1

How I Taught My Grandmother to Read

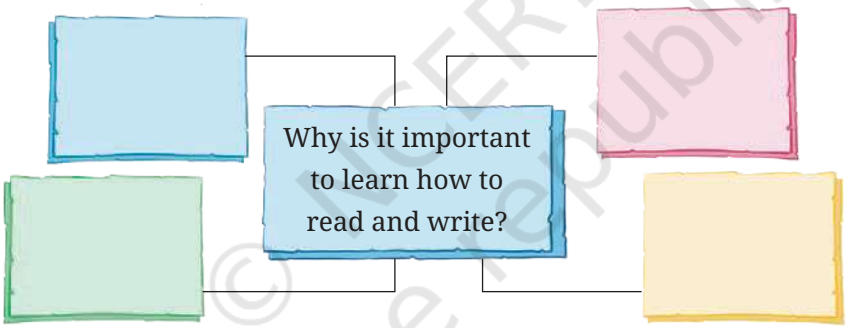




Reflect and Respond

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I Complete the given word web.



II Read the questions given below and share your answers with your classmates and teacher.

1. Which language(s) do your grandparents or elderly relatives speak?
2. How do they spend their time? How do you spend time with them?
3. What is your favourite experience with them?
4. What is something that the elderly in your family cannot do easily but enjoy watching you do?

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III Read the following passage. Match the highlighted words with their meanings given in the box below.

1. excitedly 2. believable
3. people living in one particular area
4. discussion 5. a part of a story
6. focus 7. main character
8. directed

The casting for the **(i) protagonist** of our school's annual play was done after a lot of **(ii) debate** as many good actors had auditioned for the role. We had decided to present an **(iii) episode** from an inspirational story. It was a life story of a group of children who worked with the **(iv) community** to spread literacy. Every day, we reached school early to practise with **(v) concentration**. We waited **(vi) eagerly** for the final presentation. All of us played our roles in a very **(vii) convincing** manner as our theatre teacher had **(viii) guided** us well.



Reading for Meaning

I

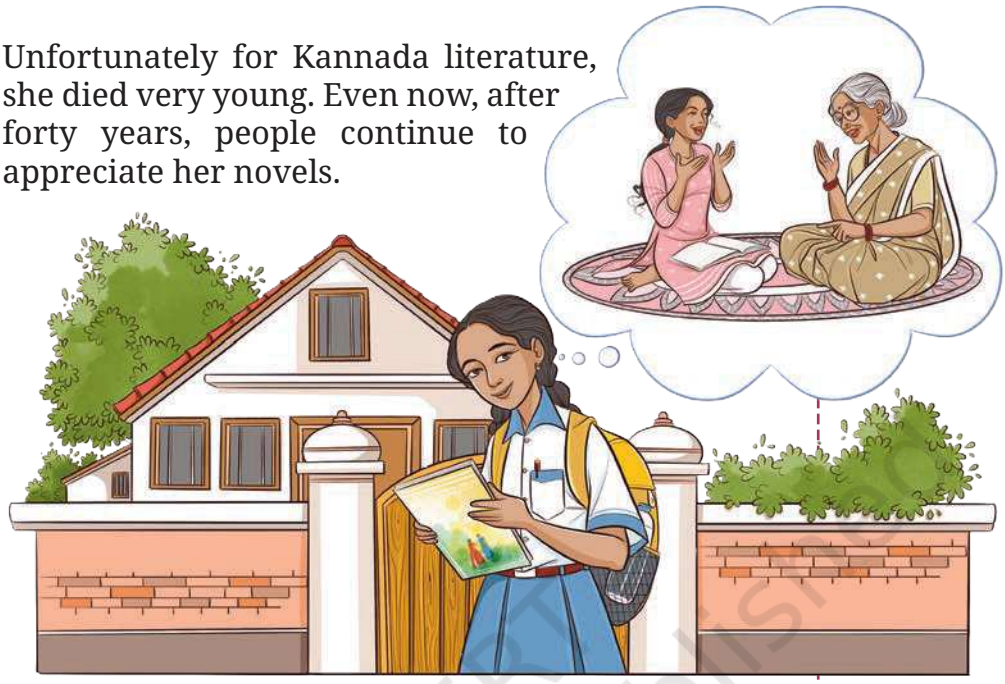
When I was a girl of about twelve, I used to stay in a village in north Karnataka with my grandparents. Those days, the transport system was not very good, so we used to get the morning paper only in the afternoon. The weekly magazine used to come one day late. All of us would wait eagerly for the bus, which used to come with the papers, weekly magazines and the post.

At that time, Triveni was a very popular writer in the Kannada language. She was a wonderful writer. Her style was easy to read and very convincing. Her stories usually dealt with complex psychological problems in the lives of ordinary people and were always very interesting.

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Unfortunately for Kannada literature, she died very young. Even now, after forty years, people continue to appreciate her novels.



One of her novels, called *Kashi Yatre*, was appearing as a serial in the Kannada weekly *Karmaveera* then. It is the story of an old lady and her **ardent** desire to go to Kashi or Varanasi. Most Hindus believe that going to Kashi and worshipping Lord Vishweshwara is the ultimate *punya*. This old lady also believed in this, and her struggle to go there was described in that novel. In the story there was also a young orphan girl who falls in love but there was no money for the wedding. In the end, the old lady gives away all her savings without going to Kashi. She says, 'The happiness of this orphan girl is more important than worshipping Lord Vishweshwara at Kashi.'

