

## 1

## MY FIRST STEPS

*All babies look alike. Can they be exchanged when the nurse gives them a bath?*



## OBJECTIVES

At the end of this lesson you will be able to:

- read and understand an autobiography;
- use compound words;
- use the simple past tense; and
- ask and answer simple questions in speech.

## 1.1 SECTION I

I may never have become a cricketer and this book would certainly not have been written, if an eagle-eyed relation, Mr. Narayan Masurekar, had not come into my life the day I was born (July 10, 1949). It seems that Nan-kaka (as I call him), who had come to see me in hospital on my first day in this world, noticed a little hole near the top of my left ear lobe. The next day he came again and picked up the baby lying on the crib next to my mother. To his utter horror, he discovered that the baby did not have the hole on the left ear lobe. A frantic search of all the cribs in the hospital followed, and I was eventually located sleeping blissfully beside



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a fisherwoman, totally oblivious of the commotion I had caused! The mix-up, it appears, followed after the babies had been given their bath.

Providence had helped me to retain my true identity, and, in the process, charted the course of my life. I have often wondered what would have happened if nature had not 'marked' me out, and given me my 'guard' by giving me that small hole on my left ear lobe, and if Nan-kaka had not noticed this abnormality. Perhaps, I would have grown up to be an obscure fisherman, toiling somewhere along the west coast. And, what about the baby who, for a spell, took my place? I do not know if he is interested in cricket, or whether he will ever read this book. I can only hope that, if he does, he will start taking a little more interest in Sunil Gavaskar.

**INTEXT QUESTIONS 1.1**

1. When was Sunil Gavaskar born?
2. What did Sunil's uncle Mr. Narayan Masurekar notice when he came to see the baby in hospital?
3. (a) What was the horrible thing that happened the next day?  
(b) Where was the missing child found?
4. If Nan-kaka had not noticed the hole on his ear where would he be living?
5. Find words from the passage which mean the same as:
  - a) looking at things with great attention and noticing small details.
  - b) unaware of what is happening
  - c) unknown; nor will be known
  - d) a short period

**1.2 SECTION II**

*How did Sunil begin playing cricket? Who helped to develop his talent as a cricketer? Let's read on.*

My most vivid recollection of my childhood cricket-playing days is the time I almost broke my mother's nose. She used to bowl to me in the small gallery of our house where we played our 'daily match' with a tennis ball. Since the area was small she would kneel to bowl, or rather lob the ball to me. I hit one straight back and caught her bang on the nose, which started bleeding. Although it was a tennis ball, the distance between the two of us was very short, which accounts for the

force with which the ball hit her. I was frightened but she shrugged it off, washed her face and as the bleeding stopped, we continued the game. But, for the rest of the day it was only forward defence for me. I restrained myself and played no attacking shot.

Cricket, to use a cliché, is 'in my blood'. My father was a good club cricketer in his days and a keen student of the game. Even now we have interesting discussions on various aspects of the game and I have found his advice invaluable in the development of my career. And, as I have already said, I have had the privilege of having a cricketing mother, who helped me to take the first steps in the game I have come to love. My uncle, Madhav Mantri, who played for India in four 'official' tests, though not very successfully, was a force to reckon with in first-class games. Whenever I went to my uncle's house my favorite pastime used to be to take out his pullovers and caress them with a sense of longing. I was so attracted by the India test pullovers that once I even dared to ask him if I could take one, since he had so many. My uncle told me that one has to sweat and earn the India 'colours' and I too should work hard to earn the distinction. That is a lesson I have never forgotten. Looking back, I am glad that my uncle did not succumb to my childish fancy and instead, taught me that there was no short-cut to the top. I was also fascinated by the many souvenirs he had and the large number of trophies he had won. What I liked most was the stump bearing the autographs of the 1952 India and England teams, and I loved to linger over the autograph of every player.

