

UNIT II

WINDS OF CHANGE

As a young citizen of India, armed with technology, knowledge and love for my nation, I realise a small aim is a crime.

- Dr A. P. J. Abdul Kalam



Dreams Realised

- Mahadev Desai

The Toilet

- Geina Mhlope

Success (Poem)

- H. W. Longfellow



Let's log in:

The secret of getting ahead is getting started.

- Mark Twain



We have different dreams and desires that help us achieve success and fulfilment in life, don't we? Now, take a look at the pictures.

- What does the mother ask her daughter?
- What is the girl's reply?
- Does the girl refer to the dreams she had while sleeping? Justify your response.
- Do you have such dreams? Have you ever thought about your dream career?
- Now, think of your career choices and note them down. Tell the class about your dream career and how you wish to accomplish it.

Most people dream of a safe and secure life. However, there are some who dedicate their lives to the service of others. For them, individual preferences are insignificant. Can you name a few who strove for a common cause?

- Nelson Mandela
-
-

What are they famous for? Discuss.



Let's read and reflect:

Gandhiji was passionate about achieving independence for our motherland. He spared no effort for this. Here is an account of Gandhiji's tour of England, during which he explains his idea of a free India. Read on...

Dreams Realised

- Mahadev Desai

1 During his visit to England, Gandhiji attended many meetings that were organised to honour him. The students of France organised a reception for the 'spiritual ambassador of India'. They welcomed him as one bringing light to the exploitation-blinded West and acting as a healing balm to the war-weary Europe. In his reply, Gandhiji addressed them as friends and fellow students. "Since I visited France as a student to see the Exhibition at Paris in 1890, I have learnt something of the traditions of your country, and of the teachings of Rousseau and Victor Hugo. Now, on my entering upon my mission — my very difficult mission in India — it heartens me to find a welcome from you."

2 He expounded the message of non-violence to the youth. He explained that non-violence was no weapon of the weak but of the strongest, that strength was not mere strength of muscle. To a non-violent man, strength of muscle is not necessary, but a strong heart is an absolute necessity. To kill and to be killed in fighting an enemy are acts of bravery, but to stand the blows of your adversaries and not to retaliate is a greater form of bravery. That is precisely what India has been training herself for.

3 In one of his speeches, he brought out the relation between education and non-violence. He said, "Real education consists not in packing the brain with facts and figures, not in passing examinations by reading numerous books, but in developing character..."

While we read ———

- Why do you think Gandhiji was considered the 'spiritual ambassador of India'?
- What, according to Gandhiji, is true bravery?
- What is Gandhiji's view of education?

My words ———

My questions ———

- .
- .

I can say that if you explore the possibilities of non-violence, you will find that without character it will prove a profitless study... In a movement such as we are conducting in India, we need the intellectual sympathy of the whole world....”

4 Scores of letters came to Gandhiji daily from all parts of Britain and the Continent, welcoming him and expressing sympathy for his mission. Old friends who knew him years ago as a young student turned up to see him and all the English friends, including civil servants, made a point of renewing the friendship.

5 Even celebrities who had heard about him were eager to meet him in person. Perhaps, few would believe that when Gandhiji was told that Mr Charlie Chaplin would like to see him, he innocently asked who that distinguished person was. But as soon as he was told that Mr Chaplin came from the people and lived for the people, and that he had made millions laugh, he agreed to meet him.

Chaplin had evidently heard of Gandhiji’s spinning wheel and the very first question he asked was why Gandhiji was against machinery. The question delighted



Gandhiji who explained to him in detail why the six months’ unemployment of the whole peasant population of India made it important for him to restore them. Gandhiji said, “In cloth and food every nation should be self-contained. We were self-contained and want to be so again.”

6 There were requests from various women’s organisations for an address by Gandhiji, and he addressed

While we read _____

- d. What merit did Gandhiji see in Chaplin?
- e. What, according to Gandhiji, are the areas in which a nation has to be self-reliant?

My words _____

My questions _____

-
-

the Women's India Council in Morley College Hall. At this meeting, Gandhiji took the opportunity of correcting various notions about the women of India. He presented a vivid picture of the heroic part they played during the freedom struggle. "No hindrances have been placed in the way of their entering public life... For several years, when our organisations were declared illegal and those in charge of them put into prison, it was the women who came to the forefront... and filled the jails..."

He then went on to describe how they came out of their homes in one mass and showed an awakening which was miraculous. They took part in processions, defied the law, and bore the lathi blows, without raising a little finger. It was not learned women like Sarojini Naidu but hundreds of unlettered women who had borne lathi blows to the head, bleeding profusely whilst standing unflinchingly, ordering their companions not to move.



7 About Indian independence, Gandhiji made his point of view clear at many a meeting. "I am not here to beg for independence, but I have come as a result of last year's suffering ... There is no such thing as a gift of independence from one nation to another...I am here to testify that we shall continue the process of self-sacrifice until at last no Britisher will want to remain in India as a ruler."

