

## UNIT 2

# I Can't Climb Trees Anymore

● Ruskin Bond

**PROSE**

## Warm Up

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- Have you ever tried swinging from a tree?**  
Yes, I have many times tried swinging from a tree.
- Have you ever climbed up a tree to pluck fruits?**  
Yes, I have climbed up trees many times to pluck fruits.
- Think of other occasions when you have climbed up trees, either near your home or outside. Share your reasons with the class.**



In our village we have a game to climb up the trees. One boy will be standing under the tree and all others will climb up the tree. One who is under the tree will climb up and touch anyone who is on the tree. One who is touched should come down and try to touch others. It is an interesting game.

## Summary

Ruskin Bond in this lesson 'I Can't Climb Trees Anymore' highlights the importance of childhood days in shaping the character of a person. It deals with the wistful memories of the joyful days in the life of a man and his present friendship with a little girl enabling him to refresh those memories.

A man came back to his old house which was then owned by a colonel. The house was not altered much. There was an outhouse. The man was glad to see the old jack fruit tree still standing near the house. There he met the colonel's little daughter. He told the girl that he had lived here twenty five years ago. He said that he did not come there to buy the house but he came there to see his old house to get his old memories back. He shared some of his childhood memories with her.

As they walked inside the compound he saw the stone bench. He remembered his grandmother sitting on the bench. They both sat on the bench. He closed his eyes and remembered the piano music and the chiming of his grandfather's clock. He said that he

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used to keep some of his treasures like marbles, coins and his grandfather's iron cross in the hollow of the jack fruit tree. But now he was not able to climb the tree. The little girl climbed the tree and took the iron cross from the hollow of the jack fruit tree. She asked whether he had come there to see those treasures. He said she was right. He gifted it to her and walked away.

**Glossary and Meanings Textual**

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turnstile (n)	– a mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through
hollyhocks (n)	– a tall Eurasian plant of the mallow family, with large showy flowers
colonel (n)	– a rank of officer in the army
brigadier (n)	– a rank of officer in the British army, above Colonel
trapeze (n)	– a horizontal bar hanging by two ropes and free to swing, used by acrobats in a circus
muttered (v)	– to utter words in a low tone
slithered (v)	– slide or slip unsteadily on a loose or slippery surface
pruning (v)	– the act of trimming a plant
bougainvillea (n)	– an ornamental shrubby climbing plant that is widely cultivated in tropics
chiming (v)	– making melodious ringing sounds typically to indicate the time
budgerigars (n)	– a small Australian bird of the parrot family, often kept in a cage as a pet
cranking (v)	– the act of turning a handle to start an engine
sprightliness (n)	– lively and full of energy

**Glossary and Meanings Additional**

altered	– changed	cranking	– starting
glad	– happy	favourite	– something which is liked most
casting	– spreading	stretching	– extending
dizzy	– giddy	valuable	– worthy
disembodied	– unreal	excited	– thrilled
staring	– steadily looking	remained	– continued to be
tip	– end of something	quicken	– fast
apprising	– assessing	briskly	– quickly
prosperous	– successful	drenched	– thoroughly wet, soaked
muttered	– uttered words in low tone	eddies	– circular movement of air or water, whirl, spiral
slithered	– slipped unsteadily	sprightliness	– liveliness, spirit, life
shattering	– smashing	lissome	– slim, thin, slender, graceful, active
spotted	– noticed		
pruning	– trimming		
chiming	– melodious ringing		

## Opposites

altered	× unchanged	valuable	× unworthy
fewer	× more	briskly	× slowly
drenched	× dried	blessing	× curse
prosperous	× poor	sprightliness	× dullness
constant	× unsteady	inception	× end

## Textual Questions

### 1. What was the old house built with?

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The old house was built with solid blocks of granite stone.

### 2. Does the visitor still live in the house?

No, the visitor (narrator) does not live in the house now.

### 3. What did the visitor hide in the jackfruit tree?

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The visitor hid some old coins and the Iron Cross in the jackfruit tree.

### 4. When did the visitor actually hide the iron cross?

The visitor actually hid the iron cross twenty five years ago.

