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ENGLISH PRACTICE BOOK

Veda Vibhushan I Year / Uttar Madhyama - I Year / Class XI

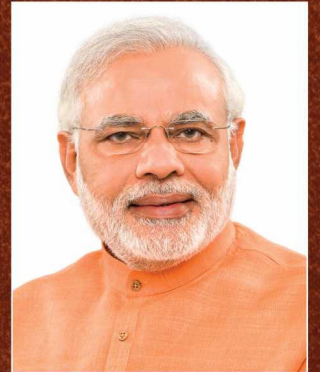
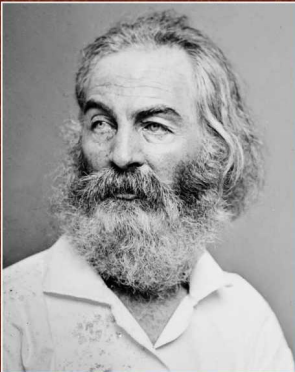
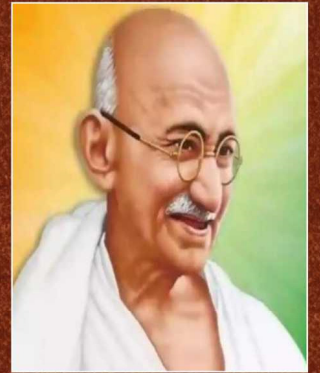
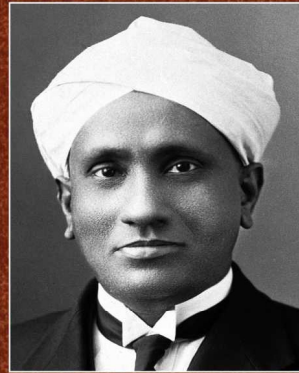
MAHARSHI SANDIPANI RASHTRIYA VEDA SANSKRIT SHIKSHA BOARD

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अग्नेनय सुपथा राये अस्मान् विश्वानि देव वयुनानि विद्वान् ।

युयोध्यस्मज्जुहुराणमेनो भूयिष्ठां ते नम उक्तिं विधेम ॥

O Agni! Through good path lead us to riches
Thou God who knowest every sacred duty;
Remove the sin that makes us stray and wander
Most ample adoration will we bring thee



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Basics of English /Grammar

	Revision of previous Grammar Topics
1.	Narration – Direct and Indirect
2.	Precis Writing
3.	Advertisement
4.	Visualization
5.	Reading
6.	Article and Speech

Direct & Indirect Speech

Direct speech – reporting the message of the speaker in the exact words as spoken by him.

Direct speech example: Maya said ‘I am busy now’.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Maya said that she was busy then.

Rules for converting Direct into Indirect speech

To change a sentence of direct speech into indirect speech there are various factors that are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

Rule 1 - Direct To Indirect Speech Conversion - Reporting Verb

1. When the reporting verb of direct speech is in past tense then all the present tenses are changed to the corresponding past tense in indirect speech.

Direct to indirect speech example:

Direct: She **said**, ‘I am happy’.

Indirect: She **said** (that) she **was** happy.

1. In indirect speech, tenses **do not change** if the words used within the quotes (‘’) talk of a habitual action or universal truth.



Direct to indirect speech example:

Direct: He said, 'We **cannot live** without air'.

Indirect: He said that we **cannot live** without air.

1. The **tenses of direct speech do not change** if the reporting verb is in the **future tense** or **present tense**.

Direct to indirect speech example:

Direct: She says/will say, 'I am going'

Indirect: She says/will say she is going.

Rule 2 – Direct Speech to Indirect Speech conversion – Present Tense

- **Present Perfect Changes to Past Perfect.**

Direct to indirect speech example:

Direct: "I **have been** to Boston", she told me.

Indirect: She told me that she **had been** to Boston.

- **Present Continuous Changes to Past Continuous**

Direct to indirect speech example:

Direct: "I **am playing** the guitar", she explained.

Indirect: She explained that she **was playing** the guitar.

- **Present Perfect Changes to Past Perfect**

Direct to indirect speech example:

Direct: He said, "She **has finished** her homework".

Indirect: He said that she **had finished** her homework.



- **Simple Present Changes to Simple Past**

Direct to indirect speech example:

Direct: “I **am** unwell”, she said.

Indirect: She said that she **was** unwell.

Rule 3 – Direct Speech to Indirect Speech conversion – Past Tense & Future Tense

- **Simple Past Changes to Past Perfect**

Direct to indirect speech example:

Direct: He said, “Raman **arrived** on Sunday.”

Indirect: He said that Raman **had arrived** on Sunday.

- **Past Continuous Changes to Past Perfect Continuous**

Direct to indirect speech example

Direct: “We **were playing** basketball”, they told me.

Indirect: They told me that they **had been playing** basketball.

- **Future Changes to Present Conditional**

Direct to indirect speech example

Direct: She said, “I **will be** in India tomorrow.”

Indirect: She said that she **would be** in India the next day.

Rule 4 – Direct Speech to Indirect Speech Conversion – Interrogative Sentences

- **No conjunction is used**, if a sentence in direct speech begins with a question (what/where/when) as the “question-word” itself acts as a joining clause.



Direct to indirect speech example

Direct: “**Where** do you live?” asked the boy.

Indirect: The boy **enquired where** I lived.

- If a direct speech sentence begins with an auxiliary verb/helping verb, the joining clause should be **if or whether**.

Direct to indirect speech example

Direct: He said, ‘**Will** you come for the party’?

Indirect: He asked **whether we would** come for the party.

- Reporting verbs such as ‘said/ said to’ changes to enquired, asked, or demanded.

Direct to indirect speech example

Direct: He **said to** me, ‘What are you doing’?

Indirect: He **asked** me what I was doing.

Rule 5 – Direct Speech to Indirect Speech Conversion – Changes in Modals

While changing direct speech to indirect speech, the modals used in the sentences change like:

1. Can becomes could
2. May becomes might
3. Must becomes had to /would have to

Check the examples:

- Direct: She said, ‘She **can** dance’.
- Indirect: She said that she **could** dance.



- Direct: She said, ‘I **may** buy a dress’.
- Indirect: She said that she **might** buy a dress.
- Direct: Rama said, ‘I **must** complete the assignment’.
- Indirect: Rama said that he **had to** complete the assignment.

There are modals that **do not change** – Could, Would, Should, Might, Ought to

- Direct: She said, ‘I should clean the house’
- Indirect: She said that she should clean the house.

Rule 6 – Direct Speech to Indirect Speech Conversion – Pronoun

1. The **first person** in direct speech **changes as per the subject** of the speech.

Direct speech to indirect speech examples-

Direct: He said, “I am in class Twelfth.”

Indirect: He says that he was in class Twelfth.

1. The **second person** of direct speech **changes as per the object** of reporting speech.

Direct speech to indirect speech examples –

Direct: She says to them, “You have done your work.”

Indirect: She tells them that they have done their work.

