

## THE FUN THEY HAD

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### VALUE POINTS

- The story is set in the year 2157.
- Tommy and Margie are friends/ neighbours. Tommy is a thirteen-year old boy and Margie, the girl is eleven.
- Tommy finds an old printed book in his attic which made Margie learn the difference about the schools of today and the 2157. Margie was very excited to know more about the school system of the twenty first century.
- The schools of present day are contrasted with the schools of future where education is highly customized to suit an individual's intellectual level and computerized.
- The students are taught by a mechanical teacher in the comfort of their home. The mechanical teacher is adjusted to suit a pupil's level. It turns on every day at a fixed time except Saturday and Sunday. The mechanical teacher gives them homework and a test after teaching the lesson.
- The children write out the test in a special punch code. They do not write in English or any other language
- Lately, Margie has started hating her school and feels that it is much more fun to have a human teacher. She has started disliking school as she is performing poorly in Geography.
- She also feels that it is fun when students go to school and interact with other students.
- Margie has a mechanical teacher whereas the students in the old school system had a human teacher.
- In the old school system, students went to a special building called school but Tommy and Margie studied at home. They do not go to school.
- Margie studied alone and had no classmates to help her or to talk to her but students of today have classmates who can help them in their studies.
- Margie reads a tele-book on which words move whereas the students of the old school system read books which were printed and the words did not move. A tele book can store millions of books but normal books can get torn.
- A common syllabus was made for the entire school but Margie and Tommy had syllabus adjusted to suit their level.
- Margie's mother is very particular about her studies. She ensures that Margie attends her lessons regularly.
- The theme of the lesson is that if education becomes too computerized, then children will not be able to interact with other teachers and fellow students. In this way, students learn social skills and make friendship with fellow students. Children learn kindness, sharing and empathy at school. If learning is not fun, then children lose interest in studies.

Find word meanings of: Nonchalantly, Tucked

## **THE SOUND OF MUSIC**

### **Evelyn Glennie**

#### VALUE POINTS

- Life tests us by throwing many challenges and disabilities. Our response to these challenges, determines our character. We have two choices before us. Either we may develop a negative attitude, become angry at life or we can change our challenges into opportunities.
- The lesson deals with percussionist Evelyn Glennie's determined effort to overcome her challenge of hearing impairment. Instead of crumbling under her handicap, she pursued her dream and developed her body to feel music sensitively instead of hearing through her ears.
- Evelyn gradually lost her hearing by the tender age of eleven and her teachers discouraged her from pursuing a career in music as she could not hear any longer.
- Under the able guidance of Ron Forbes, she recognised her potential and achieved her goal. She also regained her confidence and found a way out of her problem by developing an ability to sense music through different parts of her body.
- She can feel the higher notes of the drum from her upper body and the lower notes of the drum from the waist down.
- Ron saw her potential and guided her to sense musical sounds and vibrations through her body and mind. She went on to master a thousand percussion instruments and has become a most sought-after musician.
- When she plays the xylophone, she can sense the sound passing up the stick into her fingertips. By leaning against the drums, she can feel the resonances flowing through her body. On a wooden platform, she removes her shoes so that the vibrations pass through her bare feet and up her legs.
- She overcame her challenge with her confidence, indomitable spirit and her indestructible will.
- With her hard work and self-confidence, she got admission to the Royal Academy of Music, London which is the most prestigious institution for music. In fact, her confidence and faith in her abilities which made her to audition for The Royal Academy of Music where she received the top most awards. Her unshakeable self confidence is a source of inspiration for everyone and that no goal is unachievable for those who work hard and are focussed on the goal.
- Evelyn is a kind and benevolent person who gives free concerts in prisons and hospitals.
- She is a great source of inspiration for all those who suffer from physical disabilities. She makes them believe that if she could do it, then so can they.

- Her main achievements are that she has brought percussion to the front of the orchestra. She is a source of inspiration for those who are handicapped and her music has brought pleasure to millions.

### EVELYN GLENNIE LISTENS TO SOUND WITHOUT HEARING IT

DEBORAH COWLEY

#### Q1. Why was Evelyn "nervous yet excited" as she waited for the train?

While leaving for the Royal Academy of Music, Evelyn was excited despite her nervousness as going to the Royal Academy of Music at London was a dream come true for her. She was going to join a three year course in a prestigious institute that she had hoped to study in. She was excited that despite her hearing impairment and the fact that she was a simple farm girl, she had secured admission with good marks after beating other contestants. She was nervous because she was young, had a hearing disability and did not have much experience and exposure to professional orchestral music.

#### Q2. When and how was Evelyn's hearing problem noticed?

Evelyn was only eight years old when her hearing problem was noticed by her mother when she did not respond to a call for a piano performance. However, her loss of hearing was gradual and her deafness was confirmed at the age of eleven when her poor academic performance forced her parents to consult a specialist.

#### Q3. " Everything suddenly looked black". Why did Evelyn feel this way?

When Evelyn was advised to use hearing aids and join a school for the hearing impaired, she felt that her future was bleak and dark. She was depressed as she felt she would not be able to lead a normal life nor pursue her interest in music.

#### Q4. How did Evelyn Glennie respond to the discovery of her deafness?

On learning about her deafness due to gradual nerve damage, Evelyn initially felt that her future was dark and bleak. However, instead of giving up, she decided to lead a normal life like other children and pursue her dream of learning music.

#### Q5. How did Evelyn's teachers respond when she expressed her desire to play a xylophone?

Evelyn loved music and despite her deafness she expressed a desire to play the xylophone when she saw another girl playing it. However, her teachers felt that she would not be able to play it because of her impaired hearing and discouraged her pursuing music.

#### Q6. "I had learnt to open my mind and body to sounds and vibrations," says Evelyn. How did she do that?

Guided by Ron Forbes, Evelyn learned to listen through different parts of her body other than her ears. Her mind and entire body became sensitised to notice and differentiate various sounds and vibrations of music. Her body compensated for the loss of hearing with her awakened and sharpened senses in other parts of her body. Music tingles in her skin, her cheekbones and she can sense music even from her hair. On a wooden platform, she removes her shoes to feel the vibrations through her legs and feet.

**Q7. Which qualities of character enabled Evelyn to achieve unprecedented success in life?**

Hard work, determination and an indomitable spirit enabled Evelyn to gain success in life. Instead of crumbling to her handicap, she decided to overcome it and lead a normal life. She conquered her disability by her devotion to music and sincere efforts which helped her achieve unprecedented success in the field of percussion.

**Q8. How did Evelyn get admission in the Royal Academy of Music, London?**

Evelyn auditioned for admission to Royal Academy of Music, London. Her score in the audition was one of the highest in the history of the academy. Therefore, she got selected for a three-year course despite her hearing disability.

**Q9. How does Evelyn regard her own success?**

Evelyn is an extremely modest person and does not consider her achievements to be heroic. She is a workaholic who is focussed on her goals and feels that if one puts in hard work and is determined, then one is sure to succeed. She has worked extremely hard to master a thousand instruments and received many awards which has made her a role model for many hearing impaired people.

**Q10. What kind of recognition did Evelyn get at the Royal Academy of Music?**

Evelyn joined the prestigious institute at the tender age of seventeen. She scored the highest marks in the history of the academy. She was one of the most brilliant students of the academy and won many top awards during her three year course.

**Q11. "If you work hard and know where you are going, you'll get there," says Evelyn. What does it reveal about her character?**

Evelyn's indomitable spirit, determination, self-confidence, hard-working personality and to remain focused on goal till it is achieved are revealed by the above statement. These values of character helped her to successfully overcome her hearing disability and to pursue a career in music.

It was this confidence and faith in herself that made her take courage to audition for the Royal Academy of Music London. She worked harder than other percussionists and with her sincere efforts, she moved from orchestra to solo performances and eventually to become a world famous percussionist. During her three-year course, she had bagged most of the top awards and mastered over a thousand percussion instruments.

She is a source of inspiration for people who suffer from disabilities and has given pleasure to millions with her performances. Not only this, she also gives free concerts in prisons and hospitals.

### THE SHEHNAI OF BISMILLAH KHAN

List of new words to be learnt

1. Emperor
2. Aurangzeb
3. Pungi
4. Banned
5. ShriII
6. Generic
7. Professional
8. Hollow
9. Melodious
10. Royalty
11. Impressed
12. Chambers
13. Shehnai
14. Auspicious
15. Indispensable
16. Component
17. Traditional
18. Court
19. Naubat
20. Ustad

21. Bismillah
22. Classical
23. Ancient
24. Dumraon
25. Bihariji Temple
26. Chaita
27. Maharaja
28. Bharat Ratna
29. Rasool Bux
30. Shehnai Nawaz
31. Bhojpur
32. Paternal ancestors
33. Maternal
34. Benaras
35. Fascinated
36. Vishnu Temple
37. Allahabad
38. Music Conference
39. Recital
40. Raag Kafi
41. Pandit Jawaharlal Nehru
42. Tryst with Destiny
43. Memorable
44. Performances
45. Audience
46. King Zahir Shah
47. Maestro ( meaning - a distinguished performer of classical music)
48. Souvenirs

49. Impressed
50. Gunj Uthi Shehnai
51. Chartbuster
52. Celluloid
53. Artificiality
54. Recognition
55. Lincoln Centre Hall
56. World Exposition
57. Montreal
58. Osaka
59. Auditorium
60. Padmashri
61. Padma Bhushan
62. Padma Vibhushan
63. Replicating
64. Yearning
65. Mattha
66. Partition
67. Namaskar
68. Salaam alaikum
69. Cultural heritage
70. Kashi Vishwanath Temple
71. National Mourning.
72. Conferred
73. Coveted
74. Exceedingly
75. Teheran
76. Tahar Mosiquee



77. Cannes Art Festival

78. Solitude

79. Devout

80. Internationally

### VALUE POINTS

- ❖ This chapter highlights the evolution of Shehnai, a reeded musical instrument and showcases the life of celebrated Shehnai maestro Ustad Bismillah Khan who achieved national and international fame.
- ❖ The pungji was banned by Emperor Aurangzeb to be played in the royal court as he found its sound to be shrill and unpleasant. The shehnai was the improved version of the pungji and a barber or nai, who hailed from a family of musicians, revived it by making the modifications on the pungji to produce melodious notes. The hollow reed was increased in length and breadth and seven holes were made to generate dulcet strains of music.
- ❖ As it was played by the nai in the chambers of the Shah ( King) and it was different from the pungji, hence the new instrument was called the shehnai.
- ❖ Its sound was so appreciated by the king that it was made a part of the naubat or the traditional ensemble of the nine instruments found at the royal courts.
- ❖ As it was part of the naubat, the shehnai came to be associated with auspicious occasions. For quite a number of years it was only played in temples and for weddings in North India till Ustad Bismillah Khan brought it onto the classical stage.
- ❖ Belonging to a family of musicians, he was born in the princely state of Dumraon in Bihar and his grandfather Rasool Bux Khan was a shehnai player in the court of King of Bhojpur.
- ❖ His father Paigamber Bux and his paternal and maternal uncles too were shehnai players.
- ❖ He was fascinated by his maternal uncle Ali Bux's shehnai playing. A young Bismillah sat in the Vishnu temple of Benaras where his uncle played the shehnai.
- ❖ At the young age of five, he began his musical career by singing the Chaita or religious songs at the Bihariji temple for which he received a laddu from the king.
- ❖ He honed (perfected) his shehnai playing skills in the temples of Balaji and Mangala Maiya and on the banks of the river Ganga. He often sat on its banks to to practice his music in solitude.
- ❖ The flowing waters of the river Ganga inspired Bismillah to create new ragas which were considered to be outside the range of the shehnai. He developed such a close bond with the river Ganga that he declined the offer to settle in the USA. The maestro showed his immense love and close bond with the river when he declined

his student's proposal to head the shehnai school as he won't be able to recreate the River Ganga in the USA. River Ganga was his inspiration to improvise and invent new raagas.

