

I Come, let's discuss.

Have you seen blind people making their way in the street?

Have you ever talked to them? Have you ever thought about how different their life is from people who have the gift of sight?

How would you feel if you closed your eyes and walked along a busy road?

Don't you think the blind and the deaf need help and encouragement?

Can you imagine the agony of a man who becomes blind later in life?

Can you imagine the joy of a blind man who regains eyesight?

II Let's read on.

Here is the story of a brilliant woman who learnt to read and write despite becoming blind, deaf and dumb when she was a little child. Now read on from her autobiography.

THREE DAYS TO SEE

Helen Keller

1 I have often thought it would be a blessing if each human being was stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

2 Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend, who had just returned from a long walk in the woods, what she had observed. "Nothing in particular," she replied.

3 How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I, who

cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry¹ of a leaf. I pass my hands lovingly about the smooth skin of a silver birch², or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature³ after her winter's sleep. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

4 At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed

1 symmetry : the attractive regular way in which parts are arranged
2 silver birch : a tree with smooth, white bark

3 awakening Nature : In western countries where seasons change dramatically, winter is like a sleep and spring like an awakening of nature.

by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days

5 I should divide the period into three parts. On the first day, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. First I should like to gaze⁴ long upon the face of my dear teacher, Mrs Anne Sullivan Macy. She came to me when I was a child. She opened the outer world to me. I should want to see the outline of her face, so that I could cherish it in my memory. I want to study the face and find in it the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of my education. I should like to see in her eyes that strength of character which has enabled her to stand firm in the face of difficulties. I should also want to see that compassion for all humanity which she has revealed to me often.

6 Oh, the things that I should see if I had the power of sight for three days!

7 The first day would be a busy one. I should call to me all my dear friends and look long into their faces, imprinting upon my mind the outward evidence of the beauty that is within them. I should let

my eyes rest too, on the face of a baby, so that I could catch a vision of the eager, innocent beauty which precedes the individual's consciousness of the conflicts which life develops.

8 And I should like to look into the loyal, trusting eyes of my dogs — the grave, canny little Scottie, Darkie, and the stalwart, understanding Great Dane, Helga, whose warm, tender and playful friendships are so comforting to me.

9 On that busy first day I should also view the small simple things of my home. I want to see the warm colours in the rugs⁵ under my feet, the pictures on the walls, the intimate trifles⁶ that transform a house into a home. My eyes would rest respectfully on the books in raised type which I have read, but they would be more eagerly interested in the printed books which seeing people can read.

10 In the afternoon of that first seeing day, I should like a long walk in the woods and intoxicate⁷ my eyes on the beauties of the world of Nature, try desperately to absorb in a few hours the vast splendour⁸ which is constantly unfolding itself to those who can see. On the way from my woodland⁹ jaunt¹⁰ my path would lie near a farm so that I might see the patient horses ploughing¹¹ the field (perhaps I should see only a tractor!) and the serene

4 gaze (v) : look at something or someone for a long time
 5 rug : a piece of thick heavy cloth
 6 trifles (n) : an item of little value or importance
 7 intoxicate : excite

8 splendour : great beauty which attracts admiration and attention
 9 woodland : an area covered with trees
 10 jaunt (n) : a short trip
 11 plough (v) : turn over the earth to plant seeds

content of men living close to the soil. And I should pray for the glory of a colourful sunset

11 The next day –the second day of sight – I should arise with the dawn and see the thrilling miracle¹² by which night is transformed into day. I should behold with awe¹³ the magnificent panorama¹⁴ of light with which the sun awakens the sleeping earth.

12 This day I should devote to a hasty glimpse¹⁵ of the world, past and present. I should want to see the pageant¹⁶ of man’s progress, the kaleidoscope of the ages. How can so much be compressed¹⁷ into one day?

13 So on this, my second day of sight, I should try to probe¹⁸ into the soul of man through his art. The things I knew through touch I should now see. Oh, there is so much rich meaning and beauty in the art of the ages for you who have eyes to see!

14 The evening of my second day of sight I should spend at a theatre or at the movies. Even now I often attend theatrical performances of all sorts, but the action of the play must be spelled into my hands by a companion. But how I should like to see with my own eyes the fascinating

figure of Hamlet, or the gusty Falstaff amid colourful Elizabethan trappings!