1. The **third person** of direct speech **doesn’t change**.

Direct speech to indirect speech examples –

Direct: He says, “She dances well.”



Indirect: He says that she dances well.

Rule 7 – Direct Speech to Indirect Speech Conversion – Request, Command, Wish, Exclamation

- Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for negative sentences. Therefore, the imperative mood in the direct speech changes into the Infinitive in indirect speech.

Direct: She said to her ‘Please complete it’.

Indirect: She **requested** her **to complete** it.

Direct: Hari said to Ram, ‘Sit down’.

Indirect: Hari **ordered** Ram **to sit** down.

1. In **Exclamatory sentences** that express grief, sorrow, happiness, applaud, **Interjections are removed** and the sentence is **changed to an assertive sentence**.

Direct: She said, ‘Alas! I am undone’.

Indirect: She exclaimed sadly that she was broke.

Rule 8 – Direct Speech to Indirect Speech Conversion – Punctuations

1. In direct speech, the words actually spoken should be in (‘’) quotes and always begin with a capital letter.

Example: She said, “I am the best.”

1. Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

Example: They asked, “Can we sing with you?”



-
1. **If direct speech comes after the information about who is speaking, a comma is used** to introduce the speech, placed before the first inverted comma.

Direct speech example: He shouted, “Shut up!”

Rule 9 – Direct Speech to Indirect Speech Conversion – Change of Time

1. In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as :
 - Now becomes then
 - Here becomes there
 - Ago becomes before
 - Thus becomes so
 - Today becomes that day
 - Tomorrow becomes the next day
 - This becomes that
 - Yesterday becomes the day before
 - These become those
 - Hither becomes thither
 - Come becomes go
 - Hence becomes thence
 - Next week or month becomes following week/month

Rules of converting Indirect Speech into Direct Speech

The following rules should be followed while converting an indirect speech to direct speech:



1. Use the reporting verb such as (say, said to) in its correct tense.
2. Put a comma before the statement and the first letter of the statement should be in capital letter.
3. Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
4. Remove the conjunctions like (that, to, if or whether) wherever necessary.
5. Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
6. Change the past perfect tense either into present perfect tense or past tense, as necessary.



Precis Writing

Precis writing is summarising a comprehension in limited words, covering all the important aspects and details of the passage given.

Rules of Precis Writing

To avoid making any errors in writing a precis, follow a set of rules as mentioned below:

1. Read the comprehension carefully
2. Note down the important points
3. Make a rough draft of the precis
4. Make use of simple and precise language, as much as possible
5. Draft the final precis once all the points have been included

Dos for Precis Writing

- Begin with the basic idea of the passage to make the precis convenient to read.
- Give a clear idea pertaining to what the reader is about to read.
- While reading the passage, make a note of all the important points and include them in the precis.
- Follow the main idea of the passage with the facts/points of improvement/ methods,, etc. as mentioned in the comprehension.
- Include all the important keywords and terms which are used in the passage.
- Keep a track of the tenses you use. Data related to historical events of the past must be described in the past tense only.



- There must be a relation between the data you are writing in the precis. It should have some common links.

Don'ts for Precis Writing

- The length of the precis must be shorter than the length of the passage.
- Do not overcomplicate the precis and use easy vocabulary.
- Do not make assumptions or add information in the precis as per your own imagination.
- Do not give your own opinion or criticism over the comprehension.
- Avoid using abbreviations.
- Do not enter statements in the question format in the precis.
- Don't focus on any one point for very long. Keep the information as precise as possible.

Example-

Comprehension Passage:

Everybody knows what a 'good' man means and how he should be. Our definition of a good man is the one who does not smoke, or drink or avoids the usage of bad language. A good man is ideally expected to converse in front of men as he would in front of women. He is also expected to attend the Church regularly and have correct opinions on all subjects. He has a wholesome horror of wrong-doing and realizes that it is our painful duty to reprimand sin. He is not anticipated to have wrong thinkings and has the authority to protect the young. His duties are not just restricted to the professional front but also needs to spend quality time doing good deeds. He must be patriotic and a keen believer of military training, he should promote industry, must be sober



and have virtue among wage earners and their children. He must be a role model for all and it is expected that he leads a way which the younger generation would willingly follow. Above all, of course, his “morals” in the narrow sense must be admirable.

Precis Writing:

Title: Attributes of a Good Man

The characteristics of a good man are known and he is expected to be religiously profound, must not smoke, drink or use bad language. His behaviour must be the same for all genders and he is expected to be a role model for the young ones. He must know his duties and avoid taking up the path of sin. He must be good not only in the professional space but also help people in need. He must be someone who can be admired and is praiseworthy.

Candidates may note that all the information which was mentioned in the comprehension has been precisely covered in the precis in understandable and easy to read language, along with an appropriate title.



Advertisement

An advertisement is a kind of a public announcement which is made through a popular media medium like a newspaper, magazine, radio, etc. It is also displayed on the placard as well. Advertisement is generally of around 50 words.

It is a notice or announcement made in a public medium promoting a product, service, or event or publicizing a job vacancy. There are two types of advertisement:

1. Classified
2. Commercial

Classified Ads

Classified ads are used by the general masses to promote or use services. The only concern in the classified ad is to get things noticed with as minimum words as possible.

Essential Details to Note

- Classified ads are of in between the range of 50 words.
- Clearly state the category like 'For Sale', 'To Let', etc.
- Put the matter in a box.
- Give contact address, mobile number, etc.

Type of Classified Ads

- Situation / Vacant
- Lost and Found
- Sale and Purchase
- Accommodation
- Educational
- Placement services



- Matrimonial
- To Let
- Tuitions
- Packers and movers
- Tours and Travels

Commercial Ads

Commercial or display advertisement by leading manufacturers, establishments, organisations etc. for the publicity and promotion of their products, services or some events.

Main characteristics

- It is designed for commercial purpose.
- It takes more space and is more expensive in terms of advertising cost.
- These are visually more attractive with varying font, shape and size.
- There are catchy slogans, punch lines with witty expression with pictures or sketches.

Essential Details to Note

- Do not forget to mention the name of the company / institute / organisers, etc.
- Mention the detail of the product / event / educational course etc.
- If there is any special discount.
- Mention the address of the company / institute / organisers, etc.



Format for Classified Advertisement Writing

The correct format for advertisement writing for Classified Ads is as follows:

- Heading (should be in capital letters)
- Content

Format for Situation Vacant types

- Always start with **wanted** or **required**.
- Do not forget to mention the name of the organisation.
- Clearly state the number of vacancies and post for which the advertisement is about.
- If stated, mention the age and gender of the candidate.
- Qualification and experience required for the post.
- Mention the pay scale, perks and also the mode of applying.
- Address and contact number for correspondence.

Format for To-Let ads

- Always start with **WANTED** or **AVAILABLE**.
- Mention the type of accommodation.
- Expected rent.
- Any other feature of the accommodation.
- Address and mobile number to contact.