8 At the Federal Structure Committee of the Round Table Conference, Gandhiji spoke about his dream of independent India. "If I want freedom for my country.... I

While we read ———

- f. How did Gandhiji correct various notions about Indian women?
- g. Comment on the contributions of Indian women to the freedom struggle.
- h. What is Gandhiji's concept of Indian independence?

My words ———

My questions ———

- .
- .

do not want that freedom in order that I may exploit any other race upon earth, or any single individual."

9 Thus Gandhiji, along with all the other freedom fighters, persuaded the British rulers to give India her legitimate independence, which, in his words, was her birthright. The dream of independence was accomplished by his inimitable method of unwavering non-violence and non-cooperation.

[Excerpts from 'The Nation's Voice', a collection of Gandhiji's speeches and Mahadev Desai's account of Mahatma Gandhi's journey to England.]

My words _____

My questions _____

-
-

About the author

Mahadev Haribhai Desai, born on 1 January 1892, was an Indian independence activist, scholar and writer, best remembered as Mahatma Gandhi's personal secretary. He has variously been described as 'Gandhi's Boswell', 'a Plato to Gandhi's Socrates', or 'an Ānanda to Gandhi's Buddha'.



Mahadev Desai was an outstanding writer at ease with Gujarati, Bengali and English. He is highly regarded as a translator and writer in Gujarati. He wrote several biographies such as *Antyaj Sadhu Nand* (1925), *Sant Francis* (1936), *Vir Vallabhbhai* (1928) and *Be Khudai Khidmatgar* (1936) which was a biography of Khan Abdul Gaffar Khan and his brother. He was also a regular contributor to Gandhi's publications *Young India*, *Navjivan* and *The Harijanbandhu*. He died on 15 August 1942 and was posthumously awarded the Sahitya Akademi Award in 1955.



Let's rewind:

Revisit the passage and respond to the following questions.

1. Complete the table below:

According to Gandhiji	
Non violence is	<ul style="list-style-type: none"> • • •
Real education is	<ul style="list-style-type: none"> • • •

2. What is Gandhiji's message of non-violence to the youth?
3. Gandhiji is of the opinion that real education caters to the development of one's character. How far is this true of yourself? Explain, based on your own experience.
4. What is Gandhiji's justification for the use of the spinning wheel?
5. Describe the meeting between Gandhiji and Chaplin.



Let's recall and recreate:

1. You are invited to introduce the lesson 'Dreams Realised' for an episode to be telecast by KITE VICTERS. Note the major points and prepare your **introduction**. You may complete the following chart and use it.

•	During his visit to England Gandhiji attended several meetings.
•
•
•	He expounded the message of non-violence.
•
•
•	When Charlie Chaplin asked for an appointment
•
•	He proposed to solve unemployment by
•	Real education, according to him, is
•	Gandhiji also spoke about the women who
•
•
•
•	His idea of independence was
•

2. Imagine you are one of the women who took part in the freedom struggle. Prepare a **write-up** on the hardships faced by your friends and yourself.

You may begin like this : Gandhiji's call to the women of India brought me out of the four walls of my home...

You may include expressions such as:

<i>non-violence</i>	<i>defied the law</i>
<i>strong heart</i>	<i>bore lathi blows</i>
<i>bravery</i>	<i>bleeding profusely</i>
<i>came to the forefront</i>	<i>stood unflinchingly</i>
<i>filled the jails</i>	<i>without raising a little finger</i>
<i>took part in processions</i>	

3. Imagine that Gandhiji is interviewed by some of the French students who organised the reception. Frame a few **questions** that they would ask.

4. Gandhiji's secretary informs him that Chaplin wishes to meet him. As Gandhiji does not know Chaplin, the secretary tells him about Chaplin. Write the likely **conversation** between Gandhiji and his secretary.
5. Imagine Chaplin writes a letter to a friend referring to the way he was inspired by Gandhiji to serve society. Draft the likely **letter**.
6. Gandhiji addressed the masses on various occasions and delivered persuasive speeches that inspired millions of people. Some people are talented public speakers with the gift of the gab. They do not need any preparation to deliver a speech. But some others may need a script.

If you get an opportunity to deliver a speech at the school assembly on *Gandhi Jayanthi*, how will you prepare the script? Let's prepare a **script** of the speech highlighting Gandhiji's idea of non-violence, his admiration of the women freedom fighters, his concept of independence, etc.

You can think of the following steps when you draft a speech.

- **Salutation:** Greeting the audience
- **Introducing the topic**
- **Body of the speech**
- **Conclusion**
- **Salutation :** Greeting the audience
How do we address an audience? Discuss.