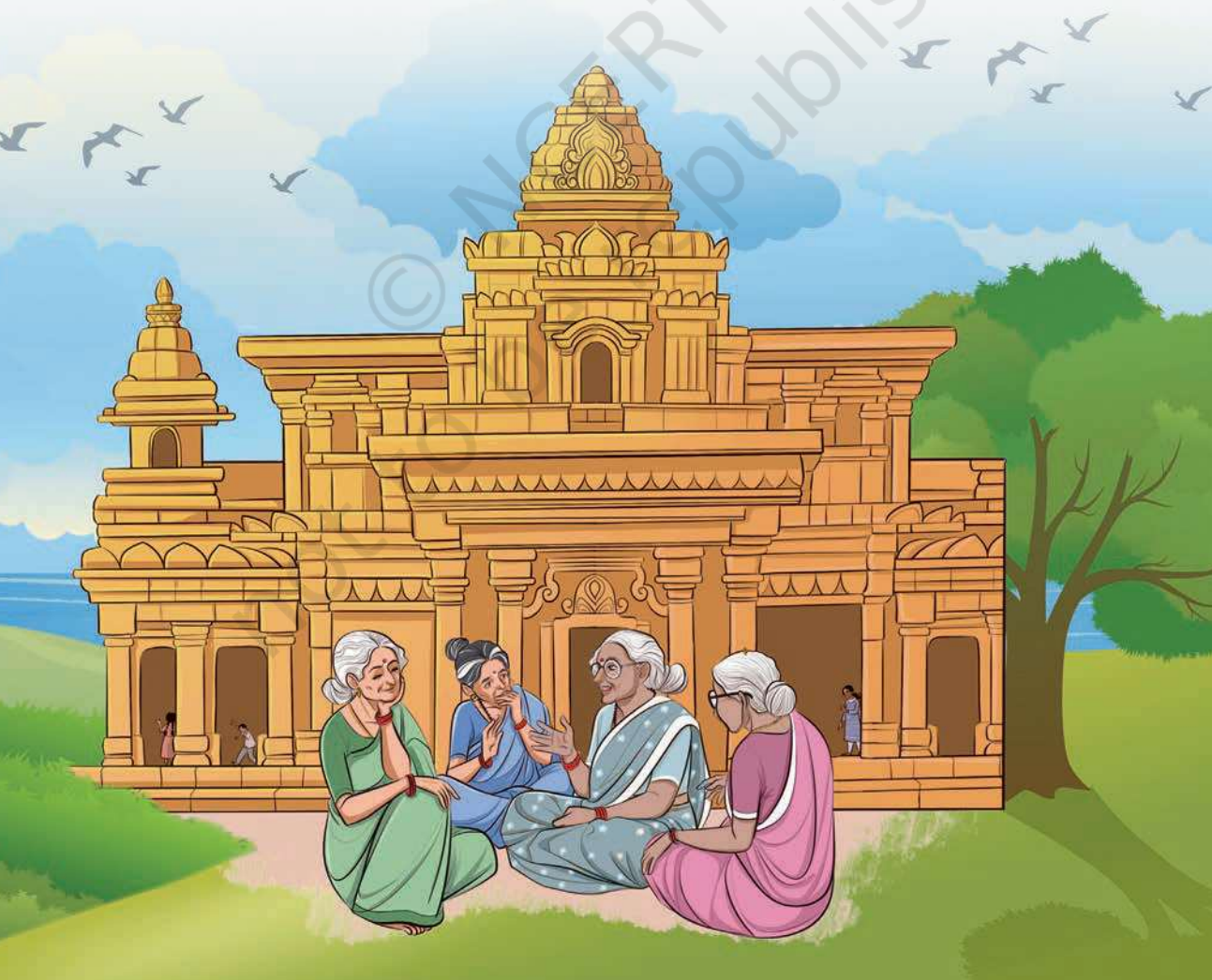
ardent: keen

My grandmother, Krishtakka, never went to school so she could not read. Every Wednesday the magazine would come and I would read the next episode of this story to her. During that time she would forget all her work and listen with the



greatest concentration. Later, she could repeat the entire text by heart. My grandmother too never went to Kashi, and she identified herself with the novel's protagonist. So more than anybody else she was the one most interested in knowing what happened next in the story and used to insist that I read the serial out to her.

After hearing what happened next in *Kashi Yatre*, she would join her friends at the temple courtyard where we children would also gather to play hide and seek.



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She would discuss the latest episode with her friends. At that time, I never understood why there was so much of debate about the story.

Once I went for a wedding with my cousins to the neighbouring village. In those days, a wedding was a great event. We children enjoyed ourselves thoroughly. We would eat and play endlessly, **savouring** the freedom because all the elders were busy. I went for a couple of days but ended up staying there for a week.

