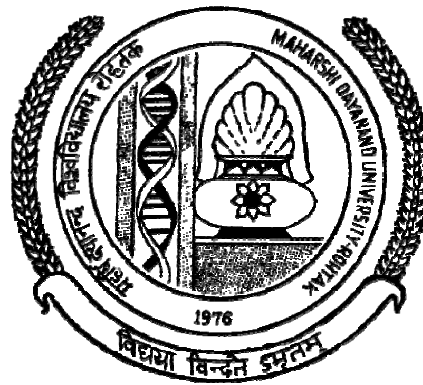


Paper Code: BA1001-1

Semester-I

ENGLISH - I

Bachelor of Arts (B.A.)



DIRECTORATE OF DISTANCE EDUCATION

MAHARSHI DAYANAND UNIVERSITY, ROHTAK

(A State University established under Haryana Act No. XXV of 1975)

NAAC 'A+' Grade Accredited University

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Maharshi Dayanand University

ROHTAK – 124 001

B.A. PART-I (Semester 1)

PAPER CODE: BA1001-I

(English Compulsory)

Syllabus and Scheme of Examination

Maximum Marks: 80

Time: 3 Hours

Prescribed Book: Literature & Language -1

Randeep Rana, Jaibir S. Hooda and Loveleen Mohan eds. Language and Literature. Orient Blackswan.

Scheme of Examination

- Question 1.** Explanation with reference to the context: Students will be required to attempt any two out of the given three passages. **2x5=10**
- Question 2.** Short answer type questions: Students will be required to answer any five out of the given eight in about 50 words each. **5x3=15**
- Question 3.** Essay type questions: Students will be required to answer two questions in about 150-200 words each. There will be internal choice in both the questions. **2x7.5=15**
- Question 4.** Comprehension: Students will be required to answer the questions that follow the passage taken from the prescribed textbook. **5**
- Question 5.** (A) Grammar: Noun, Pronoun, Adjective, Adverb. This will be “Do as Directed” type question. Students will be required to attempt any ten out of the given fifteen items. **14**
- (B) Grammar: Tense, Voice. This will be “Do as Directed” type question. Students will be required to attempt any ten out of the given fifteen items. **14**
- Question 6** Essay: students will be required to write an essay in about 200 words on any one out of the four. The topics for essay writing will be similar to but not the same as given in the prescribed textbook. **7**

BACHELOR OF ARTS (BA)
B.A. PART-I SEM-I
PAPER CODE: BA1001-I
(English Compulsory)

Literature & Language -1

Unit	Sr. No.	Name of Chapter	Page No.
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	Chapter 8	The Responsibility of Young Men	71 - 80
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Chapter 1

Choosing Our Universe

(Excerpt from *The Grand Design*)

Study Material: Dr. Manjeet Rathee

1.0. Objective:

The purpose of the essay is to acquaint the students with various theories and ideas relating to the origin of the universe.

To teach the students the usage of Nouns and Simple Present Tense.

1.1. About the authors

Stephen Hawking, born in 1942 in Oxford, is regarded as one of the most brilliant theoretical physicists since Einstein. He is the author of *A Brief History of Time*, which was an international bestseller translated into 35 languages by 2001. In 1963, Hawking contracted motor neurone disease and was given two years to live. Yet he went on to Cambridge to become a brilliant researcher and Professorial Fellow at Gonville and Caius College. From 1979 to 2009 he held the post of Lucasian Professor at Cambridge, the chair held by Isaac Newton in 1663. Professor Hawking has over a dozen honorary degrees and was awarded the CBE- Commander of the Order of the British Empire in 1982. He is a fellow of the Royal Society and a Member of the US National Academy of Science.

Leonard Mlodinow is an American physicist, author and screenwriter. He was born in Chicago, Illinois, of parents who were both holocaust survivors. Between 2008 and 2010, Mlodinow worked on a book with Stephen Hawking, entitled *The Grand Design*, which is said to explore both the question of the existence of the universe and the issue of why the laws of physics are what they are. The present essay is an excerpt from the same book.

1.2 Summary

The present chapter traces the various interesting myths related to the origin and beginning of the universe. According to the Boshongo people of Central Africa, there was only darkness, water and the great god Bumba in the beginning. The Mayans of Mexico and Central America similarly believe that what existed before creation were the sea, the sky and the Maker. But man's ability to answer various questions regarding the formation of the universe has grown steadily over the years due to rapid advancement in knowledge and technology.

1.3 Points to remember:

- Creation myths like the above attempt to answer the questions related to the existence of the universe the way it is.
- One thing that is apparent about universe even in early times was that either universe was a very

recent creation or else human beings have existed for a very small fraction of cosmic history.

- According to the Old Testament, God created Adam and Eve in only six days.
- The first actual scientific evidence about the beginning of the universe came during the early twentieth century with the observations made by Edwin Hubble in California.
- With the help of a 100- inch telescope on Mount Wilson, Hubble determined through analysis of the spectrum of light emitted by various galaxies that nearly all galaxies are moving away from us and the farther away they are, the faster they are moving. .
- In 1929 he published a law relating their rate of recession to their distance from us arriving at a conclusion that the universe is expanding, which goes on to authenticate the belief in big bang theory.

1.4 Comprehension Exercises

Reference to the Context:

1.4.1. Creation myths like these all attempt to answer the questions we address in this book: Why is there a universe, and why is the universe the way it is? Our ability to address such questions has grown steadily in the centuries since the ancient Greeks, most profoundly over the past century. Armed with the background of the previous chapters, we are now ready to offer a possible answer to these questions.

Answer:

The lines under reference have been taken from the chapter '*Choosing Our Universe*' written by eminent scientists Stephen Hawking and Leonard Mlodinow. They explain how various creation myths have attempted to answer the various queries related to the origin and existence of the universe in the present form. The questions related to the universe that had remained unanswered during the ancient times due to lack of scientific inquiry and evidences are being addressed and answered with the advancement of science and technology. Instead of taking recourse to the various kinds of myths and superstitions, human beings are now in a far better position to offer all possible answers related to the creation of the universe.

These lines clearly demonstrate the remarkable advancement in the field of science that has enabled man to understand and analyse the toughest possible areas with regard to origin and expansion of the universe in its present form. The language of the passage is simple and direct and offers a clear insight into the historical evolution of the universe. The interconnectedness between the past and the present is also clearly evident.

1.4.2. One thing that may have been apparent even in early times was that either the universe was a very recent creation or else human beings have existed for only a small fraction of cosmic history. That's because the human race has been improving so rapidly in knowledge and technology that if people had been around for millions of years, the human race would be much further along in its mastery.

Answer

These lines have been taken from the chapter '*Choosing Our Universe*' written by eminent scientists Stephen Hawking and Leonard Mlodinow and relate to the significance of the evolution of the universe over a period of time. The lines reflect a continuity between the creation of the universe and its inter

relatedness with the existence of human beings. There is a clear indication of this inter-linkage in the sense that if human beings had existed for a long period in cosmic history, this would certainly have found reflection in the much more rapid development in knowledge and technology. If that were the case, man would have exhibited its mastery by now over nature and over universe. The fact that this has not yet happened goes on to demonstrate that either the existence of the universe is of recent origin or that human beings have not existed for long.

The prose is simple and lucid and clearly brings forth the inter-relationship that has existed between the universe and man since the origin till the present moment.

1.5. Comprehension Passage

Answer the questions given at the end of the passage.

1.5.1. According to the Boshongo people of central Africa, in the beginning there was only darkness, water, and the great god Bumba. One day Bumba, in pain from a stomachache, vomited up the sun. In time the sun dried up some of the water, leaving land. But Bumba was still in pain, and vomited some more. Up came the moon, the stars, and then some animals: the leopard, the crocodile, the turtle, and finally man. The Mayans of Mexico and Central America tell of a similar time before creation when all that existed were the sea, the sky, and the Maker. In the Mayan legend the Maker, unhappy because there was no one to praise him, created the earth, mountains, trees, and most animals. But the animals could not speak, and so he decided to create humans. First he made them of mud and earth, but they only spoke nonsense. He let them dissolve away and tried again, this time fashioning people from wood. Those people were dull. He decided to destroy them, but they escaped into the forest, sustaining damage along the way that altered them slightly, creating what we today know as monkeys. After that fiasco, the Maker finally came upon a formula that worked, and constructed the first humans from white and yellow corn. Today we make ethanol from corn, but so far haven't matched the Maker's feat of constructing the people who drink it.

- a. Who was Bumba? What did he do in the beginning of the universe?

Ans. Bumba, according to one of the myths related to the Boshongo people of Central Africa, was the great god at the beginning of the creation. Bumba, in pain from a stomachache, vomited up the sun, moon, the stars and then some animals and finally man.

- b. What is the tale told by Mayans of Mexico and Central America?

Ans. Mayans too believe that the Maker created the earth, mountains, trees and humans.

- c. Why was the Maker unhappy in the Mayan legend?

Ans. The Maker in the Mayan legend was unhappy because he was living all alone with no one to praise Him.

- d. Why were the people made from mud and earth dissolved by the Maker?

Ans. The people made from mud and earth were dissolved by the Maker because they only talked nonsense.

- e. What was the final formula that Maker came upon?

Ans. The Maker finally constructed the first humans from white and yellow corn.

- f. Use the words 'creation' and 'sustain' in sentences of your own.

Ans. Creation: The myths related to creation are extremely interesting.

Sustain: It is significant to sustain all life on earth in a respectable manner.

Note: Now attempt the passage given below according to the answers given above.

1.5.2. The first actual scientific evidence that the universe had a beginning came in the 1920s....That was a time when most scientists believed in a static universe that had always existed. The evidence to the contrary was indirect, based upon the observations Edwin Hubble made with the 100-inch telescope on Mount Wilson, in the hills above Pasadena, California. By analyzing the spectrum of light they emit, Hubble determined that nearly all galaxies are moving away from us, and the farther away they are, the faster they are moving. In 1929 he published a law relating their rate of recession to their distance from us, and concluded that the universe is expanding. If that is true, then the universe must have been smaller in the past. In fact, if we extrapolate to the distant past, all the matter and energy in the universe would have been concentrated in a very tiny region of unimaginable density and temperature, and if we go back far enough, there would be a time when it all began—the event we now call the big bang.

- A. In which year did the first scientific evidence about the beginning of the universe come?
- B. What did most scientists believe in at that particular time?
- C. What were the observations that Edwin Hubble make?
- D. When and where did he make these observations?
- E. What was Edwin Hubble's conclusion about the universe?
- F. What is big bang theory?

1.6. Answer the following questions in about 50 words each.

1. Describe the myth believed by the Boshongo people of Central Africa about the creation of the universe?
2. What is the creation myth in the Mayan legend?
3. What is the Old Testament's belief about creation of the universe?
4. What is the belief about creation of the universe that has been apparent even in early times?
5. How can it be concluded that the universe is expanding?

1.6-A. Answer to the above questions in about 50 words each.

Ans1. Boshongo people of Central Africa believed that the beginning of the universe consisted of only the darkness, water, and the great god Bumba. The universe was then created by Bumba, who, in pain from a stomachache, vomited up the sun, the moon, the stars, some animals and finally man.

Ans2. The Mayan legend of Mexico and Central America similarly believes that at the beginning of the universe, there was only the sea, the sky and the Maker, who, out of his unhappiness at being left all alone, created the earth, mountains, trees, animals and finally human beings.

Ans3. The Old Testament believes that the God created Adam and Eve within only six days of creation. Bishop Usher goes to the extent of prescribing an exact date for the origin of the world. He asserts that the universe was created at 9.A.M on October 27, 4004 BC. According to the old Testament, origin of the universe goes back much earlier than humans, which is a recent creation.

Ans4. The belief that has been apparent even in early times was that either the universe has been created very recently or else human beings have existed for only a small fraction of cosmic history.

If the human race had been created much earlier, it would have been much more advanced in its mastery of knowledge and technology.

Ans5. That universe is expanding can be concluded through Edwin Hubble's observation that nearly all galaxies are moving away from us and those galaxies are moving faster and farther away from the earth. Hubble published a law in 1929 relating the rate of recession of galaxies to their distance from the earth.

1.7. Answer the following questions in about 150 – 200 words each.

1. Explain the main idea contained in “Choosing Our Universe?”

Ans. “Choosing our Universe” dwells upon the various myths prevalent in different parts of the world related to the creation of universe. Boshongo people of Central Africa and the Mayan legend of Mexico and Central America believed that in the beginning of the universe there was only the darkness, sea, and the sky. Then the great god Bumba and the Maker created the sun, the moon, the stars, some animals and finally human beings. According to the Old Testament, the God created Adam and Eve within only six days of creation. Bishop Usher even prescribed an exact date for the origin of the world to be at nine in the morning on October 27, 4004 BC. The Old Testament believes that the origin of the universe goes back much earlier than humans, which is a recent creation. The belief apparent even in early times was that either the universe has been created very recently or else human beings have existed for only a small fraction of cosmic history. If the human race had been created much earlier, it would have been much more advanced in its mastery of knowledge and technology. The first scientific evidence that the universe had a beginning came in the 1920s with the observations by Edwin Hubble who determined that nearly all galaxies are moving away from us and those galaxies are moving faster which are farther away from the earth.

2. Elaborate upon the contribution of Edwin Hubble in providing scientific evidence about the beginning of the universe.

Ans. Edwin Hubble made a very significant contribution in providing scientific evidence about the beginning of the universe in the 1920s which refuted the belief in a static universe that had existed earlier also. He could provide this scientific evidence on the basis of his indirect observations made with the 100-inch telescope on Mount Wilson, in the hills above Pasadena, California. Through the analysis of the spectrum of light emitted, Hubble determined that nearly all galaxies are moving away from the earth, and the farther away they are, the faster they are moving. In 1929 he published a law relating their rate of recession to their distance from the earth, and concluded that the universe is expanding. This goes on to prove that the universe must have been smaller in the past and that sometimes in the distant past, all the matter and energy in the universe would have been concentrated in a very tiny region of unimaginable density and temperature. If one attempts going back still farther enough, it is possible to arrive at a time of the beginning of the universe in the form of the event now called as big bang theory.

3. How do Creation myths attempt to answer the question regarding the existence of the universe the way it exists?

Ans. There are various Creation myths that attempt to answer the questions regarding the existence of the universe in their own unique ways. The Boshongo people of central Africa believe that in the beginning there was only darkness, water, and the great god Bumba and that it was Bumba, who in pain

from a stomachache, vomited up the sun which on drying up of the water was turned into land. But Bumba, still in pain, vomited some more in the form of the moon, the stars, and then some animals like the leopard, the crocodile, the turtle, and finally human beings.

The creation myth of Mayans of Mexico and Central America similarly assert that before creation, there existed only the sea, the sky, and the Maker and that the Maker, out of his unhappiness and loneliness, created the earth, mountains, trees, and most animals. But the animals could not speak, and so he decided to create humans. First he made them of mud and earth, but they only spoke nonsense. So he dissolved them away and tried making people from wood who appeared too dull. So when he decided to destroy them again, they escaped into the forest, sustaining damage along the way that altered them into the monkeys. After that fiasco, the Maker finally constructed the first humans from white and yellow corn.

This is how the above creation myths attempt to answer the questions regarding the origin of the universe. Man's ability to address such questions has grown steadily over the past century and equipped with the background of the ancient times combined with the advancement in the field of science, human beings are now able to find a possible answer to these questions.

1.8. Language Activity

1.8.1. The Noun:

A noun is a word that is used as the name of a person, place or thing.

Note: The word 'thing' indicates anything that we can think of on this earth.

E.g. Banikantha loved Subhashini better than his other daughters.

'Banikantha' and 'Subhashini' are 'proper nouns' as they refer to particular persons. But 'daughters' is a plural form of 'common noun' as it may refer to any daughter.

1.8.1.a. Types of Nouns

- **Common Noun** – It denotes any or all members of a particular class e.g. girl, daughter, father, village, city, day etc.

All common nouns begin with a lower- case or a smallletter.

- **Proper Noun**- It denotes a specific person or thing.

All proper nouns begin with a capital letter- e.g Banikanta, Subhashini, Pratap, Chandipur, Bengal, Monday.

Note: Proper nouns are sometimes used as common nouns.

E.g. Coffee house is the Starbucks of Rohtak.

Coffee House and Rohtak are proper nouns.

Starbucks, here implies, the most sought after place for coffee in Rohtak and not just the name of a global coffee company. So it becomes a common noun.

Shanti Niketan was considered Oxford of India.

Shanti Niketan and India are proper nouns. Oxford here implies the most reputed place of education in India. So Oxford is a common noun here.

- **Collective Noun:** It is singular in form but signifies a group of people or things, e.g. crowd, mob, army, choir, family, committee, herd, team etc.

The crowd was dispersed.

The Pakistan army was defeated in Indo-Pak war.

The jury has convicted the criminal.

A herd of cattle is grazing in the field.

The use of a singular or plural verb with a collective noun depends on the context of the sentence. 'People' and 'police' are only followed by the plural verb.

- **Abstract Noun:** It is the name of a quality, action or state, which we can think about but can not touch or see.

Quality: Kindness, honesty, wisdom,bravery etc.

Action : Movement, laughter, theft, punishment etc.

State : Happiness, youth, poverty, adolescence etc.

The names of various games and different stream of arts and sciences are also abstract nouns. For instance: Music, dance, Physics, Chemistry, Soccer.

Plural forms of Nouns: Another classification of nouns is whether they fall in the category of 'countable' or 'uncountable'.

- Countable nouns are the names of objects, people etc. that have singular and plural forms. E.g., eyes, banks, rivers, boatmen, children

A child is a precious gift of God.

Children are playing in the park.

- Uncountable nouns are the names of things like material, mass, quality or an idea, which have only singular form. E.g., milk, sugar, water, rubber, lightening etc.

Water boils at 100⁰ degree C.

Note: We do not use 'a' or 'an' before uncountable common nouns.

E.g. We say water and not a water

We say milk and not a milk

However when we talk about quantity of uncountable nouns, we use partitives- that is, denoting a part of the whole. For instance:

- a loaf of bread or two loaves of bread
- a piece of furniture or two pieces/ some pieces of furniture
- a scoop of ice-cream/ two scoops of ice-cream
- a packet of milk/ two packets of milk
- a bag of sugar/ many bags of sugar

1.8.1.b. Nouns: Singular and Plural

- Some nouns have the identical form for the singular and plural e.g., sheep, fish, deer, salmon, aircraft etc.

- Some nouns taken unchanged from foreign languages retain their plurals. A few of these nouns with their plurals are given below: genus, genera axis, axes criterion, criteria analysis, analyses crisis, crises ellipsis, ellipses
- Some nouns are used as singular noun, when used after numerals; e.g.,
Raj bought two dozen oranges.
Rani has ten thousand rupees.
- Some nouns are used only in the plural form as they have two components, e.g., scissors, jeans, trousers, gloves, spectacles, tongs, shears, dregs, victuals, forceps.
These are my gloves.
When ‘a pair of’ is used before such nouns, they are used as singular.
This pair of shoes belongs to Honey.
- People, sheep and cattle are used as plural, e.g.,
The sheep were grazing in the meadow.
But as collective nouns – such as a group of people, a flock of sheep, a shoal of fish, a herd of cattle- they are used as singular, e.g.,
A group of people has assembled in the time square.
- Some nouns originally singular are used in the plural, e.g., alms, riches etc.
- Some nouns look plural but are in fact singular, e.g.,
Names of certain ailments: measles, mumps, rickets etc.
Names of certain branches of knowledge: physics, ethics, economics, mathematics etc.
Mathematics is not everyone’s favourite subject.
But ‘mathematics’ is plural when it indicates ‘mathematical calculations.’
The covered area is 2000 square feet, proving Aditya’s mathematics are correct.
- ‘Class’ nouns such as food, furniture, cutlery, crockery, stationery, luggage, footwear, clothing etc. are used as singular.
The finest cutlery is available in this store.
The furniture was expensive.
- Compound nouns generally form plural by adding to the principal word., e.g.,

Commander-in-Chief	Commanders-in-Chief
Son-in-law	Sons-in-law
Passer-by	Passers-by
Man-of-war	Men-of-war

- Some nouns have different meanings in the singular and the plural, e.g.

Air	:	atmosphere	Airs:	affected manners
Advice	-	counsel	Advices:	information
Good	-	well being	Goods	: merchandise
Compass-		range	Compasses:	an instrument for drawing a circle

- Material nouns denoting the names of substances or materials are also not used in plural. For example iron, copper, gold, tin, wood etc. When such words are used in plural, they become Common nouns with changed meanings like irons= fetters; woods= forests etc.

1.9 Exercises:

Do as directed:

1.9.1. Fill in the blanks with the suitable form (singular/plural) of the given nouns:

- The _____ is under repair. (house)
- _____ play football. (child)
- These _____ are very sharp. (axe)
- The farmer looks after the flock of _____. (cow/ cows)
- My sister has a large number of _____. (cat)
- The _____ were not grazing in the open. (cattle/cattles)
- _____ belongs to my neighbour. (those scissors/that pair of scissors)
- One of the _____ in the class has done some mischief. (boy/boys)
- Three _____ eggs have already been used. (dozen/dozens)
- The _____ waiting for the leader to arrive at the rally were getting impatient. (people/peoples)

Answers:

- | | |
|-------------|--------------------------|
| a. house | f. Cattle |
| b. Children | g. That pair of scissors |
| c. Axes | h. Boys |
| d. Cows | i. Dozen |
| e. Cats. | j. people |

1.9.2. Insert the correct form of the verb in the present tense in the following sentences:

- I _____ you to kindly complete your work. (request)
- What _____ you laugh? (make)
- There _____ a function here last weekend. (be)
- The food _____ not fit for eating. (be)
- The cow _____ in the pastures. (roam)

- f. The audience _____ requested to stay silent. (be)
 g. This chocolate _____ not good for eating. (be)
 h. One of my friends _____ in a very poor condition. (live)
 i. *Pickwick Papers* _____ written by Charles Dickens. (is/are)
 j. The committee members _____ not satisfied with the arrangements. (is/are)

Answers:

- | | |
|-------------|----------|
| a. request | f. is |
| b. makes | g. is |
| c. has been | h. lives |
| d. is | i. is |
| e. roams | j. are |

1.9.3. Fill in the blanks with the suitable forms of the verb 'be' (is, am, are):

- (a) Kulwant's sister _____ a teacher.
 (b) What _____ the latest news?
 (c) Anita _____ not so tall.
 (d) I _____ now thirty years old. How old _____ you?
 (e) I _____ sure that you will get good marks.
 (f) Today _____ a rest day for the team.
 (g) I must collect my articles now, it _____ almost time for publication.
 (h) There _____ thirty days in a month.
 (i) This flour _____ made from maize .
 (j) We _____ sorry to hear that you have failed in your attempt.

Answers:

- | | |
|------------|--------|
| a. is | f. is |
| b. is | g. is |
| c. is | h. are |
| d. am; are | i. is |
| e. am | j. are |

1.9.4. Put the following into the negative and interrogative forms:

- Sudheer plays football.
- Jagbir goes to hospital.
- Meena drives the scooter very fast.
- Kulbir is a good doctor.

- I come to school on foot.
- Teachers enjoy holidays.
- Sunita plays every day.
- My brother lives in Delhi.

Answers:

- a. Sudheer does not play football.
Does Sudheer play football?
- b. Jagbir does not go to hospital.
Does Jagbir go to hospital?
- c. Manjeet drives the scooter very fast.
Does Manjeet drive the scooter very fast?
- e. Kulbir is not a good doctor.
Is Kulbir a good doctor?
- f. I do not come to school on foot.
Do I come to school on foot?
- g. Teachers do not enjoy holidays.
Do Teachers enjoy holidays?
- h. Sunita does not play every day.
Does Sunita play every day?
- i. My brother does not live in Delhi
Does my brother live in Delhi?

1.10. Tense

The concept of Tense in English is a method that is used to refer to the time of a verb's action and sometimes the continuation or completeness, of an action or a state of being in relation to the time of speaking such as present, past and future.

1.10.1. Simple Present Tense

Simple present tense is the most basic and common tense in English which is used to talk about regular or habitual actions. It is also used with adverbs of frequency, such as *usually, always, often and never*.

We use simple present tense in several different situations:

1.10.1.a. For repeated actions: Simple Present is used to express the idea that an action is repeated or regular. The action can be a daily event, a habit, a hobby, a scheduled event or something that often happens.

- I walk to work every day.
- When **does** the train usually leave?
- Usha speaks English very well.

- Uday lives in India
- 1.10.1.b. For facts or generalizations: We use the Simple Present for statements that are always true:
- Summer follows spring.
 - The moon travels around the earth.
- 1.10.1.c. For future reference : This use is often related to timetables and events in the calendar
- The train leaves tonight at 6 PM.
 - The concert begins at 7.30 and ends at 9.30.
 - The party starts at 8 o'clock.
- 1.10.1.d. For observations and declarations: We commonly use the Simple Present with other verbs to make observations and declarations in the course of conversation:
- I hope/assume/suppose/promise everything will be all right.
 - I declare this exhibition open.

1.11. How do we make the simple present tense?

1.11.1. The structure of simple present tense.

General Structure

Affirmative (Positive) Sentence

Subject	Verb	Rest of the sentence
I, We, You, They	Verb(Present)	Rest of the sentence
He, She, It	Verb -e(s)(Present)	Rest of the sentence

For example:

I work on my computer every day.

We like Indian Classic music.

You learn Hindi at home.

He/ She writes one page of diary daily.

They play Badminton every day.

Rules:

For positive sentences, we do not normally use the auxiliary verbs.

If 3rd person singular (He, she, it) comes as a subject – (e)s is added to the simple form of the verb.

2. Negative Sentences

Subject	Auxiliary	Verb	Rest of the sentence
I, We, You, They	do + not	Verb(Present)	Rest of the sentence
He, She, It	does + not	Verb(Present)	Rest of the sentence

For example:

I do not work on my computer every day.

We do not like Indian Classic music.

You do not learn Hindi at home.

He/ She does not write one page of diary daily.

They do not play Badminton every day.

