

ENGLISH

(First Language)

Standard XII



PLEDGE

India is my country.

All Indians are my brothers and sisters.

I love my country and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall respect my parents, teachers and all my elders and treat everyone with courtesy.

I pledge my devotion to my country and its people.

My happiness lies in their well-being and prosperity.

રાજ્ય સરકારની વિનામૂલ્યે યોજના હેઠળનું પુસ્તક



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PREFACE

Gujarat State Board of School Textbooks has prepared new textbooks as per the new curricula developed by the Gujarat State Secondary and Higher Secondary Education Board and which has been sanctioned by the Education Department of the Government of Gujarat. A panel of experts from Universities/Colleges, Teachers Training Colleges and Schools have put in a lot of efforts in preparing the manuscript of the subject. It is then reviewed by another panel of experts to suggest changes and weed out the mistakes, if any. The suggestions of the reviewers are considered thoroughly and necessary changes are made in the manuscript. Thus, the Textbook Board takes sufficient care in preparing an error free manuscript. The Board is vigilant even while printing the textbooks.

The Board has pleasure in publishing the Textbook of **English, First Language** for **Std. 12**. The Textbook Board is thankful to all those who have helped us in preparing this textbook. However, we welcome suggestions to enhance the quality of the textbook.

H. N. Chavda

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FUNDAMENTAL DUTIES

It shall be the duty of every citizen of India : *

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) to provide opportunities for education by the parent or the guardian, to his child or, as the case may be, ward between the age of six and fourteen years.

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About the Textbook...

Introduction to the Textbook

We are happy to place the Standard XII (FL) textbook in your hands. The aim of this textbook is to offer students “comprehensible input” through a wide range of language varieties and activities that involve all the four skills – listening, reading, speaking and writing. However, the textbook also endeavours to develop critical thinking, a key component of the National Curriculum Framework (NCF) document, along with the skills mentioned above. It has been the constant effort of the Gujarat State Board of School Textbooks, Gandhinagar to incorporate the most recent ideas, approaches and methods in its textbooks and this textbook too has been a step in that direction.

The Content

The texts included in this book have been sourced from a variety of genres, that has both the thematic range as well as the appropriate level of language suitable for students of Standard XII. Thus, while the themes include Indian ethos and values, national heroes, gender awareness, issues of the differently-abled, national achievements, national integration, social interaction, development of a scientific and enquiring spirit, the language used ranges from Indian English to British and American English. The texts have been especially selected keeping in mind the age and interests of the learners. The textbook is divided into 12 prose, 10 poems and 4 supplementary readings.

The prose units have been chosen from genres like newspaper reports, film dialogues, plays, short stories, letters, popular talks and essays. As is amply clear, the variety of genres will expose the learners to not only a variety of topics but would also expose them to the genre-specific register that is intrinsic to English.

The selection of poems has been done keeping in mind the specific form of the poetic genre. It includes sonnets, lyrics, narrative poems and more modern forms like *verslibre*. The selection is also representative of the themes that have been mentioned above. The array of genres, we hope, will help the learners to appreciate not only the transformation of the English language but also the nuances and shades of meaning that are inherent in it.

It is well established that reading as a skill can develop through exposure to longer texts. The supplementary reading units are intended to inculcate extensive reading habits among students. The units are also lengthier than the prose units and it is hoped that it will cultivate habits of independent reading.

The Activities

The activities included in the textbook have been largely based on the principles of Communicative Language Teaching (CLT). CLT aims at the following principles:

- ‘meaning’ and ‘form’ are equally important
- ‘contextualisation’ is important since all language–use is context-based
- ‘appropriacy’ and ‘accuracy’ are both important factors
- judicious use of native language translation is accepted when feasible
- the skills (LSRW) are seen as ‘integrated’ rather than isolated
- ‘struggling’ with the language is essential to communicate
- ‘communicative competence’ is the desired goal – ‘grammatical’ (structures of the language), ‘sociolinguistic’ (the social appropriateness of language), ‘discourse’ (how the language is organised within the text), ‘strategic’ (how a learner uses different strategies to learn the language)

- the teachers' task is to motivate use of language by encouraging classroom interaction through pair and group interaction / collaboration
- using the knowledge of the student is important for learning – pre-tasks and post-tasks are developed within a collaborative framework.

The activities in the Prose Reading Units have been divided into six sections:

Activity I : This is a pre-reading activity. The aim of this activity is to use the previous knowledge of the students and brainstorm in a collaborative mode. The activity is meant for eliciting as many responses from the learners as possible. The pre-reading activity is also intrinsically linked to the lesson that the learner is going to read and therefore, provides a bridge between what s/he knows and what s/he is going to learn.

Activity II : These are reading comprehension activities and are meant to test the understanding of the learner after reading the text. They have been sub-divided into three sections: A, B and C. While Section A is primarily meant for skimming and scanning to answer multiple-choice questions, Section B is meant for long answers. Section C is meant for re-reading the text and writing in detail. Please note that all the activities should allow the learner to re-visit the text again and again.

Important note : The activities are not mechanical and are meant to encourage the learners to think through their answers.

Activity III : The vocabulary activity is to help the students learn words in context as well as to use them in other contexts. These activities not only provide practice for the words that have been learnt during the lesson but also lead to an expansion of the word kit of the students.

Activity IV : The grammar activities are intended to make students understand the structure of the language. For this purpose, a range of grammar activities are included. The focus is on making the students 'notice' the structure in the text and use them in a context. Focus has been on both accuracy as well as the appropriacy of a structure.

Activity V : The speaking activity is intended for the production of the language and uses the "comprehensible input" of the previous activities to encourage the learners to speak. The learners are encouraged to speak individually, in pairs and in groups on topics related to the lesson.

Activity VI : The writing activities have been designed keeping the learners' real-life needs in mind. A variety of styles and genres have been included in this activity so that the learner not only practises what has been learnt in the lesson but also extends it to writing beyond the classroom.

Important note : Writing as a skill can succeed only if feedback is given to the learners.

Poems and Supplementary Readings

The poems in the textbook start with a short biographical note on the poet as well as a brief introduction to the poem.

The activities that follow the poem are divided into two sections: A and B. While A is a multiple-choice exercise meant to help the learner to skim through the poem to locate the answers, B is meant as a comprehension activity and to appreciate the poem for its literariness.

The Supplementary readings are followed by multiple choice exercise and comprehension questions.

Finally...