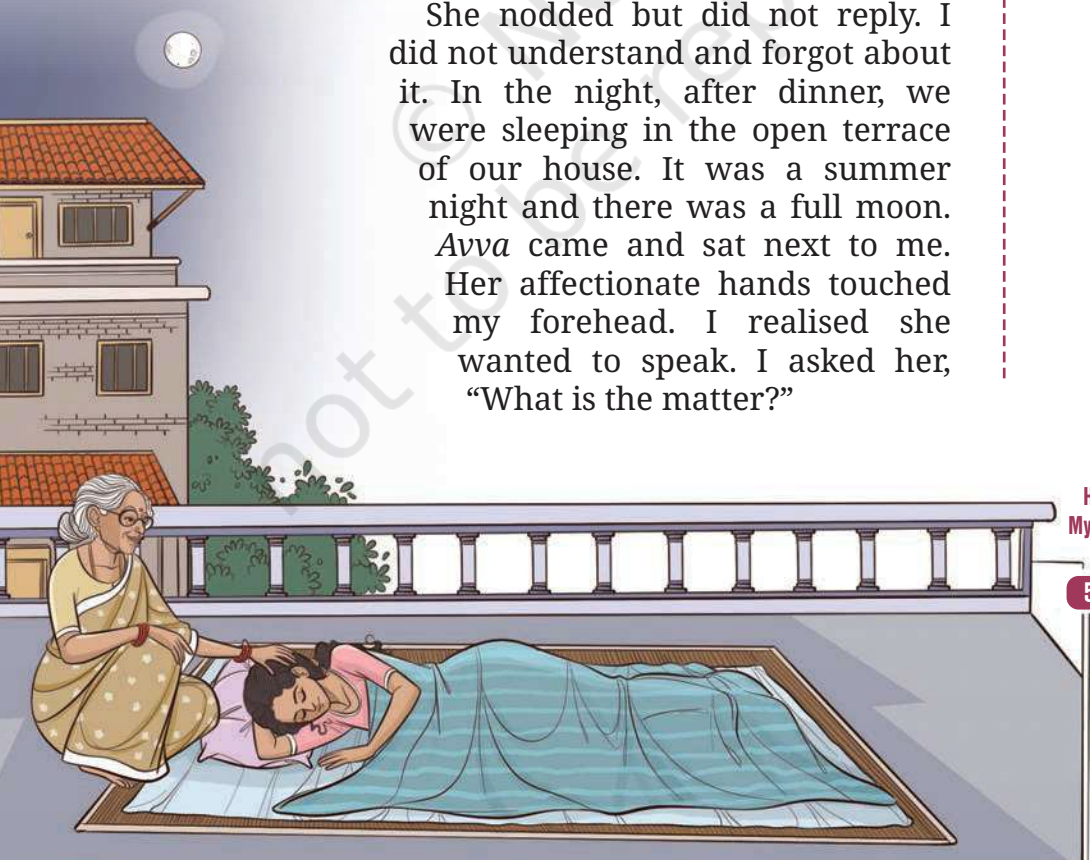
savouring: enjoying it to the fullest

When I came back to my village, I saw my grandmother in tears. I was surprised, for I had never seen her cry even in the most difficult situations. What had happened? I was worried.

"*Avva*, is everything all right? Are you okay?"

I used to call her *Avva*, which means mother in the Kannada spoken in north Karnataka.

She nodded but did not reply. I did not understand and forgot about it. In the night, after dinner, we were sleeping in the open terrace of our house. It was a summer night and there was a full moon. *Avva* came and sat next to me. Her affectionate hands touched my forehead. I realised she wanted to speak. I asked her, "What is the matter?"



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'When I was a young girl, I lost my mother. There was nobody to look after and guide me. My father was a busy man and got married again. In those days people never considered education essential for girls, so I never went to school. I got married very young and had children. I became very busy. Later I had grandchildren and always felt so much happiness in cooking and feeding all of you. At times I used to regret not going to school, so I made sure that my children and grandchildren studied well...'



Check Your Understanding

I Complete the cause and effect table given below based on Part I of the story. Share your answers with your classmates and teacher.

Cause	Effect
1.	(i) The morning papers arrived late in the day and weekly magazines would come one day late.
2. The grandmother, Krishtakka, never went to school.	(ii)
3.	(iii) She was deeply interested in the story and discussed it with her friends.
4. The narrator went to a wedding for a week.	(iv)

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5.	(v) The grandmother never went to school.
6. The grandmother regretted not going to school.	(vi)

II Do you think the narrator expected to see her grandmother in tears when she returned to the village? If yes, why? If no, why not?

III How might the narrator help her grandmother to fulfil her desire to learn to read and write?

II

I could not understand why my sixty-two-year-old grandmother was telling me, a twelve-year-old, the story of her life in the middle of the night. But I knew I loved her **immensely** and there had to be some reason why she was talking to me. I looked at her face. It was unhappy and her eyes were filled with tears. She was a good-looking lady who was usually always smiling. Even today, I cannot forget the worried expression on her face. I leaned forward and held her hand.

immensely: extremely

'*Avva*, don't cry. What is the matter? Can I help you in any way?'

'Yes, I need your help. You know when you were away, *Karmaveera* came as usual. I opened the magazine. I saw the picture that accompanies the story of *Kashi Yatre* and I could not understand anything that was written. Many times I rubbed my hands over the pages wishing they could understand what was written. But I knew it was not possible. If only I was educated enough. I waited eagerly for you to return. I felt you would come early and read for me. I even thought of going to the village and asking you to read for me. I could

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have asked somebody in this village but I was too embarrassed to do so. I felt very dependent and helpless. We are well-off, but what use is money when I cannot be independent?'

I did not know what to answer. *Avva* continued.

'I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep Saraswati Puja day during Dassara as the deadline. That day I should be able to read a novel on my own. I want to be independent.'

I saw the determination on her face. Yet I laughed at her.

'*Avva*, at this age of sixty-two you want to learn the alphabet? All your hair is grey, your hands are wrinkled, you wear spectacles and you work so much in the kitchen...'



Childishly I made fun of the old lady. But she just smiled.

'For a good cause if you are determined, you can overcome any obstacle. I will work harder than anybody but I will do it. For learning there is no age bar.'

The next day onwards I started my tuition. *Avva* was a wonderful student. The amount of homework she did was amazing. She would read, repeat, write, and recite. I was her only teacher and she was my first student. Little did I know then that one day I would become a teacher in Computer Science and teach hundreds of students.

The Dassara festival came as usual. Secretly I bought *Kashi Yatre* which had been published as a novel by that time. My grandmother called me

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to the puja place and made me sit down on a stool. She gave me a gift of frock material. Then she did something unusual. She bent down and touched my feet. I was surprised and **taken aback**. Elders never touch the feet of youngsters. We have always touched the feet of God, elders, and teachers. We consider that as a mark of respect. It is a great tradition but today the reverse had happened. It was not correct.

She said, 'I am touching the feet of a teacher, not my granddaughter; a teacher who taught me so well, with so much of affection that I can read any novel confidently in such a short period. Now I am independent. It is my duty to respect a teacher. Is it not written in our scriptures that a teacher should be respected, irrespective of the gender and age?'

I did return her *namaskara* to her by touching her feet and gave my gift to my first student. She opened it and read immediately the title *Kashi Yatre* by Triveni and the publisher's name. I knew then that my student had passed with flying colours.

SUDHA MURTY

taken aback: surprised by something unexpected



Check Your Understanding

I State whether the following sentences are true or false. Share your answers with your classmates and teacher.

1. The grandmother wanted to learn the Kannada alphabet to gain independence.	
2. The grandmother asked someone in the village to read *Kashi Yatre* to her while the narrator was away.	
3. The narrator was the grandmother's first teacher and taught her how to read Kannada.	

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4.	The grandmother believed that there was no age limit for learning.	
5.	The grandmother touched the narrator's feet as a mark of respect for her as a teacher.	
6.	The narrator was disappointed with the progress her grandmother made in learning to read.	



