



3

## KONDIBA—A HERO

I am sure you will agree that we all face difficulties and problems. How do you deal with them? Do you feel defeated and frustrated, or you consider various possibilities and try to find solutions? There are some people, who, in spite of their own difficulties, are able to understand others' problems and are ready to help them. Such people are real heroes.



### OBJECTIVES

After completing this lesson you will be able to:

- follow the sequence in the development of a story;
- predict the events in a story;
- use phrasal verbs;
- use verbs in the past tense and the past perfect tense accurately;
- describe the different attributes of a person;
- recognise your feelings and emotions;
- relate to the feelings of differently-abled people & find ways to support them;
- critically analyse a situation and take a decision, and
- write a narrative piece.



### 3.1 LET US READ THE TEXT

#### Before you read, think:

- What is your first reaction on seeing a differently-abled person?
- Do you think that differently-abled people can be self-reliant and economically independent?
- What is the general attitude of society towards differently-abled people?
- What are the different ways in which differently-abled people contribute to our society?
- What can society and the government do to make their contribution even better and bigger?



Fig. 3.1

Let us read the story of Kondiba who is visually challenged. Let us find out what he does that makes him a hero and helps him to become economically independent.

Kondiba Gaikwad hated begging. But the famine in Maharashtra in 1972-73 had driven him from his home in Aurangabad to Mumbai in search of bread. At first, he had tried selling brooms. Unfortunately, he had little luck selling his goods. He soon learnt that Mumbai is generous to beggars – especially blind beggars. And 25-year-old Kondiba was blind. He had become blind with small pox at the age of eight.

It was a cloudy day in “Golibar”, the large slum colony in Ghatkopar, north-east of Mumbai. Kondiba lived here with Tukaram and Tukaram’s wife, Yelanbai. It was the end of the monsoon. In the middle of an open area, in the colony there was a well. It was full of blackish-green water. Nothing could be seen more than a few centimetres below the surface.

The well was highly useful to the people who lived in the surrounding huts. They had dug it two years before because the only water tap in the colony was not enough for the slum’s growing population. There had never been any money for a wall around the well. The mouth of the well had gradually widened as the soil and rocks on the sides fell in. The bottom was narrow, muddy and filled with weeds. The well was dangerous; but it had



#### Notes

differently-abled people: people who have lost a body part; or whose sense organ/s do not function; or who have some deficiency in nervous or mental processes.

famine: a time when there is very little food in region

small-pox: a serious, often fatal disease causing a high fever & leaving permanent marks on the skin.

gradually: slowly

weeds: unwanted wild plants

gunny bag: bag made from rough ‘jute’ cloth

startled: surprised/shocked due to a sudden noise

paddle: walk with bare feet in shallow water

drive: jump head first into water



## Notes

pottery: pots made of clay

float: stay on the surface of a liquid (here, water)

run out of something: use up or finish a supply of something

vanish: disappear

bursting: (here) almost breaking open

disappointment: unhappiness because some desired event has not happened

ribs: curved bones extending from the backbone and curving round to the chest to protect the heart and lungs

desperately: trying badly in a situation of hopelessness

lad: boy

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been there for so long that no one worried about it. It seemed harmless. Kondiba had returned to the slum to eat a little food, which Yelanbai had prepared. His day's begging usually ended when he had collected Rs. 5 to Rs. 6 in his small gunny bag.

Suddenly, there were shouts and sounds of great confusion. Kondiba and Yelanbai were startled, "Someone's fallen in the well!" they heard a woman cry.

Kondiba set aside his meal and said urgently, "Quick, lead me there." Within a minute the blind beggar and the woman reached the well, and pushed their way through a small group at the mouth of the well. In seconds Kondiba pulled off his shirt and slipped into the water. Two boys were already paddling around trying to find young Arvind, who had fallen off a tree trunk while drawing water. The boys could not dive.

Kondiba had been a good swimmer as a young boy before he lost his sight. But years of poverty had made him weak. Once he had been able to dive deep into the wells around his village to pick up shining bits of broken pottery that he and his friends would throw in as part of a game. But it had been many years since he had tried to hold his breath long enough to get to the bottom of a well.