One of the major tenets of Communicative Language Teaching is the empowering of the learner where a motivated teacher and an autonomous learner can co-develop. For this purpose, CLT encourages the use of all tools that can achieve this goal. This textbook is one such tool. We hope that it is an adequate one and can lead on to more motivated teachers and independent learners.



UNIT 1

Activity I

You may be interested in joining a profession of your choice. According to you, which qualities will make you the best person in that profession? Narrate it to the class.

Introduction

Sir Arthur Ignatius Conan Doyle (1859 – 1930), a Scottish writer and physician, is best known for creating the fictional detective Sherlock Holmes. He is recognized as a reputed contributor to the genre of crime fiction.

How Watson Learned the Trick is about Doctor Watson attempting to demonstrate to Holmes how he has learned the latter's 'superficial trick' of logical deduction. Read on to find out about every single one of Watson's deductions.

How Watson Learned the Trick

Watson had been watching his companion intently ever since he had sat down to the breakfast table. Holmes happened to look up and catch his eye.

'Well, Watson, what are you thinking about?' he asked.

'About you.'

'Me?'

'Yes, Holmes. I was thinking how superficial are these tricks of yours, and how wonderful it is that the public should continue to show interest in them.'

'I quite agree,' said Holmes. 'In fact, I have a recollection that I have myself made a similar remark.'

'Your methods,' said Watson severely, 'are really easily acquired.'

'No doubt,' Holmes answered with a smile. 'Perhaps you will yourself give an example of this method of reasoning.'

'With pleasure,' said Watson. 'I am able to say that you were greatly preoccupied when you got up this morning.'

'Excellent!' said Holmes. 'How could you possibly know that?'

'Because you are usually a very tidy man and yet you have forgotten to shave.'

'Dear me! How very clever!' said Holmes. 'I had no idea, Watson, that you were so apt a pupil. Has your eagle eye detected anything more?'

'Yes, Holmes. You have a client named Barlow, and you have not been successful with his case.'

'Dear me, how could you know that?'

'I saw the name outside his envelope. When you opened it you gave a groan and thrust it into your pocket with a frown on your face.'

‘Admirable! You are indeed observant. Any other points?’

‘I fear, Holmes, that you have taken to financial speculation.’

‘How could you tell that, Watson?’

‘You opened the paper, turned to the financial page, and gave a loud exclamation of interest.’

‘Well, that is very clever of you, Watson. Any more?’

‘Yes, Holmes, you have put on your black coat, instead of your dressing gown, which proves that you are expecting some important visitor at once.’

‘Anything more?’

‘I have no doubt that I could find other points, Holmes, but I only give you these few, in order to show you that there are other people in the world who can be as clever as you.’

‘And some not so clever,’ said Holmes. ‘I admit that they are few, but I am afraid, my dear Watson, that I must count you among them.’

‘What do you mean, Holmes?’

‘Well, my dear fellow, I fear your deductions have not been so happy as I should have wished.’

‘You mean that I was mistaken.’

‘Just a little that way, I fear. Let us take the points in their order: I did not shave because I have sent my razor to be sharpened. I put on my coat because I have, worse luck, an early meeting with my dentist. His name is Barlow, and the letter was to confirm the appointment. The cricket page is beside the financial one, and I turned to it to find if Surrey was holding its own against Kent. But go on, Watson, go on! It’s a very superficial trick, and no doubt you will soon acquire it.’

Glossary

superficial (adj.) trivial, petty **speculation** (n) (here) risky investment **deductions** (n) (here) inferences

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence.

1. ‘Catch his eye’ means _____.
 - (a) draw a picture
 - (b) draw his attention
 - (c) draw the eye
 - (d) hold the eye
2. The story proves that Sherlock Holmes can _____ anyone.
 - (a) influence
 - (b) impress
 - (c) outwit
 - (d) please

3. When Sherlock Holmes says that Watson was just a little mistaken he ironically means _____.
 (a) Holmes was absolutely wrong (b) Holmes was slightly wrong
 (c) Watson was absolutely wrong (d) Watson was slightly wrong
4. What made Watson think that Holmes was very preoccupied?
 (a) He had forgotten to shave. (b) He got up late.
 (c) He forgot to have his tea. (d) He wasn't listening attentively.
5. According to Watson, Holmes's methods were _____.
 (a) acquired by interest (b) acquired with difficulty
 (c) easily acquired (d) easily forgotten

B. Answer the following questions in brief.

1. Why did Watson wonder at the interest of the public?
2. Comment on Watson's speculations about Holmes.
3. What made Watson think that others could be as clever as Holmes?
4. How did Holmes refute each one of Watson's deductions?
5. Do you think Watson learned the trick? Why?

C. Write in detail on:

1. Doctor Watson
2. Sherlock Holmes

Activity III

A. Given below is a list of homonyms. Use them in meaningful sentences so as to bring about the different meanings.

For example:

1. *Admit-I was wrong and I admit it.*
Admit-I am pleased to admit you to this course.

2. Deduction
3. Thrust
4. Exclamation
5. Interest
6. Cricket

B. Generally we use interjections to show emotions. In the lesson, exclamations like 'Dear me!' etc. are used. Now frame sentences that begin with the following interjections.

1. Ouch! _____
2. Good Gracious! _____
3. Wow! _____
4. Hurrah! _____
5. Alas! _____
6. Tut Tut! _____
7. Phew! _____
8. Yippee! _____
9. O'Dear! _____
10. Aww! _____

Activity IV

A. Read the opening sentence from the story. Notice how different times are indicated.

Watson had been watching his companion intently ever since he had sat down to the breakfast table.

Now look at this picture.



The structure 'had been + watching' is used to indicate something that started in the past and continued until another time in the past. The 'had', on the other hand, indicates a completed action in the past.

Complete the following sentences using 'had been' or 'had' as shown in the example.

Use the correct form of the verb given in brackets.

1. They _____ (talk) for over an hour before Salman arrived.
2. Babasaheb Ambedkar _____ (live) in Baroda before he went to England.
3. How long _____ you _____ (wait) to get on the bus?
4. After they _____ (eat) the sandwich, they began to feel sick.
5. Rachel wanted to sit down because she _____ (stand) all day at work.
6. If you _____ (listen) to me, you would have got the job.
7. Kuntal _____ (teach) at the university for more than a year before she left for America.

