My English Reader

(Class-VIII)

Publication Division

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1

CHANGING TIMES

Introduction

I. Read the following complaints parents usually have against their teen-age children.

- don’t help around the house.
- have strange friends.
- dress badly and have ugly hairstyles.
- watch too much T.V.
- don’t study.
- don’t listen to my advice.
- always argue.

Parents about teens:

My children....

II. Have you ever heard your parents make these complaints? If yes, which ones? (Put a (✓) against those you have heard.)
III. Work with your partner and discuss the complaints teenagers make about their family members. Make a list of the common ones.

Teens about parents/family members...

My parents/family members are always telling me what to do.


A.1. Do you want to know the ‘real you’? Check out what you would do in each of the following situations. Circle (a), (b) or (c). If you would do something else, write your suggestion next to (d).

WHAT WOULD YOU DO?

(i) If your friends have planned a party your parents don’t approve of, you would

(a) not go to the party.
(b) lie about it and attend.
(c) keep pestering your parents till they are forced to say ‘yes’.
(d) ________________________

(ii) If you saw a classmate of yours cheating in an exam, you would

(a) ignore it.
(b) tell the teacher.
(c) talk to the classmate about it after the exam.
(d) ________________________
(iii) If you saw an old lady standing at the end of a queue while you were right ahead, you would
(a) ignore the lady’s presence.
(b) exchange places with her.
(c) ask someone to stand in the queue for her.
(d) ________________

(iv) If your friend gave you a T-shirt that was not of your liking, you would
(a) say something nice and put it in a closet later.
(b) say you didn’t like it.
(c) say thank you and wear it.
(d) ________________

A.2. You must have come across so many people. Everyone has different traits, some desirable and others undesirable. Read some of the traits given below and tick (✔) the ones you have heard of. Look up a dictionary to find the meaning of others.

- obedient
- argumentative
- brutish
- defiant
- accommodating
- sensitive
- partial
- understanding
- respectful
- frustrated

Now write words whose meanings are given below. Also list them as desirable or undesirable.

(i) One who regards others with consideration. ________________

(ii) One who has the intelligence to form reasoned judgements. ________________
(iii) One who is excessively fond of raising objections.
(iv) One who is willing to adapt.
(v) One who deliberately refuses to obey authority.
(vi) One who prevents others from progressing.
(vii) One who behaves like a beast in strength or savagery.
(viii) One who shows a bias.
(ix) One who is easily upset by things people say or do.
(x) One who complies with an order or law.

A.3. The following extracts from ‘Give Me a Break’ have some words that are probably unfamiliar to you. Don’t look up these words in the dictionary. Instead ‘puzzle out’ the meanings with the help of clues/other words or phrases in the extract. One has been done for you as an example. Consult a dictionary later to check whether you are right or wrong.

(i) He has also got a set of high-flying friends who have a lot of money to spend. My son tries to keep up the same standard, which is not possible because we are not that affluent.

Possible meaning: rich
Clue(s): a lot of money to spend
What the dictionary says: rich
(ii) They are so **critical** about everything that living at home is like hell. They are impossible. According to them, I don’t do anything right. For God’s sake, give me a break.

Possible meaning : __________________
Clue(s) : __________________
What the dictionary says : __________________

(iii) So if I am hearing you right, you feel kind of **trapped** between what you want to do and what you are allowed to do and that makes you angry.

Possible meaning : __________________
Clue(s) : __________________
What the dictionary says : __________________

(iv) The counsellor told her that Pranoy was feeling some **stress** at home and that perhaps they needed to work this out to help him be relaxed for his board exams.

Possible meaning : __________________
Clue(s) : __________________
What the dictionary says : __________________

(v) I do give the essentials, but **extravagances** and undue expenditures have to be cut down.

Possible meaning : __________________
Clue(s) : __________________
What the dictionary says : __________________

(vi) I am afraid that will be like **throwing water on a duck’s back**. He is immune to things beyond himself. It is amazing that the girls who are much younger than him understand things so much better and are so accommodating.

Possible meaning : __________________
Clue(s) : __________________
What the dictionary says : __________________
Children do not like being compared. They feel it is unfair. Sometimes it gets their **back up** when they encounter real or imagined partiality. This could be one of the reasons why Pranoy is being difficult.

Possible meaning: _______________________
Clue(s): _______________________
What the dictionary says: _______________________

A.4. Let us now understand the contrasting points of view of the teenagers and of their parents.

Read the dialogues between a counsellor and Pranoy and between the counsellor and Pranoy’s mother.

**GIVE ME A BREAK**

*Counsellor speaks to Pranoy*

He was a lanky boy, and taller than the other boys of his class—class XII. He also had long hair and the counsellor wondered why his class teacher had not checked him for it. ‘May I come in?’ he asked the doctor. ‘Yes, please do.’

He came in and sat down with a heavy sigh. He said, ‘My name is Pranoy, ma’am. Could you please speak to my parents when they come for the parent-teacher meeting? They are so critical about everything that living at home is like hell. They are impossible. According to them, I don’t do anything right. For God’s sake, give me a break. I am not a little kid. I do know how to conduct myself and I know what to do and what not to do. But I have to be instructed all the time. Is this any way to live?’

‘I can see that you are both upset and angry. Has this been affecting you since only recently?’ she asked.
'No, ma’m, it has always been like this. It is just that during the last one year, I have been finding it unbearable.'

'What do they normally ask you to do and what are the things they ask you not to do?'

'Frankly, I am stopped from doing anything I want to and am told to do everything I don’t want to. For example, I am supposed to study everyday and for long periods. I am not supposed to interact with friends, except on weekends. They do not allow me to use the phone. I have my mobile and generally use that. If my card is exhausted, then I use the landline but only for incoming calls.'

'Could it be that they are concerned about your board exams?' she queried.

'I don’t see why. I was okay in the tenth class board examination. I got a good percentage and the stream of my choice,' he said.

'Why don’t you explain things to them gently?'

'Good God, there is no gentle talking in my house. Dad just yells at me.'

'What about your mother?'

'Well, she doesn’t yell, but she always seconds my dad’s view–point and actions.'

'So if I am hearing you right, you feel kind of trapped between what you want to do and what you are not allowed to do and that makes you angry.'

'That’s an understatement. I feel like hitting out.'

_Counsellor speaks to Pranoy’s mother_

On the day of the parent-teacher meet, it was only Pranoy’s mother who came. She was a smartly dressed lady, with gentle manners and cultured voice.
The counsellor told her that Pranoy was feeling some stress at home and that perhaps they needed to work this out to help him be relaxed for his exams.

'To be frank, we too feel the stress because of him,' she stated.

'Can you elaborate on that?'

'You see he has become very different at home. He is defiant, disobedient, and disrespectful, especially with his father. He has also got a set of high-flying friends who have a lot of money to spend. My son tries to keep up with the same standard, which is not possible because we are not that affluent.

My son's high demands and my husband's constant taunts, it has not been easy. I have two younger daughters and they are very understanding. They make no demands and are content with the few things we can afford. They stay out of their father's way, generally do what is expected of them.'

'How old are your daughters?' the counsellor wanted to know.

'The older one is fifteen and the younger one is twelve.'

'It must be really hard on you.'

'Yes, trying to be a buffer between father and son is not easy. Pranoy has become insensitive to the family situation. He does not understand that excess of everything is bad. I do give the essentials but extravagances and undue expenditure have to be cut down.'

'Have you ever tried to discuss things with him,' she asked. 'I am afraid that will be like throwing water on a duck's back. He is immune to things beyond himself. It is amazing that girls who are much younger than him understand things so much better and are so accommodating.'
'Do you tell Pranoy this?'

'I do time and again, but he thinks it is because I am partial to the girls.'

'Children do not like being compared. They feel it is unfair. Sometimes it gets their back up when they encounter real or imagined partiality. This could be one of the reasons why Pranoy is being difficult.' I explained.

'I doubt it. I feel he is just insensitive to the right and the wrong.'

'What areas do you and Pranoy have disagreements on?'

'Mostly about his demands. Most of them involve money. But he also does not realise some basic things. He hardly puts in time for studies, but can spend hours and hours on the telephone. Sometimes our family and friends complain that they can never get in touch with us because the phone is always engaged. To counter this problem, I bought him a mobile phone and give him a card worth Rs 500 every month. This gets over in a week or ten days and then the landline becomes his. My poor girls!'

'Perhaps you need to assert yourself more,' the counsellor suggested.

'Then he becomes more difficult and argumentative, and almost brutish.'

'Okay, let me discuss this with Pranoy.'

'I hope you can make some headway because I am at the end of my tether.'
A.5. Complete the following statements on the basis of your reading of the passage.

(i) Pranoy went to the counsellor because ______________________

(ii) The cause of Pranoy’s anger and being upset was ______________________

(iii) Pranoy thought his mother was better than his father because ________

(iv) However, she too added to Pranoy’s stress by ______________________

(v) Pranoy’s friends added to the misery of his parents because ____________

(vi) Things were difficult for Pranoy’s mother because she had to face both his ________, and ____________

(vii) The mother thinks Pranoy misuses the facilities given to him. This is evident from the fact that ______________________

(viii) ‘My poor girls’ is what Pranoy’s mother feels for her daughters. She feels so because ____________________
A.6. Complete the table taking information from the conversation. Produce evidence from the text.

<table>
<thead>
<tr>
<th>Pranoy</th>
<th>The Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(i) Causes of Stress:</em></td>
<td><em>(i) Causes of Stress:</em></td>
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<tr>
<td><em>(ii) What he thinks of:</em></td>
<td><em>(ii) What she thinks of:</em></td>
</tr>
<tr>
<td>- his father</td>
<td>- Pranoy</td>
</tr>
<tr>
<td>- his friends</td>
<td>- Pranoy’s friends</td>
</tr>
<tr>
<td>- the counsellor’s efforts</td>
<td>- the counsellor’s efforts</td>
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<tr>
<td><em>(iii) How he feels about himself:</em></td>
<td><em>(iii) How she feels about herself:</em></td>
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<td></td>
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<tr>
<td><em>(iv) How he feels about his studies:</em></td>
<td><em>(iv) What she thinks about his studies:</em></td>
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</tbody>
</table>
A.7. Pranoy’s behaviour has affected everyone in the family. Taking information from the text, complete the web given below.

- His sisters
- His mother
- His father
- His relatives

How Pranoy’s behaviour has affected...

A.8. ‘Give Me a Break’ is one example of the changing times. There are many other aspects that speak of the changing times. Complete the table.

<table>
<thead>
<tr>
<th>Aspects of my life</th>
<th>My opinion</th>
<th>My parents’ opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>My sense of dressing up</td>
<td></td>
<td></td>
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<tr>
<td>My studies</td>
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<tr>
<td>My friends</td>
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<td></td>
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<tr>
<td>The food I eat</td>
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<td></td>
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<tr>
<td>The freedom I have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My attitude towards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>my brother/sister</td>
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</tbody>
</table>
A.9. In pairs, discuss the table each one of you has prepared. Note down the important points that emerge from the discussion. Then using these points, write a dialogue between a parent and a child. You may use any one or more topics from the table to write the dialogue.

B.1. What is your definition of a holiday? With changing times, the concept of a fun-filled vacation has changed too. Fill up the blank spaces with the activities you would like to do during your vacation. This will help you to understand the change.

**VACATION TIME**

**THEN**

- Stay home
  - read
  - redecorate the house
  - help mother in household chores
- Enjoy nature
  - go camping
  - relax at the beach
- Discover new things
  - take cooking lessons
  - join an archeological dig
- Take an exciting trip
  - visit a relative
  - travel through country by train

**NOW**

- Stay home
  - watch T.V.
  - take up a summer job
- Enjoy nature
- Discover new things
  - surf the net
- Take an exciting trip

---
B.2. You are now going to listen to a conversation that tells of the summer vacation plans of three teenagers. As you listen, complete the table given below.

Listen to an audio CD titled ‘Listen & Comprehend’ (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given exercises. The tape script is also given on page 25.

<table>
<thead>
<tr>
<th>Name</th>
<th>Plans to</th>
<th>Why</th>
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</table>

B.3. Listen to the tape script again and complete the following sentences.

(i) Bineet is excited about his ________________ but a little worried about the ________________ he has to put in and the money he has to pay.

(ii) Chirag had taken up the job of a ________________ earlier. The job of ________________ is more paying than that of ________________ he says.
(iii) Jhanvi is looking forward to her visit to Kupala because, besides her long walks and swims, she can have lots of ________, ________, and ________. Moreover, she will be allowed to have ________.

B.4. Organise yourselves into groups of four. Two students should go around the school and ask two teenagers what they plan to do during their next summer vacation and what did they enjoy/did not enjoy doing in the previous years. The other two should ask any two adults (parents/neighbours/teachers) the same questions. Each student should have his/her own completed table. Compile your answers in the following table.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Age</th>
<th>Activity during vacation</th>
<th>Enjoyed</th>
<th>Not enjoyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
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<tr>
<td>(ii)</td>
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<td>(iii)</td>
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<td>(iv)</td>
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</tbody>
</table>

B.5. When you have completed your table, join with another group to form a larger group of eight students. Study the results, and discuss the following points.

- What do teenagers/adults enjoy most?
- Why do they enjoy/do not enjoy a particular thing?
- What is the difference in likes/dislikes of the two age groups?
- What are the probable reasons for it?
B.6. Imagine you are a press reporter. Based on the survey you made in B.4, and the discussion you had with your group in B.5., write an individual report for the newspaper about your findings. You may organize your report in the following way.

Paragraph 1: A suitable opening.
Paragraph 2: What teenagers enjoy doing the most and why they enjoy it.
Paragraph 3: What adults enjoy the most and why.
Paragraph 4: Comparison in choice and probable reasons for it.
Paragraph 5: A suitable conclusion.

While writing the report, remember ‘CODER’ which means the following:

C - Collect your ideas (based on your discussion in B.4 and B.5).
O - Organise your ideas.
   Organise your sentences so that they are in order, i.e. as per their importance and those on the same sub-topic are grouped together.
D - Make the first Draft.
   Write your report individually using the format given in B.7. Add words and phrases to make the report run smoothly.
E - Edit your first draft.
   Exchange your draft with your partner. Give each other, advice on improving grammar, spelling and punctuation, and the way you have expressed and organised your ideas.
R - Revise your first draft.
   Revise and rewrite your report individually.
C.1. Work in pairs.

At what age do you think people tend to behave in these ways? Talk with your partner and tick (✔) one or more ages for each behaviour.

<table>
<thead>
<tr>
<th></th>
<th>In their teens</th>
<th>In their 30s/40s</th>
<th>In their 50s/60s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adventurous</td>
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<tr>
<td>Domineering</td>
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<td></td>
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<tr>
<td>Argumentative</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Worried</td>
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<td></td>
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</tbody>
</table>
Use the following language for your discussion.
A : I think, people in their teens tend to be more ____________________________
B : Yes, but I think people in their thirties and forties can be ________________________________

C.2. Now read the poem.
In frictionland there is a family
With some confusions as you will see.
There is Raghu aged fifteen and others all grown.
‘Please will someone let me ever be on my own!’
Raghu wanted to go mountain climbing that suited him nice,
So he went to his papa to seek his advice.
His papa said, ‘Son, I’ve got to say no,
You think you are sporty but you really don’t know.’

Rejection, refusal, Raghu saw red.
‘Am I the Prefect at school? or the baby at home?’
Crazy! what adventures! Bah teenagers! Papa saw the threat,
They think they can manage everything on their own.

‘Look at your clothes, look like you haven’t bathed in years,
Cut your hair, you look like a scream!’ Raghu was in tears.
‘Why can’t I live like I wanna be?
I won’t change! my friends love it and the girls - they all look at me.’

Days passed by, things looked better, sometimes worse.
‘Papa, there is a band, that wants me to sing a verse.’
‘Join a band!’ yelled flabbergasted Papa. ‘You have surely gone mad.
Think of a career, for things gonna be sad.’