Critical Reflection

I Read the extracts given below and answer the questions that follow.

1. *When I came back to my village, I saw my grandmother in tears. I was surprised, for I had never seen her cry even in the most difficult situations. What had happened? I was worried.*

   'Avva, *is everything all right? Are you okay?'*

   I used to call her Avva, *which means mother in the Kannada spoken in north Karnataka.*

   She nodded but did not reply. I did not understand and forgot about it. In the night, after dinner, we were sleeping in the open terrace of our house. It was a summer night and there was a full moon. Avva *came and sat next to me. Her affectionate hands touched my forehead.*

   (i) Complete the following sentence with the appropriate option.

   The phrase 'never seen her cry in the most difficult situations' tells us that the grandmother was _____.

   A. strong-willed

   B. understanding

   C. considerate

   D. bold

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(ii) Complete the following with the correct option from those given in the brackets.

Grandmother did not reply when the narrator asked if she was alright because she might have been too _____ (emotional/tired) to respond.

(iii) Identify the clue from the extract that indicates a rural setting with traditional customs.

(iv) Which lines of the extract establish a tender atmosphere?

(v) Which of the following aspect is NOT emphasised in the given extract?

A. the emotional turmoil of the grandmother

B. the affectionate bond between the narrator and her grandmother

C. the grandmother's regret over her lack of education

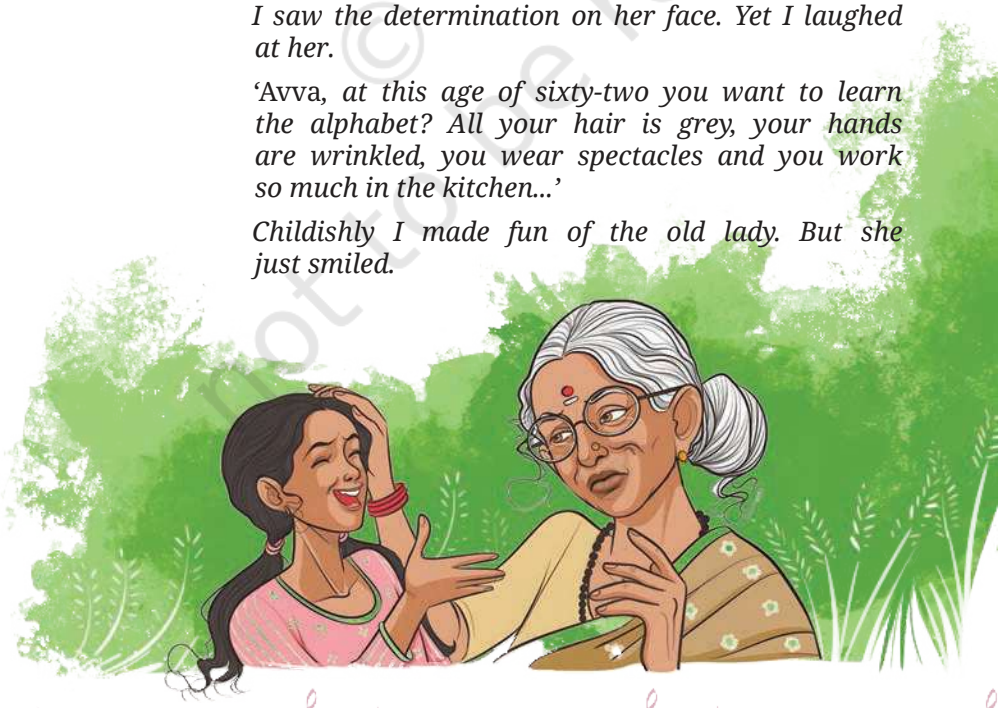
D. the narrator's concern for her grandmother

2. *'I have decided I want to learn the Kannada alphabet from tomorrow onwards. I will work very hard. I will keep Saraswati Puja day during Dassara as the deadline. That day I should be able to read a novel on my own. I want to be independent.'*

I saw the determination on her face. Yet I laughed at her.

'Avva, *at this age of sixty-two you want to learn the alphabet? All your hair is grey, your hands are wrinkled, you wear spectacles and you work so much in the kitchen...'*

Childishly I made fun of the old lady. But she just smiled.



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'For a good cause if you are determined, you can overcome any obstacle. I will work harder than anybody but I will do it. For learning there is no age bar.'

(i) What does the grandmother's statement, "I want to be independent," reveal about her character?

A. She wanted to be literate.

B. She desires self-sufficiency.

C. She wants to prove her intelligence to others.

D. She feels pressured by society to learn.

(ii) Fill in the blank with the appropriate option from those given in brackets.

The grandmother's determination shows that learning has no _____. (age limit/gender bias/cultural barriers)

(iii) Complete the following with a suitable reason.

The narrator laughs at her grandmother's decision to learn the alphabet at the age of sixty-two because _____.

(iv) List any two qualities displayed by the grandmother.

(v) How can we say that the narrator is making assumptions about her grandmother?

II Answer the following questions.

1. Why do you think the grandmother felt embarrassed to ask someone else to read to her while the narrator was away?
2. Why does the narrator initially laugh at her grandmother's determination to learn at the age of sixty-two?
3. What significance does the story of *Kashi Yatre* have in both the grandmother's life and the story?
4. What does the grandmother's desire to learn the Kannada alphabet reflect about her?
5. What lessons can we infer from the grandmother's action of touching the narrator's feet?

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6. What does the following line tell us about the broader theme of the story?

   'For a good cause if you are determined, you can overcome any obstacle.'

7. How effectively does the story highlight the value of education in supporting personal independence?



Vocabulary and Structures in Context

I The expression 'hide and seek' is used in the text. This is called a binomial.

Binomials are expressions consisting of two words, usually linked by a conjunction like 'and' or 'or', that are commonly used together in a fixed order. For example: odds and ends, right or wrong.

Match the binomials in Column 1 with their meanings in Column 2. You may refer to a dictionary.

