

UNIT III

ASPIRE AND EXPLORE

Roaming paths unknown
Adventure's call we answer
World's wonders we own.

(Haiku)



- Sea-Fever (Poem)** - John Masefield
- The Saga of the Tiffin Carriers** - Hugh and Colleen Gantzer
- Waiting for Rain** - Anita Nair



Let's log in:

- Tenzing : This is steeper than I thought!
Edmund : Keep moving. The slope is tough, but so are we.
Tenzing : Of course. We'll overcome this. We'll push through.
Edmund : It's the final stretch. We are going to make it.
Tenzing : Ed, Summit in sight!
Edmund : Hold on, Tenzing. We are about to achieve the impossible.
Tenzing : We did it, Ed. We're on top of Mount Everest!
Edmund : We made history, Tenzing!



Did you read the conversation of the determined duo as they made their way to the summit?

- What is the role of teamwork and cooperation in remarkable human achievements, as demonstrated by Sir Edmund Hillary and Tenzing Norgay? Discuss.

The successful ascent of Mount Everest by Sir Edmund Hillary and Tenzing Norgay marked a historic moment in mountaineering and exploration. The two great pioneers are enduring symbols of human achievement in the face of extreme challenges. During the last few hours of the ascent on 29 May 1953, the remarkable teamwork and mutual support helped Hillary and Tenzing achieve what was seemingly impossible.



Let's read and enjoy :

Exploring nature, whether by trekking in forests, camping in the wild, scaling mountains or sailing the ocean, can be a thrilling adventure. Embracing the unknown and staying open to new possibilities make the journey of life exciting and meaningful. Do you agree? Discuss.

Here is a poem which depicts the sights and sounds of nature. Read on.

Sea-Fever

- *John Masefield*



I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

About the author

John Edward Masefield, English poet and writer, was the Poet Laureate of Britain from 1930 to 1967. Among his best-known works are the children's novels *The Midnight Folk* and *The Box of Delights*, and the poems *The Everlasting Mercy* and *Sea- Fever*. He also wrote novels of adventure like *Sard Harker* (1924), *Odtaa* (1926), and *Basilissa* (1940). Masefield was awarded the Order of Merit in 1935.



Let's rewind and rejoice:

1. Who is the speaker in the poem?
2. What desire does the speaker express?
3. Mention the things the speaker needs to fulfil his desire.
4. Pick out the words/expressions that convey sensory experiences in the first stanza.
5. Why does the speaker want to go back to the seas?
6. What climate does the sailor prefer for the voyage?
7. Why does the poet compare the wind to a whetted knife?
8. How does the speaker wish his journey to end?
9. How does the poem explore the idea of the 'clear call' mentioned in the second stanza?
10. What does the speaker like about the 'vagrant gypsy life'?

Activity 1

How does the poem highlight the theme of friendship and shared experiences?

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.....

.....

Activity 2

Pick out words and expressions from the poem that portray the poet's longing for the liberating life at sea and his sense of adventure.

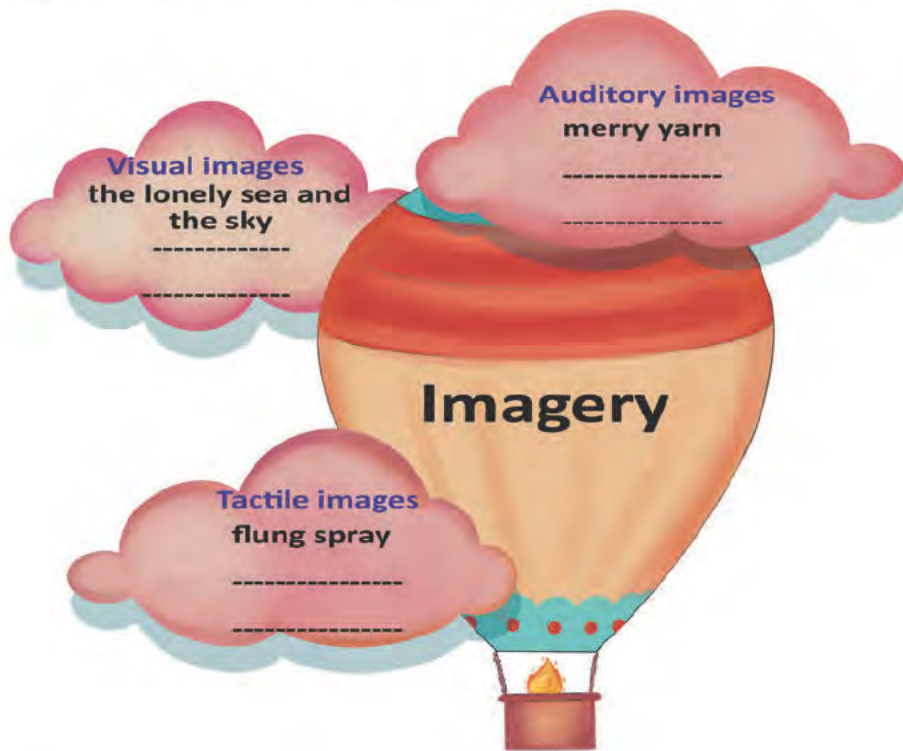
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Activity 3

Imagine you are in a hot air balloon carrying images from the poem 'Sea-Fever'. Fly up and adorn the clouds with appropriate imagery from the poem.



Activity 4

In the poem 'Sea-Fever', poetic devices contribute greatly to the effectiveness of the poem. They reflect the speaker's deep desire for adventure on the sea.



Choose the terms for poetic devices from the picture given above and write them down in the appropriate spaces in the table below.