Weeks went by and summer came down.
Soon his expertise on the computer he found.
His grandpa was great, like a bosom pal,
Raghu taught him about the net and e-mail.

‘You’re a genius: my bridge to modernity.’
‘But grandpa this is something for papa to see.’
‘Take it easy, as fathers and sons, we’ve gone through the stage.
And I assure you, you will repeat our words when your son will be your age.’
C.3. On the basis of your reading of the poem, complete the web given below.

What Raghu wants but can’t have

C.4. Complete the following statements on the basis of your reading of the poem.

(i) For any two of the answers written in C.3, write a reason given by Raghu’s father for rejecting it.
   (a) __________________________________________________________
   (b) __________________________________________________________

(ii) Write the line that suggests that Raghu is confused.
   __________________________________________________________

(iii) Do you think Raghu is stubborn? Give a reason for your answer.
   __________________________________________________________

(iv) Is Raghu’s father reasonable or unfair? Give a reason for your answer.
   __________________________________________________________

(v) Raghu’s father does not allow him to join the band because __________
   __________________________________________________________

(vi) Raghu’s grandpa is different from his father. The difference is _________
    __________________________________________________________

(vii) Grandpa feels that Raghu should not worry about dad’s attitude because
    __________________________________________________________

(viii) Write the word in the poem that suggests the same meaning as ‘connection’.
    __________________________________________________________
C.5. Look at the picture given below.

Do you identify yourself with this teenager? Make a list of at least five reasons why you identify/do not identify yourself with this teenager.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Now work in groups of four. Imagine an adult walks into this room. What changes/improvements could he/she wish the teenager to make in the room as well as in himself? Give at least one reason for each change/improvement that you suggest.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
C.6. Imagine you are the teenager’s mother, who goes to his hostel room. You are shocked. Write a letter to your child suggesting the changes that you would like to make and the reasons for your saying so.

Remember CODER (refer to B.6.)

The format for informal letters (to family members or friends) is as follows:

Your address
Date
Dear .................
body of the letter
Your loving .............. or
Yours affectionately

Read it yourself

Most youngsters in their quest to be liked and admired by their peers often unknowingly opt for their own loss.

Read this article and decide who is the loser—the writer or the kids.

BRAVING THE ODDS

‘Ten years only and so much difference, what a loss!!!’

‘You must be mad!’ was the general comment of the family, friends and colleagues. ‘Giving up a teaching post now, when there isn’t much chance of finding another one, ever!’

‘And what about all that lovely money you’re earning, and all those long holidays!’

But I had already come to my lonely decision, after months of concealed suffering. I knew I could no longer
continue in the teaching profession. To wake up in the morning with a fear of the day ahead, and then set off to work with a pounding heart and frozen face I had become habitual to. I had turned to tranquillizers to help me along.

It had never been as bad as this. Ten years ago I managed well enough, and the holidays for rest and recuperation used to come round just in time. Students were obedient, respectful and most importantly, warm. Getting back to them after the holidays was once a pleasure.

But I, in common with most other teachers, am enormously self-critical, and I knew now that I was no longer ‘managing’. My classes were noisy, the children were not learning very much. My attempts to cope with changing teaching methods were patchy and I had run out of enjoyment and enthusiasm. Obviously, the children’s enthusiasm and interest lay elsewhere. It was time to stop.

But was it all my own failure? In fairness to myself, I don’t think it was. I had plenty of ideas, I loved my subject, and by and large, I liked children.

I had been idealistic. But the reality I faced was bored children, over-stimulated by video watching the night before and tired out by a late bedtime. They were the children who were given the wrong food at the wrong time, who came breakfastless to the school.
In the school they stuffed themselves with gum, crisps and sweets bought from the school canteen. They were ‘high’ with hunger in the lesson before lunch-time and giggled restlessly as the smell of food from the school canteen came wafting to all floors.

There were the children who were constantly testing and belittling each other. Bright hardworking little girls changed, under the pressure of peer group and advertising, into assertive, screeching empty heads. Most of them carried makeup in their pencil cases and had a magazine concealed on their desks.

Then there were the ones from difficult homes, such as Simon, whose parents split up after many years together and who was not wanted by either. His tired eyes flickered all around when I tried to remonstrate with him privately. His pale face never stopped twitching. But he could bring chaos to my lessons with his sniggering and mutterings. The rudeness I had to put up with, and the bad language, appalled me. I had no redress, as the only form of punishment available was a detention, which meant facing the same obstinate lot again. Sometimes parents could be contacted, and their help sought, but frequently they were as bewildered and incapacitated as we ourselves.

A frequent image came before me, as I lay in bed after an early wakening - the maths room, after a ‘wet break’, chairs turned over, books and orange peel on the floor. The
tenth year is due for their English lesson, so I come in and attempt to assert myself and restore order. Jeremy is telling jokes. Donna is crackling. Andrew is standing on a desk and yelling out of the window.

At one time my very presence in the doorway would have been enough to ensure a partial silence. Now they give a vague ‘good afternoon, miss’, and carry on. I distribute the worksheets, expensively photocopied, and we try to start, but two slow girls are making noises: ‘Miss, I can’t understand this!’ And James is quietly reading his football magazine, Jeremy continues to tell jokes, more quietly now, and Michele bares her gum filled teeth and urges Paul to shut his face.

I have been trying to create the basic conditions in which teaching becomes possible, but I have failed, and no longer have the stomach for the job. And that is why, I’m giving up.

---

**Tape Script**

**Jhanvi**: I’m so excited about the summer break. What are you going to do, Bineet?

**Bineet**: I’ve some good news! I’ve been selected for a modelling assignment. So I’ll be joining grooming lessons.

**Chirag**: Oh, that’s great!

**Bineet**: Yes, the assignment is great but the lessons are hard, very time-consuming and expensive too.

**Jhanvi**: Sure, but they are worth every penny. What’s with you, Chirag?
Chirag: Nothing yet. But I’ve got a couple of summer jobs that sound exciting. One is working as an intern for a record company – mostly answering phones. Or I can get a landscaping job again.

Bineet: Being an intern sounds more interesting and probably not so hard.

Chirag: Yeah, but a landscaper earns more money than an intern.

Bineet: What exactly do you do as a landscaper?

Chirag: Aa, a landscaper has to beautify a given area by enhancing the natural scenery.

Bineet: You said you were excited, Jhanvi. What are your plans?

Jhanvi: No summer job this time. My parents have a beach house in Kupala. So I’m planning to go for long walks and do a lot of swimming there.

Chirag: Sounds great but won’t you miss your age group?

Jhanvi: I have a couple of cousins who have a lot of friends I know. So, it’s going to be a lot of parties, music and movies.

Chirag: That makes me envious.

Jhanvi: The best part is, there’s going to be no nagging for studies and I’ll be allowed to have my kind of food.

Bineet: That’s a lot to look forward too.
I. Read the following news headlines.

1. 17-year-old Babloo teaches other poor kids like himself.

2. 90,000 Indians volunteered for the 'Teach India' programme launched by 'The Times of India'.

Get into groups of four. Discuss how valuable the work of Babloo and the 'Teach India' volunteers is for the society.

II. Look for a few more stories about ordinary people doing extra-ordinary work for the society. Discuss in the class.

A.1. Given below is a list of the people who cast aside their personal interests for the larger interest of the society. Fill the blanks against them mentioning the area they have dedicated their lives to.

Baba Amte
Medha Patkar
Dr Abdul Kalam
Dr Binayak Sen
Dr M. S. Swaminathan
A.2. Now read about Mahatma Hansraj, the architect of the D.A.V. movement, who was the epitome of simplicity and compassion.

MAHATMA HANSRAJ: SIMPLE LIVING AND HIGH THINKING

Mahatma Hansraj, the founding father of the D.A.V. movement, was indeed a noble soul, full of the milk of human kindness. He was a mahatma in the real sense of the word. The two great mahatmas, Mahatma Gandhi (1869-1948) and Mahatma Hansraj (1864-1938) traced identical paths, one in the political and the other in the socio-cultural field. They were almost contemporaries. They were both frail of body but possessed heroic spirits. They could have opted for a life of luxuries but deliberately choose the path of hardships and sacrifice to work for the upliftment of the society.

Mahatma Hansraj was born in a Khatri family which was respectable but not very sound financially. His childhood was a long story of poverty and want. When he finally graduated after a brilliant academic record, his family was keen that he took up a remunerative government job and put an end to the financial crisis, the family was facing. But inspired by Swami Dayanand and his beliefs, Mahatma Hansraj proposed lifelong honorary services to the cause of the Anglo-Vedic education. His dream was realised through the sacrifice of his elder brother Lala Mulkraj, who very generously offered to share his meager monthly salary of Rs 80 equally with his younger brother. When Mahatma Hansraj’s wife realised the true loftiness of his ideals, she too willingly offered to support him by adopting a simple lifestyle.

Although Mahatma Hansraj was indifferent to worldly riches, there were occasions when he felt the pinch of poverty. One such occasion was when Lala Sunder Dass, the headmaster of Sain Dass Anglo Sanskrit High School, Jullundar, wrote to Mahatma Hansraj asking him to come over to help him in a grave crisis. Mahatma Hansraj had to regretfully inform him that much as he would have liked to visit him to help him out, he could not do so because he could not spare the railway fare to Jullundur and back.

On another occasion, when a case of distress came to his personal notice from a very respectable family at Lahore, he gave whatever help he could from his slender

<table>
<thead>
<tr>
<th>contemporaries</th>
<th>people living in the same period</th>
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</thead>
<tbody>
<tr>
<td>honorary</td>
<td>(services) for which no payment is made</td>
</tr>
<tr>
<td>remunerative</td>
<td>carrying a high payment</td>
</tr>
<tr>
<td>indifferent</td>
<td>not caring about</td>
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</tbody>
</table>
resources. But we find him sorrowfully recording in his diary, ‘I wish I had more money so that it might have been possible for me to help to a larger extent.’

Sometimes Mahatma Hansraj would offer help when it was not even asked for. One evening, he met an old student of his who was serving in a post office. The young man was visibly distressed. On being asked the reason, he told his pathetic tale without expecting any monetary help. On closing the account for the day, it was discovered to his horror that he was short of cash. He had tallied the account many a time but in vain. He knew for sure that the discrepancy would be detected the next day. He also admitted that he would be lucky if he escaped merely with dismissal from service. Mahatma Hansraj heard him patiently and took him home. He handed him the accounts book of his wife and told him to take out as much as needed to meet the cash shortage. The young man was tongue-tied with gratitude but extremely glad to be able to retain his job.

It’s easy to be charitable when you are blessed but real charity comes from scarce quarters. Truly only a mahatma or a divine soul is capable of such great deeds. The inspiring ideals of Mahatma Hansraj will keep on enlightening the youth of our nation. A **philanthropist** in true sense, his entire life is an example of compassion and humanitarianism.

**A.3. On the basis of your understanding of the text, complete the following statements.**

(i) After graduation, Mahatma Hansraj’s family wanted him to ________________

(ii) Lala Mulkraj offered to share his salary with Mahatma Hansraj ________________

(iii) Mahatma Hansraj’s wife decided to support him when ________________

(iv) Mahatma Hansraj couldn’t go to Jullundur because ________________

(v) At times, Mahatma Hansraj wished to have more money so that ________________

(vi) Mahatma Hansraj helped the young man by ________________

**philanthropist**: one who helps people especially by giving them money
A.4. Find words from the text which mean the same as the following.

(i) similar
(ii) weak
(iii) intentionally
(iv) pitiful
(v) error

A.5. ‘Milk of human kindness’— it’s an idiomatic expression which means ‘full of kindness for others’. You will be surprised to know that there are many more such expressions using goodness of food to nourish our language. Look at the following expressions and write their meanings with the help of the clues given in the box.

(i) crying over spilt milk
(ii) eat humble pie
(iii) full of beans
(iv) go bananas
(v) in a pickle
(vi) piece of cake

in trouble, an extremely easy thing to do, to become crazy, to be strong and energetic, worrying about something you cannot change, to feel sorry

A.6. Now use the above expressions to complete the following sentences meaningfully.

(i) Mrs Seth is a very helpful teacher. Students often approach her when they are

(ii) To get a job is a ______________ for extremely brilliant Shekhar.

(iii) Even after walking for two hours, my father seemed to be ______________.

(iv) I ______________ when I receive wrong-number phone calls in the middle of the night.

(v) Raj had always been overconfident but when he lost the match, he had to

(vi) Now that Tina has missed the flight, there is no point in ______________.
A.7. ‘It is easy to be charitable when you are blessed but real charity comes from scarce quarters.’ Get into groups of four. Find examples of real charity from your personal experience. Share these experiences with the class.

A.8. ‘He was a mahatma in the real sense of the word.’ What attributes make a person a ‘mahatma’? Discuss in groups of four and share your views with the class.

A.9. Do we get to see any of the above mentioned characteristics in the present generation? What factors are responsible for the degeneration of values? On the basis of your discussion, write an article for the school magazine on the topic – ‘The Self-Centred Generation’.

A.10. Further Reading

Read about the life and work of any one of the following.

- Mother Teresa
- Ishwar Chandra Vidyasagar
- Baba Amte
- Dr Deviprasad Shetty

B.1. What would be your state of mind if you find yourself in the following situations?

(i) Your car has a flat tyre on a busy road. You are blocking the free movement of the traffic. Everyone stops and glares at you but no one comes to your help.

(ii) You see an old handicapped beggar pleading for food but everyone ignores him and moves on. Even you, for some reason, are unable to help him.

(iii) In a newspaper, you see blood-stained bodies of the victims of a bomb-blast in your city.

Which human qualities, do you think, are absent in the above situations? Hold a brief class discussion on why there has been a decline of these qualities.
B.2. Now read this poem by William Blake, which very beautifully highlights the need of humanitarianism.

THE DIVINE IMAGE

To Mercy, Pity, Peace, and Love
All pray in their distress
And to these virtues of delight
Return their thankfulness

For Mercy, Pity, Peace, and Love
Is God, our father dear
And Mercy, Pity, Peace, and Love
Is Man, his child and care

For Mercy has a human heart,
Pity, a human face,
And Love, the human form divine
And Peace, the human dress

Then every man of every clime
That prays in his distress,
Prays to the human form divine,
Love, Mercy, Pity, Peace

And all must love the human form
In heathen, turk or jew
Where Mercy, Love, and Pity dwell
There God is dwelling too.

B.3. On the basis of your understanding of the poem, complete the given summary by filling the blanks with one word only.

The poet believes that Mercy, ________, ________ and ________ are divine qualities. In fact according to the poet, they are God Himself. So everybody prays to these qualities in distress and feels _________ when the moment of distress has passed. Since God created man in His own image ________, ________, ________, ________ and ________ are human qualities as well.

heathen: having no religion or not believing in Christianity
The poet elaborates this point by saying that Mercy has a human _______ , Pity a human _______ , Love is the human form _________ and Peace the human _______. The poet wants us to _______ the human form irrespective of caste, colour, race or religion. A heathen, a turk or a _______ must be treated with the same deep emotions and care. The poet firmly believes that wherever these qualities exist, God is sure to _________ there.

B.4. Read the following extracts from the poem and answer the questions that follow.

(i) To Mercy, Pity, Peace, and Love
All pray in their distress.

(a) Name the poet.

(b) Why do all the people pray to Mercy, Pity, Peace and Love in their distress?

(c) What is the difference between Mercy and Pity?

(ii) And all must love the human form
In heathen, turk or jew

(a) From which poem have these lines been taken?

(b) What does the word ‘heathen’ mean?

(c) What argument does the poet give to persuade us to love all human beings?
B.5. Answer the following questions briefly.

(i) Why does the poet begin the words ‘Mercy’, ‘Pity’, ‘Peace’ and ‘Love’ with capital letters?

