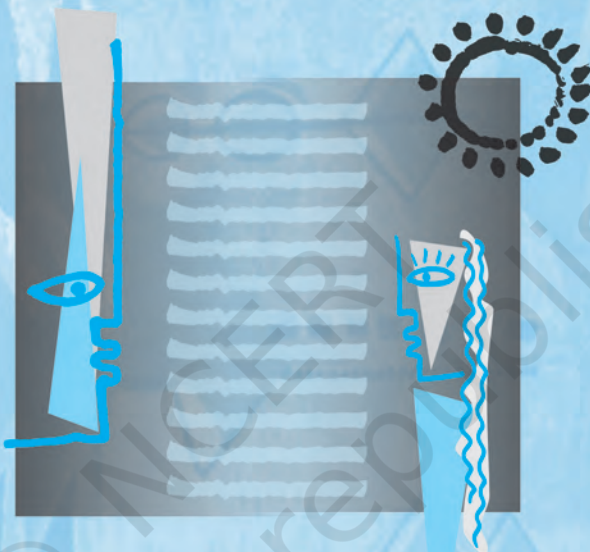


# First Flight

Textbook in English for Class X



1059



एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**First Edition**

February 2007 Magha 1928

**Reprinted**

November 2007 Kartika 1929

January 2009 Pausa 1930

December 2009 Agrahayana 1931

November 2010 Kartika 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

November 2013 Kartika 1935

November 2014 Agrahayana 1936

December 2015 Pausa 1937

February 2017 Phalguna 1938

November 2017 Kartika 1939

December 2018 Agrahayana 1940

August 2019 Bhadrapada 1941

**PD 575T BS**© National Council of Educational  
Research and Training, 2007**₹ 80.00**Printed on 80 GSM paper with  
NCERT watermarkPublished at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110 016  
and printed at B.M. Offset Printers,  
F-16, DSIDC Industrial Complex,  
Rohtak Road, Nagloi, New Delhi**ALL RIGHTS RESERVED**

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION****DIVISION, NCERT**NCERT Campus  
Sri Aurobindo Marg  
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road  
Hosdakere Halli Extension  
Banashankari III Stage  
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building  
P.O. Navjivan  
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus  
Opp. Dhankal Bus Stop  
Panihati  
Kolkata 700 114

Phone : 033-25530454

CWC Complex  
Maligaon  
Guwahati 781 021

Phone : 0361-2674869

**Publication Team**

Head, Publication Division : M. Siraj Anwar

Chief Editor : Shveta Uppal

Chief Production Officer : Arun Chitkara

Chief Business Manager : Bibash Kumar Das

Editor : Vijayam  
Sankaranarayanan

Production Assistant : Rajesh Pippal

**Cover, Layout and Illustrations**

Nidhi Wadhwa

# Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centered system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater





consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi  
20 November 2006

*Director*  
National Council of Educational  
Research and Training



# To the Teacher

*First Flight*, a textbook in English for Class X, is based on the new syllabus in English which was prepared as a follow-up to the National Curriculum Framework, 2005. The English curriculum lays emphasis on providing a variety of rich, comprehensible inputs to learners to enable their engagement in learning; and on recognising the multilinguality of everyday experience in India. This textbook aims at helping the learner to read for meaning in context, thus providing a bank of language to serve as a base for communication in English.

- This book presents you with texts in a variety of genres, including the diary, the formal address, the travelogue, and the play, on literary, cultural and sociological themes that touch upon aspects of life relevant to adolescents. Questions and ideas about the individual and society, the understanding and management of one's emotions, and of one's place in a larger time and space, are here presented both by such voices from contemporary history as Nelson Mandela and Anne Frank, and in fiction from India and abroad, chosen for their enduring value. There are units that present glimpses of our country, and depict our relationship with the natural world.
- The units in the book have been loosely structured in the following way. An introductory section, **Before You Read**, gives information or activates knowledge about the text to be read, and suggests some warm-up activities. Let children participate in these to the fullest extent; where necessary or possible, add some activities of your own.
- An innovation made in consultation with teachers is a while-reading activity, the **Oral Comprehension Check**, which aims at a quick, ongoing check that learners are indeed following the text up to that point, so that they can progress meaningfully to the parts of the text that





follow. Let learners briefly share their understanding by orally answering the questions in this section.