Column 1	Column 2
1. sink or swim	(i) put different things together to get a range of possibilities
2. on and off	(ii) complete part of or belong to
3. mix and match	(iii) choose only the best (things, people, etc.)
4. all or nothing	(iv) at sometime in the future
5. part and parcel	(v) sometimes, occasionally
6. pick and choose	(vi) increase or develop very quickly
7. sooner or later	(vii) succeed or fail without help
8. leaps and bounds	(viii) something to be done completely or not at all

Now, use any five of the above binomials in sentences of your own.

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II Read the following words from the text given in the box below.

unhappy	unusual	unfortunately
irrespective	independent	

These words are made by adding suitable prefixes ('un', 'ir', and 'in') to give an opposite or negative meaning to the words.

Now, make words by adding the suitable prefixes given in the box to the words from the text in Column 1. Write the prefixed words in Column 2. One example has been done for you.

un	im	dis
in	mis	extra

Column 1	Column 2
1. popular	(i) unpopular
2. belief	(ii)
3. important	(iii)
4. respect	(iv)
5. correct	(v)
6. continue	(vi)
7. understand	(vii)
8. ordinary	(viii)
9. interesting	(ix)
10. possible	(x)

III Identify any five words with prefixes from the story and make sentences using each.

IV In the sentence, "I knew, then, that my student had passed with flying colours", the phrase "passed with flying colours" is an idiom. It means outstanding performance.

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Now, match the idioms related to 'learning' given in Column 1 with their meanings in Column 2. You may refer to a dictionary.

Column 1	Column 2
1. to hit the books	(i) to memorise something
2. to draw a blank	(ii) to think very hard
3. to learn the ropes	(iii) to study seriously
4. to rack one's brain	(iv) to study or work late into the night
5. to learn by heart	(v) to be unable to remember
6. burn the midnight oil	(vi) to understand how to do an activity

Now, use these idioms in sentences of your own.

V Read the following sentences from the text and underline the verbs.

1. Secretly, I bought *Kashi Yatre* which had been published as a novel by that time.
2. I knew, then, that my student had passed with flying colours.

In sentence 1, verb 'bought' is in simple past tense. In sentence 2, verb 'had passed' is in past perfect tense.

We use **past perfect tense** to indicate two completed actions — one occurring earlier (later past) and the other more recently (recent past). The more recent action is expressed in the simple past, while the earlier action takes the past perfect tense.

Examples

- By the time I <u>reached</u> the party, everyone <u>had finished</u> eating.
- When she <u>returned</u> home, her brother <u>had finished</u> the project.

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(i) Fill in the blanks with simple past and past perfect tense form of the verbs given in brackets.

A. When the delegates _____ (arrive) at the conference, the keynote speaker _____ (already begin) the session.

B. After the students _____ (learn) how to identify fake news online, they _____ (start) verifying information before sharing it.

C. Before Kiran _____ (start) using digital payment platforms, she _____ (ensure) her understanding of online fraud prevention.

D. By the time Varun _____ (recognise) the importance of budgeting, he _____ (exhaust) most of his savings.

E. When Raghu _____ (log in) to the cybersecurity webinar, the instructor _____ (already discuss) the importance of strong passwords.

(ii) Fill in the blanks with the correct form of verbs given in brackets.

Last year, my parents and I A. _____ (take) a financial planning course. When we B. _____ (review) our expenses, we realised we C. _____ (spend) too much on unnecessary purchases. After my parents D. _____ (discuss) ways to save, I E. _____ (open) a savings account.

By the time we F. _____ (set) our budget, the course G. _____ (already introduce) investment strategies. We H. _____ (hurry) to take notes, but many participants I. _____ (complete) their financial plans. Despite that, we J. _____ (enjoy) learning how to manage money wisely.

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Listen and Respond

I You will listen to a speaker talk about digital literacy. As you listen, complete the following sentences with one to three exact words that you hear. (Transcript for teacher on page 259)

1. Literacy these days includes the ability to use _____.
2. Digital literacy is also about protecting _____.
3. Digital literacy enables the elderly to _____.
4. Digital literacy encourages using the internet safely by helping us recognise _____ and _____.
5. The National Digital Literacy Mission helps people across the country by imparting _____.



Speaking Activity

Turncoat is a type of solo debate where the speaker argues **for** and **against** a topic, switching sides after a certain period of time.

I Choose your topic and speak 'for' and 'against' for not more than one minute each.

Topic 1: It is important to learn a new language apart from your mother tongue.

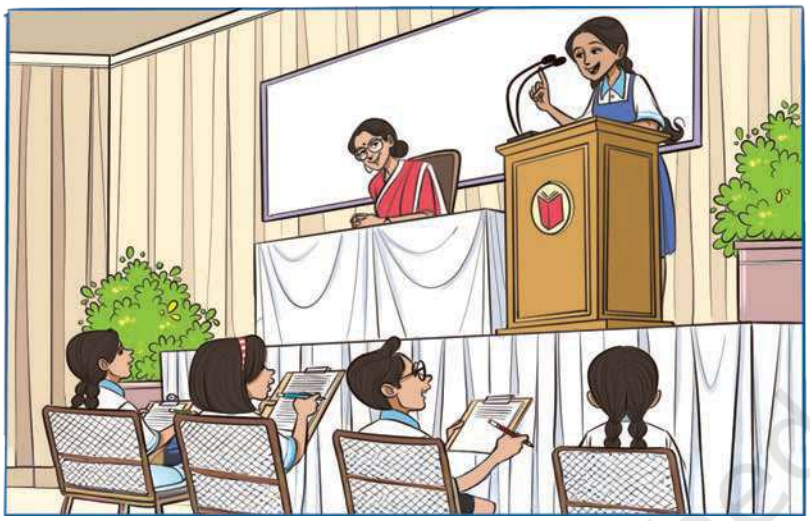
Topic 2: Learning can happen only when you are young.

Use the guidelines given below.

- Begin with speaking 'for' the topic for one minute.
- Your teacher will signal that it is time to switch sides.
- Then speak 'against' the topic for one minute.

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You may use the following sentence prompts.