(ii) Why are ‘Mercy’, ‘Pity’, ‘Peace’ and ‘Love’ called virtues of delight?

(iii) What does the expression ‘his child and care’ suggest?

B.6. Refer to a dictionary to find the meaning of the following idiomatic expressions and write them in the space provided.

(i) at the mercy of someone

(ii) leave somebody to the mercy of someone

(iii) hold your peace

(iv) make peace with someone

B.7. Divide the class into two groups, say A and B. Ask Group A to collect articles/news items related to violence, jealousy and indifference towards each other. Group B will collect articles/news items about compassion, love and concern for mankind. Now compare and discuss which kind of incidents have become more prevalent in the present society. What could be the reasons for this scenerio?
B.8. ‘An eye for an eye makes the whole world blind.’ Do you agree with this statement? Hold a debate in the class.

B.9. Now on the basis of your discussion and debate, write a letter to the editor of a national daily expressing your concern over the decreasing number of sensitive, helpful and loving individuals in our society.

B.10. Further Reading

Get the Copies of Songs of Innocence and Songs of Experience by William Blake from your school library. Read in particular the poems included in the Songs of Innocence.

C.1. Have you heard of the term ‘NGO’?

(i) Tick (✓) the correct full form of NGO from the options given below.

(a) New Government Offices

(b) Non-Governmental Organisations

(c) New Governmental Offers

(ii) Discuss in groups of four the objectives of NGOs and their areas of work.

(iii) Look at the list of the NGOs given below and collect information about them.

- Prayas
- CRY
- HelpAge India
- Cancer Society of India
C.2. Now read the true story of a man who is an NGO in himself. A man of compassion, Dr Parameswara Rao, decided to move out of his comfort zone to alleviate the sufferings of the poor people of his native village, Dimli.

RETURN OF THE NATIVE

Dr Parameswar Rao was a man of clear vision. After obtaining a doctoral degree from the Pennsylvania State University, USA, he turned down the lucrative offer of a job of an Assistant Professor at the University. Guided by his inner voice, he came back to India. ‘What are your plans?’ his father asked.

Till now his father had decided everything for him. On completing his schooling, Rao had wanted to go to his native village. But he was persuaded to go for higher studies in the USA. Now the time had come for Rao to realise his dream of working for the welfare of the society. He conveyed to his father, firmly, yet politely, his decision to go to Dimli.

‘What will you do there?’ his brothers asked.

‘I’ll go and see what I can do for the villagers. They need help. They are poor. They are exploited. The children need good education. I can teach them. I can also help the farmers get better yield from the land. There is so much to be done there.’ Rao replied. His father didn’t say a word. He could sense the determination in his voice.

Rao arrived in the village along with his wife. His brothers too came to help him settle down in his ancestral home.

Early next day, Rao set out for a stroll.

He saw children carrying satchels, walking along the dusty path. He asked the children why they were out so early. They said, ‘We have to start early as we attend the school at Yellamanachali.’

‘You mean, you walk five miles in the morning to reach school and then another five miles to return home, after school?’ Rao couldn’t believe himself.

It gave Rao an idea where to start from.

*alleviate*: to make (the sufferings) less severe
Establishing a school in Dimli became his first priority.

What about funds? Rao didn’t want to invest his money as he felt that public participation alone would make the scheme truly worthwhile. The people would then look upon the school as their own. The school would be an outcome of their own efforts.

In the evening, the villagers came for the meeting called by Rao but they had fears about Rao’s intentions. Rao explained his plan to the people and said, 'Let’s start a school here. Let’s do it together.'

‘You will want money for that, won’t you?’ asked Chilukama the richest man in the village.

‘Of course, we all will contribute,’ Rao replied.

The villagers were a little skeptical but when Rao’s brothers told them how Rao had left a lucrative job in America, they seemed a bit relaxed.

And then came donations, small and big, from the villagers. Rao too made a small contribution. Soon they had an amount of Rs 70,000.
The amount was enough to build a school.
But a new problem cropped up.
The school couldn’t get recognition.

Rao met the Chief Minister several times but to no avail. He didn’t lose heart and tried to meet the Governor, Kandubhai Desai but every time he was turned away by minor officials.

Luck came to him when he met the ADC to the Governor. Impressed by his will of steel and concern for the villagers, he arranged a meeting with the Governor. The Governor gave him a patient hearing and they parted as friends. Rao soon received news that the school had been recognized.

The teacher did not look back. He went on teaching the children and introduced Adult Education. He showed the farmers how better methods of farming could increase the yield. He taught them how to reclaim marshland or wasteland for cultivation. He worked with women to show how they could make extra money.

The people of Dimli and other villages around Dimli look upon Rao as the Good Samaritan. For them he is more than God. They owe their progress to the native who chose to return.

— by R. K. Murthi

C.3. On the basis of your understanding of the text, complete the following statements briefly.

(i) Dr Parameswar Rao refused a job in the USA because ________________

(ii) His dream was to ________________

(iii) Rao’s brothers helped him ________________

(iv) ________________ became his first priority.

(v) Rao wanted everyone to contribute ________________

(vi) For the people of Dimli, Rao is ________________
C.1. Find the words from the passage which mean the following:

(i) giving a lot of money

(ii) belonging to one’s forefathers

(iii) an important thing that must be attended to before other things

(iv) doubting that something is useful

C.5. The given words are similar in meaning to the main word selected from the text. Underline the meaning which you feel is correct as per the text.

(v) yield

- profit, agree, produce, submit

C.6. Work with your partner. Look up a dictionary to find out what it means to be a good ‘Samaritan’. Do you know someone who is a good Samaritan? Talk about that person to your partner/group/class.

C.7. Why do you think Dr Rao asked for contributions from the villagers for the school? Discuss in groups of four.

C.8. Do you agree with Dr Rao’s decision of coming back to his native village?

Give reasons for your answer.

C.9. Give your opinion on the following.

- The underprivileged were given pits to the village children

- Can one serve one’s community, nation or people while staying in a foreign land? Discuss the various ways and means to serve the society.

C.10. Now write a letter to your friend telling him how much committed you feel towards the less fortunate ones and how you plan to serve them.
C.11. You have read about Dr Parmeswara Rao who opened a school in a village and thus, helped the children. Now listen about Hemant Chhabra who helped village children by providing bicycles.

Listen to an audio CD titled ‘Listen & Comprehend’ (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given exercise. The tape script is also given on page 42.

One word in each of the statements given below is wrong. After listening to the tape script, identify the wrong word, underline it and then write the correct word in the space provided.

(i) Hemant Chhabra has been helping the village children by providing them with education.

(ii) He is also known as the ‘Cycle Santa’.

(iii) His wife and children helped him in starting this project.

(iv) He sent pamphlets to people asking them to donate their old bicycles.

(v) He was discouraged by the initial response.

(vi) The rusted bicycles were given away to the village children.

(vii) The children were given bicycles on the basis of their age, attendance record and distance from school.

(viii) His project has spread to other cities like Pune and Chennai.
Read the following article by P.P. Wangchuk.

FOUR SHADES OF HUMAN BEINGS

Human beings, according to the Buddha, can be categorized into four types: those who work for their own good but not for others, those who work for others but not for their own good, those who work neither for themselves nor for others, and those who work for their own good as well as for others.

The first type are the ones who strive for the abolition of greed and hatred in themselves but do not want others to follow them. Persons in the second category, work for the good of all but care nothing for their own growth.

The third type show the least care for self as well as for others. And the fourth are exactly the opposite of the third. They not only strive for their own spiritual growth but are also very keen to let others too ‘bloom’ like the Buddha.

The first and the third types are the worst ones, not fit to be called human beings, because, the Buddha says, those who work for their own selfish interest at the expense of others are no better than animals who have only limited intelligence to live for mere survival.

The second type may be good but they cannot be described as ideal human beings. One who does not take care of one’s own self is not likely to take much interest in others. We should keep ourselves in good humour in order to serve others and be blessed and happy forever.

An ideal human being is one who falls into the fourth category and takes a holistic outlook.

Karuna (compassion) and Panna (wisdom) are the hallmarks of his personality. He builds himself into a strong person so that he can, in turn, build a strong and cohesive society based on love. He understands

holistic: considering the whole cohesive: united
the pains and sufferings of the less gifted and the poor. In the words of the Buddha—

'It is easy enough to be pleasant
when life flows along like a song.
But the man worthwhile is the man who can smile
when life goes dead wrong.'

BICYCLE SANTA

Hemant Chhabra is the real hero for hundreds of village children around Mathura. Their bicycle Santa has made life and education easier for them by providing bicycles to those children who had to walk or cycle to school. A few of them had to walk for almost two hours daily. Chhabra started this bicycle project with his wife, Sangeeta and Simona Terron, a journalist friend. He drafted an e-mail requesting people to donate their old bicycles to village kids for whom going to school was the most important thing but too tough a task. The response was overwhelming, but a lot was needed to be done before giving away these unused and rusted bikes of the city children. They were to be collected, repaired, painted and then donated to the village children. Besides, the children most in need of a bicycle had to be identified. Children were short-listed on the basis of the distance from school, class performance and attendance records. When the project was launched, several village kids benefited. A privilege extended to rural children is a priority.

The bicycle project has gone quickly and is also taking root in Bithur and Bilaspur.

If you wish to help this Bicycle Project, contact us at: 

Corresponding Author: Aarti Narang
Two seeds lay side by side in the fertile soil. The first seed said, "I want to grow! I want to send my roots deep into the soil beneath me, and thrust my sprouts through the earth's crust above me. I want to unfurl my tender buds like banners to announce the arrival of spring. I want to feel the warmth of the sun on my face and the blessing of the morning dew on my petals."

And so she grew.

The second seed said, "I am afraid. If I send my roots into the ground below, I don't know what I will encounter in the dark. If I push my way through the hard soil above me, I may damage my delicate sprouts. What if I let my buds open and a snail tries to eat them? And if I were to open my blossoms, a snail would eat my petals and carry them away."

And so she waited.

A plant is a seedling growing at the edge of life, beginning its existence at the point of greatest risk to one's own existence. The seeds that germinate inside are ever present at the edge of our very lives.

Moral: Those who hesitate to begin a new life are swalloed up by the dooms of the past. One must plunge without fear into the sea of life and begin the battle to build a new future. The seeds of enterprise are laden with the potential to create an end to all. Enterprise is the seed of future generations.
II. Use the adjectives given below to identify the qualities of the two seeds.

First Seed

Second Seed

- bold
- timid
- apprehensive
- determined
- courageous
- weak
- enterprising

Add a few more to the list.

III. You are the first seed, which is now a plant. What advice would you give to another baby seed so as not to meet the second seed’s fate?

I think you should


A. Match the professions with the challenges.

<table>
<thead>
<tr>
<th>Profession</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>creating new and original designs.</td>
</tr>
<tr>
<td>Teacher</td>
<td>evolving strategies to improve sales and profits.</td>
</tr>
<tr>
<td>Policeman</td>
<td>dealing with life or death situations.</td>
</tr>
<tr>
<td>Businessman</td>
<td>capturing harsh realities of life even at a risk to one’s life.</td>
</tr>
<tr>
<td>Fashion designer</td>
<td>discovering new theories for the benefit of mankind.</td>
</tr>
<tr>
<td>Journalist</td>
<td>imparting knowledge and inculcating right values.</td>
</tr>
<tr>
<td>Scientist</td>
<td>tracing hard-core enemies of the society.</td>
</tr>
</tbody>
</table>
A.2. Read the poem ‘Legend’ about a blacksmith’s boy who sets out to capture the rainbow.

**LEGEND**

The blacksmith’s boy went out with a rifle and a black dog running behind. Cobwebs snatched at his feet, rivers hindered him, thorn branches caught his eyes to make him blind and the sky turned into an unlucky opal, but he didn’t mind. I can break branches, I can swim rivers, I can stare out any spider I meet, said he to his dog and his rifle.

The blacksmith’s boy went over the paddocks with his old black hat on his head. Mountains jumped in his way, rocks rolled down on him, and the old crow cried, You’ll soon be dead. And the rain came down like mattocks, But he only said I can climb mountains, I can dodge rocks, I can shoot an old crow any day, and he went on over the paddocks.

When he came to the end of the day the sun began falling. Up came the night ready to swallow him, like the barrel of the gun, like an old black hat, like a black dog hungry to follow him. Then the pigeon, the magpie and the dove began wailing and the grass lay down to billow him. His rifle broke, his hat flew away and his dog was gone and the sun was falling.
just as his heart foretold.
He ran like a hare,
he climbed like a fox;
he caught it in his hands, the colour and the cold,
like a bar of ice, like the column of a fountain,
like a ring of gold.
The pigeon, the magpie and the dove flew to stare,
and the grass stood up again on the mountain.
The blacksmith’s boy hung the rainbow on his shoulder
instead of his broken gun.
Lizards ran out to see,
make shade way for him,
and the rainbow shone as brightly as the sun.
All the world said: Nobody is braver, nobody is bolder.

A.3 Pick lines from the poem or state points to justify the following statements.

- The blacksmith’s boy did not go alone. He had companions.
- He went home as bold as he could be, with the swinging rainbow on his shoulder.

by Judith Wright
(iii) The boy was full of self-confidence.

(iv) Birds discouraged the blacksmith's boy from moving ahead.

(v) His friends deserted him.

(vi) He did not waste time in catching the rainbow.

(vii) He was applauded and appreciated for accomplishing his work.
A.4. On the basis of your reading, put T against the true sentences and F against the false ones.

(i) The poem is a story handed down from the past.  
(ii) The boy’s confidence was shaken by the challenges that came his way.  
(iii) It was night by the time he reached the mountain.  
(iv) The crow warned him of the dangerous consequences of his mission.  
(v) The pigeon, magpie and dove were certain that the boy would be successful.  
(vi) The rainbow was bright and colourful but cold.  
(vii) There was nothing extra-ordinary about the boy’s feat.  
(viii) The poem proves that where there is a will, there is a way.

A.5. The poem presents several excellent examples of simile and personification.

A simile is used to compare one thing with another. For example, He fought like a lion.

Personification means attributing human characteristics to non-living things. For example, Rivers hindered him.

Pick out nouns which have been personified and examples of simile from the poem and write them in the space provided.
A.6. Pick out verbs from the poem which mean the same as given below.

(i) delayed the progress of
(ii) seized quickly
(iii) moved by turning over and over
(iv) move quickly to one side so as to avoid a thing
(v) forecast
(vi) gaze fixedly
(vii) kill or wound with a missile from the gun

A.7. Discuss with your partner to find out how the boy was enterprising. What other quality, besides enterprise, helped him gain success? Was it.................

- courage?
- confidence?
- determination?
- will power?
- positive attitude?
- physical and mental strength?
- good luck?
- all the above?
- any other?

A.8. Think of something you hope to accomplish in the future. What do you think would be the difficulties in doing it? What problems are you likely to face while achieving it? What would be the most rewarding thing? Write a letter to your friend sharing these thoughts.
### B.1. Read the following information about the world’s five most successful companies.

**SUCCESS STORIES**

<table>
<thead>
<tr>
<th>Successful Companies</th>
<th>Founded</th>
<th>Main Product(s)</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Express</td>
<td>1850</td>
<td>Travel services</td>
<td>Began as a delivery service.</td>
</tr>
<tr>
<td>Coca Cola</td>
<td>1886</td>
<td>Soft drinks and juice</td>
<td>Coca Cola is the most famous word in the world.</td>
</tr>
<tr>
<td>Hard Rock Cafe</td>
<td>1971</td>
<td>Restaurants with a rock ‘n’ roll theme</td>
<td>American owner opened first Cafe in London because he hated the hamburgers in England.</td>
</tr>
<tr>
<td>Levi Strauss</td>
<td>1873</td>
<td>Jeans and casual clothing</td>
<td>The first jeans were made for men looking for gold in California.</td>
</tr>
<tr>
<td>Nike</td>
<td>1968</td>
<td>Athletic shoes and sports clothing</td>
<td>Named after the Greek goddess of victory.</td>
</tr>
</tbody>
</table>

B.2. Discuss with your partner the questions given below.