Right from the beginning, I wanted to become a batsman and I hated losing my wicket. This became such an obsession with me that, if the rest of the boys ever got me out, I would fight and eventually walk home with the bat and the ball. This would bring the game to an abrupt end since nobody else had a ball or bat. The boys cursed and called me names, but the tension did not last long and we generally got on very well. Among these early comrades with whom I played were the Ambaye brothers, the Mandrekar brothers and several others who made up our team. Whenever I batted they would decide beforehand that they would appeal at a particular ball and whether I was out or not, I had to go by the majority verdict! We often played matches against teams made up of boys living in the neighbouring building and there was tremendous interest in the 'trophies' as we called them. These trophies were small white-metal cups for which we all contributed and bought for as little as Rs. 1.50.



## INTEXT QUESTIONS 1.2

1. How did Gavaskar break his mother's nose?



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2. What qualities of his mother's character are brought out through this part of the extract. Pick the 2 words/phrases that best describe her from the ones given below:  
patient, encouraging, excellent cricketer, clever, unwilling to cooperate, helpful
3. When Gavaskar says 'cricket is in my blood' he means that- (tick the correct choice)
  - (i) he struggles and gives his blood to play cricket.
  - (ii) his family has taught him the game.
  - (iii) he has inherited interest in the game from his family members.
  - (iv) it is a dangerous game.
4. What did Gavaskar like to do whenever he went to his uncle's house? Why?
5. What lesson did his uncle teach him?
6. There is no short cut to the top means (tick the correct choice)
  - i) you can have a high position in life through short cuts.
  - ii) you must work hard to succeed in life.
  - iii) you can reach the top of the mountain by taking short steps.
  - iv) to succeed in life you must take big jumps.
7. Which souvenir did Gavaskar like the most? Why?
8. Gavaskar says, 'I hated losing my wicket.'
  - a) What would happen whenever he got out?
  - b) How would the other boys react to this?
  - c) What does this behaviour show about Gavaskar?
9. Find words from the passage, which mean the same as-
  - i) clear (Para3)
  - ii) controlled/checked (Para 3)
  - iii) of great value (Para 4)
  - iv) an object kept as a reminder of an event (Para 4)
  - v) a strong feeling/ desire/idea (Para 5)



## OVERALL QUESTIONS

Answer the following questions in 50-55 words:

1. How did his uncle's keen observation help Gavaskar in retaining his identity?
2. How did Gavaskar's family members help him to become a good cricketer? (What did his mother, father and uncle do?)
3. How did Gavaskar behave during 'matches' played in his childhood days? How did his friends handle him on these occasions?
4. a) In his childhood days Gavaskar was not a sporting player. He would walk away with the bat and ball whenever he was declared 'out' which brought the game to an abrupt end. How would you convince a friend of yours who behaves in a similar fashion?  
b) What are the qualities you require in order to be a good team player? Pick up five qualities from the box

cooperation	over competitiveness	egotistical behaviour
collaboration	over ambition	individualistic approach
consideration	taking responsibility	acceptance

## VOCABULARY ENRICHMENT

### Forming New Words: Compound Words

New words are formed in many ways. Sometimes you make a new word by adding a prefix or a suffix. For example, to say that someone sang very well you add- **ly** to **beautiful** and form a new word **beautifully**. Or, to say that Sunil Gavaskar was not aware of what was happening around him you add **un-** to **aware** and form a new word **unaware**. In the above examples- **ly** is a suffix and **un-** is a prefix.

Another way of forming a new word is by putting two words together.

This is done because a single noun or adjective is often not enough to refer clearly to a person or thing or quality. When this is the case, a compound word is used which consists of two words put together.

Look at the following examples of compound words:

1. There is a **huge swimming** pool in the club. (Compound noun)
2. The bus stop is overcrowded at **peak hours**. (Compound noun)



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3. Sunil Gavaskar's mother was a **good-tempered** lady. (Compound adjective)
4. I travelled to Bombay in a **second-class** compartment. (Compound adjective)

Compound words are written in three ways:

- i) Some compound words are written with space between two words. For example: **car park, gas stove.**
- ii) Some compound words have a hyphen (-). For example : **eagle-eyed, twenty-four.**
- iii) Some compound words are joined together. For example **fisherwoman, staircase.**

**Note:** Compound nouns are usually written as two separate words. Compound adjectives are usually joined together with a hyphen.