15 The following morning, I should again greet the dawn anxious to discover new delights, for I am sure that, for those who have eyes which really see, the dawn of each day must be a perpetually¹⁹ new revelation of beauty.

16 This, according to the terms of my imagined miracle, is to be my third and last day of sight. Today I shall spend in the workaday world of the present, amid haunts²⁰ of men going about the business of life. And where can one find so many activities and conditions of men as in New York? So the city becomes my destination²¹.

17 I look ahead, and before me rise the fantastic towers of New York, a city that seems to have stepped from the pages of a fairy story. What an awe-inspiring sight, these glittering spires²², these vast banks of stone and steel-structures such as the gods might build for themselves

18 Now I begin my rounds of the city. First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their lives. I see smiles, and I am happy. I see serious

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- 12 miracle : very surprising and unexpected event
 - 13 awe : sense of wonder / respect
 - 14 panorama : uninterrupted view of landscape spread over a wide area
 - 15 glimpse (n) : a quick, passing view
 - 16 pageant : procession; continuous series of events
 - 17 compressed : squeezed together

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- 18 probe (v) : examine closely
 - 19 perpetual : continuing for ever
 - 20 haunt (n) : place where people go habitually
 - 21 destination : place you want to go to/ reach
 - 22 spire : a roof rising steeply to a point on top of a tower

determination, and I am proud. I see suffering, and I am compassionate

19 My third day of sight is drawing to an end. Perhaps there are many serious pursuits²³ to which I should devote the few remaining hours but I am afraid on the evening of that last day I should again run away to the theatre, to a hilariously²⁴ funny play, so that I might appreciate the overtures²⁵ of comedy in the human spirit.

20 At midnight my temporary respite from blindness would cease, and permanent night would close in on me again. Naturally in those three days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realize how much I had left unseen

21 I who am blind can give one hint to those who see — one admonition²⁶ to those who would make full use of the gift of sight; use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains²⁷ of an orchestra as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile²⁸ sense would fail. Smell the perfume of

flowers, taste with relish each morsel²⁹, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

About the author

Helen Keller was born in Alabama, U.S.A. in 1880. When she was only 19 months old, she had a major illness which left her blind and deaf and therefore dumb as well. The child felt completely



cut off from the world till a teacher called Anne Sullivan came into her life, and taught her by communicating through her fingers. Under the able guidance of Mrs Sullivan, Helen Keller began to speak and graduated with honours at Radcliffe College in 1904. Helen Keller published several books. Her life and her writing are a great source of inspiration and a testimony to the will and courage of human beings to overcome all handicaps.

Notes and references

bird in full song : a bird singing at its best

Scottie, Great Dane: different breeds of dogs

Hamlet : the hero of Shakespeare's play *Hamlet*

gusty Falstaff : Falstaff is the most famous comic character in Shakespeare's historical plays. The adjective *gusty* describes vividly Falstaff's vigour and zest for life.

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- 23 pursuit : something you do/ occupy yourself with
 24 hilarious : causing wild laughter
 25 overture (n) : opening with orchestral music
 26 admonition : advice and warning
 27 strains (n) : notes of music
 28 tactile sense : sense of touch
 29 morsel : a very small piece of food

Elizabethan : of the reign of Queen Elizabeth I.

Words, phrases and idioms

shaggy (adj) : *covered with long and even hair*

Its *shaggy* coat helps a sheep preserve its body temperature.

quiver (v) : *tremble with excitement*

When grandmother listened to the devotional song, her lips *quivered* and tears welled up in her eyes.

cherish (v) : *care for tenderly or preserve*

The old man *cherished* the memory of his visit to the holy land.

compassion (n) : *sympathy for the suffering of others*

The President showed great *compassion* to the sick children and sanctioned grants for their welfare.

obvious (adj) : *easily seen or understood; clear*

It is *obvious* that he did not like our remarks and showed it on his face.

chronic (adj) : *lasting for a long time*

There used to be a *chronic* shortage of teachers in our school.

miracle (n) : *something lucky that you did not expect to happen*

Ramu's car was crushed in an accident; it was a *miracle* that the driver escaped unhurt.

pursuit (n) : *the action of chasing*

The city bank has been robbed. The police is in *pursuit* of the criminal who broke into the bank.

accomplish (v) : *succeed in doing something*

Let's *accomplish* the tasks entrusted to us in good time.

admonish (v) : *tell someone that they have done something wrong*

The teacher *admonished* her students for their indifference.

tactile (adj) : *related to touch*

A cockroach has *tactile* antennae with which it can feel objects.

relish (n) : *great enjoyment*

She ate the cake slowly and with *relish*.

glory (n) : *splendour, beauty*

The *glory* of the lakes of Kashmir is unique.