Poetic devices	Definition	Example from the poem
.....	In this form of imagery, the poet appeals to the reader's sense of sight by describing something that can be seen.	..... .....
Auditory image	This form of poetic imagery appeals to the reader's sense of hearing or sound.	..... .....
.....	In this form of imagery, the poet appeals to the reader's sense of touch by describing something the speaker of the poem feels.	..... .....
.....	A figure of speech in which two unrelated objects are described as being the same	..........
.....	A figure of speech comparing two unlike things using the words 'like' or 'as'	the wind's like a whetted knife
.....	Repetition of an initial consonant sound in words that are adjacent to each other	..........
.....	Repetition of the same or similar vowel sounds within words, phrases, or sentences	..........
.....	Repetition of words, phrases, or lines in a poem	..........
Rhyme scheme	A pattern of rhymes at the end of each line of a poem or song	..........
.....	A literary device that gives human characteristics to non-human or inanimate objects	..........

Activity 5

The central theme of the poem 'Sea-Fever' is the speaker's irresistible longing for the sea and a life of adventure. Analyse and appreciate the poem, focusing on its theme, imagery and other poetic devices.

Activity 6

'Sea-Fever' by John Masefield is a poem that portrays a sailor's strong desire for the sea and his deep yearning for adventure. Find and read the poem 'Remember the Old Road' by Ruskin Bond, available online, where the speaker associates an old road with a sense of adventure and the memories of his youth.

Compare and contrast the themes and representations of the natural world in both the poems.



Let's perform:

Shall we now create a script for the choreography of the poem 'Sea-Fever'?

Let's start by identifying the features of a choreography. List them in the box given.

Characters :

- sea,,, sea-gulls, sailor

Events :

- A ship sailing

.....

.....

- White clouds flying

.....

.....

- Fellow rovers sharing stories

.....

.....

Other features :

.....

.....

Features of a choreography

- Characters
- Events
- Locale
-
-
-
-
-

The background music in the choreography serves as the emotional soundtrack that enhances and amplifies the poetic storytelling through movement.

How about providing an appealing background music for the choreography? Choose an instrumental piece that sets the mood of longing and adventure. Recitation of the poem can be done individually, in pairs or in groups.

Now, attempt a script for the choreography of the poem 'Sea-Fever' describing the movements and gestures, and mentioning the background music (BGM) you would use to capture the essence of the poem and the sensory experience it evokes. You may choreograph the poem in groups.



Let's read and reflect:

'Sea-Fever' conveys a sailor's irresistible longing for a life of adventure. Let's take a look at an adventure of a different kind—the challenging task of delivering food every day to almost 200,000 people in the heart of a bustling megalopolis. Only meticulous planning and operational precision could have made this possible. This is the unique and enduring saga of the *dabbawalas*—the lunchbox carriers of Mumbai.

The Saga of the Tiffin Carriers

(The Dabbawalas)

- Hugh and Colleen Gantzer



1 They are unique to Mumbai.

No other city in the world has them, because no other city has the special characteristics of this booming, bustling, Big Apple of India. For one thing, skyrocketing land prices make it virtually impossible for the average employee to live near their place of work anywhere in Mumbai.

2 Moreover, Mumbai is a great magnet. It draws people from all over India. Each with their own dietary foibles and taboos. Besides, as the cost of living in Mumbai soared, it became increasingly difficult to get one's meals from downtown eateries. And since we Indians have not yet taken to sandwiches, salads and cold-cuts or even cold

While we read _____

- a. What unique characteristics of Mumbai make the *dabbawalas* essential?

My words _____

My questions _____

-
-

food in general, the great army of Mumbai's workers are left with just two options:

3 Starve all through the working day, or dream of having someone deliver your hot, home-cooked meal to your office. An impossible dream? But then, Mumbai is a city where many impossible dreams have become reality. As this one did.

Enter the *dabbawalas*.

4 As former Mumbaikars, we had seen these food couriers hustle on board our commuter trains, rush off at terminuses and trot through crowded roads carrying coffin-sized crates laden with lunches. They were as much a part of the Mumbai scene as the black cabs with yellow tops.

5 In the year 1890, an old Parsi lady in the suburb of Dadar spoke to Mahadu Iwhaji Bacha. She wanted him to help her to get a tiffin carrier across to her husband who worked in the commercial heart of Bombay, as the city was called then. That was the start of the *dabbawalas*. From those humble beginnings, this self-made Indian organisation has grown into a huge network whose incredible efficiency has won the admiration of international business schools and even of Prince (now King) Charles of England.

6 On a humid day in March, to the crash of the carrier-laden crates, called 'trays', being deposited on the



While we read ———

- b. What are some of the challenges to the *dabbawala* system?
- c. Who was the first person to seek the services of a *dabbawala*?
- d. What is the range and extent of the *dabbawala* system in Mumbai now?
- e. Why, according to you, did the *dabbawalas* earn recognition and admiration from international business schools?

My words ———

My questions ———

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pavement, the clang of tiffin carriers being sorted out office-wise, and the announcements from the railway station, we spoke to the President and the members of the Mumbai Tiffin Box Suppliers Association.

7 "How many *dabbawalas* are there today?"

"3,500 plying the Western Railway: 1,500 on the Central Railway. This station, Churchgate, is on the Western Railway. We have two lakh customers and they're growing."

"Really? In spite of fast food eateries?"

"Chhah! You can't live on fast food."

"What time do you pick up the food?"

"The earliest is at 8:00 in the morning. If it is not ready, we leave, but we give that customer one more chance. The next time it is delayed we remove them from our list. We deliver to the office by 1:00 pm sharp, or earlier. We collect by 2:00 pm. If late, we leave. Again, only one more chance. We deliver empty tiffin boxes to customers by 5:30 in the evening, latest. We charge about Rs. 500 per customer every month. Another member chimed in, "I collect tiffin carriers from 20 flats in Andheri; that's so far away!"

"How many fit into a tray?"

"Forty to forty-five. A laden tray weighs 85 to 100 kilos. And there are five changing points where we offload the trays from the train, change them into other trays, and then change them again. It has all to be done very fast, very accurately."

"How do you know which tiffin carrier goes into which tray?"

"We have alpha-numerical markings on every tiffin carrier indicating the location of the flat, the changing points, the delivery points, the *dabbawalas* involved."

"Who worked out this system for you?"

