

# UNIT ONE

1.1

## A Teenager's Prayer

(Coursebook pages 2 to 6)

**Introduction :** In this poem a teenager is expressing his thoughts about the decisions he wants to make for leading successful life. He prays to God to help him to lead the best life.

### Warming up!

#### Chit-chat (गप्पागोष्टी)

Form Groups of 5 to 6 and discuss. Give a rating of 1 to 5 to each of the following. When you have to make important decisions what do you generally do? : (5 ते 6 विद्यार्थ्यांचे गट करा. पुढील मुद्द्यांची पसंतीच्या क्रमाने प्रतवारी ठरवा. तुम्हांला एखादा महत्त्वाचा निर्णय घ्यायचा असतो, तेव्हा तुम्ही काय करता?)

- Ans. (a) Consult parents/elders 2  
 (b) Contact friends for advice 4  
 (c) Pray to God for guidance 5  
 (d) Think deeply in silence 1  
 (e) Ask your teacher for help 3  
 (f) Toss a coin to decide 6

*Note : Students may note their own rating after discussion.*

### Language Study

#### Figure of Speech : Apostrophe (परोक्ष संबोधन)

बऱ्याच वेळा कवितेत लिहिलेल्या ओळींमधून कवी एखाद्या अनुपस्थित व्यक्ती, अंगोचर/अमूर्त वस्तू किंवा कल्पना, परमेश्वर, मृत व्यक्ती इत्यादींना संबोधून/उद्देशून बोलत असतो/विधान करीत असतो. अशा विधानाला/कथनाला Figure of Speech Apostrophe (अपॉस्ट्रॉफि) म्हणजेच 'परोक्ष संबोधन' अलंकार म्हणतात.

- उदा., (1) Twinkle, twinkle little star \_\_\_\_\_  
 (2) Death! Where is thy sting? \_\_\_\_\_  
 (3) O, Cave man! I wish I could live with you. \_\_\_\_\_

Complete the following, creating examples of Apostrophe of your own. (तुमची स्वतःची Apostrophe ची उदाहरणे देऊन पुढील वाक्ये पूर्ण करा.)

- (1) O, Life! How Strange are your ways?  
 (2) Dear God, Please keep me calm in my difficult days.  
 (3) Books! You are my dear companions.  
 (4) Exams! I wish you were never there, never!  
 (5) O, you beautiful sky send all your beauty to earth.

### Paraphrase

Each day brings new beginnings along with it. So at the beginning of each day I must make my own decisions. There are different paths lying before me; but to choose the road on which to travel is solely my responsibility.

From those different roads lying before me, I can choose the road of life that leads to great success. Or else, I can travel down the path of evil (=darkened) which leads to great worry and strain (=distress).

In the third stanza the speaker of the poem (the teenager) directly addresses the Almighty God (=Lord). He pleads to the Lord to open up his eyes so that he might see clearly. He also prays to God to help him stand for what is right and to bring out the best in him.

The speaker goes on to seek God's help to enable him to say 'no' when he is faced with situations where he may overcome by a strong desire to do something bad or wrong. The speaker also prays for God's blessings so that he might keep his body clean and fit to face the challenges of life each day.

In the final stanza the speaker concludes that by the time his/her teenage years are over, he/she will surely know the truth that the life lived very best is always the one which is lived under the constant guidance of Almighty God (=with you walking next to me).

### Reading for Understanding and Poetic Devices

(Note : Some 'Wh' questions from the coursebook are converted into activity based questions.)

#### Q. 1. Read the extract and complete the activities :

##### A1. Simple Factual Activity :

Choose the correct alternatives and complete the sentences : (Answers are given directly.)

- \*(1) According to the poet, new beginnings are brought by each new day.  
 (new beginnings / new endings)  
 \*(2) We must decide to take the road which leads to great success. (great distress / great success)  
 \*(3) The age group of the speaker in the poem is 13 to 19. (13 to 19 / 20 to 25)

#### Extract-1 (Coursebook page 3)

Each day brings new beginnings

Decisions I must make.