8. A: How long _____ you _____ (study) Sanskrit before you moved to India?
9. She _____ (work) at that company for three years when it went out of business.
10. When I arrived at the Sardar memorial, the film on Sardar _____ (start).

B. The structure ‘had been + -ing’ is also used to indicate a cause and effect relationship in a sentence.

For example,

She was very tired because she had been working since morning.

Write five sentences using the ‘had been + ing’ structure to indicate cause and effect relationships.

Activity V

Vyomkesh Bakshi, Sherlock Holmes, James Bond, Hercule Poirot and Nancy Drew are some of the prominent detective characters who have fascinated us with their sharp skills and creative thinking. What do you think are the skills required to become a good detective ? Discuss with your partner.

Activity VI

- A.** An **acronym** is a word or name formed as an abbreviation from the initial components in a phrase or a word, usually individual letters and sometimes syllables. For example GIFT city is an acronym of Gujarat International Finance Tec – city.

An acronym is different from an abbreviation(which is shortening of words).For example **Ltd.** is an abbreviation of limited.

Now consider your name as an acronym and expand it to show your qualities. For example-
AJIT

A-Adorable

J-Jovial

I- Intelligent

T-Talented

- B.** Think and write a dialogue on a situation where you outwitted your brother/sister.



UNIT 2

Activity I

Most of us feel upset sometimes. Have you ever felt so? What do you do then? Talk to the class for a minute about it.

Introduction

Mariellen Ward is an award winning Canadian professional travel writer and blogger who writes for international newspapers, magazines, online sites etc. Her writings are inspired by her extensive travels in India.

The River is an e-story about the lilting waters of India's most sacred river. An advocate of solo woman travel, she takes us in this travelogue through the journey of her transformation on the banks of the Ganga.

The River

On January 12, 1998, I discovered my mother had died in the night of heart failure. This story is for her, on the anniversary of her death. It was originally published in Homemaker's Magazine.

At dusk, the lilting waters of the jewel-green Ganges River take on a more hushed tone as they flow through the holy city of Rishikesh in northern India. Hindus lovingly refer to this sacred river as Ganga Mata-ji, the mother river. Ganga meets Rishikesh shortly after tumbling out of the high Himalayas, and then flows through a peaceful valley, that has been luring sages since before recorded time. I went in the spring of 2006, to be and to heal.

As darkness descended one evening, I joined pilgrims, yoga students, tourists and town residents making their way to the *aarti* (a ceremony to honour the sacred river), held each evening on the banks of the Ganga under an enormous white statue of the Hindu god Shiva seated blissfully in lotus pose.

After taking off my shoes (a necessity for any sacred Hindu ritual), I decided to dive into the crowd gathering on the platform at the river's edge – though I noticed the other foreigners were standing way up on the *ghats* (steps), away from the action. Immediately, a family of Indian women surrounded me. Three generations of smiling women encouraged me to chant, clap and sway along, to the uplifting rhythms of the devotional music. They paid as much attention to me as they did to the *aarti*, making sure that I felt included and knew what to do to follow along with the unfolding ritual.

Towards the end of the ceremony, the women encouraged me to buy a *diya* – a little boat made of leaves and filled with flowers, incense and a candle that signifies divine energy, the light of spiritual truth and the imperishable nature of the soul.

While the festival atmosphere swirled around me, I imbued my *diya* with hope for personal transformation. I had come to India because a river of loss had run through my life, and I had struggled with grief, despair and depression for eight years. I felt I was clinging to the bank, but the effort was wearing me out. Deciding to leave my life and go to India was like letting go off the bank and going with the flow of the river. I had no idea where it would lead me, what I would learn or how I would change. I only knew that it was going to be big.

Eight years before, on a crisp cold January morning in Toronto, I drove with my sister, Victoria, and her husband, Gary, to my mother's small apartment. Mother had been bedridden for a week with a terrible chest cold, but did not want to see a doctor. When we reached her building, Gary went to get a wheelchair while Victoria and I went upstairs. I knew the minute I opened the unlocked door that something was terribly wrong. I couldn't feel my mother's presence. I held out my arms in a spontaneous gesture of protection – my little sister was behind me – as I realized my mother was lying in bed, dead.

In that moment a powerful force hit my stomach, chest and throat, and my back muscles locked up. I felt hit so hard, it was almost like being cleaved into two. And I knew that my mother was not in that room. I didn't know where she went, but I knew she wasn't there.

We learned later that she had died in the night of heart failure. She was 67 years old.

My heart failed too, in a way. It felt as though mother's love had been suddenly turned off – dammed up, parching the river. I felt joyless, afraid of being 'alone' on the planet without her. And her death ushered in a devastating period of loss. My fiancé left me (with an expensive wedding dress hanging in the closet). In the December of 2003, my father was diagnosed with cancer; he died three months later. As this river of loss swept through my life, I rarely went out, saw few friends, cried myself to sleep most nights. In despair, I wondered why these misfortunes had happened to me – what had I done to deserve this series of blows? And I wondered if I would be able to live through them.

To help get me out of the depression, I threw my faith into yoga. I had been going to yoga classes, on and off, and intuitively realized the healing and transformative power of this ancient art and science. I made a decision: no matter how I felt or what happened, I would go to class three times per week.

After a while, I started to feel better. I still couldn't do downward dog – there was too much tension around my broken heart – but I was starting to move and breathe again. It was like early spring. The melting ice in my veins turned to water and began to flow, giving me the energy and courage to enroll in a yoga teacher's training program. One of the teachers had recently returned from two years of yoga study in India. His teachings carried the elixir of India, which ignited in me a compulsion to live one of my dreams and go to India.

I put my things in storage, gave away my apartment, left my cat with a friend and went to India for six months.

Near the end of my trip, a friend in Delhi suggested I go to an ashram near Rishikesh. At the peaceful garden ashram near the Ganga, I meditated daily, walked by the river and listened to the teachings of the founder, Swami Brahmdev, under a mango tree on the ashram grounds.

This reflective time was heaven sent. I realized that traveling in India had taught me how to surrender, relax, and go with the flow. It had reinvigorated my enthusiasm for life. ‘All journeys have secret destinations of which the traveler is unaware,’ said philosopher Martin Buber, and mine brought me one day to Rishikesh, and the evening *aarti*.

As I lit the *diya* I thought of my mother. I poured into the little boat my love for her and my feelings of intractable loss. With tears in my eyes, I sent the *diya* out into the current, watching as it cleared the shoal and skimmed lightly along the glossy black surface of the Ganga, a tiny retreating light in the darkness, swept along by the currents of the mighty river.