### A. Based on your understanding of the story, indicate either 'T' (True) or 'F' (False) against the columns.

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No.	Statement	T/F
1.	The visitor had hidden a few old coins in the tree.	T
2.	The jack fruit tree was still there.	T
3.	As a boy the visitor used to swing on the turnstile.	T
4.	The visitor had sold the house.	T
5.	A girl came out of the house.	T
6.	The visitor's grandfather used to sit on the stone bench.	F
7.	The visitor was able to remember the music of a piano.	T
8.	The visitor was able to climb the jack fruit tree.	F
9.	The purpose of the visit of the narrator was to buy his ancestral house back.	F
10.	The visitor climbed over the wall easily.	F

### B. Based on your understanding of the story, answer the following questions by choosing the correct answer.

1. The story 'I Can't Climb Trees Anymore' highlights the importance of \_\_\_\_\_.

- a) old age                      b) youth  
c) adulthood                  d) middle age

**Ans: b)**

2. The house which was visited by the man \_\_\_\_\_.  
 a) remained unchanged                      b) was totally changed  
 c) was slightly repaired                      d) was given a facelift

Ans: a)

3. Who said, "A blessing rests on the house where the shadow of a tree falls"?  
 a) Grand mother                      b) Uncle  
 c) Grand father                      d) The visitor

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Ans: a)

4. The visitor came back to the house because he \_\_\_\_\_.  
 a) wanted to see the jackfruit tree                      b) was looking for his lost youth  
 c) wanted to look again at his old house                      d) wanted to buy the house

Ans: b)

5. The visitor gifted the \_\_\_\_\_ to the little girl.  
 a) iron cross                      b) marbles  
 c) bronze medal                      d) old coins

Ans: a)

**C. Answer the following questions in a sentence or two.**

**1. Explain: "Blessings rest on the house where the shadow of a tree falls."**

This quote says that the house which gets the shadow of the trees is blessed. The shadow will fall on a house only if the house has trees around it. It says clearly that the house which has trees around it is blessed.

**2. What did the writer observe about the house?**

The old house stood without any change. But a new outhouse was built. The jackfruit tree still stood there. Some other trees were felled.

**3. What was the local superstition about trees?**

The house would receive blessings if the shadows of the trees fell on the house.

**4. What did the visitor do with the turnstile when he was a boy?**

The visitor used to swing on the turnstile when he was a boy going round and round.

**5. Who is the owner of the house now?**

A colonel is the owner of the house now.

**6. Why did the visitor return to his old house?**

The visitor returned to his old house to feel how he lived there when he was young. In other words, he wanted to enjoy his youth.

**7. How did he get back the Iron Cross?**

He got the iron cross from his grandfather who had received that as a reward for his service in the First World War. Now it was taken by the little girl from the hollow of the jackfruit tree.

**8. How did the grand father get the iron cross?**

The house originally belonged to the grandfather of the visitor.

**9. What did he do with the old Iron Cross?**

He had kept the old Iron Cross in the hollow of the jackfruit tree. Now he gave the old Iron Cross to the girl who took it back from the hollow.

**10. Where had he left the childhood treasures?**

He had left his childhood treasures in the hollow of the jackfruit tree.

**D. Match the words in column A with the meanings in column B by drawing a line as shown.**

No.	A	B	Answer
1	pruning	soaked	<b>trimming a plant</b>
2	chiming	shaky	<b>emitting a sound</b>
3	drenched	flourishing	<b>soaked</b>
4	dizzy	lively	<b>shaky</b>
5	prosperous	ancient	<b>flourishing</b>
6	sprightliness	trimming a plant	<b>lively</b>
7	treasure	emitting a sound	<b>a collection of precious things</b>
8	rusty	a collection of precious things	<b>ancient</b>

**E. Read these shortened forms of words and write the fullform for the given words.**

**Eg:** won't - will not; I'd - I had / I would; I'll : I will

1.	you'd	you had/ you would	6.	isn't	is not
2.	they've	they have	7.	doesn't	does not
3.	he'd	he had/he would	8.	aren't	are not
4.	he's	he is/ he has	9.	wouldn't	would not
5.	wasn't	was not	10.	can't	cannot

**Speaking**

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**F. You are visiting the primary school where you studied classes I to IV, after six years. You get a chance to go to your standard two classroom and you are permitted to sit at the same place where you used to sit.**

1. What would you remember?
2. Describe your feelings at that time.
3. Who do you miss very badly, your friends or teachers?
4. Share your thoughts with the class.

When I entered my classroom I had nostalgia of my childhood. I remembered most of my classmates and the fun we had when the teacher was away. We would be running in between the tables and play with friends. I still remember the drawing class. We sat in a group on the floor and did the drawing. I remember my class teacher who would tell a lot of stories to us. Now I miss all my friends who left the school for their own reasons. Even many of my teachers are not there now. I miss all my teachers. I feel that childhood is the most memorable of all stages.

## Writing

- G. On seeing these pictures, you would have gone down your memory lane. Write a paragraph in about 50 words describing your favourite sport when you were young.**



When I was young I was playing many sports as all of you must have done. Out of those sports my favourite sport was Gilly Thandu. On holidays, my friends would gather in a ground close to our houses and play the sport. What we needed were two sticks – one long enough to hold it in the hand and the other one short with both sides sharpened. We made all those things ourselves. One would be hitting the short stick with the long stick and all others would be standing around to stop the short stick. It is almost like cricket but it does not have a bowler. Instead of ball we use the short stick. We enjoyed the sport.