### INTEXT QUESTIONS 1.3

Form new words by choosing one word from Group A and one from Group B.

You may write the new word formed in one of the ways discussed above. For example, you would like to write **mother in law** as **mother-in-law** and not as **mother in law**.

#### Group A

first  
four  
three  
before  
gas  
trouble  
inter  
short  
bread  
white  
bald  
brother  
letter  
night  
bats  
pull  
far  
grand

#### Group B

footed  
year old  
over  
man  
mother  
class  
handed  
hand  
crumbs  
sighted  
coloured  
headed  
in law  
box  
maker  
sighted  
cut  
stove



### INTEXT QUESTIONS 1.4

Fill up the blanks in the following paragraph with some of the compound words you have formed.

Every evening..... used to sit in the verandah with her sewing machine. She stitched clothes for her grandson Ali. After finishing her work she would feed the sparrows with ..... The sparrows could come and perch themselves on the ..... Soon all the crumbs were eaten up. Grand mother who was ..... could not see the sparrows clearly but she knew each sparrow who came and sat in her verandah everyday.

## GRAMMAR

### TENSES : THE SIMPLE PAST

1. Read the following sentences:

1. Sunil Gavaskar **wanted** to become a great batsman.
2. He **hated** losing his wicket
3. Playing cricket **was** an obsession with him.
4. The doctor **examined** my teeth.

Notice that all the events took place in the past. That is, **all the above actions were completed in the past or happened in the past.** Also note that no helping verb (was, were, had etc.) is used in the above sentences. Such use of verbs is called the **Simple past**. The Simple past tense is formed by adding **ed** or **d** to the verb in its bare form.

For example:                      **work** becomes **worked**

**create** becomes **created**

   and **want** becomes **wanted**.

**Note :** Irregular verbs like 'go', 'come', 'see', 'find', etc. and 'be' and 'have' form their past tense in other ways.



### INTEXT QUESTIONS 1.5

Complete the following narration by using the verbs given in the brackets in the simple past tense.



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When Sunil Gavaskar was born, a relative..... (come) to see him in the hospital. His name ..... (is) Mr. Narayan Masurekar and he had sharp eyes. He ..... (notice) that the newborn baby ..... (has) a hole on his ear. The next day when he..... (go) again and picked up the baby, he ..... (find) that the hole was missing. Everyone..... (start) searching for the missing baby. At last Sunil was found sleeping beside a fisherwoman.

2. The Past Tense is also used when you want to say that a **situation existed in the past** over a period. Or that an **activity took place regularly in the past**.

Read the following sentences:

- i) We **played** our 'daily match' with a tennis ball.
- ii) I **loved** to linger over the autograph of every player at my uncle's house.
- iii) Whenever I batted they **would decide** beforehand that they **would appeal** at a particular ball..... and **I had** to go by the majority verdict.

Sentence i) means that Sunil Gavaskar and his mother **used to** play cricket every day.

Sentence ii) means that he liked to look at the autographs of the players **whenever he went** to his uncle's house.

And sentence iii) means that the boys **used to** get Sunil Gavaskar out by appealing to the umpire.

**Note :** Notice that in sentence iii) '**would**' is used to denote the past tense. '**Would and 'used to' are also used when you want to say that something happened regularly in the past.**

Look at more examples of the use of 'would' and 'used to' to denote past tense.

- i) When I was a small child I used to play many games at school.
- ii) My teacher would always tell me that I would become a great football player.
- iii) Twice a week I used to stay back at school for coaching in football.



### INTEXT QUESTIONS 1.6

Complete the following paragraph with verbs in the past tense. You may use the past tense of the appropriate verb or 'would' or 'used to'.