Format for Sale / Purchase of Property / Assets

- These types of ads start with **SALE / PURCHASE / WANTED**.
- Give a brief description of the property / vehicle / good.
- In case of property, mention the number of floors, size, number of rooms, location and surroundings.



- In case of a vehicle, mention the colour, model, accessories, year, modifications (if any), price, mileage and condition.
- For household goods, mention the condition, the price offered or expected.

Format for Educational institutions

- Write the name of the Institution.
- Past record of the Institute.
- Courses offered and the duration of the courses.
- Eligibility criteria.
- Facilities provided and fee structure.
- Information on scholarship, if available.
- The last date to apply, etc.
- Contact number and address.

Format for Missing person

- Physical description like height, complexion, etc.
- Name, age and any health related issues.
- Any identifying feature like clothes, accessories, etc.
- Place where the person was last seen.
- Mention detail of the reward if there is any.
- Address and phone number.

Format for Tours and travels

- Start with PACKAGE AVAILABLE.
- Write the name of the travel agency.
- Mention the name of the destination and duration of the trip.
- Price and any special discounts if available.
- Contact address and phone number.



Advertisement

Question: You are Harish/Harshita of 12, Seva Nagar, Pune. You want to sell your flat as you are shifting to another city for work. Draft a suitable advertisement in not more than 50 words to be published in The Pune Times under the classified columns.

Answer-

FOR SALE

For sale- Flat No. 12, Seva Nagar, Pune. Ground floor with two bedrooms having attached bathrooms, car parking available, park facing, best location. Price negotiable. For further details, contact: Harish/Harshita 98100XXXXX

Example for Situation Vacant

Ques. You are the manager of ABC Ltd. Sector 30 Gurgaon. You need an efficient data entry operator for your office. Write an advertisement for the 'Situation Vacant' column of a local daily.

Ans-

SITUATION VACANT

Wanted an efficient, smart and hardworking data entry operator for a leading manufacturing company in Gurgaon. Qualifications – Graduate, age 20-35 years. Typing speed 50 w.p.m. Preference to those who have 1-2 years of experience. Apply with complete bio data and update resume within 15 days to ABC Ltd., Sector 30, Gurgaon.



Ques. You want to purchase a flat in Anand Vihar. Write an advertisement in not more than 50 words detailing your requirements.

Ans.

FOR PURCHASE

For purchase -Flat in AnandVihar with two bed-rooms, attached bathroom, balcony.Price to be around 30-40 lakhs. Bonafide owners or dealers to contact, Rajeev, 132/98, Ramesh Nagar, Indore.

Phone – 89765XXXXX.

Example for Situation Vacant

Ques. You are the principal of Rashtriya Adarsh Veda Vidyalaya. You need a Rigveda Shakal Shakha teacher for your school. Write an advertisement for the ‘Situation Vacant’ column of a local daily.

Ans-

SITUATION VACANT

Wanted an efficient and hardworking Rigveda Shakal Shakha teacher for Rashtriya Adarsh Veda Vidyalaya. Qualifications – Graduate, age 25-40 years. Apply with complete bio data and update resume within 15 days to Rashtriya Adarsh Veda Vidyalaya.



Visualisation

Visualisation involves the creation of real or unreal images in the mind's eye. I will use it to refer to visual images, images of sound, movement, touch, taste, and smell.

Why use visualisation?

- It can bring classroom activities to life and make them more memorable
- It creates a natural information gap
- It combines left- and right-brain functions (language and imagination)
- It can help students to develop their ability to create different sensory images
- It can add variety to your teaching
- It can help students to learn to relax making them more receptive.



Speech and Article

A speech is a spoken discourse or expression of ideas which a speaker delivers in front of the audience.

An article is a piece of writing which can be included in newspapers, magazines or journals alongside other written works.

OR An article is a text used for written communication in periodicals such as newspapers, magazines or journals.

Example-

Write an article on 'Presence of science in the Vedas'.

Many a Vedic scholars have said that the Vedas contain source of all knowledge, either physical or metaphysical. However, in the last 100 odd years, this belief has come under scrutiny due to the advances that modern science has claimed to have made. We can find Vedic *Mantras*, wherein ideas of scientific knowledge can be gleaned and further exploration can be made.

Motion of Earth (*Rig Veda* 10.22.14)

अहस्तायदपदीवर्धतक्षाः शचीर्भिवेद्यानाम्।

शुष्णंपरिप्रदक्षिणिद्विश्वायवेनिशिश्नथः ॥

“This earth is devoid of hands and legs, yet it moves ahead. All the objects over the earth also move with it, it moves around the sun.”

In this *Mantra*,

<i>Ksha</i>	=	Earth
<i>Ahastaa</i>	=	Without hands
<i>Apadee</i>	=	Without legs
<i>Vardhat</i>	=	Moves ahead



Shushnampari = Around the sun

Pradakshinit = Revolves

This states the accurate knowledge about planets and their position in the universe long ago before the invention of Telescope or any other advanced machine and gadget that is part of modern astronomy.

Rig Veda (10.149.1)

सवितायन्त्रैः पृथिवीमरम्णादस्कम्भनेसविताद्यामदृंहत्।

अश्वमिवाधुक्षद्भुनिमन्तरिक्षमूर्तर्तेबद्धंसवितासमुद्रम्॥

“The sun has tied earth and other bodies-planets, stars etc., through attraction, Sun extracted rains out of the fastened like ocean and moves them around itself as if a trainer moves newly trained horses around itself holding their reins.”

In this *Mantra*,

Savita = Sun

Yantraih = Through reins

Prithiveem = Earth

Aramanaat = Lies

DyaamAdrmhat = Other planets in sky as well

Atoorte = Unbreakable

Baddham = Holds

Ashwam Iv a adhukshat = Like horses

We can see the planetary position and movement in the solar system with these lines and this clearly shows the astrophysics in Vedas which was then an unknown subject.

The meaning of the above Rigvedic mantra is reflected in the



Atharvvedic Mantra quoted hereunder.

Atharva Veda (4.11.1)

अनङ्गान्दाधारपृथिवीमुतद्यामनङ्गान्दाधारोर्वन्तरिक्षम्।

अनङ्गान्दाधारप्रदिशः षडुर्वीरनङ्गान्विश्वंभुवनमाविवेश ॥ १ ॥

“The Sun has held the earth and other planets.”

Gravitational Forces (*Rig Veda* 8.12.27-28)

आदित्तेह्यताहरीववक्षतुः।

यदातेह्यताहरीवावृधातेदिवेदिवे।

“O *Indra*! By putting forth your mighty rays, which possesses the qualities of gravitation, attraction, illumination and motion keep the entire universe in order through the power of your force. This line shows the forces of energy which is present in the universe and also the static force of solar system along with the water cycle and we find the glimpse of Physics and Geology.

Rig Veda (1.6.5), *Rig Veda* (8.12.30)

वीळुचिदारुजलुभिगुर्हाचिदिन्द्रवह्निभिः।

अविन्दउस्त्रियाअनु॥ ५ ॥

यदासूर्यममुंदिविशुक्रंज्योतिरधारयः।

आदित्तेविश्वाभुवनानियेमिरे ॥

“O God, you have created this Sun. You possess infinite power. You are upholding the Sun and the other spheres and render them steadfast by your power of attraction.