Kondiba floated on the surface for a moment, then took a deep breath and dived. Carefully feeling his way along the rocks on the side of well, he reached the bottom; his feet sank into the soft mud. He felt nothing but the mud and the slippery weeds. Tired, and with his breath running out, he came to the surface.

It was now two minutes since Arvind had fallen in. His aunt, with whom he lived, was at the well. As Kondiba surfaced without the boy he heard her wailing.

The blind man took another deep breath and vanished into the muddy depths. His first dive had given him a good idea of the shape of the well. So he went straight down and tried to search the bottom with his hands. They slipped in the mud and got caught in the weeds. There was still no sign of the boy.

His lungs were nearly bursting. He rose to the top once again. He had been down longer than the first time, so the women and children were getting more and more excited. When his head appeared above the water, the crowd gave a sigh of disappointment.

Never in all the years of his blindness had Kondiba missed his vision so much. If only he could see, he might be able to find the drowning boy. He did not know that even normal eyes would never have been able to see in muddy water.

Kondiba was very tired, but he knew he was Arvind's only hope. He worked as fast as he could, feeling his way through the mud and the weeds. "Arvind must be here," he thought. "He cannot have vanished."

Kondiba's ribs were aching; he couldn't hold his breath much longer. Then, just as he was about to twist his body upright and kick himself to the surface, his finger felt something soft among the weeds. Cloth! He moved his hand further and touched Arvind's legs. The boy's body was held in the mud and weeds.

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Kondiba's heart was beating painfully, he badly needed to breathe. He felt desperately for something to hold in order to pull Arvind up and out of the net he was in. Suddenly, he felt Arvind's belt! Holding it tightly with his right hand, he pulled the lad free, turned about and pushed up. His spine and muscles ached. This almost stopped his movements. His weak, starved body fought against what his mind told him he must do.

Keeping a tight hold on the boy's belt, Kondiba struggled to push himself upwards with his free hand and feet.

It seemed a long time before he rose the six metres from the bottom and broke surface. While he gasped for breath, other hands quickly lifted Arvind up and out of the well. Kondiba held on to the well's rocky side, his eyes closed, his body tired. He heard, but paid little attention to the sounds of people trying to give Arvind artificial respiration. Finally, the boy began to vomit water, and cries of joy came to Kondiba still holding tightly to the side of the well.

Then Arvind was hurried away to the hospital. A man helped Kondiba out of the well and a woman patted him affectionately on the shoulder. Yelanbai led him back to the hut. There, Kondiba put on his clothes, finished his half-eaten meal, and fell asleep.

That evening, a police officer came to tell the blind beggar that the boy he had saved would be alright. Kondiba later learnt that if the boy had been in the well longer his brain would certainly have been damaged from lack of oxygen. And Kondiba had saved him just in time.

The next afternoon, Arvind returned to "Golibar". He went at once to Kondiba and, while his aunt watched with tears in her eyes, he touched Kondiba's feet in gratitude.

Indeed, Kondiba had saved a life. But his own still had to go on, and for him that meant begging. By afternoon Kondiba was back on the streets of Mumbai with his gunnysack. However, word soon began to spread about the beggar's courage. His picture and the story of his daring rescue were published in many national and local papers. Suddenly Kondiba became a hero. He was praised by the Governor, the Chief Minister of Maharashtra, and other officials. Rewards totalling Rs. 12,970 were presented to him. For a few months, he was given a home in a Home for the Blind. Here he learnt some skills such as bottling and the weaving of chair seats.

Today, Kondiba lives in Jalna, a market town close to his native village. He has married a local girl and runs a small business. Kondiba Gaikwad's bravery and determination to find the boy in the well had completely changed his own life.

The beggar who hated begging need never beg again.

## 3.2 LET US UNDERSTAND THE TEXT

### 3.2.1 PART 1

*Kondiba Gaikwad.....cry.*



## Notes

Have you noticed boys and girls begging at traffic lights and markets? What do you feel when you see them? Most of them are young. Many of these young people have been forced to move away from their native places to earn a livelihood. They may even have been kidnapped and forced to work or beg when they should have been in school, preparing for a bright future. Have you ever wondered what kind of dreams these young people have? Do you think they are different from yours?

