

Look at the picture and answer the questions that follow:



1. What do you see in the picture?
2. What do you think may be the causes of wars in the world?

**Oral Discourse:** Talk on - Impact of wars on human life.



## A. Reading

### Puru, the Brave

**Characters :**

**Alexander :** the king of Macedonia  
who conquered Greece, Persia etc.,

**Puru :** a king of northern India

**Four Greek generals and six soldiers**

*The camp of Alexander on the banks of the Jhelum. Alexander is sitting on a high chair and his four generals are sitting on low chairs. Two Greek soldiers are standing at the door. Alexander is having a talk with his generals.*



Alexander : The battle of Jhelum will go down in the history of our country.

First general : It'll go down in the history of India, too.

Second general : It'll go down in the history of the world.

Third general : I've never fought such a battle before.

Fourth general : I haven't either. Until the last moment, I couldn't believe that we would be able to defeat the army of Puru.

Alexander : Yes, it has been a great battle—perhaps the greatest of my life. I must say every Indian soldier fought like a tiger.

First general : They fought like devils, Your Majesty.

Alexander : The Indians are good soldiers. They know how to fight. They fight better than our men.

Second general : But their generals aren't so good as ours.

Alexander : If you mean they aren't so brave as the Greek generals, I don't agree with you.

Second general : But they aren't very skilful, Your Highness.

Alexander : I see what you mean, and here I agree with you. The Indian generals are still following the old methods of warfare. Their battle plans are faulty and they depend too much upon their elephants. But as fighters they are wonderful. I have the highest respect for them.

Third general : I was amazed to see how Puru fought in the battle of Jhelum.



- Fourth general : He continued to fight even when others had left the field. I think he killed at least a hundred of our men with his sword.
- Second general : And injured many more.
- First general : He was badly injured himself.
- Second general : That's why we were able to capture him.
- Alexander : Oh! He is a brave man and a great soldier. I wish he were one of my generals.
- Second general : He is a proud man, Your Majesty.
- Alexander : A soldier is not a soldier if he is not proud. I'm not angry with him at all. He was not frightened by the news of my victories and refused to bow before me.
- First general : He will be brought to Your Majesty soon. Let us see how he behaves.
- Alexander : I'm sure he will not behave like a coward.
- (A soldier enters and bows to Alexander.)*
- Soldier : Sir, Puru has been brought to the camp.
- Alexander : Has he been put in chains?
- Soldier : Yes, Your Majesty.
- Alexander : Go and remove the chains, and bring him in. I don't want to see a brave man in chains.
- (The soldier bows and goes out.)*
- Alexander : They should not have put him in chains. He is a king besides being a great soldier.

*(Puru enters with four Greek soldiers following him. Alexander and the generals stand up to greet him. Puru joins the palms of his hands and raises them to his forehead to return the greeting.)*



Alexander : (to the soldiers) You may go.  
*(The soldiers bow and go out.)*

Alexander : (to Puru) Well, how are you, king?

Puru : My name is Puru.

Alexander : All right. Are you sorry for the mistake you made, Puru?

Puru : I made no mistake, sir.

Alexander : Didn't you reject my proposal?

Puru : I did. I refused to be your vassal.

Alexander : Do you know that many kings have gladly agreed to be my vassals?

Puru : I know that, and I also know that none of them is Puru.

First general : (softly to the second General) He is, indeed, a very proud man.

Alexander : Don't you realize that you are my prisoner?

Puru : I do, but that doesn't make any difference to me. I'm still the lawful king of my country.

Alexander : How shall I treat you?

Puru : As a king should treat another king.

Alexander : Puru, you are a brave man. I'm pleased with you. I want to make friends with you. Will you be a friend to me?

Puru : On one condition.

Alexander : What is that condition?

Puru : My kingdom should remain independent and you should treat me as your equal.

Alexander : Agreed. (after a pause) I'm proud of your friendship, my brother.

Puru : I'll do my best to be worthy of the friendship of Alexander the Great.

*(The generals bow to Alexander and Puru.)*

## Glossary

go down (phr.v) : to be recorded

Your Highness (n) : a title of respect used when talking to or about a member of the Royal family

warfare (n) : the act of fighting a war

Your Majesty : the way of addressing Royal people

vassal (n) : a man promising to fight for a king in return for the right to hold land

### How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

#### I. Answer the following questions:

1. Who is Alexander?
2. Why did the generals and Alexander think that the battle of Jhelum would go down in the history of the world?
3. What do you think is the reason for Indian soldiers' defeat?
4. What made Alexander respect Puru?
5. Do you believe that Puru was really proud? Give reasons.  
Do you justify his pride? How?
6. If you were Alexander, what would you do with Puru?