- H. Based on the story and your own ideas write your answers in about 80 to 100 words each.**
- 1. Imagine yourself as the writer. Narrate the story of your visit to your ancestral house.**

"I Can't Climb Trees Anymore" was written by Ruskin Bond. In this lesson he describes how the narrator visits the house where he lived twenty five years ago. He visited the house mainly to get back his youth. In the same way I too visited my ancestral house where I spent my childhood days with my parents and grandparents. When I visited I had my nostalgia of my youth. I remembered the wonderful time I had had running around the trees and plucking fruits from different fruit trees. I met the family who lived there then. They were kind enough to let me go inside the house and sit in my old room. The house did not change much except an addition of a big veranda. I spent an hour there and returned with pleasant memories.

- 2. The man who came to the house gave the cross as a gift to the girl. Why did he do this? What do you think would have happened if he had taken back the cross with him?**

"I Can't Climb Trees Anymore" was written by Ruskin Bond. In this lesson he describes how the narrator visits the house where he lived twenty five years ago. He visited the house mainly to get back his youth. He met a little girl who was living there then. He told her that he had kept some old coins and an Iron Cross in the hollow of

the jackfruit tree. The girls climbed the tree and got them. She was happy to bring the cross back. The narrator asked her to keep it with her. He did this because she would be happy to keep it with her at that age. He as a grown-up man might not be interested in keeping it with him. He might have left it somewhere unattended. If he had taken the cross with him, the attachment of the cross to that house would have been lost.

### I. Write a letter to your friend describing your ancestral house.

M G Road,  
Salem.  
20 August 2021

Dear Ram,

I am happy to write this letter to you. I told you two days ago that I would visit my ancestral house with my parents. I was really lucky to have visited the house. I was born in that house but I could not live there for long. Because of my father's work place we had to leave the place and settle down in the city. After fifteen years we visited the house. My old grandparents are living there. The house is quite big and it is situated in the middle of a big garden of trees and flowering plants. The shadows of the trees are very pleasant. The house has a courtyard inside. It is a nice place for children to play. During the rain we get the rain water in the court yard. At the backyard we have many fruit trees. Many flowering plants are in front of the house. Next time when I go to that place I will take you.

Yours lovingly,  
Sam.

## Grammar

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### Degrees of Comparison

- Comparison can be made using the three forms of an adjective.
- Adjective is a word that describes or qualifies a noun. It gives more information about a noun.

**Eg:** The tiger is a strong animal.

There are three degrees of comparison

- Positive **Eg:** Kumar is a kind man.
- Comparative **Eg:** Tsunami is more destructive than cyclone.
- Superlative **Eg:** Mount Everest is the highest peak in the world.

Read the following examples:

Positive	Comparative	Superlative
No other girl in the class is so tall as Ramya.	Ramya is taller than any other girl in the class.	Ramya is the tallest girl in the class.
Very few girls in the class are as tall as Ramya.	Ramya is taller than most other girls in the class.	Ramya is one of the tallest girls in the class.

The Positive Degree is used to express or describe a quality.

- The Positive Degree of an adjective states the characteristic of the noun.

**Eg:** It is a tall building.

Mango is sweet to taste.

The Comparative Degree is used when two things (or two sets of things) are compared.

**Eg:** This building is taller than any other building.

Mango is sweeter than pineapple.

The Superlative Degree is used when more than two things are compared.

**Eg:** This is the tallest building.

Mango is the sweetest fruit.

**Examples:**

Prabhu is young. (*Positive Degree*)

Prabhu is younger than Amirtha. (*Comparative Degree*)

Prabhu is the youngest of all. (*Superlative Degree*)

- A. Work with a partner and fill in the table with information about your locality. You may add more information, if necessary. When you finish filling the table, write a short paragraph comparing the two places.**

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Locality	Your place Salem	Your partner's place Dhindukal
proximity to the railway station	12	5
proximity to the airport	20	35
number of shopping centres	8	5
number of temples	28	25
important heritage centres	32	12
sea, lakes, rivers or ponds	12	5
traffic	heavy	moderate
Number of Hr. Secondary Schools	12	7

My native place is Salem and my friend lives in Dindukal. His place is closer than my place to railway station. So it is easier for him to reach railway station. But to reach airport it is easier for me because it is closer to my place compared to his place. Number of malls are more in my place. Salem is known for temples so the number of temples are also more than his place. Ponds are also more in Salem compared to Dindukal. The traffic is heavier in Salem than Dindukal. Salem has 12 Hr. Secondary schools and Dindukal has only 7. In this category also Salem is a better place than Dindukal.