I am the only one to choose

The road that I will take.

I can choose to take the road of life

That leads to great success.

Or travel down the darkened road

That leads to great distress.

शब्दार्थ : teenager (टीनएज्जर) - a person who is 13 to 19 years of age; 13 ते 19 वर्षे वयाची व्यक्ती, किशोर/कुमार. darkened (डार्कन्ड) - (here) evil; (येथे अर्थ) अंधकारमय (दिवस), वाईट दिवस. distress (डिस्ट्रेस) - great worry and strain; यातना, दारुण दुःख.

#### A2. Complex Factual Activity :

\*What decisions does the speaker have to make? (निवेदकाला कोणते निर्णय घ्यायचे असतात?)

Ans. The speaker has to make the decision about choosing the right path of life lying before him. He

wants to decide whether he should choose the road that leads to great success or he should travel down the path which leads to great distress.

#### A3. Activities based on Poetic Devices :

### Poetic Device

**Figure of Speech : Alliteration (अलिटरेइशन) - अनुप्रास अलंकार.**

Alliteration is the occurrence of the same sound at the beginning of words in a phrase, sentence etc. Example "That life is lived its very best."

Alliteration या अलंकारात शब्दांचा गोडवा, सौंदर्य वाढवण्याकरिता शब्दांच्या सुरुवातीला शब्द समूहात एकाच प्रकारचे ध्वनी असलेल्या अक्षरांचा उपयोग वाक्यात केलेला असतो. बरील उदाहरणातील 'life-lived' पाहा.

\*(1) Match the lines in Column 'A' with Figures of Speech in Column 'B' :

Column 'A'	Column 'B'
(i) Decisions, I must make	(a) Apostrophe
(ii) Please open up my eyes, dear Lord.	(b) Alliteration
(iii) Travel down the darkened road	(c) Metaphor
(iv) I can choose to take the road of life.	(d) Inversion

#### Ans.

- (i) Decisions, I must make - Inversion  
 (ii) Please open up my eyes, dear Lord. - Apostrophe  
 (iii) Travel down the darkened road - Alliteration  
 (iv) I can choose to take the road of life. - Metaphor

\*(2) Write the pairs of rhyming words from the extract :

Ans. (i) make-take (ii) success-distress

## Q. 2. Read the extract and complete the activities :

### A1. Simple Factual Activity :

Choose the correct alternatives and complete the sentences : (Answers are directly given.)

- \* (1) The poet prays to the Lord to help him stand for what is right. (might / right)  
\* (2) The poet wants to see that his teenage years have been the best of his life. (worst / best)

#### Extract - 2 (Coursebook page 3)

Please open up my eyes, dear Lord  
That I might clearly see  
Help me stand for what is right  
Bring out the best in me.  
Help, Lord, to just say "no"  
When temptation comes my way  
That I might keep my body clean  
And fit for life each day.  
When my teenage years are over  
I know that I will see  
That life is lived its very best  
With you walking next to me.

शब्दार्थ : temptation (टेम्प्टेशन) - wrong wish to do something bad or wrong; चुकीची गोष्ट करण्याचा मोह, भुल. teenage years - किशोरवय, कुमारवय.

### A2. Complex Factual Activities :

\* (1) How should one react to a temptation? (एकादश्या व्यक्तीने मोहाविषयी कशा प्रकारे प्रतिक्रिया व्यक्त केली पाहिजे?)

Ans. The person should strictly say 'no' to any temptation that comes in his way. He/She should overpower any temptation and avoid doing anything bad or wrong.

\* (2) Whose company does the poet wish for, in the walk of life? Why? (आयुष्याच्या प्रवासात कवी कोणाची साथ मागतो? का?)

OR

\* What effect does the speaker wish to see in himself at the end of his teens? (निवेदक आपल्या किशोरवयाच्या अखेरीस स्वतःमध्ये कोणते परिणाम पाहू इच्छितो?)

Ans. The poet wishes the company of God because, by the time his teenage years are over, he will know that the life he lived under the guidance and help of the Almighty, was the best.