- ❖ At the age of fourteen, his talent was recognised by Ustad Faiyaz Khan at the Allahabad Music Conference. He got his big break when AIR was established in Lucknow where he played the shehnai on the radio.
- ❖ Bismillah Khan's shehnai was played from the Red Fort when India attained its independence even before the PM's address to the nation.
- ❖ He was awarded the Padma Shri, Padma Bhushan, Padma Vibhushan and the Bharat Ratna by the Govt of India for his invaluable contribution to the musical world of Shehnai. (learn the international accolades as well)
- ❖ He was a simple man dedicated to his music who could not come to terms with the artificiality and glamour of the film world. His song became a chartbuster but he left the celluloid world to dedicate his life to the music of the shehnai.
- ❖ This acclaimed artiste is an example of the rich secular cultural heritage of India that did not differentiate between Hindus and Muslims. This heritage focused on talent and not religion.
- ❖ Bismillah was a devout Muslim yet he was a patriot who could not think of settling in Pakistan when partition of India was announced or in USA where his student wanted him to head the Shehnai School.

Textbook Q and A

**Why did Aurangzeb ban the playing of the pungi?**

Aurangzeb banned the playing of the pungi because it had a loud, shrill and unpleasant sound. He prohibited it to be played in the royal court.

**How is a shehnai different from a pungi?**

Even though both are reed instruments yet the shehnai is an improvement on the pungi. A shehnai has a hollow pipe just like the pungi but it is longer and broader and has seven holes which produce melodious notes whereas in comparison a pungi gives out shrill and unpleasant musical strains.

**Where was the shehnai played traditionally? How did Bismillah Khan change this?**

The music of the shehnai was soft and melodious compared to the pungi. It was made part of the naubat or the traditional ensemble of nine instruments found at the royal courts. Soon, the music played on the shehnai was believed to be auspicious. Therefore, it came to be played in temples and on the occasion of marriages in North India. Ustad Bismillah Khan brought the instrument on to the classical stage by adding new raagas and modifying old ones.

**When and how did Bismillah Khan get his big break?**

Ustad Faiyaz Khan had recognised the potential of a young Bismillah. But he got his big break in 1938 when AIR opened in Lucknow. He played the shehnai on the radio and became an often heard player. It was because of his popularity and that shehnai music was considered auspicious that he was invited to play at the Red Fort.

**Where did Bismillah Khan play the shehnai on 15 August 1947? Why was the event historic?**

On 15 August 1947, Bismillah Khan played Raag Kafi on the shehnai from the Red Fort prior to Pandit Nehru's speech. It was because of his popularity and the fact that shehnai music was considered auspicious that he was invited to play at the Red Fort.

The event was historic as India had attained independence from the oppressive British rule. He poured his heart out to play the auspicious music and became the first Indian to greet the nation.

**Why did Bismillah Khan refuse to start a shehnai school in the USA?**

One of Bismillah Khan's students was settled in the US and wanted the great maestro to head a shehnai school there. He promised to recreate the ambience of Benaras by erecting temples like those in India. Bismillah Khan refused the proposal because he could not live away from India especially from Benaras, River Ganga and Dumraon. He had immense love for the river and had developed a close bond with the river as he had improvised and invented many new raagas on its banks.

**Find out two instances in the text which tell you that Bismillah Khan loves India and Benaras.**

The first instance is when he turned down his student's proposal to start a shehnai school in the USA. The second is when he was asked by Shekhar Gupta about moving to Pakistan after partition of India. He replied that he would never leave Benaras.

**How did the film director Vijay Bhatt honour Bismillah Khan?**

The film director, Vijay Bhatt once heard the shehnai recital of Bismillah Khan in a festival. He was so fascinated by the performance that he decided to name his next film after the instrument and called it Gunj Uthi Shehnai. The film also had a song that was composed by Bismillah Khan.

**What was Bismillah Khan's advice to the citizens of India?**

After receiving the Bharat Ratna, Bismillah Khan advised Indians that they should respect the rich heritage of Hindustani music. He wanted all children to learn music and not cut the bond from this great tradition which had even fascinated the westerners.

**How does Bismillah Khan's life an example of the rich cultural and secular tradition of India?**

India's rich cultural heritage has displayed liberal attitude towards all religions. The Indian society is a perfect blend of myriad religious and ethnic groups. Similarly, Bismillah Khan is an example of India's rich heritage. Although he was a Muslim, he began his musical career by playing the Chaita in Bihariji's temple and practising the shehnai in the temples of Vishnu and Mangala Maiya. He also practised the shehnai on the banks of the River Ganga and played the shehnai every morning in Kashi Vishwanath temple.

### **A TRULY BEAUTIFUL MIND**

- Albert Einstein was born in the German city of Ulm.
- His mother thought that he was a freak as he was born with a big head.
- He did not talk till the age of two and a half and his family thought that his growth parameters were slow compared to other children of his age. When he started talking, he spoke every word twice.
- His playmates had named him 'Brother Boring' as he would not play their childish games with them. He was an introvert child and did not interact with the other children. Also, he repeated every word twice which they found odd.
- As a child, he loved to play with mechanical toys and to play the violin. In fact, he mastered the art of playing the violin and became famous as a gifted amateur violinist.
- Einstein was a bright pupil at school and scored good marks in every subject. But he clashed with his teachers because of regimentation and finally left the Munich school.
- Thereafter, he pursued his higher education at the University of Zurich.
- In 1902, Albert secured a job at the Patent Office as a technical expert.
- In 1905, he published a paper titled "Special Theory of Relativity" which describes the relationship between mass and energy.
- Albert fell in love with Mileva but his mother objected to the match as Mileva was senior to him by three years and as brilliant as him.
- In 1915, he published his theory General Theory of Relativity for which he received the Nobel Prize. This theory was proved to be accurate during the solar eclipse of 1919. This work was hailed by the newspapers as a 'scientific revolution'.
- He emigrated to the US in 1933, when the Nazi Party came to power in Germany.
- The Germans discovered nuclear fission which was major development in the world of Science and many scientists were frightened that Nazi Germany will build an atomic bomb to subjugate the rest to the world.
- Einstein wrote a letter to President Roosevelt highlighting the devastation which can be caused by an atomic bomb and its after effects. He wanted to warn the president that an atomic bomb would cause much material harm and kill scores of human beings and maybe annihilate the world.

- Yet, the American scientists secretly continued their work on the atomic bomb and used it on Hiroshima and Nagasaki to bring the Second World War to an end.
- Einstein was deeply disturbed by the destruction and the loss of lives caused by the dropping of the atomic bomb in Japan. He wrote a public letter to the UN and proposed the formation of a World Government. The establishment of a World Government would bring peace and prosperity to the world and put an end to wars. But the UN did not pay heed to the letter sent by Einstein.
- Einstein slowly turned into an activist and agitated to put an end to the arms build-up in the world. He was also against subjugation of countries by powerful nations. He campaigned for establishment of democracy, stopping of arms build-up and wars and restoration of peace in the world.
- One of his headmasters had prophesied that Einstein would never be successful in any career he pursues. Luckily, Einstein proved him wrong by becoming the most famous scientist of the twentieth century, putting forward the Theory of Relativity and getting a Nobel prize for it. He became a world citizen who advocated for peace and democracy and was against arms build-up and subjugation of countries by powerful nations. He was also a visionary, as he could predict that the atomic bomb would only cause misery and destruction in the world.

NCERT ANS

Ans 2

- i) His fellow playmates.
- ii) His headmaster at Munich.
- iii) His mother

Ans 3.

- i) Albert left the school in Munich as he felt stifled with the excessive regimentation and unquestioning acceptance of the teacher's viewpoint. He had an independent and inquisitive mind and questioned the laws of science.
- ii) Albert wanted to study in Switzerland as the schools there were much liberal and flexible.
- iii) Mileva and Einstein disliked people who were not interested in art, literature and music.

Ans 4.

Albert called his desk drawer at the patent office the 'bureau of theoretical physics' as he constantly researched and developed new ideas and kept the research papers in that drawer. He worked as a technical expert in the patent office and assessed other people's inventions which helped him to critically analyse his own theory as well.

Ans 5.

Einstein wrote a letter to Franklin Roosevelt when the Nazis discovered nuclear fission of the atom. He and other scientists were frightened of the devastation which would be caused by the atomic bomb. He was worried that the Germans might use the bomb to subjugate the world.

Ans 6.

Einstein was shocked at the havoc and devastation caused by the dropping of the atomic bomb at Hiroshima and Nagasaki. He wrote a public missive to the UN and proposed the formation of a World Government to stop arms race, bring democracy and peace in the world.

Ans 7.

Einstein is remembered as a world citizen as the devastation and ruination of Hiroshima and Nagasaki had deeply impacted him. He became an advocate of peace and democracy and urged the UN to form a World Government to remove subjugation of other countries by powerful nations. He protested against the arms build-up, wanted to stop wars and bring peace in the world.