III Read and answer.

The reading passage can be divided for convenience into four sections.

Section A (para 1 to 6)
Section B (para 7 to 10)
Section C (para 11 to 15)
Section D (para 16 to 21)

Section A

The author thinks of the blessings of being able to see and hear. She wonders what she would do if she were able to see and hear.

Section B

On the first day of the return of her eye-sight she would like to see with her own eyes how those who were near and dear to her looked.

Section C

Helen would look at nature and the wide world and its beauty on the second day of her sight.

Section D

On the third day Helen would look at the workaday world. She would visit New York. She would conclude the day's activities by watching a comedy. She would advise those who can see to make the most of their sight.

A Choose the appropriate alternatives to complete the sentences below. Put a ✓ in the box given against them.

- 1 Helen Keller was eager to see the face of a baby because she wanted (*para 7*)
 - to see only babies.
 - to catch its eager innocent beauty.
 - to see no grown-ups at all.
- 2 On the second morning of her sight, she wants to greet the dawn (*para 11*)
 - to watch the miracle of night being transformed into day.
 - for every dawn is unique.
 - for the chirping of birds is sweet.
- 3 Helen Keller plans to visit the theatre because (*para 14*)
 - she would like to spend some time at the theatre.
 - her friends were there.
 - she wanted to watch a comedy.
- 4 "Now I begin my rounds of the city—" The expression, 'rounds of the city' means (*para 18*)
 - the traffic circles in the city.
 - round-shaped buildings in the city.
 - visits to the different places in the city.

B Here are a few sentences for you to complete by choosing one of the following items marked a, b or c.

- 1 When she places her hand on a small tree, Helen feels
 - a the wind swaying the tree.
 - b the smoothness of its bark.
 - c the quiver of a bird in full song.

- 2 The innocent beauty of a baby
 - a precedes a person's perceptions of the conflicts of life.
 - b lasts for ever
 - c is difficult to perceive.
- 3 'Seeing people' here means
 - a those who can see others.
 - b those who are seen by others.
 - c those who are blessed with eyesight.
- 4 To Helen New York is a city
 - a of faeries.
 - b like a faery land.
 - c that has stepped from the pages of a faery tale.
- 5 Helen would want us to
 - a ignore our senses totally.
 - b make the most of our senses.
 - c use our senses sparingly.

C Say if the following are true or false. Mark the true statements with a T and the false with a F in the box given against them.

- 1 A blind person understands the value of eyesight better than someone blessed with it.
- 2 Though blind and deaf, Helen Keller had her own way of seeing the sights and hearing the sounds of nature.
- 3 Anne Sullivan exercised no great influence on Helen Keller.
- 4 Helen Keller had four pet dogs.
- 5 Strength of character helps one to stand firm in the face of difficulties.
- 6 A long walk in the woods intoxicated Helen's eyes.
- 7 Helen Keller had great affection for her dogs.

- 8 Man's progress is referred to as 'the kaleidoscope of the ages.'
- 9 The meaning and beauty of the art of ages, according to Helen Keller, must be richer for people who have eyes to see.
- 10 Helen Keller says that many people do not use their senses properly.

IV Read and write.

1 A Read section A and answer the following questions in a sentence or two each.

- 1 Why does Helen Keller say that it would be a blessing if each human being was stricken blind and deaf for a few days? (*para 1*)
- 2 What would darkness and silence teach men? (*para 5*)
- 3 How did Helen test her 'seeing' friends? What did she find out? (*paras 2,3*)
- 4 'Nothing in particular', a seeing person remarked after a long walk in the woods. What does it imply? (*para 2,3*)
- 5 What is the first sign of awakening nature, according to Helen Keller? (*para 3*)
- 6 What tribute does Helen Keller pay to her teacher Anne Sullivan? (*para 5*)
- 7 In what ways did Anne Sullivan educate Helen Keller? (*para 5*)
- 8 What according to Helen Keller made her life worth living? (*para 5*)

B Read section B and answer the following questions in a sentence or two.