- When you deliver a speech at school, you may address the principal, the teachers and your schoolmates.
e.g. Good morning, everyone. Dear principal, teachers and friends, ...
- If there are guests of honour, you should address them first.
e.g. Honourable dignitaries on and off the dais, and dear friends,

- **Introducing the topic :**
 - the importance of the day
 - the relevance of your topic

How can we introduce a topic? Discuss.

e.g. *On this occasion of celebrating Gandhiji Jayanthi, I think we should remind ourselves of the significance of Gandhiji's message of non-violence, and also the invaluable efforts of our freedom fighters in the struggle for independence.*

o **The body of the speech:**

What does the body of a speech consist of?

.....

In the body of the speech, you can:

- detail the topic and subtopics.
- establish your point using examples, references or relevant quotes.
- pose some questions to set the audience thinking and to retain their attention.

o **Conclusion:**

How do we conclude a speech?

.....

- summing up the ideas
- thanking the audience

Now, draft the speech, keeping the above points in mind.



Let's play with words:

1. **Read the following story.**

A country was once well-known for its abundant riches and prosperity. It was all because of the king's wise minister who had excellent ideas of administration and governance. But soon, a war broke out with the neighbouring land which made everyone war-weary for years. The king and his people wanted to find a way out. The king expounded the need to bring the war to an end, by signing a treaty of friendship. The courtiers all agreed, but the wise minister knew that the enemies would defy the proposal for friendship and that they would continue to fight, and even retaliate against the insult to them. However, the king wanted to give it a try and decided to send a message to the enemy king, expecting a miraculous change in his attitude. He drafted the message addressing the enemy king, precisely expressing his wish for friendship. The messenger presented himself at the royal court of the enemy king. The unlettered enemy king could not read the message. Thinking that it was another call for battle, the foolish king ordered scores of soldiers to be sent to the battlefield. The messenger returned to his king and informed him about the attack that was sure to come. The king was surprised, but, unflinching, ordered his troops to be prepared. The actions of the enemy king testified the wise prediction of the minister.

Did you enjoy reading the story? Can you find words that you have entered in the 'My Words' list in this story too? Identify the words and write them in the space given below along with the meaning you have guessed. You may also refer to a dictionary.

Word	Meaning
.....
.....
.....
.....
.....
.....
.....

2. Gandhiji is referred to as the 'spiritual ambassador of India' in 'Dreams Realised'. Identify similar expressions from the passage that describe a person, a place, or an event, and list them. Hints are given below.

- exploitation-blinded West
- healing
- Europe
-
-
-

3. Here is an excerpt from 'Dreams Realised'.

He then **went on** to describe how they came out of their homes in one mass and showed an awakening which was miraculous.

The expression **went on** has been highlighted. What does it mean?

.....

'Went' and 'on' are two words with different meanings. But, when they are combined, they have a totally different meaning. We call them **phrasal verbs**.

Now, identify such expressions in the passage and write their meaning in your notebook.



Let's perform:

You might have imagined the scene of Chaplin meeting Gandhiji. Won't it be exciting to present their conversation in the form of a **role play**? Your teacher will help you perform the role play in the class.



Let's read and reflect:

"The path from dreams to success does exist. You only need the vision to find it, the courage to get on to it, and the perseverance to follow it."

– Kalpana Chawla

Drawing inspiration from Gandhiji's selfless dedication, let's now move on to the troubled journey of a young girl who strives hard to build a career, burdened by the weight of social inequality and the pain of enforced isolation. Read this excerpt from the memoir of the South African writer Gcina Mhlope for valuable insights on the power of perseverance and personal initiative.

The Toilet

- *Gcina Mhlope*

1 Sometimes I wanted to give up and be a good girl who listened to her elders. Maybe I should have done something like teaching or nursing as my mother wished. People thought these professions were respectable, but I knew I wanted to do something different, though I was not sure what. I thought a lot about acting.... My mother said that it had been a waste of money educating me, because I did not know what to do with the knowledge I had acquired. I'd come to Johannesburg* for the December holidays after writing my matric exams, and then stayed on, hoping to find something to do.

2 My elder sister worked in Orange Grove* as a domestic worker, and I stayed with her, in her back room. I didn't know anybody in Jo'burg except my sister's friends whom we went to church with. I was very bored and lonely.

3 On weekdays I was locked in my sister's room so that the Madam wouldn't see me. She was at home most of the time: painting her nails, having tea with her friends, or lying in the sun by the pool. The swimming pool was very close to the room, which is why I had to keep very quiet. My sister felt bad about locking me in there, but she had no alternative. I couldn't even play the radio, so she brought me books, old magazines, and newspapers from the white people. I just read every single thing I came

While we read _____

- Do you wish to do something different, like the author? Why?
- Why was the author locked up in the room on weekdays?