This is also another instance of Geosciences and Astronomical science.



Yajur Veda (33.43)

आकृष्णेनरजसावर्त्तमानोनिवेशयन्नमृतंमर्त्यञ्च।

हिरण्ययेनसवितारथेनादेवोयातिभुवनानिपश्यन्॥

“The sun moves in its own orbit in space taking along with itself the mortal bodies like earth through force of attraction.

The rotation and revolution of solar bodies is evident in these lines and are also the subject matter of modern sciences.

About the position, movement and paths of the solar bodies we find many facts and sayings in Vedas which proves that astronomical science of modern age was already the subject matter of the Vedas. Here are few more instances of Vedic information about Solar bodies:

Rig Veda(1.35.9)

हिरण्यपाणिः सविताविचर्षणिरुभेद्यावापृथिवीअन्तरीयते।

अपामीवांबाधतेवेतिसूर्यमभिकृष्णेनरजसाद्यामृणोति॥ 3 ॥

“The Sun moves in its own orbit but holding earth and other heavenly bodies in a manner that they do not collide with each other through force of attraction.”The orbit of heavenly bodies are mentioned here.

Rig Veda (1.164.13)

पञ्चारेचक्रेपरिवर्तमानेतस्मिन्नातस्थुर्भुवनानिविश्वा।

तस्यनाक्षस्तप्यतेभूरिभारः सनादेवनशीर्यतेसनाभिः॥ 3 ॥

“Sun moves in its orbit which itself is moving. Earth and other bodies move around Sun due to force of attraction, because Sun is



heavier than them.

Light of Moon (*Rig Veda* 1.84.15)

अत्राहगोरमन्वतनामत्वष्टुरपीच्यम्।

इत्थाचन्द्रमसोगृहे ॥

“The moving moon always receives a ray of light from Sun”. The science repeats the same fact as a theory today that Moon reflects the light coming from the Sun and doesn't has a light of its own.

Rig Veda (10.85.9)

सोमौवधूयुरभवदश्विनोस्तामुभावरा।

सूर्यायत्पत्येशंसन्तीमनसासविताददात् ॥

“Moon decided to marry. Day and Night attended its wedding and Sun gifted his daughter. “Sun rays” to Moon.” ... This shows the science behind the phenomenon of Moon visible with its light in night and sometimes in daytime also.

Eclipse (*Rig Veda* 5.40.5)

यत्त्वासूर्यस्वर्भानुस्तमसाविध्यदासुरः।

अक्षेत्रविद्यथामुग्धोभुवनान्यदीधयुः ॥

“O Sun! When you are blocked by the one whom you gifted your own light (Moon). Then the earth gets scared by sudden darkness... The exact position of planets in Solar eclipse of whom and whose shadow is cast on whom and what impact does it create - everything is put simply in one or two lines.

Then known natural elements and their activities are visualised in the Vedas in nucleic form and now the huge knowledge explosion in



modern sciences is the result of experimentation. Mathematics and other subjects too have their seeds in Vedas. We can find the evidences in them but due to our limited knowledge we refuse to accept the scientific aspects of the Vedas. Vedas gave the scientific knowledge seeds to us and our knowledge system encouraged such in seed-form of scientific knowledge to be grown in proper environment. So, Veda remains the seed of modern sciences.

“SCIENCE OF BUILDING SHIPS AND AIRPLANES”

Swami Dayanand has detailed Mantras regarding these in his Vedic commentary and Introduction to Vedas” (1876). The scientists of IISc concluded that the mechanism of airplane as suggested by Dayanand is feasible. The first manned plane was built 20 years after death of Swami Dayanand.

The verses are difficult to translate in English here, but readers are advised to review “Introduction to Vedas” by Swami Dayanand or interpretations of following mantras: Rig Veda 1.116.3, 1.116.4, 10.62.1, 1.116.5, 1.116.6, 1.34.2, 1.34.7, 1.48.8 etc.



Example-

‘Grow more trees to reduce pollution.’ Write an article in 150-200 words on the topic given above for your school magazine.

Trees are our friends. They breathe in carbon dioxide and breath out oxygen. Trees purify the air and make the environment clean and pure.

People always go for picnics to places where there are many trees., so they can enjoy the shade. Especially in summers, it is so very refreshing to sit in in the shade of trees and enjoy the cool breeze.

Trees are useful to us in other ways too. They give us Timber which we use to make our furniture and as firewood. We use timber to build our houses too and we use wood pulp to make paper.

Trees provide us with useful medicines. We get gum from trees and also fruits and vegetables. We get flowers from trees as well as spices.

We should grow trees and plants around our houses and in parks and gardens and also in the open spaces in cities and towns.

School children should be encouraged to plant trees. They can do it either in the school premises or around their houses. They government encourages social forestry. Subsidies are given to those who plant trees.

The festival of "Van Mahotsav" is held every year to encourage people to plant more trees. Trees check environmental pollution. Many social workers have tried and are trying to awaken the conscience of people to the need for more trees.

Do not cut down trees. Rather, plant more and more trees. Each one should plant one. Trees are the life source of everyone on earth, Trees our fore others, we should leave to respect and water them.



Example -

Speech on importance of Water

While water is essential to all living things, humans have been using it for multiple purposes and it is of utmost significance to us. In other words, it is the most essential element to keep our bodies healthy and organs in good shape. We don't only need it for drinking but also to regulate the temperature of our bodies.

Furthermore, the agricultural field requires a lot of water. It is needed to produce crops and irrigate the fields so crops can grow successfully. After that, we have water as a mode of transport for passengers and goods.

In addition, it is also an important source of electricity. We need water for hydroelectric power generation. Further, we also need it in our daily lives from bathing to cooking to the toilet. Even our gardens need water, for instance, the small fountains and more.

Water is good for healthy skin and it helps to flush out toxins from our bodies. Sports like swimming and more require water. In fact, the water parks and more also need water.

Need to Conserve Water

Conservation of water is an urgent issue which the modern world is facing right now. As there has been an increase in the consumption of water, the need to conserve it arises even more. In other words, we need to come up with strategies and activities that will help conserve water.

To begin with, water conservation is important for future generations. Moreover, it will also help in reducing the level of used energy. Most importantly, as water is home to millions of aquatic animals and plants, we need to save it to save aquatic life.



Firstly, we must all become more economical with our use of water. That means we must regulate how we use it and in what amount while performing daily tasks. For instance, we can opt for low-flow shower heads and toilets, automatic faucets, and similar smart devices which aim to conserve water.

Similarly, at the time of brushing, we should use mug and bucket. Further, we must also avoid showers and use a bucket instead to bathe. Similarly, we must all fix and leaking taps or more to avoid wastage of water.

Apart from that, we also have the issue of water pollution. So, we must take measures to curb that as well. The government must regulate the industries which emit their industrial waste in water bodies, making it unfit for use and aquatic life.