- 1 Why would Helen Keller call her friends to her on the first day of her eyesight? (*para 7*)
- 2 What are so comforting to Helen Keller? (*para 8*)
- 3 What are the trifles that transform a house into a home according to Helen Keller? (*para 9*)

- 4 How do you know that Helen was aware of the beauties of nature? (*para 10*)
- 5 Why does Helen walk by a farm on her way from the woods? (*para 10*)
- 6 What is typical of people living close to the soil? (*para 10*)

C Read section C and answer the following questions in a sentence or two.

- 1 Where does Helen find so much meaning and beauty? (*para 13*)
- 2 What does Helen Keller say about the people of New York? (*para 18*)
- 3 What makes you think that Helen Keller is very much fascinated by the theatre? (*para 19*)
- 4 Why does Helen Keller like to watch comedies? (*para 19*)

D 1 Read section D and answer the following questions in two or three sentences.

- 1 What is the imagined miracle Helen speaks of? (*para 16*)
- 2 What is the awe-inspiring sight Helen is referring to? (*para 17*)
- 3 Why does Helen say permanent night would close in on her? (*para 20*)
- 4 What sort of people does Helen meet during her rounds in New York? What different responses do they evoke in her? (*para 18*)
- 5 Why does Helen conclude that of all the senses sight is the most delightful? Do you agree with her? (*para 21*)

2 Answer the following questions in a word/phrase/ sentence.

- 1 According to Helen Keller, what would teach a man the joys of sound? (*para 1*)

2 “My eyes would rest respectfully on books in raised type”. What does Helen mean by ‘books in raised type’? (para 9)

3 How does Helen Keller derive pleasure from Nature? (para 10)

4 Is Helen Keller an optimist or a pessimist? What makes her one?

3 Answer in a paragraph.

1 What would Helen Keller do on the first day she has her eyesight?

2 What would Helen Keller like to do on the second day of the restoration of her eyesight?

3 Why would Helen Keller choose to visit New York?

4 What are Helen Keller’s words of advice to those who have their sense faculties at their best?

4 Answer in about 150 words.

1 Write a short essay on the dreams cherished by Helen Keller for the three days when she would be blessed with eyesight.

V Put it this way.

i Giving opinion or advice using *should/ would* + *base* form of verb

Consider the following sentences in the passage.

1 Helen : I should call to me all my dear friends. (para 13)

= the best thing for me to do is to call to me all my dear friends.

= the right thing for me to do is to call to me all my dear friends.

That is, it is her view to call all her dear friends to her. (The time of reference is ‘future’.)

2 Helen : I should also view the small simple things. (para 15)

= the desirable thing for me to do is to view the small simple things too.

= the right thing for me to do is to view the small simple things.

(The time referred to is ‘future’.)

ii Now look at the following sentences. Put them into the pattern of the example, in order to give your opinion or advice. Use the verb in brackets. The first one has been done for you.

1 Tom is riding his motorbike. He is not wearing a helmet. That is dangerous.

He should wear a helmet.

2 I am feeling tired. I haven’t eaten anything yet.

I (eat) my breakfast.

3 His salary is very low. It is insufficient.

He (look) for a better job.

4 You made a mistake. You have offended them.

You (apologise)

5 Susan is her friend. She forgot to invite her. She (invite) Susan.

6 Sanal crossed the road in haste. He had a narrow escape from being hit.

Sanal (be) more careful while crossing the road.

7 Meera’s baby was crying all night. She (take) the baby to the doctor.

8 What a beautiful view!

You (take) a photograph of it.

9 Jeevan gets up at 6.30. He is always late for the 7.30 train.

He(get) up early.

iii Describing the result (outcome) of an imagined event.

Consider the following sentence in the passage.

1 Helen : “The first day would be a busy one.”

- This sentence does not refer to a past action/ event.
- It shows the result of an imaginary event in this case, of Helen getting back her vision.
- The time referred to here is the future.
- In this particular case, the imagined event is not likely to happen.

iv Now read the following sentences and use the right form of the verb in brackets to complete them.