Rules:

Auxiliary verbs “**Do** and **Does**” are necessary to use.

I, We, You, They – **Do**.

He, She, It (3rd person singular) – **Does**.

-(e)s is never used. It is only used in affirmative sentences.

3. Interrogative or Yes/ No type Question

Auxiliary	Subject	Verb	Rest of the sentence
Do	I, We, You, They	Verb(Present)	Rest of the Sentence
Does	He, She, It	Verb(Present)	Rest of the Sentence

For example:

Do I work on my computer every day.

Do we like Indian Classic music.

Do you learn Hindi at home.

Does he/ she write one page of diary daily.

Do they play Badminton every day.

Rules:

The Auxiliary verb **Do** and **Does** are used in the beginning of the sentences.

I, We, You, They – **Do**

He, She, It (3rd person singular) – **Does**

-(e)s is never used. It ends with **question mark (?)**.

1.12.Exercises for practice:

1.12.1. Fill in the blanks with the simple present tense form of the verbs in brackets.

- a. I _____ to gymnasium everyday. (go)
- b. Kavita _____ very well. (dance)
- c. Buffalo _____ milk. (give)
- d. Meeta _____ tea. (not drink)
- e. Anmolika _____ to her mother every month. (write)
- f. We _____ to watch theatre. (love)
- g. Dog _____. (bark)
- h. Sun _____ in the West. (set)
- i. Nidhiearly in the morning. (get up)
- j. Prernaplaying games on her mobile. (enjoy)

Answers:

- a. go
- b. dances
- c. gives
- d. does not drink
- e. writes
- f. love
- g. barks
- h. sets
- i. gets up
- j. enjoys

1.12.2. Fill in the blanks with the simple present tense form of the verbs in brackets.

- a. Londonin England. (be)
- b. Theythe shop in the evening. (open)
- c. Waterat 100 degrees. (boil)
- d. Theya big apartment. (have)
- e. A trianglethree corners. (have)
- f. My birthdayin June. (be)
- g. Dogsgood friends. (be)
- h. This20 kilograms. (weigh)
- i. Youto sleep properly. (need)
- j. Mann and Kullu very happy with each other. (seem)

Answers:

- a. is
- b. open
- c. boils
- d. have
- e. has
- f. is
- g. are
- h. weighs
- i. need
- j. seem

1.12.3. Rewrite the following sentences into their negative and interrogative forms.

- a. Usha plays Badminton.
- b. My daughter stays in Delhi.
- c. Sonu is a good doctor.
- d. Mallika drives very carefully.
- e. Jaishree comes to the university by car.
- f. Shashi reads newspaper every day.
- g. Renu often goes to the gymnasium.
- h. Archana gets up early in the morning.
- i. Manjeet studies till late at night.
- j. Kulbir works hard in the hospital.

Chapter-2

Are Dams the Temples of Modern India

Study Material: Dr. Anju Mehra

2.0 Objective

The essay "Are Dams the Temples of Modern India?" questions Nehru's beliefs that dams are the temples of modern India. Nehru's claim in one of his speeches raised many protests. Roy in this essay unfolds the harms that dams have done. She argues that it is due to the construction of these dams that old systems of irrigation have become dysfunctional. The reservoirs of dams displace a large population leaving them homeless and desolate.

2.1 About the Author

Suzanna Arundhati Roy is an Indian author who is best known for her novel The God of Small Things (1997), which won the Man Booker Prize for Fiction in 1997. This novel became the biggest selling book by a non-expatriate Indian author. She is also a political activist involved in human rights and environmental causes. She has written numerous essays on contemporary politics and culture. They have been collected by Penguin India in a five volume set. She is also the recipient of the Lannan Foundation's Cultural Freedom Award for her work in 'civil societies that are adversely affected by the world's most powerful government organisations'. Her critical views on various issues have found expression in 'The Algebra of Infinite Justice', for which she was awarded the Sahitya Akademi Award in 2006.

2.2 About the Text

This essay "Are Dams the Temples of Modern India?" is an excerpt from Arundhati Roy's 'The Algebra of Infinite Justice', for which she was awarded the Sahitya Akademi Award in 2006. Roy in this essay questions Nehru's statement that 'dams are the temples of modern India'. Nehru equated dam building with nation building. He neglected the harm that dams were causing to the people. The building of new dams and new irrigation systems made the village communities weak and desolate. India now boasts of being the world's third largest dam builder. As a result of it, 200 million people do not have safe drinking water and two thirds lack basic sanitation.

According to Roy, dams are Government's way of accumulating power and authority. Roy argues and demolish Nehru's claims that dams are the temples of modern India.

2.3 Summary

The essay being a critique of Nehru's speech opens up with Roy recollecting what Nehru said in his speech that 'dams the temples of modern India'. Though Nehru regretted his own words but the stage was already set. A large number of people owing allegiance to Nehru became interested in constructing dams. Thus dam building grew to be equated with nation building. They build new dams to have new irrigation systems. Thus they took control of small, traditional systems of irrigation and made the village communities weak. To compensate the loss, the Government built more and more dams. India now boasts of being the world's third largest dam builder. We have 3600 big dams 3300 of them were built after independence. Some 1000 more dams are under construction. In spite of that one fifth of our population do not have safe drinking water and two thirds of our population lack basic sanitation.

This vogue of building dams started efficiently but ended badly. Today there are many movements growing against the construction of these dams. There was a time when everyone admired them—communists, Capitalists, Christians and Hindus. In the First World they are being de-commissioned and blown up. The fact that they do more harm than good is being realised by the common people.

Roy calls dams 'obsolete' and 'uncool'. They are the brazen means of taking water, land and irrigation away from the poor. Their reservoirs displace huge populations of people leaving them homeless and destitute. They cause floods and earthquakes. Big dams haven't lived up to their role as the monument of modern civilization and emblems of Man's ascendancy over nature. They are not as timeless as monuments are.

For all these reasons, the dam-building industry in the First World is in trouble and out of work. So it is exported to the Third World in the name of Development Aid by the developed countries along with their other waste products like old weapons, superannuated aircraft carriers and banned pesticides.

2.4 Points to remember:

- | | | | |
|-------|--|-------|--|
| 2.4.1 | Dams should not be equated with national growth. | 2.4.3 | Dams do more harm than good. |
| 2.4.2 | Nehru's belief should be relooked into. | 2.4.4 | Dams are not eternal but their losses are. |

2.5 Explain the following with reference to the context;

2.5.1 Big dams started well, but have ended badly. There was a time when everybody loved them; everybody had them- the Communists, Capitalists, Christians, Muslims, Hindus and Buddhists. There was a time when Big dams moved men to poetry. Not any longer. All over the world there is a movement growing against Big Dams.

Reference: These lines have been taken from Roy's 'Are Dams the Temples of Modern India?' Roy in this essay unfolds the harms that dams have done. She argues that it is due to the construction of these dams that old systems of irrigation have become dysfunctional.

Explanation: This vogue of setting dams started efficiently but ended badly. Today there are many movements against the construction of these dams. There was a time when everyone admired them and had them – the Communists, Capitalists, Christians and Hindus. In the First World they are being de-commissioned and blown up. The fact that they do more harm than good is being realised by the common people.

2.5.2 Their reservoirs displace huge populations of people leaving them homeless and destitute. Ecologically, they're in the doghouse. They lay the earth to waste. They cause floods, water-logging, salinity, they spread disease. There is mounting evidence that links big dams to earthquakes.

Reference: These lines have been taken from Roy's 'Are Dams the Temples of Modern India?' Roy in this essay unfolds the harm that dams have done. She argues that dams have failed the purpose for which they were constructed.

Explanation: In these lines Roy lists the havoc caused by dams and calls them as 'obsolete' and 'uncool'. They are the brazen means of taking water, land and irrigation away from the poor. Their reservoirs displace huge populations of people leaving them homeless and destitute. They cause floods and earthquakes.

2.6. Passages:

2.6.1 In the 50 years since Independence, after Nehru's famous 'Dams are the temples of Modern India's speech', his foot soldiers threw themselves into the business of building dams with unnatural fervour. Dam building grew to be equated with nation building. Their enthusiasm alone should have been reason enough to make one suspicious.

Questions:

- | | |
|---|---|
| A. What did Nehru call dams in his famous speech? | C. What did grow to be equated with nation building ? |
| B. What did his followers do? | |

Answers:

- | |
|--|
| A. Nehru called dams 'the temples of modern India' in his famous speech. |
| B. His followers threw themselves in building dams with unnatural fervour. |
| C. Dam building grew to be equated as with nation building |

2.6.2 To compensate the loss, the government built more and more dams. Big ones, little ones, tall ones, short ones. The result of its exertions is that India now boasts of being the world's third largest dam-builder. According

to the Central Water Commission, we have 3,600 dams that qualify as big dams, 3,300 of them built after Independence. Some 1,000 more are under construction. Yet one-fifth of our population-200 million people-does not have safe drinking water and two thirds-600 million lack basic sanitation.

Questions:

- A. What did the governments do to compensate the loss?
- B. What can India now boast of?
- C. How many big dams were built after independence?
- D. What are the results of dam-building in India?
- E. Find a word in the passage which means "Cleanliness"

Answers:

- A. To compensate the loss, the government built more and more dams.
- B. Now India can boast of being the world's third largest dam-builder.
- C. 3300 big dams were built after the independence.
- D. The result of dams-building in India is that one-fifth of our population do not have safe drinking water and two-thirds lack basic sanitation.
- E. 'Sanitation'.

2.7 Answer the following Question:

- 2.7.1 Which speech of Jawaharlal Nehru is referred to in the essay?
- 2.7.2 Why did Nehru regret his statement about dams later in his life?
- 2.7.3 How did the government compensate for the loss caused by dam-building?
- 2.7.4 Why have big dams become obsolete?

2.7.-A. Answer to the above questions.

Ans 2.7.1.: Nehru's speech "Dams are the Temples of Modern India" is referred to in this essay.

Ans 2.7.2.: He regretted his statement about dams later in his life because he found that dams caused a lot of suffering to the village communities.

Ans 2.7.3.: To compensate the loss caused by dam-building, the government built more and more dams.

Ans 2.7.4.: Big dams have become obsolete because they are uncool. They are undemocratic way of accumulating authority.

2.8 Answer the following questions.

2.8.1. Discuss the tone used in the first paragraph of the essay.

Ans: There is a tone of sorrow in the first paragraph of the essay. The author says that in one of his famous speeches Nehru called dams the temples of Modern India. The new dams and new irrigation system took control of small, traditional systems that village communities had managed for thousands of years and allowed them to become weak due to lack of use.

2.8.2. 'There's was a time when big dams moved men to poetry'. Explain the statement.

Ans: For some time after Independence everybody in India loved dams. Everybody wanted to have them, irrespective of their politics, region and caste. Dams inspired poetry.

2.8.3 What are the dangers associated with the construction of big dams?

Ans: There are a number of dangers associated with the construction of big dams. The fact is that they do more harm than good. They are undemocratic way of accumulating authority in the hands of government to decide who will get how much water, land and irrigation. The reservoirs of big dams displace a huge population of people leaving them homeless and helpless. Ecologically big dams cause floods, water-logging, salinity and spread diseases. Big dams also cause earthquakes. Thus the construction of big dams is associated with dangers.

2.8.4 Discuss the note on which essay ends?

Ans: They are not as timeless as monuments are. For all these reasons, the dam-building industry in the First World is in trouble and out of work. So it is exported to the Third World in the name of Development Aid, along with their other waste like old weapons, superannuated aircraft carriers and banned pesticides.

2.9 Grammar

2.9.1 Pronoun

The word used in place of a noun is called a pronoun. Pronouns usually have very little meaning by themselves. They are general words that can be used to refer to various types of things, objects, people, place or idea. Pronouns are used to avoid the repetition of the same noun in speech or in writing.

2.9.2 Pronouns are of Seven Types-

- 1. Personal Pronouns:** The pronouns used for a person or a thing are called personal pronouns.
 e.g. I, We, You, He, She, They, It.
He is the tallest boy.
I am a teacher.
- 2. Possessive Pronouns:** These pronouns are used to refer about things/ ideas belongings to people.
 e.g., mine, her, his, our, there, my, its, yours etc.
I will use my pen.
His car is new.
- 3. Reflexive Pronouns:** A reflexive pronoun refers back to the subject of the clause or sentence. They are also called emphatic pronouns.
 e.g. Myself, himself, herself, itself, yourself etc.
I will do it **myself**.
We ourselves saw him do it.
- 4. Demonstrative Pronouns:** The pronouns used to point out the objects to which they refer are called demonstrative pronouns.
 e.g. This, That, etc.
This is my pen
That cycle is yours.
- 5. Interrogative pronouns:** The pronouns used for asking questions are called interrogative pronouns.
 e.g. What, which, who, whom etc.
Whose pen is this?
Who are you?
Whom do you want to see?
- 6. Indefinite Pronouns:** The Pronouns that do not refer to any person or anything in particular are called indefinite pronouns.
 e.g. Anyone, all, others, anybody, nobody, everyone, etc
 Do good to others.
 Everyone was present in the party.
- 7. Relative Pronouns:** The pronouns which refer or relate to some earlier noun are called relative noun.
The House **which** is of red color is mine.
 (Antecedent) (Relative)
The Girl **who** is dancing is my sister.
 (Antecedent) (Relative)

2.10 Textual Exercise

- Rewrite the following sentences correctly.
 - There isn't nobody worth watching on T.V.
Ans: There isn't anything worth watching on T.V.
 - You should use yours pen.
Ans: You should use your pen.
 - Where is Sita? Everyone is looking for she.
Ans: Where is Sita? Everyone is looking for her.
 - She has done all her works.
Ans: She has done all her work.
- Fill in the blanks in the following sentences with the correct reflexive pronouns.**
 - I painted this house.....
 - They..... are responsible for the accident.

- c) Do you do your homework.....
- d) The vase..... had to be taken off the shelf.
- e) The horse hurt.....

Answers: a) myself; b) themselves; c) yourself; d) itself; e) itself

3. Fill in the blanks in the following sentences with the relative pronouns.

- a) A watchman is a person..... job is to guard the premises.
- b) The boy just passed by is the one I was talking about yesterday.
- c) The vasethe flowers are kept was bought by my father.
- d) God helps thosehelp themselves.
- e) I am going to post the letteryou wrote yesterday.

Answers: (a) whose; (b) who; (c) in which; (d) who; (e) that

4. Identify the kind of pronoun used in each of the following sentences.

- a) I hate men who are patronizing.
- b) I know the person whose daughter was part of the winning team.
- c) A chair is a piece of furniture which can be used to sit.
- d) Ask Ravi to come with us for a drive.
- e) You should use your common sense.

Ans.

- a) I- Personal pronoun, Who- Relative pronoun
- b) I- Personal pronoun, whose- Relative pronoun
- c) Which-Relative pronoun.
- d) Us-Personal pronoun(Objective Case)
- e) You- Personal pronoun, Your- Possessive Pronoun

5. Fill in the blanks in the following sentences with indefinite pronouns.

- a) has taken my new notebook.
- b) I have to show you.
- c) There is an essay writing competition. Is interested in taking part?
- d) Something is better than
- e) was there to rescue the puppy.

Answers (a)Someone; (b)something; (c) anyone; (d) nothing ; (e) None

6. Join each of the following pair of sentences using pronouns.

- a) The boy stole my camera. The boy was punished.
- b) I know a person. The person has been to Australia to study.
- c) The dog was lame. We saved the dog.
- d) I saw a girl. She was dancing.
- e) Here is the book. You were looking for the book.

Ans.

- a) The boy who stole my camera was punished.
- b) I know a person who has been to Australia to study.
- c) The dog that we saved was lame.
- d) I saw a girl who was dancing.
- e) Here is the book which you were looking for.

Present Continuous Tense

Type Of Sentence	Subject	Structure
Affirmative	He, She, it & Any name	Is +v1+ing
	I	am+v1+ing
	You ,they , plural	are+v1+ing

Chapter 3

The Generation Gap

Benjamin McLane Spock

Study Material: Dr. Loveleen

3.0 Objective:

The chapter focuses upon a salient issue of generation gap between the old and the younger generation. In order to establish their identity and to assert their individual self, the adolescents take recourse to rebelliousness against their parents. But for the author this rebelliousness has a fruitful effect upon the teenagers as it makes them comfortable and independent individuals. This chapter deals with the theme of the adolescents' search for their self-identity and making a career in their chosen fields irrespective of their parents' wishes. Identity is a holistic term which includes the character formed from childhood experiences, the revolt against the wishes of the parents and thereafter the skill to learn how to move with the times. Many of the inventions and discoveries have resulted from rebelliousness of the youth against the present and the vision for a better future. The chapter also deals with adjectives, their types and usage with exercises and an introduction to Present perfect and Present perfect progressive tense.

3.1 About the Author:

Benjamin McLane Spock was born on May 2, 1903 in New Haven, Connecticut. He was an American pediatrician and a best-selling author of the book *Baby and Child Care* (1946). According to the *New York Times*, *The Common Sense Book of Baby and Child Care* was, throughout its 52 years, the second-best selling book, next to the Bible. It gives a message to the mothers that "you know more than you think you do". He has also written some other books too like *A Baby's First Year* (1954), *Problems of Parents* (1962) and *A Teenager's Guide to Life and Love* (1970), etc. He died at his home in La Jolla, California on March 15, 1998.

3.2 About the Essay:

This chapter stresses upon the adolescents' search for their self-identity. The teenagers have to face the struggles in the achievement of their free self. If they are unable to achieve according to their own wishes, they tend to rebel against their parents and society. This rebelliousness is of positive nature because it helps the teenagers in the exploration of their identity. There are different stages in the building of an identity of a teenager. In the whole process of the formation of one's identity, an individual has to go through certain phases of identification, rejection or disowning of the earlier role models and making of a new identity. The revolt of the adolescents could be taken up as an instance of insolence by the parents. However this could have a positive impact if channelized properly and can help in the development of young individuals into responsible adults.

3.3 Summary

It is a common habit among young people to rebel against the elders. They find fault with the decisions of the grown ups and defy norms. This is a positive sign that a person is growing mature. He/she is ready to take one's own path and walk independently without the patronage of anyone. So rebellion has apposite meaning as well. An adolescent wants to have an identity and needs to assert it. Identity is a comprehensive term which includes experiences from childhood onwards which shape one's character. It also includes that feeling of impatience in the youth who find their own ways of problem solving to be the best. They have to keep pace with times and work for different reforms. In fact all important changes have been ushered in by young people who were not satisfied with experiences of the past and had a vision for the future.

3.4 Points to Remember:

- 3.4.1. The adolescents' rebellious attitude against their parents is a natural thing that helps them in sacrificing the comfort and safety of home.
- 3.4.2. Such behavior will lead them towards progress making them independent beings in the process.
- 3.4.3. A young person faces a problem of achieving his real identity, to be what he actually wishes to be.
- 3.4.4. An identity means to become an independent individual having a unique personality and a job to do.
- 3.4.5. There are three basic elements that help to create an identity of an individual-
- 3.4.6. character that is developed through childhood develop his own ideas and resolve his problems and to take note of the need of the times.
- 3.4.7. The impatient attitude of the adolescents enables them to envision a better future as they are dissatisfied with the achievements of the past.

3.5 Comprehension Exercises

3.5.1. Explain the following passages with reference to the context

- 3.5.1.a. Rebelliousness against parents is a natural, inevitable aspect of adolescence. It assists them in giving up the comforts and security of home, achieving real independence, working for progress.

Explanation

These lines have been taken from the essay entitled "The Generation Gap" written by Benjamin McLane Spock. In these lines the essayist discusses the habit of revolt amongst young people as something natural and constructive. He considers it a sign of getting mature. It is natural for a young person to oppose the parents. It is a sign of growing up. In fact this feeling of resentment against elders is a positive attribute. It prompts the youngster to form an independent opinion and to develop an identity of one's own. Such a person does not look for comforts of the home or the recommendation of the elders. He/ she pursues goals set by oneself and works for one's progress independently. The tone of the passage is analytical and the language used is clear and lucid.

3.5.1.b. But to become an effective adult an individual must break off most of his dependence on his parents, not just to be free enough to leave home, but to develop ideas and aims of his own so that he can help to solve the existing problems of the society in which he will live.

Explanation

These lines have been taken from the essay entitled "The Generation Gap" written by Benjamin McLane Spock. They discuss the meaning of being independent. The sign of a grown up person is his maturity in taking decisions for oneself and the society. Breaking away from home and elders does not mean growing. A truly mature person knows how to use one's time in self- upliftment and for social good. The tone of the passage is analytical and descriptive. The lines clearly spell out the intent.

3.6 Answer the following questions in about 50 words each

- 3.6.1 What does an individual's identity mean?
- 3.6.2 How could you explain rebelliousness in young people?
- 3.6.3 What are the different phases of identity formation?
- 3.6.4 What must be done by a growing child to become a responsible young man?
- 3.6.5 Is there any need for a child to be and do what his parents decide for him to do? Give reasons for your answer.

3.6.-A: Answer to the above questions in about 50 words each.

Ans 3.6.1.: It means how much one is able to mold oneself according to the needs of the time and the kind of personality he will have and the impression he would leave behind on friends and family. Identity is a holistic category. It includes the character developed through childhood, revolt against elders and the ability to keep pace with times.

Ans 3.6.2.: It is a youngster's attempt to become independent. By going against the wishes of the elders the young people assert their individualism. They want to show that they have an independent mind and can take mature decisions. This is not a negative trait as it encourages the youngster to be independent.

Ans 3.6.3.: According to the essayist, there are three different phases of identity formation. These include developing a character through one's childhood, being impatient with others and resolving one's problems independently and being in sync with the times. It also includes the self image of a person and how he would like to be remembered by others.

Ans 3.6.4.: He/ she should develop an independent personality and not hanker after approval of others. It is important for a person to seek one's own answers and not to walk on the conventional line. One should learn to take responsibility of oneself and the society.

Ans 3.6.5.: In order to take decisions independently, he needs to form an independent persona. The child has to develop an independent will and pave one's own path. It is essential that he/she asserts the personal self and serve one's own interest and that of the society. This has to be done in order to convince oneself and others that one can take independent decisions.

3.7. Answer the following essay type question in about 150-200 words each

3.7.1. Explain the causes and positive aspects of rebelliousness in youth.

Ans: Rebelliousness does not mean being insolent. In fact is a sign of growing up. A young person asserts himself by rebelling. It is an indication of his growth. It is the way he asserts himself and shows his evolved personality. It is his way of displaying his independent self. So rebellion indicates a growth in one's personality. The desire to oppose the will of the elders is to assert that the young person can form his own opinion and has the maturity to take responsibility of oneself. So the positive aspects of revolt include the sense of independence experienced by the youngster.

3.7.2. How does the author describe identity in the chapter?

Ans: Identity is formed gradually through self- image, dealing with situations and keeping pace with the times. A child develops a self by developing his character, the way he is taken and remembered by others and how much he moves with the times. The identity is formed by all these different modes. According to the essayist, there are three different phases of identity formation. These include developing a character through one's childhood, being impatient with others and resolving one's problems independently and being in sync with the times. It also includes the self image of a person and how he would like to be remembered by others.

3.7.3. Discuss the significance of the title of the chapter.

Ans: The title is significant because it tells about the content of the chapter. It is based on this essential issue of generation gap , its meaning and the reasons it takes shape. It also highlights the positive aspects of generation gap. Having a difference of opinion from the elders does not mean showing disrespect. A young person is anxious to assert himself in order to show that he is capable enough of taking independent and mature decisions. This is his way of asserting his individuality which should not be confused with unconcern for the authority of the elders. Hence the title is significant.

3.7.4. Discuss the points on which the growth and development of a child depends?

Ans: The growth and development of a child depends on many aspects. It includes the self assertion on the part of the child, his refusal to take advice and his insistence on the individual identity. The more he distances himself from elders and the comforts of home, the faster he would evolve as an individual. It would give him the confidence that he can manage things on his own and will no longer be tied up to the dictates of the elders. He might disagree with the elders to show that he is more in sync with the times. These are some of the points on which the growth and development of a child depends.

3.8. Read the passage and answer the questions which follow

Many of the advances of civilization- technical inventions, scientific discoveries-have been conceived by young people just on the threshold of adulthood. Because they were impatient with the achievements of the past and because they had no need to defend the present, they were able to envision and bring on the future.

3.8.1. Who has made technical inventions and scientific discoveries ?

Ans: Young people on the threshold of adulthood have made technical inventions and scientific discoveries.

3.8.2. What were the young people impatient with?

Ans: They were impatient with the achievements of the past.

3.8.3. What did they not defend?

Ans: They did not defend the present.

3.8.4. What could they do?

Ans: They could dream of a bright future and work towards its realization.

3.8.5. Use the word 'defend' as a noun.

Ans: defence

3.9. Vocabulary Exercises:

3.9.1. Based on your study of the chapter find one word equivalents / substitutes of the following:

3.9.1.a. To bring about constructive change

3.9.1.b. To be liberated

3.9.1.c. To be fearless

3.9.1.d. A point of beginning

Ans.

3.9.1.a. Reform

3.9.1.b. Independence

3.9.1.c. Heroic

3.9.1.d. Threshold

3.9.2. Find the antonyms for the following words:

3.9.2.a. Natural-----

3.9.2.b. Undistinguished-----

3.9.2.c. Inevitable-----

3.9.2.d. Defend-----

3.9.2.e. Eloquent -----

Ans.

3.9.2.a. Unnatural

3.9.2.b. Distinguished

3.9.2.c. Avoidable

3.9.2.d. Offend

3.9.2.e. Silent

3.9.3. Match the following words in Column A with their meanings in Column B:

A

3.9.3.a. Leave

3.9.3.b. Assist

3.9.3.c. Determined

3.9.3.d. Clarity

3.9.3.e. Comfort

B

a) resolute

b) lucidity

c) relief

d) depart

e) help

Ans:

- 3.9.3.a. d
- 3.9.3.b. e
- 3.9.3.c. a
- 3.9.3.d. b
- 3.9.3.e. c

3.9.4. Give the noun forms of the following words:

- 3.9.4.a. Clear
- 3.9.4.b. Defend
- 3.9.4.c. Desirable
- 3.9.4.d. Rebellious
- 3.9.4.e. Develop

- Ans:** 3.9.4.a. Clarity
 3.9.4.b. Defence
 3.9.4.c. Desire
 3.9.4.d. Rebellion
 3.9.4.e. Development

3.10. Extended Grammar**3.10.1. Language Activity****3.10.1.a. Adjective:**

An adjective is a word used to qualify a noun or a pronoun. The words in italics are adjectives.

