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Department of School Education

Untouchability is Inhuman and a Crime

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PREFACE

The general English syllabus for Class 12 aligns with the recommendations of the National Curriculum Framework 2005. Based on the communicative approach to language learning, the textbook follows the design and structure of the revised class 11 Course Book published in 2017. The 21st Century learner needs to be able to competently collaborate, think critically, solve problems and access digital resources proficiently. Therefore, the selected texts, drawn from different genres, themes and writings across the world are age appropriate,value oriented and motivating. The tasks based on the texts encourage and train the learner to:

- seamlessly integrate the use of the four major language skills, namely listening, speaking,reading and writing naturally and confidently
- acquire fluency and accuracy in Speaking and Writing and ensure appropriate use of format, style and structure
- enrich vocabulary through guided practice
- develop an attitude of contemplation and enquiry which fosters analytical and critical thinking skills
- understand and appreciate prose, poetry and drama
- inculcate creativity and initiative
- understand contemporary issues that they will face in the world outside the school
- participate actively in the learning process by following clear guidelines that encourage collaborative learning through pair work, group work and whole class work

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Special Features

- Warm-up activities lead the students to the theme of each lesson.
- Warm up activities lead the students to the theme of each text.
- Includes texts from a wide variety of genres offering learning experiences which promote discussion, and writing with clarity and creativity, facilitate the learners to analyze, interpret and extrapolate the texts.
- 'Item boxes' are given wherever suitable, to encourage learners to read beyond the prescribed texts.
- Language skills are reinforced by relevant 'check-points', intensive practice in speaking, listening, reading and writing.
- Vocabulary is expanded and grammar is internalised.
- Interesting activities are provided to motivate learners to use the language in context and acquire essential language skills.
- Innovative features like Grammar Games, ICT Corner, Infographics and Learning Links lead the learners to further learning.

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An Overview

Unit – 1

The prose section contains a touching narration titled **'Two Gentlemen of Verona'** by **A.J. Cronin**, which describes the responsible and mature behaviour of two young brothers who toil day and night to pay for the treatment of their elder sister, a war victim who suffers from a critical disease. **'The Castle'** by **Edwin Muir** describes the fall of a formidable castle caused by betrayal from within. The supplementary section consists of **Leo Tolstoy's** short story **'God Sees the Truth but Waits'**, which describes the ultimate triumph of truth proving a convict's innocence. It also brings out the magnanimous nature of Aksionov who forgives the actual culprit and breathes his last peacefully.

Grammar : Tenses, Modal auxiliaries, Reported speech
Writing : Letter Writing

Unit – 2

A Nice Cup of Tea is an essay by **George Orwell**. It is a description of the craft of making tea. In the poem **'Our Casuarina Tree'** the poet **Toru Dutt** describes the huge tree in her garden which symbolises her happy childhood associations. **'Life of Pi'** by **Yann Martel** is a 'fantasy' which describes the incredible experience of a young man who survives a dangerous ordeal in the sea. The story was made into a film in the year 2012.

Grammar : Prepositions, Prepositional phrases, Conjunctions and connectives.
Writing : Article Writing, Essay Writing

Unit – 3

'In Celebration of Being Alive' is an extract from a speech of **Dr. Chriistian Barnard**, the first doctor to perform a heart transplant surgery. The doctor recounts an incident involving two critically ill children, whose zest for life made him understand how important it is to celebrate being alive. **William Shakespeare's** poem **'All the World's a Stage',** traces the seven different stages in a man's life with all the characteristics of each stage. **Percival Wilde's** play **'The Hour of Truth'** forms the supplementary section, portraying the integrity of Robert Baldwin and his painful sacrifice of friendship in defence of truth.

Grammar : Active & Passive Voice, Interrogations or Questions
Writing : Story Writing

Unit – 4

'The Summit' is a travelogue – an amazing account of the conquest of Mt. Everest by **Edmund Hillary** and Tenzing Norgay. The poem **'Ulysses'** by **Alfred Tennyson** describes the mythical Greek hero's unquenchable thirst for adventure. **'The Midnight Visitor'** by **Robert Arthur**, is a gripping story of high drama at midnight in which a detective who defies stereotype outwits a hardened criminal with his quick wit and presence of mind.

Grammar : Kinds of Sentences, Conditional Clauses
Writing : Summarizing, Interpreting Non-Verbal Presentations

Unit – 5

'The Chair' is a short story by Ki. Rajanarayanan which narrates the humorous incidents that happen after the arrival of a chair. The poem **'A Father to his Son'** by **Carl August Sandburg** captures a loving father's invaluable advice to his son. **'All Summer in a Day'** by **Ray Bradbury**, a piece of science fiction, explores the theme of life on planet Venus.

Grammar : Non-Finite Verbs, Degrees of Comparison
Writing : Slogan Writing, Paragraph Writing

Unit – 6

'On the Rule of the Road' an essay by **A.G Gardiner**, emphasises the importance of responsible public behaviour respecting the liberty of others and upholding the norms of the society. The poem **'Incident of the French Camp'** by **Robert Browning**, is a heartrending story of a young soldier who sacrifices his life for the sake of his country with great pride and honour. The humorous play **'Remember Caesar'** by **Gordon Daviot** revolves around Lord Weston's mistaken threat to his life.

Grammar : Concord
Writing : Describing a Process

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Assessment

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Unit 1

Prose

Two Gentlemen of Verona

A J Cronin

YPHQ1

Warm Up

Life is full of ups and downs. It has pleasant surprises as well as rude shocks. Nevertheless, every incident offers a lesson for us to learn and evolve into better individuals.

Mention some unexpected challenges or adversities one could face in life.

What qualities do you think one should possess to handle hardships and overcome them?

Here is a story about love, devotion, sacrifice, sincerity and maturity displayed by two little boys in their actions to save the life of their sister who suffers from tuberculosis of the spine. Read the story to find out how their actions give a new hope for humanity.

As we drove through the foothills of the Alps two small boys stopped us on the outskirts of Verona. They were selling wild strawberries. "Don't buy," warned Luigi, our cautious driver. "You will get much better fruit in Verona. Besides, these boys....."

He **shrugged** his shoulders to convey his disapproval of their shabby appearance.

One boy had on a worn jersey and cut-off khaki pants; the other a shortened army **tunic** gathered in loose folds about his skinny frame. Yet, gazing at the two little figures, with their brown skins, tangled hair and dark earnest eyes, we felt ourselves strangely attracted. My companion spoke to the boys, discovered that they were brothers. Nicola, the elder, was 13; Jacopo, who barely came up to the door handle of the car, was nearly 12. We bought their biggest basket, and then set off toward town.

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Next morning, coming out of our hotel, we saw our friends bent over shoe shine boxes beside the fountain in the public square, doing brisk business.



We watched for a few moments; then as trade **slackened** we went over. They greeted us with friendly faces.

"I thought you picked fruit for a living, "I said." We do many things, sir," Nicola answered seriously. He glanced at us hopefully. "Often we show visitors through the town ... to Juliet's tomb ... and other places of interest."

"All right," I smiled. "You take us along."

As we made the rounds, my interest was again provoked by their remarkable **demeanour.** They were childish enough, and in many ways quite **artless.** Jacopo was lively as a squirrel. Nicola's smile was steady and engaging. Yet in both these boyish faces there was a seriousness which was far beyond their years. In the week which followed we saw them frequently, for they proved extremely useful to us. If we wanted a pack of American cigarettes, or seats for the opera or the name of good restaurant, Nicola and Jacopo could be relied upon to satisfy our needs. What struck one most was their willingness to work. During these summer days, under the hot sun, they shined shoes, sold fruit, **hawked** newspapers, conducted tourists round the town, and ran errands.

One night, we came upon them in the windy and **deserted** square, resting on the stone pavement beneath the lights. Nicola sat upright, tired. A bundle of unsold newspapers lay at his feet. Jacopo, his head resting upon his brother's shoulder was asleep. It was nearly midnight.

"Why are you out so late, Nicola?"

"Waiting for the last bus from Padua. We shall sell all our papers when it comes in."

"Must you work so hard? You both look rather tired."

"We are not complaining, sir."

But next morning, when I went over to the fountain to have my shoes shined, I said, "Nicola, the way you and Jacopo work, you must earn quite a bit. You spend nothing on clothes. You eat little enough --- when I see you have a meal it's usually black bread and figs. Tell me, what do you do with your money?"

He coloured deeply under his sunburn and then grew pale. He looked to the ground.

"You must be saving up to **emigrate** to America," I suggested. He looked at me sideways, spoke with an effort.

"We should greatly like to go to the States. But here, at present, we have other plans."

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"What plans?"

He smiled uncomfortably. "Just plans, sir," he answered in a low voice.

"Well," I said, "we're leaving on Monday. Is there anything I can do for you before we go?" Nicola shook his head, but suddenly Jacopo said, "Sir," he burst out, "every Sunday we make a visit to the country, to Poleta, 30 kilometres from here. Usually we hire bicycles.
But tomorrow, since you are so kind, you might send us in your car."

I had already told Luigi he might have the Sunday off. However, I answered, "I'll drive you out myself."

There was a pause. Nicola was glaring at his young brother in **vexation.** "We could not think of troubling you, sir."

"It won't be any trouble."

He bit his lip, then, in a rather put out tone, he said, "Very well."

The following afternoon we drove to the tiny village set high upon the hillside. I imagined that our destinations would be some humble dwellings. But, directed by Jacopo, we drew up at a large red-roofed villa, surrounded by a high stone wall. I could scarcely believe my eyes and before I could recover breath my two passengers had leaped from the car.

"We shall not be long, sir. Perhaps only an hour. May be you'd like to go to the cafe in the village for a drink?" They disappeared beyond the corner of the wall.

After a few minutes I followed. I found a grilled side-entrance and, determinedly, rang the bell.

A pleasant-looking woman with steel-rimmed spectacles appeared. I blinked as I saw that she was dressed in the white uniform of a trained nurse.

"I just brought two small boys here."

"Ah, yes." Her face lit up; she opened the door to admit me. "Nicola and Jacopo. I will take you up."

She led me through a cool, tiled **vestibule** into the hospital – for hospital the villa had become. At the door of a little cubicle the nurse paused, put her finger to her lips, and with a smile bade me look through the glass partition. The two boys were seated at the bedside of a girl of about twenty who, propped up on pillows, wearing a pretty lace jacket, was listening to their **chatter,** her eyes soft and tender. One could see at a glance her resemblance to her brothers. A vase of wild flowers stood on her table, beside a dish of fruit and several books.

"Won't you go in?" the nurse murmured. "Lucia will be pleased to see you."

I shook my head and turned away. I felt I could not bear to **intrude** upon this happy family party. But at the foot of the staircase I drew up and begged her to tell me all she knew about these boys.

She was eager to do so. "They were", she explained, "quite alone in the world, except for this sister, Lucia. Their father, a widower, a well-known singer, had been killed in the early part of the war. Shortly afterward a bomb had destroyed their home and thrown the three children into the streets. They had always known a comfortable and cultured life – Lucia had

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herself been training as a singer– and they had suffered horribly from near starvation and exposure to the cold winter".

For months they had barely kept themselves alive in a sort of shelter they built with their own hands amidst the **rubble.** Then for three years the Germans ruled the city. The boys grew to hate the Germans. When the resistance movement began secretly to form they were among the first to join. When the war was over, and we had peace at last, they came back to their beloved sister. And they found her –suffering from tuberculosis of the spine."



She paused, took a quick breath. "Did they give up? I do not have to answer that question. They brought her here, persuaded us to take her into the hospital. In the twelve months she has been our patient she has made good progress. There is every hope that one day she will walk– and sing–again."

"Of course, everything is so difficult now, food so scarce and dear, we could not keep going unless we charged a fee. But every week, Lucia's brothers have made their payment." She added simply, "I don't know what they do, I do not ask. Work is scarce in Verona. But whatever it is, I know they do it well."

"Yes," I agreed. "They couldn't do it better."

I waited outside until the boys rejoined me, and then drove them back to the city. They sat beside me, not speaking. For my part, I did not say a word–I knew they would prefer to feel that they had safely kept their secret. Yet their devotion had touched me deeply.

War had not broken their spirit. Their selfless action brought a new nobility to human life, gave promise of a greater hope for human society.

About The Author



Archibald Joseph Cronin (1896–1981) was a Scottish novelist, dramatist and physician. A doctor by training, Cronin was one of the most renowned storytellers of the twentieth century. Many of his stories have emerged from his medical career and are noted for their narrative skill, deep social conscience and finely drawn characters. Cronin's books were not only bestsellers but some of them (such as **The Citadel and The Keys of the Kingdom**) were made into successful films and were adapted for radio and television. His novella **Country Doctor** was adapted for a long running BBC radio and TV series.

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Glossary

shrug - raise one's shoulders slightly and momentarily
tunic - a loose outer garment without sleeves
slackened - reduced
demeanour - appearance and behaviour
artless - innocent, guileless
hawk - sell things crying out loudly, going from place to place
deserted - uninhabited, unoccupied
emigrate - take up citizenship of another country
vexation - annoyance
vestibule - lobby
chatter - a series of short, quick high-pitched sounds
intrude - enter without permission
rubble - debris, broken bricks

1. Answer the following questions in one or two sentences each based on your understanding of the story.

a) Who did the narrator meet at the outskirts of Verona?

b) Why did the driver not approve of the narrator buying fruits from the boys?

c) The boys did not spend much on clothes and food. Why?

d) Were the boys saving money to go to the States? How do you know?

e) Why did the author avoid going to Lucia's room?

f) What was Lucia suffering from?

g) What made the boys join the resistance movement against the Germans?

h) What made the boys work so hard?

i) Why didn't the boys disclose their problem to the author?

2. Answer the following questions in three or four sentences each.

a) Describe the appearance of Nicola and Jacopo.

b) What were the various jobs undertaken by the little boys?

c) How did the narrator help the boys on Sunday?

d) Who took the author to the cubicle?

e) Describe the girl with whom the boys were talking to in the cubicle.

f) Recount the untold sufferings undergone by the siblings after they were rendered homeless.

g) The narrator did not utter a word and preferred to keep the secret to himself. Why? Substantiate the statement with reference to the story.

3. Answer the following in a paragraph of 100–150 words each.

a) What was the driving force that made the boys do various jobs?

b) How was the family affected by the war?

c) Write a character sketch of Nicola and Jacopo.

d) What message is conveyed through the story 'Two Gentlemen of Verona'?

e) Justify the title of the story 'Two Gentlemen of Verona'.

f) Adversity brings out the best as well as the worst in people. Elucidate this statement with reference to the story.

g) Which character do you like the most in the story and why?

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Vocabulary

a) Read the following words taken from the story. Give two synonyms and one antonym for each of these words. Use a dictionary, if required.

Word	Synonyms		Antonym
cautious			
disapprove			
brisk			
engaging			
humble			
eager			
resistance			
persuade			
scarce			
nobility			

b) Homophones and Confusables

You have already learnt that homophones are words that sound alike but are different in spelling and meaning. E.g. feet – feat / face – phase / sort – sought / hair – heir/

What are **confusables?**

Confusables /confusibles are words that are commonly confused with one another in meaning or usage because of slight similarities in spelling, pronunciation or meaning. e.g. moment – movement / except – expect / human – humane / discover–invent

(i) Given below is a list of common confusables. Distinguish the meaning of each pair of words by framing your own sentences.

a) emigrate - immigrate

b) beside - besides

c) judicial - judicious

d) eligible - illegible

e) conscience - conscious

f) industrial - industrious

g) eminent - imminent

h) illicit - elicit

i) prescribed - proscribed

j) affect - effect

k) aural - oral

l) born - borne

(ii) Fill in the blanks with suitable homophones or confusables.

wallet		**hoard**	
fairy		**desert**	
medal		**night**	
wait		**sweet**	
yoke		**plain**	
grown		**might**	
earn		**quite**	

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c) Give the meanings of the following phrasal verbs and frame sentences using them.

cut off	come upon	put out
draw up	pass out	take off
turn away	stand by	bank on

d) Read the list of words formed by adding suffixes.

frequently	satisfaction	willingness
comfortable	resemblance	nobility

Form two derivatives from each of the following words by adding prefixes and suffixes.

Word	Prefix	Suffix
patient	*impatient*	*patiently*
honour		
respect		
manage		
fertile		
different		
friend		
obey		



Listening

Floods are an inevitable natural disaster which can occur in any part of the world. Floods can prove all the more disastrous in localities, where population density is high. Preparation for Disaster Management has become imperative for any city, town or village during monsoons.

The Government Department entrusted with Disaster Management makes periodic announcements about the precautions to be taken whenever floods are anticipated.

Now, you are going to listen to the cautionary instructions that are given to the general public living in flood-prone areas. Listen carefully and complete the following sentences.

a) The announcement was made by the Department of_____.

b) Widespread heavy rains are expected from the early hours of _____.

c) The public is asked to find out the locations of_____.

d) An emergency kit should contain water bottles, biscuit packets and a _____.

e) A list of _____ should be displayed on the wall.

f) Important documents can be secured by keeping them in a _____case.

g) Damage to refrigerators can be avoided by _____.

h) Mobile phones should be charged to enable the marooned to contact their friends, relatives and _____.

i) _____ should be placed in the toilet bowls to prevent sewage inflow.

j) Listen to the_____ and follow the instructions implicitly.

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Speaking

DRAFTING A SPEECH

You learnt the art of drafting a speech in Class XI. It requires a few basic steps such as greeting the audience, introducing the topic, elaborating the main points, summarizing the views and thanking the audience.

Given below is a template for drafting a speech.

Introduction

a) Greet the audience
Formal greeting – Good Morning / Good Afternoon / Good Evening

b) Introduce yourself and the topic to the audience
I, (name) of class _____ would like to deliver a short speech on (topic).

Body of the speech

a) Elaborate the main and supporting points
Suggested value points (E.g. Global Warming)

- Definition of the title (What is global warming?)
- Importance and relevance of the topic. (Why is global warming important? What is the relevance of global warming in the present scenario?)
- Causes and consequences
- Preventive measures (planting trees / conserving fuel by using alternative energy sources)
- Solutions (change in life style and attitude / global effort of people and the government)

Conclusion

- Summarise the main points
- Appropriate winding up and thanking the audience (formal – thank you for the patient hearing / thank you for the wonderful opportunity)

Useful linkers and sequence markers

Describing similarities

- Likewise, correspondingly, equally, not only... but also, in the same way, similarly

Showing cause and effect

- Consequently, as a result, thus, therefore, for this reason

Comparing and contrasting

- Alternatively, however, conversely, on the other hand, instead, yet

Concluding

- To summarise, it can be concluded that, ultimately, as described, finally

Task 1

On the occasion of World Environment Day, you have been asked to deliver a speech during morning assembly on the importance of tree planting. **Write the speech in about 100 – 150 words.**

- Introduction
- Suggested value points

Pollution control – Medicine – Necessary for wildlife – Cause rainfall

- Conclusion

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Task 2

Prepare a speech on "The importance of a reading habit" in about 100–150 words using the hints given below together with your own ideas.

- Introduction
- Suggested value points

Knowledge enrichment – Skill development – Meaningful usage of time – Overall development

- Conclusion



Reading

You have learnt note-making in class XI. The following tasks are for strengthening this skill.

Steps for note-making:

1. Give a title to the passage (main idea).
2. Pick out the key points which extend the title idea (supporting ideas).
3. Pick out points, if any, which substantiate the supporting ideas (supporting details).
4. Condense the points using relevant phrases, abbreviations, acronyms, etc.
5. Pick out the concluding idea in the passage.
6. Organise the points and number them in the following format:

Title

1. ……....

    a) ……

    b) ……

2. ……

    a) ……

    b) ……

3. ……

    a) ……

    b) ……

Read the passage given below and make notes.

To match the best cities across the world, the Government of India initiated 'smart cities' to drive economic growth and improve the quality of life of people. The agenda under smart city promises to resolve urban sustainability problems. Urban forests provide a range of important ecosystem services that are critical for the sustainability of cities. Urban forestry, which is defined more as 'Management of Trees' contributes to the physiological, sociological and economic well-being of the society. Mangroves, lakes, grasslands, and forests in and around our cities, act as sponges that absorb the air and noise pollution and they present themselves as our cultural and recreational hotspots. However, these spots are rapidly being reclaimed and replaced in the name of development. Presence of urban green has shown to increase the economic value of the place.

Urban forests contribute to reduce the cost of building storm water drain systems for municipalities and neutralizing urban heat island effect. Plants not only provide shade but also help in regulating the micro-climate. They help regulate energy

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budgets, improve air quality, and curtail noise pollution. Trees, herbs, shrubs and grasses arrest sedimentation and prevent other pollutants from entering our water systems. This will give a chance for our urban lakes and rivers to recover and help improve aquatic ecosystems. Biodiversity also gets a boost through the urban forests and helps create corridors connecting the forest areas. High biodiversity areas can also help to build resilient ecosystems. Availability of forests within our urban areas gives an opportunity for children to connect to the natural environment and learn about native species.

Grammar

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TENSES

You have learnt the use of Tenses in detail in class XI.

V - Verb
V1 - Present tense form

Tenses

V2 - Past tense form
V3 - Past participle form

Tense	Form	Example Sentence
Present Simple	S+V1+O+A	I **play** basketball every week.
Present Cont.	S+am/is/are+V+ing +O+A	I **am playing** basketball now.
Present Perfect	S+have/has+V3+O	I **have just played** basketball
Present Perfect Cont.	S+have/has been+V+ing+O+A	I **have been playing** basketball for 3 hours.
Past Simple	S+V2+O+A	I **played** basketball yesterday.
Past Cont.	S+was/were+V+ing+O+A	I **was playing** basketball the whole evening.
Past Perfect	S+had+V3+O+A	I **had played** basketball before he came.
Past Perfect Cont.	S+had been+V+ing+O+A	I **had been playing** basketball when he came.
Future Simple	S+will+V+O+A	I **will play** basketball tomorrow.
Future Cont.	S+will be+V+ing+O+A	I **will be playing** basketball tomorrow by this time.

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The following tasks are for strengthening your understanding.

Task 1

Tick the correct options and complete the dialogue.

A: Hello. What ***do you watch / are you watching?***

B: A programme about the Jallian Wala Bagh Massacre, which I recorded last night. ***I study / I'm studying*** about it this term.

A: All that ***I know / I've known*** about it is that hundreds of people ***died / had died*** in it.

B: Yes, it was much, much worse than anyone ***has expected / had expected.*** It ***went on / has gone on*** for hours. ***Do you want / Have you wanted*** to watch the programme with me?

A: No, thanks. I've got to do some veena practice. ***I've just remembered / I just remembered*** that we've got a concert tomorrow, and I ***don't have / haven't had*** time to practise my new piece this week.

B: OK. ***I've already done / I already did*** my practice, so I've got time to watch TV. See you later.

Task 2

Complete the sentences with the correct tense form of the verbs in brackets.

a) **(tell)** me exactly what **(happen)** last night!

b) Mrs. Mageswari is my Maths teacher. She **(teach)** me for four years.

c) I **(never)** think of a career in medicine before I spoke to my Biology teacher but now I think **(seriously)** it.

d) Oh no! I **(forget)** to bring my assignment! What am I going to do? This is the second time I **(do)** this!

e) I can't remember what my teacher **(say)** yesterday about our homework. I **(not listen)** properly because Hussain **(talk)** to me at the same time.

f) Last year we **(go)** on a school trip to Kanyakumari. We **(have)** a very interesting time.

g) At the moment I **(think)** about what course to pursue next year but I **(not make)** a final decision yet.

h) I **(get)** up at 7 every morning but this morning I **(sleep)** for a long time and I **(not get)** up until 8.

Task 3

Fill in the blanks with the correct form of the verbs given in the brackets.

a) Everyone _____ when the earthquake hit the small town. **(sleep)**

b) Evangelene_____ her job a couple of years ago. **(quit)**

c) Where _____your last holidays? **(you spend)**

d) I think Suresh _____ for Tiruvallur next morning. **(leave)**

e) I was angry that I _____ such a mistake **(make)**.

f) My mother was tired yesterday because she _____ well the night before **(not sleep)**.

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g) Her parents _____ in Coimbatore for two weeks from today **(be).**

h) Nothing much _____ when I got to the meeting **(happen).**

i) Scientists predict that by 2050, man _____ on Mars. **(land)**

j) Sh! Someone _____ to our conversation! **(listen)**

k) The plane _____ off in a few minutes. **(take)**

l) They _____ about me when I interrupted their conversation. **(talk)**

m) Justin and his parents _____ in an apartment right now because they can't find a cheap house. **(live)**

n) Rajini Prem's family _____ in Chengalpet now. **(be).**

o) Yusuf _____ to the movies once in a while **(go)**

p) This _____ an easy quiz so far **(be).**

q) Our team _____ any games last year. **(not win)**

r) We _____ a wonderful film at the cinema last night. **(see)**

s) Hurry up! The movie _____ **(already begin)**

Modal Auxiliaries

Read the following sentences carefully.

(i) He can drive a car. ('can' shows ability)

(ii) The rich should help the poor. ('should' shows moral obligation)

(iii) It may rain today. ('may' shows possibility)

In the above sentences, 'drive', 'help' and 'rain' are Main Verbs whereas 'Can', 'Should' and 'May' are Helping Verbs that denote particular moods, expressions or conceptions of the mind. Here 'can' 'should' and 'may' express 'ability', 'moral obligation' and 'possibility' respectively. Since these auxiliaries denote moods or expressions, they are called Modal Auxiliaries.

> Modal Auxiliary is a special auxiliary which is used to denote a particular mood or expression of the subject.

There are 13 Modal Auxiliaries (four of which are quasi-modals/ marginals) .

will	would
shall	should
can	could
may	might
must	
ought to	dare
need	used to



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The following table will help you understand better.