'For'	'Against'
To begin with, I would like to speak 'for' the topic...	On the contrary/On the other hand...
My first argument in favour of...	There are two sides to this topic...
Most importantly I want to mention that...	There's no doubt that...
In addition to that.../ Moreover, I feel...	If I could make a point here...
I strongly feel...	I am pretty sure that...
I have a reason to believe...	Well, I am not sure whether you can really...
There's no doubt that...	So, to put it in a few words...

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Writing Task

I As a socially responsible citizen, you strongly believe that students can contribute significantly in promoting adult literacy. Write a letter to the Editor of a local newspaper emphasising the importance of student participation in adult literacy camps conducted by various organisations. Discuss the benefits of such initiatives for both students and society. Suggest effective ways to spread awareness and encourage more students to volunteer for this noble cause.

A letter to the editor is a formal letter in which the writer gives suggestions and creates awareness on an issue of public interest or an issue already raised in an article/write-up/published letter.

POINTS TO REMEMBER

Format

- Name, designation, address
- Date
- Subject: 4–5 words in title case
- Salutation: Sir/Madam
- Body of the letter: In at least three paragraphs
- **Paragraph 1:** Statement of problem: Raise the issue by citing some latest news items, survey report or personal experience, etc.
  - This is with reference to the article about _____ dated _____ in your newspaper.
  - As a concerned citizen I would like to draw your attention towards...
- **Paragraph 2:** Analyse the issue in terms of its causes and consequences.
  - The issue at hand affects a large section of society and...
  - It is imperative that...

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- It would be beneficial if...
- Such initiatives nurture a sense of...
- By engaging in these programmes students...

- **Paragraph 3:** Offer suggestions/solutions. Request the relevant authorities to take the action and request the editor to publish your views.
  - A possible solution to this issue could be...
  - One effective way to address this might be...
  - Authorities could consider implementing...
  - I trust this matter will be considered seriously for the benefit of all.
  - I am hopeful that necessary steps will be taken to...
  - I hope this letter gets published in the columns of your esteemed daily.
- **Complimentary close:** Yours truly,
- **Language**
  - Formal, clear, and specific
  - Short and to the point sentences
  - Purpose stated clearly and concisely
  - Relevant details to be given



Learning Beyond the Text

I India has 22 major languages according to the Eighth Schedule of the Indian Constitution. Each language has its own unique identity. Talk to your classmates and teacher and complete the given table with words from any five Indian languages.

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Language	1. Kannada	2.	3.	4.	5.
Grandmother	*Avva*				
Grandfather					
Mother					
Father					
Sister					
Brother					

II Do you know?

1. **National Literacy Mission Authority (NLMA)** is responsible to design, develop, and implement the Adult Education Programme in India. Directorate of Adult Education (DAE), under the Department of School Education and Literacy, Ministry of Education, Government of India, functions to facilitate the implementation of adult education programmes in the country. Find more information on it with the help of the link given below:
   https://dsel.education.gov.in/adult_education
2. **Financial literacy** refers to the ability to understand and effectively apply various financial skills, including personal financial management, budgeting, and investing.

   The National Centre for Financial Education (NCFE), plays a pivotal role in implementing financial education programmes. The NCFE conducts surveys to assess financial awareness and collaborates with educational institutions to integrate financial management concepts into the curricula. Additionally, it organises annual financial literacy tests to gauge and improve the financial knowledge of individuals.

   Through these concerted efforts, the Government of India aims to empower its citizens with the knowledge and skills necessary to make informed financial decisions, thereby promoting economic stability and growth.

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3. **The Early Literacy Project (ELP)** is an integrated, intensive, and culturally sensitive early literacy-training programme. The ELP primarily targets out-of-school children and youth as well as under-achieving school-going children (in Grades 1, 2, and 3) attending rural government primary schools. Most of the targeted children come from the most marginalised communities (such as migrants and ethnic minorities), with high illiteracy rates. In addition, they also have different socio-cultural, linguistic, and economic traditions and experiences.

4. **Cultural literacy** refers to the awareness, understanding, and appreciation of the country's diverse traditions, languages, arts, and social practices. Given India's rich cultural heritage, it involves the ability to engage meaningfully with various customs and historical narratives while navigating modern influences. Government initiatives and educational programmes through organisations like the Centre for Cultural Resources and Training (CCRT) promote cultural literacy by integrating regional languages, arts, and traditions into learning frameworks. The training programmes provide an understanding and appreciation of the philosophy, aesthetics, and beauty inherent in Indian art and culture; and focus on formulating methodologies for incorporating a cultural component in curriculum teaching. The role of culture in science and technology, housing, agriculture, sports, etc., in all aspects of development and growth is emphasised.

III Talk to your grandparents and find out which book or magazine they enjoy reading. Buy a copy of it and present it to them as a gift.

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Bharat Our Land





Reflect and Respond

I Recall the lines of the National Anthem and complete the table given below with the names of the states, mountain ranges, and rivers mentioned in it.

States/Provinces	Mountain Ranges	Rivers
_____ _____	_____	_____
_____ _____	_____	_____
_____ _____		
_____		

II Work in pairs. Discuss what the words 'जय हे' (*Jaya he*) in the last two lines of the National Anthem convey. Share your answer with your classmates and teacher.

III Read the underlined words in the given lines of the poem. Choose the odd one out that does not correspond with the meaning of the underlined word.