Kondiba is a blind man who comes to Mumbai in search of work. He lives in a slum and begs for his living. In the slum where he lives there is an open well. It has no walls and is very unsafe. One evening Kondiba hears a woman cry out that someone has fallen into the well.



## LET US DO 3.1

- A) Newspapers and magazines publish the stories of people who become heroes because of their bravery, compassion, empathy or ability of decision-making in difficult or critical circumstances. Cut out the stories of such people and paste them in a scrap file. Collect at least five such stories.
- B) Write in 3 – 4 sentences how the actions of the people in the stories influenced you.



## INTEXT QUESTIONS 3.1

1. When and how did Kondiba become blind?
2. Kondiba hated begging, but he had to beg. Why did he start begging? Give two reasons to complete the following statements:
  - a) He could not \_\_\_\_\_
  - b) He came to know that the beggars \_\_\_\_\_
3. If you were in Kondiba's place and would lose your eyesight what would you do?
4. Who had dug the well? Where was it dug?
5. Why was the well dug?



6. What had happened to the water in the well within two years?
7. What happened one day when Kondiba was having food?

**3.2.2 PART 2**

*Kondiba.....disappointment.*

In the previous section, we read that one day when Kondiba was having his meal, he heard a woman cry out that someone had fallen into the well.

Kondiba asks a woman to take him to the well. He knows how to swim. He was good swimmer as a young boy, but poverty has made him weak. Without considering this Kondiba jumps into the well to save a young boy named Arvind. Don't you think he is very brave to do so?

He dives down again and again to search for the boy but cannot find him. And each time he comes up he feels more and more tired. The people standing near the well feel disappointed each time Kondiba comes up without Arvind. Do you think Kondiba continues to search for Arvind? Think.

**INTEXT QUESTIONS 3.2**

1. What did Kondiba do as soon as he heard that someone had fallen into the well?
2. Tick the correct sentence:  
When Kondiba reached the well,
  - a) he found that Arvind had fallen into the well.
  - b) he felt helpless as he had no sight.
  - c) he dived into the well to save Arvind.
3. How many times did Kondiba go into the well? Was his experience the same or different every time?
4. Why was the crowd disappointed?
5. If you were Kondiba, what would you do in such a situation?



## DO YOU KNOW

*How to help oneself and others in emergencies/disastrous situations*

In life, we come across accidents like fires, plane crashes, road accidents, and cases of drowning as well as calamities such as floods, earthquakes, cyclones or terror attacks. In all these emergencies, we can improve the survival rates with our preparedness and empathy towards others.

We only need to remember the following rules:

- **Be brave and stay calm.** Certain coping devices like controlled, rhythmic breathing can keep anxiety under control.
- **Make a thorough assessment of the situation.**
- **Think of possibilities**
- Be sure you have **enough information** required to help yourself or rescue a person or persons.
- Even though you need to take quick action, take a moment to **think clearly** as to what you should do. Do not do anything that will endanger you or others. Do not hesitate to ask others to assist you or to raise the alert.



## LET US DO 3.2

- 1) You are at the railway platform waiting to board a train. You hear a loud explosion and see injured people lying around. Discuss the situation with a friend. In 3-5 sentences explain the three most important things that you would do in this situation.
- 2) Think of the kind of accidents that could occur in your home or neighbourhood. What items will you need to provide first aid? With help from a doctor in your locality prepare a first aid kit which will be useful in handling these common accidents that happen in the home or in the neighbourhood.

## 3.2.3 PART 3

*Never in..... beg again?*

Kondiba tries again and again to find Arvind in the deep well. He wishes he was not blind, because if he could see he would be able to see Arvind and save him. Do you think Kondiba gives up? Though he feels very tired and feels that his body will not be able to do any more, he does not stop searching. He dives down once more. This time he feels Arvind's clothes against his hand. He quickly holds on to Arvind's belt and brings him out.