Modal Auxiliaries	
can	ability: I can speak English. permission: Can I go to the library? request: Can you wait a moment, please? offer: I can lend you my pen.
could	ability :(past) I could speak English. polite request: Could you wait a moment, please?
may	possibility: It may rain today. permission: May I go to the cinema?
might	possibility (less possible than may): It might rain today.
must	force, necessity: I must go to the supermarket today. recommendation: You must read the new novel by Bhagat.
shall	suggestion: Shall I carry your bag?
should	advice: You should drive carefully on the highway. obligation: You should switch off the lights when you leave the classroom.
will	wish, request, demand, order: Will you please shut the door? prediction, assumption: I think it will rain on Friday. spontaneous decision: Can somebody take me to the hospital? I will.
would	wish, request: Would you shut the door, please? habits in the past: Sometimes he would bring me some flowers.
Ought to	duty: You ought to submit your assignment on time. moral obligation: We ought to help the needy. necessity: We ought to hire some furniture for the party.
Used to	habits in the past: My grandfather used to walk for long hours when he was young.
Need to	necessity: I need to buy a packet of milk. moral obligation: We need to keep our environment clean.
Dare	boldness: I dare not go out in the dark. challenge: How dare you enter my room?

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Task 1

Fill in the blanks with modal auxiliaries.

a) The candidates _____ answer five out of ten questions.

b) How _____ you open my bag?

c) Tajudeen _____ finish this work by Monday.

d) _____ I go to school today?

e) I wish you _____ tell me the truth

f) Poonam _____ not catch the bus yesterday.

g) People who live in glass houses _____ not throw stones.

h) You _____ not go to the market as I have brought vegetables.

i) _____ you have taken all this trouble?

j) You _____ be joking.

k) I tried to climb up the tree, but _____ not.

l) Hima Das ran so fast that she _____ win the medal.

m) You _____ lead a horse to water, but you _____ make it drink.

n) I _____ like to have a cup of coffee.

o) My grandfather _____ visit this temple when he was young.

Task 2

Complete the following sentences with modals using the clues given.

a) You _____ help the needy. (moral obligation)

b) If I were you, I _____ not behave like that. (conditional sentence)

c) I _____ never tell a lie. (determination)

d) My uncle _____ have reached by now. (possibility)

e) The patient is critical. He _____be taken to the hospital.(compulsion)

f) I _____ to play hockey when I was a student. (past habit)

g)You _____ not attend my class. (order)

h) He _____ come today. (remote possibility)

i) You _____ follow the traffic rules. (regulation)

j)He _____ play the match. (willingness)

k) You _____ not waste time on it. (necessity)

l)Had the doctor come in time, he _____ have saved the patient.(probability)

Reported Speech

Reported Speech is the way we represent / report the speech of other people or what we ourselves say.

Direct speech is a representation of the actual words someone said.	**Indirect speech** does not give the exact words uttered but focusses on the content of what someone said.
Repeating the words as exactly as spoken by the speaker.	Reporting the words spoken by the speaker.
e.g.The teacher said to the students, "I shall take you to the museum tomorrow."	e.g.The teacher informed the students that he would take them to the museum the next day.

Refer Class XI for the rules governing transformation of sentences from direct to reported speech.

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Task 1

Read what these people say and rewrite as sentences.

1. I am very busy.

Raja said that he was very busy.

2. I have completed my work.

Satya _____

3. I don't like to go out.

Johnson _____

4. I have just come back from Chennai.

Akshita _____

5. I am learning English.

Jayan _____

6. I bought a pen yesterday.

Madhu _____

7. We will go shopping tomorrow.

Joseph and Mary _____

8. We can't attend the party.

Afsar and **Ayesha** _____

9. How are you?

Satish _____

10. I am fine. Thank you.

Victor _____

Task 2

Read the following dialogue and complete the report in the space provided.

a)

Priya : Where are you going?

Vijay : I am going to the railway station.

Priya : Why are you going there?

Vijay : I want to receive my uncle who is coming from Bangalore.

Priya asked Vijay (a) _____

Vijay replied (b) _____

Priya further inquired (c) _____

Vijay stated that (d) _____

b)

Teacher : Why are you late?

Divya : I missed the bus.

Teacher : You should have reached the bus stop on time.

Divya : My grandmother is ill. So, I had to take her to the doctor.

Teacher : I am sorry. What ails her?

Divya : She has high fever.

The teacher asked Divya why she was late. Divya replied that (a) _____.The teacher told her that (b) _____. Divya said that her grandmother was ill so she had to take her to the doctor. The teacher felt sorry and further asked her (c)_____. Divya explained that she (d)_____ high fever.

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Task 3

Rewrite the following passage in indirect speech.

Pradeep got out of bed with much excitement. "It is going to be a lovely sunny day," he remarked to his sister Varshini.

"Just let me sleep a bit longer, Pradeep," Varshini begged, "and since you are feeling so enthusiastic, " she suggested, "Why don't you go and help mother in cooking?"

"Sure, I will", said Pradeep. "Can I help you, mum?", he said to his mother.

"Yes, of course. There are idlis and vadas on the dining table. Have your breakfast."

"Thank you, mum; I'll surely help you by eating them."



Writing

Letter Writing

Letter writing is an art that is almost forgotten. Except when formal situations demand one, we rely more on the electronic media – telephone and chatting.

For academic purposes all letters fall under two broad classifications i.e. Formal Letters and Informal Letters.

Formal Letters

Types:

- Letter of inquiry
- Letter of placing order
- Letter of cancelling order
- Complaint or reminder letter on delayed delivery
- Letter of complaint – product
- Letter of complaint – civic amenities
- Letter of request – some facility / public health department for some service
- Job Application

Informal–personal letters, (to family members, friends, birthday greetings etc.) social letters (inviting, congratulating, letter of condolence etc.)

When you realize that you are a part of the society in which you live, as a civic-conscious citizen, you have to look beyond these two classifications. You may have to arouse the conscience of the people on certain issues which might affect the social, moral, political fabric of the society. Such letters can be classified as neutral letters. Example : Letters to the Editor.

Useful Tips

Before writing a letter:

- Think before you write – consider the main purpose of the letter
- Plan your letter – make a list of facts to be presented

Writing the letter (for formal letters):

- Make the first draft
- Edit the draft
- Finalize the draft

The format of letters:

- The heading consisting of the writer's address and date

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- The greeting or salutation (Dear ….., My dear ….., Sir, Madam)
- The communication or content of the letter (to be in paragraphs – simple language to be used– legibility to be kept in mind)
- The subscription must always agree in style: Yours faithfully, yours sincerely, yours obediently, yours truly ,etc… in formal letters and yours lovingly, yours affectionately, etc. in personal letters.
- The signature
- The superscription on the envelope (Depending on whether it is formal or informal, apt salutation and subscription may be used.)

a) Read the following letter carefully, discuss with your partner and answer the questions.

Sir,

I request you to publish the following letter in your daily to address an important issue which needs immediate redressal.

During week ends motorcyclists are seen racing on the East Coast Road and the Old Mahabalipuram road of Chennai. The amateur racers are risking their own lives and of the public as well. They are fearless and irresponsible, not knowing the price of human lives. Risking others and their lives for their pleasure is highly condemnable.

Even school students indulge in such activities and cause fatal accidents. The racers have started occupying the lanes and streets of busy localities. As such, the violation of traffic rules often results in loss of young lives. Such reckless riders who violate traffic rules should be punished severely.

As a responsible citizen of the society, I request the authorities concerned to take appropriate measures to put an end to this menace.

Yours truly,
Srivatsav

Questions:

a) Who is the sender of the letter?

b) Who is the receiver?

c) What is the issue?

d) What is the request of the sender?

e) Who will take steps after reading it?

b) You have chosen Computer Science in the Higher Secondary Course. Write a letter to your friend giving reasons for your choice. Read the clues given in brackets to complete the letter.

……(Greeting),

Hope ..... (enquire about his well being). I would like to..... Firstly.....(reason for your choice of group). I wish... (state your ambition).We come to hear..... (discuss recent unhealthy happenings in social media and the society). These have made me..... (demand or need of this profession). I have plans to pursue..... (higher studies or specialization).

All the best for your CA preparation. Convey my .....

Yours lovingly,
(your name)

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Task

a) You had been to your Grandma's house during the summer holidays. You enjoyed your stay in her company. Write a letter to your Grandma stating how much you miss her after returning to your home.

b) You are the head of the English department in a renowned institution. You are invited to preside over the inauguration of the English Literary Club in your alma mater. Respond to the letter you have received either accepting the invitation or expressing your inability to attend the function.

c) Write a letter to the Headmaster of your school requesting him to help you obtain a duplicate mark sheet of class XII, which you lost while travelling.

d) Write a letter to AZ Company requesting them to replace the defective juicer that you bought recently. Include the following details: the problem, date of purchase, receipt number, model and warranty.

e) You wish to become a pilot. Write a letter to a college enquiring about the details of the pilot training course offered by the college. Include the following details in your enquiry: duration of the course, fee structure, scholarships, hostel facilities and placement details.

f) Write a letter to the manager of Waves Furniture Company ordering furniture for a coaching centre. Include the following details: description of the furniture, number of pieces, mode of payment, time and delivery options.

g) Write an application for the post of Personal Secretary to the Managing Director of a company. Include the following details: Educational qualification, experience, various other qualifications required for the post.

h) Write a letter to the Editor of a newspaper about the nuisance created by the roadside vendors blocking the pavements and occupying the parking zone.

i) Write a letter to your relative or friend who is admitted in hospital for treatment of jaundice. Advise him/her not to worry about the illness and be positive. Assure him/her of your psychological and financial help during the crisis.

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Unit 1

Poem

The Castle

Edwin Muir

5W3M1

Warm Up

a) What thoughts come to your mind when you think about a castle? Add your ideas to the list.

moat, huge buildings, soldiers, weapons

_____, _____ .

b) Have you ever visited a fort or a castle?

c) Fill in the following empty boxes.

Name	Location
Fort St. George	Chennai
Gingee Fort	
Golconda Fort	
Red Fort	

All through that summer at ease we lay,
And daily from the turret wall
We watched the mowers in the hay
And the enemy half a mile away
They seemed no threat to us at all.

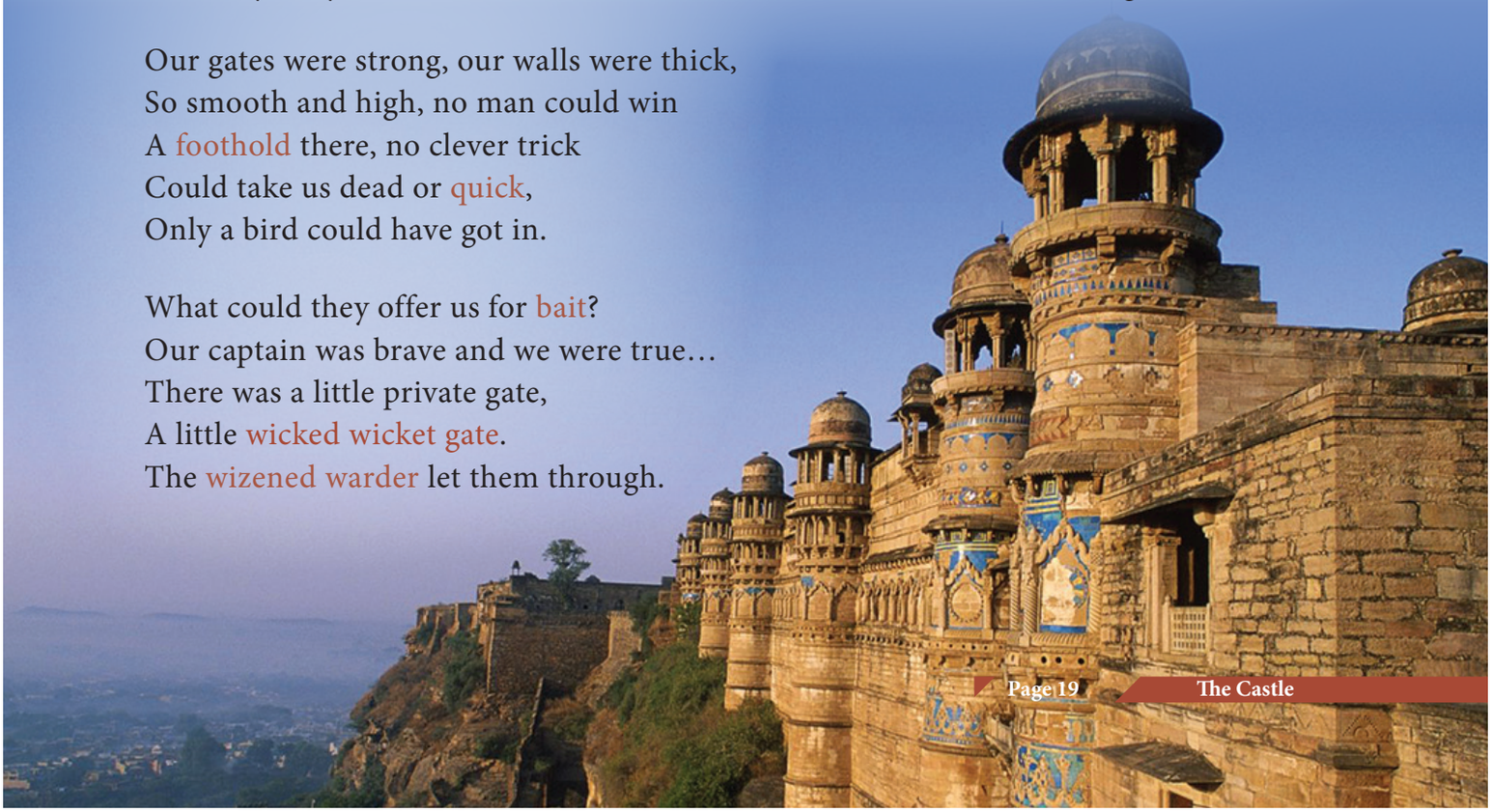
For what, we thought, had we to fear
With our arms and provender, load on load,
Our towering battlements, tier on tier,
And friendly allies drawing near
On every leafy summer road.

Our gates were strong, our walls were thick,
So smooth and high, no man could win
A foothold there, no clever trick
Could take us dead or quick,
Only a bird could have got in.

What could they offer us for bait?
Our captain was brave and we were true…
There was a little private gate,
A little wicked wicket gate.
The wizened warder let them through.

Oh then our maze of tunneled stone
Grew thin and treacherous as air.
The cause was lost without a groan,
The famous citadel overthrown,
And all its secret galleries bare.

How can this shameful tale be told?
I will maintain until my death
We could do nothing, being sold:
Our only enemy was gold,
And we had no arms to fight it with.



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About The Author



Edwin Muir (1887-1959) was a renowned Scottish poet, novelist, translator and critic. He was remembered for his vivid poetry. He began writing poetry at a relatively old age, and over the course of several years worked out an individual, philosophical style for which he gained recognition later in his life. First Poems and Chorus of the Newly Dead contain Muir's initial attempts. Muir's later collections include Variations on a Time Theme, The Narrow Place, The Voyage and Other Poems, The Labyrinth, and One Foot in Eden.

Glossary

turret wall	-	a small tower on top of a castle
mowers	-	people who trim grass and level the lawns
provender	-	food
towering battlements	-	tall towers with openings to shoot the enemies
tier	-	one above the other
friendly allies	-	helpful or supporting nations or armed forces
foothold	-	advantageous position
quick	-	alive
bait	-	something intended to entice someone to do something
wicked	-	evil or morally wrong
wicket gate	-	a small gate
wizened warder	-	an aged or old guard
maze	-	a winding , intricate confusing path
treacherous	-	disloyal
groan	-	lament, cry
citadel	-	a safe and strong fort
overthrown	-	conquered, defeated
maintain	-	believe

1. Based on your understanding of the poem, answer the following questions in one or two sentences each.

a) Who is the narrator in the poem?

b) How long had the soldiers been in the castle?

c) Why were the soldiers in the castle fearless?

d) Where were the enemies?

e) Why does the narrator say that the enemy was no threat at all?

f) Did the soldiers fight with the enemies face to face?

g) Who had let the enemies in?

h) How did the enemies enter the castle?

i) Why were the secret galleries bare?

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j) What was the 'shameful act'?

k) Why didn't the narrator want to tell the tale to anybody?

l) Why did the narrator feel helpless?

m) Who was the real enemy?

2. Read the poem again and complete the summary using the words given in box.

Stanzas 1–3

'The Castle' by Edwin Muir is a moving poem on the (1)…….. of a well-guarded (2)…….. The soldiers of the castle were totally stress-free and relaxed. They were (3)……. of their castle's physical strength. Through the turrets they were able to watch the mowers and no enemy was found up to the distance of (4)……. and so they seemed no threat to the castle. They had (5)……. of weapons to protect them and a large quantity of (6)……. in stock to take care of the well-being of the soldiers inside the castle. The soldiers stood one above the other on the towering battlements (7)……. to shoot the enemy at sight. They believed that the castle was absolutely safe because their captain was (8)…….. and the soldiers were loyal.

half-a-mile	watching
castle	brave
ration	capture
plenty	confident

Stanzas 4–6

Even by a trick no one but the birds could enter. The enemy could not use a (9)…. for their entry inside the castle. But there was a wicket gate guarded by a (10)……. He (11)……. in the enemies inside the famous citadel that had been known for its secret gallery and intricate path. The strong castle became(12)…… and thin because of the greedy disloyal warder. The (13)…… was captured by the enemies for (14)……..The narrator (15)…… over the (16)…… of the useless warder and also decided not to disclose this (17)……..story to anyone. He was (18)……. and wondered how he would keep this truth to himself. He regretted not finding any (19)…… to fight with the (20)..... called 'gold'.

lamented	shameful
wicked guard	bait
let	gold
weapon	citadel
weak	disloyalty
helpless	enemy

3. Read the poem and answer the following in a short paragraph of 8-10 sentences each.

a) How safe was the castle? How was it conquered?

b) Bring out the contrasting picture of the castle as depicted in stanzas 3 and 5.

c) Human greed led to the mighty fall of the citadel. Explain.

4. Read the given lines and answer the questions that follow in a line or two.

a) *All through the summer at ease we lay,*
And daily from the turret wall
We watched the mowers in the hay

i. Who does 'we' refer to?

ii. How did the soldiers spend the summer days?

iii. What could they watch from the turret wall?

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b) *Our gates were strong, our walls were thick,*
So smooth and high, no man could win.

i. How safe was the castle?

ii. What was the firm belief of the soldiers?

c) *A foothold there, no clever trick*
Could take us dead or quick,
Only a bird could have got in.

i. What was challenging?

ii. Which aspect of the castle's strength is conveyed by the above line?

d) *Oh then our maze of tunneled stone*
Grew thin and treacherous as air.
The castle was lost without a groan,
The famous citadel overthrown,

i. Bring out the contrast in the first two lines.

ii. What is the rhyme scheme of the given stanza?

e) *We could do nothing, being sold.*

i. Why couldn't they do anything?

ii. Why did they feel helpless?

5. Explain the following with reference to the context in about 20-30 words each.

a) *Our gates were strong, our walls were thick,*

b) *Our captain was brave and we were true…*

c) *They seemed no threat to us at all.*

d) *How can this shameful tale be told?*

e) *I will maintain until my death*

f) *Our only enemy was gold*

6. Read the poem and complete the table with suitable rhyming words.

lay	hay

7. Underline the alliterated words in the following lines.

a) *With our arms and provender, load on load.*

b) *A little wicked wicket gate.*

c) *The wizened warder let them through.*

8. Identify the figure of speech used in the following lines.

a) *A little wicked wicket gate.*

b) *Oh then our maze of tunneled stone*

c) *Grew thin and treacherous as air.*

d) *How can this shameful tale be told?*

e) *Our only enemy was gold,*

Allegory: An allegory is a complete narrative that involves characters and events that stand for an abstract idea or event. In other words, a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

9. Can you call 'The Castle' an allegorical poem? Discuss.

Listening

Some phrases have been left out in the poem below. Fill in the missing phrases on listening to the reading or the audio played by the teacher. You may listen again, if required.

The Soldier

If I should die, ...

That there's some corner.....

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That is ..... There shall be

In that rich earth a richer .....

A dust whom England bore, shaped, made aware,

Gave, ...roam;

A body ..... air,

Washed ..... suns of home.

And think, ... away,

A pulse in the ..... , no less

Gives somewhere back ..... given;

Her.....; dreams happy as her day;

And laughter,.....; and gentleness,

In hearts ..... English heaven.

Rupert Brooke

Parallel Reading

It Takes Courage

It takes strength to be firm, it takes courage to be gentle.

It takes strength to conquer, it takes courage to surrender.

It takes strength to be certain, it takes courage to have doubt.

It takes strength to fit in, it takes courage to stand out.

It takes strength to feel a friend's pain, it takes courage to feel your own pain.

It takes strength to endure abuse, it takes courage to stop it.

It takes strength to stand alone, it takes courage to lean on another.

It takes strength to love, it takes courage to be loved.

It takes strength to survive, it takes courage to live.

Anonymous

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Unit 1

Supplementary

God Sees the Truth, But Waits

Leo Tolstoy

9VPYE

Warm Up

If you are punished for a prank your classmate played, how would you react to the situation?

_____

_____

_____

While many would seek vengeance or feel sorry for themselves, some may put their trust in God, forgive others for the wrongs done to them and move on in life. What is your take on this? Discuss.

Here is a story about faith, forgiveness, freedom and acceptance of a young merchant named Aksionov, who was sent to prison for a crime he didn't commit.

In the town of Vladimir lived a young merchant named Ivan Dmitrich Aksionov. He had two shops and a house of his own.

Aksionov was a handsome, fair-haired, curly-headed fellow, full of fun, and very fond of singing. When quite a young man he had been given to drink, and was riotous when he had had too much; but after he married he gave up drinking, except now and then.

One summer Aksionov was going to the Nizhny Fair, and as he bade good-bye to his family, his wife said to him, "Ivan Dmitrich, do not start to-day; I have had a bad dream about you."

Aksionov laughed, and said, "You are afraid that when I get to the fair I shall go on a spree."

His wife replied: "I do not know what I am afraid of; all I know is that I had a bad dream. I dreamt you returned from the town, and when you took off your cap I saw that your hair was quite grey."

Aksionov laughed. "That's a lucky sign," said he. "See if I don't sell out all my goods, and bring you some presents from the fair."

So he said good-bye to his family, and drove away.

When he had travelled half-way, he met a merchant whom he knew, and they put up at the same inn for the night. They had some tea together, and then went to bed in adjoining rooms.

It was not Aksionov's habit to sleep late, and, wishing to travel while it was still cool, he aroused his driver before dawn, and told him to put in the horses.

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Then he made his way across to the landlord of the inn (who lived in a cottage at the back), paid his bill, and continued his journey.

When he had gone about twenty-five miles, he stopped for the horses to be fed. Aksionov rested awhile in the passage of the inn, then he stepped out into the porch, and, ordering a samovar to be heated, got out his guitar and began to play.

Suddenly a troika drove up with tinkling bells and an official alighted, followed by two soldiers. He came to Aksionov and began to question him, asking him who he was and whence he came. Aksionov answered him fully, and said, "Won't you have some tea with me?" But the official went on cross-questioning him and asking him. "Where did you spend last night? Were you alone, or with a fellow-merchant? Did you see the other merchant this morning? Why did you leave the inn before dawn?"

Aksionov wondered why he was asked all these questions, but he described all that had happened, and then added, "Why do you cross-question me as if I were a thief or a robber? I am travelling on business of my own, and there is no need to question me."

Then the official, calling the soldiers, said, "I am the police-officer of this district, and I question you because the merchant with whom you spent last night has been found with his throat cut. We must search your things."

They entered the house. The soldiers and the police-officer unstrapped Aksionov's luggage and searched it. Suddenly the officer drew a knife out of a bag, crying, "Whose knife is this?"

Aksionov looked, and seeing a blood-stained knife taken from his bag, he was frightened.

"How is it there is blood on this knife?"

Aksionov tried to answer, but could hardly utter a word, and only stammered: "I--don't know--not mine." Then the police-officer said: "This morning the merchant was found in bed with his throat cut. You are the only person who could have done it. The house was locked from inside, and no one else was there. Here is this blood-stained knife in your bag and your face and manner betray you! Tell me how you killed him, and how much money you stole?"

Aksionov swore he had not done it; that he had not seen the merchant after they had had tea together; that he had no money except eight thousand rubles of his own, and that the knife was not his. But his voice was broken, his face pale, and he trembled with fear as though he went guilty.



The police-officer ordered the soldiers to bind Aksionov and to put him in the cart. As they tied his feet together

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and flung him into the cart, Aksionov crossed himself and wept. His money and goods were taken from him, and he was sent to the nearest town and imprisoned there. Enquiries as to his character were made in Vladimir. The merchants and other inhabitants of that town said that in former days he used to drink and waste his time, but that he was a good man. Then the trial came on: he was charged with murdering a merchant from Ryazan, and robbing him of twenty thousand rubles.

His wife was in despair, and did not know what to believe. Her children were all quite small; one was a baby at her breast. Taking them all with her, she went to the town where her husband was in jail. At first she was not allowed to see him; but after much begging, she obtained permission from the officials, and was taken to him. When she saw her husband in prison-dress and in chains, shut up with thieves and criminals, she fell down, and did not come to her senses for a long time. Then she drew her children to her, and sat down near him. She told him of things at home, and asked about what had happened to him. He told her all, and she asked, "What can we do now?"

"We must petition the Czar not to let an innocent man perish."

His wife told him that she had sent a petition to the Czar, but it had not been accepted.

Aksionov did not reply, but only looked downcast.

Then his wife said, "It was not for nothing I dreamt your hair had turned grey. You remember? You should not have started that day." And passing her fingers through his hair, she said: "Vanya dearest, tell your wife the truth; was it not you who did it?"