- 1 It’s long since we had a holiday. It (be) nice to have a holiday, but we can’t afford it.
- 2 You ought to go and watch the film. You (enjoy) it.
- 3 Why don’t you call on your friend? She (be) very pleased to see you.
- 4 Smitha hasn’t written to me so far.
She had promised me that she (write) to me.
- 5 I am not tired. So I am not going to bed.
I (not/get) any sleep.
- 6 She is very late today.
She said she (not/be) late hereafter.
- 7 I’m surprised that they didn’t call me.
They told me they (call) me next time.

VI Say it this way.

We often have to ask people what their plans are for the day/ week and we also offer them our suggestions. We agree or disagree to a suggestion.

Here are two dialogues. Practise them with your partner in the class.

A Plans for the evening

- Joshi : What’re you doing tonight?
- Rohit : I think I should take my family to the movies. Do you know what’s on?
- Joshi : *The Titanic* is on at the Star.
- Rohit : It should be good, but do you think my mother would like it?
- Joshi : Perhaps not. Then you should go to the Palace where they’re showing something different. Won’t you pass the newspaper?
- Rohit : Here you are.
- Joshi : Oh! No good films anywhere. I think you should put off the programme.

B On the phone

When we speak on the phone, we often use certain words and phrases which form part of a telephonic talk.

- Hari : Hello, Can I speak to the Headmaster, please?
- H.M : Speaking.
- Hari : My son Dennis of Std X A is not able to go to school today . He is not well. I should take him to hospital.
- H.M : Oh! I’m sorry to hear that. What’s happened to him?
- Hari : He suddenly took ill this morning.
- H.M : Did he? Better take him to the doctor.

Hari : I should be on my way in a minute or so.
I would call you back soon.

H.M : OK.

VII Listen and do



You will now listen to a passage. Listen carefully.

The Crow*

You have now listened to a talk on *The Crow*.

Now try and answer the following questions:

a

- 1 What is a chimpanzee famous for?
- 2 To what use does a crow put the range of tools it makes?
- 3 What skills the crow has are said to have come to light?
- 4 What did the female bird do when the male bird made off with the hook?
- 5 What do crows make hooks from?
- 6 How do we know that crows have some understanding of the properties of materials and the uses of a hook?
- 7 Why does the speaker say the crows have acquired a grip on basic physics and engineering?
- 8 What ingenuity do crows show in dropping nuts to break their shells?
- 9 What does a crow do to break a nut if it is flying over soft earth?

b Choose the right option from a, b or c to complete the following sentences.

- 1 The crow has a remarkable talent in tool making
 - a that is the envy of man.

- b that puts the chimpanzees to shame.
- c that it is very proud of.

- 2 From an ordinary piece of wire
 - a a monkey can make a swing
 - b a parrot can make a perch
 - c a crow can make a hook.
- 3 A crow shows the ability to make tools with materials with which it has
 - a no previous experience.
 - b some small experience.
 - c all the experience it might probably need.
- 4 The choice the crows were given was between
 - a a plastic pipe and a bucket.
 - b a straight wire and a hook.
 - c a hook and a plastic pipe.
- 5 Materials like wires
 - a sometimes do not bend and retain their shape.
 - b always bend and retain their shape.
 - c can bend and retain their shape.
- 6 The speaker says the old story of the crow and the pot of water may well be true, for,
 - a the crow is a clever bird.
 - b there have been so many stories of the kind.
 - c nobody has questioned its credibility.

VIII Try and use these words

1 a Look at the phrase in italics in the sentence given below.

“I should behold with awe the panorama of light with which the sun *awakens the sleeping* earth.”

Here ‘awakens’ and ‘sleeping’ are used figuratively – not in the usual, literal sense of the words. When Helen speaks of ‘*imprinting* upon her mind the evidence of the beauty she *saw* in her friends,’ she is again using figurative language.

* **Note to the teacher:** Please see Appendix I. You may also refer to the general guidelines on *Listen and do* given in the **Teachers' Sourcebook**.

In the following phrases, some of the italicised words are used literally and some others are used figuratively. Mark 'L' for literal use and 'F' for figurative use in the boxes given against them.