## MY CHILDHOOD

### Jainulabdeen's Character Traits

- ❖ Kalam's father Jainulabdeen was a **middle class honest** Tamil muslim who **loved his children immensely**. Even though he was **not much literate** (synonyms- unschooled and unlettered) but he was a **wise** and **generous person who fed the poor (people)**. He was a **self disciplined person** who did not believe in pampering his children **or spending money on luxuries**. Even though he was austere in his outlook, yet he gave a **secure and comfortable environment to his children**. He was honest and self-disciplined and allowed his children to work so that they would understand the value of work. Kalam used to sell tamarind seeds and distributed newspapers during World War II. **Jainulabdeen believed in the harmony and peaceful co-existence of Hinduism and Islam which tells us that he had a secular outlook towards life**. Kalam's family used to carry idols of Lord Ram and Sita during the annual Shri Sita Rama Kalyanam festival even though Muslims don't believe in idol worship. He did not object when his mother told tales from Hindu religious books to Kalam at bedtime. Neither did he disapprove of Kalam's three best friends who were not Muslim children but from orthodox Hindu Brahmin families.

### Ashiamma's Character Traits

- ❖ Kalam's mother Ashiamma was a deeply religious person or pious person who believed in feeding the hungry. She too believed in the oneness of humanity like Jainulabdeen and did not discriminate between the two religions. She narrated events from the Ramayana and stories from the life of Prophet to her children. Kalam along with his four siblings was dearly loved by his parents which made him emotionally secure and he learnt the values of kindness and faith in goodness from her. He got enough to eat and all his material comforts were met by his parents.
- ❖ Kalam's grandmother told him stories from the Hindu and Islamic scriptures. (books)
- ❖ Kalam was dearly loved by his parents which made him emotionally secure. He got enough to eat and all his needs were met by his parents, which made him materially secure.
- ❖ Kalam was a short statured boy from a middle-class family with undistinguished looks who worked hard right from his childhood. He sold tamarind seeds during the Second World war and also earned money by distributing newspapers. Thus, he knew the value of money, became independent and contributed to the family income.
- ❖ He inherited honesty and self-discipline from his father and from his mother he inherited faith in goodness and deep kindness.
- ❖ Kalam's science teacher Sivasubramania Iyer was a very broad-minded person who did not discriminate between religions. In fact, he tried to break the social barriers so that the small community of Rameswaram could live in peace. He recognised Kalam's brilliance in science and wanted to encourage Kalam to develop his potential in science. Once when Mr Iyer invited Kalam to his house his wife refused to serve Kalam lunch in her pure vegetarian Hindu kitchen. As Muslims eat meat, hence they were not considered pure by the orthodox Hindus. But this incident did not stop Mr Iyer from inviting Kalam to his house again. In fact, Sivasubramania Iyer changed his wife's feelings/ outlook towards his bright student and she later served food to Kalam in her pure kitchen.
- ❖ The fact that Kalam has mentioned this incident in his book shows that Kalam was grateful to the science teacher who motivated him to pursue science as a career.
- ❖ The story is motivational for us and conveys the message that hard work can make us achieve our goal. We need to be tolerant towards other religions so that our country can have peace and achieve progress. We should work hard, value money discard caste differences and be independent. The story also gives the message that children have their own identity and destiny. Parents can only guide them by giving them good values. Last but not the least, we should feed the hungry.

- ❖ Para 8 last 2 lines- The science teacher realized that Kalam was a very intelligent child and would achieve success in the field of science.
- ❖ Para 10 last 2 lines- Small towns did not have good universities and students had to travel to bigger towns to get higher education.
- ❖ Khalil Gibran's poetry- Children have their own destiny and they will make their own identity.
- ❖ INSTANCES OF RELIGIOUS HARMONY

Kalam's best friends were orthodox Hindus. This shows that the people of Rameswaram did not discriminate on the basis of religion.

Muslims carried the statues of Lord Rama and Sita during the annual festival of Shri Sita Ram Kalyanam. Muslims do not worship statues but here we see the people of the two religions respected each other's beliefs and traditions and co-existed peacefully.

Kalam's grandmother told him stories from Hindu and Muslim scriptures before bedtime.

Kalam was made to sit at the back of the class by the new teacher at school. The new teacher did not want Brahmin Hindu boys to sit with a Muslim boy. When Ramanatha Sastry's father heard this incident, he scolded the teacher for practicing religious intolerance and asked him to either reform or resign from the job.

#### Word Meanings

- ❖ Segregation- separation
- ❖ Mingle- mix, meet, interact.
- ❖ Communal intolerance means to not accept other religions.
- ❖ Rebel- A person who revolts against authority.

A1. Abdul Kalam's pucca ancestral house was situated on Mosque Street in Rameswaram.

A2. Dinamani is the name of a newspaper daily of Rameswaram.

A3. Abdul Kalam's three friends were Ramanadha Sastry, Aravindan and Sivaprakasan. Ramanadha Sastry became the high priest of Rameswaram temple, Aravindan ran a transport business to ferry pilgrims and Sivaprakasan was a food contractor for the Southern Railways.

A4. Abdul Kalam earned his first wages by collecting tamarind seeds and selling them to a provision shop. He earned one anna every day which was a good earning for him.

(i) The social groups mentioned by Kalam were orthodox Hindus and Muslims who were easily identified by their dressing. Hindus wore a sacred thread and Muslims wore the skull caps.

(ii) Even though the children were aware of their religious differences because of the religious articles they wore that is the sacred thread and the skull cap yet the children did not have the feeling of religious mistrust. This was because their parents were broad minded and believed in the equality of humans and peaceful co-existence of different religions which made the children forget their religious differences. Kalam's grandmother told him bedtime stories from both Hindu and Muslim religious books.

(iii) The new teacher at Kalam's school and the science teacher's wife were aware of the religious differences. The Science teacher Mr Sivasubramania Iyer and the high priest of Rameswaram temple were the bridges between the two religions.

Mr Iyer invited Kalam to his house and served him lunch in the pure vegetarian hindu kitchen. As Muslims eat meat, hence they were not considered pure by the orthodox hindus. Mr Iyer in fact changed his wife's feelings towards his student and she later served food to Kalam in her pure kitchen. Mr Sastry, as a true priest, believed that different religions were different paths to meet God. So, he scolded the new teacher to stop separation of children on the basis of religion as children would unconsciously learn discrimination.

(iv) People change their attitudes once they know that the society is not willing to live with the old ideas. Give incidents of the new teacher and Sivasubramania Iyer.

A2

(i) Kalam wanted to leave Rameswaram as it did not have a college for higher studies. The university was situated at the district headquarters.

(ii) Kalam's father was a very wise man who did not want to stop his children from achieving their potential. Jainulabdeen knew that he and Ashiamma would have to separate from Kalam if he had to achieve his destiny. He believed in the poet Khalil Gibran's philosophy that children have their own identity and destiny and parents should not stop children from achieving their goals and desires. He also told his wife the example of a seagull which roams the sea all alone. Just like a seagull, Kalam will have to travel alone on the path of life in order to achieve greatness.

(iii) Meaning is given in answer (ii). Kalam's father spoke these words to console Ashiamma who did not want to send Kalam to a distant place to continue his studies.

### **REACH FOR THE TOP**

Why is climbing the Mt Everest a feat? (Gen Info)

Avalanches and blizzards

Thin air makes breathing difficult

Mountaineers have to carry their own oxygen.

The peak is permanently covered with snow hence climbing it is an arduous task.

Sudden changes in weather and wind chill factor. It is extremely cold due to low temp and wind chill factor

Inhospitable terrain

Altitude sickness

frostbite

### Qualities needed to climb the Mt Everest (Gen Info)

Physical strength and endurance.

Mental strength (The shackles/ fetters/ manacles of the mind need to be broken)

Determination to succeed

Focused approach

Patience

Ability to accept defeat if you can't reach the top

Persistence

Commitment

Adventurous

Hard work

### What is common between Santosh Yadav and Maria Sharapova?

Both are hard working.

Both faced discrimination. Santosh faced gender discrimination and Maria faced social and cultural discrimination.

Both are competitive. Santosh's opponent is vagaries of weather and Maria's rivals are other tennis champions.

They both faced resistance. Santosh had to fight the traditions of village which required her to marry early and not to go for higher studies. She fought against orthodoxy and parental disapproval for higher studies. Maria had to face separation from parents and bullying by the senior girls. Yet they did not allow these setbacks to crumble their dreams. They did not think of quitting.

They both faced loneliness. 9 year-old Maria stayed alone in the academy and Santosh lived alone in Delhi. Separation from parents made them mentally tough and this made them beat their opponents.

They both were very clear about their goals. Maria knew she had to achieve World No. 1 position in tennis and Santosh did not want to be bound by the traditions of Joniyawas village. She wanted to pursue higher studies and make a mark in life. She achieved her goal by becoming the only woman in the world to have climbed Mt Everest twice.

They are both down to earth and humble about their achievements. Their sterling qualities of single-minded determination and dedication makes them a role model for others to follow. They set aside all impediments and surged ahead to achieve their dream.

**What all did Santosh rebel against?**

Santosh rebelled against gender discrimination, scanty education for females in Joniyawas village and early marriage. Give examples.

**Q1. What message is conveyed to the readers through the example of Maria and Santosh?**

The lives of Maria and Santosh tell us that women are equal to men and are in no way inferior to men when it comes to reaching the pinnacle of their career or pursuing their passion. In fact, their struggle is more as they have to battle the hurdles of the family and societal traditions in order to follow their passion. It is their will power, patience and determination which makes them achieve their goals. The crucial thing is that all the hurdles never made them consider the option of quitting their dream. Their hard work and competitiveness motivated them to defeat their opponents and nothing could crumble their dream.

**Q2. How did Santosh battle her conservative village traditions?**

Santosh was born to conservative parents in a rigidly conventional society. Santosh did not want to let societal norms dictate her life. She possessed the courage to live life on her own terms and fought for her right to equality with her brothers and to get higher education. But she ensured that her path did not break any norms (rules) of society or decency. She had the self-belief that if she chose a correct and rational path, then her family, village and society will have to change and align (agree) to her choices. She fought gender discrimination and wore shorts instead of the traditional dress for girls. Her determination made her parents relent and give her permission to pursue higher education. She also resisted the pressure to get married at the age of sixteen. She in fact declared that she would never marry if her parents do not allow her to study further. When her parents refused to pay her fee for higher education, she informed them that she would work part time in order to pay her fee. Once the parents realised that she will not bend to the society's old norms, they had no option but to support her. Societal norms can only

be changed by the brave pioneers who possess an indomitable spirit and Santosh is one such person who paved the way for other girls of her village to follow their dreams. She battled the differences present in our society and culture and faced each challenge boldly.