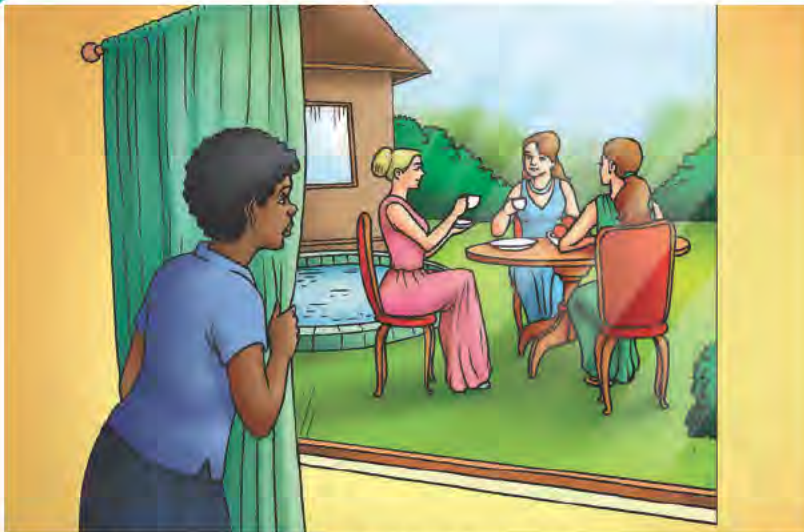
My words _____

My questions _____

-
-

*Johannesburg - a city in South Africa

*Orange Grove - a suburb of Johannesburg



across: *Fair Lady*, *Woman's Weekly*, anything. But then my sister thought I was reading too much.

4 Soon I got a temporary job in a clothing factory in town which made clothes for ladies' boutiques. I looked forward to meeting new people and liked the idea of being out of that room for a change. The factory knocked off at four-thirty, and then I went to a park near where my sister worked. I waited there till half past six, when I could sneak into the house again without the white people seeing me. I had to leave the house before half past five in the mornings as well. That meant I had to find something to do with the time I had before I could catch the seven-thirty bus to work – about two hours. I would go to a public toilet in the park. For some reason it was never locked, so I would go in and sit on the toilet seat to read some magazine or other, until the right time to catch the bus.

5 The first time I went into this toilet, I was on my way to the bus stop. Usually, I went straight to the bus stop outside the OK Bazaars where it was well lit, and I could see. I would wait there, reading, or just looking at the growing number of cars and buses on their way to town. On that day it was raining quite hard, so I thought I would shelter in the toilet until the rain passed. I knocked first to see if there was anyone inside. As there was no reply, I pushed the door open and went in. It did not look like it had been painted for a few years. The closed lid of the

While we read ———

- c. What made the author choose the toilet as her private space to read?
- d. Why did the narrator like the toilet?

My words ———

My questions ———

-
-

toilet was going to be my seat for many mornings after that.

6 I was very lucky to have found that toilet because the winter was very cold. Not that it was any warmer in there, but once I'd closed the door it used to be a little less windy. Also, the toilet was very small – the walls were wonderfully close to me – it felt like it was made to fit me alone. I enjoyed that kind of privacy. I did a lot of thinking while I sat on the toilet seat. I did a lot of daydreaming too – many times imagining myself in some big hall doing a really popular play with other young actors.

I would sit there dreaming....

7 I started asking myself why I had not written anything since I left school. At least at school I had written some poems or stories in the school magazine and other magazines, and also for school competitions. Our English teacher was always so encouraging; I remember the day I showed him my first poem – I was so excited I couldn't concentrate in class for the whole day.

8 I didn't know anything about publishing then, and I didn't ask myself if my stories were good enough. I just enjoyed writing things down when I had the time. So, one Friday after I'd started being the toilet's best customer, I bought myself a notebook in which I was hoping to write something. I didn't use it for quite a while until one evening.

9 My sister had taken her usual Thursday afternoon off, and she had been delayed somewhere. I came back from work, then waited in the park for the right time to go back into the yard. The white people always had their supper at six-thirty and that was the time I used to steal my way in without disturbing them or being seen. My comings and goings had to be secret because they still didn't know I stayed there.

10 I realised that she hadn't come back and decided to sit down in front of her room, where I thought I wouldn't be noticed. I was reading a copy of *Drum Magazine* hoping that she would come back soon – before the dogs sniffed

While we read _____

- e. 'I couldn't concentrate in class....', says the narrator. Why?
- f. What prompted the narrator to buy a notebook?
- g. The narrator had to come and go secretly. Why?
- h. How did the narrator manage her secret stay?

My words _____

My questions _____

- .
- .

me out. I was trying hard to concentrate on my reading, when I heard two dogs playing, chasing each other nearer and nearer to where I was sitting. And then there they were in front of me, looking as surprised as I was. For a brief moment we stared at each other, then they started to bark at me. I was sure they would tear me to pieces if I moved just one finger, so I sat very still, trying not to look at them, while my heart pounded and my mouth went dry as paper. Then the Madam's high-pitched voice rang out above the dog's barking.



11 “Ireeeeeeeeene!” That’s my sister’s English name, which we never use. I couldn’t move or answer the call – the dogs were standing right in front of me, their teeth so threateningly long. When there was no reply, she came to see what was going on.

“Oh, it’s you? Hello.” Then the dogs stopped barking, but they hadn’t moved – they were still growling at me.