"We did. Can your MBAs do it? Never! In fact, they have often asked us to explain it to them. Even Prince

While we read _____

- f. Do the *dabbawalas* support fast food? Substantiate your answer.
- g. How do the *dabbawalas* ensure the punctuality of the customers?
- h. How are the alpha-numerical markings on the tiffin carriers significant?

My words _____

My questions _____

-
-

Charles did. We sent him a present for his wedding, and we have a letter from him to prove it. Our system is flawless."

"How old is the oldest *dabbawala*?"

"That's Bikaji. He's 74 years old and he's been working for 50 years. The youngest is 21."

8 We watched, fascinated, as the trays arrived and were sorted out into hand-drawn carts, cycles, and even festooned like multiple garlands around the necks and shoulders of delivery *dabbawalas*. We learnt that all *dabbawalas* are put through rigorous training because they have to deal courteously with customers and so, cannot be uncouth or drunk. Moreover, if they forget to wear their distinguishing white caps, they are initially fined for the first offence and then removed from the Association if it should happen again.

They run a very tightly controlled, disciplined organisation.

9 We left the *dabbawalas* to get on with their schedules and walked across to the Tea Centre for our own lunch. In the lobby, next to the lift, we noticed a *dabba* under a trestle table. The guard told us that it belonged to someone in the Textiles Export Promotion Council on an upper floor. We went up and met E.L. Paulo, Director and Secretary of the Council. He lived in the suburbs, on Mira Road, and he had been dealing with the *dabbawalas* for ten years. He told us that they pick up his tiffin carrier at 8:00 every morning.

"In all these ten years," he said, "they have never missed. It's a wonderful service. Very reliable."

10 Such a comment from a senior executive, who has to maintain international standards, is indeed a great endorsement.

While we read ———

- i. The *dabbawalas* undergo rigorous training before they join the system. Do you think such training is essential to ensure the efficiency of any system? Why?
- j. Who was E.L. Paulo, and what was his experience with the *dabbawalas*?

My words —————

My questions ———

-
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This is particularly commendable when it is applied to a network as wide-ranging and as entirely grassroots-generated as Mumbai's unique *dabbawalas*.

And if you want another endorsement, ask Prince (King) Charles.



Slightly adapted

About the authors

Hugh and Colleen Gantzer are a renowned Indian couple, known for their extensive travel writing, photography, and contributions to the world of travel and tourism. They have spent years exploring the country and its diverse cultures. Their articles have appeared in various publications, both in India and abroad. They have authored several books, including travel guides and travelogues. Their photographs accompany their travel articles and books, providing readers with a visual journey through the destinations they explore.



Let's rewind:

Revisit the passage and respond to the following questions.

1. How does the article on the *dabbawalas* illustrate the importance of discipline and organisational skills? What lessons can we draw from the system?
2. What is the process involved in the flawless system of the *dabbawalas*, from picking up the food to finally returning the empty lunch boxes?
3. Discuss with your friends the role and significance of the *dabbawalas* in Mumbai and note down the points.
4. Explain how the *dabbawalas*' unique service has stood the test of time to meet the needs of the city's diverse population. Support your points with evidence from the passage.
5. How do the *dabbawalas* maintain discipline and professionalism?

While we read ———

- k. What special recognition did the *dabbawalas* receive from Prince Charles of England, and what might have impressed him about their system?

My words ———

My questions ———

-
-



Let's recall and recreate:

Activity 1

Mumbai, with its vibrant culture, unique enterprises, historic landmarks and stunning coastline, is a tourist paradise. Imagine yourself as a tourist on a visit to Mumbai, witnessing by chance the unique and internationally acclaimed *dabbawala* system at Churchgate station. How would you pen your experience and feelings in your **diary**?



Activity 2

The unparalleled efficiency and organisational skills of the *dabbawalas* have earned them worldwide recognition. As a journalist who admires this flawless system, you decide to interview the secretary of the *dabbawala* association. Frame a few questions that you would ask the secretary.

Activity 3

The remarkable efficiency of the *dabbawalas* is truly admirable. As the secretary of a youth welfare organisation of your locality, you decide to write a letter to the office bearers of the *dabbawala* association, expressing your sincere appreciation of their service. Draft the **letter**.

Activity 4

The saga of the tiffin carriers of Mumbai fascinated you and your friends. You wish to appreciate and honour the members of the *dabbawala* association at the School Annual Day celebrations. Draft a **notice** informing the public about the event.

Activity 5

The School Annual Day celebration was a feast for the eyes. The highlight of the day was the ceremony to honour the *dabbawalas*. This was widely reported in the media. Draft the likely **news report**.





Let's read and reflect:

Travel writings open a window into diverse cultures, landscapes, and unique experiences, inspiring globetrotters and armchair travellers across the world. Read and enjoy a travel article by a celebrated writer from Kerala. She paints the picture of a journey to her village in search of the reluctant monsoon.

Waiting for Rain

- Anita Nair

In Kerala, much like the rest of India, the monsoon can reduce a region to penury, and its absence can cause the same.



1 The flight nosed into a cloud, and we rocked with the turbulence outside. A peculiar silence crept among the passengers, most of whom were young men seeking the green, the myriad hues of green pastures of Kerala where it seems everything was in abundance but a labour force and rain. The plane rocked some more, and somewhere behind me, a child wailed in fright. An elderly couple alongside, who had been chatting incessantly, was finally quiet.

2 I wondered what the young men from northern India, almost all of them in the uniform of the guest

While we read _____

- What did the author notice about the passengers during the turbulence?
- What were the young men from northern India seeking in Kerala?

My words _____

My questions _____

-
-

worker—jeans, T-shirt, windcheater and sneakers—thought of this turbulent return to their workplace. The memory of the horrific floods in 2018 is still as vivid as they are frightening.