"So you, too, suspect me!" said Aksionov, and hiding his face in his hands, he began to weep. Then a soldier came to say that the wife and children must go away; and Aksionov said good-bye to his family for the last time.

When they were gone, Aksionov recalled what had been said, and when he remembered that his wife also had suspected him, he said to himself, "It seems that only God can know the truth; it is to Him alone we must appeal, and from Him alone expect mercy."

And Aksionov wrote no more petitions; gave up all hope, and only prayed to God.

Aksionov was condemned to be flogged and sent to the mines. So he was flogged with a knot, and when the wounds made by the knot were healed, he was driven to Siberia with other convicts.

For twenty-six years Aksionov lived as a convict in Siberia. His hair turned white as snow, and his beard grew long, thin, and grey. All his mirth went; he stooped; he walked slowly, spoke little, and never laughed, but he often prayed.

In prison Aksionov learnt to make boots, and earned a little money, with which he bought The Lives of the Saints. He read this book when there was light enough in the prison; and on Sundays in the prison-church he read the lessons and

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sang in the choir; for his voice was still good.



The prison authorities liked Aksionov for his meekness, and his fellow-prisoners respected him: they called him "Grandfather," and "The Saint." When they wanted to petition the prison authorities about anything, they always made Aksionov their spokesman, and when there were quarrels among the prisoners they came to him to put things right, and to judge the matter.

No news reached Aksionov from his home, and he did not even know if his wife and children were still alive.

One day a fresh gang of convicts came to the prison. In the evening the old prisoners collected round the new ones and asked them what towns or villages they came from, and what they were sentenced for. Among the rest Aksionov sat down near the newcomers, and listened with downcast air to what was said.

One of the new convicts, a tall, strong man of sixty, with a closely-cropped grey beard, was telling the others what he had been arrested for.

"Well, friends," he said, "I only took a horse that was tied to a sledge, and I was arrested and accused of stealing. I said I had only taken it to get home quicker, and had then let it go; besides, the driver was a personal friend of mine. So I said, 'It's all right.' 'No,' said they, 'you stole it.' But how or where I stole it they could not say. I once really did something wrong, and ought by rights to have come here long ago, but that time I was not found out. Now I have been sent here for nothing at all... Eh, but it's lies I'm telling you; I've been to Siberia before, but I did not stay long."

"Where are you from?" asked some one.

"From Vladimir. My family are of that town. My name is Makar, and they also call me Semyonich."

Aksionov raised his head and said: "Tell me, Semyonich, do you know anything of the merchants Aksionov of Vladimir? Are they still alive?"

"Know them? Of course I do. The Aksionovs are rich, though their father is in Siberia: a sinner like ourselves, it seems! As for you, Gran'dad, how did you come here?"

Aksionov did not like to speak of his misfortune. He only sighed, and said, "For my sins I have been in prison these twenty-six years."

"What sins?" asked Makar Semyonich.

But Aksionov only said, "Well, well--I must have deserved it!" He would have said no more, but his companions told

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the newcomers how Aksionov came to be in Siberia; how someone had killed a merchant, and had put the knife among Aksionov's things, and Aksionov had been unjustly condemned.

When Makar Semyonich heard this, he looked at Aksionov, slapped his own knee, and exclaimed, "Well, this is wonderful! Really wonderful! But how old you've grown, Gran'dad!"

The others asked him why he was so surprised, and where he had seen Aksionov before; but Makar Semyonich did not reply. He only said: "It's wonderful that we should meet here, lads!"

These words made Aksionov wonder whether this man knew who had killed the merchant; so he said, "Perhaps, Semyonich, you have heard of that affair, or maybe you've seen me before?"

"How could I help hearing? The world's full of rumours. But it's a long time ago, and I've forgotten what I heard."

"Perhaps you heard who killed the merchant?" asked Aksionov.

Makar Semyonich laughed, and replied: "It must have been him in whose bag the knife was found! If some one else hid the knife there, 'He's not a thief till he's caught,' as the saying is. How could any one put a knife into your bag while it was under your head? It would surely have woken you up."

When Aksionov heard these words, he felt sure this was the man who had killed the merchant. He rose and went away. All that night Aksionov lay awake. He felt terribly unhappy, and all sorts of images rose in his mind. There was the image of his wife as she was when he parted from her to go to the fair. He saw her as if she were present; her face and her eyes rose before him; he heard her speak and laugh. Then he saw his children, quite little, as they were at that time: one with a little cloak on, another at his mother's breast. And then he remembered himself as he used to be–young and merry. He remembered how he sat playing the guitar in the porch of the inn where he was arrested, and how free from care he had been. He saw, in his mind, the place where he was flogged, the executioner, and the people standing around; the chains, the convicts, all the twenty-six years of his prison life, and his premature old age. The thought of it all made him so wretched that he was ready to kill himself.

"And it's all that villain's doing!" thought Aksionov. And his anger was so great against Makar Semyonich that he longed for vengeance, even if he himself should perish for it. He kept repeating prayers all night, but could get no peace. During the day he did not go near Makar Semyonich, nor even look at him.

A fortnight passed in this way. Aksionov could not sleep at night, and was so miserable that he did not know what to do.

One night as he was walking about the prison he noticed some earth that came rolling out from under one of the shelves on which the prisoners slept. He stopped to see what it was. Suddenly Makar Semyonich crept out from under the shelf, and looked up at Aksionov with

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a frightened face. Aksionov tried to pass without looking at him, but Makar seized his hand and told him that he had dug a hole under the wall, getting rid of the earth by putting it into his high-boots, and emptying it out every day on the road when the prisoners were driven to their work.

"Just you keep quiet, old man, and you shall get out too. If you blab, they'll flog the life out of me, but I will kill you first."

Aksionov trembled with anger as he looked at his enemy. He drew his hand away, saying, "I have no wish to escape, and you have no need to kill me; you killed me long ago! As to telling of you--I may do so or not, as God shall direct."

Next day, when the convicts were led out to work, the convoy soldiers noticed that one or other of the prisoners emptied some earth out of his boots. The prison was searched and the tunnel found. The Governor came and questioned all the prisoners to find out who had dug the hole. They all denied any knowledge of it. Those who knew would not betray Makar Semyonich, knowing he would be flogged almost to death. At last the Governor turned to Aksionov whom he knew to be a just man, and said:



"You are a truthful old man; tell me, before God, who dug the hole?"

Makar Semyonich stood as if he were quite unconcerned, looking at the Governor and not so much as glancing at Aksionov. Aksionov's lips and hands trembled, and for a long time he could not utter a word. He thought, "Why should I screen him who ruined my life? Let him pay for what I have suffered. But if I tell, they will probably flog the life out of him, and maybe I suspect him wrongly. And, after all, what good would it be to me?"

"Well, old man," repeated the Governor, "tell me the truth: who has been digging under the wall?"

Aksionov glanced at Makar Semyonich, and said, "I cannot say, your honour. It is not God's will that I should tell! Do what you like with me; I am in your hands."

However much the Governor tried, Aksionov would say no more, and so the matter had to be left.

That night, when Aksionov was lying on his bed and just beginning to doze, someone came quietly and sat down on his bed. He peered through the darkness and recognised Makar.

"What more do you want of me?" asked Aksionov. "Why have you come here?"

Makar Semyonich was silent. So Aksionov sat up and said, "What do you want? Go away, or I will call the guard!"

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Makar Semyonich bent close over Aksionov, and whispered, "Ivan Dmitrich, forgive me!"

"What for?" asked Aksionov.

"It was I who killed the merchant and hid the knife among your things. I meant to kill you too, but I heard a noise outside, so I hid the knife in your bag and escaped out of the window."

Aksionov was silent, and did not know what to say. Makar Semyonich slid off the bed-shelf and knelt upon the ground. "Ivan Dmitrich," said he, "forgive me! For the love of God, forgive me! I will confess that it was I who killed the merchant, and you will be released and can go to your home."

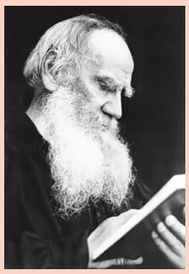
"It is easy for you to talk," said Aksionov, "but I have suffered for you these twenty-six years. Where could I go to now?... My wife is dead, and my children have forgotten me. I have nowhere to go..."

Makar Semyonich did not rise, but beat his head on the floor. "Ivan Dmitrich, forgive me!" he cried. "When they flogged me with the knot it was not so hard to bear as it is to see you now ... yet you had pity on me, and did not tell. For Christ's sake forgive me, wretch that I am!" And he began to sob.

When Aksionov heard him sobbing he, too, began to weep. "God will forgive you!" said he. "Maybe I am a hundred times worse than you." And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.

In spite of what Aksionov had said, Makar Semyonich confessed his guilt. But when the order for his release came, Aksionov was already dead.

About The Author



Leo Tolstoy was born on September 9, 1828, in Tula Province, Russia. He is best known for the novels War and Peace (1869) and Anna Karenina (1877), often cited as pinnacles of realist fiction. He first achieved literary acclaim in his twenties with his semi-autobiographical trilogy, Childhood, Boyhood, and Youth and Sevastopol Sketches, based upon his experiences in the Crimean War. Tolstoy's fiction includes dozens of short stories and several novellas such as The Death of Ivan Ilyich (1886), Family Happiness, and Hadji Murad. He also wrote plays and numerous philosophical essays. Tolstoy died on November 20, 1910 in Astapovo, Russia.

Glossary

go on a spree	-	indulging in something actively in an unrestrained way
porch	-	portico
samovar	-	a Russian metal urn for making tea
troika(in olden Russia)	-	a cart pulled by a team of three horses

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stammer	-	to speak haltingly, fumble for words
betray	-	fail, let one down
despair	-	hopelessness
downcast	-	depressed
flog	-	to beat with a whip or stick
mirth	-	cheerfulness
sledge	-	a vehicle pulled by horses for transportation on snow
wretched	-	dejected
vengeance	-	revenge

1. Answer the following questions in a sentence or two each, based on your understanding of the story.

a) Why did Aksionov's wife stop him from going to the fair?

b) What is the importance of Aksionov's wife's dream?

c) What made Aksionov leave the inn before dawn?

d) What were the circumstances that led to Aksionov's imprisonment?

e) Why did Aksionov give up sending petitions?

f) Why didn't Makar disclose that he had killed the merchant?

g) Did Makar feel guilty when he heard Aksionov's story?

h) What made Aksionov think that Makar was the real murderer?

i) What was Aksionov's realization by the end of the story?

j) Why did Aksionov's wife suspect him of involvement in the murder?

2. Answer the following questions in three or four sentences each.

a) Did the police officer have sufficient evidence to convict Aksionov?

b) What impact did the book "The Lives of Saints" have on Aksionov?

c) Pick out the clues that convey that Makar Semyonich recognized Aksionov.

3. Answer the following questions in a paragraph in about 150 words each.

a) Compare and contrast the main characters, Aksionov and Makar Semyonich, in the story.

b) How did Aksionov react when his wife suspected him?

c) Describe the life of Aksionov in prison.

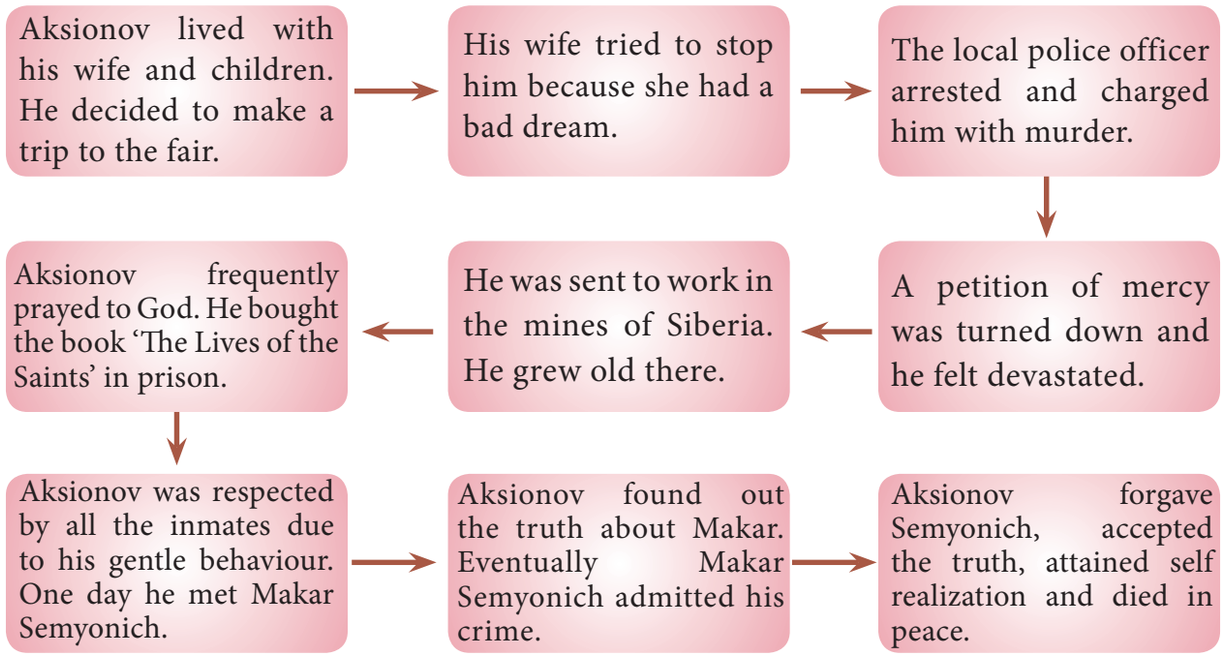
d) Why did Aksionov decide not to reveal the truth about Makar Semyonich?

e) Discuss the meaning and importance of the saying "God sees the truth but waits".

f) Forgiveness is the best form of revenge. Substantiate the statement with reference to the story.

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4. Using the mind map given below, write a brief summary of the story in your own words.

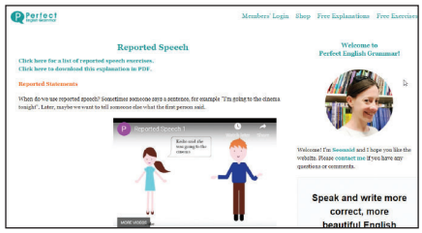


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ICT Corner

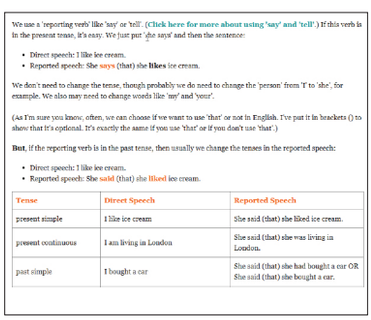
REPORTED SPEECH

To enable the students to know more about reported speech with many examples and also to check their knowledge in it.



STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see a video about Reported speech followed by descriptions and rules with many examples. Watch the video and reinforce your learning .
3. Scroll down to see the link as **Click here for a list of reported speech exercises.** Click that link.
4. You can see many links with lot of exercises to practice in reported speech.
5. Click any link to see questions on reported speech with boxes. Fill your answers in it and check your answers by clicking **Check** button.
6. Continue the same with all exercises till you familiarize well in reported speech.


We use a 'reporting verb' like 'say' or 'tell'. (Click here for more about using 'say' and 'tell'.) If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence:

- Direct speech: I like ice cream.
- Reported speech: She says (that) she likes ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'.

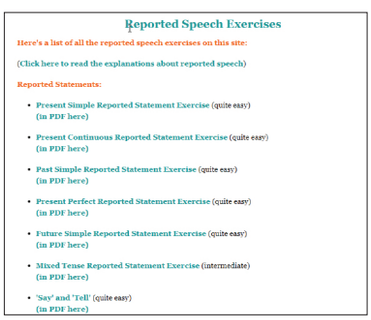
(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's optional. It's exactly the same if you use 'that' or if you don't use 'that'.)

But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She said (that) she liked ice cream.

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.

STEP 1


Reported Speech Exercises

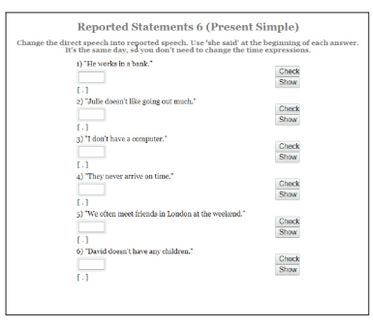
Here's a list of all the reported speech exercises on this site:

(Click here to read the explanations about reported speech)

Reported Statements:

- Present Simple Reported Statement Exercise (quite easy) (in PDF here)
- Present Continuous Reported Statement Exercise (quite easy) (in PDF here)
- Past Simple Reported Statement Exercise (quite easy) (in PDF here)
- Present Perfect Reported Statement Exercise (quite easy) (in PDF here)
- Future Simple Reported Statement Exercise (quite easy) (in PDF here)
- Mixed Tense Reported Statement Exercise (intermediate) (in PDF here)
- 'Say' and 'Tell' (quite easy) (in PDF here)

STEP 2


Reported Statements 6 (Present Simple)

Change the direct speech into reported speech. Use 'she said' at the beginning of each answer. It's the same day, so you don't need to change the time expressions.

1) "He works in a bank."
[.]
2) "Julie doesn't like going out much."
[.]
3) "I don't have a computer."
[.]
4) "They never arrive on time."
[.]
5) "We often meet friends in London at the weekend."
[.]
6) "David doesn't have any children."
[.]

Check Show

STEP 3

WEBSITE LINK:
Click the following link or scan the QR code to access the website. https://www.perfect-english-grammar.com/reported-speech.html

** Images are indicatives only

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Unit 2

Prose

A Nice Cup of Tea

George Orwell

Warm Up

a) Here are a few varieties of tea. How many of these have you tasted? Tick the boxes.



Herbal Tea ☐ Ice Tea ☐ Lemon Tea ☐

Green Tea ☐ Black Tea ☐ Tea with Milk ☐

b) You would have seen lovely packets of tea on the shelves in supermarkets and shops. Have you ever wondered how tea powder is obtained from the plants? Look at the pictures and describe the process.









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Read the following essay in which George Orwell highlights the distinctive features of preparing a nice cup of tea.

If you look up 'tea' in the first cookery book that comes to hand you will probably find that it is unmentioned; or at most you will find a few lines of sketchy instructions which give no ruling on several of the most important points.

This is **curious**, not only because tea is one of the mainstays of civilization in this country, as well as in Eire, Australia and New Zealand, but because the best manner of making it is the subject of violent disputes.

When I look through my own recipe for the perfect cup of tea, I find no fewer than eleven outstanding points. On perhaps two of them there would be pretty general agreement, but at least four others are acutely **controversial**. Here are my own eleven rules, every one of which I regard as golden:

First of all, one should use Indian or Ceylonese tea. China tea has **virtues** which are not to be **despised** nowadays - it is economical, and one can drink it without milk - but there is not much **stimulation** in it. One does not feel wiser, braver or more **optimistic** after drinking it. Anyone who has used that comforting phrase 'a nice cup of tea' invariably means Indian tea.

Secondly, tea should be made in small quantities - that is, in a teapot. Tea out of an urn is always tasteless, while army tea, made in a **cauldron**, tastes of grease and whitewash. The teapot should be made of china or earthenware. Silver or Britannia ware teapots produce inferior tea and enamel pots are worse; though curiously enough a pewter teapot (a rarity nowadays) is not so bad.

Thirdly, the pot should be warmed beforehand. This is better done by placing it on the hob than by the usual method of swilling it out with hot water.

Fourthly, the tea should be strong. For a pot holding a quart, if you are going to fill it nearly to the brim, six heaped teaspoons would be about right. In a time of **rationing**, this is not an idea that can be realized on every day of the week, but I maintain that one strong cup of tea is better than twenty weak ones. All true tea lovers not only like their tea strong, but like it a little stronger with each year that passes - a fact which is recognized in the extra ration issued to old-age pensioners.

Fifthly, the tea should be put straight into the pot. No strainers, muslin bags or other devices to imprison the tea. In some countries teapots are fitted with little **dangling** baskets under the **spout** to catch the stray leaves, which are supposed to be harmful. Actually one can swallow tea-leaves in considerable quantities without ill effect, and if the tea is not loose in the pot it never infuses properly.

Sixthly, one should take the teapot to the kettle and not the other way about. The water should be actually boiling at the moment of impact, which means that one should keep it on the flame while one pours. Some people add that one should only use water that has been freshly

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brought to the boil, but I have never noticed that it makes any difference.

Seventhly, after making the tea, one should stir it, or better, give the pot a good shake, afterwards allowing the leaves to settle.

Eighthly, one should drink out of a good breakfast cup — that is, the cylindrical type of cup, not the flat, shallow type. The breakfast cup holds more, and with the other kind one's tea is always half cold before one has well started on it.

Ninthly, one should pour the cream off the milk before using it for tea. Milk that is too creamy always gives tea a sickly taste.

Tenthly, one should pour tea into the cup first. This is one of the most controversial points of all; indeed in every family in Britain there are probably two schools of thought on the subject. The milk-first school can bring forward some fairly strong arguments, but I maintain that my own argument is unanswerable. This is that, by putting the tea in first and stirring as one pours, one can exactly regulate the amount of milk whereas one is **liable** to put in too much milk if one does it the other way round.

Lastly, tea — unless one is drinking it in the Russian style — should be drunk *without sugar*. I know very well that I am in a minority here. But still, how can you call yourself a true tea lover if you destroy the flavour of your tea by putting sugar in it? It would be equally reasonable to put in pepper or salt. If you sweeten it, you are no longer tasting the tea, you are merely tasting the sugar; you could make a very similar drink by dissolving sugar in plain hot water.

Some people would answer that they don't like tea in itself, that they only drink it in order to be warmed and stimulated, and they need sugar to take the taste away. To those misguided people I would say: Try drinking tea without sugar for, say, a fortnight and it is very unlikely that you will ever want to ruin your tea by sweetening it again.

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These are not the only controversial points to arise in connexion with tea drinking, but they are sufficient to show how subtilized the whole business has become. There is also the **mysterious** social **etiquette** surrounding the teapot (why is it considered vulgar to drink out of your saucer, for instance?) and much might be written about the subsidiary uses of tea leaves, such as telling fortunes, predicting the arrival of visitors, feeding rabbits, healing burns and sweeping the carpet. It is worth paying attention to such details as warming the pot and using water that is really boiling, so as to make quite sure of wringing out of one's ration the twenty good, strong cups of that two ounces, properly handled, ought to represent.

(Taken from *The Collected Essays, Journalism and Letters of George Orwell*, Volume 3, 1943-45, Penguin ISBN, 0-14-00-3153-7)

About the Author

Eric Arthur Blair (25 June 1903–21 January 1950), better known by his pen name George Orwell, was an English novelist, essayist, journalist and critic whose work is marked by clear prose, awareness of social iniquity, opposition to totalitarianism and candid support of democratic socialism.



Orwell wrote literary criticism, poetry, fiction and polemical journalism. He is best known for the allegorical novella ***Animal Farm***(1945) and the dystopian novel ***Nineteen Eighty-Four*** (1949). In 2008, *The Times* ranked him second on a list of "The 50 greatest British writers since 1945".

Glossary

curious - interesting
controversial - arguable, disputable
virtues - admirable qualities
despised - hated
stimulation - excitement
optimistic - positive, hopeful
cauldron - a big pot used for boiling
rationing - restricting the consumption of a scarce commodity during war
dangling - hanging freely, suspended
spout - the pipe-like opening in a teapot through which tea is poured out
liable - likely
mysterious - incomprehensible
etiquette - socially acceptable behaviour

1. Based on your understanding of the text, answer each of the following questions in one or two sentences.

a) What seems 'curious' to the author?

b) Why does the author say that it is important to include a tea recipe in cookery books?

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c) Mention the countries in which tea is a part of civilization.

d) Which tea does the author prefer– China tea or Indian tea?

e) According to the author, what does the phrase 'a nice cup of tea' refer to?

f) What is the second golden rule in the preparation of tea?

g) How does army tea taste?

h) Do tea lovers generally like strong tea or weak tea?

i) Why should tea be directly added to the pot?

j) Why does the author prefer the cylindrical cup to a flat cup?

k) What should be poured into the cup first–tea or milk?

l) Why does the author advise removing cream from the milk?

m) Does the author like drinking tea with sugar? Give reasons.

n) Why does the author refer to himself as being in 'a minority'?

o) Whom does the author call 'misguided people'? What is his advice to them?

2. Based on your understanding of the text, answer each of the following questions in four or five sentences.

a) What are the author's views on China tea?

b) How does adding sugar affect the taste of tea?

c) Elucidate the author's ideas about teapots.

3. Answer each of the following questions in a paragraph of 100–150 words.

a) Summarise George Orwell's distinctive ideas in "A Nice Cup of Tea".

b) Discuss how the essay reveals the factual points and the author's personal opinions on the preparation of tea.

c) What are the aspects that contribute to humour in the essay?

4. Based on your understanding of the text, complete the chart given below by choosing the appropriate words or phrases given in brackets.

Golden Rules of Tea Preparation

(add sugar, shaken, milk, infused properly, strainers, without cream, taken to the kettle, small quantities, China or earthenware, stirred, warmed)

Tea should be made in _____ in a teapot.

↓

The teapot should be made of _____

↓

The pot should be _____ beforehand.

↓

The pot should not have _____

↓

While pouring water the teapot should be _____

↓

The tea leaves should be _____

↓

After making tea, it should be _____ or the pot should be _____

↓

The milk for the tea should be _____

↓

The author does not like to _____ to tea.

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Vocabulary

a) Find out the synonym of the underlined word in each of the following sentences.