**B. Give your opinion and compare the items in each pictures using -er, more, less, or an irregular form. Use the words. You may form your sentences in more than one way.**

**1. healthy, wholesome, calorific**

- Vegetables are healthier than meat.  
Meat is not so healthy as vegetables.
- Vegetable is more wholesome than meat.  
Meat is not so wholesome as vegetable.
- Vegetable has more calorific value than meat.  
Meat doesn't have as much calorific value as vegetable.



**2. eco-friendly, economical, safer**

- Riding bicycle is more eco-friendly than riding by motor bike.  
Riding motor bike is not so eco-friendly as riding bicycle.
- Bicycle is more economical than two wheeler.  
Two wheeler is not so economical as bicycle.
- Riding bicycle is safer than riding motorbike.  
Riding motorbike is not so safe as riding bicycle.



**3. educational, interesting, trendy**

- Cellphone can be used in educational purpose more than tape-recorder.  
Tape-recorder cannot be used so much as cellphone for educational purpose.
- Use of cellphone is more interesting than tape-recorder.  
Use of tape-recorder is not so interesting as that of cellphone.
- Cellphone is trendier than tape-recorder.  
Tape-recorder is not so trendy as cellphone.



**4. safe, comfortable, quick**

- Train is safer than bus.  
Bus is not so safe as train.
- Train is more comfortable than bus.  
Bus is not so comfortable as train.
- Train is quicker than bus.  
Bus is not so quick as train.



**5. cozy, costly, sturdy**

- A sofa is cozier than a chair.  
A chair is not so cozy as a sofa.
- A sofa is costlier than a chair.  
A chair is not so costly as a sofa.
- A chair is sturdier than a sofa.  
A sofa is not so sturdy as a chair.

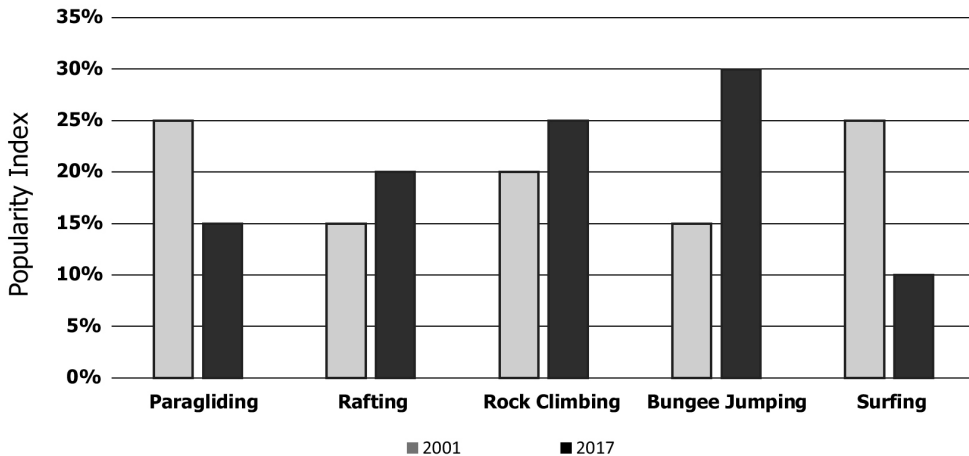


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- C. Look at the bar-graph. Write five sentences using the appropriate degrees of comparison.

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Adventure Sports in India



- In 2001 the paragliding was more popular than in 2017.
- The most popular sport in India in 2017 was Bungee Jumping.
- Surfing was as popular as paragliding in 2017.
- Rock Climbing's popularity in 2017 was as same as paragliding in 2001.
- Rafting was 10 % higher in popularity than surfing in 2017.

- D. Listen to the conversation between Leena and her mother and list down a few new words. Using a dictionary to find out the meaning for those words.

New Words	Meanings
versatile	able to adapt to different activities
heritage sites	a place where traditional beliefs, values, customs, social history of country have been preserved
multifactor	having many different aspects
proclaiming	announcing officially
brooding	keep thinking about something that you are worried or upset about
savour	fully enjoy the taste and smell of something
bounty	natural wealth provided in large amount



## UNIT 2

## A POISON TREE

William Blake

## POEM

## Warm Up

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A. Choose the option that suits your own behaviour in the given situations. Compare your answers with your partner's answers.

- You overhear a friend talking badly about you. How angry does that make you feel?
 

<input type="checkbox"/> I don't feel angry at all.	<input type="checkbox"/> I feel moderately angry.
<input type="checkbox"/> I feel slightly annoyed.	<input type="checkbox"/> I feel very angry.
<input checked="" type="checkbox"/> I feel a little angry.	<input type="checkbox"/> I feel furious.
- Your friend persuades you to take help to prepare for the Maths board examination, from a close friend. That person does not turn up at all, as agreed. How angry does that make you feel?
 