When I was a small child I lived in Bombay. I ..... in Bombay High School. I ..... to go to school where I ..... many .....things. I ..... go to Juhu Beach with my parents on Sundays. Whenever I ..... go to the beach I ..... play with my brother. We ..... keep playing till it was time to return home. On our way home we ..... stop at Quality's Ice Cream Parlour for Ice Cream. It ..... be an enjoyable day for all of us.

### THE NEGATIVE

The negative of both regular and irregular verbs that are used in past tense is formed with **did not + verb** without changing the form of the verb.

- i) He did not see the movie.
- ii) Ravi did not tell a lie.
- iii) Shyam did not go for the picnic.

Note that in the above sentences when the negative is denoted, 'see', 'go and 'tell' do not take 'd', or 'ed' or any other change.



### INTEXT QUESTIONS 1.7

Rewrite the following sentences in the negative. The first is done for you as an example.

1. I played cricket with my friends.  
e.g I did not play cricket with my friends.
2. My aunt went to Bombay in the holidays.
3. He obeyed the rules of the camp.
4. He came to school on foot.
5. He returned home after the show.

### THE INTERROGATIVE

The Interrogative is formed by changing the position of 'did' and placing it before the subject. Note that the main verb does not change its form.

- i) Did he see the movie? ('he' is the subject)
- ii) Did Ravi tell a lie? (Ravi is the subject)



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- iii) Did Shyam go for the picnic? (Shyam is the subject)



### INTEXT QUESTIONS 1.8

Rewrite the following sentences in the Interrogative. The first one is done for you as an example.

1. Ravi slept during the day.  
e.g Did Ravi sleep during the day?
2. Shekhar went for a swim in the pool.
3. He accepted the offer.
4. India became a Republic on 26th January 1950.
5. They wanted to help the poor children.

### NOTE-MAKING

Note-making is an important skill which can help us in many ways. We do not and cannot remember everything. Do you remember word for word every lesson that you read? It is impossible to do so. Notes help you to store important information.

#### What is note-making?

Note-making is a brief presentation of the main ideas and supporting ideas of a text in a point form. You must be careful that the notes you make are easy to understand. The notes you cannot understand yourself after a few months are not good notes.

#### How to make notes?

- Read the whole passage once to get the central idea.
- Read the passage again once or twice to underline the main idea/ideas.
- Select the points related to the main idea.

#### *Points to Remember*

- Correct understanding of the text is essential.
- Notes must be brief.
- Notes are made in a point form. These should not be complete sentences.
- The main idea and the related ideas are numbered as main points and sub-points.
- Recognizable abbreviations and symbols are used wherever necessary. For example govt. for government and \for therefore; don't use abbreviations that may create confusion.

- Points are arranged in a logical order.
- Ornamental words and phrases are dropped.
- Examples and quotations are dropped.
- A suitable title is given.
- Key to abbreviations is given.

***Read the passage given below:***

In the nineteenth century Charles Dickens, the English novelist, wrote excitedly of a stage-coach, pulled along by a team of horses, that could cover more than twenty miles in an hour. To us in the twentieth century, when man is able to move and to communicate with such rapidity, the speed of the stage-coach seems no speed at all. Aeroplanes fly many hundred of miles in an hour; express trains achieve four times the speed of the stage; and even without moving we can by wireless telegraph, communicate within seconds with people on the other side of the globe.

The advantages of these increased speeds are numerous. Businessmen travelling, say from Europe to America or to the Far East, can save much time for a journey that would once have taken weeks, takes now, by air, less than 12 hours. Fruits, vegetables and other goods that would decay on a long, slow journey can now be safely sent to far distant places. Members of one family separated from each other by vast distances can have conversations with each other by telephone as easily as if they were all sitting in the same room.