1. But because the best manner of making it is the subject of violent disputes.
   a) agreements b) applauses
   c) conflicts d) discussions

2. ...tea is one of the mainstays of civilization in the country.
   a) a society in an advanced state of social development
   b) a society that has slow progress
   c) a society that has no progress
   d) a society in an average state of social development

3. ...that they only drink it in order to be warmed and stimulated.
   a) motivated b) discouraged
   c) passive d) admired

4. ...under the spout to catch the stray leaves.
   a) fresh b) loose
   c) gathered d) harmful

5. One is liable to put in too much milk.
   a) likely b) certain
   c) eager d) unlikely

b) Find out the antonym of the underlined word in each of the following sentences.

1. …which are not to be despised.
   a) hated b) liked
   c) respected d) defeated

2. One does not feel wise, braver or more optimistic.
   a) opportunistic b) cheerful
   c) realistic d) pessimistic

3. Not the flat, shallow type…
   a) narrow b) wide
   c) deep d) direct

4. Predicting the arrival of visitors…
   a) journey b) departure
   c) migration d) perusal

5. ...but they are sufficient to show how subtilized the whole business has become.
   a) enough b) suffocative
   c) inadequate d) submissive

c) Fill in the boxes with the correct answers. The first one has been done for you.

S. No	Word with meaning and part of speech	Sentence	Noun/Verb/ Adj. form	Sentence
1	Word : wise meaning : clever part of speech : adjective	My brother is wise.	wisdom	My brother showed great wisdom in business.
2	harm			
3	stimulate			
4	argue			
5	strong			
6	destroy			

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Listening

Listen to the passage about the 'Significance of Tea' and answer the questions.

Questions

1. Which country is the largest tea producer in the world?
2. _____ percent of the tea produced in India is exported.
3. What is the role of antioxidants in tea?
4. Drinking tea strengthens one's _____, _____ and _____ .
5. How does drinking tea help a diabetic?

DO YOU KNOW?

'Cup of tea' is an idiom which means one's favourite activity. One may say "Teaching English is my cup of tea."



Speaking

Read the story silently.

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time. It seemed that just as one problem was solved, another one soon followed. Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on high flame. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot. He then let them boil, without saying a word to his daughter. The daughter moaned and impatiently waited, wondering what he was doing.

After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the boiled eggs out and placed them in a bowl. He then ladled the coffee out and poured it in a cup. Turning to her he asked. "Daughter, what do you see?" "Potatoes, eggs, and coffee," she hastily replied, "Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After peeling off the shell, she observed the hard-boiled egg.

Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face. "Father, what does this mean?" she asked. He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity – the boiling water. However, each one reacted differently. The potato was strong, hard, and unrelenting, but in boiling water, it became soft and weak. The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the eggs became hard. However, the ground coffee beans were unique.

After they were exposed to the boiling water, they changed the water and created something new. "Which are you?" he asked his daughter. "When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean? Things happen around us, things happen to us, but the only thing that truly matters is what happens within us. Which one are you?"

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This story shows how people react to different situations in life. Some become weak and soft like the potatoes and some others harden like the egg. The best way to face difficulties is illustrated by the coffee beans which change their colour and add flavour.

Now use these ideas and prepare a speech on the topic 'The importance of developing a positive attitude' and deliver the speech in the school assembly.

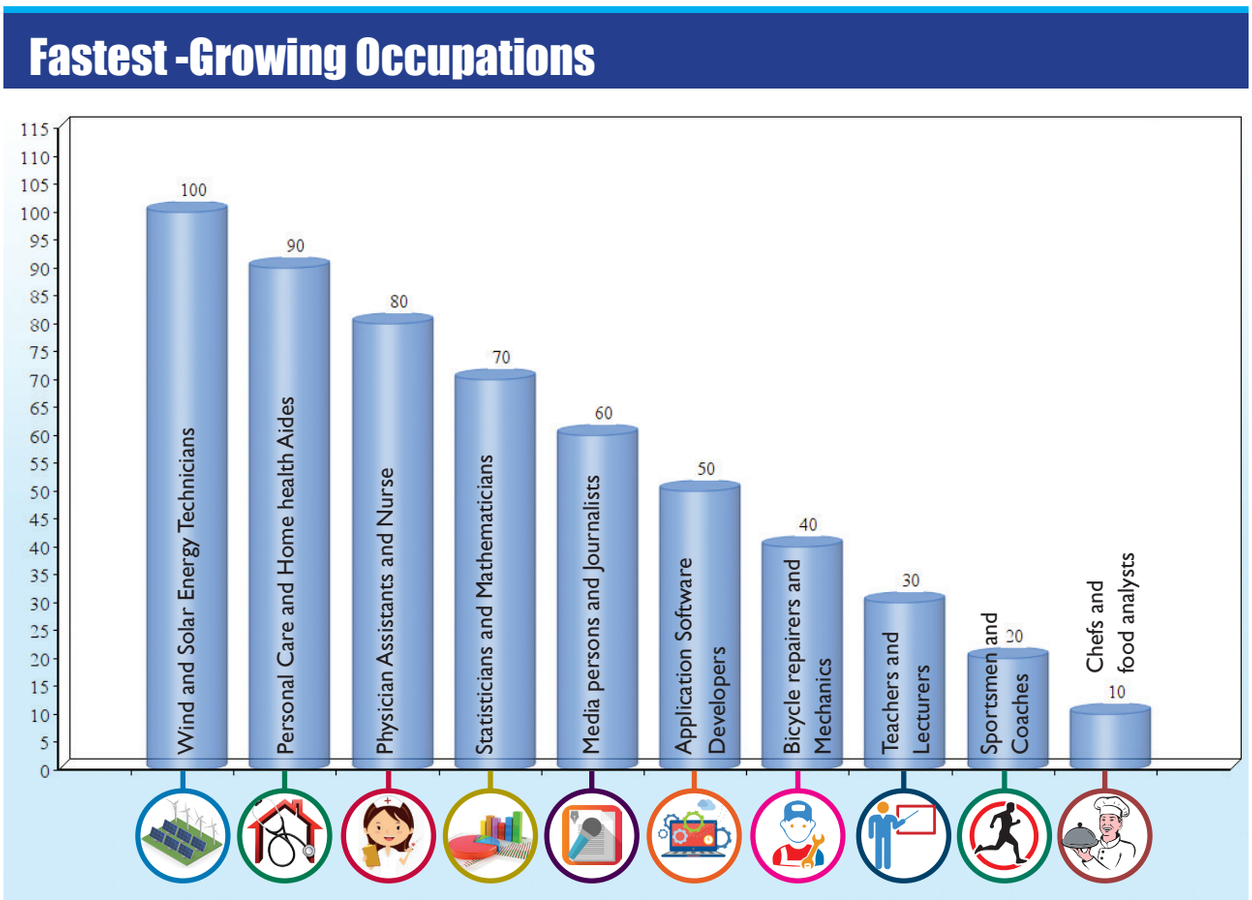


Reading

Non-verbal Representations

Presenting information using tables, graphs and charts is a common practice in scientific and technical writing. This is because through graphs and charts, scientific data can be presented in a clear and precise manner. Bar charts, graphs, tree diagrams, organizational charts, flow charts and pie charts are the frequently used pictorial or non-verbal representations. The table is the simplest and the most common direct graphic form used for presenting information.

Look at the following non-verbal representation. Based on your understanding and inference, write a paragraph on career trends in the next decade.



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Task

Now read the following article on the emerging career options in the modern era and answer the questions that follow.

The students at the higher secondary level in schools start thinking of suitable courses to take up at the university level based on their aptitude, ability and interests. While considering the higher education options, they should also plan the career path they wish to take. In today's complex job scenario, there is a mismatch between demand and supply. On one hand we have qualified professionals desperately trying to find a job, while on the other hand, there are many professions that need suitable talented employees. But such skilled employees are unavailable. Therefore, the need of the hour is that students have an understanding of the emerging career options.

Schools should take the initiative to organise career guidance and counselling sessions for students. However, students need to remember that to build a strong career, they must understand the prospective field and their primary interest. It is also important for students to focus on overall personality development and hone their communication skills as these are important for the success of their career. Students are also advised that in order to build a solid career foundation, they need to qualify suitably by pursuing a degree course in the chosen area of interest and also consider post graduate education. Diploma/Short–term courses may help one find a job in the short run but may not promise career progression. Rapid advancement in science and technology and globalisation has widened the scope of career options in the twenty–first century. Let us consider some popular careers.

Fashion Designing

The current cosmopolitan and fashion–conscious wave that has taken over our country has opened up a huge arena for careers in fashion. These careers encompass designing clothes, costumes, jewellery, footwear, wardrobe, cosmetics, accessories and the like.

Culinary Arts

With food and cookery shows being a major trend across the world, culinary arts, a sub-domain of the hospitality sector, has now become the most sought after career.

Paramedical sciences

In recent times, there has been a great demand in the health care industry. Paramedical professionals who support medical practitioners in areas such as optometry, pathology, nursing, physiotherapy, and dentistry are much sought after.

Media, Journalism and Advertising

In this information era, print and entertainment media have become a force to reckon with. This arena has become a huge career playground because youngsters are attracted to it as the exposure and reach is greater through such mass media. We notice that radio and TV channels, internet companies and advertising agencies are increasingly recruiting qualified professionals.

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Hotel Management

The hotel industry is the fastest growing industry in India. The number of international travellers (both for business and leisure) is increasing. The hospitality and service industry offers career options such as house keeping, front-desk executives, tourism management, etc.

Sports Management

With multinational companies supporting sports, careers in sports offer enormous scope. One need not be a player or an athlete to shine in a sports career because the field of sports offers various career options such as technical trainers, commentators, sports journalists, dieticians, referees, etc. Conducting sports events successfully, organizing the event laudably, preparing the ground for the event are all part of sports management.

a. When do students start thinking about their career path?

b. How can students build a strong career?

c. What are the integral aspects of a successful career?

d. What is meant by 'culinary art'?

e. Why is media a popular career option?

f. Name some paramedical courses mentioned in the passage.

g. Why is the hotel industry seen as the fastest growing in India?

h. Does one have to be a player to opt for a career in the field of sports? Answer giving reasons.

i. Pick one word from the passage which is the opposite of 'modern'.

j. Which word in the passage means 'composed of people from many parts of the country'?

Grammar

Q6BL7

Prepositions

The underlined words in the following sentences from the text are the examples of prepositions.

1. If you look up 'tea' **in** the first cookery book,
2. Fifthly, the tea should be put straight **into** the pot.

- 'in' is used for the placement of noun inside another noun.
- 'into' is used for the movement of a noun from one status to an other status.

A preposition is a word or a phrase that is used to show the relationship between a noun and another noun.

List of Prepositions and Prepositional Phrases

A	**C**	**N**	**T**
about	concerning	near	than
above	**D**	next to	through
across	despite	**O**	till
after	down	of	to
against	during	off	towards
ahead of	**E**	on	**U**
along	except for	on behalf of	under
amid	**F**	on top of	unlike
amidst	following	onto	until
among	for	opposite	up
around	from	out	upon
as far as	**I**	out of	**V**
aside from	in	outside	versus
at	in case of	over	via
B	in front of	**P**	**W**
barring	in place of	past	with
behind	in spite of	plus	within
before	including	**R**	without
below	inside	regarding	
beneath	instead of	regardless of	
beside	into		
besides	**L**	**S**	
between	like	since	
beyond	**M**		
by	minus		

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Here are a few prepositions which cause confusion. The examples illustrate the correct usage.

since/for

since → for an action continuing from the past to the present time

- ❖ Yuvan has been playing badminton well **since** 2014.

for → the total duration of an action/ existence from the past to the present time

- ❖ Yuvan has been playing badminton **for** the past four years.

above/over

above → when one thing is not directly over the other

- ❖ My brother lived in the mountains **above** the lake.

over → for horizontal movement at a higher level

- ❖ I saw a helicopter fly **over** a lake.

below/under

below → 'Below' is the opposite of 'above'

- ❖ Her head was **below** the level of the table. So, nobody noticed her.

under → 'under' is the opposite of 'over'; for horizontal movement at a lower level

- ❖ A child places his toys **under** a blanket.
- ❖ A boy ran **under** the bridge when the river was dry.

along/through

along → for following a line of specific movement

- ❖ A man walked **along** the side of the river.

through → for movement in a three dimensional space from one side to the other

- ❖ Hunters walked **through** the forest.

between/among

between → used for two nouns/adverbials, when there is 'and' in the sentence

- ❖ There was amity **between** Jessie Owens and Luz Long in the Berlin Olympics.

among → We use 'among' when we see the people or thinks as part of a group or mass.

- ❖ There was a healthy discussion about communal harmony **among** Ramesh, Abdul and John.

before/after

before →used for the second action in a phrase when we mention two actions

- ❖ **Before** eating food, we clean our hands.

after → used for the first action in a phrase when we mention two actions

- ❖ **After** eating food, children love playing.

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Task 1

Recall your learning of basic prepositions and complete the sentences using the prepositions given in brackets.

over	under	on	between
among	into	with	since
in front of		near/beside	

a) The boy jumped _____ a narrow stream.

b) Afsar will meet me _____ Friday morning.

c) The temple is _____ the bank.

d) My friend will meet me _____ his brother tomorrow.

e) There is usually a garden _____ a bungalow.

f) Yuvan has been studying well _____ childhood.

g) A trekker climbed _____ a mountain meticulously.

h) There was a skirmish _____ my brother and sister.

i) The laudable thoughts were apparent _____ many scholars in a conference.

j) It is easy to work _____ the aegis of visionary leader.

Task 2

Complete the following passages using the prepositions given in brackets.

(among, for, at, to, in,)

i) When Lakshmi was **(1)** ___ school, she practised music from Monday **(2)** ___ Friday. She involved herself **(3)** ___ the school orchestra. She was responsible **(4)** ___conducting many programmes. She was very popular **(5)** ___ her schoolmates, as she was kind, friendly and helpful.

(after, with, on, before, of, in, for)

ii) **(1)**__ the interview, Solomon was confident **(2)**___ getting the job. He knew that he was qualified **(3)**___ the job. He was interested **(4)**__ discharging his duty perfectly. The interview panel was impressed **(5)**__ his attitude and skills. So **(6)**__ the interview, he was **(7)**__ cloud nine.

Prepositional Phrases

A prepositional phrase is made up of a preposition and a noun phrase.

Task 1

Underline the prepositional phrases. The first two examples have been done for you.

a) <u>With reference to</u> your advertisement in a local newspaper, I am applying for the post of a salesman.

b) The assignment will be completed <u>in a few weeks.</u>

c) Ravi was appreciated by his teachers.

d) We feel sorry for our mistakes.

e) The boy studied well in spite of many obstacles.

f) Our nation is famous for its glorious culture.

g) We are proud of our children.

h) My brother will return home in the evening.

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Task 2

Fill in the blanks with suitable prepositional phrase given in brackets.

(in favour of, in case of, according to, on the whole, on account of, on behalf of, in spite of, instead of)

a) ---------- Kiran, Rajesh may attend a programme.

b) Many tourists visited Ooty ---------- heavy rains.

c) Expressing gratitude ---------- others is common in a vote of thanks.

d) ----------, I had a happy childhood.

e) Our teacher always acts ---------- her students.

f) ---------- his laziness, the boy remained passive for a long time.

g) ----------Gandhiji, ahimsa means infinite love.

h) ---------- rain, take an umbrella.

CONJUNCTIONS

A conjunction is a word that joins together words, phrases, clauses or sentences. There are two types of conjunctions, namely coordinating conjunctions and subordinating conjunctions.

COORDINATING CONJUNCTIONS

Coordinating conjunctions are used in compound sentences. They help in joining sentences and independent clauses of equal rank.

Cumulative conjunctions	and, also, as well as
Choice conjunctions	or, or else, otherwise
Contrast conjunctions	yet, but, still, nevertheless, whereas, while
Consequence conjunctions	so, and so, therefore, consequently, for

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions are words that join two clauses, one being sub ordinate to the other. They are used to join complex sentences.

Subordinating conjunctions express:

time	before, after, when while, till
place	where, wherever, whether, whither
manner	as, as if, as though
comparison	as, than
cause/reason	because, since, for
result/ consequence	that, so that
purpose	so that, in order that
condition/ concession	if, unless, provided, even if
contrast	though, even though, although

Correlative conjunctions are words that are always used in pairs to join sentences.

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both…..and, either …..or, neither…..nor, whether…..or, not only…..but also, such... that, scarcely...when, no sooner...than, as...as, so...that, rather than...

CONNECTIVES OR LINKERS

Connectives are words that join or link ideas in a sentence. They can also be used to connect ideas together in separate sentences and to link ideas between paragraphs.

Connectives help in facilitating the flow of language in construction of proper structures while writing or speaking. They help to connect ideas so as to smoothly link one point or a paragraph to the next to make our writing or speaking more powerful.

Adding connectives as well as, moreover, too, also, besides, furthermore, in addition, etc.	**Sequencing connectives** first, second, third, after, eventually, finally, meanwhile, now, subsequently, next, etc.	**Conditional connectives** if, unless
Comparing connectives similarly, likewise, like, whereas, equally, in the same way, etc.	**Contrasting connectives** unlike, instead of, otherwise, whereas, on the other hand, nevertheless, in spite of, despite, notwithstanding, etc.	**Cause and effect connectives** consequently, therefore, thus, because, due to, as a result of
Qualifying connectives but, however, unless, although, if, except	**Illustrating connectives** such as, for example, for instance, in the case of	**Place connectives** beneath, near, beyond, below
Temporal connectives during, earlier, later, meanwhile, whenever	**Emphasizing connectives** especially, in particular	

Task 1

Choose the appropriate linker from within the brackets and complete the sentences.

a) I could not complete my paper in the examination _____ (because, but) I was slow in answering the questions.

b) It started raining, _____ (yet, so) we could not play.

c) _____ (As, If) I got up early, I managed to reach school on time.

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d) _____ (Though/Whereas) he committed a mistake, he apologised _____ (and/since) promised that he would not repeat it.

e) This is _____ (how/what) it must be done.

f) The vendor saw the train moving slowly from the platform, _____ (therefore/until) he got in.

g) I was not well, _____ (but/so) I did not attend the class.

h) (If, Although) _____ she can drive , she travels by bus.

i) (If/Unless) _____ you register your name, you cannot participate in the competitions.

j) (As soon as/Besides) _____ my father arrived home, I narrated the incident.

k) Be quick to hear _____ (then/ and) slow to speak.

l) I am _____ (neither/either) an ascetic in theory _____(nor/or) in practice.

m) We fail to harness the rain water, _____ (consequently, nevertheless) we suffer.

n) My brother will certainly clear GRE; _____ (yet/for) he works very hard.

Task2

Combine the sentences and rewrite them using the words given in the brackets.

a) The well was deep. Therefore, the fox could not get out of the well. (because)

b) The work was over. We went home. (when)

c) A library is a public place. We see a number of books kept there for reading. (where)

d) The culprit was caught. Immediately, he was taken to the police station. (as soon as)

e) The boys were stealing mangoes from a grove. At that time, the owner of the grove came in.(while)

f) Artificially flavoured juices are hazardous to health. Moreover, they lead to kidney problems. (and)

g) Adit has been promoted. Ranjan has been promoted. (as well as)

h) Caesar was declared emperor. The conspirators killed him. (After)

Task 3

Fill in the blanks with appropriate correlative conjunctions.

a) She is _____ an understanding person _____ everybody likes to be with her.

b) Suraj owns _____ a typewriter _____ a computer.

c) Vani is _____ a good singer _____ a good dancer.

d) Amit did not know _____ his father met his class teacher _____ not .

e) I would _____ starve _____ beg.

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Writing

Article Writing

An article is a piece of writing penned for a large group of readers, usually intended for publication in newspapers or magazines. Therefore, the objective of writing an article should be to attract the attention of the readers and to retain their interest as well. The author of an article should be well informed about the subject and should have a wide knowledge of the same. He/She should be creative and should possess good vocabulary. He/She should develop the skill to organise and present ideas in a coherent and logical manner.



An article is a written work published in a print or electronic medium for propagating news, research, analysis, etc.

e.g. Scientific papers, blogs, usenets, e-papers and news articles

Salient points to remember while writing an article.

- Provide a catchy or captivating title or heading. The first letter of every content word in the caption should begin with a capital letter.
- The title should give an idea of the subject to being dealt with.
- The title should be followed by the name of the author. [by …..]
- Try to conform to the prescribed word limit.
- The language should be simple and formal.
- Grammatical accuracy should be ensured.
- Relevant value points should be gathered.
- Expand the ideas into 3 or 4 paragraphs.

Structure of the article.

The First Paragraph

- Define and introduce the topic.
- Begin the article with an interesting adage, a slogan, an amazing fact or with some statistics, facts and figures.

The Second Paragraph

- Give a detailed explanation of the topic.
- Include the causes and effects.
- Refer to examples, anecdotes, experiences and present state of affairs.
- Talk about merits and demerits/ advantages and disadvantages

The Third Paragraph

- Suggest suitable solutions for the problem discussed.
- Give a proper conclusion.

TASK 1

The Government of Tamil Nadu has imposed a ban on the use of plastic. Effective implementation of this ban depends on public awareness and individual responsibility.

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Write an article of 150 words for your school magazine to create an awareness of the dangers posed by indiscriminate use of plastic. Expand the ideas given below as notes.

Notes:

a. Introduction

(i) Plastic – synthetic material – doesn't decompose in soil

(ii) Inevitable role of plastic – man's day-to-day life

b. Human Health Hazard

(i) Leeching of plastic into food – micro plastic entering food chain

(ii) Human body's inability to deal with this unnatural substance

(iii) Reaction of micro plastic in human body and ill effects

c. Adverse Effects on Plants and Animals

(i) Plastic particles choking waterways – affect aquatic animals

(ii) Ingestion by aquatic and terrestrial animals–blocking of intestines and respiratory passages

d. Environmental Degradation

(i) Manufacturing process and burning of plastics–pollute atmosphere

(ii) Plastic–non-biodegradable – interferes with soil microorganisms – affects soil fertility

e. Conclusion

(i) Suggestions for restricted use – alternatives for one-time use of plastics

(ii) Segregation of plastic waste – for recycling

TASK 2

Urban living brings with it a possibility of various communicable diseases.

Now write an article of about 150 words for a leading newspaper on the various ways of maintaining personal hygiene and sanitation in order to ensure a healthy living. Make use of the hints given below.

Hints:

a) Introduction – 'Cleanliness is next to Godliness' – brief explanation

b) Personal hygiene

(i) Frequent washing of hands and regular bathing

(ii) Brushing of teeth, trimming of nails and hair

(iii) Wearing clean clothes

c) Keeping diseases at bay

(i) Avoid street food

(ii) Keep food containers covered

(iii) Drink boiled water

(iv) Wash fruits and vegetables in flowing water

d) Keeping living areas, surroundings and the environment clean

(i) Disposal of domestic organic waste on a daily basis and hazardous waste in designated places

(ii) Regular sweeping, mopping and dusting

(iii) Disinfection of toilets and bathing areas

(iv) Avoid littering of public places

(v) Avoid spitting, urinating and defecating in public places

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e) Conclusion – hygiene – a collective exercise – everyone's involvement and practice, a must – ensure community health and happiness – celebrate life

Suggested Topics:

- Importance of Physical Exercises / Sports and Games
- Travel and its Benefits
- Water Conservation
- Child Labour
- Mobile Phone – Advantages and Disadvantages
- Consumerism – Wants and Needs
- Value of Education
- Value based Education

Essay Writing

An essay is an attempt or a trial in writing a piece of composition.

An essay should have

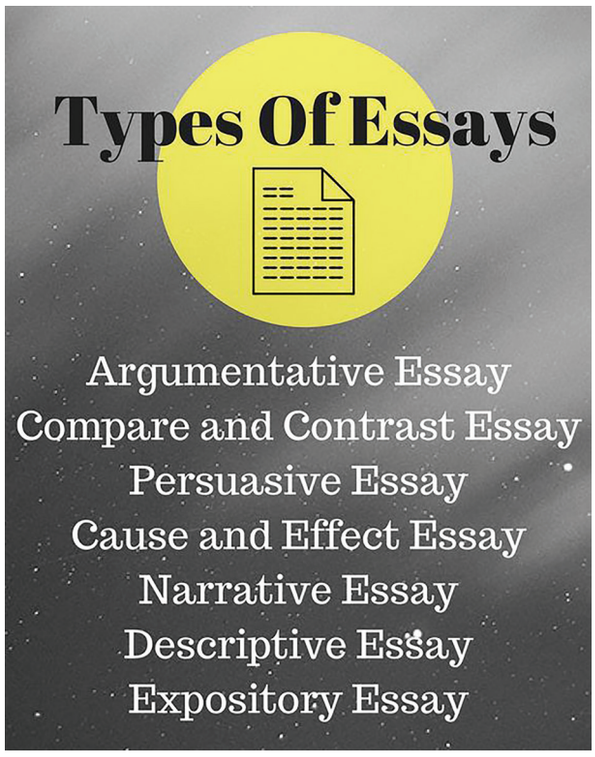
- a definite theme or purpose
- a logical order and coherence
- a good objective and style

Structure of an essay.

- Catchy introduction
- Main text – divided into paragraphs
- Good conclusion – summing up the main idea

Before writing an essay.

- Read a lot in order to be well informed.
- Gather information from various sources – internet, books, magazines, etc.



- Collect anecdotes, quotes, proverbs that would come in handy.

While Writing

- Jot down main points and sub points
- Sketch the first draft
- Read, revise, edit, correct and proof – readit
- Make a fair draft

"A Nice Cup of Tea" is an essay by George Orwell. There are famous essayists like Francis Bacon, Charles Lamb, J. Krishnamurthi whose essays will inspire you to write more.

Task 1

Write an essay of about 200 words each.

1. The profession you would like to choose
2. The importance of a balanced diet
3. A memorable journey

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Unit 2

Poem

OUR CASUARINA TREE

Toru Dutt

F68DN

Warm Up

You visit your school after several years. As you cross the banyan tree at the entrance, cheerful memories fill your mind. Fill the bubbles with your memories.