“Please Madam, the dogs will bite me,” I pleaded, not moving my eyes from them.

“No, they won’t bite you. When did you come in? We didn’t see you.”

“I’ve been here for some time now – my sister isn’t here. I’m waiting to talk to her.”

“Oh – she’s not here? I can give her a message – you go on home—I’ll tell her that you want to see her.”

While we read _____

- i. Why was the narrator unable to move or respond to the call?

My words _____

My questions _____

- .
- .

12 Every morning I had to wake up straightaway, roll my bedding and put it all under the bed where my sister was sleeping. I was not supposed to put on the light although it was still dark. I'd light a candle and tiptoe my way out with a soap dish and a toothbrush. I'd do everything and be off the premises by five-thirty with my shoes in my bag – I only put them on once I was safely out of the gate.

Thinking about all these things took my mind away from the biting cold of the night and my wet nose, until I saw my sister walking towards me.

“Mholo, what are you doing outside in the street?” she greeted me. I quickly briefed her on what had happened.

“Oh! What were you doing inside in the first place? You know you should have waited for me so we could walk in together. Then I could say you were visiting or something. Now, you tell me, what am I supposed to say to them if they see you come in again?”

13 She walked angrily towards the gate, with me hesitantly following her. I mumbled my apologies, and followed her in. By some miracle no one seemed to have noticed us and we quickly munched a snack of cold chicken and boiled potatoes and drank our tea, hardly on speaking terms. I just wanted to howl like a dog. I wished somebody would come and be my friend, and tell me that I was not useless, and that my sister did not hate me, and tell me that one day I would have a nice place to live... anything.

14 The next morning, I woke up long before the alarm went off. Some kind of pain within pushed me to do everything at double speed and run to my toilet. I call it my toilet because that is exactly how I felt about it. I felt my spirits really lifting as I put on my shoes outside the gate. I made sure that my notebook was in my bag. I was walking faster, and my feet were feeling lighter all the

While we read _____

- j. What annoyed Irene, the narrator's sister?
- k. Did the narrator feel lonely and sad? Pick out the sentences that justify your response.

My words _____

My questions _____

-
-

time. Then I noticed that the door had been painted, and that a new windowpane had replaced the old broken one. I smiled to myself as I reached the door. Before long I was sitting on that toilet seat, writing a poem.

15 Many more mornings saw me sitting there writing. Sometimes it did not need to be a poem. I wrote anything that came to my head – in the same way I would have done if I'd had a friend to talk to. I remember some days when I felt like I was hiding something from my sister. She did not know about my toilet in the park, and she was not in the least interested in my notebook.



16 Then one morning I wanted to write a story about what had happened at work the day before: the supervisor screaming at me for not calling her when I'd seen the people who stole two dresses at lunch time. It all came back to me, and I was smiling when I reached for the door, but it wouldn't open – it was locked!

I think for the first time I accepted that the toilet was not mine after all Slowly I walked over to the bench nearby, watched the early spring sun come up, and wrote the story anyway.

While we read _____

- l. What changes did she notice in the toilet?
- m. What made the narrator accept the fact that the toilet was not hers?

My words _____

My questions _____

- .
- .

About the author

Gcina Mhlope is a South African storyteller, writer, playwright and actress. She worked as a newsreader at the Press Trust and BBC radio. She tells her stories in four of South Africa's languages : English, Afrikaans, Zulu and Xhosa and also helps motivate children to read. Much of her work has been translated into German, French, Italian, Swahili and Japanese. In 2016, she was listed as one of BBC's 100 Women. From 2019, Mhlope's birthday (24th October) is recognised as National Story telling Day in South Africa. She has been awarded honorary doctorates from seven universities across the world.



Let's rewind:

Activity 1

Revisit the story and respond to the following questions.

1. The public toilet unexpectedly turned out to be a useful and valuable location for the narrator. How did that happen?
2. The narrator did not get any support from her family in becoming a writer. Is support and encouragement really necessary to accomplish one's dream? Discuss.
3. 'Bitter experiences in life moulded Mhlope the writer.' Do you agree? State your reasons.
4. The narrator was always excited to go to the park and occupy the toilet. Substantiate the statement.
5. How did the narrator adapt to the fact that the toilet was not hers?
6. Read the story again and fill up the box given.

Ways of passing leisure time		
Madam	The narrator	Myself
.....
.....
.....



Let's recall and recreate:

1. You wish to send an email to Mhlope, the author of 'The Toilet', congratulating her on her achievements. Draft the **email**.
2. 'The pain you feel today is the strength you have tomorrow.' How far is this true of Mhlope's life? Attempt a **write up** on how our personal struggles shape our future, in the light of your reading of 'The Toilet'.
3. Mhlope has a conversation with her sister on the horrifying experience of her encounter with the dogs. Write the likely **conversation**.



Let's play with words:

Activity 1

Read the following conversation.