Not all the effects of speed, however, are beneficial. People who are in the habit of using a motor-car whenever they want to move half a mile become physically lazy and lose the power of enjoying a vigorous walk. Those who travel through a country at the speed of light do not see much of the life of that country, of its people and animals and plants as they flash past. They become so anxious about moving quickly from one place to another that they are no longer able to relax and enjoy a leisurely journey. Men are made restless by speedy travel, the pace of their whole way of living is increased.

## **DISCUSSION**

You have noticed that the passage is about rapid means of transport and communication in the 20<sup>th</sup> century.

We will read the first paragraph again and underline the important idea/ideas.

The important idea in the paragraph is

In the 20<sup>th</sup> century, human beings are able to move and communicate fast with such means as aeroplanes, express trains and wireless.



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We will drop the reference to Charles Dickens and stage coach because the reference is only an example of slow-speed transport of the 19<sup>th</sup> century.

Let us read the second paragraph and pick out the important ideas.

The second paragraph lists the advantages of speed which are as follows:

- (1) Businessmen travelling from one place to another can save time because journey time is less.
- (2) Fruits, vegetables and other goods that would decay on a slow journey can be safely sent to distant places.
- (3) Members of one family separated by distance can talk on the telephone.

Now, we'll read the third paragraph and note the important ideas. The paragraph says that there are some disadvantages of speed.

These are:

- (1) People habitual of riding in a motor-car become lazy and lose the habit of vigorous walking.
- (2) People travelling at a high speed through a country cannot enjoy the countryside as they flash past.
- (3) People, in their anxiety to move fast, cannot relax and enjoy a leisurely journey.
- (4) People become restless.
- (5) The pace of living has increased.

Now, that we have identified the important ideas in the passage we'll write them in a sequence and in point form. We'll use abbreviations and symbols, wherever possible. We'll make short and brief points. We'll also give our notes a title.

Notes on the passage

Title:- Fast means of transport and communication

1. Fast means of transport & communicat'n e.g. aeroplane, express trains, wireless, telegraph in 20<sup>th</sup> cen.
2. Advantages of fast transport & communicat'n
  - (I) Saves time.
  - (II) Transport perishable goods safely.
  - (III) Ensures fast and easy communication.



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3. Disadvantages of fast transport

- (i) Makes people lazy.
- (ii) Prevents them from enjoying the countryside as they flash past.
- (iii) Makes them restless because of their anxiety to move fast.
- (iv) Increases pace of living.

Key to abbreviations and symbols

Communicat'n

Communication

e.g.

For example (exempli gratia)

cen.

century

Now, here is another passage. Try to make notes with the help of the clues given under the passage.

Noise can cause widespread damage to the human body. Environmental noise affects the nervous system in a number of ways. Temporary deafness can be caused by brief exposure to intense noise. Excessive noise exposure can result in headaches, fatigue, dizziness, high blood pressure and tense muscles.

Congenital defects can be caused in an unborn child by intense and sustained noise as experienced by female construction workers.

Noise is measured in decibels (DB) and psychological research has proved that 90 DB can cause deafness and 140 DB madness.

**Main idea**

1. Noise can cause widespread damage to .....
2. Intense brief exposures causes.....
3. Excess exposure causes
  - (i) .....
  - (ii) .....
  - (iii).....
  - (iv).....
4. Intense and sustained noise harms unborn child.
5. Noise measured in .....
  - (i) 90 DB causes .....
  - (ii) 140 DB causes .....

Title .....

**Notes**

Give the key to Abbreviations used.

***Common abbreviations and symbols***

You can abbreviate the way you like but make sure that your abbreviations are intelligible. Some commonly used abbreviations are:

Govt – Government

Sc – Science

S.Sc – Social Science

Com – Commerce

+ve – positive

-ve – negative

Jr – Junior

A/c – Account

Bk – book

Capt – captain

cm – centimetre

m- metre

C/O – care of

Deptt – department

Esp – especially

Estd – established

Kg – kilogram

Lab – laboratory

Ltd – limited

N/A – Not applicable

Pt – point

Retd – retired

Rec'd – received

Shd – should

Cd – could

Std – standard

Sig – signature



Notes

Tel – telephone

Univ – university

Wt – weight

Yr – year

& - and

\- therefore

% - percent

= - equal to

> - greater than

< - lesser than

ie – that is

e.g. – for example

w.e.f. – with effect from

You can also make your own abbreviations. Example:

fincl – financial

orgn – organizations



**LET'S TALK**

**Worksheet**

Listen to the conversation on asking and answering questions on tape. Then answer these questions.