And as I watched, I allowed the magic of the ritual to transform me. I thought of the millions of people, over thousands of years, who had stood by this long, life-giving river, invoking the mother’s love it symbolizes.

I felt connected – to my mother, to mother earth, to the unending cycle of life, death and rebirth that runs through the lives of every creature on this planet. Like a river a sense of calm washed over me as I realized that my mother and I are part of this natural cycle. Her sudden death was not a tragedy, not a cause for suffering or grief, not something terrible that “happened to me.” It was part of the natural pattern of life.

I felt reminded of something I always knew, but forgot. I realized we are not apart after all, my mother and I. In that moment I felt the truth of eternity open up within me. I knew that beyond the apparent reality of everyday life, something much bigger than me runs through and unites all of life. Death is an illusion.

I breathed in the primordial scene. I could feel the breath fill my lungs, and life course through me. I felt a complete sense of contentment and the warmth of quiet joy descend upon me, like the mist that drapes the distant foothills of the Himalayas. I felt love.

During the rest of my time in India I gradually and gladly embraced this shift in perception and awareness. India’s gift to the world is an ancient and abiding wisdom built on the realization that reality is shaped in the mind and that the only lasting path to happiness is internal. From being the “worse thing that ever happened to me,” I saw my mother’s death as the catalyst for my spiritual growth and understanding. “Suffering is a gift,” Swami had said. I understood.

lilting (adj.) (here) lively singing **imbued with** filled with **devastating** (adj.) traumatic **downward dog** (n) a yoga pose known as '*Adho Mukha Shvanasana*' **elixir** (n) magical potion **intractable** (adj.) loss difficult to cope with **shoal** (n) a sand bank, stretch of shallow water **primordial** (adj.) ancient

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence.

1. _____ encouraged the writer to chant, clap and sway along with the uplifting rhythm of devotional music.
(a) Her mother (b) Indian hospitality
(c) River Ganga (d) The crowd
2. Yoga is important to the author because of its _____ power.
(a) healing and transformative (b) philosophical and scientific
(c) philosophical and supernatural (d) scientific and supernatural
3. The diya signifies _____ to the author.
(a) hope (b) purity
(c) truth (d) wisdom
4. The river Ganga symbolizes _____.
(a) Guru's love (b) love for one's own country
(c) mother's love (d) search for the soul
5. Travelling in India taught the writer to _____.
(a) forget the past (b) go with the flow
(c) hold on to the past (d) hold on to the path

B. Answer the following questions in brief.

1. What made the author visit the river Ganga?
2. What does the author refer to as 'river of loss'? Why?
3. How did yoga help the author?
4. Describe the transformation that overtook the author after performing the 'diya ritual'.

C. Write in detail on:

1. The River Ganga
2. 'Suffering is a Gift'

Activity III

A. Find words from the lesson which best describe the given words. The first one is done as an example.

| | | |
|------------------------|-----------------|---------------|
| <u>enormous</u> statue | _____ rhythms | _____ music |
| _____ transformation | _____ truth | _____ nature |
| _____ apartment | _____ gesture | _____ heart |
| _____ spring | _____ garden | _____ loss |
| _____ river | _____ cycle | _____ pattern |
| _____ death | _____ scene | _____ joy |
| _____ sense | _____ foothills | _____ growth |
| _____ wisdom | _____ reality | _____ life |

B. Use the given sets of words in meaningful sentences. The first one is done as an example.

1. chant, clap and sway

At the Rathyatra, I have seen Bhaktas chant, clap and sway along the procession.

2. grief, despair and depression

3. energy, truth and nature

4. surrender, relax and go

5. life, death and rebirth

Activity IV

A. Read the following expressions. Think of what they indicate.

On January 12, 1998, I discovered...

At dusk, the lilting waters...take...

As darkness descended one evening, I joined...

After taking off my shoes, ... I decided...

While the festival atmosphere swirled around me, I imbued...

In that moment a powerful force hit...

After a while, I started...

The initial part of the sentences indicates time and are called 'time expressions'. Notice that time expression decides the tense of the sentence.

For example,

As darkness descended one evening, I joined...

After taking off my shoes, ... I decided...

Complete the following sentences with the help of the options given below. Decide on the tense after reading the time expressions.

1. Only on very rare occasions _____ an appearance before midday.
a. the old lady has being making b. the old lady make
c. the old lady has making d. the old lady would make
2. Capital punishment was _____ away with, in many countries nearly half a century ago.
a. being done b. did
c. done d. have done
3. This time next week, I won't be at school. _____ on a beach in Goa.
a. I'll be lying b. I'll have lain
c. I'll lie d. I'm lying
4. Ravi is _____ with my family while he is in Surat.
a. being stay b. stayed
c. staying d. to be staying
5. Unfortunately, their house _____ while they were at the restaurant celebrating their daughter's birthday.
a. burgled b. got burgled
c. had burgled d. have burgled

B. Read the following sentence carefully. Notice how punctuation marks are used to create meanings.

I put my things in storage, gave away my apartment, left my cat with a friend and went to India for six months.

Now read the sentence without the punctuation marks:

I put my things in storage gave away my apartment left my cat with a friend and went to India for six months.

Isn't it more difficult to understand?

Punctuation marks are important since they create meaning. Here is a fun activity for you.

Correct the following sentences using appropriately punctuation marks;

1. A panda eats, shoots, and leaves.
2. I saw a man-eating ice-cream.
3. The man stood in the doorway; and called the candidates names.
4. Theres' no place like home.

Activity V

Rivers are cradles of civilization, commonly called 'Lokmata.' Water is an invaluable source of nature. However, human activities have led to water scarcity / pollution.

Divide the class into groups of five and discuss :

- (i) As a concerned citizen what measures will you take to reduce scarcity of water ?
- (ii) Steps to stop pollution in rivers.

Activity VI

- A.** Have you ever fallen in love with a new destination, tradition or language ? Tell the world about it in your blog.
- B.** In order to solve your school's recent litter problem, your Principal had asked students to take better care of the campus, but the litter problem continued.

Your Principal's reaction is to cancel all extracurricular activities until the problem is resolved. Do you agree or disagree with his reaction ? Use specific reasons and examples to support your position. Write a paragraph on it.



UNIT 3

Activity I

When your laptop stopped working, you gave it to your friend to have it repaired. S/he has updated certain programmes which you are unable to use. Has help become a hurdle here? Discuss in groups.