- Reena : Sherly, you opened a boutique in the heart of the city, didn't you?
 Sherly : Yes. At last, my dream came true. But the premises of the building where my shop is situated are not kept clean. The people in the neighbourhood throw garbage into the compound.
 Reena : Really? Why didn't you lodge a complaint?
 Sherly : I complained to the office-bearers of the local residents' association. I even briefed the media on the issue. The other day, I had a horrible experience.
 Reena : What happened?
 Sherly : When I opened the shop I found a rat munching on an expensive silk saree. It had sneaked into the shop through a hole in the toilet.
 Reena : Oh! That's disgusting. If I were you, I would faint. What did you do?
 Sherly : With a pounding heart, I rushed out of the shop, screaming. The merchants of the shops nearby came running to the spot. But, when they realized that I had screamed on seeing a rat, they were annoyed. I heard one of them even mumbling, "She's crazy." I'm planning to move to another spot.
 Reena : That'd be better. It's time for me to leave, dear. Just call me if you need any help. See you.
 Sherly : See you.

Did you find words that you had entered in 'My Words' in this conversation? Identify these words and write them in the space below along with the meaning you have guessed.

Word	-	Meaning
.....	-
.....	-
.....	-
.....	-
.....	-
.....	-

Activity 2

A few expressions from 'The Toilet' that indicate action are listed below.

- stayed on
- would shelter
- went to church with
- toured
- sneaked into
- steal my way
- catch the bus
- jumped to turn off
- sit on
- tiptoe my way out
- was on my way
- be off the premises
- went straight
- walked over

Now, try to **write a story** or **narrate** an incident in your life, using some of these expressions. You may also use other expressions to complete the story.



Let's perform:

Activity 1

The narrator speaks about the horrifying experience she had when Madam's dogs found her. She says "I couldn't move or answer the call – the dogs were standing right in front of me, their teeth so threateningly long." Let's **recreate** the scene and **enact** it in the class. Your teacher will help you.

Activity 2

Your class plans to stage a play portraying Mhlope's life. Prepare the **script** of the play.



Let's listen:

Activity 1

Now, your teacher will play an audio clip in which the author speaks about herself. Listen to it and answer the questions that follow.

- Where is the author from?
- Name any element that makes a good story.
- When does she create a brand-new story?
- What campaign is she a part of?

Activity 2

Now, prepare a few questions to interview your favourite writer. Don't forget to do some research on the author and give a short description before preparing the questions.

A short description of the author

.....
.....
.....

Questions

- a. b.
c. d.

Now, you may role-play the interview in the class.

Activity 3

- Your teacher will play the audio clip of the poem 'Dreams' by Langston Hughes. After listening to the audio, try to write the lines in your notebook.

Then, add a few lines of your own.



Let's read and enjoy :

"I'm a dreamer. I have to dream and reach for the stars, and if I miss a star, then I grab a handful of clouds." - *Mike Tyson*

Gcina Mhlope dreamt big and worked hard to achieve her dream. Her story tells us that sheer hard work and perseverance lead to success. Now, read the poem 'Success' by H. W. Longfellow.

Success

- *Henry Wadsworth Longfellow*



We have not wings, we cannot soar;
But we have feet to scale and climb
By slow degrees, by more and more,
The cloudy summits of our time.

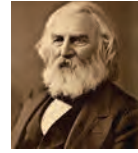
The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their solid bastions of the skies,
Are crossed by pathways that appear
As we to higher levels rise.

The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.

About the author

Henry Wadsworth Longfellow, born on 27 February 1807 was an American poet and educator. He became a professor at Bowdoin College, and later at Harvard College after studying in Europe. His first major poetry collections were *Voices of the Night* (1839) and *Ballads and Other Poems* (1841). He became perhaps the most popular American poet of his day. He died on 24 March 1882.



Let's rewind and rejoice:

1. Identify the line that indicates human strength.
2. What do the words 'cloudy summits' and 'pyramids' imply?
3. When do the pyramids appear like gigantic flights of stairs?
4. What do we come across when we rise to higher levels?
5. What makes great men different from their companions?
6. Identify the images of success in the poem, and comment on how they convey the message of the poem.
7. 'The heights by great men reached and kept
Were not attained by sudden flight....' Comment on these lines. Collect a few proverbs that convey the same idea.



Let's recall and recreate:

You have learnt the steps involved in preparing the critical appreciation of a poem. Now, attempt an **appreciation** of the poem 'Success', focusing on its theme, images, rhyme scheme and other techniques.



Let's analyse:

Activity 1

In the memoir 'The Toilet', the narrator speaks about her routine in the past.

"I would go to a public toilet in the park. For some reason it was never locked, so I would go in and sit on the toilet seat to read some magazine or other, until the right time to catch the bus."

Here, 'would' is used to indicate past habitual actions. Is this the only purpose for which 'would' can be used?