### Q3. What motivated Santosh Yadav to take up mountain climbing?

While Santosh was pursuing her higher studies at Jaipur, her hostel faced the Aravali Hills where she used to see the mountaineers hone their skill of mountain climbing. This inspired and intrigued her to try out the sport. She met a group of mountaineers who encouraged her to take up climbing and join them. She loved the challenge of mountaineering and took up this sport even though she knew the challenges faced by mountaineers. She saved money and enrolled herself for a course at Nehru Institute of Mountaineering in Uttarkashi.

### Q4. How did Santosh hone her mountain climbing skills?

Santosh initially enrolled herself at the Nehru Institute of Mountaineering where she learnt the basics of mountain climbing. She later honed her mountain climbing skills by going on an expedition every year. As she was in peak physical condition, her body developed a remarkable resistance to cold and altitude. Her indomitable spirit, physical endurance, hard work and mental toughness helped her to climb the Mt Everest at the age of twenty and she became the youngest woman in the world to achieve that feat.

### Q5. How did Santosh make a special place for herself in the hearts of fellow climbers?

Her empathy for fellow climbers and the desire to work together made her carve a special place in the hearts of fellow climbers. (Mention 92 mission - care for dying climber & Mohan Singh episode)

### Q6. Why was Santosh sent to the local school?

Even though Santosh's parents were affluent landowners and they could afford to send Santosh to a good school in Delhi yet they did not do so as the people of Joniyawas village did not believe in sending girls to Delhi for higher education. Her parents did not have the courage to fight the society and send her to a school in Delhi. Hence, they enrolled her in the local village school.

### Q7. When did she leave home for Delhi and why?

When Santosh turned sixteen her parents forced her to get married as per the tradition of the village. But Santosh wanted to pursue higher studies and threatened her parents that she would never marry if she did not get a proper education. Her parents had to bend in front of her fierce determination to get education.

### Q8. Why did Santosh's parents agree to pay for her schooling in Delhi? What mental qualities of Santosh are brought into light by this incident?

When Santosh's parents realised that she is determined to pursue higher studies, they agreed to her suggestion as she had also informed them that she would work part time

to pay her fees if they refused to fund her education. This incident proved her mental toughness and courage to choose her own path. The character traits she reveals are that she is strong willed, independent, determined to follow her passion, can fight against orthodox ideas.

**Q9. What shows her concern for the environment?**

For far too long mountaineers had been discarding waste on the peaks they climbed, leading to accumulation of garbage on the Himalayas. Santosh helped in this effort of cleaning the Himalayas and brought back 500 kgs of garbage from the mountains.

**Q10. How does she describe her feelings at the summit of the Everest?**

When Santosh reached the summit of the Everest as part of the Indo-Nepalese team, the achievement of being the only person to climb the Everest a second time and set a world record, was an indescribable moment for her. She was the youngest woman in the world to climb the Everest which was a feat for a girl from a small village of Haryana and to climb it twice was an accomplishment. When she unfurled the Indian Tricolour and held it there, she felt immense pride to place the national flag on the roof of the world. She also felt grateful to God to have chosen her for this special moment. Her hard work, dedication, indomitable spirit and passion for climbing made her achieve this honour so early in life.

**Q 11. Santosh Yadav got into the record books both times she scaled Mt Everest. What were the reasons for this?**

Santosh Yadav first entered the world record book as she was the youngest woman to scale the Mt Everest. When she climbed the Everest a second time, she set the record of scaling the Everest twice by a woman climber. This is a rare feat as climbing the Everest is not repeated even by male climbers because of the physical hardships and vagaries of weather encountered by climbers. Santosh's indomitable spirit, courage, physical endurance and determination helped her to face this challenge

**Q 12. How is Santosh a contradiction to her name?**

The word Santosh means contentment. She was not content being the youngest woman climber to scale Mt Everest at the age of 20. She climbed it again the next year. She is so passionate about mountains that she brought back 500 kgs of garbage in order to keep the mountains environment clean.

**Q13. Why was the 'holy man' who gave Santosh's mother his blessings surprised?**

In Haryana, most families want a male child instead of a girl child. The holy man was surprised when Santosh's mother asked him to bless her so that she gives birth to a daughter instead of a son.

AIII

- a) From her room in Kasturba Hostel, Santosh used to watch villagers going up the hill and suddenly vanish after a while.
- b) When she finished college, Santosh had to write a letter of apology to her father because she had got herself enrolled herself for a course in mountain climbing at Uttarkashi's Nehru Institute of Mountaineering without taking his permission.
- c) During the Everest expedition, her seniors in the team admired her climbing skills, physical fitness and mental strength while her concern for others and desire to work together with them endeared her to fellow climbers.

### MARIA SHARAPOVA

#### Why was Maria sent to the US?

Maria was sent to the US for her tennis training. She lived in Siberia which did not have enough opportunities for her talent to be honed and showcased. She and her father moved to Florida before she was ten years old. But this move to US put her on the path of success and fame and she did not let her parents' sacrifice and hard work go waste.

#### Why didn't Maria's mother go with her?

Her mother didn't move with Maria to Florida as she faced some visa restrictions.

#### What motivates her to keep going?

Apart from the prize money that she gets from playing tennis, the motivation to become number one in the world is the dream that kept Maria going. Her talent, determination to succeed and the will to sacrifice many things to achieve her aim helped her to get the top slot in women's tennis.

#### What is her Maria's ambition and mantra for success?

Maria's ambition was to attain the title of world number one in Women's tennis. Maria's secret for success is hard work, competitiveness and sacrifice to achieve her aim.

#### What lesson did Maria Sharapova learn from her bullying?

Maria became determined to win the tennis title and not to quit tennis because of her bullying. This painful experience was a life lesson for her to emerge stronger. She became mentally and emotionally tough to take care of herself. As she lived away from her parents, she faced the problems of life alone and became hungry and determined.

#### Which three qualities have lifted Maria Sharapova to the top of the world?

Her talent, her hard work and desire to succeed and her willingness to sacrifice( accepted separation from parents, sleep, gave up comforts of life.)

**Which dream kept Maria going in the world of tennis?**

Maria dreamt to be world number one in tennis and to earn money.

**Which dream kept Maria going in the world of tennis?**

Maria dreamt to be world number one in tennis and to earn money. She was neither born rich nor born to a family of tennis legends or stars.

**How is Maria different from other girls?**

She is competitive and works hard

Mentally strong - Did not let bullying affect her- in fact became stronger.

Did not think of quitting her game due to separation from parents- In fact she has the drive and desire to succeed.

**List Maria's hobbies.**

**Thinking about the Text**

**born** - Village of Joniyawas and Siberia.

**Parents' approach**- Insistence for marriage at 16 and reluctance to send her for higher education. Later they agreed when she said that she would work part time. Yuri relocated to US and worked hard to pay her tennis training fee.

**Will Power and strong desire to succeed**- Saved money and enrolled herself at NIM. expedition every year till she scaled Mt Everest. Maria never thought of quitting and her dream to become World no 1 kept her going.

**Evidence of their mental toughness**- She went on an expedition every year. Honed her skills. Physical endurance, courage, indomitable spirit and mental toughness led her to scale Mt Everest. Maria had to endure separation from her parents and bullying by her seniors. ( Elaborate)

**Their patriotism** - Santosh felt proud when she unfurled the Indian tricolour on the Everest. It was a spiritual moment which can't be described in words. Grateful to the US for giving her fame and stardom but she is still a Russian at heart. Wants to represent Russia in Olympics.

**Word Power**

Effluent and affluent- Pollutant and to be rich.

Inclement Weather- bad and rough weather

Feat and Feet- Achievement , unit of measurement and part of the body.

Fate and fete -Carnival and Destiny

Manacles/ Fetters/ Shackles/ Chains

Pinnacle/ Acme/Zenith/ Nadir

Later/ letter / Latter

Pioneer

Difference between Sullen and Sully- The Himalayas have been sullied with garbage.  
Anne has been sullen since morning.

### Qualities needed to climb the Mt Everest

Physical strength and endurance.

Mental strength

Determination to succeed

Focused approach

## BOND OF LOVE

KENNETH ANDERSON

THEMES explored in the chapter by the author:

- ❖ The strong attachment between a human being and a wild animal that later becomes a pet.
- ❖ Need for love is universal. Both animals and humans want love.
- ❖ Warmth and care by humans for animals leads to happiness and love.

### NOTES

The bear cub had developed human qualities due to his close contact with the humans. He needed love and responded to love. Bruno developed friendship and association with both animals (Alsatian Dogs) and humans.

### EXTRA QUESTIONS

Q1. How did the narrator get the baby sloth bear?

The narrator was passing through sugarcane fields near Mysore where people were driving away wild pigs. Unexpectedly and all of a sudden, a sloth bear too emerged from the fields. The narrator's companion thinking that the bear might attack them, reacted by shooting the bear and killing it instantly. Unfortunately, it was a female bear with a small cub riding on its body. The orphaned cub was making pitiful noises. The narrator felt guilty and sad at the cub's condition and brought it home as a gift for his wife.

**Q2. Why did the narrator not kill the sloth bear when she suddenly appeared from the sugarcane fields?**

The narrator did not kill the sloth bear as they do not harm humans unless threatened.

**Q3. How did the author's wife receive the sloth bear?**

The author's wife was delighted on seeing the bear cub. She tied a coloured ribbon around his neck and christened it Bruno.

**Q4. How was Bruno fed initially? What did he eat after a few days?**

When the narrator brought Bruno home, he was initially fed on milk. Later on, he ate everything from meat, vegetables, nuts to eggs, chocolates and ice cream. He consumed all beverages and even liquor with relish.

**Q5. How did Bruno endear himself to everyone at home?**

Within a few days, Bruno's gentle, loving and friendly nature made him a beloved pet of the narrator's household. The Alsatian dogs and the children of the author's tenants too loved him.

**Q6. Why was Bruno not eating and drinking properly at the zoo?**

Bruno was not eating and drinking properly at the zoo as he missed the love and affection of the narrator's wife whom he treated as his mother. He had developed a close bond with her as she loved and looked after him after the death of his mother.