Introduction

William Sydney Porter (1862 -1910), known by his pen name **O. Henry**, was an American short story writer. His short stories are known for their wit, wordplay, characterization, and unusual endings. Some of his best known short stories are *The Last Leaf*, *The Romance of a Busy Broker*, *The Gift of the Magi* and *The Ransom of the Red Chief*.

Like many other stories of O. Henry, the title **Witches' Loaves** is ironic. Read on to find out the response to unsolicited help.

Witches' Loaves

Miss Martha Meacham kept the little bakery on the corner (the one where you go up three steps, and the bell tinkles when you open the door).

Miss Martha was forty, her bank-book showed a credit of two thousand dollars, and she possessed two false teeth and a sympathetic heart. Many people have married, whose chances to do so were much inferior to Miss Martha's.

Two or three times a week, a customer came in whom she began to take an interest in. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point.

He spoke English with a strong German accent. His clothes were worn and darned in places, and wrinkled and baggy in others. But he looked neat and had very good manners.

He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.

Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a garret, where he painted pictures and ate stale bread and thought of the good things to eat in Miss Martha's bakery.

Often when Miss Martha sat down to her chops and light rolls and jam and tea she would sigh and wish that the gentle-mannered artist might share her tasty meal instead of eating his dry crust in that draughty attic. Miss Martha's heart, as you have been told, was a sympathetic one.

In order to test her theory as to his occupation, she brought from her room one day a painting that she had bought at a sale, and set it against the shelves behind the bread counter.

It was a Venetian scene. A splendid marble palazzio (so it said on the picture) stood in the foreground—or rather forewater. For the rest there were gondolas (with the lady trailing her hand in the water), clouds, sky, and chiaroscuro in plenty. No artist could fail to notice it.

Two days afterward the customer came in.

“Two loafs of stale bread, if you please.”

“You haf here a fine bicture, madame,” he said while she was wrapping up the bread.

“Yes?” said Miss Martha, reveling in her own cunning. “I do so admire art and” (no, it would not do to say “artists” thus early) “and paintings,” she substituted. “You think it is a good picture?”

“Der balance,” said the customer, “is not in good drawing. Der bairspective of it is not true. Goot morning, madame.”

He took his bread, bowed, and hurried out.

Yes, he must be an artist. Miss Martha took the picture back to her room.

How gentle and kindly his eyes shone behind his spectacles! What a broad brow he had! To be able to judge perspective at a glance – and to live on stale bread! But genius often has to struggle before it is recognized.

What a thing it would be for art and perspective if genius were backed by two thousand dollars in bank, a bakery, and a sympathetic heart to – But these were day-dreams, Miss Martha.

Often now when he came he would chat for a while across the showcase. He seemed to crave Miss Martha’s cheerful words.

He kept on buying stale bread. Never a cake, never a pie, never one of her delicious Sally Lunn’s.

She thought he began to look thinner and discouraged. Her heart ached to add something good to eat to his meagre purchase, but her courage failed at the act. She did not dare affront him. She knew the pride of artists.

Miss Martha took to wearing her blue-dotted silk waist behind the counter. In the back room she cooked a mysterious compound of quince seeds and borax. Ever so many people use it for the complexion.

One day the customer came in as usual, laid his nickel on the showcase, and called for his stale loaves. While Miss Martha was reaching for them there was a great tooting and clanging, and a fire-engine came lumbering past.

The customer hurried to the door to look, as anyone will. Suddenly inspired, Miss Martha seized the opportunity.

On the bottom shelf, behind the counter was a pound of fresh butter that the dairyman had left ten minutes before. With a bread knife Miss Martha made a deep slash in each of the stale loaves, inserted a generous quantity of butter, and pressed the loaves tight again.

When the customer turned once more she was tying the paper around them.

When he had gone, after an unusually pleasant little chat, Miss Martha smiled to herself, but not without a slight fluttering of the heart.

Had she been too bold? Would he take offense? But surely not. There was no language of edibles. Butter was no emblem of unmaidenly forwardness.

For a long time that day her mind dwelt on the subject. She imagined the scene when he should discover her little deception.

He would lay down his brushes and palette. There would stand his easel with the picture he was painting in which the perspective was beyond criticism.

He would prepare for his luncheon of dry bread and water. He would slice into a loaf – ah!

Miss Martha blushed. Would he think of the hand that placed it there as he ate? Would he –

The front door bell jangled viciously. Somebody was coming in, making a great deal of noise.

Miss Martha hurried to the front. Two men were there. One was a young man smoking a pipe – a man she had never seen before. The other was her artist.

His face was very red, his hat was on the back of his head, his hair was wildly rumped. He clinched his two fists and shook them ferociously at Miss Martha. At Miss Martha !

“Dummkopf !” he shouted with extreme loudness; and then “Tausendonfer !” or something like it in German.

The young man tried to draw him away.

“I will not go,” he said angrily, “else I shall told her.”

He made a bass drum of Miss Martha’s counter.

“You haf shpoilt me,” he cried, his blue eyes blazing behind his spectacles. “I will tell you. You vas von meddingsome old cat !”

Miss Martha leaned weakly against the shelves and laid one hand on her blue-dotted silk waist. The young man took the other by the collar.

“Come on,” he said, “you’ve said enough.” He dragged the angry one out at the door to the sidewalk, and then came back.

“Guess you ought to be told, ma’am,” he said, “what the row is about. That’s Blumberger. He’s an architectural draftsman. I work in the same office with him.

“He’s been working hard for three months drawing a plan for a new city hall. It was a prize competition. He finished inking the lines yesterday. You know, a draftsman always makes his drawing in pencil first. When it’s done he rubs out the pencil lines with handfuls of stale bread crumbs. That’s better than India rubber.

“Blumberger’s been buying the bread here. Well, to-day – well, you know, ma’am, that butter isn’t – well, Blumberger’s plan isn’t good for anything now except to cut up into railroad sandwiches.”

Miss Martha went into the back room. She took off the blue-dotted silk waist and put on the old brown serge she used to wear. Then she poured the quince seed and borax mixture out of the window into the ash can.