LIKE a huge Python, winding round and round
The rugged trunk, indented deep with scars,
Up to its very summit near the stars,
A creeper climbs, in whose embraces bound
No other tree could live. But **gallantly**
The giant wears the scarf, and flowers are hung
In crimson clusters all the boughs among,
Whereon all day are gathered bird and bee;
And oft at nights the garden overflows
With one sweet song that seems to have no close,
Sung darkling from our tree, while men **repose**.



When first my **casement** is wide open thrown
At dawn, my eyes delighted on it rest;
Sometimes, and most in winter, - on its crest
A gray **baboon** sits statue-like alone
Watching the sunrise; while on lower boughs
His puny offspring leap about and play;
And far and near **kokilas** hail the day;
And to their pastures **wend** our sleepy cows;
And in the shadow, on the broad tank cast
By that **hoar** tree, so beautiful and vast,
The water-lilies spring, like snow **enmassed**.

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But not because of its magnificence
Dear is the Casuarina to my soul:
Beneath it we have played; though years may roll,
O sweet companions, loved with love intense,
For your sakes, shall the tree be ever dear.
Blent with your images, it shall arise
In memory, till the hot tears blind mine eyes!
What is that dirge-like murmur that I hear
Like the sea breaking on a **shingle**-beach?
It is the tree's lament, an eerie speech,
That haply to the unknown land may reach.



Unknown, yet well-known to the eye of faith!
Ah, I have heard that wail far, far away
In distant lands, by many a sheltered bay,
When slumbered in his cave the water-**wraith**
And the waves gently kissed the classic shore
Of France or Italy, beneath the moon,
When earth lay **trancèd** in a dreamless swoon:
And every time the music rose, - before
Mine inner vision rose a form **sublime**,
Thy form, O Tree, as in my happy prime
I saw thee, in my own loved native clime.



Therefore I **fain** would **consecrate** a **lay**
Unto thy honor, Tree, beloved of those
Who now in blessed sleep for aye repose, -
Dearer than life to me, alas, were they!
Mayst thou be numbered when my days are done
With deathless trees - like those in Borrowdale,
Under whose awful branches lingered pale
"Fear, trembling Hope, and Death, the skeleton,
And Time the shadow;" and though weak the verse
That would thy beauty fain, oh, fain **rehearse**,
May Love defend thee from **oblivion's** curse.



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About The Author



Toru Dutt (1856 - 1877) was a Bengali poet from the Indian subcontinent, who wrote in English and French. She was the third daughter of the family. The Dutt family was a family of distinguished intellectuals and poets. She also had the advantage of being taught by excellent English tutors at home and later on of the long stay in Europe and England. Toru, with all her exposure to and involvement in Western life and culture loved the land of her birth and remained thoroughly Indian in her consciousness and sensibility. Besides her well-known collection of poems with the title 'Ancient Ballads' and 'Legends of Hindustan' (1882) she has to her credit a volume of poems in French titled 'Sheaf Gleaned in French Fields' (1875). 'Our Casuarina Tree', the most well-known of Toru's poems, was included in her 'Miscellaneous Poems'.

Glossary

gallantly	-	bravely or heroically
repose	-	a state of rest
casement	-	a type of window that is fixed on one side and opens like a door
baboon	-	a type of large monkey found in Africa and Asia
kokilas	-	a type of bird similar to the cuckoo
wend	-	stroll
hoar	-	white frost deposits on the tree
enmassed	-	amassed
shingle	-	rocky
wraith	-	apparition
tranced	-	dreamy condition, hypnotised
sublime	-	glorious, grand
fain	-	eagerly
consecrate	-	to officially make something holy
lay	-	amateur
rehearse	-	repeat
oblivion	-	a state of forgetfulness

1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.

The casuarina tree is tall and strong, with a creeper winding around it like a (1) _____. The tree stands like a (2) _____ with a colourful scarf of flowers. Birds surround the garden and the sweet song of the birds is heard. The poet is delighted to see the casuarina tree through her (3) _____. She sees a grey monkey sitting like a (4) _____ on top of the tree, the cows grazing and the water lilies (5) _____ in the pond. The poet feels that the tree is dear to her not for its (6) _____ appearance but for the (7) _____ memories of her happy childhood that it brings to her. She strongly believes that (8) _____ communicates with human beings. The poet could communicate with the tree even when she was in a far-off land as she could hear the tree (9) _____ her absence. The poet (10) _____ the tree's memory to her loved ones, who are not alive. She immortalizes the tree through her poem like the poet Wordsworth who (11)

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_____ the yew tree of Borrowdale in verse. She expresses her wish that the tree should be remembered out of love and not just because it cannot be (12) _____.

[python, statue, nature, casement, nostalgic, lamenting, impressive, forgotten, giant, consecrates, springing, sanctified]

2.Based on your understanding of the poem, answer the following questions in one or two sentences each.

a) What is the creeper compared to?

b) How does the creeper appear on the tree?

c) Describe the garden during the night.

d) How does the poet spend her winter?

e) Name the bird that sings in the poet's garden.

f) Why is the casuarina tree dear to poet's heart?

g) Does nature communicate with human beings?

h) What has Wordsworth sanctified in his poem?

i) To whom does Toru Dutt want to consecrate the tree's memory?

j) The casuarina tree will be remembered for ever. Why?

3. Read the lines given below and answer the questions that follow.

a) A creeper climbs, in whose embraces bound
No other tree could live.

i) Which tree is referred to in the above lines?

ii) How does the tree survive the tight hold of the creeper?

iii) Why does Toru Dutt use the expression 'a creeper climbs'?

b) The giant wears the scarf, and flowers are hung
In crimson clusters all the bough among!

i) Who is the giant here?

ii) Why is the scarf colourful?

c) "Fear, trembling Hope, and Death, the skeleton,
And Time the shadow", and though weak the verse
That would thy beauty fain, oh, fain rehearse,
May Love defend thee from oblivion's curse.

i) What does the poet mean by the expression 'May love defend thee from oblivion's curse?'

ii) What does the expression 'fain' convey?

iii) What does the poet convey through the expression 'Fear, trembling Hope'?

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4. Explain the following lines with reference to the context.

a) Dear is the Casuarina to my soul;

b) It is the tree's lament, an eerie speech,…

c) Unto thy honor, Tree, beloved of those
Who now in blessed sleep for aye repose,

5. Identify the figure of speech used in each of the extracts given below and write down the answer in the space given below. The first one is done for you.

a) "LIKE a huge Python, winding round and round
The rugged trunk, indented deep with scars",

b) "A creeper climbs, in whose embraces bound
No other tree could live. But gallantly
The giant wears the scarf, and flowers are hung....."

c) "A gray baboon sits statue–like alone"

d) "The water-lilies spring, like snow enmassed."

e) "What is that dirge - like murmur that I hear
Like the sea breaking on a shingle -beach?

a) **Zoomorphism / Simile** b)---------
c)--------- d)--------- e)---------

Zoomorphism
Describing the vine in animal terms (as a python). This is used to illustrate movement, making the tree seem more actively alive and also implying movement. This is a subtle indication of the process of life.

6. Answer each of the following questions in a paragraph of 100–150 words.

a. Describe the reminiscences of the poet, when she sees the casuarina tree.
b) How does nature communicate with the poet?
c) The poet immortalizes the tree. Elucidate.

Listening

First read the questions given below, then listen to the poem, read aloud by the teacher or played on an audio player. Then answer the questions based on your listening of the poem.

1. The poet was tossing in the bed awake because _____.

a) he was worried
b) he was struggling to sleep
c) it was day time
d) he was tired

2. The _____ were 'sparkling as pearls'.

a) moon b) sun
c) stars d) meteoroids

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3. The _____ gave the poet a motherly smile.
   a) sun b) stars
   c) moon d) sky

4. _____ made the poet's eyelids droop.
   a) nature b) rosy lips
   c) songs d) tiredness

5. _____ is the title of the poem.
   a) Wonders
   b) Midnight Wonders
   c) Nature
   d) Midnight dreams

Parallel Reading

Nature's Way

Is there anything as tranquil
As a brightly glowing jonquil
That stands in sweet serenity,
A part of nature's tapestry?

A flower that never questions why,
The rivers flow and birds will fly,
Content to fill part of the plan,
To beautify the world of man.

If we would only realize
We, too, can help to glorify,
To find within each passing day
A happiness along the way.

A loving hug or cheerful smile
Can help to make a life worthwhile.
If all would lend a helping hand,
We soon would have a world so grand.

Alora M.Knight

(slightly edited)

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Unit 2

Supplementary

Life of Pi

Yann Martel

Y5Q8V

Warm Up



Imagine you are going on a trek or an adventure. It requires grit and a strong will to survive the odds and emerge unscathed. Most importantly, you should carry an emergency kit.

Choose the ten most essential items from the box below and complete the table.

Non-Perishable Food
News Paper
Bean Bags
First Aid Kit
Tab
Flashlights
Whistle to Signal For Help
Fruits
Can Opener
Shampoo
Utensils
Local Maps
Head Phones
Soap
Camera
Paper Plates, Plastic Cups
Goggles
Radio
Matches
Charger
Candles
Magazines
Books
Slippers
Mobile Phone
Knife
Money
Paper Towels
Batteries
Tube Tent / Bivvy Bag
Mouth Wash
Lighter
Candy
Pen and Notepad
Umbrella
Deodorant
Water Bottles
Tooth Brush and Toothpaste
Warm Blanket

First–Aid Kit				

Share your list with your friend.

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Here is an abridged version of the famous Canadian fantasy adventure novel titled *Life of Pi* by Yann Martel published in 2001. The protagonist is Piscine Molitor "Pi" Patel, an Indian boy from Pondicherry. He survives 227 days after a shipwreck while stranded on a lifeboat in the Pacific Ocean with a Bengal tiger named Richard Parker.



I was alone and orphaned, in the middle of the Pacific, hanging on to an oar, an adult tiger in front of me, sharks beneath me, a storm raging about me. Had I considered my prospects in the light of reason, I surely would have given up and let go of the oar, hoping that I might drown before being eaten. But I don't recall that I had a single thought during those first minutes of relative safety. I didn't even notice daybreak. I held on to the oar, I just held on, God only knows why?

The elements allowed me to go on living. The lifeboat did not sink. Richard Parker kept out of sight. The sharks prowled but did not attack. The waves splashed me but did not pull me off. I watched the ship as it disappeared with much burbling and **belching**. Lights flickered and went out. I looked about for my family, for survivors, for another lifeboat, for anything that might bring me hope. There was nothing. Only rain, marauding waves of black ocean and the **flotsam** of tragedy. The darkness melted away from the sky. The rain stopped, I could not stay in the position I was in forever. I was cold. My neck was sore from holding up my head and from all the craning I had been doing. My back hurt from leaning against the lifebuoy. And I needed to be higher up if I were to see other lifeboats.

In the morning I could not move. I was pinned by weakness to the **tarpaulin**. Even thinking was exhausting. I applied myself to thinking straight. At length, as slowly as a caravan of camels crossing a desert, some thoughts came together.

I thought of sustenance for the first time. I had not had a drop to drink or a bite to eat or a minute of sleep in three days. Finding this obvious explanation for my weakness brought me a little strength.

Richard Parker was still on board. In fact, he was directly beneath me. **Incredible** that such a thing should need consent to be true, but it was only after much deliberation, upon assessing various mental items and points of view, that I concluded that it was not a dream or a delusion or a misplaced memory or a fancy or any other such falsity, but a solid, true thing witnessed while in a weakened, highly agitated state. The truth of it would be confirmed as soon as I felt well enough to investigate. How I had failed to notice for two–and–a half days a 450-pound Bengal tiger in a lifeboat twenty-six feet long was a **conundrum** I would have to try to solve later, when I had more energy. The feat surely made Richard Parker the largest stowaway, proportionally speaking, in the history of navigation. From tip of nose to tip of tail he took up over a third of the length of the ship he was on.

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You might think I lost all hope at that point. I did. And as a result I perked up and felt much better. We see that in sports all the time, don't we? The tennis challenger starts strong but soon loses confidence in his playing. The champion racks up the games. But in the final set, when the challenger has nothing left to lose, he becomes relaxed again, insouciant and daring. Suddenly he's playing like the devil and the champion must work hard to get those last points. So it was with me. To cope with a hyena seemed remotely possible, but I was so obviously outmatched by Richard Parker that it wasn't even worth worrying about. With a tiger aboard, my life was over. That being settled, why not do something about my parched throat?

I believe it was this that saved my life that morning that I was quite literally dying of thirst. Now that the word had popped into my head I couldn't think of anything else, as if the word itself were salty and the more I thought of it, the worse the effect. I have heard that the hunger for air exceeds as a compelling sensation the thirst for water. Only for a few minutes, I say. After a few minutes you die and the discomfort of **asphyxiation** goes away, whereas thirst is a drawn-out affair. Look: Christ on the Cross died of suffocation, but His only complaint was of thirst. If thirst can be so taxing that even God Incarnate complains about it, imagine the effect on an ordinary human. It was enough to make me go raving mad. I have never known a worse physical hell than this **putrid** taste and pasty feeling in the mouth, this unbearable pressure at the back of the throat, this sensation that my blood was turning to thick syrup that barely flowed. Truly, by comparison, a tiger was nothing, and so I pushed aside all thoughts of Richard Parker and fearlessly went exploring for fresh water.

The divining rod in my mind dipped sharply and a spring gushed water when I remembered that I was on a genuine, regulation lifeboat and that such a lifeboat was surely outfitted with supplies. That seemed like a perfectly reasonable proposition. What captain would fail in so elementary a way to ensure the safety of his crew?

What ship chandler would not think of making a little extra money under the noble **guise** of saving lives? It was settled. There was water aboard. All I had to do was find it, which meant I had to move. I made it to the middle of the boat, to the edge of the tarpaulin. It was a hard crawl. I felt I was climbing the side of a volcano and I was about to look over the rim into a boiling **cauldron** of orange lava. I lay flat. I carefully brought my head over. I did not look over any more than I had to. I did not see Richard Parker. The hyena was plainly visible, though. It was back behind what was left of the zebra. It was looking at me.

I was no longer afraid of it. It wasn't ten feet away, yet my heart didn't skip a beat. Richard Parker's presence had at least that useful aspect. To be afraid of this ridiculous dog when there was a tiger

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about was like being afraid of **splinters** when trees are falling down. I became very angry at the animal. "You ugly, foul creature," I muttered. The only reason I didn't stand up and beat it off the lifeboat with a stick was lack of strength and stick, not lack of heart. Did the hyena sense something of my mastery? Did it say to itself, "Super alpha is watching me–I better not move"? I don't know. At any rate, it didn't move. In fact, in the way it ducked its head it seemed to want to hide from me. But it was no use hiding. It would get its just dessert soon enough.



Richard Parker also explained the animals' strange behavior. Now it was clear why the hyena had confined itself to such an absurdly small space behind the zebra and why it had waited so long before killing it. It was fear of the greater beast and fear of touching the greater beast's food. The strained, temporary peace between Orange Juice and the hyena, and my reprieve, were no doubt due to the same reason: in the face of such a superior predator, all of us were prey, and normal ways of preying were affected. It seemed the presence of a tiger had saved me from a hyena— surely a textbook example of jumping from the frying pan into the fire.

But the great beast was not behaving like a great beast, to such an extent that the hyena had taken liberties. Richard Parker's passivity, and for three long days, needed explaining. Only in two ways could I account for it: sedation and seasickness. Father regularly sedated a number of the animals to lessen their stress. Might he have sedated Richard Parker shortly before the ship sank? Had the shock of the shipwreck–the noises, the falling into the sea, the terrible struggle to swim to the lifeboat–increased the effect of the sedative? Had seasickness taken over after that? These were the only **plausible** explanations I could come up with. I lost interest in the question. Only water interested me.

I took stock of the lifeboat. It was three–and–a half feet deep, eight feet wide and twenty-six feet long, exactly. I know because it was printed on one of the side benches in black letters. It also said that the lifeboat was designed to accommodate a maximum of thirty-two people. Wouldn't that have been merry, sharing it with so many? Instead we were three and it was awfully crowded.

It seems orange is the colour of survival because the whole inside of the boat and the tarpaulin and the life jackets and the lifebuoy and the oars and most every other significant object aboard was orange. Even the plastic, headless whistles were orange.

The words Tsimtsum and Panama were printed on each side of the bow in stark, black, roman capitals. I did not grasp all these details — and many more — right away. They came to my notice with time and as a result of necessity. I would be in the direst of dire straits, facing a bleak future, when some small thing, some detail, would transform itself

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and appear in my mind in a new light. It would no longer be the small thing it was before, but the most important thing in the world, the thing that would save my life. This happened time and again. How true it is that necessity is the mother of invention, how very true.

And what if the supplies were at the bow, beneath the tarpaulin? I turned and crawled back. I felt like a dried-out lizard. I pushed down on the tarpaulin. It was tautly stretched. If I unrolled it, I would give myself access to what supplies might be stored below. But that meant creating an opening onto Richard Parker's den.

There was no question. Thirst pushed me on. I unrolled it a little. Immediately I was rewarded. The bow was like the stern; it had an end bench. And upon it, just a few inches from the stem, a hasp glittered like a diamond. There was the outline of a lid. My heart began to pound. I unrolled the tarpaulin further. I peeked under. The lid was shaped like a rounded-out triangle, three feet wide and two feet deep. At that moment I perceived an orange mass. I jerked my head back. But the orange wasn't moving and didn't look right. I looked again. It wasn't a tiger. It was a life jacket. There were a number of life jackets at the back of Richard Parker's den.

A shiver went through my body. Between the life jackets, partially, as if through some leaves, I had my first, **unambiguous**, clear-headed glimpse of Richard Parker. It was his haunches I could see, and part of his back. Tawny, striped and simply enormous. He was facing the stern, lying flat on his stomach. He was still except for the breathing motion of his sides. I blinked in disbelief at how close he was. He was right there, two feet beneath me. Stretching, I could have pinched his bottom. And between us there was nothing but a thin tarpaulin, easily got round.

"God preserve me!" No **supplication** was ever more passionate yet more gently carried by the breath. I lay absolutely motionless. I had to have water, I brought my hand down and quietly undid the hasp. I pulled on the lid. It opened onto a locker, I looked down between my legs. I thought I would faint for joy. The open locker **glistened** with shiny new things. Oh, the delight of the manufactured good, the man-made device, the created thing! That moment of material revelation brought an intensity of pleasure – a heady mix of hope, surprise, disbelief, thrill, gratitude, all crushed into one – unequalled in my life by any Christmas, birthday, wedding, Diwali or other gift-giving occasion. I was positively giddy with happiness.



My eyes immediately fell upon what I was looking for. Whether in a bottle, a tin can or a carton, water is unmistakably packaged. On this lifeboat, the wine of life was served in pale golden cans that fit nicely in the hand. 'Drinking Water' said the vintage label in black letters. HP Foods Ltd. were the vintners. 500 ml were the contents. There were stacks of these cans, too many to count at a glance.

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With a shaking hand I reached down and picked one up. It was cool to the touch and heavy. I shook it. The bubble of air inside made a dull glub glub glub sound. I was about to be delivered from my hellish thirst. My pulse raced at the thought. I only had to open the can. I paused. How would I do that?

I had a can – surely I had a can opener? I looked in the locker. There was a great quantity of things. I rummaged about. I was losing patience. Aching expectation had run its fruitful course. I had to drink now – or I would die. I could not find the desired instrument. But there was no time for useless distress. Action was needed. Could I prise it open with my fingernails? I tried. I couldn't. My teeth? It wasn't worth trying. I looked over the gunnel. The tarpaulin hooks. Short, blunt, solid. I kneeled on the bench and leaned over. Holding the can with both my hands, I sharply brought it up against a hook. A good dint. I did it again. Another dint next to the first. By dint of dinting, I managed the trick. A pearl of water appeared. I licked it off. I turned the can and banged the opposite side of the top against the hook to make another hole. I worked like a fiend. I made a larger hole. I sat back on the **gunnel**. I held the can up to my face. I opened my mouth. I tilted the can.

My feelings can perhaps be imagined, but they can hardly be described. To the **gurgling** beat of my greedy throat, pure, delicious, beautiful, crystalline water flowed into my system. Liquid life, it was. I drained that golden cup to the very last drop, sucking at the hole to catch any remaining moisture. I went, "Ahhhhhh!" tossed the can overboard and got another one. I opened it the way I had the first and its contents vanished just as quickly. That can sailed overboard too, and I opened the next one. Which, shortly, also ended up in the ocean. Another can was dispatched. I drank four cans, two liters of that most exquisite of nectars, before I stopped. *You* might think such a rapid intake of water after prolonged thirst might upset my system. Nonsense! I never felt better in my life. Why, feel my brow! My forehead was wet with fresh, clean, refreshing perspiration. Everything in me, right down to the pores of my skin, was expressing joy.

A sense of well–being quickly overcame me. My mouth became moist and soft. I forgot about the back of my throat. My skin relaxed. My joints moved with greater ease. My heart began to beat like a merry drum and blood started flowing through my veins like cars from a wedding party honking their way through town. Strength and suppleness came back to my muscles. My head became clearer. Truly, I was coming back to life from the dead. It was glorious. I tell you to be drunk on alcohol is disgraceful, but to be drunk on water is noble and ecstatic basked in bliss and plenitude for several minutes.

I had water rations to last me 124 days. Never had simple arithmetic brought such a smile to my face. It was Richard Parker who calmed me down. It is the

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irony of this story that the one who scared me witless to start with was the very same who brought me peace, purpose, I dare say even wholeness.

I had to tame him. It was at that moment that I realized this necessity. It was not a question of him or me, but of him and me. We were, literally and figuratively, in the same boat. We would live – or we would die – together. He might be killed in an accident, or he could die shortly of natural causes, but it would be foolish to count on such an eventuality. More likely the worst would happen: the simple passage of time, in which his animal toughness would easily outlast my human frailty. Only if I tamed him could I possibly trick him into dying first, if we had to come to that sorry business.

But there's more to it. I will come clean. I will tell you a secret: a part of me was glad about Richard Parker. A part of me did not want Richard Parker to die at all, because *if he died I would be left alone with despair*, a foe even more formidable than a tiger. If I still had the will to live, it was thanks to Richard Parker. He kept me from thinking too much about my family and my tragic circumstances. He pushed me to go on living. I hated him for it, yet at the same time I was grateful. I am grateful. It's the plain truth: without Richard Parker, I wouldn't be alive today to tell you my story.

I left Richard Parker in a jungle and waited for a ship. It pained me to see the animal without even turning his head to have a last glimpse. A ship did find me and I am now reunited with my family.

About The Author



Yann Martel was born in Spain to French Canadian parents. Martel's father worked as a diplomat and the family moved to Costa Rica, France, Mexico and Canada during Martel's childhood. He grew up speaking both French and English.

Martel studied philosophy at Trent University in Ontario, and later spent a year in India visiting religious sisters and zoos. His first three books received little critical or popular attention but with the publication of Life of Pi in 2001, Martel became internationally famous and he was awarded the Man Booker Prize in 2002.

Glossary

belch	-	expel air noisily
flotsam	-	debris floating in a river or sea
tarpaulin	-	a heavy waterproof sheet
incredible	-	unbelievable
conundrum	-	a riddle
asphyxiation	-	death due to lack of oxygen
putrid	-	rotting
guise	-	pretence
cauldron	-	a large bowl or pot
splinters	-	a long sharp fragment of material, often wood

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plausible	-	probable, likely,
unambiguous	-	clear
supplication	-	a humble request, prayer
glistened	-	shone
gunnel	-	upper edge of the side of a boat
gurgling	-	a kind of sound when water is drunk fast

1. Answer the following questions in a sentence or two each, based on your understanding of the story.

a) Describe the pathetic condition of Pi in the middle of the ocean.

b) Who was Richard Parker?

c) Richard Parker's survival seemed incredible to Pi. Why?

d) Why was the great beast not behaving naturally?

e) Why was Pi not afraid of the hyena?

f) Describe Pi's struggle to find drinking water.

g) What was Pi's reaction when he discovered drinking water?

h) Why did Pi want to tame Parker?

i) What saved Pi's life?

j) How did Pi reunite with this family?

2. Answer the following questions in about 50 words.

a) How did the presence of Richard Parker help Pi?

b) Describe the lifeboat.

c) How did Pi feel after drinking water?

d) Did Pi want Richard Parker to die? Answer, giving reasons.

3. Answer in a paragraph.

a) How did the presence of Richard Parker influence the attitude of Pi?

b) Water is the elixir of life. Substantiate the statement with reference to the story of 'Life Of Pi'.

c) If you were lost at sea for as long as Pi was, what is the one item you would want with you? Write a diary entry in which you identify the item and explain why it is the one thing you would want with you.

4. Sequence the following incidents logically to write the summary of the story 'Life of Pi'.

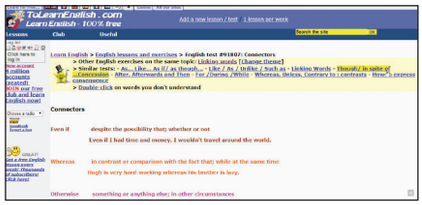
- As he looked around, he was shocked to find Richard Parker on board.
- His search for water took him dangerously close to Richard Parker but nothing could stop him – neither Richard Parker nor the hyena.
- Pi left Richard Parker in a jungle and reunited with his family.
- Pi came back to life and his senses after drinking the elixir of life.
- He understood that it was Richard Parker who helped him survive for 227 days.
- He was pinned by weakness having had no food, water or even sleep for nearly three days.
- Strangely his thirst overpowered his fear of Richard Parker and he went about exploring for fresh water.
- A little later, he succeeded in his search, when he found stacks of cans of drinking water.
- Pi was stranded in the Pacific on a lifeboat.
- Then, he realized that Parker who scared him earlier brought him peace, purpose and wholeness.