- a. **Revisit the text and identify the sentences in which 'would' is used. Also, try to identify the function of 'would' in each sentence/situation.**

Sentence	Purpose of 'would'
On weekdays I was locked in my sister's room so that the Madam wouldn't see me.	to indicate a past habitual action
I was sure they would tear me to pieces.	to indicate certainty
.....
.....

b. Now, examine the following sentences and identify the differences.

I shall go to a public toilet in the park.

I would go to a public toilet in the park.

What difference do you notice between these two sentences?

Write your ideas here:

.....
.....

The first sentence suggests that you plan to use the public toilet in the park.

In the second sentence, the use of 'would' suggests a regular or repeated action in the past.

So, the use of 'would' suggests a habitual action or a regular, repeated action in the past. However, the use of 'would' is not confined to habitual actions alone.

c. Now, let's read the following sentences and try to analyse the use of 'would' in each one.

If I got a chance, I **would** travel the whole world.

Would you please close the window?

When I was a child, I **would** play in the park every evening.

The weather forecast said it **would** be sunny today.

John said he **would** be happy to help with the maths lessons.

Match the above sentences to their corresponding functions. One has been done for you.

habitual action	
polite request	
expressing willingness	John said he would be happy to help with the maths lessons.
conditional statement	
prediction	

Besides indicating habitual actions, 'would' can be used in various contexts: as conditionals, indirect speech, polite requests, making predictions, expressing willingness, etc.

d. Identify a few other functions of 'would'.

Analyse the following situations and complete the sentences.

- a. Direct speech - Madam said to me : "I will inform your sister about your visit."
Indirect speech - Madam told me that she would inform my sister about my visit.

Here, 'would' is used

- b. "Would you mind giving me an appointment with Mr Gandhi?" asked Charlie Chaplin.
Here, 'would' is used

- c. "Would you please reach our office by 8.30 in the morning?" asked Gandhiji's secretary.
.....

- d. Every morning I would go to the public toilet in the park for some privacy to read.
.....

- e. I felt that the Madam would be annoyed if she came to know that I stayed with my sister without her permission.
.....

e. Now, complete the following sentences meaningfully using 'would'.

- (i) If I had more time, (conditional statement)
(ii) ".....?" she asked him. (polite request)
(iii) When I was in school..... (habitual action)
(iv) The teacher expected that the students..... (prediction)
(v) Our neighbour offered (willingness)

f. In the story 'The Toilet', Madam spends time with her friends at the pool. Here is a conversation between two of her friends. Complete the conversation.

Jess : Hey Sarah! Do you remember? When we were kids in the park every evening.

Sarah : Oh, those were such fun times! Jess, passing me the towel, please?

Jess : Not at all, here you go. By the way, if you ever need help with your project,

Sarah : Thanks, Jess. You're always so helpful. If I had more free time, trip next month.

Jess : That would be great! The weather forecast said it

Activity 2

Read the following sentences from 'Dreams Realised'.

- (i) Chaplin had evidently heard of Gandhiji's spinning wheel and the very first question he asked was why Gandhiji was against machinery.
- (ii) Even celebrities who had heard about him were eager to meet him in person.

What is the first sentence about? What are the events referred to?

1.
2.

Now, analyse the second sentence. Which are the events referred to in it?

1.
2.

Which event happened earlier? Which event took place later?

Now, based on your findings fill up the box given below.

Sentence	Earlier Past	Immediate Past
(i)		
(ii)		

We can see that the actions happened at different points of time in the past.

How do we speak about two such past actions in the same sentence?

.....

When we speak about two past events in the same sentence, we use the past perfect to refer to the event or action that happened earlier, whereas simple past is used to refer to the later event.

a. Read the following passage.

Dad had cooked breakfast before Mom woke up and as I had done all my homework, I joined Dad in the kitchen. Mom had worked late the day before and slept on a bit longer. My little brother sat in a corner of the kitchen with the toy car that my uncle had brought him last week. Mom woke up and was happy to see us prepare breakfast. She took some chocolates which she had kept in the fridge. I had seen them before, but never ate any without her permission. She gave us two each and gave Dad none as he had eaten his share the day before. It tasted better than those we had tasted at Aunt Pinky's house.

Now, analyse the sentences in the passage and fill up the box below.

Earlier Past	Immediate Past
Dad had cooked breakfast.	Mom woke up.

b. Look at the timeline given below. Add details about what you did yesterday.

5.00 am	alarm went off
5.35 am	-----
7.00 am	-----
8.00 am	-----
9.25 am	the bell rang
9.30 am	reached school
11.00 am	-----
12.30 pm	-----

c. Now, based on the timeline, write a paragraph using the past perfect and the simple past. You may begin like this :

The alarm had gone off at 5.30 in the morning before I woke up.

.....

.....

.....

.....

.....

Activity 3

You know that Gandhiji always wanted children to develop vocational skills, along with formal education. We live in a world with many career opportunities. How do we choose the career that is ideal for us?