#### II. Tick (✓) the correct answers.

1. Alexander asked his soldiers to remove the chains of Puru because
  - a) he was sympathetic to Puru.
  - b) he did not like a brave man like Puru in chains.
  - c) Puru requested Alexander to remove his chains.
  - d) Alexander did not dare see Puru in chains.
2. Puru did not accept Alexander's proposal to be a vassal because
  - a) he was very proud.
  - b) he was very brave and patriotic.
  - c) he was not very wise.
  - d) he did not have respect for Alexander.
3. Alexander made friends with Puru because,
  - a) Puru accepted that Alexander was really great.
  - b) Alexander wanted to make use of Puru's services.
  - c) Alexander liked Puru's bravery and self-respect.
  - d) Alexander was very kind.
4. Alexander was really great because,
  - a) he defeated Puru.
  - b) he made friends with a brave king like Puru.
  - c) he defeated Puru, set him free, respected him, and made friends with him.
  - d) he was the conqueror of the world.



## Vocabulary

I. Pick out the antonyms from the text for the words given below.

victory	timid	humble	accept	dependent
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II. Fill in the blanks in the following paragraph with the words given in the box.

respect	skilful	proposal	lawful	capture
worthy	amazed	conquered	frightened	remain

I know that you are very ..... and ..... of the position you hold. But I am really ..... to know that you feel as though you have ..... the world. These days nobody is being ..... by the other. I would like to make a ..... so that you will ..... humble and ..... I hope my words ..... your imagination and you ..... me as your teacher.

## Grammar

I. Let's have a look at the following sentences from the text.

1. My kingdom should remain independent.
2. You should treat me as your equal.
3. I must say every Indian soldier fought like a tiger.

In sentence 1, **should** indicates obligation whereas in 2, it indicates condition.

In sentence 3, '**must**' is used to indicate insistence on the part of the speaker / necessity.

It is also used when the speaker has authority over the listener.

It is important to understand how the modals '**should**' and '**must**' are used.

(People sometimes use **should** to indicate something that is desirable and **must** to indicate obligation. However, some people use them interchangeably.)





Now read the conversation between a doctor and a patient and fill in the blanks with should ( should not) and must( must not).

- Doctor : Mr. Rao, what exactly is your problem?
- Patient : I've been suffering from gastric problem for a long time.
- Doctor : Mr. Rao, I ..... say you ..... eat non-vegetarian or spicy food for some time.
- Patient : Can I eat boiled eggs or omelettes, doctor?
- Doctor : Isn't an egg non-vegetarian? You ..... eat any non-vegetarian food for quite some time. In fact, you ..... have stopped eating it long ago. You .....consult me in a week.
- Patient : I am sorry, doctor. I won't eat non-vegetarian food any longer. You are quite correct, doctor. I ..... take your advice and ..... avoid eating non-vegetarian and spicy food. Thank you very much, doctor.
- Doctor : You are welcome. I think you ..... remember my advice.

## II. Look at the following sentences from the text:

1. But their generals are not so good as ours.
2. The Indian generals are not so skilful as the Greek generals.
3. It has been a great battle – perhaps the greatest of my life.

In the above sentences 1&2, the Indian generals are compared with Greek generals. The third sentence means that it was the greatest or the best battle of all his (Alexander's) battles. When we want to compare one thing with the other, we use degrees of comparison – positive, comparative and superlative forms of adjectives.

If we compare two things or two sets of things, we use positive or comparative forms of adjectives. If we compare more than two things or two sets of things, we use the superlative form of adjectives. We can transform positive degree into comparative and superlative and vice versa.

Let us observe the sentences 1 and 2 above.

1. Their generals are not so good as ours.
2. The Indian generals are not so skilful as the Greek generals.

The underlined words in the above sentences are adjectives. These are the positive forms of adjectives. The other forms of these adjectives are given below.

### Positive

good  
skilful

### Comparative

better  
more skilful

### Superlative

best  
most skilful



The two sentences are said to be in the positive degree since the adjectives are in the positive degree.

They can be transformed into comparative degree by changing the adjectives into comparative degree and making certain other changes.

**Sentences 1 and 2 can be changed into comparative forms as shown below:**

1. Our generals are better than their generals.
2. The Greek generals are more skilful than the Indian generals.

**Now look at the third sentence.**

It is the greatest battle of my life.

**The above sentence can be turned into the comparative and positive degrees as shown below.**

It is greater than any other battle of my life.

No other battle of my life is so great as this.

**Now look at the following sentence in the superlative degree of comparison:**

Puru is one of the bravest kings in the world.