Arvind is taken to the hospital. Kondiba thinks that he has to carry on with his life as a beggar, but his life changes. People hear of his bravery and reward him and Kondiba is now able to give up begging, which he had hated to do.

**INTEXT QUESTIONS 3.3**

Answer the following briefly:

1. What did Kondiba miss most now? Why?
2. Underline all the expressions/sentences that describe that Kondiba was very tired.
3. Kondiba was tired but he did not give up hope. Why? Give two reasons.
4. What does 'The net' refer to?
5. How did Kondiba free the boy from the weeds?
6. 'It seemed a long time'. For whom did it seem too long? Why?
7. When Kondiba came up to the surface, what three things did the crowd do?
8. (a) How did Kondiba feel when he brought Arvind out of the well?  
(b) If you were in Kondiba's place, how would you have felt?
9. What did the policeman tell Kondiba? What would have happened to Arvind, if he had not saved him just in time?
10. What publicity did Kondiba get?
11. How was Kondiba rewarded?
12. How did Kondiba utilize his prize money and skills?
13. What does his example prove?

**LET US LEARN NEW WORDS 3.1****Exercise 1**

Given below are two lists – one of describing words (adjectives) and the other of naming words (nouns).

Scan through (quickly glance through) the text and match the words in the two lists. Try to do it within five minutes. One has been done for you.





Notes

**Describing words**

- gunny
- daring
- starved
- muddy
- cloudy
- growing
- broken
- slippery
- half-eaten
- blackish-green
- surrounding

**Naming words**

- day
- huts
- depths
- bag
- water
- weed
- body
- pottery
- rescue
- population
- meal



Remember, some of the describing words given above may be used as verbs also. For example, I have broken my leg. Here ‘broken’ is the third form of the verb ‘break’.

**Exercise 2**

Give at least one more describing word for each noun given in Exercise 1, for example, sunny day.

**Phrasal Verbs**

A phrasal verb is a simple verb combined with an adverb or a preposition or sometimes both to make a new verb with a meaning that is different from that of the simple verb. For example, read the sentence ‘Kondiba’s life had to go on.’ In this sentence ‘go on’ means ‘continue’.

**Exercise 3**

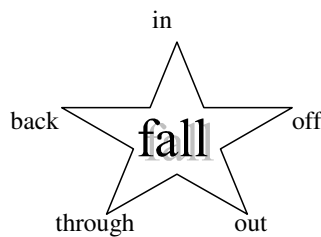
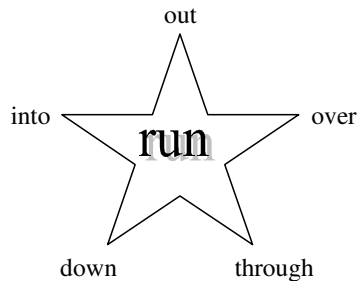
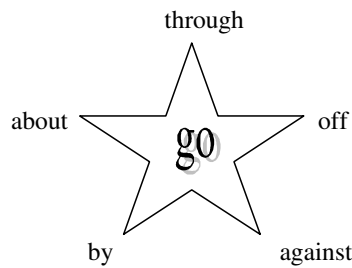
In this lesson, you came across a number of phrasal verbs. Complete the following summary of sections II & III using appropriate phrasal verbs. You will have to change the form of the verbs.

dive into, run out of, go into, give up, push through, pull off, fall into

On reaching the well, Kondiba \_\_\_\_\_ the crowd. He came to know that a small boy had \_\_\_\_\_ the well. He \_\_\_\_\_ his shirt and \_\_\_\_\_ the well. He \_\_\_\_\_ the well twice but failed to find the boy. He had \_\_\_\_\_ breath, but he did not \_\_\_\_\_. He went into the well once again. He felt the shirt of the boy and pulled him out. In spite of his blindness, Kondiba was able to rescue the boy.