- Urmila is an *intelligent* girl.
- I want *some* mangoes.
- There are only *two* students in the class.

3.10.1.b. Kinds of Adjectives:

1) Proper 2) Descriptive 3) Quantitative 4) Numeral 5) Demonstrative 6) Distributive 7) Interrogative 8) Exclamatory 9) Possessive 10) Emphasizing

1. Proper Adjectives:

These adjectives are formed from proper Nouns. They describe a thing by referring to the proper noun.

They always begin with a capital letter.

- Pranav is teaching *Shakespearean* drama.
- Akash likes *Italian* food.

2. Descriptive Adjective:

These adjectives show the quality or condition of persons and things.

- She has bought a *pink* dress.
- The *brave* soldiers were awarded.

3. Quantitative Adjective:

These adjectives tell us about the quantity (how much) or degree of a thing. E. g., some, little, much, no, none, any, all, whole, enough, sufficient etc.

- I have *little* money.
- *All* the participants submitted their names.

4. Numeral Adjectives:

These adjectives show how many persons or things are meant or in what order they stand.

- I bought *twelve* books yesterday.
- Parmesh was the *first* batsman.

5. Demonstrative Adjective:

These adjectives point out which or what persons or thing is meant or pointed out. E. g., this, that, these, those, such, same, etc.

- *This* room is full of smoke.
- *That* car is very costly.

6. Distributive Adjectives:

These adjectives show that the persons or things are to be taken independently or in separate lots. E. g., each, every, either, neither, etc.

- *Each* student has bought the book.
- *Every* worker was paid yesterday.

7. Interrogative Adjectives:

These adjectives modify nouns and are used in questions. E.g. what, which, whose, etc.

- *Whose* bag is this?
- *What* is the time now?

8. Exclamatory Adjectives:

These adjectives are used in an exclamatory sense.

- *What* a beautiful picture !
- *What* a piece of art !

9. Possessive Adjectives:

These adjectives indicate possession. For example, the words my, our, your, his, her when used before a noun to qualify it are called Possessive Adjectives.

- This is *my* bag.
- The cat is wagging *its* tail.

Look at the following table and understand the use of possessive adjectives:

Number	Person	Gender	Possessive Adjectives
Singular	1 st	Male/female	my
	2 nd	Male/female	your
	3 rd	Male	his
		Female	her
		Neuter	its
Plural	1 st	Male/female	our
	2 nd	Male/female	your
	3 rd	Male/female/neuter	their

10. Emphasizing Adjectives:

These adjectives are used before the noun for emphasizing the noun.

E. g. own, very, etc.

- He killed his *own* father.
- I saw the accident with my *own* eyes.

3.10.1.c. Exercise:

Identify the adjectives in the following sentences and tell their kinds:

1. An old priest gave me a story book when I was very young.
2. Among them was a 10-year old girl whose beauty stirred the painter's heart.
3. Whose car is this?
4. This is my house..

Ans: 1) old priest – descriptive adjective
 2) ten year old- numeral adjective
 3) whose – interrogative adjective
 4) my- possessive adjective

3.10.1.d. Comparison of Adjectives:

Comparison of adjectives can be shown by changing the form of Adjectives. Look at the following sentences:

- (1) Seema is a *clever* girl.
- (2) Sunita is *cleverer* than Seema.
- (3) Prerna is the *cleverest* of them all.

In sentence (1), the adjective *clever* is in the Positive Degree as it has been used without any comparison. The adjective *clever* says that Seema has certain degree of cleverness but does not say how much clever she is.

In sentence (2), the adjective *cleverer* is in the Comparative Degree as a comparison is made between Sunita and Seema. The word *cleverer* issued to indicate that Sunita has greater cleverness than Seema. An adjective in the comparative Degree is used to compare only two persons or things. It is normally followed by than.

In sentence (3), the adjective *cleverest* is in the Superlative Degree as more than two girls are compared. The word *cleverest* is used to indicate that of all those girls Prerna has the highest degree of cleverness. An adjective in the Superlative Degree is used to compare more than two persons or things. It indicates the highest degree of quality.

3.10.1.e. Formation of comparative and superlative degrees:

There are mainly two ways of forming Degrees of Comparison:

- (i) by adding '-er' and '-est' to the Positive Degree of adjective.
- (ii) by using 'more' and 'most' before the Positive Degree.

(i) By adding '-er' and '-est' to the Positive Degree of adjective.

- (a) When the Positive Degree of an Adjective ends in two consonants, or in a single consonant preceded by two vowels, '-er' and '-est' are used:

Positive	Comparative	Superlative
Bold	Bolder	Boldest
Clean	Cleaner	Cleanest
Dear	Dearer	Dearest
Deep	Deeper	Deepest
Fast	Faster	Fastest
Great	Greater	Greatest

Light	Lighter	Lightest
Small	Smaller	Smallest
Tall	Taller	Tallest
Young	Younger	Youngest

- (b) If the Positive Degree of an Adjective ends in one consonant, and there is a short vowel before the consonant, the final consonant is doubled and then ‘-er’ and ‘-est’ is added.

Positive	Comparative	Superlative
Big	Bigger	Biggest
Fat	Fatter	Fattest
Hot	Hotter	Hottest
Thin	Thinner	Thinnest

- (c) When the Positive Degree of an Adjective ends in ‘e’ we add only ‘r’ in the Comparative Degree and ‘st’ in the Superlative Degree

Positive	Comparative	Superlative
Able	Abler	Ablest
Brave	Braver	Bravest
Fine	Finer	Finest
Large	Larger	Largest
Safe	Safer	Safest
Wise	Wiser	Wisest

- (d) When the Positive Degree of an Adjective ends in ‘y’ and there is a consonant before y, change ‘y’ into ‘i’ before adding ‘er’ or ‘est’ to form comparatives and superlatives

Positive	Comparative	Superlative
Busy	Busier	Busiest
Dry	Drier	Driest
Easy	Easier	Easiest
Happy	Happier	Happiest
Pretty	Prettier	Prettiest
Wealthy	Wealthier	Wealthiest

- (ii) By using ‘more’ and ‘most’ before the Positive Degree:

Positive	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Difficult	More difficult	Most difficult
Courageous	More courageous	Most courageous
Fruitful	More fruitful	Most fruitful
Learned	More learned	Most learned

3.10.1.f. Some Irregular Comparisons:

The following adjectives are compared in an irregular way. Their comparative and superlative degrees are not formed directly from the positive by adding any suffix.

Positive	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Little	Less	Least
Late	Later	Last
Many (number)	More	Most
Much (quantity)	More	Most
Far	Farther	Farthest

3.10.1.g. Pick out the adjectives from the given chapter and make a list. Also form the comparative and superlative degree of those adjectives.

3.10.1.h. Exercises

Q.1 Fill in the blanks with proper degree of adjectives.

- Parmender is my _____ colleague. (old)
- Ishita is the _____ friend I have. (good)
- Mount Everest is the _____ peak of the Himalayas. (high)
- Of these two printers, this is _____. (good)
- Pranav's handwriting is _____ than his sister. (bad)
- Cow is a _____ animal. (useful)
- Parmeshis _____ than Akash. (tall)
- Anamika is the _____ of all the students. (bright)
- My brother runs _____ than yours. (fast)
- This table is _____ than that. (big)

Ans: a) oldest f) useful
 b) best g) taller
 c) highest h) brightest
 d) better i) faster
 e) worse j) bigger

Q.2 Insert correct adjectives (much, many) in the following sentences:

- There are _____ eggs in the basket.
- _____ of my colleagues are coming to attend the marriage.
- _____ of what she wrote did not make any sense.
- There isn't _____ tea in the flask.
- We invited _____ friends to the party.

Ans:

- many
- many
- much
- much
- many

3.11. Tense

3.11.1. The present perfect tense:

In the present perfect tense, the verb is used in its -ed/-t form, and either 'have' or 'has' is used in front of it as a helping verb. For example:-

- She has done her bit for the team.
- The teachers have helped him immensely.

The following table gives the various forms of the present perfect tense.

The present perfect Negative Interrogative-

- I have played. I have not played. Have I played?
- We have played. We have not played. Have we played?
- You have played. You have not played. Have you played?
- He/She has played. He/She has not played. Has he/she played?
- They have played. They have not played. Have they played?

Uses of the present perfect

The present perfect tense is used to show that an action done in the past has an effect or relevance at the present time. For example:-

- He has read *Midnight's Children*. (So he knows the story.)
- Mother: Usha, are you still watering the plants?
- Usha: No, Ma. I have already done it. (So the work is complete.)

to talk about activities completed in the immediate past:

- He has just gone out.
- I have just heard the news.
- to indicate actions where the time of the action is not given (but is not indefinite):
- Have you seen him walking by?
- Rakesh has gone to Dubai.

Because the focus of the present perfect tense is not on when an action happened in the past, but on its effect in the present, the tense form may be used with adverbs referring to the present, but not to the past. For example:-

- I have read twenty novels this year.

but not

- I have read twenty novels last week.

3.11.2. Exercise:

Fill in the blanks with the present perfect tense forms of the verbs in brackets.

1. Yes, mother. I (brush) my teeth and (comb) my hair. I (also pack) my school bag.
2. Good! There, your bus (come). The driver is waiting for you.
3. Yes, Sir, we (sweep) the floors.
4. We (heard) the cry. We are going to investigate
5. Rajan (come). We can start the meeting now.
6. Smitha (anchor) the programme. She will do the editing too.
7. Shameem (go) to Dubai.
8. His flight (take off) already.
9. They (have) a few fights over this.
10. I (know) him to be a serious man.
11. The keys (arrive). Now proceed to the locker room.
12. We (arrange) for a photographer. He is on his way.

The present perfect progressive tense

The present perfect progressive (continuous) tense is a combination of the present perfect and the present progressive tenses, in form (has/have + been+ v-ing) as well as in meaning.

The tense form tells us

- (a) that an activity began at some point in the past; and
- (b) that it is continuing at present.

For example:-

- Smitha has been working here since 2012. (She continues to work there.)
- Mahesh has been playing cricket for the last two hours. (He is still playing.)
- I have been living in Rohtak since I started school. (I still live in Rohtak.)
They have been visiting the village for thirteen years. (They still visit the village.)

Note that the prepositions 'since' and 'for' are usually used with verbs in this tense form: 'since' to refer to the point of time in the past when something began, and 'for' to refer to the period of time during which it has been going on.

For example:-

- They have been travelling by car for the last ten years.
- They have been travelling by car since 2004.

Avoid mistakes such as *Ratan has been teaching since fourteen years.

The following table gives the various forms of the present perfect continuous tense

The present perfect continuous

Negative Interrogative

- I have been playing. I have not been playing. Have I been playing?
- We have been playing. We have not been playing.
- Have we been playing? You have been playing. You have not been playing. Have you been playing?
- He/She has been playing. He/She has not been playing. Has he/she been playing?
- They have been playing. They have not been playing. Have they been playing?

3.11.3. Exercise:

Fill in the blanks with the present perfect continuous tense forms of the verbs in brackets.

1. My brother is a writer. He (write) novels. He(write) since 1990.
2. I love learning languages. I (learn) different languages since I was in school.
3. We are good friends. We (be) friends since 1983. We..... (meet) each other regularly over the years.
4. How many of you (work) here since 2000?The Generation Gap 43
5. Those who (be) in service since 2000 are eligible for an extension.
6. Samrat (watch) football since 1 am this morning.
7. The pitch looks flat by now. They (use) a heavy roller to flatten it.
8. Vani (cry) since the time you left. She wants to come withyou.
9. It (rain) heavily since morning. Let's wait for a few more hours before we get out.
10. We need to know. We (ask) them about it for quite sometime now.

Extended Composition

1. Prepare a report on an adventure trip you went on during the summer vacation.
2. Write a paragraph on the prize distribution function held in your college recently.

Chapter-4

Language and National Identity

Study Material: Dr. Anju Mehra

4.1 Objective

The essay "Language and National Identity" echoes author's views on language and identity. He raises both language and identity to the pedestal of contemplation. He believes it is through language that we assert identity. Language is the basis of self-expression, self-realisation, self-discovery and analysis. The author believes that language leads to identity formation. The essay also discusses how language has played significant role in understanding one's own culture also.

4.2 About the Author

Nirmal Verma (1929-2005) was a Hindi writer, novelist, activist, and translator. He is credited with being one of the pioneers of 'Nayi Kahani' (New Story) literary movement of Hindi Literature. In his career spanning five decades, he experimented with various forms of literature like story, travelogue and essays. He penned five novels, eight short-story collections and nine books of non-fiction, including essays and travelogues. As a young man, he used to attend Gandhi's prayer meetings in Birla House though he was a card-holding member of the Communist Party. His story "Maya Darpan" was made into a successful film. He chaired the creative writing programme at Bharat Bhavan in Bhopal from 1980 to 1983 and the Yashpal Centre at Shimla during the years 1988-90. His last novel Antim Arney was about love, old age and relationships and makes a sensitive and powerful contribution to the Hindi novel.

4.3 About the Essay

The essay is an excerpt from the essay 'Language and National Identity', which reflects Verma's concern with language and the identity. Discussing the necessity of language for constructing and asserting identity at all levels, he begins with the smallest unit- the individual. In the course of defining language he also unfolds its importance in culture. He also reflects upon the impact of colonialism on culture and language. Verma asserts that language plays a vital role in understanding our own culture.

4.4 Summary

Verma in the very beginning of the essay declares that defining language is like chasing or following our own shadow. Language lends us an opportunity where we can express, reflect and understand our own inner self. It provides us an identity. Since we humans are never certain and sure of our future we lack exact knowledge of our own self. Man can never be defined fully through language and thus a part of him remains unknown and unidentified till the end. Scholars from Nietzsche to SriAurobindo have made predictions about man's innate capacity, but all these predictions seem to be born out of the disillusionments of what man actually is. Verma believes that man is the only creature between animals and gods since he is incomplete and uncertain. He lacks the self of the animals and the fullness of gods. It seems that he has been thwarted in the process of acquiring a proper shape. He digs within and raises himself from his own grave.

Then Verma goes on to delineate the importance of language. He comments that language is the most efficient weapon of self discovery. It hands over an invisible power to man by which he can express, discover and reflect. It is the language itself which distinguishes him from other fellow beings. It provides man with an inner sight.

Because man lacks fullness and completeness he always tries to find a way to achieve the same. He determines to attain the full realisation of self through language. It is through the words he speaks that he develops his dreams and speaks of it. Along with shaping the dreams language plays a vital role in the creation of culture.

He then puts forth his views that culture relies on memories. If a word is symbolic of a dream, it also has the hint of the memory. Thus language never dies. It keeps on passing from generation to generation keeping alive the memories and dreams. It will remain alive till the doomsday. Past has always been associated with the present; so the language, culture and memories of past will find place in present arena also.

Language plays a double role. On the one hand it is the vehicle of communication, on the other it is the carrier of a culture. Culture will survive so long as language does. Though historical challenges may damage the culture of a country but its truth and unity will continue in its language. Furthermore language determines the identity and special features of a race. The collective experiences, memories and tradition of a group provide a unique character to its language. Language does differ from each other in sound, intonations and the meanings its words convey. When we translate one language into another, it is not just the translation of the words but the transformation of a whole universe, with all its baggage and language.

Verma then moves on saying that each language has its own history and geography. Language carries its own symbols; symbols of Ganga, Saraswati, Himalaya, Ocean and Space can only be sensed in Indian languages. These symbols are in a way the carriers of our own ancient legends. They are not merely a part of language. The meaning of word 'Bharat' was its essence- a region surrounded by divinity and Sanskrit was 'DevBhasha'- the language of the Gods.

The author then recollects how language played an essential role in India during the nineteenth century. It brought national awakening through various works of Gandhi, Aurobindo, Bankimbabu and Coomaraswamy. Infact, the desire to seek freedom was inspired not only by political factors, but also by the desire to retrieve our cultural identity from the successes of oblivion. Indian national awareness has its deep roots in cultural traditions. There is unity among the diversified languages of India. We seek ourselves in our language.

4.5 Points to remember:

- 4.5.1 Unfolds the importance of language.
- 4.5.2 Contribution of language in national identity.
- 4.5.3 Language retains cultural values.
- 4.5.4 Language promotes unity.

4.6 Explain the following with the reference to the context

4.6.1 To say anything about language is like chasing your own shadow. It may be more appropriate to assert that we are its shadow, we create our reality with it, and it defines ourselves through it, and with it. Man can never be defined fully, not only because there is something in him that is still unknown, but also because he has not yet completed the process of recreating and reinventing himself.

Reference: These lines have been taken from Nirmal Verma's "Language and National Identity" which reflects Verma's concerns with language and the identity of the people of a nation. Language is the basis of self-expression, self-realisation, self-discovery and analysis. The author aims to enunciate the fact that it is only through the virtue of language that one can attain identity. Along with that Verma also traces the significant relation between language and culture.

Explanation: Verma in the very beginning of the essay declares that defining language is like chasing or following our own shadow. Language lends us an opportunity where we can express, reflect and understand our own inner self. It provides us an identity. We humans are never certain and sure of our future because we lack exact knowledge of our own self. Man has not been accepted as a finished product because there is always something in

him that is still unknown. Man can never be certain of what he will be in the future. He has yet to complete the process of recollecting and reinventing himself.

4.6.2 The vision of a culture is largely formed by the memories that it carries . If the word is symbolic of a dream, it also has the hint of the memory. No language, as long as it is, can, therefore , be a dead language. If all else of our past were to perish, even then the languages would remain through which the members of a society communicate with each other, and though living in the present ,are unconsciously linked with their past and the past follows imperceptibility through the present. Language, in this manner, plays a double role ; besides being the vehicle of a communication, it is also the carrier of a culture. Historical upheavals may impair the culture of a country, but its truth and cohesion persist in its language.

Reference: These lines have been taken from Nirmal Verma's essay "Language and National Identity" which reflects Verma's concerns with language and the identity of the people of the nation. Language is the basis of self-expression, self-realisation, self-discovery and analysis. The author aims to enunciate the fact that it is only through the virtue of language that one can attain identity. Verma also traces the significant relationship between language and culture of nation.

Explanation: In these lines Verma aims to connect culture to the language. He puts forth the views that culture relies on memories. If a word is symbolic of a dream , it also has the hint of the memory. Thus language never dies. It keeps on passing from generation to generation keeping alive the memories and dreams. It will remain alive till the doomsday. Past has always been associated with the present, so the language, culture and memories of past will find place in present arena also. Language plays a double role. On one hand it is the vehicle of communication, on the other it is the carrier of a culture. Language and culture are co-terminus. Though historical upheavals may damage the culture of a country but its truth and unity will continue in its language. Furthermore language determines the identity and special features of a race.

4.7 Passages

4.7.1 The vision of a culture is largely formed by the memories that it carries . If the word is symbolic of a dream, it also has the hint of the memory. No language, as long as it is, can, therefore , be a dead language. If all else of our past were to perish, even then the languages would remain through which the members of a society communicate with each other, and though living in the present, are unconsciously linked with their past and the past follows imperceptibility through the present. Language, in this manner, plays a double role ; besides being the vehicle of a communication, it is also the carrier of a culture. Historical upheavals may impair the culture of a country, but its truth and cohesion persist in its language.

Questions

- How is vision of culture formed?
- What would happen if our past were to perish?
- How does language play a double role?
- What happens if historical upheavals impair the culture of a country?

Answers

- The vision of culture is formed by the memories it carries.
- If our past were to perish, even then the languages would remain through which the members of the society will communicate with each other.
- Language plays a double role as it is the vehicle of communication and also the carrier of culture.
- Historical upheavals may damage the culture of a country, but its truth and cohesion persist in its language.

4.7.2 A painful disillusionment with what he is. Man is the only creature- between a god and an animal- who finds himself in a strange situation of being incomplete; he lacks the self, the involvement, of the animal and does

not possess the fullness of god. Even in the historical framework, man appears as a half-drawn and incomplete, as if thwarted in the process of acquiring a proper shape, its colours lacklustre and faded. The 'full figure' of man - if there is such a thing - is not without, but buried deep within him. In order to realise himself, man digs within and raises himself from his own grave.

Questions

- (a) What is the position of man as a creature?
- (b) How he finds himself in a strange situation?
- (c) How does man appear in the historical framework?
- (d) Where does lie the full figure of man?

Answers

- (a) Man's position as a creature lies between a god and an animal.
- (b) Man finds himself in a strange situation of being in complete, lacking the self of the animal and having no fullness of god.
- (c) In historical framework man appears as a figure half-drawn and incomplete.
- (d) The full figure of man is buried deep within him. He digs within and raises himself from his grave.

4.8 Answer the following.

- 4.8.1 Name the author of the essay 'Language and National Identity'?
- 4.8.2. How does man appears in the historical framework?
- 4.8.3 Why does man find himself in a strange situation?
- 4.8.4 Is there any culture which is only limited to reality?
- 4.8.5 How does a language come into existence?

4.8.-A: Answer to the above questions.

- Ans 4.8.1.: The author of the essay 'Language and National Identity' is Nirmal Verma.
 Ans 4.8.2.: In the historical framework man appears incomplete and half drawn.
 Ans 4.8.3.: He finds himself in a strange situation because he lacks self.
 Ans 4.8.4.: No culture is limited to reality. It finds its base in dreams.
 Ans 4.8.5.: It comes into existence by establishing its special constitution and structure.

4.9 Answer the following questions.

- 4.9.1. Why does the author say that it may be more appropriate to assert that we are the shadow of language?

Ans. The author says that we are the shadow of language because we create our identity and reality through language. It is through the language that we understand our own self, our dreams and aspirations. Through language we dig deep into our own self.

- 4.9.2. Why cannot man be accepted as a finished product?

Ans. Man cannot be accepted as a finished product because there is always something in him that is still unknown. Man can never be certain of what he will be in the future. He has not yet completed the process of recollecting and reinventing himself.

- 4.9.3. Why does the author say that a language cannot be a dead language while it exists?

Ans. A language cannot be a dead language while it exists in a society because it will keep on passing on from generation to generation. The language would remain alive when the members of the society will communicate through it. It will link past to the present. Historical upheavals may impair the culture of a country, but its truth and cohesion persist in its language.

4.9.4. How is the vision of a culture formed?

Ans. The vision of a culture is formed by the memories that it carries. If the word culture is symbolic of dream, it also has the hint of the memory. Language is the carrier of the culture. The culture of the country may be impaired by the historical upheavals, but its truth and cohesion persist in its language. That is why language plays a vital role in maintaining the culture.

4.10 Grammar

4.10.1 Verb

A verb is a word that tells or asserts something about a person or thing 'Verb' comes from Latin word 'verbum' which means a word. It is so called because it is the most important word in a sentence.

A verb tells us:

- a) What a person or thing does e.g.
 1. Ram Laughs.
 2. The clock strikes.
- b) What is done to a person or thing e.g.
 1. The window is broken.
 2. Ram is punished.
- c) What a person or thing is e.g.
 1. Her dog is dead.
 2. I feel sad.

Forms of verb: The verb often consists of more than one word. Thus it has several forms. Four basic forms are: 'present' 'past' 'past participle' 'present participle'.

For example, let us take verb 'play'

Play	Played	played	Playing
(Present)	(Past)	past	present
		Participle	Participle

Intransitive verbs: An intransitive verb is a verb that denotes an action which does not pass over to an object or which expresses a state of being.

e.g. He runs a long distance.

The child sleeps.

There is a flaw in his demand.

I live in Ambala.

Transitive verbs: A transitive verb is a verb that denotes an action which passes over from the doer(subject) to an object e.g.

The boy kicks the football.

Most of the verbs can be used both as Transitive & as intransitive verbs.

e.g. Peon is ringing the bell (Transitive)

Finite and Non-finiteverbs:

The verbs which are limited by number, person and tense of a sentence are called finite verb.

e.g He plays football

They play football.

Verb “play” gets modified here.

Non finite verbs are not limited by number , person and tense of a sentence.

4.11 Textual Exercise

1. Pick out the verb groups in the following sentences.

- a) Diksha wants more ice-cream.
- b) He has been flying kite for three hours.
- c) She was not rich enough to marry.
- d) She worked in that bank for many years.
- e) He’s been taking photos for hours

Answers

- a) Wants
- b) Has been flying
- c) Was
- d) Worked
- e) Has been taking.

2. Pick out transitive and intransitive verb in the following sentences

- a) Kaku was lying on bed.
- b) He described his background.
- c) My questions angered the government officials.
- d) Children seek independence.
- e) He surprised his parents

Answers

- a) Was lying(intransitive)
- b) Described (transitive)
- c) Angered (transitive)
- d) Seek (transitive)
- e) Surprised (transitive)

Chapter-5

Wounded Plants

Study Material: Dr. Anju Mehra

5.1 Objective

- i) To sensitize the readers to the fact that plants too have feelings and emotions.
- ii) To teach the uses of adverb.

5.2 About the Author

Sir Jagadish Chandra Bose (1858-1937) was a pioneer of modern science and scientific experiments in India. Through his demonstrations he proved that plants are also sensitive to heat, cold, light, noise and various other external stimuli. He was a physicist by training, profession and his research interests. Neville Francis Mott, a Nobel Prize winner in 1977 observed that "J.C. Bose was atleast sixty years ahead of his times". Bose contrived a very sophisticated instrument called Crescograph which could record and observe the minute responses of inorganic and living things to external stimulants. Bose authored two illustrious books namely "Response in the Living and Non-living"(1902) and "The Nervous Mechanism of Plants"(1926). Prior to his death in 1937, Bose set up the Bose Institute at Calcutta. He became a celebrity both as a physicist and as biophysicist.