\* (3) In what condition does the poet wish to maintain his body? (कवी कोणत्या परिस्थितीत आपले शरीर सुस्थितीत ठेवू इच्छितो?)

Ans. The poet wishes to maintain his body and keep it clean and fit each day, when temptation attracts him to do anything bad or wrong.

### A3. Activities based on Poetic Devices :

(1) Identify the following figures of speech : (पुढील भाषिक अलंकार ओळखा :)

Ans.

\* (i) Please open up my eyes, - Apostrophe  
dear Lord.

(ii) And fit for life each day. - Alliteration

\* (2) (a) Write the pairs of rhyming words from the extract :

Ans. (i) see-me (ii) way-day

(b) What is the rhyme scheme of the poem? Choose the correct one from the options :

(i) aabb (ii) abcd (iii) abcb (iv) abba

Ans. (iii) abcb.

#### Appreciation of Poem

इयत्ता दहावीच्या इंग्रजीच्या प्रश्नपत्रिकेच्या नवीन आराखड्यानुसार Q. 3 (B) हा कवितावर आधारित 'Appreciation of poem' असा 10 गुणांचा प्रश्न विचारला जाणार आहे. हा प्रश्न विद्यार्थ्यांच्या परिचयाचा नाही. या प्रश्नाचे उत्तर कशा प्रकारे द्यायला हवे, याचे मार्गदर्शन पुढे दिले आहे :

कवितेचे appreciation (रसग्रहण) म्हणजे काय ?

एकादश्या कवितेचे appreciation म्हणजे, त्या कवितेची रचना, विषय, आशय, कवितेत मांडलेले विचार, भावना, प्रसंग, शब्दयोजना, भाषाशैली, भाषिक अलंकार इत्यादी वैशिष्ट्ये ओळखून त्यातील उत्तम गुणांचा आस्वाद/आनंद घेणे. कवितेतील आनंद देणाऱ्या विविध अंगांचे/घटकांचे वर्णन, त्यांचा तुमच्यावर पडलेला प्रभाव, त्या कवितेतील कोणते गुणविशेष तुम्हांला भावले, इत्यादींविषयी तुमचे विचार, भावना, कविता समजून घेऊन व्यक्त करणे महत्त्वाचे असते.

पुढील 8 मुद्द्यांनुसार कृतिपत्रिकेत दिलेल्या कवितेचा रसास्वाद/रसग्रहण करणे अपेक्षित आहे :

(1) Title : सर्वप्रथम कवितेचे शीर्षक लिहावे. (1 गुण)

(2) Poet : त्यानंतर कवी/कवयित्रीचे नाव लिहावे. काही

कवितांखाली असे नाव नसते, तेथे 'anonymous' असे दिलेले असते. याचा अर्थ एखाद्या 'अज्ञात' व्यक्तीने ती कविता लिहिलेली असते. (1 गुण)

(3) Theme / Central idea : (कवितेचा विषय/मध्यवर्ती कल्पना) (2 गुण)

दिलेल्या कवितेचा मुख्य गाथा/विषय, त्या कवितेतील मुख्य कल्पना, मुख्य विचार किंवा घटना लक्षात घेऊन विद्यार्थ्यांना 2-3 ओळीत 'मध्यवर्ती कल्पना' लिहायची असते. कवीला कोणता महत्त्वाचा/ मुख्य विषय अभिप्रेत आहे, हे मध्यवर्ती कल्पनेतून समजते. याकरिता या मार्गदर्शकात कवितेपूर्वी दिलेला 'Paraphrase' (कवितेचा सारांश) हा भाग लक्षपूर्वक वाचा.