Glossary

darned (adj.) patched in stitching **garret** (n) attic, room on the top **palazzio** (n) a palatial building specially found in Italy **gondolas** (n) long narrow flat-bottomed boats **chiaroscuro** (n) effect of contrasted light and shadow **Sally Lunns** (n) sweet large bun or teacake **affront** (n) insult **quince** (n) a pear shaped fruit **borax** (n) mineral, cleansing agent **nickel** (n) United States coin worth one twentieth of a dollar **Dummkopf** (n) a stupid person **to cut up into railroad sandwiches** object of ridicule

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence.

1. Miss Martha's 'compound of quince seeds and borax' suggests her _____.
 - (a) desire for a romantic relationship
 - (b) dissatisfaction with her appearance
 - (c) fear of growing old and ill
 - (d) pride in being a successful woman
2. According to Miss Martha, Blumberger always buys only stale bread because he _____.
 - (a) is too poor to afford anything better
 - (b) needs an excuse to go and see her
 - (c) needs it for his pets
 - (d) needs it for his work
3. The conclusion drawn about Blumberger at the end of the story could be that he _____.
 - (a) felt insulted as Miss Martha pitied him
 - (b) was angry as his drawing was ruined
 - (c) was happy as his drawing was considered the best
 - (d) was happy to be a draftsman
4. About Miss Martha's character, we can infer that she _____.
 - (a) felt superior to artists
 - (b) had a tendency to jump to conclusions
 - (c) sympathised with all poor artists
 - (d) was proud of being rich

5. _____ , best describes the main theme of the story.
- (a) 'It is best not to have sympathy for people'
 - (b) 'It takes only one mistake to ruin the work of a genius'
 - (c) 'People are sometimes too proud to accept gifts from strangers'
 - (d) 'People sometimes let their desires affect the way they see the world'

B. Answer the following questions in brief.

1. Bring out the contrast between the appearance and manners of Blumberger.
2. What speculations did Miss Martha have about Blumberger?
3. Why did Miss Martha display the painting? What was Blumberger's comment on it?
4. How did Miss Martha try to attract Blumberger's attention?
5. Comment on Miss Martha's stale loaves turning into the witches' loaves.

C. Write in detail on:

1. Blumberger
2. Miss Martha's Shattered Hopes

Activity III

Use the following expressions in meaningful sentences.

| | | | |
|---------------------------|--------------|-------------------------------|------------------|
| bread and butter | buttering up | piece of cake | brown as a berry |
| cake not worth the candle | | icing on the cake | |
| sell like hot cakes | | have your cake and eat it too | |
| slice of the cake | | like chalk and cheese | |

Activity IV

A. Read the following sentences from the story. This is what Miss Martha is imagining about Blumberger.

- *He **would** lay down his brushes and palette. There **would** stand his easel with the picture he **was** painting in which the perspective **was** beyond criticism.*
- *He **would** prepare for his luncheon of dry bread and water. He **would** slice into a loaf – ah !*

The time that Miss Martha is dreaming of has not yet happened. It is something that she is imagining or 'hypothetically' speaking about.

In pairs, imagine that you have been asked to steer a rocket into a far-off planet. Discuss and write at least five sentences on how you would do it.

B. Read the following sentences from the story. What kind of emotions do they show?

‘How gentle and kindly his eyes shone behind his spectacles! What a broad brow he had! To be able to judge perspective at a glance – and to live on stale bread!’

‘What’ and ‘How’ are often used to express emotions along with the exclamation mark (!). They are used to show varied emotions.

In pairs, see if you can identify the emotion associated with the following sentences. The first one has been done for you.

- *What exceptional gifts these are!* - appreciation
- How beautiful a girl she is! - _____
- No, you did not have permission to stay out this late! - _____
- I can’t figure this out! - _____
- Our team won the championship! - _____
- I don’t know what happened here! - _____
- I just won the lottery! - _____
- My life will never be the same without you! - _____
- Oh, I didn’t see you come in! - _____

Activity V

Have you ever experienced that even a well-intentioned assistance to your sibling, family member or friend may have boomeranged and backfired, on you? Share your experience with your partner and analyse the reasons.

Activity VI

- A.** At times we judge someone first and then realize that our judgement was wrong about that person. There was a newcomer in your class, whom you judged wrongly and behaved rudely with him/her. Write a letter of apology to him/her.
- B.** Think of an incident where help given by one led to a positive chain reaction of helping others. Make a diary entry.



UNIT 4

Activity I

SWOT means an analysis of Strengths, Weaknesses, Opportunities, Threats. Think of your SWOT. Fill in the table given below. Discuss with your partner the measures you should take to convert your Weaknesses to Strengths and Threats to Opportunities.

| Strengths | Weaknesses | Opportunities | Threats |
|-----------|------------|---------------|---------|
| | | | |
| | | | |
| | | | |

Introduction

Prakash Padukone (1955-), known as the *gentle tiger* on the court, was the first Indian badminton player to win the All England Championship. He was awarded the Arjuna Award in 1972 and the Padma Shri in 1982. Prakash Padukone's life story has been chronicled in the biography *Touch Play*. The book is only the second biography of any badminton player.

In **Letter from a Father**, Prakash Padukone writes to his daughters, Deepika (well known Indian actor) and Anisha (golfer), about the importance of family bonding and human values.

Letter from a Father

Dear Deepika & Anisha,

As you stand on the threshold of life's journey, I want to share with you some lessons that life has taught me. Decades ago, as a little boy growing up in Bangalore, I started my tryst with badminton. In those days, there were no stadiums and courts where sports people could train. Our badminton court was the wedding hall of a bank near our house, and it was there that I learned everything about the game. Every day, we would wait to see if there was a function in the hall, and if there was none, we would rush there after school to play to our hearts' content. Looking back, I realise that the most important thing about my childhood and adolescent years was my refusal to complain about a lot in life. I was thankful for the few hours a week we had the opportunity to hit the shuttle back and forth. In fact, the foundation on which I based my career and my life was the refusal to whinge or whine about anything. And that is what I want to tell you my children, that there is no substitute for perseverance, hardwork, determination and passion for what you choose to do. If you love what you do, nothing else matters — neither awards nor compensation, not even the gratification of seeing your face in newspapers or television. When I won the All England Championship, the prize money in badminton became significant — £3,000 — a huge amount in those days.