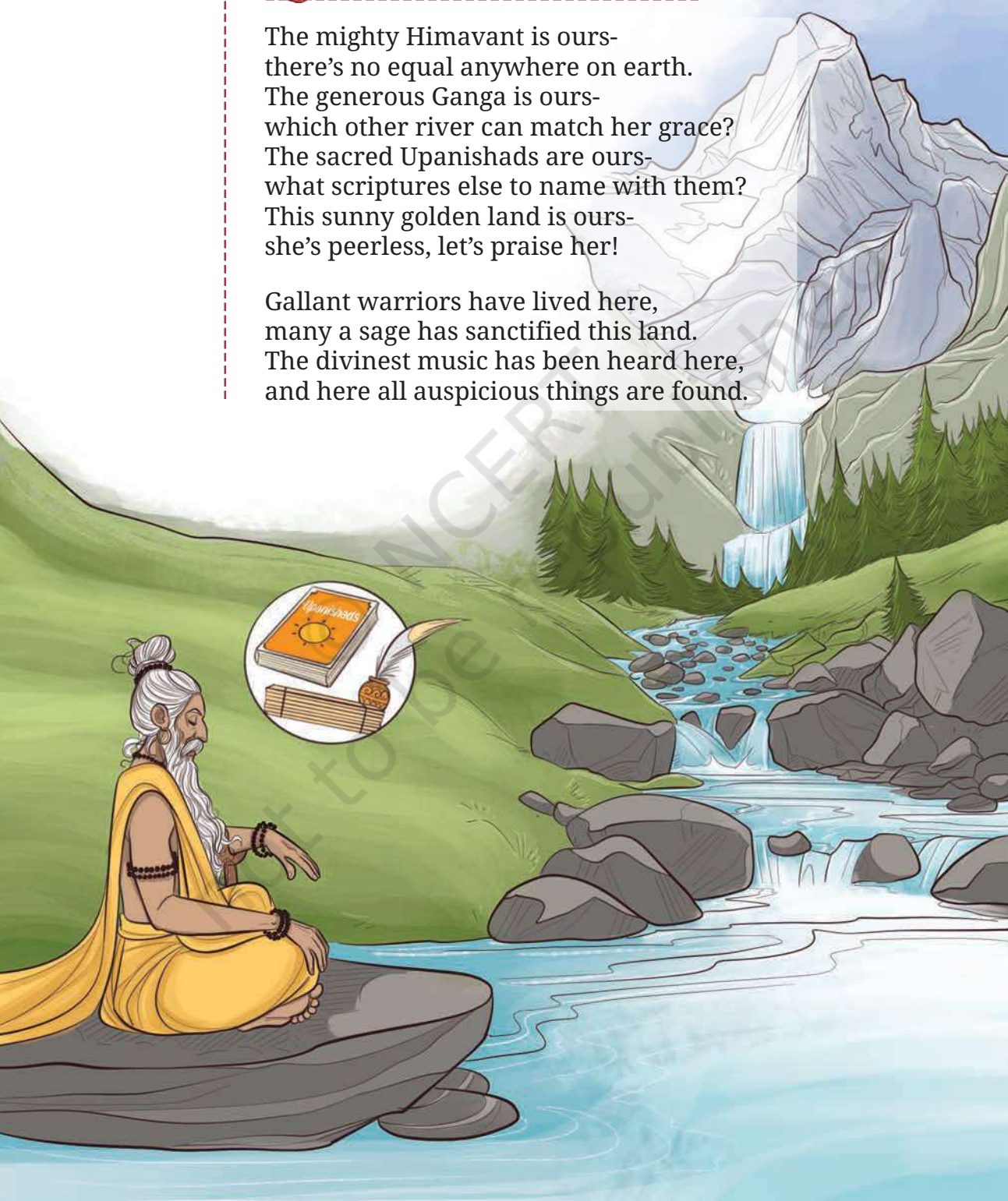
1. She's <u>peerless</u>, let's praise her!
   valuable, incomparable, unmatched
2. Many a sage has <u>sanctified</u> this land.
   blessed , purified, applauded
3. And here all <u>auspicious</u> things are found.
   fortunate, fantastic, favourable
4. Of <u>hoary antiquity</u> is Bharat,
   ancient times, recent past, time immemorial

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Reading for Appreciation

The mighty Himavant is ours-
there's no equal anywhere on earth.
The generous Ganga is ours-
which other river can match her grace?
The sacred Upanishads are ours-
what scriptures else to name with them?
This sunny golden land is ours-
she's peerless, let's praise her!

Gallant warriors have lived here,
many a sage has sanctified this land.
The divinest music has been heard here,
and here all auspicious things are found.



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Here Brahma-knowledge has taken root,
and the Buddha preached his dhamma here.
Of hoary antiquity is Bharat,
she's peerless, let's praise her! ...

SUBRAMANIA BHARATI



Check Your Understanding

I Fill in the blanks by choosing appropriate words from the box given below to complete the summary of the poem.

warriors	peerless	Upanishads
Ganga	Buddha	Himavant
sages	praise	historical greatness
Brahma-knowledge		

The poem is a tribute to India, celebrating its natural beauty, spiritual heritage, and 1. _____. The poet praises the 2. _____, describing it as mighty and unparalleled. The 3. _____ is depicted as generous and graceful, while the 4. _____ are honoured as sacred and unmatched. The poem highlights the contributions of 5. _____ and 6. _____ who have enriched the land with their bravery and wisdom. It also acknowledges the presence of 7. _____ and the teachings of 8. _____, highlighting India's deep-rooted spiritual and philosophical traditions. The poet repeatedly asserts that India is 9. _____, urging everyone to 10. _____ her.

II Complete the following features about the poem.

1. The impact on the readers (mood): _____
2. The poet's attitude (tone): _____
3. The rhyme scheme: _____
4. Examples of personification: _____

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III What is the impact of the refrain, 'she's peerless, let's praise her!'?

IV Complete the following sentence appropriately.

India is metaphorically described as 'this sunny golden land,' suggesting that it is _____.

V The poet uses symbolism. Match the symbols in Column 1 to what they suggest in Column 2.

Column 1	Column 2
1. Himavant	(i) knowledge and enlightenment
2. Ganga	(ii) spiritual and philosophical legacy
3. Upanishads	(iii) purity and generosity
4. Gallant warriors and sages	(iv) richness and glory
5. Brahma-knowledge and Buddha's Dhamma	(v) strength and permanence
6. Sunny golden land	(vi) courage and wisdom

VI The poet uses imagery (descriptive language to create vivid mental pictures that appeal to the senses). Give any two examples from the poem.

VII What is the impact of the use of hyphens in the first stanza? Select the options that are true.