- Which of these companies or their products exist in your country? Are they very successful?
- What else do you know about these companies?
- Can you think of three other successful companies?
- State one common feature of the success of these enterprises.
B.3. Read the interview with the Chairman and Managing Director of a successful private company Mr Akhil Kumar and know his views on various issues.

SUCCESS COMES TO THOSE WHO WILL AND DARE

Q. Could you please reveal the secret of your success?
A. Our company owes its success to many factors. Challenging conventional wisdom—building sound strategies, getting ordinary people to do extra-ordinary things, investing in infrastructure, imparting confidence and competence, excelling in all that we do and creating opportunities are some of the major factors.

Q. What is your opinion of an ideal business company?
A. An ideal business company reflects the urges of the contemporary society. It brings out the best in its professionals, managers and workers. It keeps changing and modifies with the times. It provides the consumers with quality products and services at an affordable cost. Essentially, it works towards enabling people to access important assets and opportunities.

Q. Do you think Indians have the capability to match up to global standards?
A. Indians definitely have the calibre and competence to match global standards. Indians have many of the basic requisites, like physical resources, talent and creativity, a large domestic market, systems for technology development and above all, a vibrant democracy. Successful hi-tech software companies in the Silicon Valley prove that Indian companies can be compared with the best in the world.
Q. What kind of qualities and qualifications do you look for while recruiting professionals?

A. The applicants’ ability to shoulder responsibility and experience undoubtedly counts. Also judged is their sincerity of purpose, commitment, communication abilities and congeniality. They must be experts in their job and have multi-disciplinary skills.

Q. Please give your message for the youth.

A. We are on the threshold of a new era. A new world of opportunities beckons you. Translate creativity and innovation into continuous learning and capacity building. If you are enterprising, success will certainly come to you. Self-confidence and enterprise and a personality shaped by good deeds and value systems spell victory. I wish the youth of India a very successful and rewarding future.

B.4. List at least four points under each heading as enumerated in the text.

(i) Factors responsible for the success of Mr Kumar’s Company
   • Challenges
   •
   •
   •

(ii) Qualities of an ideal business company
   •
   •
   •
   •

(iii) Reasons for the success of an Indian in the global market
   •
   •
   •
   •
(iv) Quality traits of eligible professionals

- 
- 
- 
- 

B.5. Tick (√) the groups of words that best explain the given expressions.

(i) Challenging conventional wisdom.

(a) obeying forefathers.
(b) changing ideas and practices according to changing times.
(c) generation gap.

(ii) Building sound strategies.

(a) evolving solid and substantial plans.
(b) creating plans that appear big.
(c) implementing plans.

(iii) Investing in infrastructure.

(a) spending for providing basic facilities.
(b) having a huge structure for company.
(c) investing and saving in banks.

(iv) Reflects the urges of the contemporary society.

(a) serves the society by making new products.
(b) portrays a picture of the society.
(c) understands and serves the needs of the present society.

(v) A large domestic market.

(a) a market which provides products of domestic use.
(b) a market to sell one’s products in one’s own country.
(c) good marketing opportunities.
B.6. Mr Kumar’s message for the youth calls for the need to develop certain qualities. Pick them out and fill them in the given spaces.

Successful youth of India should be

B.7. The interview gives us a vivid impression of Mr Akhil Kumar as the Chairman and Managing Director of his company. Write a note on the one outstanding quality of Mr Kumar that has impressed you the most.

I like Mr Akhil Kumar

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
B.8. Place these four phases of a successful company in a hierarchical order (that is ranking them one above another).

- an internationally successful company
- a successful company
- young professional recruits
- an ideal company

B.9. You are the Managing Director of a company. Prepare a welcome address to be delivered by you to the newly recruited employees. Highlight the philosophy of your company and your expectations from them in your speech. Promise them a healthy and conducive environment to grow.
B.10. You are a member of ‘Young Group’, which has decided to start a business. Discuss the given points.

(i) Decide on an interesting business to start. For example, a dance club, a health club, a music store or a hair salon.

(ii) What do you have to do in order to succeed in that business? Use the questions given below to identify at least five different factors.

• What are the most important things you need in order to run this business?
• How important is the name of the business?
• Do you think the location of the business is important?
• How important is advertising or publicity plan?

(iii) Now design a plan for your business. Consider these factors:

• Name
• Location
• Product or service
• Decor
• Special features
• Type of advertising
• Slogan
• Other considerations

C.1. Given below are the names of some famous personalities. Match them with the fields these personalities excel in.

A
Michelangelo  
Einstein  
Leonardo De Vinci  
Shakespeare  
Mozart  
William Wordsworth  
Graham Bell  
Dhyan Chand  
Donald Bradman  
Stephen Hawking

B
cricket  
art  
poetry  
drama  
hockey  
music  
art  
science  
invention  
physics
C.2. Your presentation on a class project has won the ‘Best Project’ award. The award has triggered dreams and hopes for the future. Discuss with your partner your plans about and hopes of winning more such awards in future.

C.3. Listen to an article on a science wizard called ‘Adam Ezra Cohen’ and find out what he is like.

Listen to an audio CD titled ‘Listen & Comprehend’ (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given exercises. The tape script is also given on page 64.

C.4. On the basis of your listening to the passage, fill in the blanks in the sentences given below.

(i) The _______ school students enter the Westinghouse Science Talent Search Contest.
(ii) The contest offers _______________ college scholarship as its top prize.
(iii) Adam Ezra Cohen won this prize when he was _______ years old.
(iv) He invented an _____________________________.
(v) At the age of 17, he had already made _______ inventions.
(vi) Adam Ezra has other interests too which include _______ and _______.
(vii) He would like to become an _______________ and ___________ in future.
(viii) He hopes to win the ____________________________ in future.

C.5. Listen to the tape script again and suggest evidence from the tape script to prove that Adam Ezra has the following character traits.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) intelligent</td>
<td></td>
</tr>
<tr>
<td>(ii) creative/imaginative</td>
<td></td>
</tr>
<tr>
<td>(iii) fun-loving</td>
<td></td>
</tr>
<tr>
<td>(iv) versatile</td>
<td></td>
</tr>
<tr>
<td>(v) ambitious</td>
<td></td>
</tr>
</tbody>
</table>
C.6. Imagine that you are Adam Ezra Cohen. Write about a few computer related inventions of the computer cursor that you have invented and how you feel about them.


Write about some other wonderful and exciting inventions you know or you have read about.


C.7. Imagine that Adam Ezra has won the Nobel Prize for his extra-ordinary research work in Physics. Prepare an article on him for the newspaper about his success story. You are Kaushal Shinde, a newspaper journalist.

D

Read it yourself

Read the story ‘The Verger’ by W. Somerset Maugham which tells that there is no room for failure, disappointment or regret for those who are enterprising.

THE VERGER

Mr Foreman owned ten shops in different parts of London. All the shops sold the same things - cigars, cigarettes, tobacco and pipes. The shops were always very busy and Mr Foreman was a rich man.

But he had not always been rich. Albert Foreman’s parents had been very poor. They did not have enough money to send Albert to school. Albert started work at the age of ten. He was a servant in
the house of a rich family. He was young and he did all the dirty work.

Albert was a hard worker. He grew older and was given more important jobs. Albert was always clean and tidy. He was well-dressed and looked respectable. At the age of twenty, Albert Foreman was the head servant in the house of a rich man.

Albert married at the age of twenty-two. His wife was also a working woman. She had been a servant in the same house as Albert.

Then Albert got a new job. He became the verger of St Peter’s Church. St Peter’s was in Neville Square, in the centre of the richest part of London. Rich and important people lived in the houses nearby. They were taken to St Peter’s as babies and given names. They were married in St Peter’s and they were buried near St Peter’s when they died.

The verger was present at all these important times. He stood near the door wearing a long black robe. Also, he kept the church clean and tidy.

The people at St Peter’s were pleased with Mr Foreman. He worked there for sixteen years. During this time, there was no trouble. The old vicar liked and trusted Mr Foreman. He knew that Albert was not able to read or write. But this did not matter. Albert Foreman looked important and respectable and he kept the church clean. That was enough.

But in life nothing lasts forever. The vicar grew older. At last, he was no longer able to do the work. He had to leave St Peter’s and go and live in the country.
A new vicar came to St Peter’s. He was young and wanted to change many things. Mr Foreman did not like the new vicar, but he obeyed him. Mr Foreman did things the new way.

‘Don’t walk like that,’ said the new vicar. ‘Walk like this.’
‘Don’t stand like that,’ said the new vicar. ‘Stand like this.’

Albert Foreman had to change everything. But there was one thing which did not change. Albert was not able to read or write. At last, the new vicar heard about this.

One day, after an important wedding, the young vicar spoke to Albert.

‘How long have you been verger at St Peter’s?’ he asked.
‘Sixteen years, sir,’ replied Albert.

‘You have been verger for sixteen years,’ said the vicar, ‘and you cannot read or write?’

‘That’s true,’ replied Albert. ‘I was born into a poor family. My parents weren’t able to send me to school. I never learnt to read or to write.’

‘But this is an important church,’ said the vicar. ‘The verger of St Peter’s must be able to read and write.’

‘You’ve asked me to change many things,’ replied Albert. ‘I’ve done my best to please you. But I can’t learn to read and write. I’m getting older now. It’s too late for me to learn such things.’

‘You must learn to read and write,’ said the vicar, ‘or you cannot be verger at St Peter’s.’
Albert Foreman was a proud man. He had tried to please the new vicar. He had done enough.

‘I’ll leave at the end of this month,’ Albert told the vicar. ‘You must find a new verger. Find another man and I’ll teach him his job.’

Albert said good night politely and left the church. He was not angry, but he felt sad. He started to walk home.

‘What will my wife say?’ Albert asked himself. ‘She’ll be angry and worried. I must find a new job, but it won’t be easy.’

Albert did not smoke much, but now he wanted a cigarette.

I must buy a packet of cigarettes, he said to himself. I’ll smoke a cigarette and I’ll feel better.

Albert started to look for a cigarette shop. He turned into a long street where there were many shops. There were bakers’ shops and butchers’ shops. There were shoe shops and hat shops. But there were no shops which sold tobacco or cigarettes.

Albert walked all the way home but he did not find a cigarette shop.

‘I’ve lost my job,’ he told his wife when he got home.

‘You’ve lost your job!’ she said in surprise. ‘Why?’

‘The new vicar wants a verger who can read and write,’ replied Albert.

‘But what are you going to do?’ asked Albert’s wife. ‘You’re over forty now. You won’t find a new job easily.’

‘I’ve an idea,’ said Albert. ‘On my way home, I wanted to smoke a cigarette, but there wasn’t a cigarette shop. How many other people have wanted a cigarette in this part of London?’
‘A lot of people,’ replied his wife.

‘And they can’t buy them here,’ said Albert. ‘Now, how much money have we saved?’

Albert and his wife had always been careful. They had saved up a little money every week.

‘We have enough,’ said Albert, when they had counted the money.

‘Enough for what?’ asked his wife.

‘To open a cigarette shop,’ Albert replied.

At the end of the month, Albert Foreman left St Peter’s forever. He opened a shop and sold cigarettes.

Many people came into his shop because it was the only one in the street. He began to sell other things. But they were all things for smokers. He sold tobacco for pipes. He sold cigars and matches. And every week the shop became busier.

After a year, Albert’s shop was making a lot of money. Then Albert had another idea.

‘Why don’t we open another shop?’ he said to his wife.

His wife agreed with him.

Albert Foreman walked round London. At last he found a long, busy street with no cigarette shop. Albert opened another shop in that street. A young man worked in the shop for him. The shop soon became very busy.

Albert did the same thing again and again. After ten years, he owned ten cigarette shops. All of them were very busy and every week Albert put more and more money into the bank.

When Albert was in the bank one day, a bank clerk spoke to him.

‘Excuse me, Mr Foreman,’ said the clerk. ‘The manager wants to speak with you. Can you see him?’

‘Of course,’ replied Albert and he went into the manager’s office.

The manager wanted to talk to Albert about his money.

‘You have a lot of money in the bank now,’ said the manager.
‘Yes, I know,’ replied Albert, ‘It’s safe in the bank. I don’t need the money. The money is safer here.’

‘Of course your money is safe in our bank,’ said the manager. ‘But a bank doesn’t pay much interest. You can buy shares in business and make more money.’

‘I don’t know anything about things like that,’ replied Albert. ‘I’ll need help.’

‘But I’ll help you,’ said the manager.

The manager gave Mr Foreman a piece of paper with lots of writing on it.

‘You must sign here,’ said the manager. ‘Then I can do everything else for you.’

Albert picked up a pen and put a large cross at the bottom of the paper.

‘But why have you made this mark?’ asked the manager. ‘Why didn’t you sign it with your name?’

‘Because I can’t read or write,’ replied Albert simply.

The manager sat back in his seat.

‘You’re a rich man, Mr Foreman,’ said the manager. ‘And yet you cannot read or write. If you could read and write, you would be a millionaire.’
Albert Foreman laughed loudly. The manager looked surprised.

'I am rich because I cannot read or write,' said Albert smiling. 'If I could read and write, I would be poor. I would still be verger at St Peter’s Church in Neville Square.'

(Simplified)

ADAM EZRA COHEN
Westinghouse Winner

Each year, the top high-school science students in the United States enter the Westinghouse Science Talent Search. This contest is the most prestigious of its kind, and it offers a $40,000 college scholarship as its top prize. In 2004, with 1,652 students entering, the top prize was won by Adam Ezra Cohen, a 17 year-old senior from New York city. Adam won for his invention of an electrochemical paintbrush. This ‘paintbrush’ is an electronic circuit that prints tiny patterns on silicon surfaces - patterns so tiny that 50 words would fit within the width of a human hair. If further developed, the invention could be used to make powerful microchips for computers.

Impressive as this invention sounds, it’s only one among many for Adam. He already has 152 to his credit, including a computer cursor that users can move with their eyes.

Some people may have the idea that being a serious science student means being a serious person with no interests other than science. If so, they haven’t met Adam. He’s an outgoing young man who, on winning the prize, jumped in the air and hugged a judge. And he’s got a multitude of other interests, including biking, ice-skating, soccer, reading, and last but not the least, collecting wild mushrooms. ‘He’s a delight,’ his father says. ‘The only thing we have to watch is what he puts in our refrigerator-bottles filled with blue stuff and dried-up rats.’

Yet science is obviously very important to Adam, and someday he may be important to science. He’s using his scholarship to study physics at Harvard and speaks of plans of continuing on to a career as an inventor and researcher. Five Westinghouse winners have gone on to win Nobel prizes. Perhaps one day Adam will, too.
Introduction

I. Read the following excerpt from Dr C.V. Raman’s convocation address to the students at the Indian Institute of Technology, Madras (now Chennai) way back on July 30, 1966. Over four decades later, Dr Raman’s words carry the same relevance for us.

NATURE AND HUMAN LIFE

‘...Just before I came to the Convocation, the Director was taking me on a ‘joy ride’ through your campus. I think I should correctly describe this as a joy ride. It was just thrilling, thrilling to see the wonderful old banyan trees or the wild grasses, the thorns here and there and occasionally a ‘few’ buildings by the way! Well, that is as it ought to be. Because I always thought that study, examinations, books, lectures and so on are but a very little part of a man or a woman.