5.3 About the Text

The present essay is an excerpt from the lecture that Bose delivered at the Bose Institute on 7 February 1919. It was published in Anand Bazar Patrika on 10 February 1919. Here in this essay he plans to put forth the fact that our responses to the sufferings of the plants are altogether different and hostile. We donot look at them with sympathetic eyes and hence remain immune to their sufferings. The First World War affected the whole biosphere including plants and thus we should take into consideration the sufferings of wounded plants also. Bose shows how plants behave like homo sapiens in terms of growth and death as well as happiness and sadness. The essay challenges the hostile attitude of human beings in more than million ways. It also makes us to understand the dynamics of environmental consciousness.

5.4 Summary

In the very beginning of the essay the author introduces us to the war stricken world. The terrible sight of the wounded and dead soldiers in the war gives birth to sympathies. Their cries find echo in the hearts of fellow humans. Those sympathies and echoes ultimately promote the unity of all life.

Bose asserts that the trauma of war not only affects mankind but plant life also. A large number of plants are mutilated by the disastrous war. Plants thus became fellow sufferers of war alongwith humans. The belief that plants also suffer evidences the Bose's concern of biosphere. He considers both humans and plants as equal. Like humans they also sense the shock and pain. They also face the same light and darkness, the warmth of summer and the frost of winter, drought and rain, the gentle breeze and whirling tornadoes, life and death.

Bose then moves over to difference between human beings and other living things in the terms of reaction. He delineates that when a human is hurt by a blow his pain can be sensed through his body movements and cries. We realise the pain immediately by his organised look and by the convulsive movements of his limbs because we belong to the same class of life. We are bound by fellow-feelings also. But we can never sense the pain of a frog even when his limbs also show some convulsive movements. This shows that there is a long gap between humans and other fellow beings. Even human beings never extend their sympathies to other living beings because of the class gap as well as due to the lack of understanding. Bose believes that it is due to the response of the limbs we can say that all the living beings undergo the same sense of joy and sorrow.

According to Bose livingness may be measured by responsive movements. The response to a shock will be recorded by a suitable apparatus. The strong will be violent after receiving a shock while the weakling will barely protest. Furthermore, the author asserts that life is always subjected to change. Someday we are in a state of joy and other times in a state of depression. The inner history of different lives may be revealed by shocks and the response.

Then Bose reveals the three investigations that were conducted to record the effect of wound on plants. The first investigation confirmed the effect on growth, second changed the spontaneous pulsation of the leaflet whereas in the third death spreads. Experiments were made to arrest their march of death. The cut leaflet which died in twenty four hours was kept alive for more than a week.

Another series of investigations were carried out on the paralysing effect of severe wound. A leaf of mimosa was cut off from the plant. The cutting of one leaf caused deep shock to the parent plant and an intense excitation was sensed in the various other parts of the plant. All over the leaves remained depressed for many hours. After some time the plant gradually recovered from the deep shock and started to respond whereas the detached leaf when placed in nourished solution gave energetic responses. After twenty four hours death overpowered it.

Thus Bose wanted to assert the fact that plants do respond to shocks. They resemble human life in the way that they sense the shock as well as the loss. The essay is the perfect blend of science and humanity. It teaches us the lesson of unity and respect.

5.5 Points to remember:

- 5.5.1 War harms the whole biosphere.
- 5.5.2 Humans and Plants both sense the shock, happiness, sadness and death.
- 5.5.3 Whole biosphere should be given due consideration.
- 5.5.4 If humans feel depressed over detachment and death then plants also feel the same.

5.6 Explain the following with the reference to the context

5.6.1 What is that subtle bond by which all distances are bridged over, and by which an individual life becomes merged in larger life? Sympathy is that bond by which we come to realise the unity of all life. Before us are spread multitudinous plants, silent and seemingly impassive. They too, like us, are actors in the cosmic drama of life. Like us they are the plaything of destiny.

Reference to the context: These lines have been taken from Sir J.C. Bose's essay "Wounded Plants". Bose in this essay shows how plants behave like homo sapiens in terms of growth and death as well as happiness and sadness. The essay challenges the hostile attitude of human beings to plants and animals in more than million ways. It also makes us understand the dynamics of environmental consciousness.

Explanation: In these lines the author conveys the havoc wrought by wars. Everybody and everything in this biosphere are affected and mutilated by it. Seeing his fellow humans suffering in war man cannot resist but long to sympathise with them. This bond of sympathy unites the whole mankind. Bose here wants that the sphere of unity must increase and must include other fellow beings also like plants. In this essay he proves the fact that along with human beings plants also suffer the effects of war. Plants also respond to shocks. He considers both humans and plants as equal. Like humans they also sense the shock and pain. They also face the same light and darkness, the warmth of summer and the frost of winter, drought and rain, the gentle breeze and whirling tornadoes, life and death. It is fate only which hold their threads of life.

5.6.2 A leaf of mimosa was cut off from the plant, and the subsequent histories of the wounded plant and the detached leaf are curiously different. The cutting of one of its leaves had caused a great shock to the parent plant, and an intense excitation spreads over to the distant organs. All the leaves remained depressed and irresponsive for several hours.

Reference to the context: These lines have been taken from Sir J.C. Bose's essay "Wounded Plants". Bose in this essay shows how plants behave like homo sapiens in terms of growth and death as well as happiness and sadness. The essay challenges the hostile attitude of human beings to plants in more than million ways. It also makes us understand the dynamics of environmental consciousness.

Explanation: In these lines author carries out an important experiment in which he proves that plants do sense the shock and loss. Experiments were made to arrest march of death of the wounded plants. The cut leaflet which died in twenty four hours was kept alive for more than a week. Another series of investigations were carried out on the paralysing effect of severe wound. A leaf of mimosa was cut off from the plant. The cutting of one leaf caused deep shock to the parent plant and an intense excitation was sensed in the various other parts of the plant. All the other leaves remained depressed for many hours. After some time the plant gradually recovered from the deep shock and started to respond whereas the detached leaf when placed in nourished solution gave energetic responses. After twenty four hours death overpowered the leaf. It thus proves the fact that plants do respond to shock like human beings.

5.7 Answer the following questions in a word or phrase or a sentence.

- 5.7.1 What does the 'World Tragedy' refer to?
- 5.7.2 Where does the effect of war echo?
- 5.7.3 Can we know and understand the sufferings of the mute?
- 5.7.4 What, according to the author, is the test of life?
- 5.7.5 Who responds most energetically to the test of life?

5.7 Answer to the above questions.

- Ans 5.7.1.: The 'World Tragedy' refers to the First World War. (1914-18)
- Ans 5.7.2.: It echoes sympathy and sadness in the heart of humans.
- Ans 5.7.3.: Yes, we can understand the sufferings of the mute by the convulsive movements of limbs.
- Ans 5.7.4.: According to the author the test of life is the response that we give to the shocks.
- Ans 5.7.5.: The living beings respond energetically to the test of life.

5.8 Answer the following Questions.

- 5.8.1 What is the 'second series of investigation' referred to in the essay? What does it reveal?

Ans. : The second series of investigation is about the change of spontaneous pulsation of the leaflet of the telegraph plant. Death begins to spread from the cut end of the leaflet. It soon reaches the throbbing tissue which becomes permanently still. Experiments were made to arrest their march of death. The cut leaflet which died in twenty four hours was kept alive for more than a week. Thus, experiments were performed to find the effect of wound on the plants.

- 5.8.2 What is 'paralysis of sensibility'? How it is measured?

Ans. : The cutting of one leaf caused deep shock to the parent plant and an intense excitation was sensed in the various other parts of the plant. All the other leaves remained depressed for many hours. After some time the plant gradually recovered from the deep shock and started to respond whereas the detached leaf when placed in nourished solution gave energetic responses. It can be measured and recorded by suitable apparatus devised by J.C. Bose, and is known as Crescograph.

- 5.8.3 What is the result of paralysing effect?

Ans. : The result of paralysing effect on the plants is that the cutting of one leaf causes deep shock to the parent plant and an intense excitation is sensed in the various other parts of the plant. All the other leaves remain depressed for many hours. After some time the plant gradually recover from the deep shock and start to respond.

- 5.8.4 What is the significance of these three series of investigations?

Ans. : The significance of these three investigations is that plants are living beings. They too experience the shocks, happiness, sadness, growth and death. These investigations help us to understand the dynamics of environment. We should look at plants with considerable empathy and should remain responsive to the pain and suffering that we cause to them all the time.

5.9 Passages

5.9.1 It is little over four years now that the embodiment of world tragedy stalked over western Europe. The fair field of France and the bright sky was under a pall of battle smoke. Our sight could not penetrate through the dense gloom, and the mortal cry of the wounded and dying, drowned by hoarse roar of a thousand did not reach our ear. But from the time the Sikh and the Pathan, the Gurkha and the Bengali, the Mahratta and the Rajput flung themselves in front of battle from that day our perception has become intensified. The distant cry of those whose life-blood has crimsoned the white field of snow, has found reverberating echo in our heart. What is that subtle bond by which all distances are bridged over, and by which an individual life becomes merged in larger life? Sympathy is that bond by which we come to realise the unity of all life. Before us are spread multitudinous plants, silent and seemingly impassive. They too like us are actors in the cosmic drama of life, like us the play thing of destiny.

(a) What is the embodiment of world tragedy?

Ans. The embodiment of 'World Tragedy' refers to the First World War. (1914-18)

(b) What kind of things were happening in Western Europe?

Ans. In Western Europe the bright and clear sky was darkened by the battle smoke. The pall of gloom was so dense that one's sight could not penetrate through it.

(c) What has found reverberating echo in our heart?

Ans. The mortal cry of the wounded and dying soldiers have found reverberating echo of sympathy and sadness in our hearts.

(d) What remained silent and impassive?

Ans. Multitudinous plants have remained silent and seemingly impassive. They too like us are actors in the cosmic drama of life, like us the play thing of destiny.

5.9.2 There are three separate investigations that have been carried out on the effect of wound on plants: The first is the shock effect of wound on growth: this generally speaking retards or arrests growth. In the second series of investigations the change of spontaneous pulsation of the leaflet of the telegraph plant was recorded. Death begins to spread from the cut end of the leaflet, and reaches the throbbing tissue which becomes permanently stilled on cessation of life. Experiments are in progress to arrest their march of death, the cut leaflet which died in twenty four hours has now been kept alive for more than a week.

(a) What does the first investigation reveal?

Ans. It reveals that the shock effect of wound of plants arrests their growth.

(b) What has been discovered in the second series of investigations?

Ans. In the second series of investigations the change of spontaneous pulsation of the leaflet of the telegraph plant was recorded.

(c) For what purposes are the experiments in progress?

Ans. Experiments are in progress to arrest the march of the plants to death.

(d) Find a word in the passage which means 'instinctive'

Ans. Spontaneous

5.10 Grammar

5.10.1 Adverb: An adverb is a word which modifies the meaning of a verb, an adjective or another verb.

Types of Adverbs

1. Adverbs of time, frequency and duration.

e.g now, soon, always, often, still, yet, today etc.

2. Adverbs of place.

e.g around, here, near, underneath, there, up etc.

3. Adverbs of manner.
e.g fast, silently, carefully, quickly, well etc.
4. Adverbs of degrees.
e.g almost, fairly, hardly , too, very etc.
5. Linking Adverbs.
e.g furthermore, however, consequently.
6. Sentence Adverbs.
e.g alas! apparently, chiefly, interestingly.
7. Broad Negative Adverbs.
e.g barely, rarely, scarcely, seldom etc.
8. Focusing Adverbs.
e.g especially, only me etc.

5.11 Pick out the adverbs in the following sentences and identify their types.

- (a) This is a very sweet house.
- (b) The puppy followed Ashish everywhere.
- (c) Rome was not built in a day.
- (d) Go back.

Ans. (a) very- adverb of degree
 (b) everywhere- place
 (c) in a day- time
 (d) back- place

5.12 Pick out the adjectives and adverbs in the following sentences and identify the words that modify them.

- (a) He spoke in a loud voice
- (b) Do not talk so loudly.
- (c) Always aim high.
- (d) Ram is no better than a fool.

Ans. (a) loud(voice)
 (b) loudly (talk)
 (c)high (aim)
 (d)better (fool)

5.13 Pick out adverb/adverbs phrases from the following sentences.

- (a) As a traveller he travelled far and wide.
- (b) The shopkeeper walked to and fro, meditating.
- (c) The mob was quite energetic.
- (d) They are to be married next week.
- (e) We usually have English classes at 11 a.m.

Ans. (a)far and wide
 (b) to and fro
 (c)energetic
 (d) next week
 (e) at 11 a.m.

Chapter-6

Playing the English Gentleman

M. K. GANDHI

Study Material: Dr. Jaibir Singh Hooda

6.1. Objective:

- To help the students comprehend the text
- To help them grasp the mechanics of the 'past tense'
- To acquaint them with important aspects of the Gandhi an philosophy

6.2. About the author:

India was a colony of Britain when M. K. Gandhi was born in 1869 and at the time of his death in 1948, India had become a free nation. Gandhi's contribution to the freedom struggle in the twentieth century is not only unmistakable but also significant because his philosophy of non-violence has inspired all those people across the world who have to fight for their just cause. As a child and young man M. K. Gandhi was an ordinary individual like you and me; it was with determination, "continuous striving, unremitting sadhana, a relentless search for truth , not abstract or metaphysical truth, but such truth as can be realized in human relations" and a strong moral sense that he became a Mahatma. He is popularly known as Gandhiji, Bapu, Bapuji, Mahatama and Mahatama Gandhi. He was trained in Law at the Inner Temple, London. He first employed non-violent civil disobedience as an expatriate lawyer in South Africa in the resident Indian community's struggle for civil rights. After his return to India in 1915, he set about organising peasants, farmers and urban labourers to protest against the oppressive and excessive land tax and discrimination. Assuming the leadership of the Indian National Congress in 1921, Gandhi led nationwide campaigns for eradicating poverty, expanding women's rights, building religious and ethnic amity, ending untouchability, but above all, for achieving *Swaraj* or self-rule.

Gandhi's ethical thinking was heavily influenced by a handful of books which he repeatedly studied. They included especially Plato's *Apology* and John Ruskin's *Unto this Last* (1862); Salter's *Ethical Religion* (1889); Thoreau's *On the Duty of Civil Disobedience* (1849); and Tolstoy's *The Kingdom of God is Within You* (1894). Ruskin's philosophy inspired him to decide to live an austere life on a commune, at first on the Phoenix Farm in Natal and then Tolstoy Farm just outside Johannesburg.

Gandhi dedicated his life to the wider purpose of discovering truth, or *Satya*. He tried to achieve this by learning from his own mistakes and conducting experiments on himself. Einstein said of him that generations to come would scarcely believe that such a man as Gandhi ever walked the earth in flesh and blood.

6.3. Summary of the chapter - Playing the English Gentleman:

In "Playing the English Gentleman," Gandhiji talks about his stay in England and his strict vegetarianism. One of his friends (he doesn't divulge his name) wanted him to begin eating meat so that he does not remain an outsider in the society of Britain. His vegetarianism grew with the passage of time as he read extensively on diet and health, particularly, Howard Williams' *The Ethics of Diet*, Dr Anna Kingsford's *The Perfect Way in Diet*, Salt's and Allinson's books on diet. Gandhi's main considerations for being a vegetarian were health and religion. His friend tried hard to make him eat non-vegetarian food in Holborn restaurant in London but to no avail. Gandhi

remained hungry that night because he couldn't get vegetarian food at any other nearby place. This tussle did not affect their friendship. He understood that his friend loved him and genuinely wished his better adjustment in English society. He assured his friend that he would try to become polished to be at ease in the English culture without becoming a non-vegetarian. He changed his clothes from Bombay cut to English styles which were bought at heavy price from Army and Navy stores, got a double watch chain of gold from his brother, and learnt the art of wearing a tie. Every day he wasted ten minutes before the mirror wearing tie and parting his hair in correct fashion. He put extra efforts in keeping his hair in right shape while sitting in polished company. To be a real English gentleman Gandhi started taking lessons in dance, playing the violin, elocution and French language spending money out of his meagre resources. On recommendations of his elocution tutor he bought Bell's *Standard Elocutionist* as a text book for lessons in elocution but after reading the book Gandhi realized that he was pursuing a false idea as he was not to spend all his life in London. So where was the need to learn these arts? And if at all he felt like practising these things in life he could take them up in India. He came to the conclusion that he should concentrate on his studies and focus on joining the Inns of Court and that the essential qualities of his character should suffice to make him a gentleman. Henceforth he focused on his studies though his infatuation with being a gentleman in this manner lasted for about three months but his fastidiousness lasted for years.

6.4. Points to remember:

- Vegetarianism
- Impressed by English manners
- Craving for gentlemanliness
- Aping English manners
- Spending precious time and money
- Realization of the futility of imitation of the manners
- Reaffirmation of the real goal of life and the purpose of being in England

6.5. Comprehension and appreciation of the chapter:

6.5.1. Explanation with reference to the context:

6.5.1.a. Passage: My faith in vegetarianism grew on me from day to day. Salt's book whetted my appetite for dietetic studies. I went in for all books available on vegetarianism and read them. One of these, Howard Williams' *The Ethics of Diet*, was the 'biographical history of the literature of human dietetics from the earliest period to the present day'. It tried to make out that all philosophers and prophets from Pythagoras and Jesus down to those of the present age were vegetarians.

The reference and the context: These lines have been taken from "Playing the English Gentleman" written by M. K. Gandhi. The chapter is the part of Gandhi's *An Autobiography or The Story of My Experiments with Truth*. These are the opening lines of the chapter. In this passage Gandhi talks about his faith in vegetarianism and how his faith was affirmed by his readings.

Explanation: M. K. Gandhi in these lines tells that he believed in vegetarianism and his faith became more firm during his stay in England after reading several books on vegetarianism. When he read Salt's book his interest grew and he read many other books on vegetarianism that he could come across. He was particularly impressed by Howard Williams' book *The Ethics of Diet* which proved that all great philosophers and prophets from Pythagoras and Jesus Christ to the present times practised vegetarianism.

6.5.1.b. Passage: That was the last friendly tussle we had. It did not affect our relations in the least. I could see and appreciate the love by which all my friend's efforts were actuated, and my respect for him was all the greater on account of our differences in thought and action.

The reference and the context: These lines have been taken from "Playing the English Gentleman" written by M. K. Gandhi. The chapter is the part of Gandhi's *An Autobiography or The Story of My Experiments with Truth*. Here, Gandhiji talks about the effect of his friend's unsuccessful attempt to make him eat non-vegetarian food. The mental and ethical maturity of Gandhiji and his friend is very clearly reflected in these words.

Explanation: Gandhi's friend wanted him to be at ease in English society and advised him many times to turn to non-vegetarianism which he thought would also makes us mentally and physically strong. Gandhi insisted on knowing the ingredients of the soup before he even tasted the dish; so his friend's attempt failed. The failure of the attempt did not affect their friendly relations because both of them were mature and respected each other's opinions howsoever different they may be. It reflects maturity of minds and is a lesson to the readers.

6.5.2. Short answer type questions:

6.5.2.a. Gandhiji decided to take lessons in various fields to make himself a perfect English gentleman. What were these fields?

6.5.2.b. How did Gandhiji's faith in vegetarianism grow?

6.5.2.c. How did Gandhiji extricate himself from the lessons?

6.5.2.d. What does the title of the essay suggest?

6.5.2.: Answer to the above questions

Ans 6.5.2.a.: Gandhiji started taking lessons in dancing, elocution and French. He also bought a violin and started taking lessons in playing the violin to cultivate a taste for western music. He wanted to travel over the Continent and because French was the lingua franca of the Continent he thought it prudent to learn it.

Ans 6.5.2.b.: He read several books on vegetarianism written by eminent authors and was completely convinced by their arguments. He was particularly impressed by Howard Williams' *The Ethics of Diet* in which he had made a strong case in favour of vegetarianism by citing the example of all philosophers and prophets having been vegetarians. He was also impressed by Dr Allinson's account of successful use of vegetarianism as the basis of curative system.

Ans 6.5.2.c.: Gandhiji wrote a letter to his elocution teacher telling him that lessons in dancing, violin, elocution etc. will not make him a gentleman and requested that he be excused from further lessons. He wrote a similar letter to the dancing teacher and went personally to the violin teacher with an additional request of disposing of the violin at any price that it might fetch.

Ans 6.5.2.d.: It suggests that following only such manners of the English society as dancing, playing the violin, appreciation of western music and effective and literary speech of their

language and wearing clothes in their fashion would not make him a gentleman. He could become a gentleman only with the qualities of his character.

6.5.3. Essay type questions:

6.5.3.a. Describe the relationship that Gandhiji shared with his friend?

Answer: Gandhiji during his stay in England as a student of law mentions his friendship with an Englishman. Though Gandhiji does not reveal his name in this chapter, he shared a relationship of love, respect and care with this friend. His friend was worried about his vegetarianism which had become an obsession with Gandhi lately as a result of his extensive readings on the subject. And he thought that his vegetarianism would come in the way of Gandhi's real aim – to become a lawyer.. He also thought that it should not create problem in his adjustment in the English society. As a last resort to turn Gandhi into non-vegetarian, his friend invited him to the theatre and before the performance they went to take meals in a fashionable restaurant. There he ordered soup. Gandhiji called the waiter to make sure that it was vegetarian. His friend was desperate and the dinner ended in a fiasco. All efforts of his friend, this being the last, to initiate him into eating non-vegetarian food failed. Gandhiji assured his friend that he would compensate for this shortfall by cultivating other accomplishments and become a gentleman in terms of the English society. Gandhiji and his friend had many differences in thought and action yet they had mutual respect for each other. Nothing affected their friendship.

6.5.3.b. Describe some of the habits and attitudes that Gandhiji had cultivated which were at variance with what he encountered in Britain.

Answer: Gandhiji was a staunch vegetarian, as per the tenets of the society he grew in, which was affirmed and made stronger by his extensive readings on vegetarianism. These writers included dieticians, doctors and thinkers who were all Europeans. Whereas in practice largest number of people in England were non-vegetarians. They also thought that non-vegetarian food makes a human being healthier – physically and mentally. Hence, Gandhi was also expected to become a non-vegetarian to go well with the majority and not remain a misfit in most social gatherings and events. But Gandhi remained steadfastly committed to vegetarianism. After the fiasco in the Holborn Restaurant, Gandhi became conscious that he was indeed at variance with the prevalent social manners. He realised that he needed to change himself radically in dress, hairstyle, speech, language and artistic tastes to be at ease in the English society. Not only had he had to buy new clothes and accessories and change hairstyle but also had to take lessons in various fields. He joined dancing, music, French and elocution classes. He spent money in paying fees and buying necessary articles like violin and books. But very soon Gandhi realized that being a gentleman had more to do with one's mind-set than learning these outward manners. He also realized the futility of learning these arts as he was not to spend his entire life in that society.

6.5.3.c. Describe Gandhiji's attempts to inculcate the qualities of an English gentleman. How did these attempts turn out?

Answer: Gandhi felt the need of inculcating the qualities of an English gentleman to be at home in English society and make up for his vegetarianism for a better adjustment in the English society. He needed to change himself in dress, hairstyle, speech, language and

artistic taste to be at ease in the English society. He switched over to the English style clothes, changed his hair style, bought accessories to go with dress, and learnt the art of wearing tie. He started spending more time in front of mirror correctly parting his hair. He started taking lessons in dancing playing violin, French and elocution. French was the lingua franca of the Continent and he planned to travel all over Europe as a part of general development of personality, he decided to go for lessons in French. He spent heavily on tuition fee, purchasing a violin, and prescribed books.

But Mr Bell's *Standard Elocutionist* made him realize that he need not focus on these things and activities. He should rather concentrate on his study of law and join Inns of Court which was his real purpose of coming to England. He thought that his character should be sufficient to make him a gentleman. He did not need to inculcate qualities acceptable in English society. Here after he became a serious student and focused on studies only.

6.5.3.d. What is the fable of the recluse? What is its implication for Gandhiji's life?

Answer: The fable is about a recluse who was disturbed by mice. In order to deal with the menace of mice he brought a cat. To feed the cat he brought a cow. To take care of the cow he engaged a person and so on and so forth. Recluse is a person who lives a solitary life, usually, for religious purpose. Recluse is often also used for hermit. The moral of the story refers to deflection from one's goal: "Forgetting a higher goal and pursuing an incidental and lower or inconsequential goal." If the hermit had so many animals and men to manage when would he contemplate on religious matters and the very purpose of moving away from society stands defeated? The same had become the fate of Gandhiji. He had forgotten that he had to focus on studies, that he had come to England to become a lawyer. What was this whole business of becoming a gentleman at so much price in terms of money and time? Would his gentleman like manners carry him through his arguments in courts? Would he be able to help people get justice merely through his elocution, French, violin playing and dancing? The voice from within him gave the same answer to all these questions – No. Like the hermit of the fable, Gandhiji could realize that he has deflected from his real goal only under the load of his own foolishness.

6.5.3.e. 'But henceforward I became a student.' Trace the course of events and thoughts that led Gandhiji to arrive at this.

Answer: Gandhiji went to London to study law at the Inner Temple. He was a staunch vegetarian for the reasons of health and religion. One of his friends tried hard to convert him to non-vegetarianism. Without converting to non-vegetarianism, Gandhi would remain unfit in the English society, he thought. But all his arguments and efforts failed. Gandhiji, on his part, tried to make up for it by cultivating certain accomplishments that would make him feel at ease in the polite English society. First thing he did was to change his clothes from Bombay cut to the fashion of London and bought clothes and accessories from Bond Street. He spent a good amount of money in this venture. He also started devoting more time to his hair style. He thought of becoming a gentleman by taking lessons in French, dancing, playing the violin and elocution. For this purpose he enrolled in various tuition classes, paid fees and bought books and also a violin which was almost a burden on his limited resources. But very soon he realized that all this effort

was useless for him as he was not to stay in England for the rest of his life. So he stopped these lessons and paid attention to his studies which was the precise reason for his stay in England.