**Q7. What did the author's wife feed Bruno at the Mysore zoo? Check ans in text book.**

**Q8. How was Bruno cured of paralysis?**

Bruno had lost his mother when he was a cub and as his mother, she would have taught him which food items to eat and which to avoid. Like humans, he ate all types of food and could not control his desire to devour any food item. His habit of eating incessantly and indiscriminately almost killed him. Once when the author had kept Barium Carbonate in his library to kill rats and mice, Bruno accidentally consumed the poison which paralysed him. Luckily, the author instantly realized that Bruno might have eaten the poison and took him to the vet for treatment. The vet gave him two injections of the antidote which cured Bruno and he resumed his gluttonous (greedy) eating.

**Q 9. Why was Bruno kept chained? How was the problem of what to do with Bruno solved?**

With the passage of time, Bruno had grown both in size and weight. His size could have caused harm to the tenants' children. Hence, he was kept chained. The problem was

solved when the narrator's wife gave her reluctant consent to send Bruno to Mysore zoo. After the curator's affirmation of acceptance, Bruno was put in a cage and sent in a lorry to the zoo.

**Q10 Why did the author's family felt relieved even though they missed Bruno?**

Baba had grown big in size and weight and it would have been dangerous to keep him at home with the tenants' children playing with him.

**Q 11. Why did the author's wife change his name from Bruno to Baba?**

In the Hindustani language baba is a word used for a much-loved small boy. As the author's wife loved and looked after the bear cub like her own son so she changed his name from Bruno to Baba.

**Q12. Describe the island prepared for Baba by the author. Factual Q.**

## IF I WERE YOU

DOUGLAS JAMES

- ❖ Using his presence of mind and intelligence, Gerrard spins a false story so that the intruder is convinced that Gerrard is a fellow criminal and Gerrard has to make the intruder believe his story in order to outwit him.
- ❖ Gerrard is able to glean from his conversation with the intruder that he is petrified of the police. At the very mention of the word police, the intruder gets nervous. Taking advantage of this fact, Gerrard is able to turn the tables on him and trap him in a cupboard.
- ❖ The intruder wanted to lead a peaceful life under an assumed identity by murdering Gerrard.
- ❖ Revealing very little information about himself and also by giving false information, Gerrard is able to make the intruder comfortable and gather much knowledge about him. His calm and unruffled mind is able to think and trap the intruder in a web spun by him.
- ❖ The intruder is malicious, cruel, foolish as he reveals all information about himself, over confident and one who brags. He dresses up flashily and uses slang.
- ❖ Gerrard on the other hand is a posh and cultured man, intelligent, prefers solitude to write his plays and saves himself from a sure death.
- ❖ The intruder wants to impersonate Gerrard after killing him.
- ❖ The moral of the story is that one's presence of mind can take one out of tricky situations.

**Why has the intruder chosen to take on Gerrard's identity?**

The intruder had chosen to take on Gerrard's identity because they have a similar height and build. Gerrard is a posh and cultured man who lives alone in a lonely cottage. Gerrard

is a loner who does not maintain much contact with his neighbours and doesn't have any friends in Essex. Gerrard's peculiar living style suits the intruder as he is running away from the police after murdering a cop in a jewellery robbery which went horribly wrong. Once the intruder takes on Gerrard's identity, he will not be caught by either the police or his acquaintances. He would also achieve his freedom.

### Why does the intruder have to run at the sight of a cop?

The intruder lives in constant fear of being caught by the police as he has killed a cop. The police is looking for him and he runs at the sight of a cop to avoid getting caught.

### Describe the differences between Gerrard and the intruder?

Gerrard and the intruder are as different as chalk from cheese. Even though they have the same height and build, their sophistication varies. Gerrard has a posh and cultured manner of speaking whereas the intruder talks in American slang.

Gerrard wears elegant well-tailored clothes but the intruder dresses up flashily.

Gerrard is a confident man who does not get fazed by the sight of the intruder holding a gun in his hand. On the other hand, the intruder is running away from the police as he has killed a cop and his over confidence of impersonating Gerrard has an underlying fear of the law.

The intruder is a heartless and hardened criminal who has no guilt of killing an innocent person to save himself from the police. Gerrard could have easily killed the intruder but he outwits the intruder and traps him in the cupboard.

Gerrard uses his clever and witty brain to extract information from the criminal while giving away very little information about himself. This additional information that Gerrard got by engaging the gullible intruder in a conversation also provided him enough time to plan his escape and to trap the intruder.

Gerrard outwits the criminal and saves his own life by playing on the intruder's fear of getting detected and being arrested by the police. Gerrard's tactful and calm planning together with his courteous and pleasant behavior disarms the intruder and makes him think that Gerrard is a meek man who will be easy to kill. But the intruder does not succeed in his plan as Gerrard traps him in a web of words.

### Why does Gerrard keep talking to the intruder for a long time in the most pleasant manner?

Gerrard wanted to gain the confidence of the intruder that he was not a threat to him. He wanted to gain information from the intruder without getting shot at by the intruder.

### Why is the intruder a hunted rat?

The intruder is being chased by the police for killing a policeman. The fear of being arrested by the police keeps him on the run and he feels that his condition is as miserable as that of a rat being chased.

Justify giving instances from the lesson *If I Were You*, that one's presence of mind and the attitude of not giving up, are the essential useful qualities during situations of crisis.

An intelligent Gerrard did not show even the slightest hint of nervousness at the sight of the gun-wielding criminal who entered his house stealthily and surreptitiously and threatened to kill him. Gerrard knew that only his presence of mind would save him from this near-fatal situation. Instead of antagonizing the intruder, Gerrard kept the intruder in good humour and acceded to his every request. He did not show any fear which surprised and unnerved the intruder as well. Once Gerrard found out that the intruder was wanted for murder, Gerrard used his clever and witty brain to extract information from the criminal while giving away very little information about himself and also gave him enough time to plan his escape and to trap the intruder. He traps the intruder in a web of words by saying that he too is a criminal who is running away from the police and it would be futile to kill him and take on his identity. He also convinces the intruder to escape with him whereas that was a cupboard. Gerrard traps and locks him in the cupboard after knocking the revolver from his hand. Thus, he saved his life and captured the criminal.

NCERT

Q1

- ii) Gerrard says these words to show the intruder that he does not feel threatened by his presence.
- iii) Gerrard is sarcastic because he knows that the intruder wants to gather information from him before killing him. Gerrard plans to give him incorrect information.

Q3

- ii) Gerrard means that he had shot bullets and killed a person while trying to escape.
- iii) Gerrard had fabricated a fictitious story to fool the intruder into believing that Gerrard too was a criminal by playing on the intruder's fear of the law. Gerrard hoped that this story will make the intruder realise that it is fruitless (not advantageous) to kill Gerrard and take on his identity.

Q4 Gerrard supplies props for plays and is a playwright.

Q5

- ii) The intruder feels that Gerrard is trying to be smart as he is not displaying any fear. Rather he is helping the intruder by completing his sentence.

iii) The intruder feels that once Gerrard comes to know that the intruder plans to kill him, he would be scared.

Q6. The intruder was being hunted by the police for killing a cop. The punishment of killing one person or many is the same that is death by hanging.

Q7. The residents of Aylesbury called Gerrard a mystery man as he rarely interacted with his neighbours. Gerrard falsely informs the intruder that he did not interact with his neighbours as he too was a criminal.

Q8. Gerrard says these words when the intruder asks him to clarify why would the intruder be hanged for taking on Gerrard's identity. This is a surprise for the intruder for he thought that Gerrard was a respectable man and not a criminal. Gerrard's words were a shock for his plans to assume Gerrard's identity.

## THE ROAD NOT TAKEN

ROBERT FROST

- ✓ The poet is standing at a fork in the road in a forest and he has to choose one road out of the two roads in front of him. Roads are symbols for choices one makes in life. While both roads are equally inviting, he deliberates (synonyms- mulls, thinks deeply, contemplates) which one to choose. The poet is mulling which road to choose as he realizes that he cannot walk on both the roads.
- ✓ Both the roads are full of untrodden leaves. The word "untrodden" means not been walked upon. Trod is the past participle of the verb 'tread'. The word 'tread' means to walk on something.
- ✓ These choices impact our lives and shape our future. As time cannot be rolled back hence, our choice should be carefully made with forethought because we do not know how the choice will change our life in future. Yet, we have to move on with life whether our choice was good or bad. This is the reason why the choice is difficult.
- ✓ **The Road not taken** stands for the lost opportunities of life. The poet knows that every choice means loss of opportunity as many times in life, choices are made with incomplete information.
- ✓ One road looks more frequented by people while the second looks to be less travelled. Once he chooses a road, it will be only after a passage of time that he can evaluate the impact of the decisions and choices he made. If we find success, then the choice is right but if the result is failure and pain then the choice has not been the right one.
- ✓ **The theme of the poem is that in our long life, we will encounter many dilemmas (fork) which we have to face in life and we should be ready for challenges. We**

should also be ready to face the results of the choices we make. The result can be good or bad.

- ✓ The poet regrets the fact that he cannot travel on both the paths. He also feels sad that he cannot come back to the start once he makes his choice because one path leads to another and it would become difficult for him to come back.
- ✓ The rhyme scheme is abaab.
- ✓ Literary devices – **Metaphor**- Roads stand for the choices we make in our lives.
- ✓ **Yellow wood** stands for Autumn.
- ✓ **Anaphora** – Stz 1 lines 2, 3 and 4 begin with the word 'And'.
- ✓ **Enjambment**- Stz 1 lines 2, 3 and 4 have no punctuation marks at the end of the line. The idea continues from one line to the other.
- ✓ **Simile**- Just as fair
- ✓ **Alliteration** – wanted wear  
**Alliteration**- Though as for that passing there  
**Imagery** – The poet has painted a vivid picture in our minds with the careful choice of words.