<input type="checkbox"/> I don't feel angry at all.	<input checked="" type="checkbox"/> I feel moderately angry.
<input type="checkbox"/> I feel slightly annoyed.	<input type="checkbox"/> I feel very angry.
<input type="checkbox"/> I feel a little angry.	<input type="checkbox"/> I feel furious.
- You have agreed to pick up some friends at the train station. They are coming to stay with you for a few days. You've arranged with your elder brother / sister to drive the car for the day. You are about to leave the house when you realise the car is outside but your brother / sister has gone to work, taking the keys! How angry does that make you feel?
 

<input type="checkbox"/> I don't feel angry at all.	<input type="checkbox"/> I feel moderately angry.
<input type="checkbox"/> I feel slightly annoyed.	<input checked="" type="checkbox"/> I feel very angry.
<input type="checkbox"/> I feel a little angry.	<input type="checkbox"/> I feel furious.
- During a get together, your friend makes fun of your singing in front of your friends. You thought your singing was fine, but your friend thinks you really need to practice much more. How angry does that make you feel?
 

<input type="checkbox"/> I don't feel angry at all.	<input type="checkbox"/> I feel moderately angry.
<input checked="" type="checkbox"/> I feel slightly annoyed.	<input type="checkbox"/> I feel very angry.
<input type="checkbox"/> I feel a little angry.	<input type="checkbox"/> I feel furious.

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**B. Answer the following questions. Share your views with the class.****1. Do you argue often with your classmates?**

Yes I do, when it concerns our studies. Otherwise I avoid argument with my friends.

**2. Do you forgive them or choose to remain enemies forever?**

Yes, I forgive them but it will be in the mind for some time. I will never choose to be his enemy.

**3. How long does your anger last?**

It lasts for a short time, maybe for a day.

**Summary**

The poem 'A Poison Tree' was written by William Blake. The speaker is presenting two scenarios here. In the first, he is in a tiff with his friend. There's no need to fret. He told his friend about his anger and his anger went away. It is the power of communication. He put an end to his bad feeling.

In the second scenario the speaker is mad again, but this time he's mad at his enemy. Will he follow the same route? He won't. He keeps mum about his anger for his enemy and, that anger just grows. The speaker's anger is only heightened by his fears and his continued deception about his true feelings.

Then, in an odd, metaphorical twist, the speaker's anger blossoms into an apple tree. At least the speaker's enemy thinks so. One night, the enemy sneaks into the speaker's garden (presumably for a delicious apple), but it doesn't work out so well for him. The next morning, the speaker is happy to see his foe lying dead under the tree that bore the (apparently poison) apple.

**Glossary and Meanings Textual**

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wrath (n)	– anger
foe (n)	– enemy
deceitful (adj.)	– cunning, treacherous
wiles (n)	– tricks
veiled (v)	– covered

**A. Answer the following questions in a sentence or two.**

1. *I was angry with my friend*  
*I told my wrath, my wrath did end.*

**a) Whom does 'I' refer to?**

'I' refers to the poet or the speaker.

**b) How did the anger of the poet come to an end?**

The poet was angry with his friend and he talked to him about his anger. Thus it came to an end.

2. *And I watered it in fears  
Night and morning with my tears.*

**a) What does 'it' refer to?**

'It' refers to wrath or anger.

**b) How is it 'watered'?**

He is anxious about his anger so he watered it with fears in tears.

3. *In the morning glad I see  
My foe outstretched beneath the tree.*

**a) How did the poet feel in the morning?**

In the morning the poet felt happy.

**b) Who is the 'foe' referred to here?**

'Foe' referred to some enemy with whom he was angry.

**c) Why was the 'foe' found lying outstretched beneath the tree?**

The foe was killed so he was found lying outstretched beneath the tree.

4. *And it grew both day and night,  
Till it bore an apple bright.*

**a) What does 'it' refer to?**

'It' refers to wrath or anger.

**b) What does 'apple' signify?**

Apple signifies anger which grew day and night because of hatred and vengeance.

**c) What grew both day and night?**

Anger which was fuelled with hatred and vengeance, grew day and night to make him a murderer.

**B. Complete the summary by filling in the given spaces with suitable words.**

Once the poet was angry with his friend. He expressed his (i) anger and it ended. They became friends. But when he grew angry with his foe, he (ii) didn't inform it and allowed his anger to grow. Day and night he watered it with his tears allowed it to grow. He (iii) faced his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) allured his foe to eat it stealthily during the night. The next morning the poet was happy to see his foe lying (v) murdered under the tree.