**Exercise 4:** Given below are phrases related to the verbs ‘go’, ‘fall’ and ‘run’.



**Look up the meanings of these phrases in a dictionary.**

- go through - \_\_\_\_\_
- go about - \_\_\_\_\_
- go off - \_\_\_\_\_
- go against - \_\_\_\_\_
- go by - \_\_\_\_\_
- run out - \_\_\_\_\_
- run down - \_\_\_\_\_
- run into - \_\_\_\_\_
- run over - \_\_\_\_\_
- run through - \_\_\_\_\_
- fall out - \_\_\_\_\_
- fall through - \_\_\_\_\_
- fall back - \_\_\_\_\_
- fall in - \_\_\_\_\_
- fall off - \_\_\_\_\_

Now complete the given sentences with appropriate phrasal verbs choosing from the ones given above.

1. How should I \_\_\_\_\_ finding a job?
2. We have \_\_\_\_\_ of fuel.



Notes

- 3. When friends have a misunderstanding, they may \_\_\_\_\_ with each other.
- 4. \_\_\_\_\_ the dialogues quickly before you deliver them.
- 5. His plan of going abroad may \_\_\_\_\_ because of shortage of funds.



3.3 LET US LEARN GRAMMAR

Past Tense

In 'Snakebite', we learnt that:

- we use the past tense when we talk about an event that took place at a specific point of time in the past.
- we use the second form of the verb for the past tense.

Choose the appropriate verb from the help box and complete the passage given below, using the simple past tense.

realise	earn	come
start	fail	hate
try		

Kondiba \_\_\_\_\_ to Mumbai from Aurangabad to earn his living. He \_\_\_\_\_ to sell brooms but he \_\_\_\_\_ to earn much. Soon he \_\_\_\_\_ that blind beggars could earn more. So, he \_\_\_\_\_ begging, though he \_\_\_\_\_ it. He \_\_\_\_\_ Rs. 5 to Rs. 6 everyday.

Past Perfect Tense

Read the following conversation between Rafi & Neeraj:

*Did you go to the movie yesterday?*

*Yes, but I missed the beginning.*

*Could you get the ticket after the movie had started?*

*I had bought the ticket already.*

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Notes

Which two actions were completed first and which action took place later?

- buying the ticket
- going to the movie
- starting of the movie

Actions (a) & (c) took place first. Action (b) took place later.

Read the conversation again. You will find that:

- In the case of actions/events that were completed first, the past perfect tense (i.e. had + the 3<sup>rd</sup> form of the verb) is used.
- In the case of actions/events that were completed later in the past, the simple past tense (i.e. the 2<sup>nd</sup> form of the verb) is used.

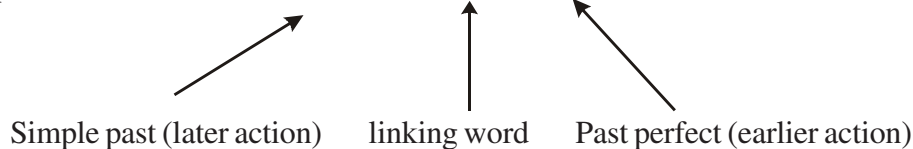


- Identify the sentences with the past perfect tense from unit II of the text.
- Use the information given in the chart below. Make as many sentences as you can by combining any two of the sentences at a time. Use the appropriate forms of the verbs (i.e. the simple past tense and the past perfect tense) and linking words when you combine the sentences.

6.00 a.m.	Grandmother put on the music
6.30 a.m.	All of us did Yoga
7.30 a.m.	Father got us ready for school and mother made the lunch box
8.00 a.m.	My sister and I left for school
9.00 a.m.	Mother enjoyed a cup of tea as she made the monthly budget
2.00 p.m.	We returned from school and ate lunch
5.00 p.m.	We went out to play
7.30 p.m.	We worked on the school assignments and shared the day's activities with our parents