But that did not distract me from the sheer joy of having been instrumental in putting India on the global map of this game. Deepika, at eighteen, when you told us that you wanted to shift to Mumbai for a career in modeling, we felt you were too young and too inexperienced to be alone in a big city and in an industry we knew nothing about. In the end, we decided to let you follow your heart and thought it would be cruel to not give our child the opportunity to go after a dream that she lived and breathed for. If you succeeded, it would make us proud, but even if you didn't, you would not have any regrets that you did not try. Deepika, I have learned that you can't always win in life, that everything you want might not come your way. That events don't always turn out as you want them to. To win some, you have to lose some. You have to learn to take life's ups and downs in your stride. The amount of effort that I put in my game never varied from the first day till my retirement. Even during my toughest times, I focused on what I had, instead of dwelling on what I did not. I had the ability to make the best of the worst circumstances and remain steadfast to my goal.

Remember how I constantly tell you both about the importance of making your way up in the world without waiting for your parents to pull strings? I believe it is best for children to work hard to make their dreams come true and to not have things handed to them on a platter. When you are home visiting us, Deepika, you make your own bed, clear the table after meals, and sleep on the floor if there are guests at home. If you occasionally wonder why we refuse to treat you like a star, it is because you are our daughter first and a film star later. The cameras that follow you everywhere and the arc lights will eventually fade and what will remain is the real world. Strive to generate positivity around you even though you are too new and too small a player to effect a big change. You are in an industry where there's always going to be big money, but I believe that it is important to try to be the best in whatever you do regardless of the money.

The things that really matter in life are relationships, honesty, respect for your parents and elders. Material success is important, not fundamental to happiness and peace of mind. I can't tell you enough about the rejuvenating power of prayers and a little faith. Spare a few minutes of your day to close your eyes and meditate, to think about God and you will see how much faith in His power will strengthen you. In the end, when your career is behind you, what remains is family, the friends that you have made. Live a life that is healthy and one that will allow you to live with your own conscience. Everything else is transient. And remember, no matter what, we are always going to be there for you.

Lovingly,

Pappa

Glossary

tryst (n) (here) close association **whinge/ whine** (v) complain **rejuvenating** (adj.) reviving **steadfast** (adj.) firm

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence.

1. That _____ was the most important thing about Prakash Padukone's childhood and adolescent years.

- (a) he was a well known actor in his town
 - (b) he was an artist
 - (c) he refused to complain about a lot in life
 - (d) he was very good in academics
2. According to Prakash Padukone, there is no substitute to _____.
- (a) good looks, money, influence, and hard work
 - (b) hard work, determination, high qualifications and honesty
 - (c) honesty, political influence, high qualifications and money
 - (d) perseverance, hard work, determination and passion
3. Prakash Padukone won a prize money of £3,000 in the _____ .
- (a) All England Championship
 - (b) Great England Championship
 - (c) New England Championship
 - (d) Open England Championship
4. Deepika and Anisha have to learn that _____ .
- (a) hard work always leads to victory
 - (b) to win some, you have to lose some
 - (c) winning is the only important thing in life
 - (d) you should always be a winner come what may
5. Padukone tells parents that _____ .
- (a) children should be left to take their own decisions
 - (b) they should interfere in all decisions of their children
 - (c) they should provide all facilities to their children
 - (d) things should not be handed to the children on a platter

B. Answer the following questions in brief.

1. What is meant by being on the ‘threshold of life’s journey’?
2. What reasons does Prakash Padukone give for not complaining about a lot in life?
3. Describe the qualities Prakash Padukone wants to inculcate in his daughters.
4. List any three points of advice given by Prakash Padukone that inspired you the most.

C. Write in detail on:

1. Prakash Padukone: A Father
2. Things That Really Matter in Life

Activity III

A. Use the following compound words and make meaningful sentences.

1. ups and downs
2. whinge and whine
3. back and forth
4. lived and breathed
5. parents and elders

B. Fill in the blanks in the given passage with the help of the words below :

(relationships, faith, meditate, strengthen, fundamental, rejuvenating, strengthen, peace)

The things that really matter in life are _____, honesty, respect for your parents and elders.

Material success is important, not _____ to happiness and _____ of mind. I can't

tell you enough about the _____ power of prayers and a little _____. Spare a few

minutes of your day to _____ your eyes and _____, to think about God and you

will see how much faith in his power will _____ you.

Activity IV

A. Read the following sentences from the letter. What do you think the words 'too' and 'enough' mean in the context?

*you were **too** young and **too** inexperienced...*

*Strive to generate positivity around you even though you are **too** new and **too** small a player to effect a big change.*

*I can't tell you **enough** about the rejuvenating power of prayers and a little faith.*

'Too' and 'enough' indicate degree. They are generally used with adjectives. 'Too' is used to mean 'more than needed' while 'enough' is used to mean 'sufficient'.

Example:

You can say "The film was good enough" to mean that the film was sufficiently good but cannot say "The film was too good" to mean the same. "The film was too good" shows that the sentence is still incomplete and you need to say something more. For instance, "The film was too good to be true" or "The film was too good to be missed".

Read the lesson again. List the sentences where 'too' and 'enough' are used. In pairs, discuss what the words mean in the letter.

Now, complete the following sentences using ‘too’ and ‘enough’.

1. He is _____ old to play football with the kids.
2. She is intelligent _____ to do the right thing.
3. You’re not working fast _____.
4. I don’t have _____ time.
5. He has _____ many friends to be of any use.
6. She has got _____ patience to wait for her results.
7. It’s _____ hot to be wearing that coat.
8. The book is _____ interesting to be unread.
9. We have _____ money.
10. I have not got _____ money to buy this computer.

B. In groups, identify the verbs in the lesson and mention the tense in which they have been used.

Activity V

Team up with your partner and present in a role play, in about two minutes, an imaginary conversation between a parent and child about the best holiday destination after the board exams.

Activity VI

- A.** Write an email to your parents requesting them to talk unhesitatingly about ‘Taboo Topics.’
- B.** Write a letter of thanks to your parents for all the guidance and support they have provided you whenever required.



UNIT 5

Activity I

There are some people in this world who are disabled by birth or due to an accident. Today we refer to them as differently-abled individuals. Make a list of organizations they can be inducted into depending on their ability to perform the tasks assigned to them. Now check the list and see whether you have mentioned the armed forces. Surprised?

Introduction

Flying Officer M.P. Anil Kumar (1964 – 2014) was a MiG-21 pilot in the Indian Air Force; after he became a quadriplegic as a result of a motor-cycle accident, he became a writer and historian. Anil Kumar learned to write with a pen held in his mouth. His essay, *Airborne to Chairborne*, was widely read and appreciated.