3 All around me was fear and anxiety, which manifested as a reined-in silence and a determined grip on the seat handles. I must have been the only passenger on that flight who was happy with the turbulence. An uneventful flight meant good weather. So, turbulence meant just one thing—wind currents, and hence the monsoon. After all, I was travelling to Kerala to renew my acquaintance with the monsoon. For almost six weeks now, the southwest monsoon has been playing hide-and-



seek. My daily calls to my parents would begin with the query: "Is it raining there?"

This wasn't a conversation filler as it tends to be, when two people have

nothing to say to each other. This was a genuine query, for the answer would determine my next set of questions about leaky roofs, slippery paths, power outages, and the ground cover that, with the rain, would take over the land.

4 On July 17, which was the first day of the *Karkitakam* month and when sheets of rain ought to be falling as if the end of the world was drawing near, my mother said the skies had loomed a gunmetal grey, but all they had was a minor spell of reluctant rain, and now the sun was shining. "Where has the rain gone?" she asked. "Has it come to you?"

While we read _____

- c. Why did the turbulence make the author happy?
- d. What was the author's primary reason for travelling to Kerala?
- e. Who did the author call every day? What was the query?
- f. Why was the first day of the month of *Karkitakam* a disappointment for the villagers?

My words _____

My questions _____

-
-

5 Bangalore, the city where I live when not in my village *Mundakkottukurissi* in Kerala, was going through its windy phase. For over a week now, a brutal wind had been sweeping the northern outskirts of the city with a menacing growl. Window shutters banged. Doors unlatched themselves. Around my home, trees creaked and groaned while leaves hissed and whispered. Through night and day, the wind blew, pushing the monsoon clouds away. So, a turbulent flight into Kerala indicated possible rains. Except that, as we descended into Kochi, it seemed to have no rain either.



6 The grey skies suggested rain, but the blanched greenery said something else. A diffidence that leaves one feeling both helpless and powerless. How do you coax a monsoon to do what it ought to be doing?

Not a drop travels with me to my village. When I was last here in June to celebrate the onset of monsoon, which I have done for many years now, the monsoon had failed to break. A few summer storms had escalated the heat, and the meteorological department said that the monsoon was lurking in the Maldives.

7 The villagers had said that the summer drought had been intense. It's been almost two decades since we saw the wells and canals dry up and the water table fall so low, they had said. Nothing is as it was. Build a few more concrete monstrosities, tile some more front yards, and cut down more trees, and in a decade's time, if not earlier, you will be paying for water as I do in Bangalore--Rs 400 for a small tanker of water to supplement the trickle

While we read _____

- g. Where did the author expect to celebrate the onset of the monsoon?
- h. What, according to the author, is the impact of building concrete structures and cutting down trees on water resources?

My words _____

My questions _____

-
-

sourced from the community borewell. And here we are, a week into *Karkitakam* when fields and canals ought to be overflowing and ditches gurgling like streams, and the monsoon still hasn't planted its feet in the ground.

8 At dusk, my sprightly 85-year-old uncle comes calling. Here is a man who straddles the past and present with the same ease he does his scooter (he learnt to ride one when he was 78). He's seen how the monsoon can turn a village into penury and how its lack can cause the same. We talk about how the monsoon once was. The incessant rain would make everything clammy to the touch. The damp would breathe a mustiness onto cloth and grain, turning stone a mossy green.

9 To hear my uncle speak of the rain is to realise how real and human the southwest monsoon is to him. Like the much-awaited visit by a rich relative that turns into a joyless anti-climax, the monsoon has proved to be a disappointment. He accused this year's monsoon of merely "*kaati-kooti poova*." Of making a production with grey skies, rumbling thunder and stillness in the air and then not showing up. Evening turns to night. A lone firefly weaves patterns of light. I watch the night, waiting for some sign of an impending downpour. Eventually, I go to bed.

10 I wake to drumming on my tile roof. It's 2 am, and the monsoon has finally come calling on me. The prodigal son has found his way home. I pulled the sheet to my chin and snuggled deeper into bed. For that, too, is one of the many pleasures of the monsoon. When I wake up at daybreak, the music of the rain is still playing. Plain and *gamaka*-laden notes. High and low decibels. The stately pace of the *vilamba kaalam*. The centre of the *madhyama kaalam*. The quick trot of the *dhrutha kaalam*. The rain beckons me into its arms.

While we read ———

- i. Who does the author compare the monsoon to in terms of anticipation and disappointment?
- j. What did the author's uncle accuse the monsoon of, in the passage?
- k. When did the author finally hear the sound of rain?
- l. How does the author describe the sound and feeling of rain?

My words ———

My questions ———

- .
- .

The rain falls.

11 I make a cup of tea and sit on the swing seat on the verandah. I watch the rain as if it were an exotic migratory bird. Afraid to even sigh in pleasure, for I might frighten it away. What tales do each raindrop hold? What lessons will it teach? What gifts will it offer? The magic of the monsoon resonates in me as a sense of well-being.



For now, the world is a beautiful place.

While we read _____

m. Why was the author afraid even to sigh in pleasure while watching the rain?

My words _____

My questions _____

-
-

About the author

Anita Nair is a bestselling and critically acclaimed author of novels such as *The Better Man*, *Ladies Coupe*, *Mistress*, *Lessons in Forgetting*, *Idris: Keeper of the Light* and *Alphabet Soup for Lovers*. Her works include a collection of poems titled *Malabar Mind*, a collection of essays titled *Goodnight and God Bless* and books for children. She has also written plays and the screenplay for the movie adaptation of her novel *Lessons in Forgetting* which was screened in the Indian Panorama at IFFI 2012 and won the National Film Award in 2013. Among other awards, she also won the Kendra Sahitya Akademi and the Kerala Sahitya Akademi awards. She is also the founder of the creative writing and mentorship programme 'Anita's Attic.'



Let's rewind:

Revisit the passage and respond to the following questions.