To sum it up, humans can survive without almost anything but water. As any other resource gets exhausted, we may be able to prevent the negative impact of it. However, if we consume all or pollute all the water, the damage will be irreversible.



Example -

Speech on Teacher's Day

Every year on 5th September, Teachers' Day is organized to give special honour to the teachers. The birthday of the second President of India, Dr. Sarvepalli Radhakrishnan is celebrated as Teacher's Day of India.

Education is the key to a brighter future, and teachers hold that key. Teachers are the pillars of our life. They enhance our lives and take it forward. Teachers not only give us education but they always try to better our life.

In Sanskrit, 'guru' means one who dispels darkness, who is not just a teacher but a guiding light, leading us from ignorance to knowledge, from confusion to clarity. Gurus illuminate the path of wisdom and help us unleash our true potential. Their teaching shapes our intellect and nurtures our souls.

They have shared their knowledge, experiences, and insights, empowering us to navigate the challenges of life with strength and resilience. Their teachings empower us to navigate the challenges of life with strength and resilience.

Let us take this occasion to thank their dedication in shaping our lives.

Therefore, no matter how old we become, we should never forget our teachers.

Your guidance is the greatest gift.

You all inspire us every day.

And Grateful for teachers who make learning an adventure.



About Dr. Sarvepalli Radhakrishnan

Radhakrishnan was the subsequent President and the First Vice President of India.

Sarvepalli Radhakrishnan's date of birth was 5th September 1888.

He was born in Tiruttani town of Tamilnadu.

He had his essential instruction at a Christian teacher organization 'Lutheran Mission School.'

He finished graduation and post-graduation from Madras Christian College.

He wedded to Sivakamu Radhakrishnan in 1904.

He was the primary Vice-President of India from 13 May 1952 to 12 May 1962.

He turned into the second President of India on 14 May 1962.

Sarvepalli Radhakrishnan was partial to perusing books since adolescence.

In 1973, he got the respect of the British Order of Merit.

Radhakrishnan was additionally Vice-Chancellor of Banaras Hindu University (BHU) from 1939 to 1948.

He spoke to the nation in UNESCO after India's autonomy.

Radhakrishnan was India's representative to the Soviet Union from 1949 to 1952.

He got Bharat Ratna in 1954.

His birthday is commended as Teacher's Day in India in his respect.

He was additionally a thinker and presented the considering western dreamer logicians into Indian ideas.

Radha Krishnan died on 17 April 1975.



About Text Book



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Chapter - 1

The Wish

(Yajurveda VII.43)

Theme of the lesson

This is a prayer from the Yajurveda. It prays for the guidance, growth, peace, and prosperity of man on this earth. It also prays for the long life of man and other living beings and wishes that the earth be full of resources.

Answer the following

1. What is the first prayer made in the chapter?
2. Who is the God with bright rays and what does he do to all living beings?
3. What is the prayer made to God *Savitar*?
4. What is the prayer made about the water?
5. Why do you think peace is wished to all the elements of earth?
6. What does 'hundred autumns' mean in reference to time?
7. What is the prayer made to *Agni*, *Indra*, *Surya* and *Asvins*?

Translate the following sentences into English

विश्वानि देव सवितर्दुरितानि परा सुव । यद्भद्रं तन्न आसुव ।

शं नो दोवीरभिष्टय आपो भवन्तु पीतये । शं योरभि स्रवन्तु नः ॥

मयि मेधां मयि प्रजां मय्यग्निस्तेजो दधातु ।



Read Aloud and Learn

O Agni! Through good path lead us to riches
Thou God who knowest every sacred duty;
Remove the sin that makes us stray and wander
Most ample adoration will we bring thee¹

His bright rays bear him up afloat
The God who knoweth all that lives
Surya! That all may look on him: *Svaaha*!²

May peace be across the earth& sky;
May peace be across air;
May peace be across earth;
May peace be in water bodies;
May peace be in plants;
May peace be in *Vishvedeva*-s;
May peace be in *Brahma*;
May peace be across universe;
May peace and peace be at all places;
May the peace come to me.³

1 अग्ने ! नय सुपथा राये अस्मान् विश्वानि देव वयुनानि विद्वान्।

युयोध्यस्मज्जुहुराणमेनो भूयिष्ठान्ते नम उक्तिं विधेम ॥

Yajurveda, V.36

2 उदुत्यं जातवेदसं देवं वहन्ति केतवः।

दृशे विश्वाय सूर्य स्वाहा ॥

Yajurveda, VII.41

3 द्यौः शान्तिरन्तरिक्षं शान्तिः पृथिवी शान्तिरापः शान्तिरोषधयः शान्तिः। वनस्पतयः
शान्तिर्विश्वेदेवाः शान्तिर्ब्रह्म शान्तिः सर्वं शान्तिः शान्तिरेव शान्तिः सा मा शान्तिरेधि।

Yajurveda, 36.17



Chapter - 2

Science in the Vedas

Theme of the lesson

This chapter is based on the theory about the presence of science in the Vedas. Many Vedic mantras are there to support the theory which state the exact location of the planets and existence of the universe which later matched the scientific theory about the same.

Motion of Earth (*Rig Veda 10.22.14*)

अहस्ता यदपदी वर्धत क्षाः शचीर्भिवेद्यानाम्।

शुष्णं परि प्रदक्षिणिद् विश्वायवे नि शिश्रथः ॥

“This earth is devoid of hands and legs, yet it moves ahead. All the objects over the earth also move with it, it moves around the sun.”

In this Mantra,

<i>Ksha</i>	=	Earth
<i>Ahastaa</i>	=	Without hands
<i>Apadee</i>	=	Without legs
<i>Vardhat</i>	=	Moves ahead
<i>Shushnam pari</i>	=	Around the sun
<i>Pradakshinit</i>	=	Revolves

Answer the following



1. According to the Rigveda Mantra, what is earth devoid of and what it does?
2. What do the words 'Ksha', 'Ahastaa', 'Apadee' and 'Vardhat' mean?
3. According to Rigveda, what Sun has done to all the planets?
4. What do the words 'Savita', 'Yantraih', 'Prithiveem', 'Aramanaat', and 'Atoorte' mean?
5. What is said about Indra in Rigveda?
6. Explain the meaning of Rig Veda Mantra 5.40.5.
7. Give a brief summary of the chapter 'Science in Vedas.'

Read Aloud and Learn

- “The sun has tied earth and other bodies-planets, stars etc., through attraction, Sun extracted rains out of the fastened like ocean and moves them around itself as if a trainer moves newly trained horses around itself holding their reins.”
- “O God, you have created this Sun. You possess infinite power. You are upholding the Sun and the other spheres and render them steadfast by your power of attraction.
- “The sun moves in its own orbit in space taking along with itself the mortal bodies like earth through force of attraction.