Reflection, expression of individual opinion and deeper understanding of the text can occur later, when the text has been read and understood in its totality, in the section **Thinking about the Text**. The questions in the latter section are designed to enable the learner to move from factual understanding to critical thinking.

- **Thinking about Language** provides exercises or tasks that follow naturally from the contexts suggested by a particular unit, for enrichment of vocabulary and other language skills. Exploit them well and also create your own activities. Exercises for the communicative skills of listening, speaking, and writing have been given in contexts that support group or pair activity. A variety of writing tasks have been aimed at.
- While dealing with poems, let children understand and enjoy the theme and the language by reading a poem with close attention, more than once, silently or along with the teacher or a partner. Where some information has been provided about the poet or the background to the poem, this should not stand in the way of the learner accessing the poem directly, and attempting to make sense of it.

How do we read poetry? Here is what one teacher says.

All poetry requires patience. Be patient with the text; read carefully for nuance and inference. Know what the words mean. Look up words that are unfamiliar — look up words that are familiar but you cannot specify. Pay attention to words or phrases that resonate with other things you know and try to identify the connection. Be patient and read slowly, and you will be amply rewarded.

- Each unit includes some guidelines for your assistance, under the head **In This Lesson**, organised under two subsections — **What We Have Done**, and **What You Can Do**. The first subsection summarises the theme of the unit, and/or its activities. The second suggests interesting possibilities for you to go beyond the text, using the text as a springboard for a variety of language activities appropriate to your particular group of learners. Suggested here, for example, are group activities for speaking or making a ticket collage, as well as dictation. As you follow these suggestions and take these activities forward along your own lines, you will be able to enrich your students' learning.

# Textbook Development Committee

## **CHAIRPERSON, ADVISORY GROUP IN LANGUAGES**

Professor Namwar Singh, formerly *Chairman*, School of Languages, Jawaharlal Nehru University, New Delhi

## **CHIEF ADVISOR**

R. Amritavalli, *Professor*, Central Institute of English and Foreign Languages (CIEFL), Hyderabad

## **CHIEF COORDINATOR**

Ram Janma Sharma, *Professor and Head*, Department of Languages, NCERT, New Delhi

## **MEMBERS**

Kalyani Samantray, *Reader*, SBW College, Cuttack

Kirti Kapur, *Lecturer*, Department of Languages, NCERT, New Delhi

Lakshmi Rawat, *TGT*, BRD Sarvodaya Kanya Vidyalaya, Prasad Nagar, Karol Bagh, New Delhi

Nasiruddin Khan, *Reader*, Department of Languages NCERT, New Delhi

Padmini Baruah, *Reader*, Department of ELT, Guwahati University, Guwahati

Sadhana Agarwal, *TGT*, SKV Dayanand School, Daryaganj, Delhi

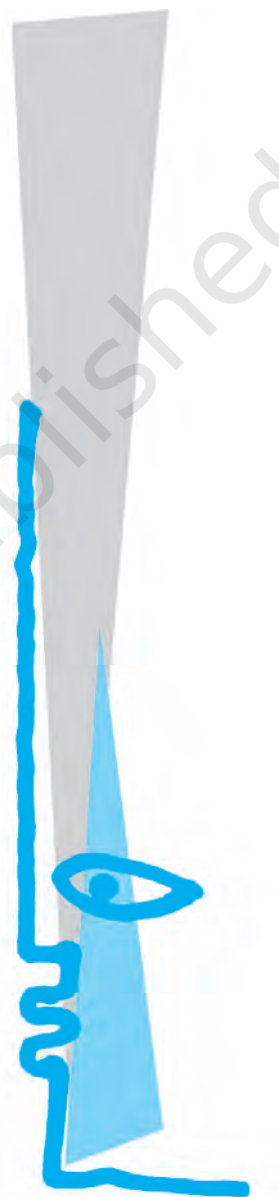
Sadhana Parashar, *Education Officer (ELT)*, CBSE, Community Centre, Preet Vihar, Delhi

Sandhya Sahoo, *Reader*, Regional Institute of Education (NCERT), Bhubaneswar

Shruti Sircar, *Lecturer*, Centre for ESL Studies, CIEFL, Hyderabad

## **MEMBER-COORDINATOR**

R. Meganathan, *Lecturer*, Department of Languages, NCERT, New Delhi





# Acknowledgements

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the CIEFL, Hyderabad and the Regional Language Centre, Singapore; Professor Jayasheelan formerly of the CIEFL, Hyderabad; and Professor Rajiv Krishnan of the CIEFL, Hyderabad, for their valuable suggestions and advice in the development of this book.