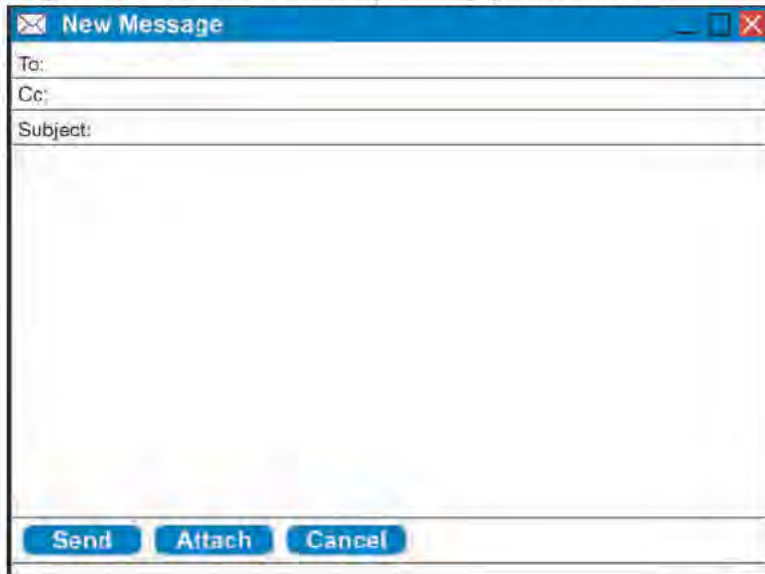
1. How does the author describe the behaviour of the monsoon?
2. What did the villagers feel about the delayed monsoon?
3. What emotions and sensations did the author experience when the monsoon finally arrived?
4. Discuss the author's anticipation, reflections and experience of the monsoon and the sense of well-being it brings to her.
5. Describe this year's monsoon in your words.



Let's recall and recreate:

Activity 1

Your social media friend, who is an Australian, comes across the article *Waiting for Rain* written by Anita Nair. He sends you an email expressing his wish to visit Kerala during the forthcoming monsoon season. Draft your reply to the **email**.



Activity 2

As the editor of your school magazine, you plan to interview Anita Nair. Draft a **telephone conversation** seeking her consent for a personal interview.

Activity 3

Lush green landscapes, crystal clear beaches and the heavy monsoon made Kerala 'God's Own Country'. However, all these seem to be in danger of extinction. Prepare a **speech** on the need to protect nature and present it in the class.

Activity 4

Collect a few inspiring travel quotes from travel magazines and blogs. Choose photos of your own travel experiences and provide suitable captions to them using the quotes. Now, compile the travel quotes and photos to make a **travel portfolio** for publication in the online magazine of your school.

Activity 5

Shall we make a **video documentary** of 4 to 5 minutes picturising one of your own travel experiences? Draft the script for the documentary including details of the locale, voice-over and camera techniques.



Let's play with words:

Activity 1

Read the excerpt from 'The Saga of the Tiffin Carriers'.

'On a humid day in March, to the **crash** of the carrier-laden crates, the **clang** of tiffin carriers....'



What do the images above convey about the words pictured alongside?








Such words are called onomatopoeic words. The pronunciation of these words imitates the sounds they refer to. **Onomatopoeia** is the use or creation of a word that phonetically imitates, resembles, or suggests the sound that it describes.

- a. Now, circle the onomatopoeic words in the passage below.

For over a week now, a brutal wind had been sweeping the northern outskirts of the city with a menacing growl. Window shutters banged. Doors unlatched themselves. Around my home, trees creaked and groaned while leaves hissed and whispered. And here we are, a week into *Karkitakam* when fields and canals ought to be overflowing and ditches gurgling like streams, and the monsoon still hasn't planted its feet in the ground.



b. Match the onomatopoeic words in column A with the sounds they describe in column B.

Column A	Column B
Beep 	make a continuous deep resonant sound (of thunder, or from the stomach)
Crackle 	laugh in a light, silly way
Flutter 	make a rapid series of short, sharp noises (of objects, or like that of a rattlesnake)
Giggle 	make a short, high-pitched sound (of the horn of a vehicle or an electronic device)
Rattle 	make a noise by moving the wings quickly
Rumble 	make a hissing or popping sound while frying something
Sizzle 	make short, sharp, repetitive sounds in quick succession (as of objects in fire/being cooked over a flame)

c. Find out a few more onomatopoeic words, write them on chart paper and display it in the classroom.

d. Complete the conversation choosing suitable words from those given below.

Dabbawala 1 : Hey! How's your day?

Dabbawala 2 : Terrible! Trains are late, and there's a constant of announcements.

Dabbawala 1 : My cart hit a pothole and there was a loud I hope none of the *dabbas* got

Dabbawala 2 : Goodness! Mumbai roads are always a challenge.

Dabbawala 1 : True. There is so much by vehicles on the roads.

Dabbawala 2 : Don't you hear that from the street food stall? They are frying something.

Dabbawala 1 : I'm hungry. Let us some *vada pav* and get back to work.

Dabbawala 2 : Hurry up. There is a in the sky. It might soon.

honking, blare, gobble, rumbling, sizzle, cracked, drizzle, thud

Activity 2

Let's read the story of Anand, The Unsung Hero.

In the bustling heart of a metropolitan city, there was a **stocky** man named Anand. He was known for his **incredible** knack for solving alpha-numerical puzzles, which he modestly attributed to being one of his foibles. He trotted through the city streets every day, dressed up in a worn-out jacket and he was rarely greeted **courteously** by others. Anand had long been an **uncouth** outcast in a world of polished men and women. One day he received an unexpected call from the officials of a renowned tech company after they were struck by **turbulence** in their security system.



Their alpha-numerical codes had been compromised and Anand was **summoned** to the company's headquarters. The CEO, desperate to save the company's reputation, explained the dire situation. Anand's heart went out to him as he listened to the tale of a man on the brink of **penury**. With **commendable** determination, Anand immersed himself in the tangled mess of codes and encryption. In the eleventh hour, Anand cracked the code and restored the company's security. The CEO's gratitude knew no bounds and he heartily **endorsed** Anand's incredible talent.

Replace the words in bold type in the passage with their synonyms provided in the brackets and rewrite the passage.