**C. Answer the following questions in about 80 – 100 words.**

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**1. How did the poet's anger with his friend end?**

William Blake in his poem 'A Poison Tree' makes it clear that anger is a dangerous emotion and if it is allowed to be within the mind for long, it will lead even to murder. At the same time, if we give a positive channel to anger, it will disappear from our mind

and we can lead a peaceful life. One day the poet was angry with his friend. It was easy for him to discuss the reason for his anger with his friend. He need not hide his anger inside and smile at him. Both of them had time to discuss the reason and find out a solution to solve the problem. Thus it ended easily.

## 2. Describe how his anger kept growing.

William Blake in his poem 'A Poison Tree' makes it clear that anger is a dangerous emotion and if it is allowed to be within the mind for long, it will lead even to murder. At the same time, if we give a positive channel to the anger, it will disappear from our mind and we can lead a peaceful life. When the poet was angry with his friend he revealed it to him and it ended easily. But when he was angry with his enemy, his ego did not allow him to reveal the anger to him. His fear fuelled the anger to grow. His sad mood added to the growth of anger. He hid his anger with smiles and cunning tricks. Thus his anger kept growing.

## 3. Describe the effect of the poisonous fruit on the 'enemy'.

William Blake in his poem 'A Poison Tree' makes it clear that anger is a dangerous emotion and if it is allowed to be within the mind for long, it will lead even to murder. At the same time if we give a positive channel to the anger, it will disappear from our mind and we can lead a peaceful life. When the poet was angry with his friend he revealed it to him and it ended easily. But when he was angry with his enemy his ego did not allow him to reveal the anger to him. Thus it grew as a tree grows. At last the tree of anger brought out a poison fruit. The enemy had to eat the fruit and he died. This metaphor implies that the anger of the poet leads to the death of the enemy.

## Poem appreciation

### D. Figures of speech

- There is alliteration in the line : *And I sunned it with smiles.*
- The sound /s/ is repeated in the words 'sunned' and 'smiles'.

**Pick out at least two instances of alliteration from the poem.**

- |  |                      |
|--|----------------------|
| 1. <i>I was angry with my friend.</i>      | <b>was – with</b>    |
| 2. <i>Night and morning with my tears.</i> | <b>morning – my</b>  |
| 3. <i>And with soft deceitful wiles.</i>   | <b>with – wiles</b>  |
| 4. <i>Till it bore an apple bright.</i>    | <b>bore – bright</b> |

### E. Read the following lines from the poem and answer the questions that follow.

- I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe  
I told it not, my wrath did grow.*

#### i. Pick out the rhyming words.

friend – end; foe – grow

ii. What is the rhyme scheme of the stanza?

aa, bb.

iii. Identify the figure of speech in the title of the poem.

Personification.

2. *And I water'd it in fears  
Night and morning with my tears;*

i. What figure of speech is used in 'watered it in fears'?

Metaphor.

## Listening

F. Listen to the passage on 'anger management' and match the sentence parts by drawing a line. The recording can be played more than once if needed.

1	Meditation is definitely a great technique .....	a) who will take care of the reason why you got angry?
2	There is a person living inside you ...	b) to know how to handle it is a virtue.
3	Getting angry is natural but .....	c) to calm your inner self
4	Anger is something that releases the tension.....	d) speak to yourself and calm yourself.
5	Close your eyes and .....	e) who always tells you how to act.

Ans: 1.c 2.e 3.b 4.a 5.d

G. Answer the following questions in about 80 – 100 words. Take ideas from the poem and also use your own ideas.

1. Recall a recent situation when you became angry. What were the consequences of your anger? After listening to the guidelines on anger management, find out how will you could have handled the situation. Write your findings.

I got an expensive pen from one of my aunts as my birthday gift. It was very precious to me because I loved her. She was very kind to me. One day a friend of mine asked for the pen to use for one period. I told him clearly how much the pen meant to me and asked him to be very careful with my pen. He promised me and got the pen from me. After the period he came to me with a grim face and told me that he had broken the nip. I was very angry and in my anger I shouted at him and hurt his feelings. Next day he came with a guilty face and asked for my forgiveness for the broken pen. Then I thought after all a nip of a pen should not create any trouble between friends. I thought I should have been a little more sensible to manage my anger. Then I apologized for what I had done.

- 2. What might have caused the conflict which led to the poet becoming angry with his enemy? Think of one such situation that you have experienced. Describe how you felt and how the enmity grew and things became worse.**

In this world enemies are waiting for a chance to spoil our name in the society. They spread rumors about ourselves to the people who know us and to those who respect us. This kind of behaviour will spoil our name in the society and we have to live in dishonour. Such a situation might have led to the poet's anger. I lost a chance to become a member of school football team because of one of my enemies who had some close contact with our physical education teacher. I was a very good player and I played many inter-school matches but I was not recognised in the school. When I came to know who was responsible for that, my enmity grew and he became my arch rival. I too opposed him in all activities. The enmity was with me at least for two years.