I have always said to myself and others that I regard as the greatest feature of the world nature herself. She is the supreme artist; she creates forms of beauty, loveliness and colour, unsurpassable, and this has been so from the beginning of time. She is also the inspiration not only of artists, painters, sculptors and engineers, but also of men of science. When I say this, I remember, many years ago, I was standing below the pillars of the temple of Luxor. What did I find at the top? The lotus, papyrus. These forms of beauty of nature have been the inspiration of all mankind. Well, I should say that they should also be the inspiration of all these graduates of the year.

Usually, technology and industry are associated, I don’t say justly, with squalour, dust, ugliness, smoke and all sorts of abomination. That ought not to be so. I think your education is imperfect if you do not realise, my young friends, that life is not merely a question of getting food, clothes and shelter. Man does not live by bread alone. This has been realised from ancient times. I think that the finest things in life are not these, but music, colour, flowers, beauty, aesthetic sense, the satisfaction derived from those.’

squalour: dirt  abomination: ugliness
II. Work with your partner. Complete the following statements and find out why nature, according to Dr C.V. Raman, is the greatest feature of the world.

(i) Moving through natural scenes, enjoying the beauty of nature, is nothing less ____________________________.

(ii) Nature is the supreme artist because ____________________________.

(iii) Nature has not only inspired ______, ______, ______ and ______ but ____________________________ also.

(iv) Technology need not be ____________________________ . We should seek inspiration from nature and combine ____________________________ with beauty.

III. In groups of four, discuss how nature is essential both for the basic and the finer things of life.

A

A.1. You have visited the following cities/states during your vacation in different years.

- Historical City (Agra)
- Hill Station (Kashmir)
- Pilgrimage Centre (Haridwar)
- Metropolitan City (Delhi)
- Natural Beauty Resort (Goa)
- Royal City (Udaipur)
Recollect memories of your visit.
Complete the given table by listing the specific sights/places/things you associate with each of these cities/states.

<table>
<thead>
<tr>
<th>City/State</th>
<th>Sights</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agra</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delhi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kashmir</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haridwar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Udaipur</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A.2. Share with your partner any memorable experience you had or any particular sight/place/incident that left a deep imprint on your mind.
A.3. Read the following poem.

THE DAFFODILS

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee:
A Poet could not but be gay
In such a jocund company!
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

—by William Wordsworth

vales: valleys  fluttering: waving or flapping quickly  bay: part of the sea within a wide curve of the shore
sprightly: lively, full of energy  jocund: merry, cheerful  pensive: deep in thought
A.4. Complete a brief summary of the poem with suitable words or phrases.

Once the poet was roaming aimlessly when he saw a large number of _____________. They were __________ in colour and _______ and dancing in the breeze.

They looked like innumerable _______ shining in the _______. At one glance, the poet was able _______ a large number of them. They were growing in a ______________ line along the sea-shore. They were waving ______________ in a cheerful dance.

The waves too appeared to be happy but they could not match the joy and gaiety of the flowers. The poet felt happy in the _______ of such lively company but he could not realise the real _______ of the scene at that time.

Later, whenever the poet lay on his _______ in a thoughtful mood, the _______ appeared before his mind’s eye and his heart started _______. It was then that he realised that a beautiful scene or object is a source of lasting joy.

A.5. Mark the following sentences with a (✓) if true and a (✗) if false.

(i) The poet compares himself to a floating cloud.

(ii) He saw a few daffodils beside the lake.

(iii) He compares the daffodils with the stars on the milky way.

(iv) The waves outdid the sprightly daffodils.

(v) The sight of the dancing daffodils filled the poet’s heart with immense joy.

(vi) Whenever the poet’s mind is unoccupied or he is in a thoughtful mood, the memory of the daffodils uplifts him and brings him great joy.
A.6. Read the lines given below and answer the questions that follow.

(i) The waves beside them danced, but they
Outdid the sparkling waves in glee;
(a) Identify the poem and the poet.

(b) Who are ‘they’ in line 1?

(c) How did ‘they’ outdo the waves?

(ii) They flash upon that inward eye
which is the bliss of solitude;
(a) What does the poet mean by ‘inward eye’?

(b) How is the inward eye a blessing given to us by solitude?

(c) What happens to the poet when ‘they’ flash upon his inward eye?

A.7. Pick out at least four expressions from the poem that suggest the numerousness of the daffodils. Next, pick out words and phrases which describe the joy and pleasure of the flowers and the poet.

A.8. Contrast the poet’s mood at the opening of the poem with that in the end. What brought about this change in his mood?

A.10. Discuss in groups of four how nature can bring comfort to human beings when they are in grief and anxiety. Then prepare a speech to be given in the school assembly emphasising that it is important to get back to nature to destress ourselves and to experience pure joy.

A.11. Further Reading

Read the following poems by William Wordsworth.

- To a Butterfly
- Solitary Reaper
- Lucy Gray

B.1. Nature influences our mind, body and soul. Recollect a morning walk in a nearby park. Pick out various objects of nature that affect the following parts of your body.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Objects of Nature</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Eyes</td>
<td>flowers, trees, birds, etc.</td>
<td>give joy</td>
</tr>
<tr>
<td>(ii) Ears</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Nose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Skin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) Mind</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.2. Think of your favourite teacher. Discuss with your friend the qualities you admire in her and what you have learnt from her.

B.3. Nature is a great teacher. It is a guide, friend, mentor and philosopher. Read the following passage to know of some lessons of life it teaches us.

**THE ALCHEMY OF NATURE**


Are you listening?

When I do, it leaves me in complete awe.

We have a hibiscus plant in our garden. Every fortnight a flower blooms on it—big, bright and tender. Through the day it smiles with the sun and dances with the wind, but as evening approaches, it starts **wilting**. The morning after, it withers completely and by evening it falls and becomes one with the earth again. The flower comes to life only for a day, yet it does so in full splendour. What if we too lived our life, however short, to its fullest?

We went to a rocky beach and saw the spread of the majestic ocean and the rocks alongside, carved, sculpted and shaped by the water. Water is so soft, rock so hard, yet, as the water flows over it every day, for years, the rock gives in. It takes the shape that the water commands. Our problems are so **colossal** and we are so small, yet if we persist ....

We saw small bits of grass peeping through the small cracks in a concrete pavement. It left us thinking: however impossible things may look, there is always an opening...

*Wilting*: losing freshness and drooping  
*Colossal*: immense
We saw a tree bare of all leaves in the cold winter months. We thought its chapter was over. But three months passed, spring set in and the tree was back to its green majesty once again, full of leaves, flowers, birds and life. What if we too had the conviction that, however difficult things are right now, it will not remain so forever. Remember, this too shall pass.

We saw an army of ants lugging a fly which was at least ten times the ant’s size. The ants organised themselves around the fly, lifted it on their frail feelers and carried it to quite a distance. Their teamwork and perseverance were impressive. What if we too are consistent, organised, focused.....

Spider webs are delicate, yet very strong. A rainbow colours the entire sky. Oysters take in a grain of sand and open up with a pearl. Innumerable stars shine across the infinite sky. Clouds take new shapes with every passing moment. The wind makes the trees dance with unhindered passion. Water, without a hint of ego, changes its form according to the dictates of the sun and the wind. When we see a caterpillar turn into a butterfly, a flower turn into a fruit, we experience the alchemy of nature..... we touch it and become gold ourselves.

—by Raksha Bharadia

alchemy: a type of chemistry that seeks to turn other metals into gold
B.4. Fill the table given below with the writer’s observations of different aspects of nature and the moral values or lessons conveyed through them. Give your own interpretations if required.

<table>
<thead>
<tr>
<th>Nature</th>
<th>Observation</th>
<th>Moral values / Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Rocks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Spiders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Oysters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Stars</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B.5. Given below are some of the lessons learnt from nature. Choose their correct sources from the box and write them in the space provided.

- ant, grass, leaves appearing after winter, hibiscus

(i) It hardly matters whether life is long or short, it should be spent beautifully.

(ii) However, things may look difficult in the beginning, it is always possible to find a way out.
(iii) Focused and patient hardwork always pays.

(iv) Problematic periods, however acute, do pass sooner or later.

B.6. Who teaches us the following?

(i) Humility

(ii) Passion

(iii) Combining strength with delicacy

B.7. Find words from the text which have the same meaning as the following.

(i) brilliance

(ii) grand

(iii) belief

(iv) patience

(v) continuous

B.8. Which of the lessons suggested in the passage do you find most valuable to you as a student? In a diary entry, explain how it will help you to become a better student.

C.1. Fill in the blanks from the words given below.

TEN THINGS YOU CAN DO TO HELP PROTECT OUR ENVIRONMENT

- throw, taps, recycling, reusable, walk, litter, both, trees, water, rubbish, switch off, paper

(i) _______ or ride a bike instead of asking for a ride.

(ii) Don’t _______, put your _______ in the bins provided.
(iii) Save newspapers for ______________.
(iv) Use ______ sides of your writing and drawing ________.
(v) Be sure to turn off all water _______ tightly.
(vi) When you leave a room, be sure to ______________ the lights.
(vii) Don’t let the _______ run when you brush your teeth.
(viii) Don’t _______ rubbish down the toilet.
(ix) Use _______ cups and plates instead of paper ones.
(x) Plant ________.

C.2. Discuss with your friend and find out how many things you follow to contribute your little bit to save the environment.

C.3. Listen to an article on ‘Why We Should Take Care of the River Ganga’.

Listen to an audio CD titled ‘Listen & Comprehend’ (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given exercise. The tape script is also given on page no. 83.

C.4. On the basis of your listening to the passage, fill in the blanks in the sentences given below.

(i) The Ganga is both a ___________ and a ____________.
(ii) The ambience of the banks of the Ganga is rich because of continuous meditation by ____________________.
(iii) The waters of the Ganga are believed to have the power to wash away ____________________.
(iv) In Indian mythology, king ______________ obtained permission from the gods to bring the Ganga down to the earth.
(v) He wanted the Ganga to wash over the ashes of the sons of one of his ancestors, ______________.
(vi) ______________ absorbed the force of the Ganga’s mighty torrent.
(vii) From the head of Shiva, the Ganga flowed down as ___________ rivers.
(viii) The name of the Ganga appears twice in ________________.
(ix) References to the Ganga can be found in the ___________ and the ________________.
(x) Poet ________________ has composed beautiful verses in praise of Ganga.
(xi) It is a pity that today the Ganga is ________________.
(xii) If we do not save our water bodies, our future generations will not have a ___________ environment.

C.5. Get into groups of four. Discuss and note down any three causes of the pollution of water bodies and the threat faced by us because of that.

<table>
<thead>
<tr>
<th>Causes of Pollution</th>
<th>Danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td></td>
</tr>
</tbody>
</table>

C.6. You and your friends have formed a ‘Friends of the Earth’ Club. You prepare a street play to convey the message that the clock is fast ticking away and that we must recognise the urgency with which we need to act.

Distribute roles. Enact your presentation in the class. Prepare a speech for the morning assembly on the topic – ‘Save your environment, Save yourself’.

C.7. Project

Your school has developed a bio-diversity park with a nursery, botanical garden and space for vermicomposting.

As a member of the ‘Haritima Club’, responsible for the maintenance of the park, design an attractive pamphlet to be circulated amongst students. Include the features of the park and instructions to be followed for its preservation.
One day, when Rakesh was six, he walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir Valley.

Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar.

Rakesh lived with his grandfather on the outskirts of Mussoorie, just where the forest began. His father and mother lived in a small village fifty miles away, where they grew maize and rice and barley in narrow terraced fields on the lower slopes of the mountain. But there were no schools in the village, and Rakesh’s parents were keen that he should go to school. As soon as he was of school-going age, they sent him to stay with his grandfather in Mussoorie.

Grandfather was a retired forest ranger. He had a little cottage outside the town.

Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage there were only three cherries left.

**outskirts**: the outer districts  
**ranger**: an official in charge of a forest
Have a cherry, Grandfather," he said, as he nodded at his grandfather in the garden. Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some time, rolling the tang in his mouth. Then he placed the cherry seed in the palm of his hand and said:

"Are cherry seeds lucky?" asked Rakesh, eyeing the seed in his hand.

"If you think so," said Grandfather with a smile.

"Then I'll keep it."

"Nothing is lucky if you put it away. If you want luck, you must put it to some use."

"What can I do with a seed?"

"Plant it."

So Rakesh found a small spade and began to dig up a flower bed. He sown the mustard and placed the cherry seed in that same bed. He did not disturb the soil or the plant at all. He watered it regularly and kept it free from weeds. Rakesh went to a corner of the garden where the soil was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.

Then he had his lunch and ran off to play cricket with his friends and forgot all about the cherry seed.

A few days later, one morning in the garden, Rakesh bent to pick up what he thought was a small twig and found to his surprise that it was well-rooted.
He stared at it for a moment, then ran to fetch Grandfather, calling, ‘Dada, come and look, the cherry tree has come up!’

‘What cherry tree?’ asked Grandfather, who had forgotten about it.

‘The seed we planted last year—look, it’s come up!’

Rakesh went down on his haunches, while Grandfather bent almost double and peered down at the tiny tree. It was about four inches high.

‘Yes, it’s a cherry tree’, said Grandfather. ‘You should water it now and then.’

Rakesh ran indoors and came back with a bucket of water.

‘Don’t drown it!’ said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles.

‘What are the pebbles for?’ asked Grandfather.

‘For privacy,’ said Rakesh.

He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it—except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown—at least an inch!

That year the monsoon rains came early and the cherry tree grew quickly in this season.

It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.

‘Never mind,’ said Grandfather, seeing that Rakesh was upset. ‘It will grow again, cherry trees are tough.’

Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass scrambled down the hillside, her scythe swishing through the heavy monsoon

scythe: an implement with a curved blade on a long handle for cutting long grass
She did not try to avoid the tree: one sweep, and the cherry tree was cut in two.

When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

‘Maybe it will die now,’ said Rakesh.

‘Maybe,’ said Grandfather.

But the cherry tree had no intention of dying.

By the time summer came round again, it had sent out several new shoots with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy boy with curly black hair and deep black eyes. Blackberry eyes, Grandfather called them.

That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather’s house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

One day he found a bright green praying mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree’s first visitor.

The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

‘They’re pretty leaves’, said Rakesh. ‘And they are always ready to dance. If there’s a breeze.’

| foliage : leaves       | praying mantis : a grasshopper-like insect |
After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves turning on his side, he could see the moon and the stars lying beneath the tree. When the shadows crept across the garden, Grandfather came back and sat down beside him. They waited in silence until the stars came out and the night began to settle in. In the trees below, the crickets and cicadas began their busy nocturnal symphony.

"There are so many trees in the forest," said Rakesh. "What's so special about this tree? Why do we like it so much?"

"We planted it ourselves," said Grandfather. "That's why it's special."

"Just one small seed," said Rakesh, and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. "I wonder, he whispered, 'is this what it feels to be God?"

"It's pretty leaves," said Rakesh. "And they always ready to dance."

"And they always ready to dance."
WHY WE SHOULD TAKE CARE OF THE RIVER GANGA

The Ganga is both goddess and river. Sitting on the banks of the Ganga is in itself an uplifting experience, as the ambience is rich with the meditations of sages from time immemorial. As the consort of Shiva, flowing from his matted locks as \( \text{Sindubhambu} \), the waters are believed to have the power to wash away all sin.

How the Ganga was brought down to earth is told in the story of Bhagiratha who obtained permission from the gods for the river to descend to earth so that the sacred waters might wash over the ashes of the sons of his ancestor, Sagar. The Ganga came down but Shiva absorbed the force of the mighty torrent by letting it flow through his hair. From the head of Shiva it flowed down as the Sapta-Sindhva or the seven sacred rivers.

The name of Ganga appears twice in the Rig Veda. We find references to the Ganga in the Valmiki Ramayana, the Brahmanda Puraha, the Devi Bhagavatam and the Mahabharata. A number of Sanskrit poets, including Hai-Sankara, have composed beautiful verses in praise of the Ganga.