1.	Creates deliberate pauses to reinforce the sense of admiration and pride
2.	Emphasises the contrast between India's strengths and weaknesses
3.	Lends to the lyrical quality giving it a measured, chant-like rhythm

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4.	Suggests hesitation or uncertainty in the poet's claims about India
5.	Presents a key element of India's greatness before the hyphen and makes a strong assertion about its uniqueness after the hyphen

VIII The poet uses hyperbole in the poem.

Hyperbole (hi-puh-buh-lee) is a figure of speech that involves extreme exaggeration to highlight a point or create a dramatic effect. It is not meant to be taken literally but is used to make something sound more impressive or intense.

For example:

- My luggage weighs a tonne. Does the luggage actually weigh a tonne?
- She was so happy that her smile was a mile wide. Can a smile be a mile wide?

IX The poem is an ode.

An **ode** is a lyrical poem that expresses deep admiration, praise, or reverence for a person, place, object, or idea. It is often written in an elevated and formal style, celebrating the subject with enthusiasm and emotion.

An ode's language is often grand and expressive; and it seeks to highlight the extraordinary qualities of its subject.

Now, identify examples from the poem that correspond to it being an ode.

X The poet uses allusion in the poem.

Allusion is a literary device where a writer makes an indirect reference to a well-known person, place, event, literary work, or cultural element without explicitly mentioning it. The reader is expected to recognise and understand the reference based on prior knowledge. Allusions can come from mythology, religion, literature, history, or popular culture.

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For example: He is a real Einstein in the mathematics class. (This alludes to Albert Einstein, meaning the student is very intelligent, especially in mathematics or science.)

Now, read the explanations and identify the matching allusions from the poem for the following.

- An allusion to the ancient Indian scriptures that form the philosophical core and symbolise deep wisdom and enlightenment.
- An allusion to the concept of spiritual knowledge associated with self-realisation and ultimate truth.
- An allusion to Gautama Buddha's teachings, which include compassion, non-violence, and enlightenment. This highlights India's role in shaping major religious and philosophical traditions.



Critical Reflection

I Read the extract given below and answer the questions that follow.

The mighty Himavant is ours-
there's no equal anywhere on earth.
The generous Ganga is ours-
which other river can match her grace?
The sacred Upanishads are ours-
what scriptures else to name with them?

1. Complete the sentence.

   The word 'mighty' refers to the _____ of the Himavant.

2. Choose the correct option to complete the sentence given below.

   The question mark at the end of the fourth and sixth line of the extract is used to _____.

   (i) show doubt and uncertainty

   (ii) emphasise a point

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(iii) highlight confusion and hesitation

(iv) reveal inquiry and curiosity

3. The poet uses the word 'generous' to describe the Ganga. Why?
4. Why has the movement of the river been described as graceful?
5. Fill in the blank with the correct option from the words given in the brackets.

   The poet is implying that the Upanishads are _____ (unmatched/abundant) in their wisdom and spiritual depth.

II Answer the following questions.

1. How does the poem reflect a strong connection to cultural identity and heritage?
2. What can you infer about the poet's attitude towards India from the repeated phrase 'she's peerless, let's praise her!'?
3. What does the line 'many a sage has sanctified this land' suggest about India's spiritual heritage?
4. How does the poet connect warriors and music to India's greatness?
5. How does this poem foster a sense of national pride?



Vocabulary in Context

I Complete the table by choosing words from the poem.

Suffix	Meaning	Examples
-ous	full of, having the qualities of kindness	1. _____ous
-ity	the state of being very old or ancient	2. _____ity
-est	superlative form	3. _____est
-less	without something	4._____less

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II Complete the following table by adding a different suffix to form new words. Also, create a sentence using the created word. One example has been done for you.

Suffix	Meaning	Sentences
-tion	the action or process of	Example: indicate—indication The dark clouds were an indication that it would rain soon. 1.
-ive	quality or nature of	2.
-ment	the action or result of	3.
-ed	past-tense version of a verb	4.



Listen and Respond

I You will listen to four people talk about the places they like to travel to. As you listen, write the speaker number for the two pictures given. (Transcript for teacher on page 260)



1. Speaker No. ____



2. Speaker No. ____

II You will once again listen to the four speakers. As you listen, match the given statements to the speaker. There are two statements that you do not need. (Transcript for teacher on page 260)

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Statement	Speaker
1. The green surroundings look beautiful visually.	
2. The group visits make even the difficult areas seem easy.	
3. The quietness of the environment here leads to a peaceful experience.	
4. The risk and thrill in such an area is what is most appealing.	
5. The dry expanse promises to appeal to the spirit of exploration.	
6. The sight of such beauty is very inviting and has to be captured.	



Speaking Activity

I In pairs, take turns to speak about the aspects of your village/town/city that you feel are an asset. It could be about geographical, cultural, traditional features, or even its history.



Use these cues to express your praise and admiration.

- One thing that I find truly wonderful about my village/town/city is...
- If I had to describe my village/town/city in one word, it would be...

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- I have always been fascinated by the way the people of my village/town/city...
- What I want other people to know about my village/ town/city is...
- When it comes to the scenery, my village/town/city truly shines because...
- I feel a deep sense of pride when I think about my village/town/city...



Writing Task

I Write a paragraph about a place that you have visited which has stayed in your memory.

Remember to mention the following:

- Why did you go there?
- Who did you travel with?
- How did you prepare for the travel?
- Where did you stay?
- What activities did you do there?



Learning Beyond the Text

I Search for poems or songs dedicated to India, your motherland, in your regional language. Share them with your classmates and explain their meaning too.

II In groups of six, prepare an interdisciplinary project on India's major geographical features. For each feature, describe the region, explain its importance in the lives of the people living there and mention the languages spoken in that region. Include one example of each of the following.

- Mountains – Himalayas, Western Ghats, etc.
- Rivers – Ganga, Yamuna, Krishna, Kaveri, Godavari, etc.
- Deserts – Thar Desert, Rann of Kutch, etc.
- Valleys – Kangra Valley, Nubra Valley, etc.
- Islands – Andaman and Nicobar Islands, Lakshadweep, etc.
- Plateaus – Deccan, Malwa, Meghalaya, etc.

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