*This sentence means that there are a few kings in the world who are as brave as Puru. It also means that Puru is not the only bravest king in the world. Let's see how the above sentence can be transformed into comparative and positive degrees of comparison.*

Puru is braver than many other/ most other kings in the world. (Comparative)

Very few kings in the world are as brave as Puru. (Positive Degree)

**Observe the following forms of comparison of some adjectives.**

Positive Degree	Comparative Degree	Superlative Degree
nice	nicer	nicest
short	shorter	shortest
big	bigger	biggest
great	greater	greatest
fast	faster	fastest
worthy	worthier	worthiest
frightened	more frightened	most frightened
lawful	more lawful	most lawful



**Change the following sentences into other forms of comparison as indicated in the brackets.**

1. Rahul Dravid is one of the greatest batsmen in the world.( comparative degree)
2. Alexander was the greatest soldier in the world.( positive degree)
3. India is one of the fastest developing countries in the world.( comparative degree)
4. No other river in the world is so long as the Nile.( superlative degree)
5. Hindi is one of the most popular languages in India.( positive degree)
6. Lara is not so great as Tendulkar.( comparative degree)
7. Rekha is one of the most beautiful girls in the class.(positive degree)
8. Very few metals are as expensive as platinum.( comparative degree)
9. Shimla is colder than all other hill stations in the Himachal Pradesh.( superlative degree)
10. Delhi is one of the most crowded cities of India.( positive degree)

## Writing

**I. Given below are some jumbled sentences. Rearrange them in the right order and write a meaningful paragraph by using appropriate connectives.**

1. Alexander asked Puru why he had rejected his offer.
2. Alexander defeated many kings besides Puru, became the world conqueror, and was called Alexander the Great.
3. Alexander was born in Greek and he was the disciple of the greatest Greek philosopher, Aristotle.
4. Puru lost the battle though his generals and soldiers fought very bravely.
5. Alexander asked his soldiers to remove the chains and bring Puru to him.
6. Puru killed more than one hundred soldiers but he was gravely injured and chained in the battle.
7. Puru lost the battle as he had used the oldest methods of warfare and elephants.
8. Puru said that he was the lawful owner of his kingdom.
9. Puru was a brave king and a great soldier of Northern India.
10. Alexander liked Puru's bravery and self-respect, so he became his best friend.
11. There was a great battle between Alexander and Puru on the banks of Jhelum.
12. Alexander asked Puru to be his vassal but he refused.



**II. Rewrite the playlet 'Puru, the Brave' as a short story. You may follow the steps given below:**

**Read the drama script as many times as necessary.**

1. Identify the major events depicted in the drama.
2. Take turns and share the major events in the order they occur.
3. Expand each event in terms of
  - the location where it takes place.
  - the characters involved.
  - what they say / think / feel.
4. Write the first draft.
5. Edit and refine the draft.

**How well did I write?**

Fill in the boxes using yes/ somewhat/ no.	
I was able to convert the play into a story.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

**How well did I edit my work?**

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

**Study skills**

There are many words which can function as more than one part of speech. *For instance 'talk' can be used as a verb as well as a noun.*

She talks at length about her dress.

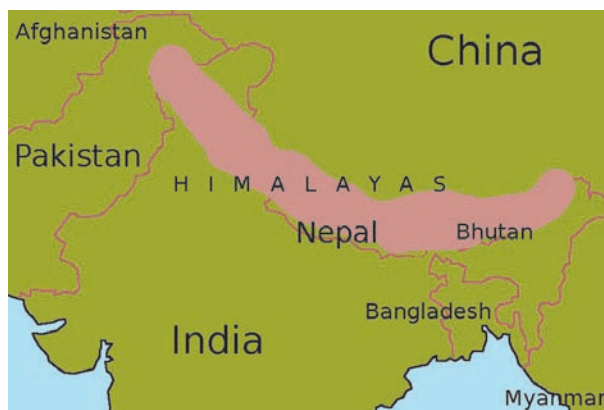
Her talk is boring.

- I. Refer to a dictionary and say whether the following words can be used as different parts of speech like a noun, a verb, an adjective, etc. The first one is done for you.