Chapter - 3

Vedas as Sources of Modern Knowledge

Theme of the lesson

The chapter establishes a link between the Vedas and the subjects of modern era. It elaborately brings out the link between the Vedic topics and the modern subject method. The Vedas have been immortal source of modern knowledge. “Vedas are infinite or ‘anant’, Vedas are the visualization by great sages in the form of invisible waves. Anyone needs highest concentration and sharp mind to understand.” Dhanurveda (Archery) is the Upaveda of Rigveda. Gandharvaveda the Upaveda of Samaveda. Sthapatyaveda (Architecture) is the Upaveda of Yajurveda. Ayurveda (knowledge of Medicine), this Upaveda is associated with Atharvaveda.

Answer the following

1. Which *Sukta* is in sync with the Big Bang theory?
2. Name four modern subjects which have their source in the Vedas.
3. What kind of knowledge do we find in *Dhanurveda*?
4. What kind of knowledge do we find in *Gandharvaveda*?
5. What kind of knowledge do we find in *Sthapatyaveda*?
6. What is the similarity between the Big Bang theory and the *Nasadeeya Sukta*?
7. What is Ayurveda?



Read Aloud and Learn

- This theory is partly in sync with the explanation given in Vedas, particularly Naasadeeya Sukta of Rigveda about the beginning of the universe, according to which the cause was a spiritual energy that created itself.
- Vedic thought, may be in subtle form; Philosophy, Language, Mathematics, Science is to name a few.
- Dhanurvedhi and Dhanurveda Samhita are well known texts of Dhanurveda.
- Ayurveda has the mention about surgeries for the first time ever in the history of mankind as ‘Shalya Chikitsa’. Sushruta Samhita composed by Sushruta has all the details of surgeries for human body to get rid of different ailments.
- Language (bhasa), Grammar (vyakaran), Literature (gadya and padya), art (kala), architecture (vastu-Vidya). Singing (sangeet, geetvidya), painting (alekhya vidya). Cooking (citra-saaka, upabhakshya-nirmiti-kriya), so on and so forth.



Chapter - 4

Western Thinkers and Commentators of the Vedas

Theme of the lesson

The chapter speaks about the famous thinkers and writers of the Vedas, who being from west tried to align their life and thoughts with the Vedas. Their works and dialogue about the Vedas became theory for Vedic scholars to show the potential of the Vedas. The name of the commentators are:

- H. H. Wilson (CE 1786 -1860)
- JOHN MUIR (1810-1882)
- Theodore Goldstucker: (CE 1821 -1872)
- Rudolph Roth (CE 1821 -1895)
- F Max Muller (CE 1823 -1900)
- Weber (CE 1825 -1901)
- W.D. Whitney (CE 1827-1894)
- R.T.H. Griffith (CE 1826 -1906)
- Julius Eggeling (CE 1842 -1918)
- Herman Oldenberg (CE 1854 -1920)
- A. Macdonell (CE 1854 -1930)
- M. Bloomfield (CE 1855 -1928)
- M. Winternitz (CE 1863 -1936)
- B. Keith (CE 1879 -1944)



- Renou Louis
- Johan Frederik (Frits) Staal (CE 1930 – 2012)
- . Peterson, Grassman
- H. T. Colebrooke (1765-1837)
- E. Burnouf
- J. Georg Bhuler
- L. Renou, J. Muir

Answer the following

1. Name the thinkers who represented two distinct schools of modern Vedic commentaries.
2. What is the name of the monograph written by H T Colebrooke and when did he write it?
3. What was the difference between the two schools of modern Vedic commentaries?
4. What change did H. T. Colebrooke bring with his monograph in the field of Vedic research?
5. Write about the works of H. H. Wilson.
6. Write briefly about the life and works of W.D. Whitney.
7. Give a brief introduction of life and works of the thinkers mentioned in the chapter.



Chapter - 5

Hon'ble Prime Minister of India Shri Narendra Modi on Vedas

Theme of the lesson

This chapter is based on the collection of the small pieces of the speeches, given by our Hon'ble PM on various occasions. It highlights the thoughts and vision of the PM inspired by the Vedas and proves to be vital for the all-round development of the country. He said - "There is a mantra in the Rig Veda which means...praise to the giver of food, praise to the farmer." (Rigveda 1.187. 1-11, Rigveda 1.101, Rigveda 1.117- 6 &7)

Vedas have also gloriously described the life-giving energy of our farmers," This sensitivity is part of our life. Worshipping the plants and trees, celebrating the weather and seasons for fasting and as festivals, talking about the relationship with our nature in folklores, we have always considered nature as a living being.

Answer the following

1. What is the good name of the Hon'ble Prime Minister of our country?
2. When and where did our Prime Minister speak about the power of the Sun for the first time?
3. What did our Prime Minister say about the Sun in the International Solar Alliance 2018?
4. What did our Prime Minister say about the farmers of the country?
5. What does Rigveda say about the Sun?



6. How climate and calamity are directly related to culture?
7. What did our Prime Minister pledge on World Environment Day?

Read Aloud and Learn

Sun God is the Soul of all beings, moving and non-moving. Many in India begin their day with a prayer to the Sun.

“The Vedas consider the sun as the soul of the world,
The Sun is considered to be the feeder of whole life.

सूर्य आत्मा जगतस्तस्थुषश्च' ऋग्वेद(1.112.1), यजुर्वेद(7.42) और
अथर्ववेद(13.2.35).

“May we leave an even better planet for the coming generations”.
Atharvaveda (12.1. 45)

“जनं बिभ्रती बहुधा विवाचसं नानाधर्माणं पृथिवी यथौकसाम्॥

सहस्रं धारा द्रविणस्य मे दुहां”



Chapter - 6

Water, the Elixir of Life

- C.V. Raman

Theme of the lesson

This chapter brings out the importance of water in the entire human and animal world. Both the beneficial and destructive power of water can be understood. The title justifies the content of the chapter. Water is necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees though the quantity necessary varies enormously with the species. The conservation and utilization of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are closely connected with each other. The adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted, in other words, on and in the soil, and such techniques therefore serve a double purpose.

Answer the following

1. What is meant by the imaginary elixir of life and what does it do?
2. Where can we find the real elixir?
3. What is the difference between the deserts of Libya and the valley of the Nile in Egypt?
4. How was Egypt made by its river?



5. How does water add beauty to the countryside?
6. Describe the beauty of rain-fed tanks with sunrays?
7. What is the most remarkable quality of water?
8. Describe how water is related to soil erosion?
9. Suggest some ways to check soil erosion?
10. Describe the role of water in the sustenance of life on this planet?
11. Describe the two categories of forest mentioned by the writer.



Chapter - 7

What is Moral Action?

- M.K. Gandhi

Theme of the lesson

This chapter is based on the topic of morality and the deeds which have been categorized based on their motives with an idea to reach the actual meaning of morality. Wonderfully written with an approach to philosophy.