6.5.4. Comprehension of the given passage:

Read the following passage and answer the questions that follow:

My faith in vegetarianism grew on me from day to day. Salt's book whetted my appetite for dietetic studies. I went in for all books available on vegetarianism and read them. One of these, Howard Williams' *The Ethics of Diet*, was the 'biographical history of the literature of human dietetics from the earliest period to the present day'. It tried to make out that all philosophers and prophets from Pythagoras and Jesus down to those of the present age were vegetarians.

(1) What happened to the writer's faith in vegetarianism?

Answer: The writer's faith in vegetarianism grew on him every day.

(2) What did the writer do?

Answer: The writer read all books on vegetarianism that he could get.

(3) What increased his interest in healthy eating studies?

Answer: His interest in dietetic studies was greatly increased by Salt's book.

(4) What was main argument of Williams?

Answer: Main argument of Howard Williams in *The Ethics of Diet* was that all philosophers and prophets from Pythagoras and Jesus to the present day were vegetarians.

(5) Give meaning of "go in for" by using it in a sentence of your own.

Answer: People go in for chess a lot in Russia.

6.6. Extended Grammar: (Past Tense)

6.6.1. In English language past tense is used in expressing those situations which refer to a time that is prior to the present. It locates an event or state in the past and situates the event or state at a 'temporal distance' from the moment of speaking, whether in time, towards the past, or with regard to potential or hypothetical events which have not yet occurred in the present or are yet to occur in the future. Most verbs have distinct past forms. Past tense in English has two features of meaning:

- The speaker conceptualises the event as having occurred at some specific time in the past.
- The event is presented as wholly located in the past, in a time-frame that is separated from the present. For example:

James Joyce was born in Dublin in 1882.

He lived in Ireland until 1904 and spent the rest of his life abroad.

Here, 'was born' refers to a point of time in past, while 'lived' and 'spent' may be interpreted as referring to longer duration of time in past.

6.6.2. Forms of past tense:

Affirmative: Harish left the city yesterday. (past indefinite)

When I reached his home he was packing his bags. (past continuous)

He had already been transferred to a new place on promotion. (past perfect)

He had been waiting for his promotion for six months. (past perfect continuous)

Negative sentences are formed by using the auxiliary: did + not + present form of the verb (indefinite); was + not + present participle form of the verb (continuous); had + not + past participle form of the verb (perfect); had been + not + present participle form of the verb (perfect continuous).

Interrogative and negative interrogative sentences are formed in a manner similar to the formations in present tense.

6.6.3. Past indefinite tense is used

- to express a state or event that occurred at a particular time in the past
- to state that a situation existed over a period of time in the past
- to express an event that occurred regularly or repeatedly in the past, but which no longer occurs
- to express present or future in conditional sentences, after 'it's time', 'would rather' and 'wish'
- to express a tentative attitude, suggesting politeness or respect

6.6.4. Past continuous tense is used

- in narratives for descriptions
- to state the temporary nature of actions, events and situations in past
- to express gradual increase or decrease without a time expression; with a point of time, it expresses an action that began before that point of time and probably continued after it
- to indicate a more casual, less deliberate action
- with 'always' to express the annoyance of the speaker about repeatedly occurring actions in the past (forever, continually and constantly can also be used in place of always)
- stative verbs are usually not used in the continuous tense forms

6.6.5. Past perfect tense is used

- to express a 'second or earlier' past
- in reported speech after past reporting verbs like said, told, asked, explained, thought, wondered, etc.
- with adjuncts of time like when, after, as soon as, the moment, immediately, etc. to emphasise that the first action was completed before the second one started
- verbs of knowing or understanding are not normally used in time clauses except when accompanied by an expression denoting a period of time

6.6.6. Past perfect continuous tense

- is not used with verbs that are not used in continuous forms, except with 'want' and sometimes 'wish'
- is used to express a repeated action which is apparently uninterrupted
- [For a more complete and longer discussion of the past tense and more exercises consult Chapter 7 of the prescribed book *Literature and Language I*]

6.7. Grammar Exercises (Solved)

6.7.1. Complete the following paragraphs using appropriate forms of the verbs given in brackets:

- By eight he was at his desk in his 'room' which (be) only a corner in his father's dressing-room. He (have) a table on which all his things, his coat, cap, slate, ink-bottle, and books, were (throw) in a confused heap.

Answers: was, had, thrown

- Life (become) especially unbearable in the evening, when the groans and cries (become) louder and more noticeable in the stillness, when blue-black shadows (creep) from the far-off mountain gorges, hiding the enemy's camp and moving towards the half-shattered walls, and, over the black summits of the mountains, the moon (appear), like a lost shield (batter) by the blows of heavy swords.

Answers: became, became, crept, appeared, battered

6.7.2. Answer the following questions, using the simple past tense forms of the verbs in italics, together with adverbs wherever suggested:

- Where did you *spend* your holidays last year?
I *spent* my holidays in Kerala.
- How did you *travel*?
I *travelled* by train.
- What sort of weather did the place *have*?
It *had* a pleasant weather – neither hot nor very cold.
- How many hours did you *sleep* each night? (generally)
I generally *slept* for six hours each night.
- At what time did you *get* up? (usually)

I usually *got* up at 6 O' clock.

6.7.3. Complete the sentences below with the simple past or past perfect tense forms of the verbs given in brackets and making any changes that may be necessary:

- 7.7.3.1. Thousands of vending machines (have) to be converted before decimalization (take) place.
- 7.7.3.2. What he (do) after he (leave) school?
- 7.7.3.3. As soon as there (be) even a temporary break in the weather, the climbers (renew) their attempts to reach the summit.
- 7.7.3.4. After the monsoon (set) in, no further attempts (be) possible.
- 7.7.3.5. We (interrupt) our programme the moment we (have) the news of the calamity.

Answers: had, took; did, had left; had been, renewed; had set, were; interrupted, had had.

6.7.4. Complete the sentences with the simple past or the past continuous tense forms of the verbs in brackets:

- 7.7.4.1. He (sleep) soundly when he (awaken-passive) by a noise. He (go) downstairs to find out what (happen). He (know) something must be wrong because the dog (bark) furiously.

Answers: was sleeping, was awakened, went, was happening, knew, was barking

- 7.7.4.2. The men (drink) together when an argument (break out). The men soon (come) to blows, and a gentleman (call) the police. The situation just (begin) to get out of hand, when the police

(arrive) and (take) the two men to the police station. While they (get) out of police vehicle, one man (make) a break for it, and (succeed) in getting away. They still (look) for the man two hours later.

Answers: were drinking, broke out, came, called, was just beginning, arrived, took, were getting, made, succeeded, were still looking

6.7.5. Unsolved exercises:

6.7.5.1. Explain with reference to the context:

- But I decided that I should put him at ease, that I should assure him that I would be clumsy no more, but try to become polished and make up for my vegetarianism by cultivating other accomplishments which fitted one for polite society. And for this purpose I undertook the all too impossible task of becoming an English gentleman.
- The friend had planned to take me to this restaurant evidently imagining that modesty would forbid any questions. And it was a very big company of diners in the midst of which my friend and I sat sharing a table between us. The first course was soup. I wondered what it might be made of, but dared not ask the friend about it.

6.7.5.2. Answer the following questions in about 50 words each:

- What were the anxieties of Gandhiji's friend?
- What did Gandhiji buy, where from and what at cost to become an English gentleman?
- What was Gandhiji's experience in dance, music and elocution lessons?

6.7.6. Answer the following question in about 200 words:

- How can the experiences in "Playing the English Gentleman" be considered experiments with truth?

6.7.7. Read the passage carefully and answer the questions that follow:

Dr Anna Kingsford's *The Perfect Way in Diet* was also an attractive book. Dr Allinson's writings on health and hygiene were likewise very helpful. He advocated a curative system based on regulation of the dietary of the patients. The result of reading books on vegetarianism was that experiments with my diet came to take an important place in my life. Health was the principal consideration of those experiments to begin with. But later on religion became the supreme motive.

- What sort of book was *The Perfect Way in Diet*?
- What else besides the book mentioned in question 1 did help the writer?
- What did inspire the write initially?
- What was the importance of vegetarianism for the writer?
- What was very important in Dr Allinson's practice?

6.7.8. Grammar:

6.7.8.1. Use a suitable form of the past tense of the verbs given in brackets in the following:

- They (build) a house in Gurgaon last year.
- She (weep) when I (go) to see her.
- He never (go) to bed early.
- It (snow) at this time yesterday.

- The old man (cross) the street while the car (hit) him.
- Raman (have) tea while Ramaa (write) a letter.
- The bell already (ring) before I (reach) the examination hall.
- We (have) lunch after the guests (arrive).
- Mahesh continually (ask) for money.
- If only you (keep) your mouth shut.
- Surekha just (go) out when I (call) at her house.
- His hand (bleed) for half an hour when the doctor examined it.
- I (read) a book since morning.
- I thought that my friend (come).
- Raman won a scholarship. He (work) hard for it for the last one year.
- I (look) for my spectacles for half an hour when I (realize) they were on my head.
- They (wait) for us when we (come) back yesterday.
- Raman in his younger years (use to go) for a walk daily.
- I (do) the washing before they stopped the water supply.
- The Prime Minister defended his government. He (reply) to a no-confidence motion.
- Mrs Raman (leave) this place a fortnight ago.
- Since the parents were away the girls (sing) and (dance).
- Raman said that he (prepare) hard for the interview.
- I (consult) my doctor before I (start) doing rigorous exercise.
- The sky was clear when the match started though it (rain) throughout the night.
- While I (walk) through the park early in the morning, I (find) a purse.

6.7.8.2. Complete the following sentences:

- Experiments with diet became an important part of Gandhiji's life on account of the fact that
- Gandhiji did not feel at home in English society because
- Gandhiji's friend made one last effort to reform him because.....
- Gandhi summoned the waiter and
- Gandhiji went without food that night because
- The name of the restaurant that Gandhiji and his friend visitedHolborn Restaurant

Chapter-7

Great Books Born out of Great Minds (Dr APJ Kalam)

Study Material: Dr. Randeep Rana

7.1. Objective behind the Present Essay

Francis Bacon rightly says that “reading maketh a full man; conference a ready man; and writing an exact man” Dr Avul Pakir Jainulabdeen Abdul Kalam advocates and promotes almost similar idea in this essay. The objective behind prescribing this essay is very clear. In the 21st century which is an age of IT revolution, almost everything is affected by the advancement of technological advancement. Children are becoming enamored with computer technology, computer games, internet, and love of gadgets have become the final love of children. Today, we have eBooks, novels etc. The present essay aims to encourage the students to take an initiative to introspect, leave hesitation and start writing in order to develop writing skills.

7.2. About the Author

Avul Pakir Jainulabdeen Abdul Kalam (an Indian scientist who served as the 11th President of India from 2002 to 2007) was born on 15 October 1931 in a Tamil Muslim family to Jainulabudeen, a boat owner and Ashiamma, a housewife, at Rameswaram, located in the Indian state of Tamil Nadu. He came from a poor background and started working at an early age to supplement his family's income. After completing school education, Kalam distributed newspapers to financially contribute to his father's income. In his school, he was a bright and hardworking student having a strong desire to learn and spend hours on his studies, especially learning mathematics. After completing his school education, he went on to attend Saint Joseph's College, Tiruchirappalli, affiliated to the University of Madras, from where he graduated in physics in 1954.

In 1960, Kalam joined Aeronautical Development Establishment of Defence Research and Development Organisation (DRDO) as a scientist. Kalam started his career by designing a small helicopter for the Indian Army, but remained unconvinced with the choice of his job at DRDO. Kalam was also part of the INCOSPAR committee working under Vikram Sarabhai, the renowned space scientist. In 1969, Kalam was transferred to the Indian Space Research Organisation (ISRO) where he was the project director of India's first indigenous Satellite Launch Vehicle (SLV-III) which successfully deployed the *Rohini* satellite in near earth's orbit in July 1980.

He spent the next four decades as a scientist and science administrator, mainly at the Defence Research and Development Organisation (DRDO) and Indian Space Research Organisation (ISRO) and was intimately involved in the India's space program and military missile development efforts. He thus came to be known as the *Missile Man of India* for his work on the development of ballistic missile and launch vehicle technology. He also played a pivotal organizational, technical and political role in India's *Pokhran-II* nuclear test in 1998, the first since the original nuclear test by India in 1974.

He was a visiting professor at Indian Institute of Management, Shillong, Indian Institute of Management Ahmedabad and Indian Institute of Management, Indore, honorary fellow of Indian Institute of Science, Bangalore, Chancellor of the Indian Institute of Space Science and Technology Thiruvananthapuram, a professor

of Aerospace Engineering at Anna University (Chennai), JSS University (Mysore) and an adjunct/visiting faculty at many other academic and research institutions across India. He breathed his last on July 27, 2015, at Shillong

7.3. About the Text

The present essay postulates that reading habits from young age and constant attainment of knowledge and information through books certainly make human beings to appreciate various facets of social life and become self-sufficient learners. He resolutely considers that storytelling is an essential constituent of leadership. He further advocated that possessing and reading a good book is certainly an everlasting growth of life. In fact, Good books are permanent companions.

7.4. Summary

Dr APJ Kalam in this essay encourages the readers to develop reading habits from young age. He emphasizes that persistent attainment of knowledge through books make human beings appreciate various aspects of social life and finally they become autonomous learners. According to Kalam, culture of excellence is not by accident. It is a process, where individuals (or an organisation or a nation) endlessly struggle to improve themselves. They set the presentation standards themselves, work on their dreams with focused concentration and are prepared to take planned risks and do not get discouraged by disappointments as they move towards the realization of their dreams to reach the original targets. They endeavor to work to their capability, and in the process, they increase their performance, thereby multiplying further their potential. This is an unending life-cycle phenomenon. They are not in competition with anyone else, but themselves. This is the culture of excellence.

Kalam's deep and personal interaction with 16 million young men was like living in a world of stories. Children consider everything a story. They want to become astronauts, pilots, soldiers, doctors, sailors, and so on. These children weave their own fantastic landscapes. Dr APJ Kalam realized after living for 82 years, that he was also living a story and virtually believes that there is an author alive in our minds creating narratives about the past and the future.

Dr APJ encourages that stories help one to negotiate life's intricate social problems in the manner flight simulators prepare pilots for difficult situations. Storytelling has developed, like other human behavior to ensure the survival of human beings. Human beings are transported mentally into an alternative world flying on the wings of Imagination. A story is a useful instrument rather than an item for artistic appreciation. The listeners are glued to the storyteller and this is the greatest reward for the storyteller. This makes storytelling a central component of leadership. Eventually, Dr Kalam attributed to the change in the Indian economy in 1998 to a story when he wrote *India 2020*.

Further, Dr APJ Kalam warns about the darker side of storytelling. Sometimes, this storytelling makes human beings exposed to intrigue theories, advertisements and narratives by making the imaginative appear as real. Everything is in the eye of the beholder. Right, wrong, sin, good, duty, responsibility, love, hate—all of these depend on who is looking. New forms of stories create their own new sets of problems, which require yet more solutions. Alternate Reality Games (ARG) are interactive networked narratives that use the real world as a platform and use trans-media storytelling to deliver a story that may be changed by participants' ideas or actions. The human brain has been slow to evolve in comparison to the technology and still responds to content by looking for the story to make sense out of the experience. He advises us to take this art of storytelling in a serious manner and ensure that stories remain true human experiences. He wants the stories to overtake technology and enlighten the humanity by collaboration and connection, the core experience of humanity.

Towards the end of his essay, Dr APJ Kalam has tried to find out the source that motivated the great author Johann Wolfgang Goethe, to write *Faust*, the great German epic, Shakespeare who could see the past, the present and the future through his great musical plays and the great Indian epic-master Valmiki, who evolved

the story of the *Ramayana*, that stands for the past, the present and the future. He discovered through the biographies of Goethe and Shakespeare that their minds were inspired by the Life Force an intellectual energy. But by the passing of time it gets diluted and gets lost. Only a few great souls fully concentrate and use this Life Force. Valmiki was enthused by a divine force that helped him evolve the *Ramayana*. Dr APJ Kalam concludes his talk on an optimistic note by an encouraging message, particularly for the young authors i.e they have the mighty force within themselves, that needs to be accumulated, concentrated upon and imaginatively used for the creation of great works.

7.5. Points to Remember:

- Friends, excellence is not by accident. It is a process, where individuals (or an organisation or a nation) continuously strive to better themselves.
- For children everything is a story.
- Stories help us navigate life's complex social problems.
- Imagination gives us, in other words, the near magical ability to experience what we did not actually experience.
- Storytelling has a darker side too.
- Stories should remain authentic human experiences.
- Goethe and Shakespeare claim that every human being has intellectual energy.

7.6. Explain with reference to the context the following:

- 7.6.1. Friends, reading habits from young age and continuous acquisition of knowledge through books indeed make human beings appreciate multiple aspects of societal life and become autonomous learners.

Ref: These lines are taken from the essay *Great Books Born out of Great Minds* written by Dr APJ Kalam. In this essay the author has inspired and encouraged young authors and promising writers.

Explanation: In these lines the author states that developing reading habits from young age and continuously acquiring knowledge through books help human beings in understanding and appreciating various aspects of social life and they become autonomous learners.

- 7.6.2. Friends, excellence is not by accident. It is a process, where individuals (or an organisation or a nation) continuously strive to better themselves. They set the performance standards themselves, they work on their dreams with focus and are prepared to take calculated risks and do not get deterred by failures as they move towards their dreams.

Ref: These lines are taken from the essay *Great Books Born out of Great Minds* written by Dr APJ Kalam. In this essay the author has inspired and encouraged young authors and promising writers.

Exp: According to Kalam, culture of excellence is not by accident. It is a process, where individuals, an organization or a nation endlessly struggle to improve themselves. They set the presentation standards themselves, they work on their dreams with focused concentration, are prepared to take planned risks and do not get discouraged by disappointments as they move towards the realization of their dreams to reach the original targets.

- 7.6.3. Perhaps, stories help us navigate life's complex social problems—just as flight simulators prepare pilots for difficult situations. Storytelling has evolved, like other behaviors, to ensure our survival. Imagination is an awesome evolutionary adaptation that allows people to teleport mentally into alternative worlds.

Ref: These lines are taken from the essay *Great Books Born out of Great Minds* written by Dr APJ Kalam. In this essay the author has inspired and encouraged young authors and promising writers.

Exp: In these lines the author says that stories help one to negotiate life's intricate social problems in the manner flight simulators prepare pilots for difficult situations. Storytelling has developed, like other human behavior to ensure the survival of human beings. Human beings are transported mentally into an alternative world flying on the wings of Imagination.

- 7.6.4. Of course, storytelling has a darker side too. It makes us vulnerable to conspiracy theories, advertisements and narratives about ourselves that are more 'truthy' than true.

Ref: These lines are taken from the essay *Great Books Born out of Great Minds* written by Dr APJ Kalam. In this essay the author has inspired and encouraged young authors and promising writers.

Exp: In these lines the writer warns about the darker side of storytelling. Sometimes, this storytelling makes human beings exposed to intrigue theories, advertisements and narratives by making the imaginative appear as real.

- 7.6.5. The message friends, particularly the young authors, is this: You have the mighty force within you— assemble it, concentrate and use it for imagination and create great works.

Ref: These lines are taken from the essay *Great Books Born out of Great Minds* written by Dr APJ Kalam. In this essay the author has inspired and encouraged young authors and promising writers.

Exp: In these lines the author gives a clear message to the young authors, that they have the mighty force within themselves, that needs to be accumulated, concentrated upon and imaginatively used for the creation of great works.

7.7. Answer the following questions.

- 7.7.1. What makes human beings autonomous learners?
- 7.7.2. How can one achieve excellence in life?
- 7.7.3. What are the career prospects for children according to Dr. Kalam?
- 7.7.4. How do stories help us?
- 7.7.5. What reward do the listeners bestow on the storyteller?
- 7.7.6. When did Dr Kalam write *India 2020*?
- 7.7.7. Who evolved *Faust*?
- 7.7.8. Who evolved the story of the *Ramayana*?

7.7.-A : Answer to the above Questions.

Ans 7.7.1.: Human beings can become autonomous learners by inculcating reading habits from young age and by continuous acquisition of knowledge through books.

Ans 7.7.2.: According to Dr APJ Kalam excellence cannot be achieved in one day. One can achieve excellence in life through working hard and continuously striving to better oneself.

Ans 7.7.3.: There are plenty of career prospects available for children. They can become astronauts, pilots, soldiers, doctors, sailors, etc. For children everything is a story. They weave fantasies. After growing up they are able to understand novels, films and plays and can become writers and authors.

Ans 7.7.4.: Stories play a very important part in our life. Stories help us tackle/deal with life's complex social problems.

Ans 7.7.5.: The story teller is able to mesmerize the audience. They are glued to his face and words. Attention is the reward that listeners bestow on the storyteller.

Ans 7.7.6.: Dr Kalam wrote *India 2020* in 1998.

Ans 7.7.7.: *Faust* was written Johann Wolfgang Goethe.

Ans 7.7.8.: The story of the *Ramayana* was evolved by Valmiki.

7.8 Write short answers (in about five lines each) to the following questions.

7.8.1. What is the culture of excellence, according to Dr Kalam?

Ans. Dr Kalam begin his speech by talking about the culture of excellence. According to the author excellence does not come by accident. It is a process, where individuals (or an organisation or a nation) continuously strive to better themselves. They set the performance standards themselves, they work on their dreams with focus and are prepared to take calculated risks and do not get deterred by failures as they move towards the realization of their dreams.

7.8.2. Discuss Dr Kalam's findings on his interactions with youngsters?

Ans: Dr Kalam says that he has so far met 16 million young men. Interacting with the youngsters is like living in a world of stories. They want to become astronauts, pilots, soldiers, doctors, sailors, and so on. They live in their own world of imagination and fantasies. After growing up they read novels, watch films and plays. Dr Kalam felt that there is an author in the mind of every person.

7.8.3. According to Dr Kalam, what influence does a story have on our mind?

Ans: According to Dr Kalam, stories help us navigate life's complex social problems, just as flight simulators prepare pilots for difficult situations. Storytelling ensures our survival. Imagination is a remarkable component of storytelling that teleports human beings mentally into an alternative worlds. Imagination gives us, in other words, the near magical ability to experience what we did not actually experience. A story is 'a thing that does' rather than 'a thing that is'. It is a tool with measurable utility rather than an object for aesthetic admiration. Attention is the reward that listeners bestow on the storyteller. This makes storytelling a central component of leadership.

7.8.4. Discuss the negative aspects of storytelling?

Ans: According to the author, storytelling has a negative side also. It makes human beings exposed to conspiracy theories, advertisements and narratives about ourselves that are not completely true. Everything depends on the story reader. Thoughts like right, wrong, sin, good, duty, responsibility, love, hate, all of these depend on who is reading the story.

7.8.5. Discuss Dr Kalam's views on Goethe, Shakespeare and Valmiki?

Ans.: Dr Kalam praised Goethe, Shakespeare and Valmiki. Johann Wolfgang Goethe, mind evolved *Faust*, the great German epic. Shakespeare could see the past, the present and the future

through his great musical plays. Whereas, the great Indian epic-master Valmiki evolved the story of the *Ramayana*, that stands for the past, the present and the future. In the biographies of Goethe and Shakespeare, they claimed that their minds were actuated by the Life Force. They claim that every human being has intellectual energy, this Life Force. Valmiki stated that a divine force helped him evolve the *Ramayana*.

7.8.6. What message does Dr Kalam give at the end of his speech?

Ans 7.8.6.: At the end of his speech Dr Kalam gave the example of three great writers, namely, Goethe, Shakespeare and Valmiki. All these writers had a powerful energy of creation in their minds. This divine energy and Life force is present in the human beings. He advised the young authors to realize this energy assemble it, concentrate and use it for imagination and create great works.

7.9. Comprehension Passages:

7.9.1. Passage

Friends, reading habits from young age and continuous acquisition of knowledge through books indeed make human beings appreciate multiple aspects of societal life and become autonomous learners. First let me talk about the culture of excellence. Friends, excellence is not by accident. It is a process, where individuals (or an organisation or a nation) continuously strive to better themselves. They set the performance standards themselves, they work on their dreams with focus and are prepared to take calculated risks and do not get deterred by failures as they move towards their dreams. Then they step up their dreams as they tend to reach the original targets. They strive to work to their potential, and in the process, they increase their performance, thereby multiplying further their potential. This is an unending life-cycle phenomenon. They are not in competition with anyone else, but themselves. That is the culture of excellence.

Questions and Answers:

- According to the author, what makes human beings appreciate multiple aspects of societal life and become autonomous learners?

Ans: According to the author, reading habits from young age and continuous acquisition of knowledge through books, make human beings appreciate multiple aspects of societal life and they become autonomous learners.

- According to the author, What is excellence?

Ans: According to the author, excellence is a process, where individuals, organizations or nations continuously endeavor to better themselves.

- According to the author, who are not deterred by the failures?

Ans: Those who set the performance standards themselves, work on their dreams with focus, are prepared to take calculated risks are not deterred by failures.

- According to the author, what is an unending life-cycle phenomenon?

Ans: The constant struggle for achieving excellence is an unending life-cycle phenomenon.

7.9.2. Passage

Friends, I have so far met 16 million young men. Interacting with the young is like living in a world of stories. For children everything is a story. They want to become astronauts, pilots, soldiers, doctors, sailors, and so on. They live in landscapes of make-believe. They spin fantasies. After growing up they absorb novels, films and

plays. Even sporting events and criminal trials unfold as narratives. It suddenly strikes to me now, after living for 82 years, that I am also living a story. Am I not, everyday, conveying events and thoughts in words? Are we not ‘making’ and ‘beautifying’ the Reality around us? *Can we say that humans are ‘wired’ for stories?* Is there an author alive in our minds creating narratives about the past and the future?

Questions and Answers:

- What are the views of the author on his interaction with the young?

Ans: The author says that interacting with the young is like living in a world of stories.

- According to the author, what are the career opportunities for the children?

Ans: According to the author children can become astronauts, pilots, soldiers, doctors, sailors, and so on.

- According to the author where do the children live?

Ans: According to the author the children live in landscapes of make-believe.