(4) Rhyme Scheme : Rhymes (यमके) कवितेतील प्रत्येक ओळीच्या अखेरीस येत असतात. त्यांचे ध्वनी (उच्चार) सरळ असतात. उदा., blow-snow, love-above, etc. या Rhyming words ची रचना कडव्यात विशिष्ट नियमित साच्यात/नमुन्यात येत असते. कडव्यातील नियमित यमक योजनेला 'Rhyme Scheme' असे म्हणतात. Rhyme Scheme 'aa, bb, c' इत्यादी अक्षरांचा उपयोग करून लिहावी लागते. या यमक योजनेविषयीची माहिती तुमचे शिक्षक करून देतील, ती चांगली लक्षात ठेवा. ज्या कवितेतील ओळीत यमक जुळणारे शब्द वापरलेले नसतात, त्या कवितेस Free Verse (मुक्त छंद) असे लिहावे. (1 गुण)

(5) Figure of Speech (भाषिक अलंकार) : (Any one) (1 गुण)

कवितेचे भाषासौंदर्य वाढवण्याकरिता कवी आपले विचार, कल्पना इत्यादी प्रभावीपणे मांडण्याकरिता सर्वसामान्य भाषा वापरण्याऐवजी वेगळ्या अशा आलंकारिक भाषेचा उपयोग करतात. दहावीच्या कवितांत प्रामुख्याने Simile (उपमा), Metaphor (रूपक), Inversion (व्युत्क्रम), Personification (चेतनगुणोक्ती), Antithesis (विरोधाभास), Apostrophe (परोक्ष संबोधन), Alliteration (अनुप्रास), Repetition (पुनरावृत्ती), Hyperbole (अतिशयोक्ती) या Figures of Speech चा उपयोग केलेला आहे. या मार्गदर्शकात दहावीच्या प्रत्येक कवितेतील Figure of Speech ची उदाहरणे, त्या त्या कवितेखाली दिलेल्या प्रश्नांच्या उत्तरात दिली आहेत; ती चांगली लक्षात ठेवा.

(6) Special Features (कवितेची खास वैशिष्ट्ये) : (2 गुण)

या विभागात (1) Type of the poem (2) Imagery व (3) Implied meaning या कवितेच्या तीन खास

वैशिष्ट्यांविषयीची माहिती अपेक्षित असते. कमीत कमी 5-6 ओळीत उत्तर असावे.

(a) Type of the poem (कवितेचा प्रकार) :

एकादी कविता, एखाद्या प्रसंगावर, विषयावर (Subject matter) किंवा कवितेच्या विशिष्ट रूपावर (form वर) आधारित असते.

कवीला भावनांच्या कोणत्याही एखाद्या विषयावर, स्थितीवर, प्रसंगावर आणि कोणत्याही काव्यप्रकारात उदा., Soliloquy/ Monologue (स्वगत) कविता लिहिली जाते. Soliloquy किंवा Monologue मध्ये कवी आपले मनोगत स्वतःशी व्यक्त करीत असतो किंवा आपले विचार स्वगताच्या स्वरूपात दुसऱ्यांना ऐकवत असतो.

(b) Imagery (कवीने भाषासौंदर्याने रेखाटलेले कल्पनाचित्र) :

कवी आपल्या प्रतिभेने कवितेशी संबंधित वस्तू, कृती, दृश्ये, स्थिती इत्यादींची चित्रे सौंदर्यपूर्ण शब्द, भाषिक अलंकार इत्यादींच्या साहाय्याने निर्माण करतो. कवीची ही प्रतिमासृष्टी/ कल्पनाविश्व वाचकांना आनंद देते. पाठ्यपुस्तकातील 'A Teenager's Prayer' ही कविता 'Imagery' चे एक उत्तम उदाहरण आहे.

(c) Implied meaning (गर्भितार्थ/सूचित अर्थ) :

कवी कवितेतील विचार/कल्पना सरळ, साध्या शब्दांत न मांडता ते गर्भित अर्थाने/सूचित शब्दांत/ओळीत कवितेचे सौंदर्य खुलवत असतो. या गर्भितार्थाचा खुलासा/स्पष्टीकरण करून 5-6 ओळीत खरा अर्थ सांगण्याचा प्रयत्न करावा. 'Walk a little slower' आणि 'Hope is the thing with feathers' या पाठ्यपुस्तकातील कवितांत implied meanings ची बरीच उदाहरणे आहेत. याकरिता मार्गदर्शकातील या कवितांखाली दिलेली प्रश्नांची उत्तरे लक्षपूर्वक वाचा.