- First, we should test our aptitude. An Aptitude Test called Kerala Differential Aptitude Test or KDAT (<https://www.careerguidance.dhse.kerala.gov.in/>) is offered by our state government. You may take the test to discover your aptitude, and then set your career goals.
- When we approach an employer after finishing our studies, we need to furnish certain details about ourselves. An account of our personal details, educational qualifications and other credentials are furnished in a document that is presented to the employer. Such a document is termed a **Curriculum Vitae**.

What are the features of a Curriculum Vitae or CV? Discuss and list them in the box given.

- Personal details
-
-
-

The format of a **Curriculum Vitae** is given below.

Photograph

1. Contact Information

This part of a CV contains the name, address for communication, email id, and contact number of the person.

2. Introduction

The introduction contains a summary of the person's profile, highlighting the career journey and professional accomplishments in a concise manner.

3. Work Experience

Here, you can give the details of the person's professional experience referring to the names of the firms or offices where they worked, the period and the job profile. Always remember to start with the present and list the previous years' job roles in reverse order.

4. Education

This part of the CV highlights the educational qualifications of the person, starting from the latest acquired.

5. Skills

Here, the relevant additional skills of the person are stated.

Now, prepare your curriculum vitae. Your teacher will suggest a suitable model. You may also refer to a few samples available online and in print.



Let's converse:

Activity 1

Charlie Chaplin wanted some information for an appointment with Gandhiji. What questions might have been asked? A few examples are given:

How long will Mr Gandhi be in London?

Can I meet him tomorrow?

He might also have used expressions like the following:

- May I know...
- Why don't you tell me...
- Could you please tell me ...

What are the other expressions that we may use to seek information?

-
-
-

- a. Imagine that Gcina Mhlope approaches a publisher to publish her first work. Frame a few questions that she might ask in such a situation. You may use the expressions given above.

Activity 2

While the narrator of 'The Toilet' sits in the park, a little girl walks up and asks her if she could share the bench. Here are a few ways in which she could have expressed her request:

Excuse me, may I sit here?

Can I sit on this bench?

Would it be okay if I sit here?

- a. What are some other expressions the little girl could have used?

-
-
-
-
-
-

b. Now, use the expressions that you have listed to frame a few polite requests for seeking permission.

A few examples are given below.

- Is it okay if I join the conversation?
- May I use your computer?
-
-
-

c. Now, how will you respond if someone asks for your permission in a particular situation? You may choose to give or refuse permission. Let's go through a few expressions suitable for giving and declining permission.

Giving permission	Declining permission
<ul style="list-style-type: none"> • Sure... • Sure, go ahead... • No problem • • • • • 	<ul style="list-style-type: none"> • I'm afraid not... • I'm afraid you/we can't do that... • I'm sorry, but that's not possible... • • • • •



Let's team up (Group project):

We have learnt about Mahatma Gandhi's role in the struggle for Indian independence. Shall we create a **webpage** on Gandhiji, with details of his life and struggle? What are the features of a webpage? List them.

- Attractive layout
-
-
-
-

You know that the content of a webpage should be presented in an attractive and user-friendly format.

Shall we develop the content for our webpage on Gandhiji? For this, we need to focus on many factors. Can you list some of them?

- a catchy headline
-
-

Content writing caters to different purposes like :

- course description
- online newsletters
- scripts for videos
- marketing various products

Can you add more items to this list?

-
-
-

Content writing is an important part of creating a webpage. It is the process of planning, writing and editing web content that is developed for a specific audience. Content writing is now a career option as well. Many of you can become content developers if you are interested in the career.

- a. **What shall be the content of our webpage? Now, look at the table given below. Column A contains items that you see on a webpage. Match them with their descriptions in column B.**

Column A	Column B
About us	A collection of articles/newsletters that were previously published.
Gallery	Details such as phone number and email id.
FAQs and Answers	A description of your class and school.
Archives	Questions that users might ask and their answers.
Home	A symbol or other small design adopted by an organisation.
Logo	Photos related to the content
Contact us	The first page of a website.

- b. **Now, with these ideas in mind, develop the content for the webpage on Gandhiji.**



Glossary

address(v)	:	to speak to a person or an assembly
bastion(n)	:	(here) stronghold
bear(v)	:	to endure a difficult situation
borne(v pp)	:	(past participle form of 'bear') carried (a physical or mental burden)
defy(v)	:	to disobey
expound(v)	:	to explain something in detail
miraculous(adj)	:	wonderful or surprising
notion(n)	:	idea
precisely(adv)	:	exactly
restore(v)	:	to bring a situation back to the original state
retaliate(v)	:	to respond to a harmful act in the same manner
score(n)	:	a group of twenty
soar(v)	:	to rise up in the sky
subsidiary(adj)	:	less important
testify(v)	:	to prove the truth of something
toil(v)	:	to work very hard
unflinchingly(adv)	:	in a fearless manner
unlettered(adj)	:	uneducated
uprear (v)	:	to raise up
vivid(adj)	:	very clear
war-weary(adj)	:	damaged or exhausted by war
wedge(n)	:	a small piece of wood with a sharp edge