- 1 the long *night* of my light
- 2 the *kaleidoscope* of the ages
- 3 afternoon of the first *seeing* day
- 4 my temporary *respite* from blindness
- 5 the '*window* of the soul', the eye
- 6 my *seeing* friends
- 7 *opened* the outer world to me
- 8 *greet* the dawn

b Now try and use the italicised words above both figuratively and literally, in sentences of your own.

c Fill in the blanks in the following passage choosing the appropriate word from the brackets given below.

(obvious, reserve, admonished, relished, morsel, negligence)

We ate every _____ of food available, for, we were very hungry. We _____ what little we were able to eat. It was _____ that no food was left in the kitchen. We _____ the cook for his _____ in not keeping some items of food in _____.

2 Read the following sentence from the passage:

At midnight my temporary respite from blindness would cease, and permanent night would *close in on* me again.

You know what a phrasal verb is, don't you? It is a verb formed from two (sometimes three) parts. Most are formed from common verbs (such as *come, go, do* etc.) and a number of adverbs and prepositions such as *away, out,*

off, up, on etc. (These adverbs/ prepositions that combine with the verb are often called a particle.) In most cases their meanings are quite different from the meaning of the verb they are formed from: for example, *come to* means 'to regain consciousness' *go off* means 'to explode', 'to stop' and so on.

Now look at the following sentences:

- 1 Ram *has gone down* with a cold after his trip. (= fallen ill)
- 2 They are *going in for* a new car. (= intending to buy)
- 3 *Come out with* the truth, he said to his friend. (= reveal)
- 4 Many people *have turned away* from Cola recently. (= rejected, stopped taking)
- 5 Let's *do away with* our idle ways; let's work hard. (=give up)
- 6 The missile *zeroed in on* the target. (= hit it straight)

You find here not just one particle after the verb but *two*, one after the other.

This is typical of English.

Now look at the phrasal verbs given in the boxes below. Probably you know the meaning of some of them. Look up the others in your dictionary. Make sentences of your own using them:

- 1 come in for
- 2 come back to
- 3 come down on
- 4 come up with
- 5 come up to
- 6 come out of

- 1 go along with
- 2 go back (up)on
- 3 go on with
- 4 go over to
- 5 go through with
- 6 go up in

Look for similar phrasal verbs and make a note of them whenever you come across them.

IX Do these activities

Conduct a seminar on the problems of the disabled. You may consider the following points and add some of your own.

Blind	Deaf & Dumb	Physically handicapped
<ul style="list-style-type: none"> • unable to move freely • unable to see things around • need help in moving around • unable to read • unable to run • unable to watch TV • few entertainments • suffer from inferiority complex 	<ul style="list-style-type: none"> • unable to hear voices/ sounds • unable to communicate orally • need hearing aids • diffident about mixing freely with others • suffer from inferiority complex 	<ul style="list-style-type: none"> • loss of (the use of) arm, leg or finger • life becomes difficult • partly/ fully dependent on others • lame • hearing impaired • suffer from inferiority complex

X Read aloud.

Read the following with proper pauses marking sense groups, stress, rhythm and intonation. Your teacher will help you.

a A trip by train

Last Friday | I took my wife | and little daughter Sudha | to see the Taj Mahal at Agra. | We took the Taj Express. | Sudha was very excited because | she had never travelled by train before. | She sat near the window | and looked at the trees and houses flying by. | At one station | a fat woman of about fifty | came into our compartment | and sat facing us. |

When the train left the station | the woman opened her bag | took out a tube of lipstick | and began to dab it on her lips. | “Why are you doing that?” | asked Sudha | “To make my face beautiful” | said the woman | “But your face is still ugly!” | said Sudha. |

b Mode of Transport

Preeti : Hello Rajan, you’re here very early today, aren’t you?

Rajan : Yea, my cousin dropped me on his way.

Preeti : You are very lucky. You see, I make it on foot every day.

Rajan : I know. But then, you don’t live too far off. It’s about a kilometer or so to your place, isn’t it?

Preeti : Yea, you’re right but it is no fun walking every morning in the sun that gets very warm!

Rajan : Walking has its pleasures too. You can chat with friends and move leisurely along...