Answer the following

1. Why is conventional behaviour often necessary?
2. Why cannot mere observance of custom and usage properly be called morality?
3. What is the distinction between acting mechanically and acting intentionally?
4. What did Wendell Phillips once say and what did he mean by that statement?
5. What decides whether an act is moral or otherwise? Explain with examples.
6. Explain the difference between moral, non-moral and immoral acts.
7. Why is it necessary that the act should be done without compulsion and also with good intention?
8. Explain with examples why it is difficult to judge the morality of man's action.



Read Aloud and Learn

- Wendell Phillips. Addressing an assembly of people, he once said, “Till you learn to form your own opinions and express them, I do not care much what you think of me.”
- While thinking of morality, all that we need to see is that the act is good and is done with good intention. The result of an action is not within our control. God alone is the giver of fruit.
- As Shakespeare says, love born out of the profit motive is no love.



Chapter - 8

What Can India Teach Us?

Theme of the lesson

This chapter is based on a part of the lecture given by Friedrich Maximilian Müller. It speaks about the glory of Indian culture, variety of its land and people, the charm of its language and literature. This is an extract from the Lecture No.1 delivered by Friedrich Maximilian Müller in 1882 in the University of Cambridge to the aspirants of Indian Civil Service.

Answer the following

1. Why did Muller hesitate to deliver the course of lectures?
2. Name the countries which are interested to know about India.
3. What is generally thought about a scholar who studies Sanskrit?
4. Write the names mentioned in the chapter who have contributed to society.
5. Which is the most richly endowed country according to Muller?
6. What has Muller mentioned about India in reference to Geology, Botany and Zoology?
7. What does Muller have to say about archaeology and Mythology?



Read Aloud and Learn

- A scholar who studies Sanskrit in Germany is supposed to be initiated in the deep and dark mysteries of ancient wisdom, and a man who has travelled in India, even if he has only discovered Calcutta, or Bombay, or Madras, is listened to like another Marco Polo.
- Kâlidâsa may be very pretty, and the Laws of Manu are very curious, and the fables of the Hitopadesa are very quaint; but you would not compare Sanskrit literature with Greek, or recommend us to waste our time in copying and editing Sanskrit texts which either teach us nothing that we do not know already, or teach us something which we do not care to know?”



Chapter - 9

Of Studies

Francis Bacon

Theme of the lesson

Highlighting the importance of studies, Bacon's essay illustrates the role studies play in an individual's daily life. For Bacon, the study is always related to the application of knowledge in practical life. The author is the notion that only learned and well-read men can execute plans effectively, manage their daily affairs with expertise and lead a healthy and stable life. He further states that reading makes a full man; conference leads to a ready man while writing makes an exact man. While discussing the importance of studying in an individual's life, the essayist informs his readers about the benefits of reading good books.

Answer the following

1. How do studies serve for ornament?
2. According to the writer, why delight is the chief use of studies?
3. 'To make judgment wholly by their rules, is the humor of a scholar.' Explain.
4. 'They perfect nature, and are perfected by experience.' Who is referred to here and what is being said about him?
5. How do wise men use books?
6. What does the writer mean by 'an exact man'?
7. Give a brief idea about the chapter in your own words.



Read Aloud and Learn

- STUDIES serve for delight, for ornament, and for ability.
- Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation.
- Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.
- Histories make men wise; poets witty; the mathematics subtile; natural philosophy deep; moral grave; logic and rhetoric able to contend.



Chapter - 10

India's Cultural Influence on Southeast Asia

Theme of the lesson

This chapter shows the influence of Indian culture, mythology, food, art, and literature on the countries of Southeast Asia. It also presents the history of the beginning and end of Indian influence on these countries. Informative and interesting chapter to read.

Answer the following

1. Name all the ASEAN countries.
2. Name the temples which bear the evidence of Vedic influence on Southeast countries.
3. Who were 'dalangs' and what role did they play in popularizing Indian culture in Southeast Asia?
4. What are "Lontars" and where can we find them. Name some of the "Lontars".
5. What were the two routes the Indian merchants used to reach Southeast Asia? What were the names given to the faraway lands by the Indian merchants?
6. Why do the temples of Java and Sumatra resemble the carvings of eastern India?
7. Explain the linguistic importance of Pallava Grantha?
8. Give an idea on the overall influence of India on Southeast Asia.



Read Aloud and Learn

- The eleven countries of ASEAN are Myanmar, Thailand, Singapore, Malaysia, Indonesia, Vietnam, Cambodia, Laos, Brunei, the Philippines and Timor Leste.
- Temples of Angkor Wat, Pagan, Borobudur and Prambanan bear evidence to the deep penetration of Vedic thought, evidence of Indian art, Buddhist thought and architectural forms in the Southeast Asian monuments.
- The manuscripts are called “Lontars” in Indonesia and huge collection of Lontars on India Knowledge System such as Agama, Tantra, Kavya, etc., are available in Java and Bali.
- Indian religion, political thought, literature, mythology, artistic motifs and style, were absorbed deeply into local culture as greater interaction with Indians who settled in the courts of South East Asia took place. Buddhism came to Southeast Asia from India in 3rd century BCE when Buddhist monks were sent by king Ashok.



Chapter - 11

Dialogue between Gargi and Yajnavalkya

Brihadaranyaka Upanishad 3:8

Theme of the lesson

The chapter is based on the exchange of dialogues between sage Yajnavalkya and knowledgeable Gargi, where they share precious knowledge about the universe and its existence and its reality.

Yajnavalkya is quoted as saying that the true self, or atman, is distinct from the individual ego and therefore not subject to karma and rebirth; the atman is eternal, unchanging, and identified with the monistic principle underlying the universe, the brahman.

Gargi Vachaknavi was an ancient Indian philosopher born during the 9th to 7th B.C.E. She was known as a person with knowledge of Brahma Vidya (Brahmavadini) and a famous expounder of Vedas. In Mahabharata, Gargi's knowledge was compared with Vidura.

Answer the following

1. What was the special gift planned by King Janaka for the Rishis?
2. Who was Gargi and what did she say in the assembly?
3. What was the first question asked by Gargi to Yagnavalkya?
4. What was the second question asked by Gargi?
5. What is *Akshara* according to Yagnavalkya?
6. Who commands the Sun and the Moon?
7. Who is pitiable and who is wise, according to Yagnavalkya?



Poem - 1

The Song of the Free

- Swami Vivekananda

Theme of the Poem

‘The Song of the Free’ is a poem written by Swami Vivekananda. It talks about his faith in God. The poem encourages people not to lose heart in face of difficulty and believe in God in order to fight on towards their goals. The main theme of this poem is spirituality. The poem talks about how people ought to believe in God and be undeterred by any obstacles thrown their way in life. The poem advises people not to cow down in the face of difficulty and face it head on with faith in God. For those who are divine, the poem states, have the strength and will power to do so.

Answer the following

1. What is meant by ‘The song of the free’?
2. What emotion is suggested by the first stanza of the poem?
3. What is the similarity between the cloud and the ‘great ones’?
4. What is being suggested by the poet in adverse situation?
5. What does the poet mean by “I am He”?
6. “And thus, in me all me's I have.” Explain.
7. Give a brief summary of the poem.