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ICT Corner

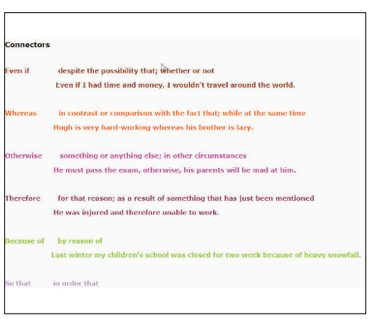
CONJUNCTIONS & CONNECTIVES/ LINKERS

To enable the students to know more about Connectors and also to check their knowledge in Conjunctions and linkers.

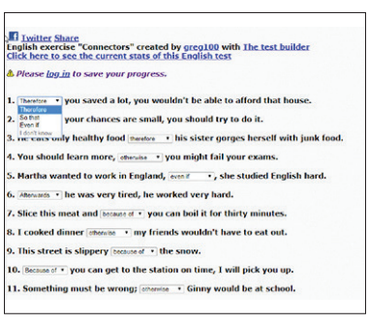


STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see a descriptions about Connectors with many examples.
3. Scroll down to see **English exercise – Connectors** which has objective questions. Click and select your answers. After giving all your answers click **Check my Test.**
4. You can review and compare your answers with the right answers.
5. Scroll down to see the link **Linking words** at the bottom of the page. Click that link. You can see a tabular columns with many links of Exercises.
6. Click those links and attempt answering to strengthen your learning on Connectives.



STEP 1



STEP 2



19	Conjunctions	★★
20	Conjunctions and connecting words	★★
21	Conjunctions: AND and BUT	★
22	Conjunctions: In case - in case of	★
23	Conjunctive Adverbs	★★
24	Connecting words	★★★
25	Connecting words	★★
26	Connecting words	★★★
27	Connecting words	★★
28	Connecting words	★★
29	Connecting words	★★
30	Connecting words	★★
31	Connecting words	★★
32	Connective words	★★
33	Connective words	★★
34	Connectives	★
35	Connectives	★
36	Connectives	★★
37	Connectives	★★
38	Connectors	★★★
39	Contrasting Ideas	★★
40	Coordinating conjunctions	★

STEP 3

WEBSITE LINK:
Click the following link or scan the QR code to access the website. https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-91807.php

** Images are indicatives only

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Unit 3

Prose

In Celebration of Being Alive

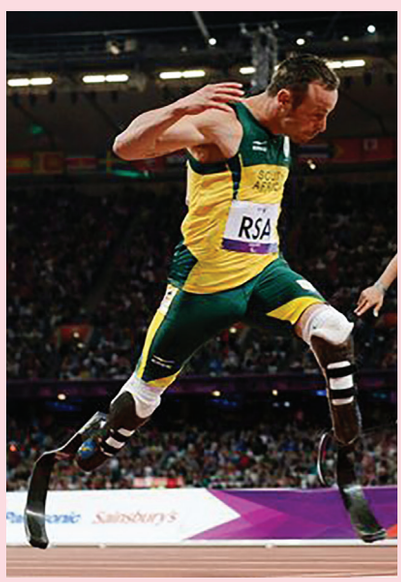
Dr. Christiaan Barnard

PI54G

Warm Up

There are several physically-challenged people who have lived successful and meaningful lives. Here are a few personalities who have fought great odds and lived a life of blazing achievements. Let's share what we know about each of them and complete the table below.

Name of the personality	Nature of challenge	Field of achievement
e.g. Beethovan	Hearing impairment	Music
Demosthenes		
Helen Keller		
Mariyappan Thangavelu		
Mozart		
John Milton		
Sudha Chandran		



We all know that Dr. Christiaan Barnard was the first doctor to perform a heart transplant surgery. Here we have an extract of his speech, wherein he narrates an experience, which has changed his perspective of life altogether. Let's find out what led to such a dramatic transformation.

1. More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the **consideration** of why people should suffer. Suffering seems so cruelly **prevalent** in the world today. Do you know that of the 125 million children born this year, 12 million are unlikely to reach the age of one and another six million will die before the age of five? And, of the rest, many will end up as mental or physical **cripples**.

2. My gloomy thoughts probably stem from an accident I had a few years ago. One minute I was crossing the street with my wife after a lovely meal together, and the next minute a car had hit me and knocked me into my wife. She was thrown into the other lane and struck by a car coming from the opposite direction.

3. During the next few days in the hospital, I experienced not only **agony** and fear but also anger. I could not understand

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why my wife and I had to suffer. I had eleven broken ribs and a **perforated** lung. My wife had a badly fractured shoulder. Over and over, I asked myself, why should this happen to us? I had work to do, after all; there were patients waiting for me to operate on them. My wife had a young baby who needed her care.

4. My father, had he still been alive, would have said: "My son, it's God's will. That's the way God tests you. Suffering **ennobles** you – makes you a better person."

5. But, as a doctor, I see nothing noble in a patient's **thrashing around** in a sweat-soaked bed, mind clouded in agony. Nor can I see any nobility in the crying of a lonely child in a ward at night.

6. In those days, they didn't have **sophisticated** heart surgery. I have always found the suffering of children particularly heartbreaking–especially because of their total trust in doctors and nurses. They believe you are going to help them. If you can't they accept their fate. They go through **mutilating surgery**, and afterwards they don't complain.

7. One morning, several years ago, I witnessed what I call the **Grand Prix** of Cape Town's Red Cross Children's Hospital. It opened my eyes to the fact that I was missing something in all my thinking about suffering – something basic that was full of **solace** for me.

8. What happened there that morning was that a nurse had left a breakfast trolley unattended. And very soon this trolley was commandeered by an **intrepid** crew of two – a driver and a mechanic. The mechanic provided motor power by galloping along behind the trolley with his head down, while the driver, seated on the mower deck, held on with one hand and steered by scraping his foot on the floor. The choice of roles was easy because the mechanic was totally blind and the driver had only one arm.



9. They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was a much better entertainment than anything anyone puts on at the Indianapolis 500 car race. There was a grand **finale** of scattered plates and silverware before the nurse and ward sister caught up with them, scolded them and put them back to bed.

10. Let me tell you about these two. The mechanic was all of seven years old. One night, when his mother and father were drunk, his mother threw a lantern at his father, missed and the lantern broke over the child's head and shoulders. He suffered severe third-degree burns on the upper part of his body, and lost both his eyes. At the time of the Grand Prix, he was a walking horror, with a **disfigured** face and long flap of skin hanging from the side of his neck to his body. As the

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wound healed around his neck, his lower jaw became gripped in a mass of fibrous tissue. The only way this little boy could open his mouth was to raise his head. When I stopped by to see him after the race, he said, "You know, we won." And he was laughing.

11. The trolley's driver I knew better. A few years earlier, I had successfully closed a hole in his heart. He had returned to the hospital because he had a **malignant tumour** of the bone. A few days before the race, his shoulder and arm were **amputated**. There was little hope of his recovery. After the Grand Prix, he proudly informed me that the trolley's wheels were not properly oiled, but he was a good driver, and he had full confidence in the mechanic.

12. Suddenly, I realized that these two children had given me a **profound** lesson in getting on with the business of living. Because the business of living is joy in the real sense of the word, not just something for pleasure, amusement, recreation. The business of living is the celebration of being alive.

13. I had been looking at suffering from the wrong end. You don't become a better person because you are suffering; but you become a better person because you have experienced suffering. We can't appreciate light if we haven't known darkness. Nor can we appreciate warmth if we have never suffered cold. These children showed me that it's not what you've lost that's important. What is important is what you have left.

About The Author



Christiaan Neethling Barnard was born in rural South Africa in 1922 to poor parents as their fourth child. He evinced great interest in his academics and was determined to pursue medicine, after the loss of his brother to a cardiac ailment. He won many scholarships and pursued his higher studies specializing in cardiac surgery. As a cardiac surgeon, Barnard focussed on congenital and complicated cardiac conditions for which there was no cure at that time. After experimenting with heart transplantation on animals, he performed the world's first human-to-human heart transplant in the year 1967. He gained worldwide recognition and went on to develop many surgery techniques, which are being adopted till date. Barnard has penned fourteen books and 235 scientific articles that have been published in reputed journals. Some of his books are, 'One Life', '50 Ways to a Healthy Heart', 'The Best Medicine' and 'The Faith'. A pioneer in cardiac surgery, he obtained a Doctorate in Medicine from the University of Cape Town. This was followed by 11 honorary doctorates, bestowed upon him by universities all over the world. He has also received 36 International Awards. In his late years, he established the Christiaan Barnard Foundation to serve and promote the cause of underprivileged children throughout the world and died at the age of 78 in the year 2001.

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Glossary

consideration – careful thought

prevalent – common

cripples – people with some disability preventing them from performing certain normal functions

agony – extreme physical and mental suffering

perforated – torn and damaged with holes

ennobles – (figurative use) makes dignified, morally noble

thrash around (idiom) – to move about restlessly

sophisticated – (here) well-advanced

mutilating surgery – surgery involving removal of tissue even at the risk of worsening of the patient's condition

Grand Prix – (here) one of several international motor-racing events

solace – comfort or consolation in times of grief or pain

intrepid – bold and daring

finale – climax or an exciting end

disfigured – spoiled or marred in appearance

malignant – (here, of diseases) very harmful to life

tumour – diseased growth in some part of the body

amputated – cut off by surgical operation

profound – very great

1. Answer the following questions in one or two sentences based on your understanding of the lesson.

a. What thoughts troubled Dr. Christiaan Barnard as he neared the end of his career as a heart surgeon?

b. What were Dr. Barnard's feelings when he was hospitalized after an accident?

c. When and where did the accident occur?

d. How did the hospitalization of Dr. Barnard and his wife affect their routine?

e. How was Dr. Barnard's attitude to suffering different from that of his father's?

f. How was the unattended trolley put to use?

g. What roles did the duo take up?

h. Why did the choice of roles prove to be easy for them?

i. Who encouraged them and how?

j. What does Dr. Barnard compare this entertainment to?

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k. What happened in the grand finale?

l. How does Dr. Barnard know the boy who played the trolley's driver?

m. What was the profound lesson that Dr. Barnard learnt from the boys?

2. Answer the following questions in three or four sentences.

a. Detail the statistics Dr. Barnard has provided in his speech.

b. What happened when the doctor couple were crossing the street?

c. What injuries did they sustain in the accident?

d. Dr. Barnard couldn't find any nobility in suffering. Why?

e. Why does Dr. Barnard find suffering of children heartbreaking?

f. How did the boy who played the mechanic lose his eyesight?

g. Why does Dr. Barnard describe the blind boy as a 'walking horror'?

h. What were the problems the trolley driver suffered from?

3. Answer the following in a paragraph of 100 – 150 words each.

a. Give an account of the medical problems for which the two boys were hospitalized.

b. "These two children had given me a profound lesson …" Elucidate.

c. Describe the 'Grand Prix' at Cape Town's Red Cross Children's Hospital.

d. How did a casual incident in a hospital help Dr. Barnard perceive a new dimension of life?

e. Life is unjust and cruel to certain people. Do they all resign themselves to their fate? Can you think of some who have fought their disabilities heroically and remained a stellar example for others? (for e.g. the astrophysicist Stephen Hawking, a paraplegic). Give an account of one such person and his/her struggle to live a fruitful life.

Aa Vocabulary

a) Go through the lesson and spot the words which mean the same as the following.

1. profession (para 1)
2. sorrowful (para 2)
3. decency (para 5)
4. destiny (para 6)
5. hijacked (para 8)
6. motivation (para 9)
7. serious (para 10)
8. significant (para 13)

b) Go through the lesson and spot the words opposite to the meaning of the following.

1. rare (para 1)
2. primitive (para 6)
3. fiction (para 7)
4. fearful (para 8)
5. benign (para 11)
6. diffidence (para 11)
7. boredom (para 12)
8. criticize (para 13)

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c) Frame illustrative sentences to distinguish the meaning of the words in the following clusters.

1. career – carrier – courier
2. patients – patience – patents
3. accident – incident – incidence
4. scraping – scrapping – scrubbing
5. accept – except – expect
6. lesson – lessen – lesion
7. severe – sever – sewer
8. raise – rise– rice
9. quiet – quite – quit
10. final – finale – feline

d) Fill in the blanks with the words given in brackets.

[profound, amusement, confidence, agony, solace, intrepid, disfigured, perforated]

1. Theatrical plays were a main source of _____ before the advent of television.
2. The _____ warriors of the Spartan Army marched into battle against a powerful enemy.
3. The _____ of parents finally came to an end when their lost child was found with the help of police.
4. Social media has brought about a _____ impact on the lives of millennials.
5. The tyres of the car got _____ when the vehicle rolled over the rusted nails scattered on the road.
6. Thomas Alva Edison did not lose his _____, even after facing a series of experimental failures in his quest to discover tungsten.
7. Many victims of the pipeline explosion in an oil refinery were left permanently _____ .
8. The old lady found _____ in the company of the children in the neighbourhood.

e) Form a phrase with each of the following pairs of nouns given below.

Here is an example from the lesson: fibre + tissue – fibrous tissue

1. muscle + pain -
2. skeleton + system -
3. nerve + disorder -
4. digestion + enzymes -
5. surgery + instruments -
6. agony + experience -
7. glory + victory -
8. fancy + idea -
9. emotion + song -
10. sense + issue -

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f) Fill the empty boxes with suitable words under each word class.

NOUN	VERB	ADJECTIVE	ADVERB
amusement			
	appreciate		
success			
			proudly
		hopeful	

g) Spot the errors in the following sentences and rewrite them correctly.

1. My grandfather is well-known in the village for his nobel deeds.
2. I had my evening meals in a restaurant near my office.
3. The Boss had full confidence on his Manager for successful completion of the project.
4. After the complicated surgery, the patient hoped of complete recovery.
5. The new health care scheme announced by the Government will bring relief to the children suffering with acute tuberculosis.
6. In spite of his poverty and setbacks, he was able to launch his dream carrier.



Listening

Listen to the passage being read out. Based on your understanding, complete the statements given below with appropriate answers.

1. Boredom occurs when a person is unable to ----------
2. ----------and ---------- are emotional consequences of boredom.
3. Two physical signs of acute boredom are
   a. b.
4. How does boredom affect the quality of work a person does?
5. Mention two ways by which one can overcome boredom.
   a. b.



Speaking

1. You are rushing to attend to an important work and you witness an accident on your way. Will you go to the rescue of the injured person? Share your views with the class.
2. Every person should take up the responsibility to serve the society in his or her own way. Discuss the various ways in which you can serve the society.

Dialogue

Dialogue is a conversation between two or more persons in a narrative style. It is widely used to communicate ideas. It requires at least a listener and a speaker. Asking a question and offering a reply is common in dialogue. We usually start the

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dialogue with a greeting, and complete it with a proper ending. A dialogue may be formal or informal. Informal dialogue is used in personal (non-official) contexts. A dialogue between friends or members of family is an example of informal dialogue. Formal dialogue is common in official contexts. A dialogue between a student and a teacher is an example of formal dialogue.

Here is a conversation between a student who wishes to open an account and a bank clerk.



Student : Good morning, madam.

Bank Clerk : Good morning, what can I do for you?

Student : I would like to open an account in your bank.

Bank Clerk : Are you a student of a school or a college?

Student : I am a student of Govt. Hr. Sec. School, Asoka puram.

Bank Clerk : Why do you want to open an account?

Student : My class teacher advised me to open an account to receive the monetary benefits from government schemes.

Bank Clerk : Here is an application form to open an account in our bank. Fill it up with all necessary details.

Student : Should I enclose any document with the form?

Bank Clerk : Yes. You should enclose a valid identity proof and an address proof that are approved by the government.

Student : Madam, can I submit the form and documents tomorrow?

Bank Clerk : Okay. You need to make an initial deposit of Rs. 500/- to open an account.

Student : Sure Madam, Thank you.

Bank Clerk : You are welcome.

a) **Pair work:** Practise the dialogue with another student. Then write a similar dialogue between a student and the class teacher regarding an educational trip.

b) **Build a conversation for the following situations with a minimum of five exchanges.**

1. A passenger and a railway staff regarding the cancellation of the reserved tickets.
2. Two friends about the NSS camp which they are going to attend.
3. A salesman and a customer at an electronic shop.

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4. A father and his daughter about the advantages of the habit of newspaper-reading.

c) Extend the conversation with two more relevant exchanges.

1. Receptionist: Good evening, sir. Welcome to Chennai.

   Traveller : I would like to book a deluxe room in your hotel for 3 days.

   Receptionist : ----------

   Traveller : ----------

   Receptionist : ----------

   Traveller : ----------

2. Student : Good morning, sir. May I come in?

   Teacher : Good morning, why are you late today?

   Student : ----------

   Teacher : ----------

   Student : ----------

   Teacher : ----------



Reading

Reading Comprehension

General tips

- Read the text completely to get the global comprehension of the text
- Read the text again for specific information
- Apply the context clue to know the meaning of passive vocabulary
- Attempt answering the direct or easy questions
- Then, attempt answering other questions
- For answering the vocabulary–based questions, pay your attention to the preceding and the following sentences of the sentence where the word is placed
- After identifying the answers, they may be reproduced or presented in simplified version (form)
- Besides literal understanding of the text, critical understanding of the text has to be applied.

Read the passage given below and answer the questions that follow.

Humans have long been fascinated by fiction. We experience excitement in assigning supernatural power to imaginary characters in fictional stories – and so we have Spider man, Batman, He–man, Titans and many more. The 'Cyborg' was an offshoot of such wild imagination of humans to invest our species with superhuman powers. Today, the Cyborg is no more an imaginary organism. We are living in a world where a sizeable population of humans have merged their bodies with technological implants. The term 'Cyborg', short for 'cybernetic organism', was coined to describe a man, whose body is implanted with technological devices to supplement and substitute body functions.

Cyborgs include people with cardiac pacemakers, contact lenses, bionic ears and eyes, prosthetics and so on. In other words, a cyborg is partly human and partly machine. The technological innovations in the field of medicine

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and healthcare augment humans with machines, producing a beta version of the human body. The advent of brain machine interfaces is certain to blur the boundary between humans and machines. Scientists are working hard to find a technique for age reversal too. People do not want to die, so mankind is striving to get to the final frontier, which is development of machines and devices that would accord man immortality.

The needs of humans are not limited. As time passes, food habits change, thinking patterns change, and even appearances change. We are about to travel by driverless, fully automated vehicles. Computers and smart phones have become our masters. The more we depend and merge with technological advancements, the more the humanness in us slowly erodes. Intelligence is sought to be infused into machines and robotics are designed in such a way to give man a virtual human companion. The field of artificial intelligence is overtaking the human brain and many fear that it could even harm the human race. Despite certain limitations and potential threats, many believe that cyborgs will be the next step in the evolution of mankind. The amalgamation of man and machine is sure to add a new dimension to the life of mankind and this will prove to be the 'biggest evolution in Biology' since the emergence of life, four billion years ago.

a) Account for the popularity of characters with supernatural powers.

b) Who is referred to as a 'Cyborg'?

c) What is expected to happen with the advent of the brain machine interface?

d) The needs of humans are not limited. How is this statement elaborated in the passage?

e) How can a machine turn into a virtual companion for humans?

f) Explain the flipside of the rapid technological advancement.

g) Identify the word in para 1 which means 'everlasting life'.

h) Which of the following words is synonymous with 'amalgamation'?

a) recreation b) integration
c) exploration d) proposition

i) Which of the following options is the antonym of the word 'advent'?

a) drawback b) dispute
c) departure d) danger

j) Find out the word which is the antonym of 'natural' in para 3.

Grammar

OCJZF

Active and Passive Voice

You have already learnt the use of Active and Passive Voice in your earlier classes. Let's quickly recall some of the important rules now.



❖ The object of the Active Verb is made the Subject of the Passive Verb.

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- The Subject of the Active Verb is made the object of some Preposition (generally 'by').
- The Verb of the Active Voice must have the Past Participle form of the Finite Verb.
- The tense of the Verb does not change.
- Only Transitive verbs can be changed into Passive Voice.
- When the verbs expressing command, order, advice or request are changed into Passive Voice, 'Let' is placed at the beginning of the subject. Also place 'Passive Infinitive' without 'to' after 'be'. The form of the Passive Voice will be – Let + Subject + be +Verb in third form. Subject is placed between 'Let' and 'be' + verb in third form.
- While changing Present Infinitive into Passive Voice, put 'to + be + verb in third form' (Past Participle in place of infinitive form) **e.g.** A letter has to be posted by me.
- Some vague and indefinite subjects like 'everyone', 'they', 'people', 'someone', 'somebody,' everybody', 'anybody', etc., are dropped when the sentence is changed into Passive Voice. e.g : Prizes were distributed at the end of the function.
- The use of 'by' is considered superfluous when the special interest of the speaker is not in the active subject but in the predicate. For example – 'French is spoken in many parts of the world'.
- 'They say' can be changed into 'It is said'.

Sentences with the following four tenses of verbs cannot be transformed into Passive Voice.

- Present Perfect Continuous

  E.g. Anita has been playing squash since childhood.
- Past Perfect Continuous

  E.g. My family had been running textile business for years.
- Future Continuous

  E.g. Students will be giving dance performance tomorrow.
- Future Perfect Continuous

  E.g. They will have been discussing the sensitive issues for five days.

Task 1

Change the following sentences into Passive Voice.

a. The Governor inaugurated the exhibition at ten o' clock.

b. The crowd expected their leader to arrive early in the morning.

c. Who taught her Computer Science?

d. They unanimously named Ravi the captain of team.

e. The President gave the commander an award.

f. Do not tell a lie.

g. Please open the door.

h. It is time to stop the work.

i. They say he is a spy.

j. One should keep one's promise.

k. People burn a great deal of wood in winter.

l. Where had you kept the book?

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m. When did you feel the tremors?

n. How did you do the experiment?

o. Whose car did someone park in front of your gate?

Task 2

Change the following sentences into Active Voice.

a) The smuggler has been nabbed by the police.

b) By whom were you interviewed?

c) Why were you scolded by your parents?

d) Not a word was spoken by the convict in self–defence.

e) Good news is expected shortly.

f) The mail has just been received.

g) Sundari has been taken to hospital by her husband.

h) Our television is being repaired now.

i) Sweets have not been distributed to children by the organisers.

j) Prizes were being given by the chief guest.

k) Nobody has been seen in the library this week.

l) Nobody would have known the truth if you had not disclosed it.

m) You are advised to help the poor and needy.

n) You are requested to make a cup of tea for the guest.

Interrogations or Questions

There are different ways of asking questions. Let's take a look at the different types of questions and deal with Tag Questions in detail:

1. 'Yes' or 'no' Questions or Polar Questions

These questions expect or elicit a response of either 'yes' or 'no'. 'Yes-no' questions begin with 'be verbs', 'do verbs' and 'have verbs' or with modal verbs. They can be framed in both positive and negative forms.

Generally, people tend to make mistakes in answering 'Yes' or 'No' to a negative question. For instance,

"Did you **not** attend the function last week?"

"Yes, I did not." (wrong response)

"No, I did not."(right response)

Here, two negatives do not neutralise each other, but only emphasize the point or the message if the person has attended the function, the answer will be: "Yes, I did."

2. 'Wh' Questions or Information Questions

These questions are framed to seek some sort of information. They begin with 'What, When, Where, Who, Why, Which, Whom, Whose and How. For e.g. What are your plans for this weekend? / Whom do you want me to meet there? / How long should I wait for you? / When will you be able to complete this work? / Why does your father travel to UK quite often?

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3. Alternative Questions

These questions offer the listener a closed choice of two or more possible answers, presuming that only one is true. They are framed with the word 'or'. For e.g. Shall I meet him today or tomorrow? / Would you like to have tea, coffee or juice? Are you going to spend your vacation in Ooty or Kodaikanal? / Did you buy a sedan or a hatchback?

4. Tag Questions

A tag question is a short question form added at the end of a declarative or an imperative sentence. It is generally used to draw the attention of the listener to the sentence and to seek confirmation. Sometimes they are used to encourage a reply from the person who is spoken to. Tag questions are commonly used in conversations and not usually in formal English.

Points to remember while framing tag questions

- The question tag always begins with an auxiliary verb or a modal verb. Question tags are formed with the same auxiliary or modal verb found in the main part of the sentence.
- The subject of the question tag is a personal pronoun (except 'there'), which is a substitute for the subject of the statement.
- The pronoun should agree with the number, gender and person of the subject of the statement.
- The negative adverb 'not' is always used in contracted form.

[isn't, wasn't, aren't, weren't, hasn't, haven't, hadn't, doesn't, don't, didn't, won't, shan't, can't, wouldn't, shouldn't, couldn't, mustn't, needn't, oughtn't, daren't]

- If the statement is in the affirmative, the tag it takes is usually negative. If the statement is negative, the tag it takes is positive.

e.g. Mr. Ranjith is a great scholar, **isn't he**?

You **can** complete this project in a week, **can't you**?

e.g. Ahalya **will never** accept your proposal, **will she**?

- If the main part of the sentence doesn't have an auxiliary verb or a modal verb, the question tag is formed with the appropriate form of 'do' based on the tense of the main verb and the number of the subject.

e.g. Mahathi **sings** very well, **doesn't she**?

(present tense – singular subject)

These girls **sing** very well, **don't they**?

(present tense – plural subject)

Mahathi **sang** very well yesterday, **didn't she**?

(past tense – singular subject)

These girls **sang** very well yesterday, **didn't they**?

(past tense - plural subject)

- The subject hidden in an imperative sentence is always 'you' and so the subject of the question tag is also 'you'.
- Imperative sentences that express a polite request, obligation, suggestion, invitation, impatience, warning etc.