- What the author realizes after living for 82 years?

Ans: The author realizes after living for 82 years that he is also living a story.

7.9.3. Passage

Perhaps, stories help us navigate life’s complex social problems—just as flight simulators prepare pilots for difficult situations. Storytelling has evolved, like other behaviours, to ensure our survival. Imagination is an awesome evolutionary adaptation that allows people to teleport mentally into alternative worlds. Imagination gives us, in other words, the near magical ability to experience what we did not actually experience. A story is ‘a thing that does’ rather than ‘a thing that is’. It is a tool with measurable utility rather than an object for aesthetic admiration. Attention is the reward that listeners bestow on the storyteller. This makes storytelling a central component of leadership. When we wrote *India 2020* in 1998, it was a story that stirred the Indian economy.

Questions and Answers:

- How do stories help us?

Ans: The stories help us navigate life’s complex social problems.

- What has happened to the stories ?

Ans: Storytelling has evolved, like other behaviours, to ensure our survival.

- According to the author, how does imagination helps us?

Ans: According to the author, imagination teleports people mentally into alternative worlds. Imagination gives them a magical ability to experience what they did not actually experience.

- According to the author, what is the reward of the storyteller?

Ans: According to the author, attention is the reward that listeners bestow on the storyteller.

7.9.4. Passage

Of course, storytelling has a darker side too. It makes us vulnerable to conspiracy theories, advertisements and narratives about ourselves that are more ‘truthy’ than true. Everything is in the eye of the beholder. Right, wrong, sin, good, duty, responsibility, love, hate—all of these depend on who is looking. New forms of stories generate their own new sets of problems, which require yet more solutions. Alternate Reality Games (ARG) are interactive networked narratives that use the real world as a platform and uses trans-media storytelling to deliver a story that may be altered by participants’ ideas or actions. The human brain has been on a slower evolutionary trajectory than the technology and our brains still respond to content by looking for the story to make sense out of the experience. It is very important that we revisit storytelling in a serious manner and

ensure that stories remain authentic human experiences. Let the stories leap frog the technology and bring us to the core of human experience about collaboration and connection.

Questions and answers:

- According to the author, which is the dark side of storytelling?

Ans: The darker side of the stories is that stories makes us vulnerable to conspiracy theories, advertisements and narratives about ourselves that are more unreal than real.

- What is the function of ARG?

Ans: Alternate Reality Games (ARG) are interactive networked narratives that use the real world as a platform and uses trans-media storytelling to deliver a story that may be altered by participants' ideas or actions.

- What is the position of human brain in comparison to the technology?

Ans: The human brain has been on a slower evolutionary trajectory than the technology.

- What should be the real function of the stories?

Ans: The stories should bring us to the core of human experience about collaboration and connection.

7.9.5. Passage

In this connection, let me share my observation. I was reading a book on the great author Johann Wolfgang Goethe, whose mind evolved *Faust*, the great German epic. Shakespeare can see the past, the present and the future through his great musical plays. Whereas, the great Indian epic-master Valmiki evolved the story of the *Ramayana*, that stands for the past, the present and the future. I was asking myself what could have actuated their minds to evolve such great epics. In the biographies of Goethe and Shakespeare, they claimed that their minds were actuated by the Life Force. They claim that every human being has intellectual energy, this Life Force. But it gets diluted and gets lost as life goes on. Only a few great souls fully concentrate and use this Life Force. Valmiki says that a divine force helped him evolve the *Ramayana*. The message friends, particularly the young authors, is this: You have the mighty force within you—assemble it, concentrate and use it for imagination and create great works.

Questions and answers:

- The author mentions which great writers in this passage?

Ans: The author mentions about, Johann Wolfgang Goethe, Shakespeare and Valmiki.

- What was their contribution?

Ans: Goethe, wrote *Faust*, the great German epic. Shakespeare could see the past, the present and the future through his great musical plays. Whereas, the great Indian epic-master Valmiki evolved the story of the *Ramayana*.

- What does the biographies of Johann Wolfgang Goethe and Shakespeare suggest?

Ans: The biographies of Goethe and Shakespeare suggest that every human being has intellectual energy, a Life Force and their their minds were actuated by the Life Force.

- What is the message of the author for the young authors?

Ans : The message for the young authors, is this that they have the mighty force within themselves , they should assemble it, concentrate and use it for imagination and create great works.

7.10. *Arrange the following statements about the events in the essay in the right order.*

- They claim that every human being has intellectual energy, this Life Force.
- New forms of story generate their own new sets of problems, which require yet more solutions.
- Perhaps stories help us navigate life's complex social problems.
- Then they step up their dreams as they tend to reach the original targets.
- It is a tool with measurable utility rather than an object for aesthetic admiration.
- That is the culture of excellence.
- Right, wrong, sin, good, duty, responsibility, love, hate—all of these depend on who's looking.

Answer:

- ✓ Then they step up their dreams as they tend to reach the original targets.
- ✓ That is the culture of excellence.
- ✓ Perhaps stories help us navigate life's complex social problems.
- ✓ It is a tool with measurable utility rather than an object for aesthetic admiration.
- ✓ Right, wrong, sin, good, duty, responsibility, love, hate—all of these depend on who's looking.
- ✓ New forms of story generate their own new sets of problems, which require yet more solutions.
- ✓ They claim that every human being has intellectual energy, this Life Force.

7.11. Vocabulary Exercises

7.11.1. *Provide antonyms of the following words given in the prescribed essay.*

- dark--- bright
- love-- hate
- sin-- virtue
- good--bad
- duty-- unemployment
- real-- unreal
- lost--found
- force- weakness
- difficult--easy
- work--rest
- appreciate---criticise

7.11.2. *Provide synonyms of the following words given in the prescribed essay.*

- Continuous--nonstop
- Better--finer
- Original-genuine
- Sporting--playful
- Suddenly—at once
- Awesome--fearsome
- Admiration--praise
- Right--proper
- Evolve--emerge
- Intellectual--scholarly

7.11.3. *Find one word equivalents of the following.*

- The quality of being honest and morally upright: righteous

- Any long established belief or custom: ritual.
- A piece of land bordering the sea: shore.
- An official announcement: proclamation.
- The state of forgetting: amnesia.
- One who can be easily irritated: petulant
- Government by the nobles: aristocracy
- One who speaks two languages: bilingual
- A long poem about the deeds of one or more great heroes: epic

7.12. Extended Grammar

7.12.1. Prepositions

A preposition (pre+position) is a word used before a noun or a pronoun to show in what relation the person or thing signified by it stands in regard to something else. E.g., at, in, on, of, to, by, etc.

Prepositions are generally classified as:

- Simple prepositions: to, at, till, up, on, off, of, with, for, from, etc.
- Compound prepositions: along, across, before, below, among, between, within, outside, around, etc.
- Group prepositions: according to, due to, because of, in place of, on account of, with respect to, etc.
- Participial prepositions: concerning, considering, during, regarding, etc.

7.12.1.a. Prepositions of place:

at a village, *at* a canal, *at* Rohtak
in the class, *in* a bank, *in* a forest
on the desk, *on* the wall
to school, *to* college
into the mirror, *into* the well

7.12.1.b. Prepositions of time:

at sunset, *at* lunch
on monday, *on* diwali
in april, *in* the beginning
by 6 pm, *by* 13 November, *by* evening
for four days, *for* a longperiod

7.13. Sometimes prepositions can also be used after nouns, adjectives and verbs.

- Prepositions used after Nouns: advice on, basis for, duty to, expert in, key to, delight in, proof of, desire for, fondness for, comparison with, peace with, exemption from, escape from, etc.
- Prepositions used after verbs: beg for, hope for, laugh at, smile at, accede to, add to, comply with, quarrel with, abstain from, prevent from, accuse of, beware of, rely on, spend on, etc.
- Prepositions used after adjectives: aware of, afraid of, blind to, loyal to, poor in, interested in, bent on, clever at, slow at, famous for, eligible for, exempt from, free from, busy with, etc.

7.13.1. Exercises

7.13.1.a. Fill in the blanks with suitable prepositions.

- When will you go _____ the school?
- The child threw the ball _____ the floor.

- Who is there _____ the door?
- I prefer tea _____ coffee.
- The school is _____ the right.
- He recovered _____ jaundice.
- The girls live _____ the hostel.
- Ajay is envious _____ me.
- Smoking is injurious _____ health.
- The parents felt sorry _____ their child.

Ans: to, on, at, to, on, from, in, of, to, for

7.13.1.b. Correct the following sentences.

- Amrit have no fondness of sweets.
- Jaibir has no liking in movies.
- jayant is fond for apples.
- Lalita's act was worthy in praise.
- Rajkumar jumped in the well.
- Michael caught me of the hand.
- Kiran took sweets of manju.
- Pulkit backed in of her promise.
- Goldy is suffering of flu.
- Amar was debarred to sit at the examination.

Answer:

- ✓ Amrit have no fondness *for* sweets.
- ✓ Jaibir has no liking *for* movies.
- ✓ jayant is fond *of* apples.
- ✓ Lalita's act was worthy *of* praise.
- ✓ Rajkumar jumped *into* the well.
- ✓ Michael caught me *by* the hand.
- ✓ Kiran took sweets *for* manju.
- ✓ Pulkit backed *out* of her promise.
- ✓ Goldy is suffering *from* flu.
- ✓ Amar was debarred *from sitting* at the examination.

7.14.1. Exercise:

Fill in the blank spaces in the following sentences with the correct preposition.

1. John Milton lived.....the reigns of Elizabeth I.
2. John Milton was born 1608, and died.....1674.
3. My birthday is..... April 28th.
4. The bus leaves.....12.30, and arrives in Agra.....4.15.
5. We shall call and see you.....monday,..... four o' clock.
6. The work must be finished.....the end of the month.
7. The thieves entered the shop.....the owner's absence.
8. The university is to be officially opened.....Monday next,.....9a.m.
9. Please give him your reply.....the end of the week at the latest.
10. Children are having a party.....New year's Day.

11. Baby always went to see her friends.....Diwali.
12. A tempest got up.....the day, and did much destruction.
13. Lalit will be forty-five.....November 11th.
14.which year was Pope born?
15. I shall be back.....about fifteen minutes’.
16. Could you meet me.....7.30a.m.....Sunday morning?
17. The family ought to be here.....now.
18. I will call at your college some time.....the afternoon.
19. They ceased work.....midnight.
20. Childrens’ Day is.....November 14th.

Answer:

1. during 2. in, in 3. on 4. at, at 5. on, at 6. by 7. during 8. on, at 9. by 10. on 11. at 12. in 13. on 14. In 15.in 16. at, on 17. by 18. in 19. at 20. on

7.14.2. Exercise :

Fill in the blanks with appropriate prepositions, wherever necessary.

1. I get up.....five o’ clock every morning.
2. It has been cool.....today, but it may becooler tomorrow.
3. We leave for our break.....Monday.
4. The First World War ended.....1918.
5. Will it be appropriate if I call to see you.....one day next month?
6. All the members of our family go to temple.....every Tuesday. My brother and I usually go.....the evening, but my mother and father go.....the morning.
7.last year my parents celebrated the twenty fifth anniversary of their wedding.
8. I will take up my new assignment.....next May.
9. We plan to go to the auditorium.....this morning. The show begins.....7.30, so we must leave homeseven o’clock at latest.
10. A news bulletin is broadcast..... four o’clock.....each evening.
11.one day you will repent your action.
12. It has rained..... almost every day.....this month.
13. My father will be retiring from service.....three years’ time.
14. The subscription falls due.....June 1st.....each year.
15.seven o’clock only four people had arrived.

Answer:

1. I get up at five o’ clock every morning.
2. It has been cool today, but it may be cooler tomorrow.
3. We leave for our break on Monday.
4. The first World War ended in 1918.

5. Will it be appropriate if I call to see you one day next month?
6. All the members of our family go to temple every Tuesday. My brother and I usually go in the evening, but my mother and father go in the morning.
7. Last week my parents celebrated the Twenty fifth anniversary of their wedding.
8. I will take up my new assignment next May.
9. We intend to go to the auditorium this morning. The performance begins at 7.30, so we must leave home by seven o'clock at latest.
10. A news bulletin is broadcast at four o'clock each evening.
11. One day you will repent your action.
12. It has rained almost every day this month.
13. My father will be retiring from service in three years' time.
14. The subscription falls due on June 1st each year.
15. By seven o'clock only six people had arrived.

7.15. Simple Future Tense

In English language, there are four ways of discussing about future time:

- Simple Future tense: will play, is going to play, is playing, plays
- future continuous tense: will be playing
- future perfect tense: will have played
- future perfect continuous tense: will have been playing

The simple future tense is used to express purpose, determination, promise, proposal, obligation, etc. Look at the following sentences:

You shall go back to your hostel today.
 I will play football today.
 You shall play cricket tomorrow.
 The school will start at 6 am.

The following table gives the various forms of simple future tense.

Affirmative	Negative	Interrogative
Subject+shall/will+Ist form of verb	Sub+shall/will not+Ist form of verb	Shall/Will+subject+Ist form of verb
I will dance.	I will not dance.	Will I dance?
We shall dance.	We shall not dance.	Shall we dance?
You will dance.	You shall not dance.	Will you dance?
They will/shall dance.	They will not dance.	Shall they dance?

Use of 'will' and 'shall'

Will is used for:

- Planned future incident/event: He will go after the lunch.
- Spontaneous decisions: I will have a cup of hot coffee, please.
- Request or offering help: Will you please carry my basket? I will help you.

- Intention: I will play.
- Determination: We will play.
- Invitation: Will you please join me for dinner?
- Assurance: We will not leave you alone.

Shall is used for:

- Duty: You shall defend your Country.
- Suggestion: Shall we go and watch the movie.
- Offer: Shall I bring a glass of milk for you?
- Rules: You shall obey the traffic rules.

7.15.1. Exercises

7.15.1.a. Use the correct simple future tense forms of the verbs in brackets to fill in the blanks, and convert each of the sentences into negative and interrogative sentences.

- Suman _____ her come what may. (help)
- Vijay _____ home tomorrow. (go)
- Rahul _____ the marriage. (attend)
- --- you _____ the pepper? (pass)
- She _____ my brother to the movie. (take)
- Vikram _____ a car soon. (buy)
- The function _____ in the evening. (begin)
- h. Jayant _____ whatever he needs. (have)
- Kulvir _____ the test. (pass)
- k. Jack _____ the guitar. (play)

Answer:

- ✓ Suman *will help* her come what may. (help)
- ✓ Vijay *will go* home tomorrow. (go)
- ✓ Rahul *shall attend* the marriage. (attend)
- ✓ *Will you pass* the pepper? (pass)
- ✓ She *will take* my brother to the movie. (take)
- ✓ Vikram *will buy* a car soon. (buy)
- ✓ The function *will begin* in the evening. (begin)
- ✓ Jayant *shall have* whatever he needs. (have)
- ✓ Kulvir *will pass* the test. (pass)
- ✓ Jack *will play* the guitar. (play)

7.15.1.b. Complete the following sentences using will/shall.

- _____ we take a taxi to the bus stand?
- They _____ leave tomorrow evening.
- I _____ write to him next month.
- _____ you break this lock?
- _____ I help you?

Ans:

- ✓ *Shall we take a taxi to the bus stand*
- ✓ *They will leave tomorrow evening.*

- ✓ *I will write to him next month.*
- ✓ *Will you break this lock?*
- ✓ e. *Shall I help you?*

7.15.1.c.

- The train _____ (to arrive) at 12:30.
- We _____ (to have) dinner at a seaside restaurant on Sunday.
- It _____ (to snow) in Brighton tomorrow evening.
- On Friday at 8 o'clock I _____ (to meet) my friend.
- Paul _____ (to fly) to London on Monday morning.
- Wait! I _____ (to drive) you to the station.
- The English lesson _____ (to start) at 8:45.
- Are you still writing your essay? If you _____ (to finish) by 4pm, we can go for a walk.
- I _____ (to see) my mother in April.
- Look at the clouds – it _____ (to rain) in a few minutes.
- When they _____ (to get) married in March, they _____ (to be) together for six years.
- You're carrying too much. I _____ (to open) the door for you.
- Do you think the teacher _____ (to mark) our homework by Monday morning?
- When I _____ (to see) you tomorrow, I _____ (show) you my new book.
- After you _____ (to take) a nap, you _____ (to feel) a lot better
- I'm sorry but you need to stay in the office until you _____ (to finish) your work.
- I _____ (to buy) the cigarettes from the corner shop when it _____ (to open).
- I _____ (to let) you know the second the builders _____ (to finish) decorating.
- Before we _____ (to start) our lesson, we _____ (to have) a review.
- We _____ (to wait) in the shelter until the bus _____ (to come).
- I'm very sorry Dr. Jones _____ (not be) back in the clinic until 2pm.
- This summer, I _____ (to live) in Brighton for four years.
- I don't think you _____ (to have) any problems when you land in Boston.
- The baby should be due soon, next week she _____ (to be) pregnant for nine months.
- By the time we get home, they _____ (to play) football for 30 minutes.
- In three years I _____ (to live) in a different country.
- When you _____ (to get) off the train, I _____ (to wait) for you by the ticket machine.
- _____ (to take) your children with you to France?
- This time next week I _____ (ski) in Switzerland!
- Now I _____ (to check) my answers.

Answers

- ✓ The train will arrive at 10:30.
- ✓ We shall have dinner at a seaside restaurant on Sunday.
- ✓ It will snow in Brighton tomorrow evening.
- ✓ On Friday at 8 o'clock I will meet my friend.
- ✓ Paul will be flying to London on Monday morning.
- ✓ Wait! I will drive you to the station.
- ✓ The English lesson will start at 8:45.
- ✓ Are you still writing your essay? If you finish by 4pm, we can go for a walk.
- ✓ I will see my mother in April.

- ✓ Look at the clouds – it will rain in a few minutes. (or will rain)
- ✓ When they get married in March, they will have been together for six years.
- ✓ You're carrying too much. I will open the door for you.
- ✓ Do you think the teacher will have marked our homework by Monday morning?
- ✓ When I see you tomorrow, I will show you my new book.
- ✓ After you take a nap, you will feel a lot better. (or have taken)
- ✓ I'm sorry but you need to stay in the office until you have finished your work.
- ✓ I will buy the cigarettes from the corner shop when it opens.
- ✓ I will let you know the second the builders have finished decorating.
- ✓ Before we start our lesson, we will have a review. (or will have)
- ✓ We will wait in the shelter until the bus comes.
- ✓ I'm very sorry Dr. Jones shall not come back in the clinic.
- ✓ This summer, I will have been living in Brighton for four years.
- ✓ I don't think you will have any problems when you land in Boston.
- ✓ The baby should be due soon, next week she will have been pregnant for nine months.
- ✓ By the time we get home, they will have been playing football for 30 minutes.
- ✓ In three years I will live in a different country. (or will live)
- ✓ When you get off the train, I will be waiting for you by the ticket machine.
- ✓ Shall you take your children with you to France?
- ✓ This time next week I will be skiing in Switzerland!
- ✓ Now I will check my answers.

7.16. Now complete these sentences using the future continuous tense

- This time next year, I (live)..... in London.
- They (run).....for about four hours. Marathons are incredibly difficult.
- She (study).....at the library tonight.
- (You/ wait).....at the station when she arrives?
- (She/ visit).....her grandparents again this week?
- I (watch).....that movie again with my friends today.
- They (attend).....your concert next Friday. It would be great to meet them.
- Unfortunately, I (work) on my book so I won't be able to attend the function.

Chapter 8

The Responsibility of Young Men

Lal Bhadur Shastri

Study Material: Dr. Manjeet Rathee

8.1. Objective:

- The objective of the essay is to emphasize the role and responsibility of young men and women in the development of India as a secular, democratic and forward looking nation. At a time when various kinds of divisionary and fundamental forces are on the rise, the essay provides the youth with an extremely useful insight to prepare themselves in a disciplined and determined manner to protect the unity, integrity and the secular nature of Indian democracy.
- To teach the students the usage of Conjunctions and Future Continuous Tense

8.2. About the author

Lal Bahadur Shastri was born in 1905 in Prayag. His father Sharada Prasad, a schoolteacher at the local school, passed away when Lal Bahadur was barely a year and a half. Growing up without a father forced Lal Bahadur to accept responsibility at an early age. He was sent by his uncle to Varanasi to pursue his studies. At about this time Gandhiji came to Varanasi and spoke of his non-cooperation movement. Lal Bahadur took a keen interest in the growing movement and when the time came to boycott the schools, he did so by not appearing in his examinations. With just one year left for his graduation, the news was not taken well at home, but his mother who had complete faith in him, supported his decision as long as he promised not to renege from the task later.

With his mother's blessings, he became fully involved in the non-cooperation movement. He was arrested for taking part in banned processions but released since it was his first offence. This was to be the first of many arrests for Lal Bahadur. He worked during the evenings in a khadi shop and studied while studying for the degree of Shastri (Bachelors) in Philosophy. He then went on to do social work among the Harijans to make their lives better. His total commitment to Gandhiji and the non-cooperation movement resulted in many jail terms. Since the Congress party was banned by the British Government, Lal Bahadur and his associates spent their time travelling around India spreading Gandhiji's message. He was soon arrested for these activities, and jailed for several months at an unknown location. Lal Bhadur Shastri's contribution to the freedom struggle can never be forgotten and his slogan of "Jai Jawan, Jai Kisan" remains popular to this day. After Nehru's death, he went on to become the second Prime Minister of India.

8.3. About the essay:

The present essay is an abridged version of Lal Bahadur Shastri's speech addressed to the youth of the country on the occasion of the convocation of Aligarh Muslim University in 1964. He talks about the rights and responsibilities of the Indian youth as leading citizens of this country and guards against all kinds of separatist tendencies that cause great hindrance to the fundamental unity and progress of the nation.

8.4. Points to remember:

- The constitution of India guarantees every citizen certain rights and responsibilities which have to be clearly understood.
- A good citizen is one who respects laws and gladly performs civic duties.

- There is great satisfaction in doing one's task to the best of one's ability without surrendering to any kind of selfish motives.
- The loyalty to the country is first and foremost.
- The future of the country is in the hands of the youth who should be well equipped as individuals and citizens to play their constructive role with vigour and confidence.
- It should be our constant endeavour to uphold secularism and fundamental unity of our nation.
- The seed of secularism has to be sown at the earliest stages, so that the plant can be carefully nurtured as it grows.

8.5. Comprehension Exercises

8.5.1. Reference to the Context

8.5.1.a. In educational institutions the numbers have grown so large as to take away the benefits, which used to accrue formerly by personal contact between the teacher and the taught. Inevitably, our young students are often left much to their own resources. Often this creates problems, which we all know about. This is an important aspect, which needs thorough examination. The responsibility of our young citizens is great. In my view every station in life is important in itself. Work has its own dignity and there is great satisfaction in doing one's own job to the best of one's own ability. Whatever the duties, we should apply ourselves with sincerity and devotion.

Answer:

These lines have been taken from the chapter '**The Responsibility of Young Men.**' Shastri ji emphasizes upon the role and responsibility of young men and women in the development of the nation with complete sincerity and devotion. Shastri ji, in the above lines, laments the loss of personal contact between the students and teachers owing to the huge increase in the numbers in various educational institutions. In the absence of this personal care and interaction, young students have to face lot of problems since there is no one to guide them and more often than not, they are left to take recourse to their own meager resources. Shastri ji felt that each stage of life is significant and youth, in particular, have a lot to contribute to the nation building in the form of active fulfilment of their duties and responsibilities. The lines clearly reflect Shastri ji's deep concern and commitment to the advancement of the nation in the right direction. The language is simple and inspiring and each word seems to emphasise the role that the Indian youth needs to play in the development and progress of the nation.

8.5.1.b. Our position with regard to secularism is known so well that it hardly needs any reiteration. It is embodied in our Constitution, which ensures equal respect for all religions and equal opportunities for all citizens, irrespective of their caste and creed and the faith which they profess. In spite of a seeming diversity, there is a fundamental unity in India, which we all cherish and it has to be our constant endeavour to maintain and strengthen this unity.

The country can progress only if it does away with fissiparous tendencies and emerges as an integrated whole. And it is in the field of education that the seed of secularism has to be sown at the earliest stages, so that the plant can be carefully nurtured as it grows.

Answer:

These lines have been taken from the chapter '**The Responsibility of Young Men.**' In these lines, Shastri ji reiterates the significance of secularism and fundamental unity in the growth and development of any nation. Sh. Lal Bahadur Shastri, a great fighter against the British rule and a staunch opponent of the separatist tendencies, emphasizes upon the urgent need for secularism which can ensure equal respect for all religions and equal opportunities for all citizens. This, in fact, is the real meaning of unity and diversity. He wants India to be a country where no class, community or religion feels threatened, excluded or marginalized and everyone can contribute equally in the progress of the nation. It is extremely important for this seed of unity and secularism, felt Shastri ji, to be sown in the field of education and amongst the youth who are the future of any country.

At a time when various kinds of divisionary and fundamental forces are on the rise, the lines provide the youth with an extremely useful insight to prepare themselves in a disciplined and determined manner to protect the unity, integrity and the secular nature of Indian democracy.

8.6. Comprehension Passage

8.6.1. Answer the questions given at the end of the passage.

8.6.1.a. Never forget that loyalty to the country comes ahead of all other loyalties. And this is an absolute loyalty, since one can not weigh it in terms of what one receives. It is essential to remember that the entire country is one and that anyone who fosters or promotes separatism or fissiparous tendencies is not our true friend. What I have said stems from a desire to see that the youth of our country prepares itself in a disciplined and determined manner for the responsibilities of tomorrow. A democratic country is sustained not by the greatness of a few but by the co-operative effort of the many. The future of the country is in your hands and as the older generations complete their task the new ones come along to take their place. If they are well equipped as individuals and as citizens, the country's future will be bright indeed. At a time when you are at the threshold of a new period in your life I would urge you to play your role with confidence.

- Why is loyalty to the country an absolute loyalty?
- What is essential to remember about the entire country?
- How is a democratic country sustained?
- In whose hands lies the future of the country and how can this be made bright?
- Use the words 'loyalty' and 'separatism' in sentences of your own.