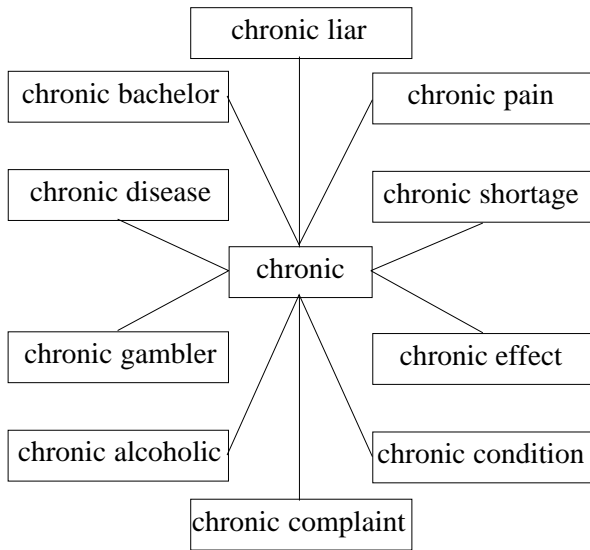
XI Study skills

A The following information was collected by a team of experts from a survey carried out by a Gramapanchayat. Write a paragraph using the information.

category	men	women	total
deaf people	20	10	30
dumb people	10	8	18
blind people	18	5	23
physically handicapped	15	18	33

B You know the meaning of the word ‘chronic’. (lasting for a long time)

What can be the meaning of the following phrases? Refer to the dictionary and find out. You may use them in sentences of your own.



Language Game

The following are news headlines. They have names of some places hiding in them. Find them out. One has been done for you.

- 1 MAD RASCAL ARRESTED (Madras)
- 2 PEOPLE DUB LINGUIST MAD (.....).
- 3 POLICE RAN GOONDA GANG (.....)
- 4 PANDEL HITS HIGH NOTES (.....)
- 5 SOBER LINESMAN SAVES TIME(.....)
- 6 BAD AMEN FOR A MATCH (.....)
- 7 ALL ON DON SAM (.....)

Select a notice for each of the places listed below.

<i>place</i>	<i>notice</i>
1 inside a library	STICK NO BILLS
2 in public places	NO THOROUGHFARE
3 near a school	NO SMOKING PLEASE
4 at the entry point of a road	BEWARE OF DOGS
5 on a private property	TENDER EXACT CHANGE
6 on a glassware pack	SILENCE
7 on a wall	LESS LUGGAGE, MORE COMFORT
8 on a sales window	SPEED THRILLS BUT KILLS
9 at the gate	SPEED NOT TO EXCEED 25 KILOMETRES
10 in a railway carriage	FRAGILE/ WITH CARE

You may add to the list.

XII Let's now complete the tasks in the Practice Book.

A few more tasks based on this unit have been given in the **Practice Book**. They also form an integral part of this unit. Don't forget to complete them. Your teacher will help you.

I Let's start.

Do you think your mother is the most important person in your household? Is your father as important as or perhaps more important than your mother? Do you think your father takes an interest in everything that you do at home? Or do you feel that your mother is more involved with you than your father? Would you agree that your mother is the leading light at home for you children, and also for your father? How would the loss of one's mother or her mere absence affect one?

Now here is a poem that tells you how David's mother lights up the home and fills everybody with cheer. See if you share the feelings of David.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main ideas and enjoy the music and rhythm of the poem.

When Mother is sad and full of care,
And her face has lost its cheery air,
Her sadness all things seem to share;
For there is no solace anywhere,
And nought seems good and all seems bad
When Mother is sad.

But when Mother is glad and full of grace,
With a happy look on her pleasant face,
Of that happy look I can find a trace
In every person and every place
And I am a joyous, careless lad
When Mother is glad.

When Mother's away, we all agree
That the home is quite devoid of glee
The joy's gone out of the world for me,
And life's as drab as drab can be.
I find no comfort night or day
When Mother's away.