(7) Favourite line/lines : (कवितेतील तुम्हांला आवडलेली ओळ/ओळी.) (1 गुण)

दिलेल्या कवितेतील तुम्हांला आवडलेल्या पंक्ती/ओळी या भागात लिहायच्या आहेत.

(8) Why I like/don't like the poem (ती कविता मला का आवडली/का आवडली नाही?) : (1 गुण)

दिलेली कविता तुम्हांला कोणत्या कारणांमुळे आवडली किंवा कोणत्या कारणांमुळे आवडली नाही, हे थोडक्यात लिहा.

\* Write an appreciation of this poem with the help of following points : (पुढील मुद्द्यांच्या मदतीने या कवितेचे रसग्रहण करा :)

### Point format

- (1) **Title** : The title of the poem is quite simple and straight. The title gives the reader a clear idea of what the poem is about.
- (2) **Poet** : The poet of the poem is J. Morse.
- (3) **Theme / Central Idea** : The theme of the poem is a teenager's dilemma about making the right decisions. The responsibility of choice falls fully on him/her. A wrong decision may ruin the whole life. Hence the teenager in the poem recognizes the need to pray for God's help and guidance.
- (4) **Rhyme scheme** : The rhyme scheme of the poem is 'abcb.'
- (5) **Figure of speech** : "Apostrophe"  
In the line "Please open up my eyes, dear Lord," the speaker of the poem directly addresses the abstract entity, God. Hence, the figure of speech is 'apostrophe.' This line is especially striking because the tone of the whole poem is one of 'apostrophe.'
- (6) **Special features** : This is a short but quite well-structured poem. In the first two stanzas the speaker of the poem (a teenager) contemplates on the burden of making choices. In the following two stanzas the speaker of the poem seeks God's help to show him/her the right path. In the final stanza the speaker concludes that he/she would always cherish the teenage years spent under the constant guidance of Almighty God.
- (7) **Favourite lines** : My favourite lines from the poem are :  
"I can choose to take .....  
..... to great distress."

These lines very clearly convey the problem faced by every teenager. At the juncture of teenage, one may either choose the road that leads to success or end up taking the path to ruin. So, making the

right choice at this age is very important. Through these lines, the poet puts across a strong and valid message to all teenagers.

(8) **Why I like the poem** : I like the poem for its clear and important message. As a teenager myself, I can very well relate to this very relevant message.

विशेष सूचना : येथे वर दिलेल्या कवितेचे Appreciation दिलेल्या 8 मुद्द्यांनुसार केलेले आहे. ज्या विद्यार्थ्यांना त्याच्याऐवजी Paragraph (परिच्छेद) लिहायचा असेल, अशा विद्यार्थ्यांना Paragraph लिहिण्याची पद्धत माहिती व्हावी, म्हणून या मार्गदर्शकात 1.1, 2.1, 3.1 व 4.1 चे Appreciation परिच्छेदाच्या स्वरूपात नमुना म्हणून लिहून दाखवले आहे. परिच्छेदाचे स्वरूप विद्यार्थ्यांनी चांगले लक्षात घ्यावे. यावरून अन्य कवितेचा Appropriation परिच्छेदाच्या स्वरूपात कसा करावा तो लक्षात येईल.

### Paragraph Format

A 'Teenager's Prayer' is a poem by J. Morse. The title of the poem is simple and straight; it gives the reader a clear idea of what the poem is about. Putting it in few words, the theme of the poem is a teenager's dilemma about taking the right decisions and his/her request to God for his help and guidance to choose the right path. The rhyme scheme in the poem is "abcb". Though the whole tone of the poem is one of 'apostrophe', the line "Please open up my eyes, dear Lord," stands out as a good example of this figure of speech. There are five stanzas in the poem. It is a short but well-structured poem. In the first two stanzas the speaker (the teenager) thinks about his burden of making choices. In the next two stanzas the speaker prays God to get help from him and requests him to show the right path. In the last stanza the teenager promises to cherish the teenage years spent under the guidance of Almighty God. These are the special features of the poem. My favourite lines are of the second stanza wherein the poetess puts across a strong and valid message. Overall, I like the poem for its message-with which I can relate very well.