#### LINE BY LINE EXPLANATION

- ✓ **Yellow Wood**- A forest where the leaves on the trees are turning yellow and falling on the ground. It stands for the Autumn season. The poet uses the autumn season to tell us that change in life cannot be stopped. The colour yellow denotes feelings of warmth and happiness. So, both the roads will bring him joy and new opportunities.
- ✓ **Two roads diverged** -The roads stand for the choices a person makes in life. The poet is standing at the point of divergence of roads. He has to choose one road from the two roads in front of him. The poet has reached a fork in the road and this fork refers to the time of life when we have to exercise choice in any decision or matter. Life is a continuous journey full of divergent paths. These choices can impact our lives and hence we must make our choices carefully with much thought.
- ✓ **Sorry I could not travel both**- He expresses sorrow on the fact that he cannot travel simultaneously on both the roads. To choose one road means to reject the other road.
- ✓ **long I stood**- The poet stood there for a long time because he could not make up his mind which path to take. The poet contemplated about the road to choose as he cannot walk on both the roads at the same time. So he observes the roads as this choice of road will have a far reaching impact on his life. He will make his own choice and not be guided by what others do.
- ✓ **Bent in the undergrowth**- He can't see far as the because the forest is dense and the road is not straight. He is trying to guess where the path will take him but the

road bends and he can't see beyond the undergrowth. This means that we can only see the short term impact of our choices. Long term impact of our choices cannot be predicted or guessed.

- ✓ **Then took the other**- The word 'other' refers to the road that was grassy and less travelled upon. The poet chose this road which is grassy and less travelled upon whereas the roads all equal in all other aspects.
- ✓ **Just as fair** - Both the roads are equally enticing/ tempting/ attractive. The only physical difference in the road is that one is more grassy as it was less travelled on that particular morning.
- ✓ **Better claim** - The road chosen by the poet has better claim because it is more grassy, it wanted wear and was less travelled. He wanted the thrill of choosing a path which was not chosen by many people. Maybe it will offer him different challenges to face or give him better satisfaction. So, he decides to take the road which is less travelled.
  
- ✓ **Wanted wear**- It was a less travelled road.
- ✓ **Grassy and wanted wear**- The road was covered with grass as not many people had walked this road on that particular morning. Hence it was more inviting (tempting) for the poet.
- ✓ **And both that morning equally lay**- The word 'both' refers to the two roads that forked out in different directions. Frost feels that both the roads (choices) are equally good but he has to choose one of the two as he cannot on both the roads. He left the frequently travelled road for some other day.
- ✓ **In leaves no step had trodden black**- This line means that both the paths are equal and the dried leaves that lay on the ground have not been walked upon. The leaves will turn black only once they are walked upon by people who travel on that road.
- ✓ **I doubted if I should ever come back**- The fact that one road generally leads to another made the narrator doubt that he will ever be able to come back. He will never get the chance to travel on the other road as the chosen road will lead him to other paths and he will not be able to come back to this point of the fork.
- ✓ **Ages and ages hence**- After many years/ In future
- ✓ **Sigh** - The word 'sigh' is neutral. It shows reflection (to think about something) and the tone of the poem is happy and in the end the poet says that "that has made all the difference". Hence, we can say that this 'sigh' signifies happiness and not sadness. Secondly, the colour yellow in the first stanza represents happiness. These two reasons tell us that the 'sigh' is of happiness and not of sadness.
- ✓ **I shall be telling** - The poet will tell about these choices proudly once he grows old to people with whom he will share the story of the journey and choices of his life.
- ✓ **And that has made all the difference**- The poet will retrospectively tell people how his life has been different due to the choices he made long ago. This road (choice)

that he has taken has brought him satisfaction and shaped his life. Hence, he is satisfied with the choice he has exercised.

## WIND

SUBRAMANIA BHARATI

- ❖ Subramania Bharati beautifully describes the enormous power of wind in this poem along with its constructive and destructive power. The destructive power of wind can be seen when it is violent and destroys everything which comes in its path especially the weak houses. The constructive form of wind is when it nurtures the strong to remain happy even while facing the problems of life. Secondly, these people become wiser and more experienced to face future problems.
- ❖ The wind is a metaphor for hardships and challenges of life which can either destroy us or we can use these problems to emerge stronger.
- ❖ The strong houses refer to people with strong character who can boldly face the problems of life. Their heart remains fearless even in the face of adversities.
- ❖ The weak houses refer to people who cannot face the problems of life. Their heart is fearful when faced with the adversities of life.
- ❖ The first four lines describe the action of wind. Even though the wind is invisible but the effect it has on objects is clearly evident. Just like it is difficult to predict when a strong wind will blow, similarly problems can come in our life at any time without warning.
- ❖ L1- 4 In a direct address to the wind, the poet pleads with the wind to blow softly. He also requests the wind not to break the shutters of the windows, not to sweep down the books kept on the shelves and scatter papers once it blows. The wind can easily break window panes once it blows fiercely. The poet wants the wind to blow gently without causing destruction. The strong wind will cause a lot of damage to the structures which are not very strong. These three lines show the destructive power of wind, hence the pleading of the poet to blow softly.
- ❖ L5- 7 In mock anger, the poet tries to scold the wind for not listening to his requests. He also tells us the beneficial aspect of wind i.e it helps to bring rain.
- ❖ L 8 -11 Now the poet changes his tone from request to serious and accuses the wind of destroying weak and mild people who cannot withstand the problems of life.
- ❖ L 8 -11 Meaning- Just as a strong wind has the power to crumble houses, doors and ceiling similarly problems tear down the hearts and lives of people who have a weak character. A strong house protects a person from the harsh world. Similarly difficulties can make a person lose hope and life. In order to face the problems of

life, we have to make ourselves strong, have self confidence, courage and determination to face the challenges of life.

- ❖ The word "crumbling" refers to fragile or frail people.
- ❖ L 8 meaning- The wind makes fun of the weaklings by making them crumble and then crushing them by its force. The problems of life crush and crumble the weak people.
- ❖ L 12 - Just as the farmer winnows the good grain and removes the chaff similarly the wind god performs two tasks while winnowing. Firstly, to separate the weak from the strong and then to crush the weak and strengthen the strong. (Also A3 of NCERT)
- ❖ But the wind has no effect on strong houses. Strong houses with doors which have firm joints will not break when a strong wind blows. Therefore, it can become our friend. It does not affect a strong person's peace of mind, nurtures their will to survive, increases their self confidence and determination. This is the positive aspect of wind. Hence, we should build strong houses to withstand the power of the wind.
- ❖ L 12 The wind God won't listen to requests of man as he is very powerful and uncontrollable.
- ❖ L 13 The difficulties of life do not listen to our requests not to test human beings. We have to boldly face the challenges of life.
- ❖ L17 Do not be fearful of problems. Make your heart strong and determined to face the adversities of life.
- ❖ **L19 The wind blows out weak fires**- It seems that wind enjoys its power to dominate over frail objects and laughs at weaker things. The delicate and fragile cannot withstand its fury. Wind or problems do not let a weak body or mind to survive. It is not a friend of the weak.
- ❖ L 20 The wind stands for adversities (problems) of life and the strong people can use adversities to become invincible (one who cannot be defeated) and develop an indomitable spirit.
- ❖ L 22 The word "**we**" refers to **humans** and the word "**him**" refers to **Wind God**. We praise wind everyday because he provides us strength and life. As long as he is a man's friend, he helps us flourish.
- ❖ In our daily lives, if we are strong then problems of life cannot destroy us. Hence, the people who are weak need to get strong to overcome obstacles. One should face the challenges and hardships of life with courage, grit and firm determination as they prepare us to walk on the path of life. Just as wind makes a blaze( fire) to burn fiercely with strength and puts out weak fires similarly if we are strong, then the problems of life will increase our strength but if we are weak then the problems will crush us or make us fearful.

- ❖ **He makes strong.....him every day-** These lines convey the message that those who are not determined and lack confidence, face defeat. Those who set their targets and make sincere efforts are not disturbed and fazed by any obstacle.
- ❖ We can make friends with the wind by making our homes strong with firm doors. Humans need to be physically and mentally strong to face the problems of life. The wind makes fun of weak people.
- ❖ The poem is didactic as it gives a moral lesson that humans need to be strong in order to face the adversities of life. We should face the wind or hardships courageously and with determination. The wind is cruel to weaklings and respects the strong.

#### Meanings of difficult words

- ❖ Invincible - One who cannot be defeated.
- ❖ Indomitable Spirit - A person who never gives up hope or positivity even when faced with problems
- ❖ Determined - To make a decision and stick to it.
- ❖ Obstacles/ Adversity - Problems
- ❖ Grit - Courage
- ❖ Target – Goal
- ❖ Didactic- gives a moral

### LITERARY DEVICES

1. ANAPHORA - When a sequence of words at the beginning of the sentence are used for emphasis. In the poem, the poet uses the word " Don't " to emphasise the power of wind.

World famous example is the "I have a dream" speech by Martin Luther King. Read it please.

#### 2. REPETITION

Crumbling houses, crumbling doors, crumbling rafters, crumbling wood, crumbling bodies, crumbling lives, crumbling hearts.

#### 3. PERSONIFICATION

You tore the pages. The poet is addressing the wind as a mischief maker. The word 'you' in lines 6 to 8 is repeated as the poet accuses the wind of creating problems.

## NCERT QUESTION

A1) The wind breaks the shutter of the windows, throws down books from the shelves, tears their pages and also brings rain the poet asks wind to blow softly as the wind causes a lot of damage to weak structures.

A3) The poet says that the wind God winnows or separates the weak people from the strong like the chaff from the grain.

A4) The word wind stands for the challenges for life that we have to face. We should make ourselves physically and mentally strong to overcome the troubles that we may face in life. The wind helps us to become strong and determined just as a true friend helps us.

A5) Wind destroys people who are weak and vulnerable. The wind is not able to disturb people who are determined and self-confident to overcome the hardships and challenges of life. Similarly if we are strong, then the problems of life will increase our strength but if we are weak then the problems will crush us or make us fearful. Thus, the wind blows out weak fires and makes the strong fires roar and flourish.

The strong people praise the wind as it provides them with strength to face the problems of life. Wind's friendship helps to be happy even in the difficult period of our life.

A6) The poet speaks to the wind in humour as he wants the wind to be our friend.

Q7) Explain the line "Make the heart steadfast".

A7) The poet advises that while facing difficulties and challenges of life, one should have strong determination and courage. Wind causes the weak structures to crumble and puts out a weak fire. But it has no effect on a strong structure and causes strong fires to burn more intensely. Similarly, a steadfast heart can face all adversities of life with a positive perspective (frame of mind) and happiness.

## RAIN ON THE ROOF

COATES KINNEY

SUMMARY OF THE POEM- Rain on the roof is a beautifully written poem about the beauty of nature and the magical effect of rain on one's mind. The poet brings to life the effect of rain's pitter-patter on his mind and heart as well as the old memories of his life when he was a child. The coming of rain fills the heart of the poet with joy and he snuggles into the pillow to listen to the sound of the falling rain. This joy takes him back to his childhood and he remembers his mother's visits to his room at night before he went to bed.