Our great rivers, including the Ganga, are dying. If we do not succeed in a determined effort to save these important water bodies, we are risking the right of future generations to a healthy, life-enchanting environment. Veda Vyasa said: ‘Anyone who cuts trees and pollutes rivers commits suicide.

— by Kailash Vajpeyi
## SPORTS

### Introduction

I. Match the sports in column A with their descriptions in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) basketball</td>
<td>a game for two players played on a board of 64 squares of alternate colours with each player having 16 pieces.</td>
</tr>
<tr>
<td>(ii) chess</td>
<td>a sport of jumping over a high bar using a pole.</td>
</tr>
<tr>
<td>(iii) bungee jumping</td>
<td>a game played on a court by two teams who try to throw an inflated ball through a raised goal.</td>
</tr>
<tr>
<td>(iv) wind surfing</td>
<td>a sport in which a person jumps from a high bridge or a cliff using an elastic rope.</td>
</tr>
<tr>
<td>(v) water rafting</td>
<td>a sport of sailing on water standing on a long but narrow board with a sail.</td>
</tr>
<tr>
<td>(vi) scuba-diving</td>
<td>a sport of jumping from a plane wearing a parachute.</td>
</tr>
<tr>
<td>(vii) hang-gliding</td>
<td>a sport of crossing the fast and rocky part of a river in a raft.</td>
</tr>
<tr>
<td>(viii) paragliding</td>
<td>a sport of flying with the help of a large kite-like frame.</td>
</tr>
<tr>
<td>(ix) pole vault</td>
<td>a game played with a ball and racket on a court divided by a net.</td>
</tr>
<tr>
<td>(x) tennis</td>
<td>a sport of swimming underwater wearing special breathing equipment.</td>
</tr>
</tbody>
</table>
The need and importance of sports in the twenty-first century cannot be over-emphasised. Sports encourage the innumerable virtues that we need for a good life, such as peace, co-existence, team spirit and tolerance. Besides, sports also open the door for the formation of amicable relationship between players, communities, racial groups and even nations.

Answer the quiz given below and find out how aware you are about sports and sports events.

(i) In the game of cricket, in how many ways can a batsman get out?
   (a) 8  
   (b) 9 
   (c) 10 
   (d) 11

(ii) How many courts are there at the Wimbledon?
   (a) 20  
   (b) 24 
   (c) 22 
   (d) 28

(iii) How many member countries are there in the Commonwealth?
   (a) 52  
   (b) 54 
   (c) 50 
   (d) 51

(iv) How many players are there in a volleyball side?
    (a) 5  
    (b) 6  
    (c) 7  
    (d) 8

(v) How many players are there in a netball team?
    (a) 6  
    (b) 7  
    (c) 8  
    (d) 10

(vi) Which cricketer is nicknamed ‘The Don’?
    (a) Sir Donald Bradman  
    (b) Allan Donald  
    (c) Sachin Tendulkar  
    (d) Sunil Gavaskar

(vii) What is a ‘tennis elbow’?
     (a) an elbow injury  
     (b) an overuse injury  
     (c) a match point  
     (d) a sore elbow developed while playing tennis
A.1. (i) List a few qualities that you think a good sportsperson should possess.

(ii) Name a few players you think have true sportsmanship. Support your choice with reasons.

A.2. Hockey is our national game. Do you know the meaning of the following common terms associated with it?

(i) dribbling
(ii) bully
(iii) loading the hockey sticks

DHYAN CHAND, THE HOCKEY WIZARD

Major Dhyan Chand, former hockey player of India, is regarded as the greatest player the game of hockey has ever produced. As a player, he was in league with Don Bradman, Australian cricket legend, who scored 6,996 runs in just 52 games, at an incredible average of 99.94 and Michael Phelps, American swimmer, who won 8 gold medals at the Beijing Olympics. Or, one could think of Pele in soccer or Nadia Comaneci in gymnastics. But besides being a genius, Dhyan Chand was also considered to be an epitome of true sportsman spirit.

Dhyan Chand was born on August 29, 1905 in Allahabad. Although his real name was Dhayan Singh, he became popular as Dhyan ‘Chand’. This name was given to him by his British officers as he often practised the game of hockey under the moonlight. Little did the officers then realise that the name would be prophetic and that the young boy would actually shine like a moon in the world of sports.

Dhyan Chand’s brilliant hockey career had humble beginnings. Neither Dhayan nor his friends were financially sound enough to afford a hockey stick or a ball. So they would improvise hockey sticks from the naturally curved date palm tree branches and bind old rags into a round shape to serve as a ball. But brilliance does not remain hidden for long and people were soon taking note of the exquisiteness of Dhyan’s game.

There is an interesting story about Dhyan Chand’s initiation into ‘serious’ hockey. Once he was watching a hockey match between two teams composed of British officers. One of the teams was down by two goals. Dhyan Chand kept repeating to his father that if he were given a chance, he could make the losing team win. A British
officer, who overheard this claim, was amazed at his confidence and allowed him to play.
Dhyan Chand walked into the ground and scored two goals! Soon after, the impressed
officer inducted him into his ‘Children’s Platoon’.

Dhyan Chand joined the Army as a sepoy in 1922. He regularly represented his regiment in all hockey
events. It did not take long for people to recognise his hockey prowess and he was selected as a member of
the Indian Army Hockey Team to represent the country in New Zealand. This was the first team to represent
India abroad in any sport. This tour, in the year 1926,
was the beginning of an unforgettable era for this
talented hockey player. India played 21 matches, won
18, lost just 1, drew 2 and conceded only 24 goals. Of
the total 192 goals scored by the Indians, 100 belonged
to Dhyan Chand. This stupendous success story
continued and in 1928, the Indian Hockey Team made
history by winning the Olympic Gold (for hockey) against the strong contender, Holland.
The olympic win was uniquely special as it was the first Olympic gold medal won by
Asia in modern olympic games.

There are various popular anecdotes regarding Dhyan Chand’s wizardry with the
hockey stick. It is believed that some officers in Tokyo broke Dhyan Chand’s hockey
stick in hope of finding a magnet or some glue
in it. During a match, a lady teased Dhyan Chand
to play with her walking stick. He instantly obliged
her and even scored goals with it! On another
occasion, a British lady exchanged her husband’s
hockey stick with Dhyan Chand’s. To her
disappointment, the flow of goals did not stop.
Dhyan Chand became so popular the world over
that an artist in Vienna painted him as having eight
arms! Even Don Bradman once remarked, ‘He
scores goals like runs in cricket.’ It is believed
that Nazi dictator Adolf Hitlor, whose team suffered
defeat at the hands of Indians at 1936 Summer
Olympics, was smitten by this hockey wizard. He
offered Dhyan Chand a high position in his army and asked him to play for Germany. Dhyan Chand however, politely refused and said, ‘India is my India’. Dhyan Chand continued his exploits in the game of hockey till the age of 42. During his hockey career, he represented India in three Olympics and won many games for his country. He was awarded the Padma Bhushan, India’s third highest civilian honour, for his contribution in the game of hockey.

A.4. Given below are some incidents from Dhyan Chand’s life. Write them in chronological order (time sequence) in the space provided.

- joined army as a sepoy in 1922
- retired from hockey at the age of 42
- won Olympic gold in 1928
- inducted into Children’s Platoon
- awarded Padma Bhushan
- represented India as a member of the Indian Army Hockey Team in New Zealand
- played hockey with improvised date palm branches and balls made of rags
- born on August 29, 1905
A.5. Answer the following questions in about 40 words each.

(i) How did Dhyan ‘Singh’ become ‘Dhyan ‘Chand’?

(ii) How did this new name prove to be prophetic?

(iii) How was Dhyan Chand inducted into the British officers’ ‘Children’s Platoon’?

(iv) Why was the Olympic win (1928 Gold Medal) very special for the Indian team?
A.6. Find words from the text which mean the same as the following.

(i) the highest example of
(ii) short stories, usually amusing in nature
(iii) to invent something to satisfy the need of the hour
(iv) greatness
(v) great ability

A.7. Complete the following chart about Indian Army Hockey Team’s performance in New Zealand in 1926.

<table>
<thead>
<tr>
<th>Teams</th>
<th>Matches played</th>
<th>Result declared</th>
<th>Won</th>
<th>Lost</th>
<th>Draw</th>
<th>Total goals scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A.8. Complete the following web chart by quoting the anecdotes about Dhyan Chand’s wizardry with the hockey stick.

played hockey with a lady’s walking stick
A.9. Recalling the 1928 Olympic final hockey match, Dhyan Chand once said, ‘I still remember the circumstances in which India took the field on May 26 to win the highest honour in world hockey. I was ill and running a high temperature... I was a soldier by profession, and when the country’s honour was at stake, there was no alternative but to march boldly into the battlefield.’

In the light of the above statement, discuss with your partner the qualities of Dhyan Chand that made him ‘an epitome of sportsman spirit’.

A.10. Read the following headlines that dominated the newspapers after India’s historic olympic win in 1928.

This is not a game of hockey, but magic! Dhyan Chand is, in fact, the magician of hockey.
It is not only the number of goals he scores, but the way he scores them.

India scores a majestic win.
Dhyan Chand scripts a stupendous success story.

Imagine yourself to be a newspaper reporter who witnessed this historic match. Write a newspaper report (using any of the headlines) about India’s fantastic performance and Dhyan Chand’s magical spell. All the necessary factual details for your report are given below.

<table>
<thead>
<tr>
<th>Date</th>
<th>May 26, 1928</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams</td>
<td>India, Holland</td>
</tr>
<tr>
<td>Match</td>
<td>Final hockey match, Olympics 1928</td>
</tr>
<tr>
<td>Venue</td>
<td>Sports Stadium, Holland</td>
</tr>
<tr>
<td>Spectators</td>
<td>50,000</td>
</tr>
<tr>
<td>Total goals</td>
<td>3 (in all)</td>
</tr>
<tr>
<td>Result</td>
<td>India won by 3–0</td>
</tr>
<tr>
<td></td>
<td>Dhyan Chand scored 2 of the 3 goals.</td>
</tr>
</tbody>
</table>
A.11. Look at the advertisement given below.

The Indian Hockey Academy announces the beginning of their Hockey Coaching Session for young hockey enthusiasts

- Benefit from the expert coaching given by the renowned Indian Hockey Team players
- Learn the art of dribbling
- Master the techniques of dodging

The coaching sessions will be held at the City Stadium from Monday to Friday, 4 to 6 p.m. during September and October 2010.

Hurry! Limited seats available
For details, contact Indian Hockey Academy, ABC Nagar, Delhi.

Discuss with your friends the main points/essential elements of the above advertisement. Now design an advertisement (on similar lines) about swimming classes for small children.

B.1. When you participate in a sports competition, do you play

(i) only to win?
(ii) to give your best performance?
(iii) to exhibit true sportsman spirit, whatever the result may be?

Discuss your answer with your partner citing reasons for your choice.
B.2  Do you know what is ‘Special Olympics’? Special Olympics is an international Organisation created to help people with intellectual disabilities develop self-confidence, social skills and a sense of personal accomplishment. Among their other activities, Special Olympics conducts the Special Olympic World Games every two years [alternating between Summer and Winter Games] especially for differently abled people. More than 2.5 million athletes of all ages are involved in Special Olympics sports training and the organisation offers year round training and competitions in 30 olympic type sports.

B.3.  Read this touching poem about an incident in the Special Olympics.

**NINE GOLD MEDALS**

The athletes had come from all over the country
To run for the gold, for the silver and bronze
Many weeks and months of training
All coming down to these games.

The spectators gathered around the old field
To cheer on all the young women and men
The final event of the day was approaching
Excitement grew high to begin.

The **blocks** were all lined up for those who would use them
The hundred-yard dash was the race to be run
There were nine resolved athletes in back of the starting line
**Poised** for the sound of the gun.

The signal was given, the pistol exploded
And so did the runners all charging ahead
But the smallest among them, he stumbled and **staggered**
And fell to the **asphalt** instead.

---

**blocks** : the blocks behind the starting line of a race. The runners push their feet against such blocks at the beginning of a race.

**poised** : ready

**staggered** : lost balance

**asphalt** : black surface of a road
He gave out a cry in frustration and anguish
His dreams and his efforts all dashed in the dirt
But as sure as I’m standing here telling this story
The same goes for what next occurred.

The eight other runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back to help him
And brought the young boy to his feet.

Then all the nine runners joined hands and continued
The hundred-yard dash now reduced to a walk
And a banner above that said ‘Special Olympics’
Could not have been more on the mark.

That’s how the race ended, with ring gold medals
They came to the finish line holding hands still
And a standing ovation and nine beaming faces
Said more than these words ever will.

— by David Roth

B.4. Read the extract from the poem and answer the questions that follow.

(i) There were nine resolved athletes in the back of the starting line
    Poised for the sound of the gun.

    (a) Which event is being talked about here?
    (b) Why does the poet call the athletes ‘resolved athletes’?
    (c) What happened at the ‘sound of the gun’?

standing ovation: clapping by the spectators in appreciation
(ii) He gave out a cry in frustration and anguish
His dreams and his efforts all dashed in the dirt.

(a) Who does 'he' refer to in line 1?

(b) Why did he 'cry in frustration'?

(c) What do you think were 'his dreams'? How were his efforts dashed in dirt?

(iii) The eight runners pulled up on their heels
The ones who had trained for so long to compete
One by one they all turned around and went back to help him
And brought the young boy to his feet.

(a) Explain 'pulled up on their heels'.

(b) Why did all the athletes turn around? What quality of character does this gesture exhibit?

(c) What was the result of the event?

B.5. The poet says the eight runners 'had trained for so long to compete'. Why did they then turn around and help the smallest boy instead of dashing for the finish line?
B.6. How did the incident (narrated in the poem) make 'Special Olympics' even more 'special'?


B.7. Imagine yourself as one of the spectators who watched this event in the Special Olympics. Write a letter to your friend telling about the incident and the nine contestants who exhibited extreme sensitivity and true sportsmanship and set an example for other sports persons.

B.8. Look at the logo of the Special Olympics given below.

---

**Founder**: Eunice Kennedy Shriver  
**Founded**: 1962  
**Headquarters**: 1133 19th St. NW  
Washington DC 20036-3604  
**Origin**: Camp Shriver  
**Area served**: International  
**Slogan**: Let me win. But if I cannot win, let me be brave in the attempt.
B.9. Read the slogan once again.

Do you think the performance of the athletes in the poem was true to the slogan of the special olympics? Discuss with reasons.
Have you ever witnessed (or heard of) any such incident in any regular sports meet or game? If yes, narrate it to the whole class.

B.10. Look at the pamphlet of The Special Olympics Organisation given below.

---

**The Special Olympics Organisation**

calls you to
make a difference in the lives of differently abled

* **Who are we?**
  - a non-profitable international organisation

* **What we do?**
  - help people with intellectual disabilities
  - build communities
  - empower through sports
  - conduct sports coaching camps/guides

* **What you can do?**
  - coach
  - volunteer – a few hours as a scorekeeper or a match referee

  Your small gesture can make a big difference

* **Issued by:** The Special Olympics Organisation

---

Imagine yourself to be Ruchi. You feel strongly about the cause of differently abled people and would like to offer help/volunteer for the Special Olympics organisation. Write a letter to the manager of the organisation expressing your wish.
B.11. Read the following newspaper clippings.

**Match Referee Fines Players for Sledging**
— by Staff Reporter
Adelaide, July 1: Two cricket players were fined half of their match fee for allegedly using foul language during the game. Such incidents of sledging are becoming increasingly common on the ground. Uncontrolled aggression on the field is threatening to spoil the true spirit of the sport.

**Angry Spectators Bring the Game to a Halt**
— by Staff Reporter
Eden Garden, Sept. 22: The semi-final match between India and Sri Lanka was abandoned as the aggressive spectators, angry at the poor performance by the home team, threw empty bottles on the players standing near the boundary. The recent years have seen a dramatic change of attitude among the spectators, who no longer accept defeat sportingly.