#### **H. Discuss and Write.**

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- 1. Identify five to six qualities which make an ordinary person, loved and respected by all. Work in groups of five or six. Each group has to take up one quality and discuss the methods for imbibing that quality and identify the challenges that need to be faced.**

If you want to be a better person--friend or brother or sister--it could be a simple matter of adopting the right traits. Based on numerous lessons learned from life, here are the top 10 best qualities for any person.

#### **1. Be honest**

Honesty is a way of life. It means you don't steal, you don't cheat on your taxes and you are faithful to your loved ones. You are straight forward in actions.

#### **2. Be happy**

It's not about money, looks or status. Being genuinely grateful for what you have and looking forward to the dawn of each day can make you feel a kind of happiness that is contagious. A contented mind is a continual feast.

#### **3. Be respectful to others**

When you treat others as you would like to be treated, you are showing the ultimate kind of respect.

#### **4. Be easy-going and fun**

As the old saying goes, "Live, Laugh, Love." Slow down life's frantic pace and have fun--whether it's an unscheduled day playing truant from your responsibilities or just a few minutes respite from the grind.

#### **5. Be confident**

Once you accept there is always someone out there who is better than you, you can realize your own abilities. Be confident of what you can--and cannot--do. We have to feel self-assured.



**6. Be emotionally open**

Be open and honest with those whom you love. Express your opinions and listen to theirs without criticism.

**7. Be disciplined**

No one is watching over your shoulder when you slack off--except you. Self-discipline means you have a finely-tuned sense of ethics, of what is right and what is wrong, and you act accordingly. You are strong enough to say 'no' to life's many temptations.

**8. Take pride in yourself**

While too much pride can be seen as sinful, we all need to feel some pride in who we are, where we live and what we do. That kind of pride helps define who you are in your world.

**9. Be compassionate**

Being empathic to the needs of others and doing good deeds to ease others' suffering is one of the most basic acts of kindness we perform as human beings.

**10. Have a sense of humour**

You have to be able to laugh, especially at yourself. There is humour in almost every situation. You just have to find it. And laughing is always better than crying.

**2. Adolescents are often distracted by feelings like anger, disappointment and general helplessness when they face challenges at school or at home. Suggest way to turn such feelings into positive ones.**

We should understand that in every problem there is a solution. If we cannot find one we should accept that problem is beyond our control or knowledge. We should think deeply about the reasons for the problem. If we find out them, we have to find ways and means to avoid the reason. If not, try to get help from others – right person is a teacher with whom you are confident to reveal yourself. Always find a teacher of that kind; that will be very helpful to us. Be calm to accept the reality. When we learn to live with reality we will be always safe.



## UNIT 2

## THE FUN THEY HAD

Isaac Asimov

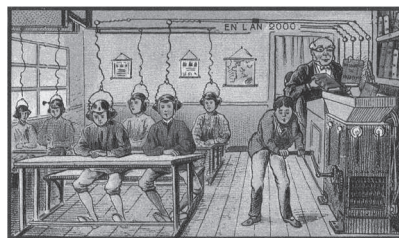
## SUPPLEMENTARY

## Warm Up

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Here is an imaginary high school class depicted in a French post card (1901-1910).

- After looking at the post card, what do you think have come true in the present century?
- Now, share your views about the changes that you and your classmates expect in your school and classroom in about 20-50 years.



In the present century, machines and educational technologies have come true. They have become part of the present classroom in schools. I feel that in another span of 20 – 50 years from now, teachers may be replaced with machines and robots for teaching lessons and conducting activities.

## Summary

The short story 'The Fun They Had' written by Isaac Asimov deals with a boy and a girl, Tommy and Margie, who find out something about school in the past time. On 17th March 2157, Tommy, a thirteen-year-old boy, finds a 'real book' which has been printed on paper at the house of Margie. They both take a look at it together. The book is really old and pages are yellow and crinkly. In the year 2155, this kind of book doesn't exist anymore. In this time words are moving on a television screen. This television contains over a million of books. That is the reason, why Tommy thinks that they are much better. While reading, Tommy says that it is about school. Margie hates school and cannot understand why someone would write about it. She was having problems with learning geography from her 'mechanical teacher'. It was black, large and had a screen on it. It teaches the students, gives them exercises and asks them questions, all in a special room in their own house. It can also calculate the marks in no time. Margie hates the slot where she has to insert her homework or test papers. Once the geography sector of her mechanical teacher was graded too quickly her marks got worse and worse. The county inspector rebuilt it after one hour. He was really nice to Margie. She hoped that her mechanical teacher would be away for a

long time. Tommy says that the book which he has found, is not about their type of school and it is about school centuries ago. They find out that students then had a man as a teacher who taught the girls and boys, gave them homework and asked them questions. They had a special building, and the children went there to learn. And they learned the same thing as if they were of the same age. At first, Margie does not understand how a person could be a teacher and how the students were taught the same thing because her mother says that education must fit each child's mind, but nevertheless, in her opinion, these schools are funny and she wants to read more about it. Then it is time for Margie and Tommy for their school. Margie goes to the schoolroom in her house, where the mechanical teacher stands. It is already on because the lessons are always at regular hours. She was thinking about the old school system and how much fun the children must have had, learning and spending time together.