**Hint:** The sentences that you make will show what happened first and what happened later. Do not mention the time.

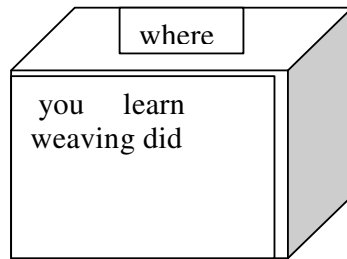
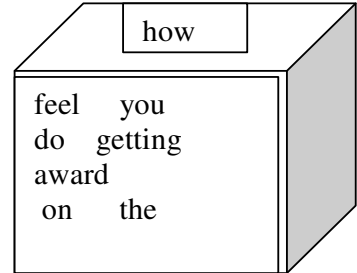
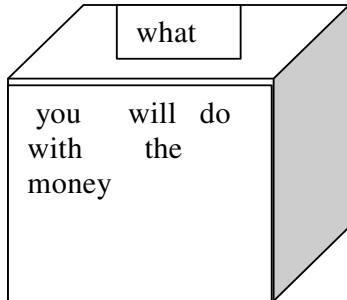
**Example:** Mother and Father left for office after I had left for school.





Notes

3. Use all the words given in each box to make a 'wh' question. Do not forget to put a question mark (?) at the end of each sentence.



3.4 LET US WRITE

Narrating an Incident

Imagine that one day when you were playing with your friends, you heard the cries of a puppy. The pictures given below describe the incident as it happened. Tell a child or a friend what happened, how it happened, what you did and how you felt afterwards. Now, write the description of the incident.

Remember to use the past tense and connecting words or phrases.



Fig. 3.2



Fig. 3.3



**Fig. 3.4**



**Fig. 3.5**

You may begin with –

*One day, when I was playing with .....*

You may end with –

*Now, it follows me everywhere.*

### **Describing a Person**

To write the description of a person, one may choose one or more of the following characteristics. It all depends on the context and the purpose of a description.

- 1) Physical features – built, height, gait, complexion, facial features, forehead, eyes, nose, lips etc, hair, dress
- 2) Nature including psychological attributes and values that the person upholds
- 3) Habits and expressions

Consider the following situations. Against each situation, write which characteristics – physical features, nature including emotional and moral attributes, habits and expressions – you would focus on in your descriptions:

- a) You have arranged a writer for a visually challenged person who is going to take her Board examination. You are telling this writer how he could identify the examinee at the examination centre. \_\_\_\_\_
- b) You are introducing yourself to your new pen friend. \_\_\_\_\_
- c) You are describing your role model (someone you admire and respect) to your friend. \_\_\_\_\_

### **Exercise**

You have moved to a new neighbourhood. Your next-door neighbour is very jolly and friendly. Write a letter to your friend telling him/her about this neighbour.



## Notes

Some of the expressions that you may use are:

smiling face, twinkle in eyes, chirpy, cracks jokes, friendly, helpful, caring



## DO YOU KNOW

**The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995** holds the State responsible for the prevention of disabilities, protection of rights, provision of medical care, education, training, employment and rehabilitation of persons with disabilities.

The Human Rights approach recognises that the talents of children with disabilities need to be optimally developed for the benefit of the whole of society. This approach recognises and emphasises that people with disabilities can accomplish a particular task or perform a particular function, but only in a different manner or taking more time or effort than people without a disability. Hence, the term ‘**differently-abled**’ is used to refer to disabled or handicapped people.

The following examples show how infrastructure and the inability of able-bodied people to understand the needs of the differently-abled people create problems for them:

- *It is the stairs leading into a building that disable the wheelchair user rather than the wheelchair.*
- *It is defects in the design of everyday equipment that cause difficulties, not the abilities of people using it.*
- *It is society’s lack of skill in using and accepting alternative ways to communicate that excludes people with communication disabilities.*



Read the examples given in the DO YOU KNOW box given above and observe how the infrastructure at public places creates a hindrance for differently-abled people to be independent.

Talk to different people including differently-abled people, and gather various suggestions on how society can reduce these hindrances or difficulties that differently-abled people face in their day-to-day lives. Write at least 5-6 suggestions. You may include your own suggestions also.



For example: Providing audio signals/instructions at traffic lights can help visually impaired people to cross roads on their own.

**LET US LISTEN 3.1**

An interview script with Inspector Ravi Indorkar of the Indore police force is given here. He is creating history by helping the visually impaired students. Ask your friend to read out the script of the interview to you.

Reporter : Inspector Ravi, you have been recording text books on cassettes since 1994. How did you get this idea?