Adapting to disability is perhaps one of the greatest triumphs of human evolution. Flight Cadet Herojit Rajkumar Singh is a living example of this. Read on to find out how determination of one man changed rules by 360°.

The Flight Cadet Who Never Gave Up

Not long ago, donning the Indian Air Force uniform was a mere flight of fancy for Flight Cadet Herojit Rajkumar Singh (nicknamed Hero, so apparent!). This lad forsook B.Tech. (Computer Technology) to join the National Defence Academy (Pune) to chase his cherished desire of blazing across the horizon in a fighter aircraft.

And blaze he did at NDA – *inter alia*, appointed Battalion Cadet Adjutant, he was awarded the Academy Blazer for swimming, Sports Insignia for excellence in sports and the silver medal for the best cadet in physical training.

Having stood third in flying through the basic stage at Air Force Academy (Hyderabad), he proceeded to the Fighter Training Wing (Hakimpet, Secunderabad) to undergo the second stage of flying training.

On August 22, 2011, an emergency during a Kiran solo sortie forced him to eject. During the short parachute-assisted descent, he realised that he could not control his legs. Luckily, he didn't pick up landing injuries.

Unluckily, the force of ejection snapped his lumbar spine.

The consequence was life-numbing: The spinal cord injury he sustained had paralysed him waist down. A new word – paraplegia – barged into his vocabulary.

He listened to the medical officer at the Military Hospital, Kirkee (Pune), with rapt, hopeful ears.

The prognosis of lifelong wheelchair mobility obviously deflated him. Then the killer kick landed: he would be invalided out in due course.

‘Sir, I know I can’t be a pilot, but my upper body is okay, so can’t I serve the IAF in a non-flying capacity?’

‘You are a flight cadet son, four months short of commissioning. A nobody. So, off to Civvy Street, I am afraid that is the letter of the rule.’

He heard a big bang; not only his ambition to stand out as an outstanding flyer, but even the secondary dream of serving the IAF in another capacity too had crashed.

A solitary thought tormented him: Had I been untouched by this catastrophe, I would have been commissioned as a fighter pilot along with my course mates, which would have been an occasion to rejoice for not just my parents and siblings but for my home village Singjamei in Manipur as well.

The youngest of the brood of five, he knew how strenuous it would be for a paraplegic to bounce back, to eke out in the dog-eat-dog environment; naturally his worst fear was that if he flunked, he might turn into a burden to his aged parents, and he dreaded to even contemplate becoming a liability to anyone.

Very mindful of the onus, he began cramming for CAT and sundry tests, but even while poring over the study material, his monomaniacal mind drifted into its habitual reverie – a rebirth: A career in the IAF in a non-flying capacity. He knew he had nothing to lose by dispatching an entreaty to the air chief for retention in the service.

As he began conditioning his mind to a life outside the IAF, last August, a godsend landed on his lap – an opportunity to present his case in person to Air Chief Marshal N A K Browne, Chief of the Air Staff.

The air chief felt the plight merited his intervention as this extraordinary instance involved a flying mishap, ejection injury and a youngster with tip-top track record.

He told Hero that the IAF had no problem in embracing him but since he was a flight cadet, the Ministry of Defence (MoD) would be the final arbiter of his fate. Hero sighed, his hope took wing, but refrained from exulting as he was aware that a ‘stickler for rules’ was at the helm of the ministry.

And the path was paved with stumbling-blocks. His file began the customary back-and-forth between fine-tooth comb-armed MoD and air headquarters, the latter having to respond to the clarifications sought by the former. It redounds to the credit of the air chief that he bypassed the normally nay saying bureaucrats by reasoning with the Defence Minister directly.

The defence minister signed and stamped the imprimatur of Hero’s retention in the third week of December.

Meanwhile, the brass in air headquarters had deliberated and concluded that the accounts branch would be the most appropriate line for Hero (usually an NDA alumnus is not given this branch).

Air HQ worked overtime to ensure that the formalities and paperwork were completed and he was there at the Air Force Academy in the first week of January, in time for the fresh course.

Today, the IAF and Flying Officer Herojit Rajkumar Singh have made history. Hero is perhaps the first wheelchair-bound cadet to be commissioned by any of the armed forces in the world.

Hero's commissioning is not a surprise, for the IAF has been a pioneer, and boasts a notable history of compassion.

Given the nature of their profession, soldiers, sailors and airmen are prone to physical injuries, the severest form being spinal cord injury. This could mean a life of disability. While the practice was to discharge the spinal-cord-injured servicemen, in the early 1990s, realising the worth of his experience and utility to the service, the IAF reversed the trend and retained Wing Commander Ashok Limaye, a paraplegic, in the service.

The Indian Army dittoed later by absorbing Major Pallav Desai and Lieutenant Colonel S K Razdan, thus commencing the employment and rehab of wheelchair-bound officers within the services itself. (And the 15-odd officers retained hitherto have been worth their salt. For example, S K Razdan served with distinction and retired as Major General.)

Mind you, this IAF initiative began years before the Parliament 'ayed' its approval to the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, an Act that bestowed equal opportunities on the disabled employees in Centre and all state governments.

Even though the armed forces need to maintain a fit profile, not every soldier needs to be on the front; the organisation has to deploy hundreds in the offices. That is, instead of throwing disabled soldiers to the wolves, they can be retrained for sedentary tasks, especially for the computer-driven workplace, and be made useful cogs in the organisation.

Glossary

donning (v) wearing, putting on **inter alia** among other things **insignia** (n) badge worn to show official position **sortie** (n) operational flight by a single aircraft (as in a military operation) **paraplegia** (n) paralysis of the lower half of the body **prognosis** (n) medical prediction **Civvy Street** (n) civilian life **brood** (n) (here) children **eke out** (v) live with hardship **onus** (n) responsibility **sundry** (adj.) various **monomaniacal** (adj.) obsessive zeal for or interest in a single thing **redounds** (v) comes back upon **imprimatur** (n) sanction **brass** (n) (here) officers **'ayed'** (v) answered affirmative, especially in voting **cogs** (n) (here) subordinates

Activity II

Read the lesson carefully.

A. Choose the correct option and rewrite the complete sentence.

1. One of the greatest triumphs of human evolution is adapting to _____ .
(a) disability (b) illiteracy
(c) poverty (d) sickness
2. Herojit left B.Tech. in order to become a/an _____ .
(a) army officer (b) fighter pilot
(c) medical practitioner (d) sports instructor