**'Real teachers can't be replaced by machine'.**

### Glossary and Meanings Textual

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crinkly (adj.)	– with many folds or lines
awfully (adv.)	– very, extremely
attic (n)	– a space just below the roof used as a store room
scornful (adj.)	– feeling or expressing contempt
loftily (adv.)	– something done in a proud or haughty manner
century (n)	– a period of one hundred years
nonchalantly (adv.)	– in a casually calm and relaxed manner

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#### A. Identify the character or speaker of the following lines.

1. She was given test after test in geography. – Margie
2. He was a round little man with a red face and a whole box of tools with dials and wires. – country inspector
3. She had been hoping they would take the teacher away altogether. – Margie
4. They learned the same things, so they could help one another with the homework and talk about it. – students of old generations
5. They had a special building and all the kids went there. – Tommy

#### B. Fill the blanks with the clues given below to complete the paragraph.

millions of books	yellow and crinkly	learning and spending	geography
test papers	attic	school time	real book
same thing	person	schools	words
house			

Tommy and Margie found something about the (i) **schools** of the past. Tommy found a (ii) **real book** which has been printed on paper. The book was old and the

pages were (iii) **yellow and crinkly**. At present the (iv) **words** were moving on a television screen. The television had over (v) **million books**. He had found the old book in the (vi) **attic** of his house. While reading Tommy found that it was about the old schools. Margie hated school because she was having problems with learning (vii) **geography**. The mechanical teacher was black and large with a screen. Margie hated the slot where she had to insert her homework or (viii) **test papers**. Margie did not understand how a (ix) **person** could be a teacher and how the students were taught the (x) **same thing**. Then it was (xi) **school time** for Margie and Tommy. Margie went to the school room in her (xii) **house**, where the mechanical teacher stood. She was thinking about the old school and how much fun the children had, (xiii) **learning and spending** time together.

- C. **Bring out the difference between your school and Margie's school in the given tabular column. An example is done for you.**

Margie's school	Your school
Teacher is a machine.	Teacher is a human being.
Books are on computer screen.	Books are in printed form.
School is at home.	School is in a common building.
There is no playground.	There is playground.

- D. **Complete the following statements based on your reading.**

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- The old book was found by Tommy.
- Margie was surprised to see the old book because books were in printed form.
- The mechanical teacher was giving Margie lessons on arithmetic – addition of proper fractions.
- Margie had to study always at the same time every day, because her mother said little girls learned better if they learned at regular hours.
- The geography sector in mechanical teacher was giving her test after test.

### Think and Write

- E. **On the basis of your reading and using your own ideas, answer the following in about 125 – 150 words each.**

1. **Describe Margie's mechanical teacher and her classroom in your own words.**

Technology is ruling this world. In future the technology will find its way into education also. Isaac Asimov, an American writer gives a picture of a school in 2157. There will not be any school as we have now. In the house there will be a room allotted for classroom. There will not be any human teacher. Teacher will be a mechanical teacher operated by computer. The mechanical teacher will have different parts for different subjects. At a particular time of the day, Margie has to go to her room which is allotted for classroom. The mechanical teacher may conduct test and Margie is supposed

to have completed her homework and insert the completed homework in the proper slot. The lessons are displayed on the screen and the computer has millions of books in it. Each student studies individually without the help of others and each one has his/her own lesson.

**2. Why did Margie hate her school? What was she thinking about at the end of the story?**

Isaac Asimov has written this story 'The Fun They Had' as if it happens in 2157. Margie is a school girl but her classroom is a particular room in her own house. She is taught by a mechanical teacher which is operated by computer. The lessons are displayed on the screen. Margie hated the school because her mechanical teacher had been giving test after test in geography. Unfortunately she was not doing well in geography. So she hated the school. At the end of the story Margie was thinking about the school system that we have now. She thought that the children must have loved the school and they must have had a lot of fun.

**3. What was strange about the 'book'? Why did Margie find it strange?**

Isaac Asimov has written this story 'The Fun They Had' as if it happens in 2157. The author imagines that in 2157 the students have books as we have now. They have books only in computer screen and the teacher will be a mechanical teacher. On 17 May 2157 Tommy, a friend of Margie found a real book. It was in printed form and they could turn pages. The pages were yellow and crinkly. It was strange for them to see the words standing still instead of moving. When they turned back to the page it had the same words on it that it had when they read it the first time.