Now discuss in groups. Have we really forgotten the true spirit of sports? Do sports only mean winning? Is participation not a joy in itself?

Note all the points that come up in the discussion. Now prepare an article on the topic ‘The True Spirit of Sports’ to be published in your school magazine.

B.12. Sports, once a symbol of harmony and team spirit, now often produce incidents of intolerance and anger outbursts. It is universally acknowledged that there is an urgent need to re-learn the meaning of true sportsmanship.

Listen to the tape script to find out simple ways to learn team spirit and sportsmanship.

Listen to an audio CD titled ‘Listen & Comprehend’ (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given exercises. The tape script is also given on page 111.
Now, complete the given webs.

(i) 

Sportsmanship means

(ii) 

Things to encourage/learn

(iii) 

Things to avoid
C.1. In the previous sections, we have learnt about Special Olympics as well as, Sportsmanship. In this section, let us read all about the biggest event in the world of sports, ‘The Olympic Games’.

THE OLYMPIC GAMES

According to tradition, the Olympic Games began in Greece. Many Greek tribes and cities used to organise religious festivals every four years to please their gods. Athletics formed an important part of these festivals. Over a period of time, the Olympic Games which honoured Zeus, the king of the gods, became the most important athletic event.

The first recorded Olympic contest took place in the Stadium of Olympia in 776 B.C. At first the Games occupied only one day, and consisted of a single event—a foot race of about 180 metres. Later they were extended to five days and more events were included in them. The pentathlon, which consisted of five events—the long jump, discus throw, javelin throw, a sprint and wrestling—was added to the competition in 708 B.C. Boxing became a part of the games in 688 B.C., and the four-horse chariot race was added in 690 B.C. For many years, the Olympics were meant exclusively for male contestants and male spectators.

The Olympics were held every four years. The four-year period between two successive Olympic Games was called an Olympiad. The Olympics were essentially religious affairs for the people travelling to and from Olympia. To the Greeks it was important to win well and any unfair practice was punished by a fine. Gradually, the Games lost their reputation, especially in 100 B.C., when the Romans conquered Greece and the contestants became interested only in winning money. Finally, in A.D. 393, the Olympic Games were abolished by Emperor Theodosius because of the decline in their quality. No Olympics were held for more than 1,500 years. An earthquake destroyed the Stadium of Olympia in A.D. 500, and a landslide later buried the ruins beneath about 20 feet of soil.

Zeus: Supreme God of the Greeks
sprint: to race for a short distance
Happily, the memory and ideals of the Greek’s Olympic organisation did not crumble with the ruins of Olympia. In 1875, a group of German archaeologists excavated the site and discovered the ruins of the Olympia complex. The discovery gave Baron Pierre de Coubertin, a French educator, the idea of organising a modern international Olympics.

Coubertin believed that athletics played an important part in forming a person’s character. He also thought that in international sports, competition would promote world peace. In 1894, Coubertin presented his ideas to an international meeting on sports. The group agreed to organise the games and formed the International Olympic Committee. Two years later, i.e. in 1896, the first modern Olympic Games took place with great glamour in Athens, Greece, in the Panathenaic Stadium, which was rebuilt by the Greeks in marble from the 2,000-year old ruins, with a capacity of 70,000 spectators. Women first competed in the modern Olympics in 1900.
The Olympic Games consist of the Summer Games and the Winter Games. The Summer Games are held in a major city whereas the Winter Games are held in a winter resort. Both the games last 16 days. The Olympics have normally been held every four years, with both the Summer Games and the Winter Games taking place the same year. Beginning with 1994, the Summer Games and the Winter Games were scheduled to occur on four-year cycles two years apart. For example, the Summer Games were scheduled for 1996 and 2000, and the Winter Games for 1998 and 2002.

Colourful ceremonies combine with athletic competitions to create the special feeling of excitement that surrounds the Olympics. The opening ceremony is one of the most colourful pageants to be seen anywhere. Greek athletes are the first to march into the stadium, in honour of the original Olympics held in ancient Greece. Other athletes follow in alphabetical order determined by the spelling of the name of their nation in the language of the host country. The athletes of the host country enter the stadium last.

**pageants**: a colourful and splendid show
The head of the state of the host country declares the games open. The Olympic flag is raised, trumpets play and cannons boom in salute. Hundreds of doves are released into the air as a symbol of peace.

The most dramatic moment of the opening ceremony is the lighting of the Olympic flame. The altar of the Olympic flame is in Olympia, Greece. The flame is lighted with the convergence of sunlight onto a metal reflector at the altar in the Temple of Hera four weeks before the start of the Games. This process is a part of a ritual that includes the prayer to Apollo, the Sun God. The high priestess enters the stadium holding the lit torch which she hands over to the first runner in order to start its journey across the countries. Thousands of runners take part in the journey. They represent Greece and each country that lies between Greece and the host nation. Planes and ships transport the torch across mountains and seas. The final runner carries the torch into the stadium, circles the track and lights the Olympic flame. The flame is kept burning until the end of the Games. This custom started in 1936.

At the Opening Ceremony, the words of Baron Pierre de Coubertin are displayed on the scoreboard: ‘The important thing in the Olympic Games is not winning, but taking part. The essential thing in life is not conquering but fighting well.’

The Olympic symbol consists of five interlocking rings that represent the continents of Africa, Asia, Australia, Europe, and North and South America. The rings are black, blue, green, red and yellow. The flag of every nation competing in the Games has at least one of these colours. The Olympic motto is Citius-Altius-Fortius (faster, higher, stronger).
C.2. Each of the sentences given below contains a factual error. Identify the error and write the correct answer in the space provided.

(i) The Olympic Games began in Rome.

(ii) Initially the Olympics Games were organised every two years.

(iii) The period between two successive Olympic Games is called Olympia.

(iv) The first Olympic Games were organised in 708 B.C.

(v) The pentathlon consisted of four events.

(vi) The stadium of Olympia was destroyed by massive rains.

(vii) The Summer Games and the Winter Games, now occur on two year cycles four years apart.

(viii) The athletes of the host country enter the stadium first of all.

(ix) The Olympic flame is lit at the temple of Apollo.

(x) The Olympic symbol consists of seven rings.
C.3. Answer the following questions.

(i) How did the Olympic Games begin?

(ii) Why were the ancient Olympic Games abolished?

(iii) Why did Baron Pierre de Coubertin revive the ancient Olympics as the modern international Olympics?

(iv) In which order do the athletes from the various countries march into the stadium?

(v) What do the five rings in the Olympic Symbol signify? Why are these five rings ‘interlocked’?
C.4. The Olympic flame is transported across various nations, mountains and seas. Thousands of runners take this Olympic flame from one country to another and this flame is kept burning until the end of the Games. What do you think this flame signifies? Why is it sent across various countries?

C.5. 'The important thing in the Olympic Games is not winning but taking part.' Discuss what makes the Olympic Games the most prestigious sports meet in the world.

C.6. Browse the internet or read a book and list all the sports included in the Summer and the Winter Games.

Sports in the Summer Olympics

Sports in the Winter Olympics

In how many of these did India participate in 2008 Beijing Olympics?

In 2008 Beijing Olympics, India
C.7. India’s performance in the Olympics has always generated debate. Although our performance has improved over the years, much more needs to be achieved. Given below is a list of Indian athletes who’ve achieved success in the Olympic Games, though these are only handful. Discuss in groups why you think our sportsmen do not fare well in the Olympics. Also suggest some steps that should be taken to improve, our country’s performance in the Olympics.

<table>
<thead>
<tr>
<th>Individual Achievements by Indian Sportsmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khashaba Dadasaheb Jadhav</td>
</tr>
<tr>
<td>Leander Paes</td>
</tr>
<tr>
<td>K. Malleswari</td>
</tr>
<tr>
<td>Sushil Kumar</td>
</tr>
<tr>
<td>Vijender Singh</td>
</tr>
<tr>
<td>Abhinav Bindra</td>
</tr>
</tbody>
</table>

Now prepare an article on the topic ‘India’s Olympic Dream’.

C.8. Project

Get into groups of four. Select any one sport that is NOT much popular in India. You could choose baseball, rugby, soccer or any other sport of your choice. Collect information about:

- the rules of the game
- number of players
- major tournaments
- famous players
- memorable/famous incidents related to the game

Prepare a scrapbook or make a collage. Share this information with your classmates.
Read an interesting story of a swimmer.

A SWIMMER’S GLORY

Michael Swenson loved to swim. In fact, every night after school he would go to the community pool and swim lap after lap just for pure enjoyment. As time went on, Michael reached the age when he really needed some attention and recognition. And how do we get recognition? Usually by doing something we are good at.

In Michael’s case, he decided to enter a swimming race. Ironically, the following day an advertisement appeared in the newspaper announcing a local meet. Michael entered and continued to practice. It was a ten-mile race across a lake. With only four weeks to prepare, Michael intensified his workouts.

Race day finally came, and to Michael’s astonishment, hundreds of contestants had entered. On top of this pressure, thousands of people showed up to cheer for their favorite contender.

Instructions were given, the swimmers were lined up, and the gun went off to start the race. Michael’s preparation and hardwork paid off. At the five-mile he had a commanding lead. But then fatigue struck, and fatigue makes cowards of us all. Negative thoughts
began flooding Michael's head. What am I trying to prove? I can't make it, Michael rationalized. I'll quit now but learn from this so I can win next time.

As Michael slowed down, the second-place swimmer started to make his move. He swam to within one hundred yards of Michael at the eight-mile mark. But Michael fought back. His second wind kicked in and he was able to put the negative thoughts aside and push himself to greatness. He decided that he wanted this victory, this glory. At the nine-mile mark, the second-place swimmer was now only thirty yards behind him. Michael knew it and pushed himself even harder.

With only five yards to go, the second-place contestant passed Michael and won the race. Both swimmers collapsed and lay in the sand gasping for breath. Then something interesting happened. All the spectators congratulated the winner for his excellence but immediately turned their attention to Michael. Why? He wondered. After all, he hadn't won. A lady passing by who didn't see the race and couldn't see the contestants was also confused.

She tapped a man on the shoulder and asked, 'Why are they making such a big deal of this guy? He didn't win!'

The man turned to her and replied, 'Because Michael would have easily won had he had two arms!'

— by Dan Clark with Michael Gale
SIMPLE WAYS TO LEARN GOOD SPORTSMANSHIP

Sportsmanship can be thought of as playing fair, showing courtesy to other players and displaying grace, no matter what the outcome of the game is.

To promote or learn sportsmanship:

- encourage fair play and follow the rules. Losing can be difficult but people who keep their heads up and congratulate their opponents will probably work harder the next time around.
- try to have fun and enjoy the game whether you lose or win.

• respect all players and use appropriate language. Never use foul language.
• encourage team-mates even if they’ve lost a point or dropped a catch. Rude/ negative body language should be avoided.
• accept the umpire’s decision even though you may not be completely satisfied with it. Never question an umpire’s honesty.
• and lastly, a good sportsman understands that on a different day, his team might be the one offering congratulations to the winners. After all, each game is a new game!
Introduction

I. Attempt the self-analytic questionnaire given below and know more about yourself.

(i) You are travelling in a train and one of your co-passengers is coughing continuously. You will
   (a) warn him not to cough, near you.
   (b) change your seat.
   (c) offer him some medicine/water.

(ii) You are studying and your next door neighbour is listening to music at a high volume. You will
    (a) pick up a fight with him.
    (b) complain against him.
    (c) be patient and try to concentrate in every circumstance.

(iii) Your neighbour has brought a new dog that spoils your garden. You will
     (a) hit the dog next time when it enters your garden.
     (b) ask your neighbour for compensation.
     (c) talk to your neighbour and request him to keep his dog inside.

(iv) Your room mate has a habit of studying at night whereas you cannot sleep with lights on. You will
     (a) quarrel with him.
     (b) change your room.
     (c) try to sleep with lights on.
(v) Your sister uses your stationery but never puts it back where it belongs. You will
(a) shout at her.
(b) stop giving her your things.
(c) keep the stationery back on its place yourself.

**Your Score**
For every option 'c', award yourself with 5 marks and for option 'b', 2 marks. Give yourself a zero for every option 'a'. Then add your marks and read the observations given in the box.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-20</td>
<td>Hats off to you! You are a highly tolerant and patient person. These qualities fetch you a lot of love and respect from everyone. The world needs more people like you!</td>
</tr>
<tr>
<td>10-19</td>
<td>You seem to be a fairly tolerant person. But you tend to lose you temper at times. Just a little bit of patience and you could be one of the favourites in your circle.</td>
</tr>
<tr>
<td>0-9</td>
<td>You seriously need to sit back and think about your attitude! You are probably impatient and arrogant. Try to be more considerate and tolerant and things will surely shape up in a better way for you!</td>
</tr>
</tbody>
</table>

II. Given below are different meanings of the word 'tolerance' but the letters are jumbled. Unjumble these letters to find the meaning of 'tolerance'. Write the correct word in the space provided.

<table>
<thead>
<tr>
<th>la r b s</th>
<th>i i l e m</th>
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<tbody>
<tr>
<td>e n d e n a u c r</td>
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<td>e a i c t e p e n</td>
<td></td>
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<tr>
<td>l i b i a i y t</td>
<td>to</td>
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</tbody>
</table>

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III. Discuss with your partner what 'tolerance' could mean to you? Then write all the points below. One example has been given for you.
- For me tolerance means not shouting at my younger brother, even when he disturbs me while I am studying.

A.1. Tolerance does not just mean putting up with your friends' or relatives' habits. It has a much wider dimension. Read the following excerpt from the essay 'On Tolerance' and find out for yourself.

ON TOLERANCE

The British novelist E.M. Forster (1879-1970) wrote the following essay, which refers to the time after World War II, 1941. This essay was broadcast on radio by Forster himself. Although more than half a century has passed since the essay was written, the writer’s ideas are still valid.

The world is full of people - appallingly full; it has never been so full before, and they are tumbling over each other. Most of these people one doesn't know and some of them one doesn't like; doesn't like the colour of their skins, say, or the shapes of their noses, or the way they blow them or don't blow them, or the way they talk or their smell, or their clothes, or their fondness for jazz (a kind of music) or their dislike for jazz, and so on. Well, what is one to do? There are two solutions. One of them is: if you don't like people, kill them, banish them, segregate them, and then strut up and down proclaiming that you are the salt of the earth. The other way is much less thrilling, but it is on the whole the way of

appallingly : shockingly, alarmingly
strut up and down : proudly walk up and down
the democracies, and I prefer it. If you don’t like people, put up with them as well as you can. You can’t try to love everyone, of course, but you can try to tolerate all. On the basis of that tolerance, a civilized future may be built.

Certainly, I can see no other foundation for the post II War world. For what this post war world will not need at all are the negative virtues: being huffy, touchy, irritable, revengeful. I have lost all faith in military ideals: they can seldom be carried out without thousands of human beings getting maimed, killed or imprisoned. These military actions might not have mattered when the world was emptier; but they are horrifying now, when one nation is mixed up with another, when one city cannot be originally separated from its neighbours. And, another point: reconstruction is unlikely to be rapid. I do not believe that we can reconstruct the whole world. We are neither fit nor equipped for that. Hence, the need of peace. Tolerance, I believe will be imperative after the establishment of peace. Let’s take a concrete example: I have been asking myself how I should behave if, after peace, I meet people who had been fighting against us. I can’t try to love them: I shouldn’t feel inclined. But I shall try to tolerate them, because it’s common sense, because we have to live with them in the same world. We shall have to put up with them, not for any lofty reason, but because it is the best thing that will have to be done.