(unbelievable, sturdy, certified, respectfully, called, uncivilized, admirable, destitution, chaos)

Activity 3

Hema went on a trip to Munnar last summer. She was fascinated by the marvels of nature and she penned her experience in the form of a travel story. She needs your help to edit her story. Help her edit the errors.

Last summer, I embarked on a journey too Munnar, India. The whether was perfect, with clear skies and a gentle breeze. Amid lush tee plantations, I couldn't help but marvel at the vibrant flour gardens that adorned the landscape. As I trekked through the hills, I came across a wild bare but managed to keep my cool. At a local café, I savoured a delicious peace of freshly baked cake while taking in the serene view of the tea gardens. There, I was fortunate to meat a friendly local who suggested the best spots to sea the stunning vistas. As the son dipped below the horizon, I couldn't help but pen a fare poem on Munnar's magic beauty in my diary.

[flower, bear, piece, see, fair, to, tea, weather, meet]

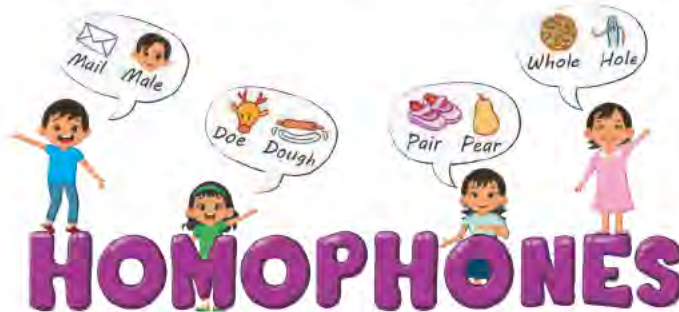
a. Note the words you have replaced.

- too - to
- whether -
- tee -
- flour -
- -
- -
- -
- -
- -

Why do you think Hema used these words incorrectly?

.....

Such words with the same pronunciation, but different spelling and meaning are termed **homophones**.



b. Hema's travel story is so fascinating that you decide to visit Munnar. You scribble down your thoughts in your diary using a variety of homophones. Complete the diary.

I too would love to visit Munnar. Before starting, I would check whether the weather is fine or not. I would like to see the sea of flower gardens.

.....

.....

Activity 4

Read the sentence given below from 'Waiting for Rain'.

He accused this year's monsoon of merely "*kaati-kooti poova*."

The writer has quoted the exact words of her uncle by **code-switching**, using the technique of **transliteration**.

Code switching involves the use of words, phrases or entire sentences borrowed from a different language, in speech or writing. When the words of a particular language are written in the alphabet of another language, it is called transliteration. These may be used to evoke a sense of cultural or linguistic authenticity in a literary piece.

Pick out other examples of transliteration from 'Waiting for Rain'.

.....

.....

Activity 5

Read the conversation between two tourists on a visit to Mumbai.

Did you notice the words in italics in the conversation?

They are called

.....



How about trying to guess the meaning of the phrases from the context?

put through	.....
get on	.....

Now, read the diary entry of a tourist on a visit to Delhi.

Date & day

What an exciting day I've had, exploring the vibrant city of Delhi!

This morning I decided to visit the local markets and I couldn't believe the variety of goods I came across at Chandni Chowk. From spices to jewellery and colourful fabrics, it was a shopper's paradise. I then came by a vendor, who sold some mouthwatering street food. In the afternoon, I came back to my hotel for lunch before heading to Humayun's Tomb and India Gate.

In the evening, I was surprised to find that I had come round to my friend's house. After dinner, we took a rickshaw ride through Old Delhi's narrow lanes. I cannot describe what came over me as we made our way through the chaos and charm of the bustling streets. Tomorrow, I plan to visit the Lotus Temple, and I really hope that the day's plans come off just like today. Delhi has truly come up to my expectations and I can't wait to see what adventures come out of the rest of my trip.

a. Circle the phrasal verbs in the diary entry above and write them in the table below with their meanings. You may add more phrasal verbs to the table.

Phrasal verbs	Meaning
come across	to meet or find someone or something by chance

b. The following passage on 'Nurturing Life Skills' is incomplete. Complete the passage picking phrases from the choices given in the box below.

In the journey of life, individuals often various challenges and opportunities that demand a set of essential life skills. To truly thrive, one must skills such as effective communication, critical thinking, and adaptability. When faced with obstacles, the ability to as resilient is important, as it allows individuals to become stronger and wiser. Moreover, the capacity to with creative solutions is essential for innovation and problem-solving. Hence, acquiring life skills helps empower individuals to on top, not only as survivors but as individuals who flourish in the face of adversity.

come up, come across, come out, come by, come off

 **Let's analyse:**

Activity 1

Read the sentences given below.

Mumbai is a city *that* bustles with activities.

I must have been the only passenger on that flight *who* was happy with the turbulence.

Can you split the above sentences into two clauses?

Here is one way of doing it:

Mumbai is a city (main clause)

that bustles with activities. (subordinate clause)

Now, try to split the second sentence.

.....

Can the italicised words in the above sentences be considered pronouns? Why?

.....

What is the function of these words in the above sentences?

.....

Look at the second sentence once again.

I must have been the only passenger on that flight **who** was happy with the turbulence.



'Who' is a relative pronoun in the above sentence because it introduces a relative clause that provides information about the pronoun 'I' in the main clause. A relative clause is a subordinate clause which specifies or provides information about a person or thing mentioned in the main clause.

Read the sentences given below.

I have a friend *who speaks four languages*.

That is the house in *which I grew up*.

I noticed the lady *who had been explaining family politics to the man*.

Do the **relative clauses** in the above sentences give essential information or only additional information about the nouns they describe? Discuss.

We use **defining relative clauses** to give essential information about someone or something, in order to point out who or what is being referred to. A defining relative clause usually comes immediately after the noun it describes.

Now take a look at these sentences.

Arun, *who is retired now*, spends a lot of time with his grandchildren.

The award was given to Sara, *whose short story impressed the judges*.