- The first stanza introduces the main theme namely the healing power of rain especially when heard while lying on the bed. The poet is resting in his cottage

room when he observes the dark rain bearing clouds (When the humid shadows hover) engulf or cover the night sky (starry spheres). The poet lay in a sad mood and suddenly hears the sound of rain. The sound of rain is a source of joy for everyone. Thus, he presses his face to the pillow and listens to the heart soothing pitter patter of the rain falling on the roof of his small cottage. This sound of the rain brings him bliss as it banishes his sadness.

- STANZA 2- This aspect of nature i.e. rain brings him many childhood memories and happiness (every tinkle on the shingle has an echo in the heart). He is flooded with fantasies and memories (thousand dreamy fancies). These (thousand) memories intermingle to form a beautiful picture that the poet recollects. (Weave their air-threads into woof)
- STANZA 3- This joy takes him back to his childhood. He remembers his love filled childhood and his mother's visits at night when he and his siblings (darling dreamers) would fall asleep. He remembers his doting mother who would gaze at her children and especially him while he slept. Rain transports him to that beautiful period of childhood which was full of love as his mother is no longer alive.
- WORD MEANINGS
- **Shingles** are overlapping flat, rectangular pieces of wood, cement which are placed on the roof.
- **Humid shadows** - dark clouds which bring rain
- **Starry spheres** - night full of shining stars.
- **Melancholy darkness** – the dark night makes the poet sad
- **Gently weeps in rainy tears** - rain falls softly on earth from the sky. Rain can be described as the tears of clouds.
- **Ere** - before
- **Every tinkle on the shingle** - He hears the sound of rain falling on the shingles.
- **Has an echo in the heart** - Every drop of rain brings joy in the heart of the poet. The word echo means to reverberate or ring.
- **Woof** - Become entwined or woven to form a pattern.
- **Air threads** - Dream like memories. Over a period of time memories seem to be like a dreamy picture which is woven with air threads.
- **Darling Dreamers** - Her children
- **Years Agone** - time gone by or the past
- **Recollection** - To remember certain events with fond memories
- The rhyme scheme of the poem is abcbdefe.
- Poetic Devices
  - a) Alliteration - humid hover (stz1 L1), starry spheres (stz1 L2), press pillow (stz1 L5), lie listening (stz1 L7).
  - b) Onomatopoeia in patter and tinkle
  - c) Personification in 'gently weeps in rainy tears'

d) Refrain - Patter of the rain

NCERT

Ans 1

- a) Humid shadows phrase means dark rain-bearing clouds.
- b) Starry spheres phrase means that the vast sky is full of stars.
- c) What a bliss means that the poet gets in a happy mood once he hears the sound of rain.
- d) The phrase means that the poet's mind is filled with memories and fantasies.
- e) Many memories intermingle to form a beautiful picture in the poet's mind.

Ans 2 The poet likes to press his head on the pillow and listen to the sound of the rain.

Ans 3 The single major memory is of his childhood when his mother would come near his bed when they were about to sleep. He still remembers the loving gaze( look) of his mother. The dreamy dreamers refers to the poet and his siblings.

Ans 4 The poet has grown up now. His mother is no longer alive.

### A LEGEND OF THE NORTHLAND

PHOEBE CARY

- ❖ A legend is a story which is accepted by people but does not have historical evidence. This moral story teaches us an important lesson about virtues (good values) that humans should cultivate (follow). **NCERT Ans 7**
- ❖ This poem is written in ballad form. A ballad is a poem which narrates a story.
- ❖ Extra Info- A ballad is a part of folk culture and are passed orally from one generation to another.
- ❖ This story is from the time when Saint Peter was alive and lived on earth.
- ❖ The legend is based near the North Pole. There are four references in the poem. The first is that fast (swift) reindeers are tied (harnessed) to the sledges. The second is that the children who live in this area, wear fur coats which makes them look like bear cubs. These fur coats protect them from the extreme cold. The third is that the length of the night is longer than the duration of the day. The people are unable to sleep through the night because the nights are long and cold. Lastly, it is a cold place (when it snows stz 2). **NCERT Ans 1**
- ❖ The hungry Saint Peter had been preaching and travelling the whole day. By the evening, he was tired and felt faint from as he had been fasting the entire day.
- ❖ He came across a cottage in which a woman was baking cakes.

- ❖ He asked for one cake ('single one' stz 6) from the lady who was preparing cakes to satisfy his hunger. She had baked many cakes and they were lying near her. (store of cakes)
- ❖ But the lady being selfish, ungenerous and greedy could not part with even a single cake from the ones she had already prepared.
- ❖ So, she baked a smaller cake but that also seemed too big to give to saint Peter. Thereafter, she rolled out an even smaller cake but she felt that this smaller cake was of the same size as the previous one. She did not give this cake to Saint Peter.
- ❖ Her greedy nature can be seen when she says that the cakes seem too small when she eats but too big to give away. (stz 10)
- ❖ Ultimately, she takes a small scrap of dough and rolled out a cake as thin as a wafer.
- ❖ By this time Saint Peter got angry at this ungrateful and selfish lady who couldn't be empathetic and share her good fortune in this cold place and serve food to cold and hungry travellers. She was not considerate towards other people's problems.
- ❖ She was lucky to have warm food, a secure shelter and sit in the warmth of the fire in the cold area of Northland.
- ❖ Saints are known to be patient, but this lady's selfishness angered Saint Peter and he punished her by turning her into a woodpecker that has to bore all day into the dry tree trunks to get her food and shelter. She did not deserve to live in human form and enjoy food, warmth and shelter.
- ❖ A woodpecker has to search for food throughout the day.
- ❖ She immediately flew out of the chimney which burnt her clothes and the bird became black. But her scarlet scarf did not burn which has given a red head to the wood pecker.
- ❖ He cursed her to get her food by boring in the wood all day long.
- ❖ The punishment meted (given) out to the lady teaches us the value of charity, empathy and generosity. We should be grateful to God for giving us all comforts of life.
- ❖ The old woman would have received Saint Peter's blessings if she had providing him with food and shelter. She could have even asked for a boon to fulfil all her needs.
- ❖ **FIGURES OF SPEECH**
  - REPETITION- Repetition of words in a line of poetry.  
Away away, boring and boring and boring, rolled and rolled.
  - ALLITERATION- The repetition of a consonant sound in two or more words which are close to each other in a line of poetry.

That they through (stz 1), funny and furry (stz 2) sledges and snows (stz 2) , learn lesson (stz 3) tell the tale (stz 3), Faint and fasting (stz 6) build as birds (stz 13), surely such ( stz 11)

SIMILE- Comparing two things using the words 'as' or 'like'.

Black as a coal, look like bear's cubs, baked it thin as a wafer.

ENJAMBMENT- Running lines of poetry from one to the next without using any punctuation marks (like comma, full stop or semi colon) to indicate a break in the line of poetry.

stz 1 lines 3 and 4. Stz 2 lines 1 and 2. Find out other lines of the poem where enjambment occurs.

Rhyme scheme- abcb

### NCERT QUESTIONS

Ans 2 The hungry Saint Peter had been preaching and travelling the whole day. By the evening, he was tired and felt faint from as he had been fasting the entire day. He came across a cottage in which a woman was baking cakes. He asked for one cake from the many cakes she had. The lady kept rolling out smaller and smaller cakes but could not even give the wafer thin cake to Saint Peter.

Ans 3 Saint Peter got angry at the miserly and selfish lady who was not empathetic to share her good fortune in this cold place and serve food to hungry and cold travellers. She was not considerate, kind and generous and also ungrateful to God for giving her all the comforts of life. Therefore, he changed her into a woodpecker that has to build her nest as the birds and search for food by boring into hard and dry tree trunks.

Ans 4 The woodpecker gets its scanty food by boring into hard and dry tree trunks.

Ans 5 No, the lady would not have been ungenerous if she had known that the hungry traveller asking for a cake was Saint Peter. The old woman would have given him a large cake and expected a reward from him. She would have also received Saint Peter's blessings if she had provided him with food and shelter. She could have even asked for a boon to fulfil all her needs.

- ❖ Ans 6 No, it is not a true story. It is a legend. The most important part of the poem is the theme that we should be kind, generous and share and donate our food to the hungry. We should be grateful to God for giving us all the comforts of life. Greed will not give us happiness whereas charity and empathy will provide us with joy, contentment and peace.

### WORD MEANINGS

Dwell- remain

Hearth- fireplace

# NO MEN ARE FOREIGN

JAMES KIRKUP

**(Extra knowledge and background of the poem** - "No Men are Foreign" was written during the late 1940s when the world was undergoing a massive reconstruction after the devastation of World War II. After the World War II the colonial powers were being ousted (removed) by dissidents (national leaders of the countries like Gandhiji in India, Suharto in Indonesia, Chiang Kai Shek in Taiwan) who were tired of the oppressive British rule. This colonial power structure believed in racial superiority of fair skin people over brown or dark skinned people and considered themselves to be rulers/kings of these colonies.

What is internecine warfare)

## THEME OF THE POEM

- ✓ **James Kirkup's "No Men are Foreign" centres around the idea of equality and universal brotherhood for mankind around the world.**
- ✓ Kirkup's says that there is no place for prejudice or hatred based on racial grounds or national boundaries. (similar and easy word for prejudice is discrimination) (Chinese, Indians, Tribals are examples of different races)
- ✓ Kirkup's poem does not believe in this idea of superiority of race and he wants that humans should celebrate our differences rather than punish other people or make them slaves.

## MEANING

In the first stanza, Kirkup points out similarities shared by men of all nations. He claims that every man is the same beneath his uniform, walks and lives on mother earth and is buried on the same land and cultivates the same crops and harvests them.

He further builds up on this idea in the second stanza where he says that all men's hands have the same capacity for work. He continues that all men sleep and wake in the same manner and have the same ability to love one another.

Kirkup ends up his poem by saying that hatred towards others on the grounds of race is similar to hatred of oneself. To end the poem, he says that wars fought against each other serve no purpose other than to spoil mankind's shared resources, harm the earth and pollute the air that man breathes.