Poem - 2

My Grandmother's House

- Kamala Das

Theme of the Poem

The poem My Grandmother's House is written by Kamala Das. The poem has been written in the memory of her grandmother with whom she had spent her childhood. The poet is in conversation probably with her husband or her readers. The poet says that one won't believe that she had some of the best memories of her grandmother's house and she is quite proud of it. She said, she has lost her grandmother, she begs at strangers' doors for love. She knows well that you won't be able to get that much love but she still hopes for at least a part of it.

Answer the following

1. Who is 'that woman' mentioned in the poem and who is 'I' here?
2. What happened to the house when 'that woman' died?
3. Where does the poetess often think of going?
4. Why has the blood been compared to the moon?
5. What all does the poetess wish to do after reaching her desired place?
6. How did the poetess feel about her Grandmother's house?
- 7 Explain the following:

“My way and beg now at strangers' doors to”

“Receive love, at least in small change?”



Poem - 3

Childhood

- Markus Natten

Theme of the Poem

Childhood is written by Marcus Natten. In this poem, the poet thinks over his lost childhood. He wonders about the moment where he lost his innocence and realized that the world is not what he seemed it to be. He recalls when his thoughts changed and he realized the hypocrisy of the people around him. He finally settled down to the idea that his childhood went to some forgotten place and is hidden in the face of an innocent infant. The poet is disappointed and puzzled by the loss of his childhood. He wanted to know when was the moment he became a grown-up and loss the innocence of an infant. He expresses his confusion by asking that when and where did his childhood go.

Answer the following

1. Who is speaking to whom in the poem?
2. Why did the poet think that he lost his childhood when he ceased to be eleven?
3. Why did the poet say that 'Hell and Heaven' cannot be found in geography ?
4. What idea does the poet gather about the adults ?
5. What does the poet mean by "my mind was really mine"?
6. Briefly explain the last stanza of the poem.



Poem - 4

The Voice of the Rain

- Walt Whitman

Theme of the Poem

This poem presents the water cycle in a poetic way which also shows the birth and life of the rain. Personification and bright imagery add to the beauty of the poem. Poet narrates a conversation he had with the falling drops of rain. In the poem, he asks the rain, “And who art thou?” on which the rain replies by calling itself “the poem of the Earth.” Moreover, the rain defines how it rises unnoticeably (as vapour) out of the land and sea and floats up to heaven, where it converts into clouds. After that, it falls back to Earth to refresh the drought-filled land. This allows the seeds to grow into something necessary and beautiful. Further, the poet equates the role of the poet in making this “song” (poet refers to the poem as a song). He also writes that this “song” is born from the poet’s heart. Besides, it leaves the poet’s soul and then changes form. But it’s same at its core and eventually returns to the reader as love from readers.

Answer the following

1. Why was it strange to get an answer from the shower?
2. Why did the voice call itself the ‘Poem of Earth’?
3. Where does the rain rise from?
4. What does ‘bottomless sea’ mean?
5. ‘Vaguely form'd, altogether changed, and yet the same’. Explain.

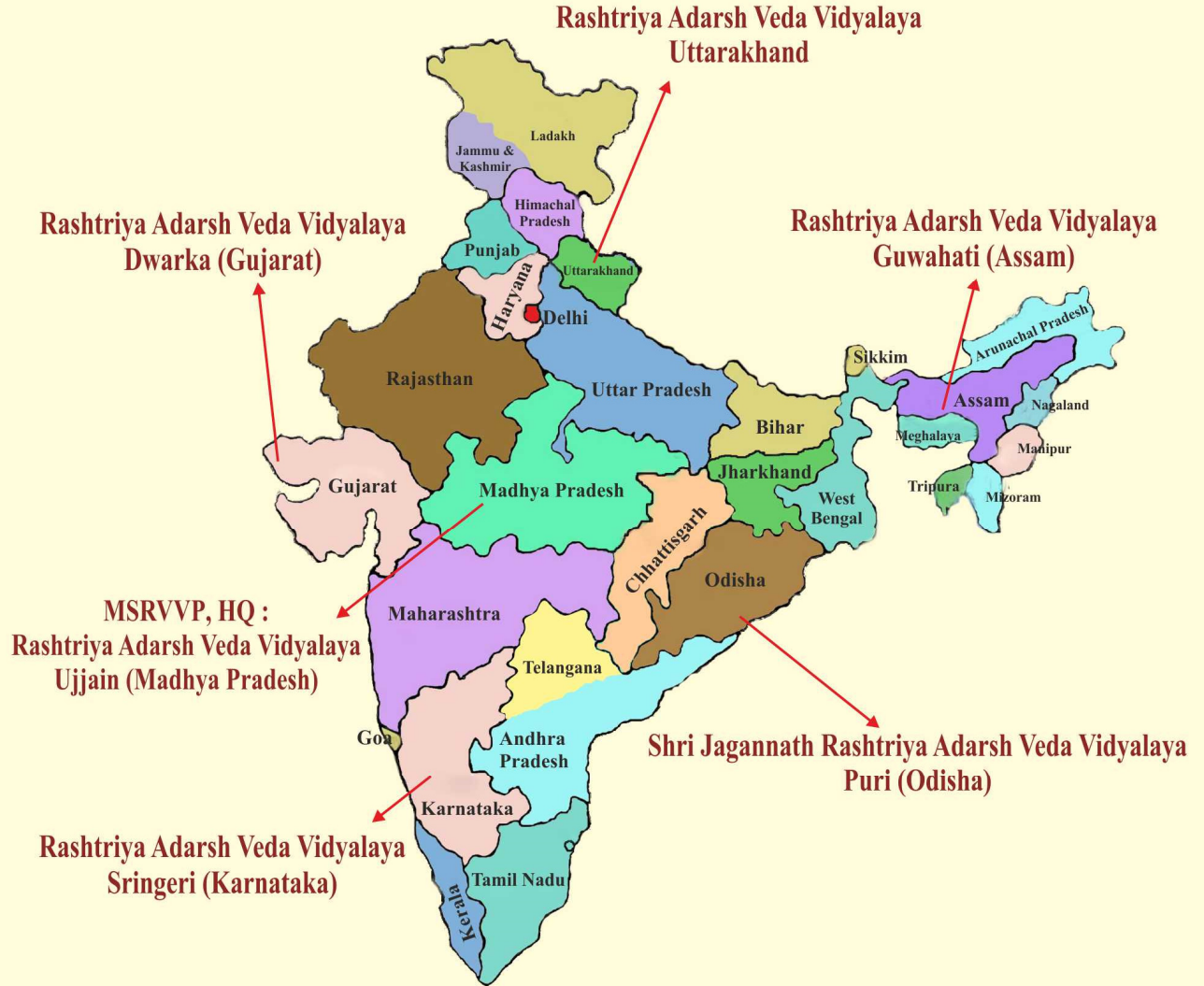


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6. How can we relate this poem to water cycle?
 7. Give a brief summary of last stanza of the poem in your own words.



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