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take 'will or would' as verbs in the question tag.

e.g. Please, bring me a glass of water, **would you**? (polite request)

Always follow the traffic rules, **would you**? (obligation)

Join us for lunch tomorrow, **will you**? (invitation)

Don't ever meddle with my papers, **will you**? (warning)

❖ The pronoun 'they' is used if the subject of the sentence refers to people or animals or things in plural.

e.g. **The young should** learn to take up responsibilities, shouldn't they?

The toys in the box **are not** new, **are they**?

❖ Though the subjects 'someone, somebody, anyone, anybody, no one, nobody, everything, everyone and everybody' are singular in meaning, the pronoun 'they' is used in the question tag.

e.g. **Nobody has** arrived yet, **have they**?

Everyone will attend the party, **won't they**?

❖ The pronoun 'it' is used in the question tag when the subject of the statement is:

- a thing or an animal in singular form
- 'Something', 'Anything' or 'Nothing'
- 'This' or 'That'

e.g. **The peacock is** the national bird of India, **isn't it**?

The blue frock was more expensive than the pink one, **wasn't it**?

Something has gone wrong in the circuit, **hasn't it**?

This is not your dad's car, **is it**?

❖ When the statements begin with 'There', the same is used as the subject of the question tags too.

e.g. **There is not** much time left, **is there**?

There was a pond beside the temple, **wasn't there**?

❖ The words 'hardly, scarcely, rarely, barely and seldom' are considered as negatives and therefore take positive question tags.

e.g. We **rarely visit** our native town, **do we**?

Ajith **seldom speaks** in English, **does he**?

❖ Statements having 'a little' or 'a few' are positive and therefore they take a negative tag. Statements having 'little' or 'few' are negative and therefore take a positive tag.

e.g. **A few** germs can be viewed through this microscope, **can't they**?

Little do your parents know about this problem, **do they**?

❖ The appropriate form of 'be' is used, if the statement contains a 'be' verb. The 'be' forms 'is, are, was, were' are repeated in the tag. The verb **am** in the statement takes **aren't** as its tag; **ain't**

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is not used in formal English; '**am I not**'is very formal.

e.g. I am a very honest and humble being, **aren't I**?

❖ Sentences that begin with 'Let's…' take 'shall we?' as the question tag.

e.g. **Let's** close our eyes and meditate for some time, **shall we**?

Let's all go to the beach this evening, **shall we**?

❖ Sentences that begin with 'Each of', 'Either of', 'Neither of', 'Both of' and 'All of' take plural pronouns as the subject in the question tag.

e.g. **Neither of** my two brothers **helped** me in that situation, **did they**?

All of us are not eligible to apply for this course, **are we**?

❖ **Punctuation**: A comma is added at the end of the statement and the tag begins with a small letter and ends with a question mark.

❖ **Intonation**: Question tags are usually asked for agreement when the speaker already knows the answer. Sometimes the speaker uses a tag question when he really wants to know the answer.

If the speaker asks a real question, he/she uses a rising intonation i.e. his/her tone of voice rises.

If the speaker already knows the answer and expects only an agreement or confirmation, he/she uses a falling intonation i.e. his/her tone of voice falls.

Task – 1

Add suitable question tags to the following sentences and punctuate properly.

1. The children are very happy today.
2. You have not returned my books yet.
3. We enjoyed the trip very much.
4. Let's clean the shelves this weekend.
5. My mother rarely travels by bus.
6. Somebody must bell the cat.
7. Anita never comes late to office.
8. I am always the winner.
9. Don't commit this mistake again.
10. There is a pharmacy near that bus stand.
11. Bacteria can never survive in extreme weather conditions.
12. I am not as smart as you are.
13. The boys broke the window pane last evening.
14. Leaves wither during autumn.
15. You should add a little salt to the buttermilk.

Task – 2

Correct the error found in the question tag in each of the following.

1. The evil doers cannot cross the path of truth, can't they?
2. The vegetables in the fridge are still fresh, aren't it?
3. The village head understood the intention of the politician, doesn't he?
4. I claim to be a person of faith and prayer, aren't I?

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5. The employees are seldom allowed to meet their boss, aren't they?
6. Let's organize a trip to Goa, can we?
7. The landlady will charge me for the damage, shan't she?
8. Both the sisters have left for Canada, aren't they?
9. That's definitely not the right thing to do in this situation, isn't that?
10. We needn't apply for a bank loan, do we?
11. The Chief Guest spoke a few words, did he?
12. The rhinoceros has a horn made of keratin, haven't they?



Writing

STORY WRITING

Story writing is an activity that involves creativity. It is a delightful form of composition in a narrative style. The purpose of writing a narrative piece is to educate, motivate or entertain. It can be a fictional story or narration of a real-life incident or experience. Even an interesting incident of everyday life can inspire a plot and supply a scenario for a beautiful story. This exercise requires rich imagination and graphic visualisation.

We all enjoy reading and listening to short stories. Let's try our hand in developing short stories. We shall look at two types of guided writings–developing hints and story completion–that will help us develop story-writing skills.

❖ Before you start writing a story, you need to decide on the following key points.

- **Plot** – What the story is about.
- **Theme** – The message conveyed by the story.
- **Characters** – Main characters – their descriptions and the supporting characters
- **Setting** – Time, location and background
- **Developing storyline** – Create a conflict for the main character.
- **Building the climax** – the turning point of the story – the most dramatic moment
- **Conclusion** – Give a suitable end.

❖ Here are a few hints that can help you produce a well-written short story.

- Begin the story in an impressive manner with any of the following:
  - a remarkable scene
  - a description of the main character
  - a powerful line of dialogue
  - a conflict or a mystery.
- Grab the attention of the readers with an opening sentence that arrests attention and raises questions in the reader's mind.
- Describe the setting – time, location, context and atmosphere.
- Develop the story line and introduce the characters.
- Incorporate an element of suspense and sustain the same till the climax unfolds.

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- Build up the climax gradually.
- Introduce dialogues that are interesting, lively, relevant and natural to the context, wherever possible.
- Handle the conclusion of the story well. The story should have a striking end or a dramatic twist. It may also end with a moral or a message.
- Provide an appropriate and a catchy title. The title may be based on the incident of the story or the chief character (protagonist). The story may also be titled after a proverb or a familiar quotation illustrated by the story or a popular catch phrase.
- Revise and edit your writing as many times as possible till you feel it's perfect.
- Show, don't tell. (Instead of saying "The boy was happy" say "The boy whistled as he walked down the corridor."

❖ When you write a story, remember to use…

- the simple past tense, the past continuous tense and the past perfect tense
- suitable adjectives and adverbs
- direct speech with reporting verbs and proper punctuation marks
- linkers and discourse markers

To begin with, one can train oneself to write stories by following two steps:

(i) expanding the given outlines into a story

(ii) completing a partly narrated story.

Task 1

Expand the following outlines into complete stories and supply a suitable title for each.

Here is an example.

Outline:

A wealthy old lady – suddenly loses eyesight – calls an eye specialist – doctor demands exorbitant fees – lady agrees to pay if cured – doctor starts treatment – steals antique decorative pieces -one by one – treatment ends - lady's vision restored – doctor demands fees – lady refuses to pay – doctor knocks the doors of court – seeks justice – judge enquires lady – lady explains – not completely cured – cannot see antique items – kept in showcase – judge understands – gives verdict – lady's favour – arrests doctor for cheating.

Story

The Invisible Antiques

In a grand old-fashioned mansion overlooking a hill, lived a wealthy dear old lady named Margaret J. Smith. She inherited a huge fortune from her late husband John Maxwell Smith. Being a very smart and shrewd woman, she ably managed her estate all alone. As she grew older and older, she became frail. Subsequently, her eyesight also started failing. One day, when she woke up from her bed, she realised that she had lost her sight.

The old lady immediately sent word to an eye-specialist in the County to treat her. The doctor though skilful in his profession was a greedy and crafty person by nature. He visited Margaret Smith the very same day and examined her. He told her that he

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could cure her but it would cost her a huge sum. He named an exorbitant fee for the treatment. The old lady was taken aback by the amount demanded by the doctor. However, she agreed to pay on condition that her eyesight was completely restored after the treatment. The doctor agreed and went ahead with his treatment.

During his visits to the lady's mansion for treatment, the greedy doctor eyed her collection of antique decorative pieces displayed in a showcase. Knowing that those antique pieces would fetch a good price in the market, the doctor started stealing those items, one by one, during every visit. Eventually, the treatment worked and the old lady's vision was totally restored. Now, as per the agreement, the doctor demanded his fees. But, the old lady said that she was not satisfied with the treatment given and firmly refused to pay. The doctor threatened her to drag her to the court. The old lady said, "You can go ahead and do whatever you want."

The angry doctor filed a case against old Margaret and sought justice from the court. The old lady was summoned for examination. The judge enquired the reason as to why she refused to pay the agreed fees to the doctor. The old lady replied, "As per the agreement made, I must be completely cured of my problem. Unfortunately, my vision has been only partially restored after the treatment." As a proof of her statement, she said that she was not able to see the antique items kept in her showcase.

The learned judge understood the meaning of the lady's statement and its implication. The judge concluded the case and read out his verdict. The verdict went thus: "After a thorough examination of the case and connected issues, this court pronounces that Margaret, the defendant, is absolved of her obligation to pay her doctor. This court also pronounces that the doctor has committed the offence of theft and as such he should undergo a rigorous imprisonment for six months." The shocked doctor hung his head down in shame. The old lady felt greatly relieved and marched out of the court triumphantly.

Exercise

1. Big cotton merchant – owned a factory – many employees – one day a heap of cotton stolen – no clue – merchant's secretary assured to find out - asked him to host dinner - invite all workers – merchant agreed – middle of feast – secretary suddenly shouted – cotton sticking to hair of thieves – the guilty dusted their heads – tried to clear – caught in the trap – punished.

2. Mr. X, a rich businessman – runs a company - always very busy with office work – one day his son – 10 years old – approaches dad and asks – how much he earns in one hour – father gets furious – boy persuades – father says Rs. 500 – immediately son asks for Rs. 300 – father shouts – wasting money on toys - son leaves to his room crying – father feels bad – thinks might need some stationery – enters boy's room and gives money – boy becomes happy – takes some crumpled notes – under his pillow – counts everything together – total Rs.500 – gives it to dad – wants to buy – one hour of his time – father realizes his mistake – feels sorry and guilty – hugs son – closes

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all office files - takes him on a picnic – decides to spend more time with near and dear ones.

Task 2

Continue and complete the following stories and suggest suitable titles for the same.

Beginning of the story

Tit for Tat

It was a pleasant breezy evening. The college auditorium was filled to capacity. The students, dressed in their finest, looked very cheerful and excited. When the chief guest entered the hall, they stretched their necks eagerly to catch a glimpse. He was a very well-known personality–a great scholar and an excellent orator–in the town. The programme began and the students were looking forward to listening to the key-note address which was to be delivered by the chief guest. The occasion was the college annual day function. The chief guest was invited to take the podium by the compere. He began his speech and there was a hushed silence. He started off with an interesting anecdote followed by a humorous one liner. He went on to delve deeper into the topic of technology and opportunities. Suddenly, a mischievous student among the lot, crowed like a cock in a high pitch "cock-a-doodle-doo" "cock-a-doodle-doo".

Completion of the story

This broke the mood of the occasion, flow of speech and the seriousness of the atmosphere. Some students were amused by this break and responded with a laughter here and a giggle there. But, the accomplished orator stood undeterred. He took this interruption in his stride and pretended to be surprised. He stopped his speech, checked his watch and got back to his mike. In a calm and composed voice and a matter–of–fact tone, he said, "A cackling of a cock indicates daybreak, but my watch shows it is dusk. However, studies have proved that animals of lower creation possess a wonderful sense of the day–night rhythm. I guess my watch is wrong and the rooster is right." He stressed the words 'animals of lower creation'.

At this, the entire audience burst into loud, hearty, never-ending laughter. They applauded in true appreciation of the orator's presence of mind and sense of humour. The student who made the crowing sound hung his head in shame. He had received a fitting response for his misbehaviour. The scholar, true to his greatness, won on this occasion too.

Exercises

1. A rich man had a neighbour who was suffering from acute poverty. The rich man was proud of his wealth and treated his poor neighbour with disrespect and derision. One day, a fortune-teller told the rich man that all his wealth would be possessed by his neighbour within a month. The rich man became greatly worried and spent sleepless nights. He did not know how to safeguard his wealth round the clock. Suddenly he thought of a plan. He disposed of everything he had and with all that money, he bought a large, precious diamond. He sewed up the diamond in his turban. He proudly said

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to himself, "Now, there's no way. My poor neighbour can never secure my wealth. The words of the fortune-teller will prove false."……

2. Four friends decided to go to a restaurant for dinner. They ordered an extra-large pizza with grated cheese and other choice toppings. The next 20 minutes seemed to be too long a time. Their eyes widened and their mouth watered, when the server brought the steaming hot pizza and placed it on the table. They could barely control the drool. Simultaneously, all the four hands pulled at a slice from the plate, their faces beaming with a victorious grin. Silence prevailed as they were absorbed in the taste of their favourite food. They relished every mouthful to the core and savoured the taste of each topping with a smile of approval. Soon, the plate was empty and clean with no trace. The boys dabbed their mouths and wiped their hands with tissues. Mission accomplished, they leaned back with immense joy and satisfaction not knowing, it would be short-lived. The waiter arrived with the bill. Joseph, who had brought the others to the restaurant for a treat casually slipped his hand into his pocket to get his wallet. He gave a soft shriek accompanied by an expression of dismay and utter disbelief. He exclaimed, "It's not there! Someone has pinched my wallet! What are we to do now?" ……

UTHIRA is an event conducted by the NSS unit of ABC Hr Sec School. Imagine you are a volunteer and help a parent fill in the following registration form. (Invent necessary details)

Blood Donation Application Form **PAGE 1**

❑ First Time Donor ❑ Repeat Donor Date of Donation (dd/mm/yy)……

For Repeat Donor

What did you donate last time ?:

❑Whole Blood ❑Apheresis please specify : ○ Single Donor Red cell ○ Single Donor Platelets ○ Plasmapheresis

Did you encounter any problems in your last donation ?: ❑ No problems

❑ problems : ○ Fainting ○ Bruise ○ Difficulties in finding vein

○ Deferred due to …… ○ Others ……

ID CARD NUMBER ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Blood Group Rh

OTHER CARD ID ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Donor Number……

Date of birth (dd/mm/yy) …… Age ……year Sex …… Weight…… kg.

(Age between 17-70) If 17 years old, do you have parents or guardian signed consent form ? ❑ Yes ❑ No……

≥60-70 years old , Do you have medical certificate? ❑ Yes ❑ No……

Present address ❑ Same address ❑ Changed as follows : ……

……

……

Post Code …… Telephone …… Mobile Phone ……

E-Mail address……

Occupation : ❑ Student ❑ Gov. official, soldier, police, State Enterprise ❑ Company, employee

❑ Monk, priest ❑ Others, specify……

Name: Mr. / Ms. / Mrs. ……

(first name) (last name)

(Please fill out the questions on page 2)

Signature ……

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For your own safety and the safety of the patient who will receive your blood, please answer the following questions to the best of your knowledge by marking √ in the correct box

Category 1 (For women only)	YES	NO
1. Pregnant ?	❑	❑
2. Do breast-feed ?	❑	❑
3. Gave birth or miscarriage in the last 6 months ?	❑	❑
Category 2		
4. Had diarrhea in the last 7 days ?	❑	❑
5. Had unintendedly lost weight in rapidly the last 3 months?	❑	❑
6. Had dental treatments in the last 3 days ?	❑	❑
7. Had major surgery in the last 6 months or minor surgery in the last 7 days?	❑	❑
8. Do you drink alcohol or others ?	❑	❑
9. Had a history of drug use or had you been imprisoned in the last 3 years ?	❑	❑
10. Had a blood transfusion in the past 1 year ?	❑	❑
11. Did you visit any area with malaria in the last 1 year or have you had malaria in the last 3 years ?	❑	❑
12. Have menstruation ? (to be answered by female only)	❑	❑
13. Do you feel fit enough and have enough rest last night ?	❑	❑
14. Had high-fat diet in the last 6 hours ?	❑	❑
15. Did you take aspirin, muscle relaxants or NSAIDS or any other medicine(s) ?	❑	❑
16. Did you take antibiotics or any other medicine(s) ?	❑	❑
17. Have you or any in your family member ever had hepatitis ?	❑	❑
18. Have asthma,epilepsy,chronic skin disease,chronic cough , tuberculosis , allergies ,		
19. high blood pressure ,heart/kidney/thyroid disease , cancer , bleeding disorder etc.?	❑	❑
20. Have ear/ body piercings, tattoos made or removed or acupuncture?	❑	❑
21. Did you get any vaccinations in the last 2 months ?	❑	❑
Did you receive serum injection in the last 1 year?	❑	❑
22. Others	❑	❑

I hereby certify that I have answered the following questions truthfully and that, to the best of my knowledge, my blood is safe for donation. I have been informed that my blood will be tested for syphilis, hepatitis B and C, as well as HIV/AIDS. I hereby voluntarily donate blood to the National Blood Centre of the Red Cross Society without expecting any type of remuneration. The blood may be given to any patient or for research purpose as deemed suitable by the National Blood Centre of the Thai Red Cross Society. I certify that the staff of the National Blood Centre is not responsible for any untoward effects that may occur after this blood donation. I shall be pleased to donate blood again. **Donor signature**.....

Reason for allowing donor to donate blood in this case.....

Doctor/Staff signature .....

For staff

Donor Number..... **No. of Donation**.....

In case of no donor ID card for repeat Donor

First donation(dd/mm/yy)..... **Place**.....

Last donation(dd/mm/yy)..... **Place**.....

Unit Number

Blood pressure.....mm. Hg

Pulse	❑ normal	❑ abnormal
Heart/Lung	❑ normal	❑ abnormal
Hemoglobin	❑ pass	❑ not pass
Hb.....mg/dL	❑ pass	❑ not pass

❑ Deferred due to.....

❑ On medication that effects platelet counts

❑ Under volume

❑ High volume

❑ Discarded

Remarks .....

Registrar..... **Blood bag preparation staff**..... **Blood collector** .....

Blood sample collector ..... **Rechecked by**.....

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Unit 3

Poem

All the World's a Stage

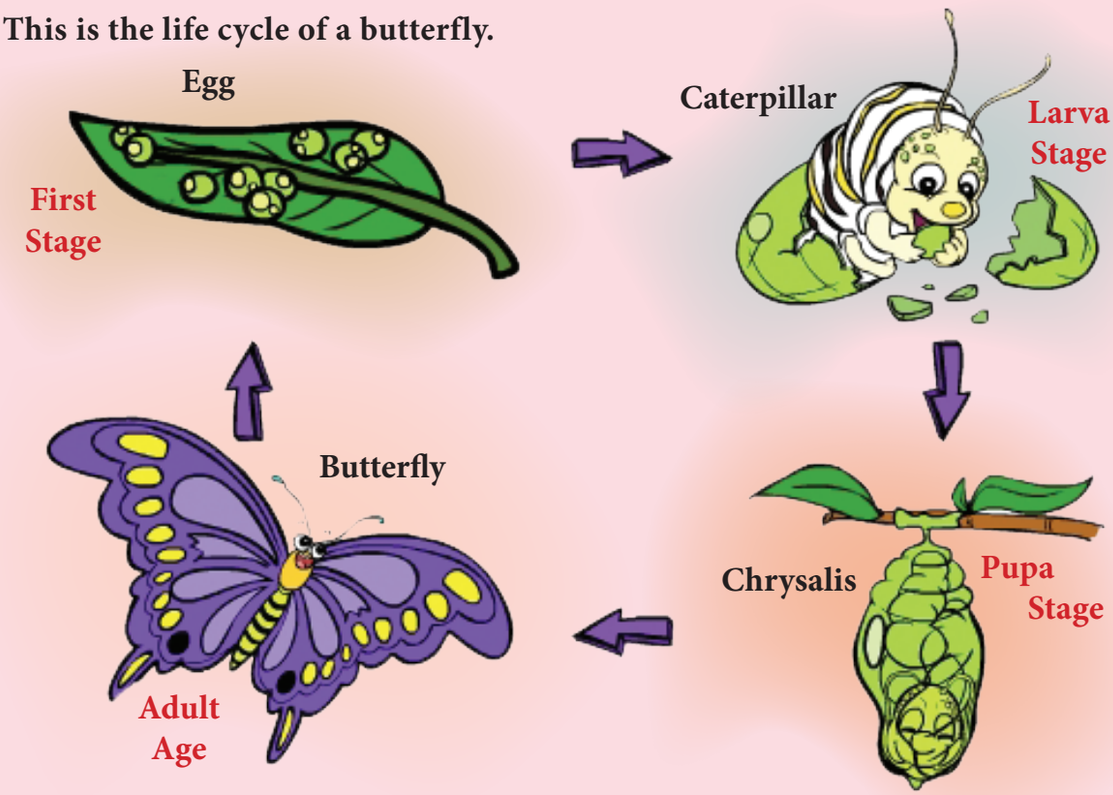
(from As You Like It)

William Shakespeare

YQHO3

Warm Up

This is the life cycle of a butterfly.



Discuss with your partner the different stages in the growth of man from a new born to an adult.

The phrase "All the world's a stage" is the beginning of a monologue from William Shakespeare's *As You Like It*, spoken by Jaques in Act II Scene VII (Line 138). He compares the world to a stage and life to a play and catalogues the seven stages of a man's life. This is one of Shakespeare's most frequently quoted passages.

DO YOU KNOW?

Know the words depicting different age groups.

Age group	Word	Age group	Word
10-19	denarian	60-69	sexagenarian
20-29	vicenarian	70-79	septuagenarian
30-39	tricenarian	80-89	octogenarian
40-49	quadragenarian	90-99	nonagenarian
50-59	quinquagenarian	100 and above	centenarian

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First, listen to a reading of the complete poem. Then, read silently and get to know what Shakespeare says about the different stages in the life of man. You may refer to the glossary given at the end of the monologue to help you.

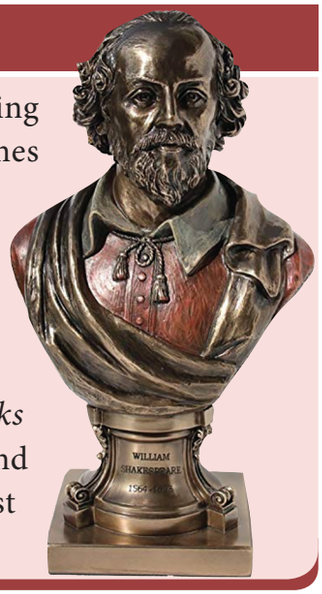
"All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his **time** plays many **parts**,
His acts being seven **ages**. At first the infant,
Mewling and **puking** in the nurse's arms;
Then the **whining** school-boy, with his **satchel**
And shining morning face, **creeping** like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a **woeful** ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange **oaths**, and bearded like the **pard**,
Jealous in honour, **sudden and quick in quarrel**,
Seeking the bubble reputation
Even in the cannon's mouth. And then the **justice**,
In fair round belly with good **capon lin'd**,
With eyes severe and beard of formal cut,
Full of wise **saws** and modern instances;
And so he plays his part. The sixth age shifts
Into the **lean and slipper'd pantaloon**,

With spectacles on nose and **pouch** on side;
His youthful **hose,** well sav'd**, a world too wide**
For his **shrunk shank**; and his big manly voice,
Turning again toward childish **treble**, **pipes**
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is **second childishness** and mere **oblivion**;
Sans teeth, sans eyes, sans taste, sans everything."



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About The Author



William Shakespeare (1564-1616) was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance). Shakespeare's plays are perhaps his most enduring legacy, but they are not the only things he wrote. Shakespeare's poems remain popular to this day. Shakespeare's rich and diverse works have spawned countless adaptations across multiple genres and cultures. His writings have been compiled in various iterations of *The Complete Works of William Shakespeare*, which include all his plays, sonnets, and other poems. William Shakespeare continues to be one of the most important literary figures of the English language.

Glossary

time	-	lifetime
parts	-	here, characters
ages	-	here, periods of time
mewling	-	a small weak noise that a cat makes
puking	-	vomiting
whining	-	expressing unhappiness
creeping	-	walking slowly
satchel	-	a shoulder bag
furnace	-	place where fire is made
woeful	-	unhappy
oaths	-	promises
pard	-	a large cat, such as a leopard
justice	-	here, a judge, someone very respected
saws	-	sayings
pouch	-	a small bag for carrying money
hose	-	tights, thin trousers that men wore in Shakespeare's time
a world too wide	-	much too big
pipes	-	a high sound
second childishness	-	being like a child again
Sans	-	without

Contextual meaning of a few difficult phrases.

Line 13:

'*jealous in honour*': The young man takes great care of his honour, his reputation as a good man.

Line 13:

'*sudden and quick in quarrel*': 'quarrel' is a slightly old-fashioned word for an argument; 'sudden' here means unpredictable - so in an argument this young man might suddenly become violent.

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Line 14:

'*Seeking the bubble reputation*': a bubble is empty, so by 'seeking the bubble reputation', Shakespeare means a short lived glory.

Line 15:

'*Even in the cannon's mouth*': a 'cannon' - large gun, and its 'mouth' was at the front -so the man seeks his reputation even if it means standing in front of guns.

Line 16:

'*capon lin'd*': 'to line' means to fill something at the edges here, the man was fat from eating good chicken.

Line 20:

'*lean and slipper'd pantaloon*' : this phrase describes a thin old man.

Line 23:

'*shrunk shank*': - 'to shrink' means to grow smaller, and a 'shank' is a piece of meat cut from a leg of an animal - so man's legs have grown narrower with age.

Line 24:

'*treble*': a treble is the higher part of a piece of music - so Shakespeare is referring to a boy's high-pitched voice.

Line 27:

'*oblivion*': if someone is 'oblivious' he/she doesn't know what is happening around him/her, and if he/she lives in 'oblivion' he/she is completely forgotten by other people.