We thank Dr Shyamla Kumaradoss for developing the teacher's guidelines for each unit so as to maximise learning.

For permission to reproduce copyright material in this book, NCERT would like to thank the following: Sahitya Akademi for 'A Baker from Goa' by Lucio Rodrigues from *Modern Indian Literature: An Anthology*, (Volume Three — Plays and Prose); Media Transasia India Limited, New Delhi, for 'Coorg' and the accompanying photographs by Lokesh Abrol; Little Brown and Company, London, for the extract 'Nelson Mandela: Long Walk to Freedom' from *Long Walk to Freedom: The Autobiography of Nelson Mandela*; National Book Trust, India, New Delhi, for 'Madam Rides the Bus' by Vallikannan and for 'Tea from Assam' from *Story of Tea* by Arup Kumar Dutta; R. K. Laxman for the illustrations in 'Madam Rides the Bus'; Macmillan Publishing Company, New York, for 'The Ball Poem' by John Berryman and for 'Fire and Ice' and 'Dust of Snow' by Robert Frost from the *Anthology of American Literature II : Realism to the Present* (Third Edition); Puffin Books, London, for 'From the Diary of Anne Frank', an extract from *The Diary of a Young Girl*; Longmans for the extract, 'Mijbil the Otter' from *Ring of Bright Water*; Random House, New York, for the poem 'The Panther' by Rainer Maria Rilke, edited and translated by Stephen Mitchell; Amitai Etzioni, George Washington University, for the text 'Good Grief'; Holt, Rinehard and Winston Inc., New York, for the text 'The Sermon at Benares' by Betty Renshaw.

Special thanks are also due to the Publication Department, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Neena Chandra, *Copy Editor*; Mohammed Harun and Arvind Sharma, *DTP Operators*; Parash Ram, *Incharge*, Computer Resource Centre, NCERT; and Mathew John, *Proof Reader*.





# Contents

<i>Foreword</i>	iii
<i>To the Teacher</i>	v
1. A Letter to God	1
G.L.FUENTES	
Dust of Snow	14
ROBERT FROST	
Fire and Ice	15
ROBERT FROST	
2. Nelson Mandela: Long Walk to Freedom	16
NELSON ROLIHLEHLA MANDELA	
A Tiger in the Zoo	29
LESLIE NORRIS	
3. Two Stories about Flying	32
I. <i>His First Flight</i>	
LIAM O' FLAHERTY	
II. <i>Black Aeroplane</i>	
FREDERICK FORSYTH	
How to Tell Wild Animals	43
CAROLYN WELLS	
The Ball Poem	46
JOHN BERRYMAN	
4. From the Diary of Anne Frank	48
ANNE FRANK	
Amanda!	61
ROBIN KLEIN	
5. The Hundred Dresses-I	63
ELEANOR ESTES	





6. The Hundred Dresses–II	73
ELEANOR ESTES	
Animals	83
WALT WHITMAN	
7. Glimpses of India	85
I. <i>A Baker from Goa</i>	
LUCIO RODRIGUES	
II. <i>Coorg</i>	
LOKESH ABROL	
III. <i>Tea from Assam</i>	
ARUP KUMAR DATTA	
The Trees	99
ADRIENNE RICH	
8. Mijbil the Otter	102
GAVIN MAXWELL	
Fog	115
CARL SANDBURG	
9. Madam Rides the Bus	116
VALLIKANNAN	
The Tale of Custard the Dragon	129
OGDEN NASH	
10. The Sermon at Benares	133
For Anne Gregory	140
WILLIAM BUTLER YEATS	
11. The Proposal	142
ANTON CHEKOV	