Answers:

- ✓ **Loyalty** to the country is considered as an absolute loyalty because it comes ahead of all other loyalties and it can not be weighed in terms of what one gets in return for it.
- ✓ It is essential to remember the oneness and unity of the entire country and that anyone trying to destroy this unity and promote separatism is an enemy of the nation.
- ✓ A democratic country is sustained by the collective and co-operative efforts of the many and not by the greatness of a few individuals.
- ✓ The future of the country lies in the hands of the youth and it can be made bright by equipping the youth fully well as individuals and as citizens.
- ✓ **Loyalty:** It is important for each citizen to maintain and express loyalty towards the nation.
Separatism: Any tendency towards separatism needs to be curbed right at the beginning.

8.6.1.b. On the basis of the above passage, attempt the questions given at the end of this passage.

Ours is a democracy, which enjoins freedom to the individual, but this freedom has to be subjected to a number of voluntary restraints in the interests of organized society. And these voluntary restraints have to be exercised and demonstrated in every-day life.

A good citizen is one who obeys the law, whether there is a policeman around or not, and who takes delight in performing his civic duties. In the olden days, sense of self-restraint and discipline was inculcated by the combined effort of the family and the teacher. The economic stresses of present-day life unfortunately do not leave enough time to the parents to look after the children.

- ✓ What is the nature of our democracy?
- ✓ Who is a good citizen?
- ✓ How was sense of discipline and self-restraint inculcated in the olden days?
- ✓ What is the impact of economic stresses on the parents and children?
- ✓ Use the words 'organized' and 'economic' in sentences of your own.

8.7. Answer the following questions in about 50 words each.

- 8.7.1. Why is freedom in a democratic country subjected to certain voluntary restraints?
 8.7.2. Why are, our young students, often left to their own resources in the educational institutions?
 8.7.2. What is the prime responsibility of our young citizens?
 8.7.3. What is our position with regard to secularism that is embodied in our constitution?
 8.7.4. What is the essential condition, according to Shastri ji, for our country to progress?

8.7.A- Answer to the above Question

Ans 8.7.1.: The freedom in a democratic country is subjected to certain voluntary restraints in our day to day life and activities for guarding the interests of the organized society. Freedom of the individual has to go hand in hand with the social responsibilities towards the society and one can not afford to harm or endanger the well being of the society to promote one's own selfish interests or freedom.

Ans 8.7.2.: Our young students are often left to their own resources in the educational institutions due to lack of personal contact and interaction between students and teachers. Since the number of students in various institutions has grown to huge proportions, it is no longer possible to maintain contact on one to one basis, as was done in the earlier times and this is causing lot of problems for our youth.

Ans 8.7.3.: The prime responsibility of our young citizens is to fulfill their duty towards the nation with sincerity and devotion. This would have the added advantage of opening up new areas for further advancement of the self as well as of the nation. It is important to take care of one's own duties and responsibilities before indulging in any kind of criticism of others.

Ans 8.7.4.: Our position with regard to secularism as embodied in our constitution implies equal respect for all religions and equal opportunities for all citizens, irrespective of their caste and creed and the faith which they profess. The fundamental unity of India can be saved only by respecting this seeming diversity. No country can progress through divisive means and tendencies.

Ans 8.7.5.: According to Shastri ji, it is essential to abandon any divisive and separatist thought and tendency for the development of the nation. If our country is to make any progress, it is essential for us to emerge as an integrated whole and this seed of unity and integrity has to be sown right from the beginning in all our educational institutions.

8.8. Answer the following questions in about 150 words each.

- 8.8.1. What is the role that Indian youth is expected to play in the development of the nation, as elaborated by Lal Bahadur Shastri?

Ans. Indian youth is expected to play a major role in the progress and development of the nation through fulfilment of their duties and social responsibilities to the best of their ability. This would go a long way in opening up new avenues for their further advancement. It would also save them from falling a prey to the unhealthy habit of criticizing other people without really looking into their own selves.

It is important for the youth to give topmost importance to their duty and loyalty towards the country and work in a determined and disciplined manner in the direction of fulfilling their responsibilities for tomorrow. The young generation has to step in and fill up the holes and gaps left unattended by the older generation. They have to learn and update their skills so that they can serve the country well in the capacity of individuals as well as citizens with full confidence. The youth has a special responsibility in the form of protecting the secular fabric of the country by all means because no nation can grow and develop with divisive tendencies and forces on the sway.

- 8.8.2. What is secularism? Why is it absolutely important for our country?

Ans. Secularism is absolutely important for maintaining the fundamental unity in diversity which is the cornerstone for the growth and development of any nation. At a time when various kinds of divisive and fundamental forces are on the rise, there is an urgent need for secularism which can ensure equal respect for all religions and equal opportunities for all citizens. This, in fact, is the real meaning of unity and diversity where no class, community or religion feels threatened, excluded or marginalized and everyone can contribute equally in

the advancement of the collective interests of the nation. It is extremely important for this seed of unity and secularism to flower in the field of education and amongst the youth who are the future of any country. It has to be our constant endeavour not to surrender to divisive and reactionary forces since the country can progress only if it shuns away all kinds of separatist tendencies and emerges as an integrated whole.

8.8.3. Who is a good citizen and what are the problems he is faced with in the present times?

Ans. A good citizen is one who respects law and gladly performs one's civic duties. It is important to inculcate a certain sense of self-restraint and discipline through the joint efforts of the family and the educational institutions though the economic pressures have begun to weigh heavily on families, leaving little time for caring and interaction with the children. There is great satisfaction in doing one's task to the best of one's ability without surrendering to any kind of selfish motives. Owing to the loss of personal contact between the students and teachers due to huge increase in the number of students in various educational institutions, young students have to face lot of problems since there is no one to guide them and provide them with personal care and interaction. They are often left to take recourse to their own meager resources. These problems will have to be addressed effectively so as to enable young generation to play its full role in the development of the nation.

8.9. Language Activity

8.9.1. Conjunctions:

- A conjunction is a word which connects two words or clauses or sentences and shows the relation between them. For example:
- Jai saw a dog on the road. He decided to adopt the dog.
- Jai saw a dog on the road **and** decided to adopt the dog.
- Reena was intelligent. She was slow in writing. Reena did not get good marks.
- Reena was intelligent **but** she was slow in writing **so** she did not get good marks.
- Here '**and**', '**but**' and '**so**' are conjunctions which are used to join the sentences and show the relation between them. Some of the common conjunctions are: **and, but, or, both, because, unless, until, till, since, lest, rather, than, when, therefore** etc.
- There are three main categories of conjunctions that are explained below.

8.9.2. Coordinating Conjunctions

- These conjunctions are used to link or join two words or phrases that are equally important and complete in terms of grammar when compared with each other. That is to say, the sentences or words do not depend on anything to give themselves meaning.
- There are seven main coordinating conjunctions – For, And, Nor, But, Or, Yet, Soon
- These conjunctions are always placed between the two clauses or words that they are joining. The following are some examples of the coordinating conjunctions -
- Santosh does not want tea. Santosh does not want coffee.
- Santosh does not want tea **or** coffee.
- Here, we see how '**or**' is used to combine the two words and make a cohesive sentence using them. Also, notice how the '**or**' is between the two words.
- I got first division in the exams this year. My sister got second division.
- I got first division in the exams **but** my sister got second division this year.
- Here we see that '**but**' is used in the middle to combine and show the relation between the two sentences that are both equally important and cohesive by themselves.

8.9.3. Subordinating Conjunctions

- These conjunctions are used to join an independent and complete clause with a dependent clause that relies on the main clause for meaning and relevance. The dependent clause cannot exist on its own as a sentence and often does not make sense without the main clause.
- The subordinating conjunction always comes before the dependent clause but the dependent clause itself can be placed either ahead of or following the independent clause.
- **Since** they had misbehaved, the boys were given one week suspensions from school.
- Here, we see the dependent clause is 'they had misbehaved' which is not a valid sentence by itself.
- The independent main clause is 'the boys were given one week suspensions from school'.
- They are joined by the subordinating conjunction '**since**'.
- He was fond of playing basketball **because** it was his father's favourite game.
- In this sentence, **because** is the subordinating conjunction as it introduces the dependent clause 'it was his father's favourite game'
- The main clause in this sentence is 'he was fond of playing basketball' as it is the sentence which can be said independently and still be grammatically correct.
- Other subordinating conjunctions are - **Although, As, Before, Once, Though, Until, Whether**, etc.

8.9.4. Correlative Conjunctions

Correlative Conjunctions are simply pairs of conjunctions used in a sentence to join different words or groups of words in a sentence together. Correlative Conjunctions are generally not used to link sentences themselves, instead they link two or more words of equal importance within the sentence itself. Some of the more commonly used correlative conjunctions are -

Both the shoes **and** the dress were completely overpriced.

- This is an example of using the correlative conjunctions '**both/and**' in a sentence. As you can see in this sentence, the 'shoes' and the 'dress' were equally important elements that needed to be given the same importance.

They should **either** change their strategy **or** just forfeit the game.

- The '**either/or**' conjunctions are used to suggest a choice between two options. Here the choice being suggested is between - 'change their strategy' or 'forfeit the game'.

Just as she loves hiking **so** she enjoys travelling as well.

- The correlative conjunctions '**just as/so**' are used to link two phrases that have a similar theme or are referring to a similar thing together. This conjunction is used to show the correspondence between two phrases or words.

He **neither** helps around the house **nor** does he look for a job.

- '**Neither/nor**' are conjunctions that are used to deny or negate words and phrases. In the case of '**neither**', it gives two options that are both negated. '**Nor**' is the negative form of 'or'.

Not only does he play the lead guitar **but** he is also the band's songwriter.

- The correlative conjunctions '**not only/but**' are used to show an additional and important element in the sentence that is used to indicate excess when combined with the first element. For instance, in this sentence the fact that he is a guitarist and a song writer are equally important but when shown together, they indicate an excess of talent in the person.

It doesn't matter **whether** the roses are fresh **or** if they are drooping, just buy them.

- ‘**Whether/or**’ is used as a conjunction to show two different options in the sentence. The conjunction can be used both in a manner of negation and confirmation.

8.9.5. Do as directed:

8.9.5.a. Fill in the blanks with suitable conjunctions.

- Upasna is averageshe is very hard working.
- Anita tried very hard.....could not succeed.
- Stay here.....you are called inside.
- RaviMohan belong to the same flock.
- Keep attentiveyou fall.
- Meera stayed in the hospital.....her mother was ill.
- Kavita works fasterSonu.
- Kulbir could not call his friend.....he was busy.
- The team took some rest.....it could play better.
- I read newspaper regularlyI want to stay updated.

Answers:

- ✓ But
- ✓ Yet
- ✓ Till
- ✓ And
- ✓ Lest
- ✓ Since
- ✓ Than
- ✓ Because
- ✓ So that
- ✓ For

8.9.5.b. Fill in the blanks with suitable conjunctions.

-being rich, he never shows off.
- I am not feeling well,I will come to the party.
-I had my lunch, I didn’t miss Pizza.
- She never helps anyone.....having a lot of money.
- You shouldn’t go out..... It’s raining heavily.
- My mother.....I went to the market for shopping.
- Bobby was not telling the truth.he was shouting at me.
- Please come on time,.....we may miss the flight.
- We should avoid healthy food.....be healthy.
- I will give you my car.....you come back before it gets dark.

Answers:

- ✓ despite
- ✓ however
- ✓ Although
- ✓ In spite of
- ✓ because
- ✓ and
- ✓ moreover
- ✓ otherwise
- ✓ in order to
- ✓ provided

8.10. Exercise for practice

Choose the correct option

-my wife was sleeping, I prepared tea on my own. (as, besides, unless, despite)
- He apologizedhis bad behaviour. (for, since, because, as)
- He was satisfiednot overjoyed. (yet, as , but, still)
-his sister, he is very naughty. (likely, unlike, similar, differently)
- After months of studying hard, Meeta cleared IAS examination. (initially, consequently, therefore, finally)
-it is very cold there, we have postponed our visit. (since, due to, yet, because of)
-Mallika knows Ferench, she has been selected for the translation work. (therefore, moreover, otherwise, provided)
- Paramjeet worked very sincerely and waspromoted. (yet, although, besides, consequently)
-my family, I will also invite my close friends on my anniversary. (aside, besides, despite, inspite of)

8.11. Future Continuous Tense

8.11.1. The future continuous tense is used to express actions or activities that will be in progress at a given point of time in the future. The action will start before that point of time and will continue after it. The point in time can be given by time expressions or by other activities. For example:

I will be travelling to Gurgaon at 8 o'clock

We will be reaching the theatre this time tomorrow.

(In these two sentences the point of time that we refer to is given by a time expression.)

The shop will be closed. Will you be working?

I will be sleeping when you come back.

(In these two sentences the point of time that we refer to is given by another action.)

8.11.2. It describes the idea that an action will happen in the normal course of events. It refers to routine activities, not intentions, decisions or plans.

I will be writing to you again. (I always write to you, so I'll do it again, as usual.)

They will be leaving on Friday. You can join them. (They normally leave on Fridays.)

Everybody will be working on a computer sooner or later. (If nothing special happens.)

8.11.3. Various Forms of the Simple Future Continuous tense:

Positive statement: (subject + shall/ will + be + 1st form of verb + ing)

I will be speaking (I'll be speaking)

Negative statement: (subject + shall/ will not + be + 1st form of verb + ing)

I will not be speaking (I won't be speaking)

Interrogative or Question form: (shall/ will + subject + be + 1st form of verb + ing)

Will you be speaking?

Interrogative or Negative question: (shall/ will + subject + not + be + 1st form of verb + ing)

Will you not be speaking? (Won't you be speaking?)

Note

We can also use present tenses for future. But they have a different meaning from the future tense. Compare the following examples of sentences.

We are going to the cinema next weekend. (We have already arranged it. We know the time and place and probably have the tickets.)

We'll be going to the cinema next weekend. (We have not arranged anything and, probably, we do not even know which film we want to see. We only say how we will spend the weekend.)

I am seeing Seema tomorrow. (I have some reason. Seema and I have arranged the time and place.)

I'll be seeing Seema tomorrow. (Seema is my classmate and because I will go to school tomorrow, I will see her as usual.)

In the following examples the first ones express intentions, while in the second ones there is no intention, they express routine activities.

Ravi won't play football tomorrow. (The fact is that Ravi cannot play or does not want to play for some reason.)

Ravi won't be playing football tomorrow. (Ravi will not play, because it will be Friday and he never plays on Fridays.)

I'll call Mili tonight. I'll ask her. (I will do it because I need to talk to her.)

I'll be calling Mili tonight. I can ask her. (I call her every night, that is why I will call her tonight too.)

8.11.3. Remember :

In some cases we can use several forms. But each of them will have a slightly different meaning.

I'll be meeting Bir next week. (I meet Jim every week and it will be the same next week.)

I'll meet Bir next week. (I intend to meet Jim next week or I suppose that I will meet him.)

I'm going to meet Bir next week. (I decided to meet Jim some time ago and now I am expressing my intention.)

I'm meeting Bir next week. (We have arranged the time and place because we have some reason to meet. We use the present continuous.)

(*I am meeting* is more definite than *I am going to meet* and *I will meet* is the least definite.)

It will rain, I'm afraid. (I assume it will rain, it is my opinion. But who knows!)

It's going to rain. (I am sure it will rain because I can see the dark clouds in the sky. My opinion is based on clear evidence.)

8.12. Fill in the blanks in each of the following sentences with future continuous tense.

- Virat Kohlithe Cricket Test Match tomorrow. (play)
- When you reach the hospital, Meetyou some medicine. (give)
- The whole classtoday in the cultural programme. (sing)
- I shall beto Delhi this time tomorrow. (go)
- Udayvir and Kulvir.....a car soon. (buy)
- A large number of workersin the strike. (take)
- Please do not disturb me today because Ian important workshop. (attend)
-with me to watch the match? (come)
- Shaliniall day today for her marriage party. (shop)
- My friend promised to come next week but now she won't be able to because she(travel)

Answers:

- ✓ will be playing
- ✓ will be giving
- ✓ will be singing
- ✓ going
- ✓ will be buying
- ✓ will be taking
- ✓ will be attending
- ✓ will you be coming
- ✓ will be shopping
- ✓ will be traveling.

8.13. Rewrite the italicised verb forms using future continuous tense.

- Come to see me in the evening. I *work* in the garden.
- Do you think it *is snowing* at the week end?
- This time on Sunday we *are flying* to Chicago for an international conference.
- I am not sure if I will stay here. Perhaps I *move* to another city some day.
- Every student *is using* a laptop in the future.
- I *stay* in the hostel till all the girls arrive.
- India *play* a match against South Africa tomorrow.
- When you reach the airport, your sister *stand* there to receive you.

Answers:

- ✓ will be working
- ✓ will be snowing
- ✓ will be flying
- ✓ will be moving
- ✓ will be using
- ✓ will be staying
- ✓ will be playing
- ✓ will be standing.

Chapter-9

Bharat Mata (Pt Jawahar Lal Nehru)

Study Material: Dr. Randeep Rana

9.1. Objective behind the Present Essay

The objective behind this essay is to make the students familiar with Pt Jawaharlal Nehru's ideas and views, regarding Indian civilization, history and culture. The writer has described that India's strength lies in its unity in diversity.

9.2. About the Author

Jawaharlal Nehru (14 November 1889 – 27 May 1964) was the **first Prime Minister of India** and a central figure in Indian politics for much of the 20th century. He was born on 14 November 1889 in **Allahabad in British India**. He was greatly influenced by **Mahatma Gandhi** and he is considered to be the architect of the modern Indian nation-state—a **sovereign**, socialist, secular and democratic republic. He was popularly known as Pandit Nehru or Panditji ("Respected Scholar"). Nehru was a prolific writer in English and wrote a number of books such as **The Discovery of India**, **Glimpses of World History**, and his autobiography, **Toward Freedom**. He had written 30 letters to his daughter **Indira Gandhi**, when she was 10 years old and was in a boarding school in **Mussoorie**, teaching about natural history and the story of civilisations. The collection of these letters was later published as a book **Letters from a Father to His Daughter**.

9.3. About the Text

The *Discovery of India* was written in 1944, during his imprisonment at **Ahmednagar fort** in **Maharashtra**, India. This work is a tribute paid to the rich cultural heritage of India, its history and its philosophy as seen through by Pt Nehru. The book is broadly considered one of the finest modern works on Indian history. This journey of discovery of his beloved nation was adapted into the Indian television series titled **Bharat Ek Khoj**, released in 1988 by director **Shyam Benegal**. The present essay is taken from Chapter 3 of *The Discovery of India*, titled 'The Quest'. It is written in a modest and eloquent manner and is both educative and enlightening. Nehru presents a vivid portrayal of innocent Indian peasants.

9.4. Summary

During the Freedom struggle of India, Jawaharlal Lal Nehru, former Prime Minister of India, travelled, meeting citizens, all through India. He told the masses that India was known as *Bharat*, the name it got from the mythical founder of Indian race. Quite often he interacted with the peasants in rural India, where the audiences were more sophisticated in comparison to the cities and he was greatly impressed by the simplicity of Indian peasants. Moreover, he also believed that there was unity, despite diversity. The problems of the peasants were common from north to south and east to west. Nehru believed that *swaraj* should be for all and every part and not for some. He told the masses about his travelling experiences from the Khyber Pass in the north-west to *Kanyakumari* or Cape Comorin in the distant south, and how everywhere the peasants asked him similar questions, because their troubles were the same i.e. poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment, and all these enfolded up in the structure that the British government had forced upon them and believed that relief must also come for all. He tried to make the peasants think of India as a whole, and even a part of the whole world.

Pt Nehru told the peasants about the social condition of all the countries, be it China, Spain, Abyssinia, Egypt apart from Soviet Union and America. He was aware about the in depth knowledge of peasants about Indian epics, myths and legends. Among the masses apart from the peasants there were old soldiers, who had served in foreign parts in World War I or other expeditions and were aware about the Great depression of the 1930s.

Occasionally, When he reached some gathering he was welcomed and greeted with a thunderous roar: *Bharat Mata ki Jai*—‘Victory to Mother India.’ Suddenly, he would ask them unexpectedly what they meant by that cry—who was this *Bharat Mata*, Mother India, whose victory they wanted? Nehru’s question would amuse them and surprise them, not knowing exactly what to answer, they would look at each other. He continued questioning the peasants. At last a vigorous Jat wedded to the soil from immemorial generations, stated that it was the *dharti*, the good earth of India, that they meant. Nehru further asked :What earth? Their particular village patch or all the patches in the district or province, or in the whole of India? And so question and answer went on, till they grew impatient and asked him to explain it to them. Jawaharlal Nehru explained that India was much more than they knew. The mountains and the rivers of India, and the forests and the broad fields, which gave them food, were all dear to us, but what counted ultimately were the people of India, who were spread out all over this vast land. *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people. He further stated that they are parts of this *Bharat Mata*, they are in a manner, themselves *Bharat Mata*, and as this idea slowly soaked into their brains, their eyes would light up as if they had made a great discovery.

9.5. Points to Remember:

- I tried to make them think of India as a whole.
- I would ask them unexpectedly what they meant by *Bharat Mata*, Mother India, whose victory they wanted?
- I would endeavour to do so and explain that India was all this that they had thought, but it was much more.
- *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people.

9.6. Explain with reference to the context the following:

9.6.1. Often, as I wandered from meeting to meeting, I spoke to my audience of this India of ours, of Hindustan and of *Bharata*, the old Sanskrit name derived from the mythical founder of the race. I seldom did so in the cities, for there the audiences were more sophisticated and wanted stronger fare. But to the peasant, with his limited outlook, I spoke of this great country for whose freedom we were struggling.

Ref: These lines are taken from the essay *Bharat Mata* written by Jawaharlal Nehru. In this essay, the writer travelled all through the country and spoke to the peasants about the Indian freedom struggle by highlighting its unity in diversity thus, describing the true name and identity of India, *Bharat Mata*.

Explanation: Jawaharlal Lal Nehru, former Prime Minister of India, travelled, meeting citizens, all through India. He told that India was known as *Bharat*, the name it got from the mythical founder of Indian race. Quite often he interacted with the peasants in rural India, where the audiences were more sophisticated in comparison to the cities and he was greatly impressed by the simplicity of Indian peasants.

9.6.2. I told them of my journeying from the Khyber Pass in the north-west to *Kanyakumari* or Cape Comorin in the distant south, and how everywhere the peasants put to me identical questions, for their troubles were the same—poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment, and all these wrapped up in the structure that the foreign government had imposed upon us—and relief must also come for all.

Ref: These lines are taken from the essay *Bharat Mata* written by Jawaharlal Nehru. In this essay, the writer travelled all through the country and spoke to the peasants about the Indian freedom struggle by highlighting its unity in diversity thus, describing the true name and identity of India, *Bharat Mata*.

Exp: In these lines the writer says that he told them of his travelling experiences from the Khyber Pass in the north-west to *Kanyakumari* or Cape Comorin in the distant south, and how everywhere the peasants asked him similar questions, because their troubles were the same i.e. poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment, and all these enfolded up in the structure that the British government had forced upon them and believed that relief must also come for all.

9.6.3. I would ask them unexpectedly what they meant by that cry—who was this *Bharat Mata*, Mother India, whose victory they wanted? My question would amuse them and surprise them, and then, not knowing exactly what to answer, they would look at each other and me.

Ref: These lines are taken from the essay *Bharat Mata* written by Jawaharlal Nehru. In this essay, the writer travelled all through the country and spoke to the peasants about the Indian freedom struggle by highlighting its unity in diversity thus, describing the true name and identity of India, *Bharat Mata*.

Exp: In these lines the writer says that, he would ask them unexpectedly what they meant by that cry—who was this *Bharat Mata*, Mother India, whose victory they wanted? Nehru's question would amuse them and surprise them, and then, not knowing exactly what to answer, they would look at each other and the writer.

9.6.4. Explain with reference to the context the following:

Bharat Mata, Mother India, was essentially these millions of people, and victory to her meant victory to these people. You are parts of this *Bharat Mata*, I told them, you are in a manner, yourselves *Bharat Mata*, and as this idea slowly soaked into their brains, their eyes would light up as if they had made a great discovery.

Ref: These lines are taken from the essay *Bharat Mata* written by Jawaharlal Nehru. In this essay, the writer travelled all through the country and spoke to the peasants about the Indian freedom struggle by highlighting its unity in diversity thus, describing the true name and identity of India, *Bharat Mata*.

Exp: In these lines the writer says that *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people. He further says that they are parts of this *Bharat Mata*, they are in a manner, themselves *Bharat Mata*, and as this idea slowly soaked into their brains, their eyes would light up as if they had made a great discovery.

9.7. Answer the following questions

9.7.1. According to Nehru, from where did India get its name *Bharat*?

9.7.2 Why was Nehru hesitant to speak to the city audience about the issues that are highlighted in this essay?

9.7.3 Where is Khyber Pass located?

9.7.4 Where is Cape Comorin located?

9.7.5 How was Nehru greeted by the crowds as he went around the country?

9.7.6 Nehru mentions a particular war in the essay. Which one is it?

9.7.7 What question did Nehru ask the crowd as they greeted him with slogans?

9.7.8 What response did Nehru get for his question?

9.7. Answer to the above Question.

Ans 9.7.1.: According to Pt Jawaharlal Nehru, India got its name *Bharat* from the mythical founder of the Indian race.

Ans 9.7.2.: Nehru was hesitant to speak to the city audience about the issues that are highlighted in this essay because he felt that audiences in the city were more sophisticated and less concerned about these issues.

Ans 9.7.3.: The Khyber Pass is located in the North Western provinces region on the border of Pakistan and Afganistan.

Ans 9.7.4.: The Cape Comorin is located in the distant South of India. Presently, it is known as Kanyakumari.

Ans 9.7.5. : During the period of Indian Freedom struggle Pt Nehru travelled all over India. When Nehru went all around the country he was greeted with a great roar of welcome *Bharat Mata ki Jai*—‘Victory to Mother India.

