardous work.• Protection against child marriage.• Right to know one's culture and live accordingly. | <ul style="list-style-type: none">• Protection against neglect.• Right to free and compulsory education.• Right to learn, rest and leisure.• Right to parental and societal care, and protection. |
|--|--|

Major Responsibilities

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

Contact Address:



Kerala State Commission for Protection of Child Rights

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

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

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

Website : www.kescpcr.kerala.gov.in

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

Kerala Police Helpline - 0471 - 3243000/44000/45000

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