Tolerance may not be regarded as a great eternally established divine principle. Rather, it is a makeshift, suitable for an overcrowded and overheated planet. Tolerance carries on when love gives out, and love generally gives out as soon as we move away from our home and our friends, and stand among strangers in a queue. We think, ‘Why are people so slow?’ or ‘Why are people so fat?’ It is wanted at the telephone, or we think, ‘Why are they so deaf?’ or conversely, ‘Why do they mumble?’ It is wanted in the street, in the office, at the factory, and it is wanted above all between classes, races and nations. Tolerance entails imagination. For you have all the time to be putting yourself in someone else’s place, which is a desirable spiritual exercise...

---

**huffy**: angry and offended  
**imperative**: very urgent  
**eternally**: forever  
**lofty**: noble  
**entails**: involves as a consequence
Tolerance is not the same as weakness. Putting up with people does not mean giving in to them. This is, no doubt, complicated. But rebuilding of civilisation after the war is bound to be complicated. I only feel that unless Lord Himself builds a house where only love exists, man will have to survive by the virtue of Tolerance.

A.2. On the basis of your reading of the passage, complete the following statements.

(i) According to the author, the two ways of dealing with people one doesn’t like are

(a) ______________________________________

(b) ______________________________________

(ii) The author prefers ______________________ of the above two ways because

________________________________________

(iii) According to the author, the most essential human trait for building a civilized world is ________ because ____________________________.

(iv) The author does not believe in military action and ideals because

(a) ______________________________________

(b) ______________________________________

(v) The author feels that tolerance is probably a more desirable virtue than love because ________________________________

(vi) The author calls tolerance ‘a desirable spiritual exercise’ because ______

________________________________________

A.3. Complete web chart given below by filling in the blurs with the negative traits and characteristics that will have to be avoided for a better and a civilized world.

[Diagram of clouds with words 'being huffy' and 'avoid' connected to a speech bubble with a question mark]
A.4. Read the extracts from ‘On Tolerance’ given below and tick (√) the option that explains the extract best.

(i) ‘... they are tumbling over each other.’:
   (a) people are falling over each other.  
   (b) people contradict/oppose each other’s ideals and point of views.
   (c) people push each other deliberately.

(ii) By ‘one nation is mixed up with another, one city cannot be separated from its neighbour’, the author means:
   (a) nations and people are very friendly and so cannot be separated.
   (b) national and international boundaries are not clearly defined, so nations and people cannot be separated.
   (c) people of all castes and creeds live together so they cannot be separated.

(iii) ‘...you are the salt of the earth.’:
   (a) you are loyal to the land.
   (b) you eat the salt extracted from the earth.
   (c) you are a very good and honest person.

(iv) By the phrase ‘overcrowded and overheated planet’, the author means:
   (a) the world is overpopulated and so the temperature has risen.
   (b) the world has people of all castes and creeds and so is more prone to arguments and fights.
   (c) global warming has affected the climate of the overpopulated countries.
A.5. The author says, ‘Tolerance is not the same as weakness. Putting up with people doesn’t mean giving in to them.’ Discuss with your friends and find out the difference between ‘tolerance’ and ‘weakness’.

A.6. Given below are a few situations. Find out which of these suggest tolerance and which of these imply weakness.

**Situation 1**
A man sitting next to you in a restaurant is smoking. You are allergic to smoke. But you do not object.

**Situation 2**
You see a man snatching away a beggar’s coins. You do not raise alarm and keep quiet.

**Situation 3**
A classmate of your younger brother eats his lunch everyday. You do not complain.

**Situation 4**
You are travelling in a bus and preparing for a class test. Your co-passenger is talking loudly on his mobile phone. You do not object and keep on reading your chapter silently.
Situation 5

You are standing in a queue waiting for your bus. A man pushes you and another old gentleman standing beside you breaks the queue and jumps into the bus. You keep silent.

A.7. The essay ‘On Tolerance’ was written after the World War II. You might be familiar with the reasons behind the War. Discuss these reasons in the class. Could the War have been avoided if the nations were more ‘tolerant’?

A.8. The excerpt you have read in this unit has been taken from an essay by E.M. Forster. An essay is a written composition to express one’s personal ideas or opinions on some topic. Essays can be of various types:

- **Narrative essay** : writing in a story-telling style, narrating some events.
- **Descriptive essay** : describing some place or thing.
- **Discursive essay** : presenting important issues and discussing them and finally reaching a conclusion based on reasons.
- **Reflective essay** : presenting one’s personal views on social or other important issues. Such essays aim at raising questions and compelling the reader to think on them.
- **Imaginative essay** : The writer places himself in an imaginary situation (of which he has no personal experience), e.g. Autobiography of a coin.

For the teacher:
Circulate at least one sample each of the above-mentioned categories of essays and discuss their main features in the class.

A.9. You have read about various types of essays. Under which of these categories do you think ‘On Tolerance’ falls? Give reasons to justify your choice.
A.10. Work with your partner and complete the table given below by filling in the questions raised in the essay ‘On Tolerance’ and the suggested solutions.

<table>
<thead>
<tr>
<th>questions raised</th>
<th>suggested solutions</th>
</tr>
</thead>
<tbody>
<tr>
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A.11. Group Work

Get into groups of four. You have to prepare a scrap book (collection) of various types of essays (at least two of each of the five categories). Try to find essays from newspapers (the editorial page), weekly/monthly magazines, or from the internet. Your scrap book should also have a few essays by some famous essayists, such as Bacon, Addison and Hazlitt. Also, do not forget to write in points (as in the table in A.10.) the issues, questions and solutions discussed in each essay.

These scrap books should then be circulated among all the groups for reading.

For the teacher

Encourage the students to read essays by famous essayists like Bacon, Addison. You can help them by providing books or by providing access to relevant internet sites in the school. You can also motivate them to conduct an essay writing competition on a topic of their choice, once they are familiar with the technique of writing an essay.
A.12. Read the following news report.

**Original Bias: Racial Hatred Growing in US**

**Washington:** The racial background or religious affiliation is a deep rooted problem in the US, with nearly 32 million people reporting that they have been racially profiled, a human rights group has said.

The report by Amnesty International, USA, also said at least 87 million people—one in three—in the US are at high risk of being victimised because they belong to a racial, ethnic or religious group whose members are commonly targeted by police for unlawful stops and searches.

Now prepare a speech to be delivered in the morning assembly on the topic 'Tolerance - the Need of the Hour'.

You can include in your speech some of the quotations given below:

- Tolerance is essential for mankind.
- Without tolerance even love would perish.
- Tolerance is a positive and constructive effort to understand others’ beliefs, practices and habits without necessarily sharing or accepting them.
- The highest aim of education is inculcating tolerance.
- Tolerance does not imply lack of commitment to one’s own beliefs. It only condemns the oppression or persecution of others.
- Tolerance is a lubricant which removes friction from life.
- Tolerance enables co-existence.
- Tolerance alone can sustain a shaky truce.
B.1. In the introduction, you have already read about the synonyms of ‘tolerance’. Now look into a thesaurus and find out the antonym(s) of ‘tolerance’.

Antonyms of tolerance

Given below are some words. Tick (√) the ones you would associate with ‘tolerance’.

- mercy
- irritability
- sensitivity
- open-mindedness
- arrogance
- forbearance
- jealousy
- patience
- hatred
- touchiness

B.2. The twenty-first century we live in is marked by growing intolerance. People of different castes and creeds cannot even stand each other, let alone loving each other. Virtues like sensitivity, mercy and patience have been replaced by arrogance and rash behaviour. Tolerance is the only hope. Read the poem ‘The Cold Within’ and find out how important tolerance is, not just for co-existing but for existing.

THE COLD WITHIN

Six humans trapped by happenstance
In black and bitter cold.
Each one possessed a stick of wood,
Or so the story’s told.

Their dying fire in need of logs,
The first woman held hers back
For on the faces around the fire
She noticed one was black.

happenstance: a chance situation
The next man looking across the way
Saw one not of his church,
And couldn’t bring himself to give
The fire his stick of birch.

The third one sat in tattered clothes
He gave his coat a hitch.
Why should his log be put to use
To warm the idle rich?

The rich man just sat back and thought
Of the wealth he had in store.
And how to keep what he had earned
From the lazy poor.

The black man’s face spoke revenge
As the fire passed from his sight,
For all he saw in his stick of wood
Was a chance to spite the white.

And the last man of this forlorn group
Did naught except for gain.
Giving only to those who gave
Was how he played the game.

The logs held tight in death’s still hands
Was proof of human sin.
They didn’t die from the cold without
They died from the cold within.

—by James Patrick Kinney

B.3. On the basis of your understanding of the poem, complete the following summary by filling the blanks with one word only.

Six people got __________ in severe __________ and took shelter in a room.
The fire inside the room was __________ . Each of the six people had a log of __________ which could keep them warm.
The first woman did not give her _______ as she noticed a _______ person sitting next to her. She could not tolerate her log being used to warm a black person.

The second person, too, held back his log as he saw a man of another _______ in the group. He did not want his piece of log to warm him.

The _______ man sitting in the room hated the idea of his log providing any warmth to the rich. Similarly, the _______ man kept aloof and only thought of keeping his _______ safe from the _______.

The black man’s face full of _______ against the _______ man and so he did not put his log in the fire place.

The last man in the group believed in helping only those who _______ him something in return. So, he too, kept his log with himself.

The next day all the six people were found _______ with their logs held tightly in their _______. Their intolerance and hatred for each other had cost them their lives. It was not the cold _______ that had killed them. Rather, it was the coldness in their hearts that had taken their lives.

B.4. On the basis of your understanding of the poem, complete the statements given below.

(i) The man sitting next to the woman ‘could not bring himself to give the fire his stick.’ What does ‘could not bring himself’ mean? _______

(ii) ‘The poor man gave his coat a hitch’ means _______

(iii) The black man wanted to take revenge on _______ so _______

(iv) The poet calls the group ‘forlorn’ because _______

(v) ‘Human sin’ in the last stanza refers to _______

(vi) ‘Cold without’ refers to _______

(vii) ‘Cold within’ refers to _______
B.5. Discuss with your friends – Could the six people have avoided their tragic death? If yes, how? Write your answer in the space provided below.

I think these people could have escaped their tragic end if only ______

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

B.6. Read the newspaper clipping given below.

Teenager Stabs Friends for Not Allowing Him to Share Notes
August 20, New Delhi: A 14 year-old boy stabbed his friend with a paper cutter for not having allowed him to share his notes. Growing intolerance among teenagers has become a cause of concern for parents.

Imagine yourself as Rachna. You feel concerned about growing intolerance amongst teenagers. Write a letter to the editor of a daily newspaper highlighting the importance of tolerance in daily life.

B.7. We see various incidents of intolerance around us in our daily lives. Can you recall some such incidents? Share a few experiences with your friends and write them below. One example has been given for you.

(i) While coming to the school I saw a car trying to overtake a scooter. The scooter driver did not give way to the car and the two drivers soon got into a heated argument using abusive language.

(ii) ____________________________________________________________
C.1. Read carefully.

Swami Vivekanand had once mentioned-
"Violence, bigotry, sectarianism have long possessed this beautiful earth. Had there been more tolerance, human society would have been far more advanced than it is now."

Need for imbibing the virtue of tolerance cannot be ignored if we want to prosper. Thus, to spread this message certain non-government organisations have come together to form 'The Tolerance Foundation' that works to confront all forms of intolerance.

Listen to the tape script that tells about the Tolerance Foundation.

Listen to an audio CD titled 'Listen & Comprehend' (Class-VIII). After listening, answer the questions verbally. Thereafter, complete the given questions. The tape script is also given on page 130.
C.2. Listen to the tape script and complete the pamphlet given below.

(i) What is Tolerance Foundation?
   - is __________ non-governmental organisation.
   - is an __________ of people who wish to implement positive changes in __________ by the means of __________ and __________.

(ii) Who are the members?
   - teachers
   - __________
   - __________
   - psychologists
   - __________
   - __________

(iii) Who can join the Foundation?
   Citizens who:
   - believe that the initiative of __________ has its purpose.
   - aim at __________ and __________.

(iv) The Foundation's activities are:
   - public meetings designed __________
   - concerts __________
   - social and psycho-therapeutic projects that __________ affected by violence.
   - publications for __________
   - research __________

C.3. Listen to the tape script again and complete the following statements.

   (i) The Foundation comprises of two sources-the members of __________ and __________.

   (ii) The Foundation aims at confronting __________.

   (iii) Members of 'Tolerance Foundation' work on projects that respond __________.
C.4. Discuss with your partner how you can spread this message of mutual tolerance and respect among your friends and relatives. If you were given an opportunity to be a member of the ‘The Tolerance Foundation’, what would you do to implement positive changes in the society?

If I become a member of the Tolerance Foundation, I would ________________

__________________________

__________________________

__________________________

C.5. It is said that ‘Charity begins at home’. While spreading the message of mutual tolerance, do not forget to be tolerant yourself! Can you think of a few things/situations/circumstances where you need to be more tolerant? List a few of them below.

(i) I think I need to be more tolerant while standing in a queue for drinking water.

(ii) ________________________

(iii) ________________________

(iv) ________________________

(v) ________________________

C.6. Celebrate Tolerance Week/Day

Celebrating Tolerance Week/Day can be a convenient way of spreading awareness about necessity of tolerance.

How can you celebrate Tolerance Week/Day?

(i) Narrate your first memory of tolerance in the class.

(ii) Collect mythological stories/tales highlighting the virtue of tolerance. Read out/narrate these in your class.

(iii) Display visuals/pictures of tolerance on your class display board.

(iv) Find songs/movies that explain and explore the meaning of tolerance. Remember, ‘you can’t love all but can tolerate all.’
You have read of ‘tolerance’ as a desirable virtue. Most philosophers and authors from the west believe that tolerance is the foundation of peace. But here is another view on ‘tolerance’—the Indian view—which advocates that what the world needs is not tolerance but certain other positive virtues (Tolerance, we have already read is a negative virtue). The real virtue that should replace tolerance is love. A world where there is no need for tolerance would indeed be a happy and peaceful world.

Read this extract and find out about our own age-old philosophy.

**TOLERANCE**

Neither accept people as they are nor tolerate them.

Many people think tolerance is a virtue but tolerance is actually a negative term. If you like something, you do not have to tolerate it. Tolerance indicates a deep sense of dislike that can at any time turn into hatred. It indicates a sense of separateness, small mindedness, a limitation of consciousness.

When you tolerate, it is a temporary state. Tolerance is a potential volcano. If you are tolerating, it means you are just holding on. Acceptance is also negative. You accept that which is not lovable. Tolerance and acceptance come with judgment and separation.

Question: ‘But aren’t we supposed to accept people as they are?’

If you do not love them, then you have to accept them. I tell you, do not accept people as they are. Just love them as they are.

—by Sri Sri Ravi Shankar
THE TOLERANCE FOUNDATION

What is Tolerance Foundation?

It is a non-profit, non-governmental organisation.

It is an open fellowship of people who wish to implement positive changes in society by means of civic activity, non-violence, honesty and inventiveness.

Who are the members?

Among those who co-operate with the Tolerance Foundation are teachers, theologists, journalists, psychologists, social workers, retired people, students, and the like.

Who can join the Foundation?

All the citizens who believe that the initiative of ordinary people has its purpose and all those who aim at mutual tolerance and respect among people.

The Tolerance Foundation’s Activities:

It organises public meetings designed to react to immediate need.

It organises concerts against racism.

It also plans social and psycho-therapeutic projects designed to help people afflicted by group violence.

It publishes books for children and adolescents and conducts educational activities.

It holds research, seminars, exhibitions for spreading the message of love and tolerance.

The Tolerance Foundation’s History:

The Foundation originated at two sources: It brought together members of the Committee Against Racism, and an independent group of citizens who decided to actively confront all forms of intolerance and human rights violation in society.

People associated with the Tolerance Foundation usually work on their own independent projects that attempt to respond to the society’s needs.