A peculiar silence crept among the passengers, *most of whom were young men*.

Are the relative clauses in the above sentences essential to understand who or what we are talking about? Discuss.

They are termed **non-defining relative clauses** because they provide some additional information that is not essential and can be omitted without affecting the content of the sentence.

a. Read the passage on internet etiquette given below.

Internet etiquette, or the guidelines for courteous online behaviour, is crucial in our digital age. The rules that govern online conduct, which include being respectful and considerate, should be followed by all internet users. People, whose intentions may not always be clear online, should be mindful of their words to avoid unintentional offence. Therefore, it's vital to think twice before posting comments or sending messages. For those who are new to online interactions, it's essential to learn and practise the right netiquette.

In discussions and debates, where difference of opinion is common, it is important to engage in them respectfully and constructively. Constructive criticism, which can help improve discussions, should be delivered tactfully. Practising good internet etiquette is a way to foster a more respectful and enjoyable online experience for all.

Pick out the defining and non-defining relative clauses from the above passage and complete the table.

Defining Relative Clause	Non-defining Relative Clause

Activity 2

A) Read the sentences given below.

Do not cut down trees.

Better not rely on fast food.

Please explain the system to us.

What common features do you notice in the sentences above? Discuss, and list them.

.....

a. Match the sentences in column A with their functions in column B.

A Sentences	B Functions
Don't litter here. You'll be fined. Please do not lean out of the window. Do get yourself vaccinated. Mind the gap between the train and the platform. Come in. Clear the road immediately.	invitation warning request orders instructions/directions advice

We have seen that the sentences in column A express requests, suggestions, orders, advice, warnings, etc. Such sentences are called **imperative sentences**.

b. A few situations are pictured below. Write imperative sentences matching each situation.

a.



.....

b.



c.



d.



B) Read the conversation given below.

Secretary : Wear your white cap.

Dabbawala : Please excuse me from wearing the cap today.

A tourist happens to hear the conversation. He/She reports this conversation to a fellow tourist. This is how he/she reports it.

The Secretary instructed the dabbawala to wear the white cap. The Dabbawala requested the Secretary to excuse him from wearing the cap that day.

What changes do you notice when an imperative sentence in direct speech is reported?

1. Speech markers are avoided.
2.
3.

a. Now, change the following sentences into direct speech.

1. The flight steward requested the passengers to keep their baggage in the overhead bins.

.....

2. The cabin crew instructed the passengers to remain seated during take-off.

.....

3. The *dabbawala* advised the customer to have the lunch packed in time.

.....

b. Let's change the imperative sentences given below into reported speech.

1. Pilot: "Passengers, kindly remain seated till the seatbelt signs are switched off."

.....

2. Traffic police officer: "Do not park here."

.....

3. Teacher: "Keep your classroom neat and tidy."

.....

Activity 3

Read the sentence from the 'The Saga of the Tiffin Carriers.'

*This makes it virtually impossible **for** the average employee to live **near** their place of work anywhere **in** Mumbai.*

What function do the words given in bold type serve in the above sentence? Discuss.

.....
.....

Such words are termed **prepositions**. A preposition may be followed by a noun, a pronoun or a noun phrase.

a. Read the passage given below on 'Road Safety.'

We need to be aware of the rules and guidelines to ensure our safety and the safety of others while travelling on the road. Always remember to obey traffic signals and signs. Stop at red lights, proceed when the light turns green, and yield to pedestrians crossing the road. Keep a buffer zone between your vehicle and the one ahead, allowing you sufficient time to react in case of sudden stops. Moreover, always wear your seatbelt when you're in a vehicle. Avoid distractions while driving, such as using your phone, which may take your attention away from the road, leading to accidents.

While walking or cycling, be cautious when you cross the road. Always be alert for oncoming vehicles and cross with caution. While walking alongside the road, it's crucial to stay on the pavement. Remember, road safety is everyone's responsibility. Whether you're a driver, pedestrian, or cyclist, following these simple rules will help keep our roads safe for all and reduce the risk of accidents and ensure safer journeys.

Pick out the prepositions from the passage and place them in the box given below.

b. Now, examine the picture and write a paragraph describing the scene using suitable prepositions.



Activity 4

The passage given below has some errors. Let's edit the errors.

The flight nosed into a cloud, and we rocked of the turbulence outside. A peculiar silence crept between the passengers, most of whom were young men from northern India seek the green, the myriad hues of green pastures of Kerala which it seems everything was in abundance but a labour force and rain. The plane rocked sum more, and somewhere with me, a child wailed in fright. An elderly couple alongside, who have been chatting incessantly, was finally quiet.



Let's converse:

Activity 1

Let's presume that a senior *dabbawala* gives some suggestions to a new recruit. Here are a few of his suggestions.

I suggest you board the fast local trains on the Harbour Line.

We had better take into consideration the heavy traffic in South Mumbai.

Don't you think it is a good idea to expand our service to Navi Mumbai?

a. Pick out the expressions used to make suggestions from the above sentences.

.....

.....

.....

The following are a few other expressions used to make suggestions:

- How about...?
- Why don't we...?
- Couldn't we...?
- Does it matter if we...?
- Would you like to...?
- Let's go to...
-
-

b. Now, fancy yourself as a senior *dabbawala* providing suggestions to a new recruit using the expressions given above. Draft the sentences you would use. You may also explore other expressions used to make suggestions.

-
-
-

The new *dabbawala* has the freedom to accept or decline the suggestions of his senior. How will he do it? Let's go through a few expressions for accepting and refusing suggestions.

Accepting suggestions

- Sure, let's...
- Yes, I'd like to/ Yes, I'd love to...
- What a good idea!
- Why not?
- Yes, with pleasure.
- Yes, that's not a bad idea.
- That sounds like a good idea.

Refusing suggestions

- No, let's not.
- Well, I'd rather...
- I don't feel like it.
- I'm not sure about that idea.
- I'm not very keen on...
- I don't think it will work.