But when Mother's at home there's a high demand
For the ready help of her gentle hand;

6



12



18

And you could not find, in all the land,
 A bonnier home or a jollier band.
 I do not envy the wealth of Rome
 When Mother's at home. 24

When Mother is ill and takes to her bed,
 I suffer alike from an aching head,
 And an aching heart that is heavy as lead.
 The very sunshine is cold and dead,
 And life itself is dark and chill
 When Mother is ill. 30

But when Mother is well and going strong,
 With a cheery smile and a lively song,
 My heart keeps singing all day long,
 And all goes right and nothing goes wrong.
 For life comes under her magic spell
 When Mother is well. 36

II A few words/ phrases to note

- full of care : worried, unhappy
- air : appearance
- solace : comfort, relief from sorrow
- nought : nothing
- trace : bit, part, fraction
- devoid of : without
- glee : joy, delight
- drab : dull, not interesting
- bonny : healthy, happy
- wealth of Rome : great riches

- 2 How many pairs of situations are given in the poem? (e.g. Mother sad/ Mother glad)
- 3 What are the three conditions that make David sad and what are the other three conditions that make him glad? (Mother sad/ glad, Mother away/ at home; Mother ill / well)
- 4 Take out from each stanza words and phrases that reflect sunshine and cheer and put them down in one column and those that speak of sadness and despair in another.
- 5 Answer the following questions to construct a summary of the poem. You may pick and choose details from the poem to make your summary interesting.

III Let's understand the poem.

a

- 1 Is this poem all sunshine and no sorrow? Is there a play of light and shadow in it? In that case, what comes first and what follows? (sadness and gladness)

b

- 1 Who does David speak to us about? (his mother)

- 2 What place does Mother occupy at home? (the centre stage)
- 3 Is everyone else sad, too, if Mother is sad? Does her sadness seep into everything around? Does everything that is good appear to be good any longer?
- 4 Does the picture change when Mother is cheerful? Is her cheerfulness infectious? Does it colour everything around? Do children play about, then, in complete freedom?
- 5 Does the house turn totally cheerless if Mother is not at home? Do the children grow gloomy? Does life turn terribly dull for them? Do they become very uncomfortable?
- 6 What does everyone do when Mother is back? (gather around her for companionship and help)
- 7 What happens when Mother falls ill? (everyone else feels they are ill too) What does David himself begin to have? (headaches and heartaches.) Does life lose all its warmth for him?
- 8 What is it like when Mother is well and smiling? Does she lend her magic touch to everything? Does she cheer up everybody?
- 5 How does Mother's gladness infect everybody and everything around?
- 6 How does Mother's absence affect David? How does he connect it to life around him?
- 7 What is the atmosphere like when Mother is at home?
- 8 Is Mother in great demand? Can you quote the line that states it?
- 9 Which line says that to David Mother is more invaluable than anything else?
- 10 How does the son share the suffering his mother undergoes when she is ill?
- 11 When does life grow dark and chill for David?
- 12 When does Mother have a lively song on her lips?
- 13 What is the magic spell that David speaks of?

IV Let's enjoy the poem.

a Let's appreciate the word-pictures and images.

- 1 How do you know when Mother is in good spirits?
- 2 When does Mother's face lose its cheery air?
- 3 What effect does Mother's sadness have on all things?
- 4 Does David find solace anywhere when Mother is sad?

V Your comments, please.

a How do you respond to David when he tells you about his mother? Choose your answer/ answers from the following.

- 1 I think David is telling us something very true.
- 2 I have felt so myself.
- 3 I never have the patience to watch Mother and how her ways affect us or things around us.
- 4 What David tells us of his mother is more true of my father/ uncle/brother/ sister/ grandma/ grandpa/ somebody else.
- 5 I shall now try and find out if this is true of my mother/ father.

b The very sunshine is 'cold and dead'. We know for certain that sunshine is never cold and dead. Then why does David say so?

- 1 Is David trying to tell us a lie and does he expect us to contradict him?

- 2 Does it show the depth of his disappointment?
- 3 Does it show that all sweet things in life can turn sour under certain conditions?

VI Let's study the poet's craft.

- 1 Mark the rhyming words:
care - air; share - anywhere; bad - sad. Now arrange the rhyming words in the poem in pairs. See if there is a regular pattern.
- 2 Notice that the last line of each stanza is shorter than the other lines. What is its effect? Does it state David's view with decisive force?
- 3 Every two stanzas form a 'pair. Find out if they compare and contrast the theme.

VII Let's follow up.

Can you write a few lines in a stanza or two on how you feel for your mother / father / brother / sister who loves you, helps you and makes you ever so happy.