1) Where is the student?

\_\_\_\_\_

2) Why did the student not return the books on time?

\_\_\_\_\_

3) Whom will he have to talk to?

\_\_\_\_\_

4) How many books does the student want to issue?

\_\_\_\_\_



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- 5) What are the two requests that the student made?
- 



## CHECK YOUR ANSWERS

### Intext Questions 1.1

1. On July 10, 1949
2. That he had a little hole on his left ear.
3. a) the baby got exchanged with another one  
b) Sleeping next to a fisherwoman
4. May be with the fisherwoman
5. a) eagle-eyed  
b) oblivious  
c) obscure  
d) a spell

### Intext questions 1.2

1. He hit her with his ball on the nose while playing his daily match with her in their house.
2. Patient, encouraging
3. (iii)
4. i) Take out his pullovers and touch them lovingly, showing that he admired his uncle for being on the Indian test team.  
ii) Looking at his uncle's souvenirs including the stump with autographs of Indian cricketers on it.
5. To work hard to become great in life
6. (ii)
7. i) The stump  
ii) it had autographs of Indian cricketers on it.
8. a) He would stop the game and would walk off with his bat and ball





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- b) Cursed him and called him names
- c) His great love of the game.

9. 1) Vivid
- 2) Restrained
  - 3) Invaluable
  - 4) Souvenir
  - 5) Obsession

**OVERALL QUESTIONS**

1. Noted the hole-next day noticed hole missing-frantic search for baby resulted-baby found with fisherwoman—Gavaskar restored to own family- saved from losing own family and identity.
2. Mother- encouraged, supported, played with him, had patience and forbearance even when hurt  
  
 Father- gave valuable advice from time to time enabling him to become a good cricketer or held discussions with him on game.  
  
 Uncle- inspired him to sweat and earn the Indian colours  
  
 Advised him not to try to get things by adopting quick methods.
3. Stopped game when out- walked off with bat and ball (which were his)- had fights with them due to this- childish behavior not liked by friends. Cleverly planned to get him out at a particular ball- made him accept the decision of the majority.

**VOCABULARY ENRICHMENT**

**Intext Questions 1.3**

- |                |                |
|----------------|----------------|
| first class    | bald-headed    |
| four-footed    | brother-in-law |
| three-year-old | letter box     |
| gas stove      | before hand    |
| trouble maker  | right-handed   |
| inter-class    | batsman        |



## Notes

short-sighted      far-sighted  
 bread crumbs      grandmother  
 white-coloured      pullover

**Intext Questions 1.4**

1. grandmother
2. three-year-old
3. bread crumbs
4. short-sighted

**GRAMMAR****Intext Questions 1.5**

- |         |          |            |        |
|---------|----------|------------|--------|
| 1. came | 2. was   | 3. noticed | 4. had |
| 5. went | 6. found | 7. started |        |

**Intext Questions 1.6**

- |                  |            |            |
|------------------|------------|------------|
| 1. studied       | 4. used to | 7. would   |
| 2. loved/enjoyed | 5. would   | 8. would   |
| 3. learnt        | 6. used to | 9. used to |

**Intext Questions 1.7**

2. My aunt did not go to Bombay in the holidays.
3. He did not obey the rules of the camp.
4. He did not come to school on foot.
5. He did not return home after the show.

**Intext Questions 1.8**

2. Did Shekhar go for a swim in the pool?
3. Did he accept the offer?
4. Did India become a Republic on 26th January 1950?
5. Did they want to help the poor children?