Ans 9.7.6.: Nehru mentions about the World War I that took place between 28 July 1914 and 11 November 1918.

Ans 9.7.7. : During the period of Indian Freedom struggle Pt Nehru travelled all over India. When Nehru went all around the country he was greeted with a great roar of welcome *Bharat Mata ki Jai*—‘Victory to Mother India. Nehru asked the crowd , who was this *Bharat Mata*, Mother India?’

Ans 9.7.8.: During the period of Indian Freedom struggle Pt Nehru travelled all over India. When Nehru went all around the country he was greeted with a great roar of welcome *Bharat Mata ki Jai*—‘Victory to Mother India. Nehru asked the crowd , who was this *Bharat Mata*, Mother India? He got various answers finally, A vigorous Jat informed Nehru that it was the *dharti*, the good earth of India.

9.8 Answer the following questions.

9.8.2 Why does Nehru say that he preferred to speak to the peasants about the idea of *Bharata*?

Ans.: In this essay titled *Bharat Mata* Nehru has described his interactions with people all around the country. But, Nehru preferred to speak to the peasants more about the idea of *Bharata* because he was impressed by the simplicity of Indian peasants, who had a limited outlook.

9.8.3 Enumerate the various things that Nehru spoke to the peasants about.

Ans.: Nehru travelled all through the country and spoke to the peasants about the freedom struggle and how each part differed from the other and yet was India. He talked about the common problems of the peasants all over India from north to south and east to west, and advocated for *swaraj* that could only be for each and every Indian.

9.8.4 What were the problems faced by the peasants all over India?

Ans.: Nehru travelled all through the country and spoke to the peasants. Everywhere the peasants put him identical questions, because their troubles were the same. They were affected by the poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment, They were the victims of the structure that the foreign government had imposed upon them and yearned for relief.

9.8.5 How did Nehru explain the meaning of *Bharat Mata*?

Ans.: Nehru travelled all through the country and was widely greeted by a roar *Bharat Mata Ki Jai*. He would often ask them the meaning of *Bharat Mata*. The peasants did not give him the complete answer. Then he explained them that the mountains and the rivers of India, the forests and the broad fields, which gave them food and all dear people of India, spread out all over this vast land was *Bharat Mata*.

9.8.6 Who according to Nehru is *Bharat Mata*?

Ans.: According to Nehru the people who are spread all over India and live in villages and cities are in a real sense *Bharat Mata*.

9.8.7 Explain the following statement: ‘You are parts of this *Bharat Mata*.’

Ans.: Nehru travelled all through the country and addressed the crowd every now and then. He wanted to tell the people true or real meaning of *Bharat Mata*. He said that apart from the mountains, rivers, forests and the broad fields, which gave us food, the people of India, spread out all over this vast land is *Bharat Mata*. Initially, the people did not understand him but slowly realized the meaning of Nehru’s words and felt happy as if they had made a great discovery.

9.9 Comprehension Passages:

9.9.2 Passage

Often, as I wandered from meeting to meeting, I spoke to my audience of this India of ours, of Hindustan and of *Bharata*, the old Sanskrit name derived from the mythical founder of the race. I seldom did so in the cities, for there the audiences were more sophisticated and wanted stronger fare. But to the peasant, with his limited outlook, I spoke of this great country for whose freedom we were struggling, of how each part differed from the other and yet was India, of common problems of the peasants from north to south and east to west, of the *swaraj* that could only be for all and every part and not for some.

- To whom did the author speak during his travels/meetings?

Ans: The author spoke to the Indian audience during his travels/meetings.

- What did the author speak to the audience?

Ans: The author spoke about Hindustan and *Bharata*.

- From where the word *Bharata* has been derived?

Ans: The word *Bharata* has been derived from the mythical founder of the race.

- What are the opinions of the author regarding the city audience and the peasants?

Ans: The author felt that the city audience was more sophisticated but the peasants had a limited outlook.

9.9.3 Passage

I told them of my journeying from the Khyber Pass in the north-west to *Kanyakumari* or Cape Comorin in the distant south, and how everywhere the peasants put to me identical questions, for their troubles were the same—poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment, and all these wrapped up in the structure that the foreign government had imposed upon us—and relief must also come for all. I tried to make them think of India as a whole, and even to some little extent of this wide world of which we were a part. I brought in the struggle of China, in Spain, in Abyssinia, in Central Europe, in Egypt and the countries of Western Asia. I told them of the wonderful changes in the Soviet Union and of the great progress made in America.

- Where is the Khyber Pass and *Kanyakumari* located?

Ans: The Khyber Pass is located in the north-west and the *Kanyakumari* is located in the distant south.

- What were the troubles of the peasants everywhere?

Ans: The peasants were troubled by the poverty, debt, vested interests, landlords, moneylenders, heavy rents and taxes, police harassment.

- What was the reason of the troubles of the peasants?

Ans: The reason of their troubles was the forced structure imposed by the Foreign Government.

- What did the author tell the peasants about the Soviet Union and America?

Ans: The author told them of the wonderful changes in the Soviet Union and of the great progress made in America.

9.9.4 Passage

Sometimes as I reached a gathering, a great roar of welcome would greet me: *Bharat Mata ki Jai*—‘Victory to Mother India.’ I would ask them unexpectedly what they meant by that cry—who was this *Bharat Mata*, Mother India, whose victory they wanted? My question would amuse them and surprise them, and then, not knowing exactly what to answer, they would look at each other and me. I persisted in my questioning. At last a vigorous Jat wedded to the soil from immemorial generations, would say that it was the *dharti*, the good earth of India, that they meant. What earth? Their particular village patch or all the patches in the district or province, or in the whole of India?

- How did the audience greet the author when he reached the gathering?

Ans: The audience greeted the author with a great roar of welcome shouting *Bharat Mata ki Jai*—‘Victory to Mother India.’

- What did the author asked the audience?

Ans: The author asked the audience who was this *Bharat Mata*, Mother India, whose victory they wanted?

- Who gave the author an answer?

Ans: A vigorous Jat answered the author.

- The author questioned about which Earth?

Ans: The author questioned about their particular village patch or all the patches in the district or province, or in the whole of India.

9.9.5 Passage

I would endeavour to do so and explain that India was all this that they had thought, but it was much more. The mountains and the rivers of India, and the forests and the broad fields, which gave us food, were all dear to us, but what counted ultimately were the people of India, people like them and me, who were spread out all over this vast land. *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people. You are parts of this *Bharat Mata*, I told them, you are in a manner, yourselves *Bharat Mata*, and as this idea slowly soaked into their brains, their eyes would light up as if they had made a great discovery.

- What did the author endeavor to do?

Ans: The Author tried to explain about India.

- According to the author, Who is *Bharat Mata*?

Ans: According to the author *Bharat Mata* was essentially millions of Indian People.

- What did Victory to *Bharat Mata* mean?

Ans: Victory to *Bharat Mata* meant victory to Indian People.

- What was the reaction of the people when they understood the meaning of *Bharat Mata* ?

Ans: Their eyes would light up as if they had made a great discovery.

9.10 Vocabulary Exercises

9.10.2 Make words using the following suffixes.

- -ate ---deviate
- -ism-- realism
- -ling-- cycling
- -cy-- juicy
- -cide-- patricide
- -en--widen
- -ese-- Chinese
- -dom-- freedom
- -mancy-- dormancy
- -ard-- award

9.10.3 Make words using the following prefixes.

- eco-nomy
- ant-elope
- chrono-logy
- de-void
- bi-ography
- ethno-graphy
- semi-colon
- styl-ist
- dia-ry
- mini-scule

9.10.4 Find one word equivalents of the following.

- One who imitates the voice and gestures of others: mimic
- A small hill or mound: hillock
- A person who practices severe self-discipline: ascetic
- A person who is unable to pay one's debt: insolvent
- The act of violating sacred things: sacrilege
- A bunch of flowers: nosegay

- One who is able to adapt oneself readily to many situations: adaptive

9.10.5 Convert the following nouns into adjectives.

- abdomen-- abdominal
- activity--active
- actuality--actual
- addition- additional
- belief—believing
- book--bookish
- density--dense
- emblem--emblematic
- fact--factual
- hypocrite---hypocritical
- intellect---intellectual
- mud--muddy
- nonsense---nonsensical
- parasite--parasitic
- shade---shady
- vice--vicious
- vulgarity--vulgar
- year--yearly
- youth---youthful

9.10.6 Form nouns from the following verbs.

- Obey--obedience
- Defend--defense
- Cruel--cruelty
- Protect--protection
- Advise--advice
- Laugh--laughter
- Expect--expectation
- Act--action
- Starve--starvation
- Believe--belief
- Hate--hatred
- Discover--discovery
- Judge--judgment
- Pursue--pursuance
- Think--thought
- Flatter--flattery
- Conceal--concealment
- Depart--departure
- Move--movement
- Choose--choice
- Compel—compulsion

9.10.7 Arrange the following statements from the essay in the right order.

- Their particular village patch, or all the patches in the district or province, or in the whole of India?
- *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people.

- Often, as I wandered from meeting to meeting, I spoke to my audience of this India of ours, of Hindustan and of *Bharata*, the old Sanskrit name derived from the mythical founder of the race.
- Even my references to foreign countries were brought home to them by the consequences of the great depression of the 1930s.
- I told them of the wonderful changes in the Soviet Union and of the great progress made in America.
- Who was this *Bharat Mata*, Mother India, whose victory they wanted.
- I brought in the struggle of China, in Spain, in Abyssinia, in Central Europe, in Egypt and the countries of Western Asia.

Ans:

- ✓ Often, as I wandered from meeting to meeting, I spoke to my audience of this India of ours, of Hindustan and of *Bharata*, the old Sanskrit name derived from the mythical founder of the race.
- ✓ I brought in the struggle of China, in Spain, in Abyssinia, in Central Europe, in Egypt and the countries of Western Asia.
- ✓ I told them of the wonderful changes in the Soviet Union and of the great progress made in America.
- ✓ Even my references to foreign countries were brought home to them by the consequences of the great depression of the 1930s.
- ✓ Who was this *Bharat Mata*, Mother India, whose victory they wanted.
- ✓ Their particular village patch, or all the patches in the district or province, or in the whole of India?
- ✓ *Bharat Mata*, Mother India, was essentially these millions of people, and victory to her meant victory to these people

9.10.8 Interjections

An interjection is a word that expresses an immediate feeling, surprise or emotion. E.g., Ah! Oh! Ouch! Hello! Hurrah! Bravo! Alas! Ha! Oh no! Hush! Etc.

Look at the statements below:

Hello! What are you doing here!
Alas! He is no more.

Sometimes, interjections can also be used in the form of a certain group of words, to express the desired feeling. E.g., Well done! Good gracious!

9.10.8.1 Exercise

Insert suitable interjections in the sentences given below.

- _____ We won the match!
- _____ What a beauty!
- _____ I am so scared.
- _____ Have they gone?
- _____ Everyone is awake.
- _____ The man is no more.
- _____ Do not disturb.
- _____ The child is asleep.

Ans:

- ✓ Hurrah! We won the match!
- ✓ Wow! What a beauty!
- ✓ Oh! I am so scared.
- ✓ What! Have they gone?
- ✓ Cheers! Everyone is awake.
- ✓ Alas! The man is no more.
- ✓ Oh no! Do not disturb.
- ✓ Hush! The child is asleep.

9.10.8.2 In the following sentences, identify the interjection and underline it.

- Hi, I'm glad that you could make it to the function.
- Wow! You look dashing today.
- That was the best dance performance that I have ever seen, bravo!
- I can't believe you hit my dog, bah.
- Hmm, I wonder where I put my papers and wallet.
- Miners used to shout, eureka, when they struck gold.
- "Shoo!" shouted the woman when she saw the dog licking her feet.
- I guess that's the end of the match, darn.
- Stop! You should always wear your seat belt when driving a car.
- Yippee, I made this dish all by myself.

Answers:

- ✓ Hi is the interjection and is used as a greeting.
- ✓ Wow is the interjection and shows surprise.
- ✓ Bravo is the interjection and is also used as a way to congratulate the participants.
- ✓ Bah is the interjection and shows disappointment.
- ✓ Hmm is the interjection and a verbalization of a mental process.
- ✓ Eureka is the interjection and shows excitement.
- ✓ Shoo is the interjection and is being used to verbally startle the cat.
- ✓ Darn is the interjection and shows disappointment.
- ✓ Stop is the interjection and ceases the forthcoming action.
- ✓ Yippee is the interjection and shows excitement.

9.11 Future Perfect Tense

This tense form is used to talk about a future action that can be completed in a particular time. This tense also consolidates the determination of the speaker.

Look at the sentences below:

- They *will have* reached home by 9.30 pm.
- You *will have* read about your grammar in your school.

The following table gives the various forms of the future perfect tense:

Affirmative	Negative	Interrogative
subject+shall/will+have+ III form of verb	sub+shall/will not+have+ III form of verb	shall/will+subject+have+ III form of verb
I shall have played.	I shall not have played.	Will I have played?
We shall have played.	We shall not have played.	Shall we have played?
You shall have played.	You shall not have played.	Will you have played?
They will have played.	They will not have played.	Shall they have played?

9.11.2 Exercise

Fill in the blanks with future perfect tense forms of the words given in brackets and convert the sentences into negative and interrogative forms.

- Chiranjeev _____ his work by 7am. (finish)
- She _____ the match tomorrow. (play)
- They _____ to the school. (go)
- We _____ . (leave)
- She _____ this chapter by now. (read)
- Rajeev _____ by the time you call him. (sleep)

- By the time winter falls my vacations _____ .(finish)
- The college _____ by the time we reach there. (close)
- Sameer’s examination has begun, and by next Monday he _____ his last paper.(write)
- The flowers _____ by the time you take them out from the vase.(wilt)
- Our bus reaches Chandigarh at 10.00 am in the morning. All the offices _____ by then. (open)

Ans:

- ✓ Chiranjeev will have finished his work by 7am.(finish)
- ✓ She will have played the match tomorrow.(play)
- ✓ They will have gone to the school.(go)
- ✓ We shall have left .(leave)
- ✓ She will have read this chapter by now. (read)
- ✓ Rajeev will have slept by the time you call him. (sleep)
- ✓ By the time winter falls my vacations will have finished .(finish)
- ✓ The college will have closed by the time we reach there. (close)
- ✓ Sameer’s examination has begun, and by next Monday he will have written his last paper.(write)
- ✓ The flowers will have wilted by the time you take them out from the vase.(wilt)
- ✓ Our bus reaches Chandigarh at 10.00 am in the morning. All the offices will have opened by then. (open)

9.11.3 Future Perfect Continuous Tense

This tense form is used to express actions that began in the past and which will be in progress over a period of time that will end in the future. Look at the sentences below:

- By next March we *shall have been living* here for eight years.
- I *will have been teaching* for 25 years by next November.

The following table gives the various forms of the future perfect continuous tense:

Affirmative	Negative	Interrogative
subject+shall/will+have+been + Ist form of verb+ing	sub+shall/will not+have+ been + Ist form of verb+ing	shall/will+subject+have + been + Ist form of verb+ing
I shall have been dancing.	I shall not have been dancing .	Will I have been dancing?
We shall have been dancing .	Weshall not have been dancing .	Shall we have been dancing?
You shall have been dancing .	You shall not have been dancing	Will you have been dancing?
They will have been dancing .	They will not have been dancing	Shall they have been dancing?

9.11.4 Exercises

9.11.4.1 Fill in the blanks with future perfect continuous tense forms of the words given in brackets and convert the sentences into negative and interrogative forms.

- They _____ for three hours. (wait)
- Rahul will be tired. He _____ for eighteen hours.(bat)
- Anu _____ the car. (drive)
- They _____ the live match (watch)
- Geeta _____ for five hours.(work)
- By the time my father retires, I _____ for four years.(work)
- When the plane lands at the airport, Hazard _____ for over an hour for Torres.(wait)
- By 2014, jatin _____ the college for thirty years. (run)
- By next Monday, Yosuf _____ in this company for five years. (work)
- Bajrang _____ the Liverpool football team for three years by now. (support)

Ans :

- ✓ They shall have been waiting for three hours.
- ✓ Rahul will be tired. He will have been batting for eighteen hours.
- ✓ Anu will have been driving the car.
- ✓ They shall have been watching the live match.
- ✓ Geeta will have been working for five hours.
- ✓ By the time my father retires, I shall have been working for four years.
- ✓ When the plane lands at the airport, Hazard will have been waiting for over an hour for Torres.
- ✓ By 2014, Jatin will have been running the college for thirty years.
- ✓ By next Monday, Yosuf will have been working in this company for five years.
- ✓ Bajrang will have been supporting the Liverpool football team for three years by now.

9.11.4.2 Fill in the blanks with the most appropriate future tense forms of the verbs given in brackets and convert the sentences into negative and interrogative forms.

- Jayant _____ airplanes for twenty years by the time he reaches forty. (fly)
- Take rest before you go to watch the movie. You _____ (travel) in the morning and _____ (be) tired.
- The Principal _____ you on Monday. (meet)
- You are drinking continuously. You _____ (fall sick)
- Raghav _____ when the doctor comes in the evening. (play)
- Paul _____ Sahira brand new pair of shoes on his birthday. (gift)
- The movie _____ by the time we reach the hall. (start)
- The Chief Minister _____ his cabinet ministers shortly. (meet)
- Please, don't wake me up before 12.00 in the morning as I _____ after keeping awake the whole night. (sleep)
- Rajiv has decided to rent out his flat .He _____ the property dealer today (meet)

Ans:

- ✓ Jayant will have been flying airplanes for twenty years by the time he reaches forty.
- ✓ Take rest before you go to watch the movie. You will travel in the morning and will be tired.
- ✓ The Principal shall meet you on Monday.
- ✓ You are drinking continuously. You will fall
- ✓ Raghav will be playing when the doctor comes in the evening.
- ✓ Paul will have gifted Sahira brand new pair of shoes on his birthday.
- ✓ The movie will have started by the time we reach the hall.
- ✓ The Chief Minister will meet his cabinet ministers shortly.
- ✓ Please, don't wake me up before 12.00 in the morning as I shall have been sleeping after keeping awake the whole night.
- ✓ Rajiv has decided to rent out his flat. He will be meeting the property dealer today

9.11.4.3 Exercise; Use the verbs in brackets to make the future perfect tense.

- In seven years' time they all the buildings in this town. (demolish)
- We the house tree before our guests come back. (decorate)
- I for twenty years this year. (teach)
- My text book by the end of this month. (publish)
- Before Mohit calls me, I his offer all the time. (consider)
- You until you open the door. (sweat)
- By Monday we all the necessary information. (receive)
- This year the plants for years (grow)

Ans:

- ✓ they will have demolished
- ✓ will have decorated
- ✓ will have been teaching
- ✓ will have been published
- ✓ will have been considering
- ✓ will have been sweating
- ✓ we will have received
- ✓ trees will have been growing.

10.11.4. Exercise

- Ravi _____ (work) all weekend so he won't be energetic on Saturday night.
- How long _____ (you / wait) when you finally get your blood test results?
- Ijaj _____ (not / eat) much, so we'll need to make sure he has a sumptuous breakfast when he arrives home.
- _____ (Raj / stand) long by the time we get there?
- _____ (Mohit / play) cards for five hours when he finally stops?
- Children _____ (study) all day, so they'll want to go for a movie in the evening.
- Varun and Pooja _____ (not / stay) in the hotel for long when Sheela arrives.
- 8. Mohit _____ (not / run) when he meets you , he'll have been cycling.
- 9. Sujata _____ (play) Tennis, so she won't be ready.
- 10. They _____ (look) at houses for five months next Monday.
- 11. We _____ (not / do) this task for long when the teacher arrives.
- 12. How long _____ (they / work) on this assignment when it is completed?
- 13. _____ (Billu / sell) cars when I see him?
- 14. Rohit _____ (do) much work, so he'll not be happy to start a new project.
- 15. How long _____ (the children / sleep) in their aunt's house when their new house is ready?

Answers:

- will have been working.
- will you have been waiting
- will not have been eating
- will have been standing
- ✓ 5. Will have been playing cards
 - have been studying
 - will not have been staying
 - will not have been running
 - will have been playing tennis
 - will have been looking at houses
 - will not have been doing
 - will they have been working
 - Will Billu have been selling
 - will not have been doing

Suggested Reading - Essays

Evils of Dowry System

- ✓ Dowry system is a social evil in our society. It is a burden on the poor parents of young girls. It is blot on our society. It has ruined the lives of many girls. If we don't finish the curse, it will finish us. Dowry means movable and immovable articles like cash, jewellery, household articles of daily use. Parents of the girls give dowry to enable them to set-up a new house after their marriage. In the past it was a token of love. But now it has become a compulsion. A marriage without dowry is not possible in our society today. Dowry is not a problem of rich parents. It is for that reason the birth of a daughter is not welcomed in poor and middle families. We daily read in the newspapers about "DOWRY DEATHS". Many girls are burnt alive after marriage because their parents have not given them a rich dowry. Dowry hunters should be socially boycotted. Our slogan should be "Marriage without Dowry".

Communalism

- ✓ India is not a small country. It is sub-continent inhabited by different races, having different religious faiths and beliefs. There are Hindus, Muslims, Sikhs, Jews and Christians among others. But the two chief communities that are constantly at war with each other are the Hindus and Muslims. India is a democratic country. Here all religions are equal. Everyone has a right to his own religious beliefs. He may worship whatever Gods he likes, celebrate whatever festival. Communalism has led to disunity, factionalism, mutual suspicion and distrust. It has led to arson, violence and blood shed. The country was divided in 1947 on communal lines. Secondly, the spirit of tolerance as preached by Kabir, Nanak and other sages should be inculcated in letter and spirit. People must be made to realize that all religions are essentially the same in spirit.

Role of Advertisement Today

- ✓ The art of advertisements is a modern development. Modern life is highly complex. Man has discovered many fresh avenues for its exercise. The manufactured articles are coming from far and wide. Hence purchasers must be kept well informed about them. To keep buyers informed and to help determine their choice, advertisement is necessary. Thus advertisement plays a vital role in our daily life. We know that, an advertisement gives a lot of information about any product. An advertisement shows only plus points of a product only for gaining the attraction of the customer. Sometime it harmful for us. Generally, an advertisement make only for the purpose of profit, makers do not think about the feelings of people. There are many sources of advertisements like newspaper, radio, Television etc.

Science and Religion

- ✓ Science is an organized knowledge. It deals with the materials and the known. It is nothing but good sense & reason. Religion is the fear and love of God. Its root is faith. Its home is in the conscience. It discards reason and depends on intuition. The west is more scientific than religious and east is more religious than scientific. So the scope of science is different from that of religion but still they react upon each other and place each other on a sounder and saner foot. There is no essential opposition between science and the true type of religion. Galileo too had to suffer imprisonment and pain because of his new astronomy. Darwin had to face a storm of anger and contempt for his theory of evolution. Today it would be the height of ignorance, and madness to oppose science in any way.

The Value of Discipline in Life

- ✓ Discipline plays an important part in our life. It brings us glory, greatness and success in life. No person or nation can make progress without it. It is well said, “No discipline No progress”. Discipline means to follow some rules or regulations in life. It also means obedience to our superiors. It means self-control or self-discipline. If we do not observe strict discipline there will be confusion and disorder in our society. There can be no peace, happiness and safety where people do not follow discipline. It costs nothing. We need discipline everywhere- at home, at the railway station etc, Discipline should be the guiding principle of our life. For the success of our democracy, national discipline is most essential. A child at home, a student in a school, a clerk in an office, a worker in a factory, a soldier in the army, must observe discipline.

India of my Dreams

- ✓ India of my dreams is a country without poverty. What is a country without freedom? What is a nation without equality? What is a land without brotherhood? India today is far from the India of my dreams. The gulf between the rich and the poor is increasing day by day. The rich are becoming richer and poor becoming poorer. This is very far from my dreams. I want a country in which nobody is poor. All people should have some type of equality in the distribution of the fruits of our land and labor. Without socialism India can never be said to be a free country. In India of my dreams the gulf between the haves and the have nots must be bridged. Every one should have enough to satisfy his needs but none should have more to meet his greeds.

Educative Value of Television

- ✓ Television is one of the latest blessings or wonders of science. It has proved to be an Aladin’s lamp or a magic box to serve and entertain us. The word “television” is a combination of two words. Tele means distance and vision means to see. Thus it means to see a thing or a person from a distance. It is an improvement of radio. It combines both sight and sound. It is no more a luxury but a necessity. Television today has become a part and parcel of our life. While sitting in our drawing room we can enjoy film, actors, and singers can also hear them in action thousands

of miles away. T.V. is also a source of information. We can know about the economic, industrial, political or social life of the people.

If I were a Millionaire

- ✓ Everybody wants to be a millionaire but few people know what they will do with their money if they get a million rupees. To have a million rupees is a great responsibility. You have to protect the money. You have to use the money properly. Thieves are always around you. Many friends want to rob you somehow or the other. A millionaire has to guard himself both against friends and foes. The idea of becoming a millionaire overnight is thrilling to most of the people. Many do have such dreams. You may get a rich legacy of a few lakhs of rupees. Rich legacy is rare these days but some people do win high –class lottery tickets. These people are very few but they are. We read some stories about them in the newspapers. But what they do with money we seldom know. If I were a millionaire, I will build a school for poor children, where only those children will be taken for education, who have been rejected by other schools, whose parents do not know what to do with them. Quite often they are intelligent but their parents and teachers understand them not.

Life in a Big City

- ✓ It is difficult to decide which life is better- a town life or a country life. Poets and Philosophers generally praise country life. They say that the city life is artificial, mechanical and fast. Atmosphere in a city is smoky and suffocating. People in a city do not have peace of mind. They cannot enjoy the beauties of nature. There is a lot of hustle and bustle. Nothing is pure and natural in a city. Life is risky and costly. People in a city are selfish and greedy. City life has own advantages which are not available in the country. People have better educational facilities. Cities also provides better medical facilities. Qualified doctors are available to attend to them and perform operations in a painless manner. Life in a city has more color and variety. There are many means of entertainment like cinema houses, theatres, clubs etc.