#### LINE BY LINE EXPLANATION

The poem begins with the word "Remember" to **REMINDE** us that how can we (humans) forget such an important fact of universal brotherhood. The poem begins and ends with the same line but with a slight difference. The poet uses the word remember five times to tell us repeatedly that wars are useless/ futile and it only causes destruction and loss of human lives. The poet also strongly urges the readers to give up extreme patriotism and false superficial differences between people of different races. Just as nature does not distinguish between humans, so shouldn't we. Nature has provided the same air, water and sunlight to people of all races.

The poem is didactic as it teaches us a moral lesson.

**No men are strange ..... foreign-** We call all countries other than our own country as foreign and think that people belonging to other countries are strange but we should forget the boundaries of countries and become citizens of the world.

**Uniforms -** The word uniforms refers to the armies of the world. Countries should leave feelings of narrow nationalism ( patriotism only towards the country) and become citizens of the world. When we fight others, we forget that our enemies are not foreign but like ourselves. (Kirkup refers to the second world war which involved many countries of the world.)

**Beneath all..... breathes -** The soldier may wear a uniform but he is human like us, has feelings and desires like us and is a loved son of a mother.

**sun water -** sun water and air are the same all over the world. Rivers can pass through different countries but the water remains the same even when it flows through different countries.

**We all shall lie-** We are born on this land to walk and do our tasks and after death we shall lie (meaning- be buried) in this land itself.

**Brothers-** fellow human beings. The divisions of language, country, races, languages has been created by humans. We are all children of God. We may look different but we are humans first.

**Peaceful harvest-** a country can prosper only if there is peace in that nation. When a country is at peace and there is no war, the farmers reap a prosperous and bountiful harvest. No person goes hungry and there is enough to eat. Farmers get money by selling this harvest. But wars destroy everything and even the farmers cannot grow their crops as they leave their farmland to escape the enemy. As farmers do not grow food, people go hungry and starve. Harmony and contentment are present only during peacetime.

**By wars long winter starved-** People starve during war time as all economic activity comes to a halt and there is a scarcity of all essential items. War causes suffering, disease and famine. (Peaceful harvest and war starved have been placed in the same line to let us know the ill effects of war compared to benefits of peace). In poetry, winter stands for death, hardship and sadness. War has been called winter because during war there will be scarcity of food and people will have to face hardships.

**Their hands are .....read-** The soldiers who oppose (fight against) us are similar to us. They work hard on their land just like we do and their hard work can be seen by the lines on their hands.

**They have eyes like ours** - Soldiers have the same body parts as any other person. The enemies too sleep at night and wake up in the morning just like we do. We can win over our enemies through love and not hatred. Love will help us win over our enemies.

**In every land is common.....understand** - The poet again repeats the idea that humans are the same all over the world. People understand love and not hatred. The basic human values like kindness, humanity and honesty exist in all countries.

**Strength that can be won by love-** Love for human beings and peace among nations is better than war. Love can win over even the bitterest of enemies but hate sows only seeds of disunity. The poet had seen many soldiers dying during the Second World War and he felt that enemies can be won by love and not by hate.

**Take up arms against each other** - To begin a war against another nation or within the country. The practice of colonialism followed by European countries led to the Second World War. Arms means to fight against the enemy.

**Betray, Condemn-** People who tell us to hate our enemies and fellow human beings are the biggest enemies of mankind. Leaders betray or hurt themselves when they tell their countrymen to hate their enemies as we all are children of one God.

**Human earth that we defile-** Wars cause destruction of mother earth. Humans spoil mother earth when we take up arms against our neighbouring countries. When armies fight each other, they spoil the purity of earth and water.

**Defile** means spoil.

The poet calls earth human as it nourishes us by giving bountiful crops and rain. Like a parent nourishes a child, similarly earth nourishes the entire mankind.

**No men are foreign**- This line is slightly different from Line 1. The poet wants to reiterate that all humans are one even though we have different skin colour. He wants us to become citizens of the world.

**Our hells of fire and dust**- When we fight each other we are spoiling the earth we all live on and the air we all breathe. Fighting leads to exchange of fire and nothing grows in battlefield as fire burns everything. Hence, the area is dusty. A place is hell if it has a dusty atmosphere which leads to difficulty in breathing. Fire and death all around leads to depression among soldiers.

**Outrage the innocence** - Spoil the purity and cleanliness of the air that we breathe.

### LITERARY DEVICES

No rhyme scheme. It has been written in free verse.

Alliteration- Wars winter ( stz 2), body breathes ( stz 1) or sleep and strength ( stz 3).

Metaphor- Uniform refers to militaries of different countries.

Repetition- Remember.

A1a) The word uniforms refer to the armies of the world.

A1b) The poet says that underneath the uniform, soldiers are just like humans.

A2) The common features in stanza 2 are “aware of the sun and air and water”, “fed by peaceful harvests”, “their hands are ours”

A3) The five ways that the poet has used to tell us that we all are alike are that we we walk on this earth, our hands are the same, we breathe the same air, we have the same eyes that wake up or sleep and we have the same body.

A4) We are told hate our brothers when we have to fight wars. The people in authority tell us to hate because they want to control us. The poet says that we should listen to such people who preach hatred. We should try and become citizens of the world and forget national boundaries.

### ON KILLING A TREE

GIEVE PATEL

#### Important Points to Memorise

- ❖ There is no rhyme scheme in the poem. The poem has been written in free verse. Even the stanzas are of unequal length.

- ❖ Figure of Speech - Alliteration - eg Bleeding bark, white and wet
- ❖ Figure of Speech - Enjambment.
- ❖ Figure of Speech - Repetition of the word pulled out.

- ✓ The poem shows the interdependence of nature, trees and man. Man is very cruel and shows no love for nature. Unless we take care of our environment, nature will punish us. Environmental degradation which has come with industrialization is only harming us and ultimately we will perish.
- ✓ Trees have regenerative property. Trees can grow back if their branches are cut. Trees are not easy to kill as they have regenerative properties. Trees are strong and resilient and a simple jab with the knife will only wound it a bit. The bark will heal itself and the tree will become whole again.
- ✓ When we make a cut in the tree bark, the tree oozes out sap, resin or gum. The jab of the knife makes the bark bleed.
- ✓ The poet has used the word 'NO' in the third stanza to tell us that jabbing, hacking and chopping does not kill a tree.
- ✓ The poet has used words like grown, absorbing, feeding, sprouting to show that the tree has life and performs activity.
- ✓ The trees gain resilience and strength as they have grown slowly by drawing nourishment from the earth (consume). Not only this, the tree gained strength from years of sunlight, water and air. When we compare this to humans, a resilient person will not let jabs (challenges of life) to trouble him and he develops a tough exterior which helps him to survive and thrive.
- ✓ The bleeding bark will heal and new boughs will expand again to former size. In the same way, a man who is resilient will face life's problems and gain strength after facing those challenges.
- ✓ Earlier the tree had consumed the earth but now the earth becomes an anchor and like a cave which gives protection to the tree. The word 'earth cave' means the point inside the earth, where the roots lie buried deep.
- ✓ The roots which are a source of life for the tree, must be pulled out of the earth's cave in order to harm the tree. Once the root is exposed, the tree becomes vulnerable (in danger).
- ✓ It is not easy to kill a tree. Jabs of the knives, hacking and chopping does not kill a tree as trees have regenerative properties and they are very strong. A tree is killed permanently, when we pull out its roots from the earth and leave the roots to wither in the scorching (hot) sun. The roots will subsequently lose their moisture (wetness), the white coloured roots will turn brown in colour, the roots will twist, turn hard and then die. Without nourishment from the roots, the tree will also die.
- ✓ To consume the earth means to take nourishment from the earth.
- ✓ To consume the earth means to take nourishment from the earth.

- ✓ Anchoring Earth- The ground holds the tree firmly like an anchor.
- ✓ Strength of the tree- the roots
- ✓ Exposed- The white and wet roots were taken out of the ground and left to wither in the sun.
- ✓ The roots are white in colour as they are not covered with bark. The roots are wet as they are under the ground and the ground has moisture.
- ✓ Sensitive- The roots are sensitive as they provide nourishment for the trees. They also search for moisture and have sensitive tips which helps the roots to find water.
- ✓ Scorching- burning

### How does Gieve Patel show his concern towards the environment through his poem?

The poem shows the interdependence of nature, trees and man. Man is very cruel and shows no love for nature. Unless we take care of our environment, nature will punish us. Environmental degradation which has come with industrialization is only harming us and ultimately, we will perish. We need to conserve nature in order to survive.

### What message is conveyed by the poem?

The poem is a wake-up call to humans to realize the ill-effects of deforestation. We are causing an irreversible damage to planet earth and we need to take a holistic view of our nature so that we hand over an inhabitable planet to our future generations.

### What relationship does the tree have with the earth?

A tree has a deep relationship with the earth. The tree grows from the earth drawing nutrients from the soil. The earth gives it support to stand straight and protects it from falling. The earth keeps the roots of the tree concealed and protects the roots from being exposed to sunlight and air which can kill the tree.

### Is the title of the poem appropriate?

The title of the poem is simple and appropriate as it contains the major concern of the poet i.e. merciless felling of the trees. The poem's title gives us the message that it is not easy to kill a tree. Trees have tremendous strength and a great instinct for survival.

### What will happen if the miniature boughs are left unchecked?

If the new green branches are left unchecked, the tree will grow to its original size.

### How does the sun kill the roots which are the life source of the trees?

The sun and air start taking out moisture and life from the exposed root. The root becomes brown, dry and hard. It starts withering and slowly becomes lifeless.

### Does hack and chop kill a tree?

No, Hacking and chopping a tree does not kill a tree. The tree re- grows to its original size if the new branches are not cut and it is left to grow.

### **THE SNAKE TRYING**

- The poet is an environmentalist who is concerned about the snakes and displays a caring attitude towards snakes. He is thoughtful towards all human beings and his attitude is based on sound science principles. Snakes are an essential part of our ecosystem and he is conscious of the need to preserve diversity of creatures to maintain balance in the environment. He wants us to distinguish between poisonous and harmless snakes so as to save and conserve animals.
- The poem portrays two divergent attitudes towards snakes. The man with the stick is cruel and unsympathetic. He believes that all snakes are poisonous and a threat to human beings.
- The twisting and turning shapes look elegant and fascinating to the poet as he is a nature lover.
- The message of the poem is that all animals should be treated in a kind and sympathetic manner. Even snakes must not be killed or attacked as they do not bite unless threatened or sense a danger to their lives. Certain varieties of snakes are not poisonous and hence harmless to humans.



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