Let's perform:

Write the likely conversation between the senior *dabbawala* and the new recruit, using the expressions above, or any others of your choice. You may role-play the same in the classroom.

Activity 2

Read the following conversation.

- Anita : Will it rain tonight?
 Mother : I'm not sure.
 Anita : *Make a guess!*
 Mother : If I had to *take a guess*, I'd say it would rain tonight.

What do the words given in italics convey?

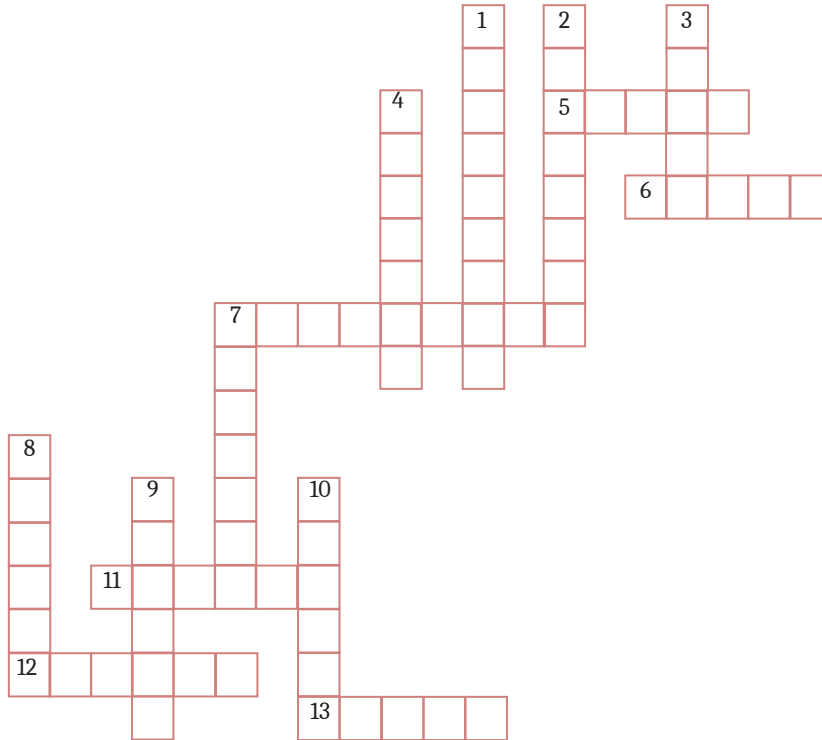
They:-

- a. give a warning
 - b. make a suggestion
 - c. express a guess
- a. Read the expressions given below. Some of them are used to ask people to guess something and the others are used for making guesses. Write them in the table given.
- Can you guess...?
 - I guess...
 - My guess is...
 - Have a guess!
 - I would say...
 - Chances are...
 - Off the top of my head, I think...
 - Guess what! (an expression that introduces a surprising piece of news/information.)
 - Probably...
 - Maybe...

Asking people to guess	Making a guess

Complete the Crossword Puzzle.

The Global Mosaic



ACROSS

5. The land of unity in diversity and the Taj Mahal (5)
6. The land of the rising sun and cherry blossoms (5)
7. Andes mountains define this South American nation (9)
11. The land of maple syrup and the CN Tower (6)
12. The earliest humans lived in this continent, with its magnificent diversity of wildlife (6)
13. The land of the ancient Pyramids and the Sphinx (5)

DOWN

1. Where kangaroos and koalas roam (9)
2. Teardrop shaped island in the Indian Ocean (8)
3. The Great Wall was built in this ancient land (5)
4. The River Thames flows through this land of iconic red double-decker buses and black taxi cabs (7)
7. This is the home of Hollywood and the Statue of Liberty (7)
8. The largest country on Earth, spanning two continents (6)
9. This nation can boast of the Amazon rainforest and a famous Carnival (6)
10. The Eiffel Tower stands tall here (6)



Let's team up (Group project):

Let's find out the eating habits of your friends in this class. Shall we conduct a survey? What are the steps involved in this? Discuss.

The following steps are suggested.

1. Talk to some of your friends about their food preferences and favourite dishes.
2. Identify their food habits from the discussion.
3. Sit with your friends and prepare a few questions for the the survey among your class/schoolmates.
4. Edit and finalise the questionnaire.
5. Conduct interviews using the questionnaire and record the responses.
6. Analyse the data and consolidate it carefully.
7. Draft a report giving suitable illustrations.
8. Edit and correct the report with the help of your teacher.
9. Publish the report in your class/school magazine.



Glossary

alpha-numerical (adj)	:	consisting of letters and numerals
blanch (v)	:	to become white or pale
bustling (adj)	:	full of activity
clammy (adj)	:	sticky or slimy
commendable (adj)	:	praiseworthy
commercial (adj)	:	engaged in business
consummate (adj)	:	showing great skill
courteously (adv)	:	politely, respectfully
downtown (adj)	:	the central part of a town or city
endorsement (n)	:	approval or support
festoon (v)	:	to decorate
foibles (n)	:	minor weaknesses
glower (v)	:	to look angrily at
incessant (adj)	:	continuous
incredible (adj)	:	unbelievable
manifest (v)	:	to demonstrate
menacing (adj)	:	threatening
monstrosity (n)	:	something large and terrifying
musty (adj)	:	stale-smelling
myriad (n)	:	a large number (of something)
penury (n)	:	extreme poverty
sky-rocket (v)	:	to increase very steeply and rapidly
spume (n)	:	froth or foam, especially on waves
steer (v)	:	to guide or control
stocky (adj)	:	broad and sturdy
straddle (v)	:	to sit or stand with one leg on either side
trot (v)	:	to run with short steps
turbulence (n)	:	violent or unsteady movement, chaos
uncouth (adj)	:	rude and unpleasant
unmarred (adj)	:	unspoilt, not damaged
vagrant (n)	:	a homeless wanderer
whet (v)	:	to sharpen the blade of a tool or weapon/a person's interest or curiosity
yarn (n)	:	a long story