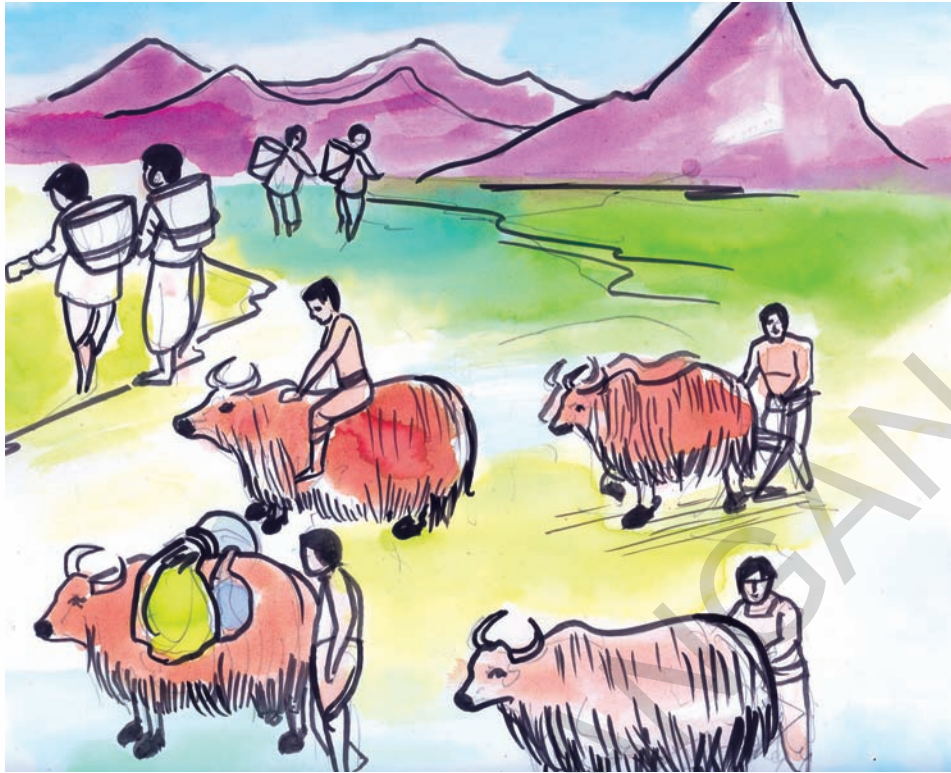
Word	Noun	Verb	Adjective
battle	✓	✓	✓
chain			
conquer			
fight			
like			
refuse			
reject			
respect			
talk			
treat			

## Listening and Speaking

Your teacher will read the passage “Nepal and the Himalayas.” Listen carefully and answer the questions given below:







**I. Choose the right answer from the choices given below:**

1. The passage is about ..... ( )  
 a) Nepal.  
 b) the Himalayas.  
 c) the Himalayas and the Sherpas.  
 d) none of these.
2. The Sherpas came from ..... ( )  
 a) Nepal.                      b) Tibet.  
 c) China.                      d) none of these.
3. Lower down the Himalayas we can see ..... ( )  
 a) colourful butterflies.  
 b) kites.  
 c) eagles.  
 d) all of these.
4. The most useful animals for Sherpas are ..... ( )  
 a) cows.  
 b) buffaloes.  
 c) yaks.  
 d) none of these.





**II. Read the following sentences and say whether they are true or false.**

1. Mount Everest is in India. ( )
2. There are many roads in the Himalayas. ( )
3. Even the children of Sherpas carry heavy loads. ( )
4. One can find flowers on the tops of the Himalayas. ( )

**III. Work in groups. Ask and answer the following questions:**

1. What are the modes of transport in the Himalayas?
2. Why do Sherpas look like the people of Tibet?
3. What interesting things would you find in the Himalayas?

**Listen to the following conversation:**

- Teacher : Meghana! Have you ever been to the Himalayas?
- Meghana : No, sir. I have never been to the Himalayas.
- Teacher : Do you have any idea about the Himalayas?
- Meghana : Yes, I do.
- Teacher : Tell me whatever you know about it.
- Meghana : Sir, the Himalayas are the highest mountains in the world.
- Teacher : Oh! Are they? Then tell me which is the highest peak among them?
- Meghana : Mount Everest, sir.
- Teacher : What sort of help is available to the climbers in the Himalayas?
- Meghana : Sir, there are plenty of Sherpas.
- Teacher : Who are these Sherpas?
- Meghana : Sir, they are helpers in the mountains .  
They carry our luggage to earn their living.
- Teacher : Good, Meghana.
- Meghana : Thank you, sir.

**Work in groups and share your experiences about the place you have visited. You may talk about the following:**

- The place you have visited
- How you have travelled?
- When was it? Where did you stay?
- Who went with you?
- The places you have visited. The places you liked and disliked.
- Any memorable experience or anecdote.



## B. Reading (Poem)

# Home They Brought Her Warrior Dead

Home they brought her warrior dead  
She nor swooned, nor uttered a cry:  
All her maidens, watching, said,  
‘She must weep or she will die’.