### Writing Skill

- Q. 1. Look around in your vicinity—your family, friends, neighbours, classmates, etc. and write about any four teenagers who have made a name for themselves by doing something extraordinary. (तुमच्या अवतीभोवती असलेले-तुमचे कुटुंब, मित्र, शेजारी, वर्गमित्र इत्यादींकडे लक्ष टाका आणि ज्यांनी काहीतरी भव्यदिव्य करून स्वतःचे नाव कमावले आहे अशा चार कुमारांविषयी माहिती लिहा.)

	Teenager Group	Name	Special / extraordinary tasks / things performed / done
(1)	Family	Vishal	Healthy young boy—body-building was his passion—trained—hard work—took part in various competitions—became 'Mumbai Shree' at the age of 20—opened his own Gym—trained many body-builders—they won many titles—became rich and famous.
(2)	Friends	Meera	Disabled—lost a leg in an accident—prosthetic leg at the age of 15—she excelled in studies—after graduation she appeared for Maharashtra Public Service Commission exams—passed at first attempt—ranked 5th among all—became Tehsildar—worked for common man—all people loved and admired her administration.
(3)	Neighbours	Yashraj	Special child—born blind—inclined to music since childhood—distressful life—did not give up—used to hear songs on transistor and TV.—practised—learnt harmonium, guitar, tabla, etc.—sang classical songs—mastered every type of music—arranged many concerts—today he is a famous music director at the age of 30.
(4)	Classmates	Jacob	Wealthy family—were in big business—father wanted him to get into business—but he wanted to change the face of villages—adopted some backward villages—worked selflessly with the poor and needy people—with great patience, perseverance and sacrifice did his noble work—brought transformation in their life—improved their overall quality of life—he is respected as God by the villagers.

### Group Activity

- Elements of Planning An Interview : (मुलाखतीचे नियोजन करण्याकरिता आवश्यक घटक :)

(विद्यार्थ्यांनी गट करून पाठ्यपुस्तक पृष्ठ 4 वर दिलेल्या मुद्द्यांवर चर्चा करावी व प्रत्येक घटकाविषयीची माहिती आपल्या वहीत लिहावी. याकरिता पाठ्यपुस्तक पृष्ठ 4 वरील मार्गदर्शक फॉर्मेट पाहावे.)

- Q. 2. Prepare a set of 10 questions to interview any one of the successful teenagers : (वरील यशस्वी कुमारांपैकी कोणत्याही एकाची मुलाखत घेण्याकरिता एक प्रश्नसंच तयार करा :)

Name of the interviewee - Yashraj Gode  
Name of the interviewer - TV Reporter  
Raju Mane

Topic - Music Venue - X TV Channel

Date - 18th August 2018

Time - 5 p.m. Duration - Half an hour

Ans. Interview questions for blind musician :

- (1) Could you please tell me about your family?
- (2) How did your blindness affect your career as a musician and composer?
- (3) Who supported you in your venture?
- (4) Who were your Gurus and what sort of training did you receive?

- (5) What is your speciality in singing?
- (6) Which was the best performance in your life according to you?
- (7) What are the awards you have received?
- (8) What are your plans for future?
- (9) What is your advice to young aspirants?
- (10) What can you do to encourage them?

Q. 3. Compose a short prayer in English asking God to guide you in your teenage years. Later, you can even try to make the lines rhyme to give it a poetic form. (तुमच्या कुमार वयात तुम्हांला देवाचे मार्गदर्शन लाभाने याकरिता केलेली छोटी प्रार्थना लिहा. कवितेचे स्वरूप देण्याकरिता यमकयुक्त ओळी लिहा :)

Ans.

O God, bless me with friends  
with purest heart,  
Who'll always stand by me in dark and dust.  
Let our friendship grow clean and right.  
My future bright will be in my sight.