Ravi : It so happened that a group of blind people approached me for help in locating an address. When I asked them who they were looking for, they told me that they were going to meet a man, who reads to them from textbooks. Soon I found out that the books in Braille were available only till Class VII. So I decided to record all the books till graduation in all the subjects.

Reporter : How much time do you spend every day to record the books?

Ravi : About a couple of hours.

Reporter : How much do you charge for these cassettes?

Ravi : I circulate them free of cost.

Reporter : How much money do you have to spend every month?

Ravi : Initially, I spent my saving in buying a dubbing machine, an ordinary mike and a few cassettes. But soon my colleagues started giving me the cassettes.

Reporter : How did you help these students to write their examination?

Ravi : It was indeed a great problem for them to find writers, who were willing to write in the examination on their behalf. So I appealed to the students of the local schools and created a bank of volunteers of varying age groups. I maintain a register and send the volunteers as writers whenever the blind students need writers.

Reporter : How do you feel working for a social cause?

Ravi : I am working for my satisfaction and I am still not satisfied. My dream is to take these students to the State Public Service Commission examination.

Reporter : I am sure with your commitment and determination, you would be able to fulfil this dream.





## Notes

Complete the given questions asked by the reporter:

- \_\_\_\_\_ you get this idea?
- \_\_\_\_\_ spend every day to record the books?
- How much \_\_\_\_\_ for these cassettes?
- How \_\_\_\_\_ these students to write their examination?
- How \_\_\_\_\_ for a social cause?



## LET US TALK 3.1

Assume that you are a newspaper reporter. To write a report of the incident before Kondiba received the reward, you need to interview Kondiba and Arvind.

What questions would you ask Kondiba after he took Arvind out of the well? What questions would you ask Arvind? Ask them at least two questions each.

Work with a friend. One of you can ask the questions while the other answers.



## WHAT YOU HAVE LEARNT

In this lesson, you have learnt that each of us is unique and has different abilities that should be recognized and valued. This also applies to a differently-abled person who is like any other person and has the same kind of feelings and emotions. We should not underestimate the differently-abled people as they too have some special talents and capabilities. They should be treated fairly and as equals as this is their right according to the constitution of India. The State, society and each one of us have a responsibility to help the differently-abled people to achieve their goals and dreams.

You also learnt that if we care for others and keep calm in a difficult situation, usually we can find a positive way out of the situation.



## TERMINAL QUESTIONS

- Put the following sentences in the correct order to rewrite the story.

First number the sentences. The first one is done for you.

- The people of Golibar colony had dug a well in an open area. ( )
- When Kondiba heard about it, he left his meal and rushed to rescue the boy. ( )

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- c) Kondiba was a blind beggar, who lived in Golibar Colony. (1)
  - d) A boy fell into the well. ( )
  - e) Kondiba became breathless but he did not give up. ( )
  - f) Kondiba's picture and story were published in the newspaper. ( )
  - g) Kondiba dived into the well to bring the boy out. ( )
  - h) He saved Arvind's life. ( )
  - i) Kondiba, a blind beggar, became a hero and was well rewarded. ( )
  - j) Kondiba runs a small business and is happy. ( )
  - k) Arvind went to Kondiba with his aunt and touched Kondiba's feet in gratitude. ( )
  - l) Without thinking about himself he dived again and freed the boy from the weeds. ( )
2. Now add linking words / phrases wherever required and write the above story in your notebook. Some linking words / phrases are given below.

### Linking words / phrases:

Thus next day; one day; today; after sometime; next day.

- 3. Why do you think Kondiba hated begging?
- 4. Kondiba was blind. Yet he became a hero. What qualities of Kondiba helped him change his life and become a hero? Write in about 100 words.  
(hint – bravery, .....)
- 5. After reading the story, what are your views about the abilities of differently-abled people to earn a living? What can you do at an individual level to show them empathy rather than showing pity or indifference?