Then they praised him, soft and low.  
Called him worthy to be loved,  
Truest friend and noblest foe;  
Yet she neither spoke nor moved.

Stole a maiden from her place,  
Lightly to the warrior stepped,  
Took the face-cloth from the face;  
Yet she neither moved nor wept.

Rose a nurse of ninety years,  
Set his child upon her knee –  
Like summer tempest came her tears –  
‘Sweet my child, I live for thee’.

– Alfred Lord Tennyson



## Glossary

warrior(n):	a soldier good at fighting
swooned(v):	became unconscious
stole(v):	moved silently
foe(n):	enemy
tempest(n):	storm in the ocean

### I. Answer the following questions:

1. How do you think the warrior lost his life?
2. What was unnatural with the warrior's wife?
3. What did the maidens do to make her cry?
4. Why did they want her to cry?
5. Who succeeded in making the woman cry?
6. Look at the word order in the title. Normally we say "They brought her dead warrior home." Why do you think the poet changed the word order? Is it beautiful? Discuss. Find other lines with a similar order in the poem.

## Project

- I. Here is a list of a few states in India. Collect the information about the heads mentioned below in the table. After collecting this information present it before the class and display it in “Our Reading Corner” (ORC).

State	Famous Personalities	Tourist places	Dance forms	Food items
Telangana				
Andhra Pradesh				
Tamil Nadu				
Kerala				
Karnataka				
Orissa				
Punjab				

## C. Reading

### The Magic of Silk

This is a story from China. A long, long time ago, there lived an old woman in a hut in the forest. Her husband had been killed by a tiger some years ago. She was old and weak. Life was difficult for her and her daughter, Siew Mei.

Siew Mei did all the cooking and cleaning herself. She also looked after the silkworms in their garden. The worms gave them fine thread to make beautiful silk. Siew Mei sold the silk to travellers in the village market. In this way, she got enough money to buy food and other things.

One day as Siew Mei was returning home, it started to rain heavily. It was getting dark, too. Siew Mei ran into the first hut she saw. The door was open and there was no one inside.

“Is anybody in?” she called loudly, again and again. But there was no reply.

Siew Mei looked around the hut. The floor was very dirty. Bowls and pots were left unwashed. Siew Mei swept the floor and washed all the bowls and pots.



By the time she had finished, the hut was as clean as a new one. By then the rain had stopped too. "I had better go home," she said to herself. "Mother will be worried."



As she walked out of the hut, she saw a strange old man. His long beard reached down to his waist. He looked about a hundred years old. The old man looked at Siew Mei and smiled.

"Uncle," she said, "I went into the hut because it was raining. I hope you don't mind."

"Not at all, young girl," replied the old man. His eyes fell on the clean floor and on the bowls and pots. "Did you clean the hut for me?"

"Yes," answered Siew Mei. "Let me help you into the hut." The old man was very happy. "You're a very kind girl," he said. "I must give you a present."

He took out a pair of scissors and cut off a little of his long white beard. He put it in a piece of old cloth, tied it up, and gave the bundle to her.

"Do not give it to anyone," said the old man. "Open it when you get home."

Siew Mei thanked him and went home. Her mother was very glad to see Siew Mei safe. Siew Mei told her mother about the old man.

Siew Mei opened the bundle to show her mother the old man's white beard. To their surprise, they saw the finest silk thread in the whole of China. They began to weave with the





silk thread. When they had finished weaving, they had made the finest silk they had ever seen. They noticed that the bundle of silk thread still remained exactly the same size as before.

News of their wonderful silk spread far and wide. The old woman and her daughter became famous and lived happily ever after.



### I. Answer the following questions:

1. Who do you think the old man is? Justify your reasons.
2. Do you believe in miracles? Are magic and miracles same? Give your reasons.
3. If you were Siew Mei, how would you feel?
4. Whatever good we give out comes back to us. Do you believe in this? Give reasons?



### Self Assessment

How well have I understood this unit?

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I was able to talk about what is happening in the picture ? My opinion on it. (Face sheet)			
I read and understood the text:			
A. Puru, the Brave			
B. Home They Brought Her Warrior Dead (poem)			
C. The Magic of Silk			
I was able to do the exercises given under 'Vocabulary'.			
I was able to understand the usage of 'should', 'must', 'Degrees of comparison' and able to do the given exercises given under 'Grammar'.			
I was able to write a story given under 'Writing'.			
I was able to do the activity given under Study Skills.			
I listened and understood the passage "Nepal and the Himalayas" and answered the questions and taken part in speaking activity given under 'Listening and Speaking'.			
I was able to complete the 'Project Work' and present it to the class.			