## ANSWERS

### 3.2.1 PART 1

#### INTEXT QUESTIONS 3.1

- I.
  - 1. At the age of eight, because of small-pox
  - 2. He could not earn much by selling brooms; could earn well in Mumbai
  - 3. Individual responses – accept all answers
  - 4. Residents of Golibar slum, in the center of the colony



## Notes

5. Tap water was not enough for all the people living in the colony
6. It had turned blackish-green
7. He heard a woman crying out that someone had fallen into the well.

**3.2.2 PART 2****INTEXT QUESTIONS 3.2**

- I. 1. He left his food and rushed to the well/asked Yelanbai to take him to the well.
2. (c) He dived into the well to save Arvind.
3. Two times. It was different. First time, he reached the bottom by feeling his way along the rocks on the side of well. Second time, he had the idea of the shape of the well, so he went straight down to the bottom.
4. Kondiba had come out empty-handed \ could not find Arvind.
5. Individual responses.

**3.2.3 PART 3****INTEXT QUESTIONS 3.3**

1. He missed his vision because he was unable to find Arvind and he knew that Arvind's life was in danger.
2. Panting heavily,  
tired  
Kondiba's ribs were aching; he couldn't hold his breath much longer.  
Kondiba's heart was beating painfully; he badly needed to breathe.  
His spine and muscles ached.
3. He was the only hope for Arvind. He reasoned that Arvind could not vanish, he must be in the well.
4. the weeds around Arvind
5. He caught hold of his belt and pulled him out of the net of weeds.
6. Kondiba, he was very tired/had to struggle a lot to find and pull Arvind out  
**You may add:** he had become weak from poverty/it had been many years since he had tried to hold his breath under water
7. 1. lifted Arvind out of the well



2. gave artificial respiration to Arvind
3. rushed him to hospital
8. (a) He was so tired that he could not feel anything.  
(b) Individual responses – accept all relevant answers
9. Arvind would be alright. If he had not saved him in time, his brain would have been damaged.
10. His picture and story of bravery were published in many papers, he was praised by the Governor, the CM of Maharashtra, and other officials.
11. got a reward of Rs. 12,970 and was taught skills of bottling and weaving of chair seats.
12. opened a small business
13. If we have the courage and care for others, nothing can stop us from getting success.

**LET US LEARN NEW WORDS 3.1****Exercise 1**

daring rescue; starved body; muddy depths; cloudy day; growing population; broken pottery; slippery weeds; half-eaten meal; blackish-green water; surrounding huts.

**Exercise 2**

Many answers are possible. Refer to a dictionary, if you are in doubt.

**Exercise 3**

pushed through; fallen into; pulled off; dived into; went into; run out of; give up.

**Exercise 4**

go about; run out of; fall out; run through; fall apart.

**3.3 LET US LEARN GRAMMAR**

came; tried; failed; realized; started; hated; earned

1. All the sentences with ‘had + 3<sup>rd</sup> form of the verbs
2. You can make as many as 14 sentences. A few examples are given below:

I prepared the lunch box for father after Neena had gone to school.

Father left for office after I had prepared the lunch box for him.

Or



## Notes

I had prepared the lunch box for father before he left for office.

Mother washed clothes after father had left for office.

We ate lunch after Neena had returned from school.

- How do you feel on getting the award?
- What will you do with the money?
- Where did you learn weaving?

**LET US LISTEN 3.1****Listening task**

- How did you get this idea?
- How much time do you spend every day to record the books?
- How much do you charge for these cassettes?
- How did you help these students to write their examination?
- How do you feel working for a social cause?

**TERMINAL QUESTIONS**

- a- 2, b-4, c-1, d-3, e-6, f-10, g-5, h-8, i-11, j-12, k-9, l-7.
- Linking words to be added:

One day, a boy fell into the well.

After sometime Kondiba became breathless, but he did not give up.

Thus, he saved Arvind's life.

Next day, he went to Kondiba with his aunt and touched Kondiba's feet.

Today Kondiba run a small business and is happy.

- He had self- respect. He did not like pity/charity/abuses he might be getting.
- bravery, compassion, ability to take decision in a crisis, not giving up hope in difficult situations
- If they are trained, they can earn their living. Our role is to help them without pitying them, and provide them with the required information and support. Any little action that you take in this direction as a friend shows your empathy.