1. Fill in the blanks using the words given in the box to complete the summary of the poem.

Shakespeare considers the whole world a stage where men and women are only (1) _____. They (2)_____the stage when they are born and exit when they die. Every man, during his life time, plays seven roles based on age. In the first act, as an infant, he is wholly (3) _____on the mother or a nurse. Later, emerging as a school child, he slings his bag over his shoulder and creeps most (4)_____ to school. His next act is that of a lover, busy (5) _____ballads for his beloved and yearns for her (6) _____. In the fourth stage, he is aggressive and ambitious and seeks (7) _____in all that he does. He (8) _____solemnly to guard his country and becomes a soldier. As he grows older, with (9) _____and wisdom, he becomes a fair judge. During this stage, he is firm and (10) _____. In the sixth act, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish (11) _____. The last scene of all is his second childhood. Slowly, he loses his (12) _____of sight, hearing, smell and taste and exits from the roles of his life.

attention	treble	reluctantly
actors	maturity	reputation
serious	faculties	composing
enter	promises	dependent

2. From your understanding of the poem, answer the following questions briefly in a sentence or two.

a) What is the world compared to?

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b) "And they have their exits and their entrances" - What do the words 'exits' and 'entrances' mean?

c) What is the first stage of a human's life?

d) Describe the second stage of life as depicted by Shakespeare.

e) How does a man play a lover's role?

f) Bring out the features of the fourth stage of a man as described by the poet.

g) When does a man become a judge? How?

h) Which stage of man's life is associated with the 'shrunk shank'?

i) Why is the last stage called second childhood?

3. Explain the following lines briefly with reference to the context.

a) *"They have their exits and their entrances;*
And one man in his time plays many parts,"

b) *"Jealous in honour, sudden and quick in quarrel,*
Seeking the bubble reputation".

c) *"Is second childishness and mere oblivion;*
Sans teeth, sans eyes, sans taste, sans everything."

4. Read the poem once again carefully and identify the figure of speech that has been used in each of the following lines from the poem.

a) *"All the world's a stage"*

b) *"And all the men and women merely players"*

c) *"And shining morning face, creeping like snail"*

d) *"Full of strange oaths, and bearded like the pard,"*

e) *"Seeking the bubble reputation"*

f) *"His youthful hose, well sav'd, a world too wide"*

g) *"and his big manly voice, turning again toward childish treble"*

5. Pick out the words in 'alliteration' in the following lines.

a) *"and all the men and women merely players"*

b) *"And one man in his time plays many parts"*

c) *"Jealous in honour, sudden and quick in quarrel."*

6. Read the given lines and answer the questions that follow.

a) *Then the whining school-boy, with his satchel*
And shining morning face, creeping like snail
Unwillingly to school.

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i. Which stage of life is being referred to here by the poet?

ii. What are the characteristics of this stage?

iii. How does the boy go to school?

iv. Which figure of speech has been employed in the second line?

b) *Then a soldier,*
full of strange oaths, and bearded like the pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.

i. What is the soldier ready to do?

ii. Explain 'bubble reputation'.

iii. What are the distinguishing features of this stage?

c) *And then the justice,*
In fair round belly with good capon lin'd,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;

i. Whom does justice refer to?

ii. Describe his appearance.

iii. How does he behave with the people around him?

iv. What does he do to show his wisdom?

7. Complete the table based on your understanding of the poem.

Stage	Characteristic
	crying
judge	
soldier	
	unhappy
second childhood	
	whining
old man	

8. Based on your understanding of the poem, answer the following questions in about 100 – 150 words each. You may add your own ideas if required, to present and justify your point of view.

a) Describe the various stages of a man's life picturised in the poem "All the World's a stage."

b) Shakespeare has skilfully brought out the parallels between the life of man and actors on stage. Elaborate this statement with reference to the poem.

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Speaking

Shakespeare describes the characteristics of the various stages of man. You are in the second stage of life. What do you think of your roles and responsibilities at this stage? Discuss with your partner and share your ideas with the class.



Listening

Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again.

The World Is Too Much with Us

The world is too much with us; late and soon,

Getting and spending, we lay waste our powers;

Little we see in _____ that is ours;

We have given _____ away, a sordid boon!

This Sea that bares her bosom _____,

_____ that will be howling at all hours,

And are up-gathered now like _____,

For this, for everything, we are _____;

It _____ us not. Great God! I'd rather be

A Pagan suckled in a creed outworn;

So might I, standing on this pleasant lea,

Have glimpses that would make me less forlorn;

Have sight of Proteus rising _____

Or hear old Triton blow his wreathed horn.

William Wordsworth

Parallel Reading

On the Life of Man

What is our life? A play of passion,

Our mirth the music of division,

Our mother's wombs the tiring-houses be,

Where we are dressed for this short comedy.

Heaven the judicious sharp spectator is,

That sits and marks still who doth act amiss.

Our graves that hide us from the setting sun

Are like drawn curtains when the play is done.

Thus march we, playing, to our latest rest,

Only we die in earnest, that's no jest

Sir Walter Raleigh

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Unit 3

Supplementary

The Hour of Truth (Play)

Percival Wilde

Warm Up

a) We judge people around us, based on their qualities and actions. We brand some people as good and some bad. What qualities, do you think, characterise a gentleman? Some of them may be merely external and some others internal



well-dressed	courteous

b) When we see a few *coins scattered* on the ground, we would probably pick them up on the sly or walk away ignoring them. What if it was an envelope full of ₹ 2000 bills? How are people likely to react in such a situation?



Discuss with a partner and share your views.

Here is a play which describes a situation where the honesty and uprightness of the protagonist is put to a crucial test. He is compelled by his family members to compromise on his ethical principles. Let's find out how he is saved from that crisis.

CHARACTERS:

ROBERT BALDWIN

MARTHA

JOHN

EVIE

Mr. MARSHALL

It is rather a hot and sultry Sunday afternoon, and the sun overhead and the baked clay under foot are merciless. In the distance, lowering clouds give promise of coming relief. And at the parlour window of a trim little cottage the Baldwin family is anxiously awaiting the return of its head.

John, Baldwin's son, an average young man of twenty-seven, is smoking a pipe as philosophically as if this day were no whit more momentous than any other. But Martha, his mother, has made little progress in the last half-hour; and Evie, Baldwin's daughter, takes no pains to conceal her nervousness.There is a tense pause. It

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seems as if none of them likes to break the silence. For the tenth time in ten minutes, Evie goes to the window and looks along the sultry road.

THE SCENE : At Baldwin's

MARTHA: It's time he was home.

EVIE: Yes, mother.

MARTHA: I do hope he hasn't forgotten his umbrella; he has such a habit of leaving it behind him.

EVIE: Yes, Mother.

MARTHA: It might rain. Don't you think so, Evie?

EVIE: (*after a pause*) Mother (*There is no answer.*)

Mother! [*Mrs. Baldwin turns slowly*] What does Mr. Gresham want with him? Has he done anything wrong?

MARTHA: (*proudly*) Your father? No, Evie.

EVIE: Then why did Mr. Gresham send for him?

Let's understand better:

Martha and Evie hear that Gresham had been arrested on suspicion of committing a fraud in his bank. They are angry and shocked at the news.



MARTHA: He wanted to talk to him.

EVIE: What about? Mr. Gresham has been arrested; they're going to try him tomorrow. What can he want with Father?

MARTHA: Your father will have to give evidence.

EVIE: But he's going to give evidence against Mr. Gresham. Why should Mr. Gresham want to see him?

MARTHA: I don't know, Evie, you know, your father doesn't say much about his business affairs. (*she pauses*) I didn't know there was anything wrong with the Bank until I saw it in the papers. Your father wouldn't tell me to draw my money out – he thought it wasn't loyal to Mr. Gresham. (*Evie nods*) I did it of my own accord-against his wishes–when I suspected…

EVIE: (*after a pause*) Do you think that Father had anything to do with – with… (she does not like to say it)

MARTHA: With the **wrecking** of the Bank? You know him better than that, Evie.

EVIE: But did he not know what was going on?

MARTHA: (*after a pause*) Evie, I don't believe your father ever did a wrong thing in his life – not if he knew it was wrong. He found out by accident – found out what Mr. Gresham was doing.

EVIE: How do you know that?

MARTHA: I don't know it. I suspect it – something he said. You see, Evie, he can't have done anything wrong. They haven't indicted him.

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EVIE: (*slowly*) No. They didn't **indict** him-because they want him to **testify** against

Mr. Gresham. That's little consolation, Mother.

(John enters)

JOHN: Look here mother, what does Gresham want with the **governor**?

EVIE: I've just been asking that.

MARTHA: I don't know, John.

JOHN: Didn't you ask him?

MARTHA: Yes, I asked him. He didn't say, John (*anxiously*), I don't think he knew himself.

JOHN: [*after an instant's thought*] I was talking to the assistant cashier yesterday.

EVIE: Donovan?

JOHN: Yes, Donovan, I saw him up at the Athletic Club. He said that nobody had any idea that there was anything wrong until the crash came. Donovan had been there eight years. He thought he was taken care of for the rest of his life. He had got married on the strength of it. And then, one morning, there was a sign up on the door. It was like a bolt out of a clear sky.

Let's understand better:

After Mr. Gresham's arrest, Evie and Martha get the news that Donovan, another employee of the bank, has also lost his job.

EVIE: And father?

JOHN: He says the governor must have known. He'll swear nobody else did. You see, Father was closer to Gresham than anyone else. That puts him in a nice position, doesn't it?

MARTHA: What do you mean, John?

JOHN: Father is the only witness against John Gresham – and me named after him! John Gresham Baldwin, at your service!

MARTHA: Your father will do his duty, John, no matter what comes of it.

JOHN: (*shortly*) I know it. And I'm not sure but what is right. (*They look at him inquiringly*) There's John Gresham, grown rich in twenty years, and the governor pegging along as his secretary at sixty dollars a week!

MARTHA: Your father never complained.

JOHN: No; that's just the pity of it. He didn't complain. Well, he'll have his chance tomorrow. He'll **go on the stand** and when he's through, they'll put John Gresham where he won't be able to hurt anybody for a while. Wasn't satisfied with underpaying his employees; had to rob his depositors! Serves him jolly well right!

(*There is the click of a latchkey outside. Evie makes for the door.*)

JOHN: *Hullo, Dad!*

BALDWIN: How are you, my boy? (*He shakes hands with John.*) Evie… (*He kisses her.*)

JOHN: Well Dad? Don't you think it's about time you told us something?

BALDWIN: Told you something? I don't understand, John.

JOHN: People have been talking about you – saying things –

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Let's understand better:

Another senior member of the bank, Baldwin, father of John and Evie, and husband of Martha, is however believed to be honest.

BALDWIN: What kind of things, John?

JOHN: You can imagine; rotten things. And I couldn't contradict them.

BALDWIN: Why not, John?

JOHN: Because I didn't know.

BALDWIN: Did you have to know? Wasn't it enough that you knew your father?

JOHN: [*after a pause*] I beg your pardon, Sir.

BALDWIN: It was only a day before the **smash-up** that I found out what Gresham was doing. (*He pauses. They are listening intently*.) I told him he would have to make good. He said he couldn't…

EVIE: And what happened?

BALDWIN: I told him he would have to do the best he could–and the first step would be to close the bank. He didn't want to do that.

MARTHA: But he did it.

BALDWIN: I made him do it. He was angry–very angry, but I had the whip hand.

EVIE: The papers didn't mention that.

BALDWIN: I didn't think it was necessary to tell them.

MARTHA: But you let your name rest under a cloud meanwhile.

BALDWIN: It will be cleared tomorrow, won't it? (*He pauses*) Today Gresham sent for me. The trial begins in twenty-four hours. I'm the only witness against him. He asked - you can guess what…

JOHN: (***indignantly***) He wanted you lie to save his skin, eh? Wanted you to **perjure** yourself?

BALDWIN: That wouldn't be necessary, John. He just wanted me to have an attack of poor memory. If I tell all I know, John Gresham will go to jail–no power on earth can save him from it. But he wants me to forget a little- just the essential things. When they question me I can answer, "I don't remember". They can't prove I do remember. And there you are.

JOHN: It would be a lie, Dad!

BALDWIN: (*smiling*) Of course. But it's done every day. And they couldn't touch me – any more than they could convict him.

MARTHA: (*quivering with indignation*) How dared he – how dared he ask such a thing?

EVIE: What did you say, Father?

BALDWIN: (*smiling, and raising his eyes to John's*) Well son, what would you have said?

JOHN: I'd have told him to go to the devil.

BALDWIN: I did… but I didn't use your words, John, he's too old a friend of mine for that. However, I didn't mince matters any. He understood what I meant.

EVIE: And what did he say then?

BALDIN: There wasn't much to say. You

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see, he wasn't surprised. He's known me for thirty–five years. And, well (*with simple pride*) anybody who's known me for thirty-five years doesn't expect me to **haggle** with my conscience. If it had been anybody else than Gresham, I would have struck him across the face. But John Gresham and I were boys together. We worked side by side. And I've been in his employ ever since he started in for himself. He is desperate–he doesn't know what he is doing–or he wouldn't have offered me money.

Let's understand better:

Baldwin is pressurized by Gresham to falsely declare that he does not remember the facts, but Baldwin refuses to do so.

JOHN: (*furious*) Offered you money, Dad?

BALDWIN: He'd put it aside, ready for the emergency. If they don't convict him, he'll hand it over to me. The law can't stop him. But if I live until tomorrow night, they will convict him! (*He sighs*) God knows I want no share in bringing about his punishment. (*He breaks off; Evie pats his hand silently.*) Young man and old man, I've worked with him or for him the best part of my life. I'm loyal to him– I've always been loyal to him–but when John Gresham ceases to be an honest man, John Gresham and I part company!

(*There is a pause.*)

MARTHA: (*weeping softly*) Robert! Robert!

BALDWIN: I've got only a few years to live, but I'll live those as I've lived the rest of my life. I'll go to my grave clean!

JOHN: Dad…What did Gresham offer you?

BALDWIN: (*simply*) A hundred thousand dollars.

EVIE: What!

Let's understand better:

In order to tempt Baldwin, Gresham offers him a huge bribe of hundred thousand dollars, but Baldwin doesn't accept it.



MARTHA: Robert!

BALDWIN: He put it aside for me without anybody knowing it. It's out of his private fortune, he says. It's not the depositors' money–as if that made any difference.

EVIE: (*as if hypnotized*) He offered you a hundred thousand dollars?

BALDWIN: (*smiling at her amazement*) I could have had it for the one word 'Yes' – or even for nodding my head–or a look of the eyes.

JOHN: How-how do you know he meant it?

BALDWIN: His word is good.

JOHN: Even now?

BALDWIN: He never lied to me, John. (*He pauses.*) I suppose my eyes must have

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shown something I didn't feel. He noticed it. He unlocked a drawer and showed me the hundred thousand.

JOHN: In cash?

BALDWIN: In thousand-dollar bills. They were genuine. I examined them.

EVIE: (*slowly*)And for that he wants you to say, 'I don't remember'.

BALDWIN: Just that: three words only.

JOHN: But you won't?

BALDWIN: (*shaking his head*) Those three words would choke me if I tried to speak them. For some other man, perhaps, it would be easy. But for me? All of my past would rise up and strike me in the face. It would mean to the world that for years I had been living a lie: that I was not the honourable man I thought I was. When John Gresham offered the money, I was angry. But when I rejected it, and he showed no surprise, then I was pleased. It was a compliment, don't you think so?

Let's understand better:

At this point, Gresham understands that it is impossible to persuade Baldwin to accept the bribe.

JOHN: (*slowly*) Rather an expensive compliment.

BALDWIN: Eh?

JOHN: A compliment which cost you a hundred thousand dollars.

BALDWIN: A compliment which was worth a hundred thousand dollars. I've never had that much money to spend in my life, John, but if I had, I couldn't imagine a finer way to spend it.

JOHN: (*slowly*)Yes. I suppose so.

MARTHA: (*after a pause*) Will the depositors lose much, Robert?

BALDWIN: (*emphatically*) The depositors will not lose a cent. We were able to save something from the wreck, Gresham and I. It was more than I had expected–almost twice as much–and with what Gresham has it will be enough.

EVIE: Even without the hundred thousand?

(*Baldwin does not answer.*)

JOHN: (*insistently*) Without the money that Gresham had put away for you?

BALDWIN: Yes, I didn't know there was the hundred thousand until today. Gresham didn't tell me. We **reckoned** without it.

EVIE: Oh!

JOHN: And you made both ends meet?

BALDWIN: Quite easily. [*He smiles*] Mr. Marshall is running the reorganization; Mr. Marshall of the Third National. He hasn't the least idea that it's going to turn out so well.

(*There is a pause.*)

Let's understand better:

John and Evie are tempted by the huge amount of money offered by Gresham. They try to justify Gresham's act of offering Baldwin a bribe.

JOHN: They're going to punish Gresham, aren't they?

BALDWIN: I'm afraid so.

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JOHN: What for?

BALDWIN: **Misappropriating** the funds of the ---

JOHN: (*interrupting*) Oh, I know that. But what crime has he committed?

BALDWIN: That's a crime, John.

EVIE: But if nobody loses anything by it?

BALDWIN: It's a crime nevertheless.

JOHN: And they're going to punish him for it!

EVIE: (*timidly*) Would it be such an awful thing, Father, if you let him off?

BALDWIN: (*smiling*) I wish I could, Evie. But I'm not the judge.

EVIE: No, but… You're the only witness against him.

BALDWIN: (***nonplussed***) Evie!

Let's understand better:

John says that as he is named after Baldwin's friend Gresham, he will be put to shame for bearing the name of a criminal.

JOHN: She's right, Governor.

BALDWIN: You too, John?

JOHN: It's going to be a nasty mess if they put John Gresham in jail – with your own son named after him! It's going to be pleasant for me! John Gresham Baldwin!

MARTHA: (*after a pause*) Robert, I'm not sure I understood what you said before. What did Mr. Gresham want you to do for him?

BALDWIN: Get him off tomorrow.

MARTHA: You could do that?

BALDWIN: Yes.

MARTHA: How?

BALDWIN: By answering '*I don't remember*' when they ask me dangerous questions.

MARTHA: Oh! And you do remember?

BALDWIN: Yes, nearly everything.

JOHN: No matter what they ask you?

BALDWIN: I can always refresh my memory. You see, I have notes.

JOHN: But without those notes you wouldn't remember?

BALDWIN: What do you mean, John?

JOHN: As a matter of fact, you will have to rely on your notes nearly altogether, won't you?

BALDWIN: Everybody else does the same thing.

JOHN: Then it won't be far from the truth if you say, 'I don't remember'?

MARTHA: I don't see that Mr. Gresham is asking so much of you.

BALDWIN: Martha!

MARTHA: Robert! I'm as honourable as you are ...

BALDWIN: That goes without saying, Martha.

MARTHA: It doesn't seem right to me to send an old friend to jail. Robert, I've been thinking. The day John was **baptized**, when Mr. Gresham stood sponsor for him, how proud we were! And when we

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came home from the church you said–do you remember what you said Robert?

BALDWIN: No. What was it?

MARTHA: You said, Martha may our son always live up to the name which we have given him! Do you remember that?

Let's understand better:

Martha, Baldwin's wife, feels that Baldwin is betraying his dear friend Gresham and thereby causing embarrassment to John.

BALDWIN: Yes – dimly.

JOHN: Ha! Only dimly, Governor?

BALDWIN: What do you mean, John?

MARTHA: (*giving John no opportunity to answer*) It would be sad – very sad- if the–name of John Gresham, our son's name, should come to grief through you, Robert.

BALDWIN: Martha, are you telling me to accept the bribe money that John Gresham offered me?

EVIE: Why do you call it bribe money, Father?

BALDWIN: (*bitterly*) Why indeed? Gresham had a prettier name for it. He said that he had underpaid me all these years. You know, I was getting only sixty dollars a week when the crash came.

JOHN: (*impatiently*) Yes, yes?

BALDWIN: He said a hundred thousand represented the difference between what he had paid me and what I had actually been worth to him.

MARTHA: That's no less than true, Robert. You've worked for him very faithfully.

BALDWIN: He said that if he had paid me what he should have, I would have put by more than a hundred thousand by now.

JOHN: That's so, isn't it, Dad?

BALDWIN: Who knows? I never asked him to raise my salary. When he raised it, it was **of his own accord**. (*There is a pause. He looks around.*) Well, what do you think of it, Evie?

EVIE: (*hesitantly*) If you go on the stand tomorrow…

Let's understand better:

Martha also justifies Gresham's act of offering Baldwin money stating that it is a compensation for his low salary. She starts coercing Baldwin to accept the bribe.

BALDWIN: Yes?

EVIE: – And they put John Gresham in jail, what will people say?

BALDWIN: They will say I have done my duty, Evie, no more and no less.

EVIE: Will they?

BALDWIN: Why, what should they say?

EVIE: I don't think so. Of course, but other people might say that you had turned traitor to your best friend.

BALDWIN: You don't, mean that, Evie?

EVIE: When they find out that they haven't lost any money–when John Gresham tells them that he will pay back every cent–then they won't want him to go to jail. They'll feel sorry for him.

BALDWIN: Yes, I believe that. I hope so.

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JOHN: And they won't feel too kindly disposed towards the man who helps put him in jail.

MARTHA: They'll say you went back on an old friend, Robert.

JOHN: When you pull out your notes in court, to be sure of sending him to jail! (*He breaks off with a snort.*)

EVIE: And Mr. Gresham hasn't done anything really wrong.

JOHN: It's a **technicality**, that's what it is. Nobody loses a cent. Nobody wants to see him punished.

EVIE: Except you, Father.

JOHN: Yes, and you're willing to jail the man after whom you named your son!

MARTHA: I believe in being merciful, Robert.

BALDWIN: Merciful?

MARTHA: Mr. Gresham has always been very good to you. (*There is another pause. Curiously enough, they do not seem to be able to meet each other's eyes.*) Ah, well! What are you going to do now, Robert?

BALDWIN: What do you mean?

MARTHA: You have been out of work since the bank closed.

BALDWIN: (*shrugging his shoulders*) Oh, I'll find a position.

Let's understand better:

John accuses Baldwin of betraying his dear friend Gresham. He adds that Baldwin will not get an employment anywhere, as he will be considered a traitor.

MARTHA: (*shaking her head*) At your age?

BALDWIN: It's the man that counts.

MARTHA: Yes, you said that a month ago.

JOHN: I heard from Donovan ...

BALDWIN: (*quickly*)What did you hear?

JOHN: He's gone with the Third National, you know.

BALDWIN: Yes; he's helping with the reorganization.

JOHN: They wouldn't take you on there...

BALDWIN: Their staff was full. They couldn't very well offer me a position as a clerk.

JOHN: That was what they told you… Mr. Marshall said he wouldn't employ a man who was just as guilty as John Gresham.

BALDWIN: But I'm not!

JOHN: Who knows it?

BALDWIN: Everybody will, tomorrow!

JOHN: Will they believe you? Or will they think you're trying to save your own skin?

BALDWIN: I found out only a day before the smash.

JOHN: Who will believe that?

BALDWIN: They will have to!

JOHN: How will you make them? I'm afraid you'll find that against you wherever you go, Governor. Your testifying against John Gresham won't make things any better. If you ever get another job, it will be with him! (*This is a startling idea*

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to Baldwin, who shows his surprise.) If Gresham doesn't go to jail, he'll start in business again, won't he? And he can't offer you anything less than a partnership.

BALDWIN: A partnership?

JOHN: (*with meaning*)With the hundred thousand capital you could put in the business, Dad.

BALDWIN: John!(*looks appealingly from one face to another; they are averted then*) You – you want me to take this money? (*There is no answer.*) Say 'Yes' one of you. (*still no answer*) or 'No'. (*a long pause*) I couldn't go into partnership with Gresham.

MARTHA: (*promptly*) Why not?

BALDWIN: People wouldn't trust him.

JOHN: Then you could go into business with someone else. Dad, a hundred thousand is a lot of money.

BALDWIN: (*walks to the window. looks out*) God knows I never thought this day would come! I know–I know no matter how you try to excuse it – I know that if I take this money I do a dishonourable thing. And you know it! You, and you, and you! All of you! Come, admit it!

JOHN: (*resolutely*) Nobody'll ever hear of it.

BALDWIN: But amongst ourselves, John! Whatever we are to the world, let us be honest with each other, the four of us! Well? *(His glance travels from John to Evie, whose head is bowed; from her to his wife, who is apparently busy with her knitting. He raises Martha's head; looks into her eyes. He shudders.)* **Shams**! Liars! **Hypocrites**! Thieves! And I no better than any of you! We have seen our souls naked, and they stink to Almighty Heaven! Well, why don't you answer me?

Let's understand better:

Baldwin grows ashamed of the greed of his family. John has the courage to look at him straight in the eye. He compels Baldwin to accept the money offered by Gresham.

MARTHA: (*feebly*) It's not wrong, Robert.

BALDWIN: It's not right.

JOHN: (*facing him steadily*) A hundred thousand is a lot of money, Dad.

BALDWIN: (*nodding slowly*)You can look into my eyes now, my son, can't you?

JOHN: (*without moving*) Dad, why did you refuse? Wasn't it because you were afraid of what we'd say?

BALDWIN: [*after a long pause*] Yes, John.

JOHN: Well, nobody will ever know it.

BALDWIN: Except the four of us.

JOHN: Yes, Father.

(*Abruptly they separate. Evie weeps in silence. Martha, being less emotional, blows her nose noisily and fumbles with her knitting. John scowls out of the window, and Baldwin, near the fireplace, clenches and unclenches his hands) Someone's coming.*

Let's understand better:

Baldwin feels ashamed of himself too. Mr. Marshall, the President of the Third National, another bank, comes to his house to convey an important news.

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MARTHA: (*raising her head*) Who is it?

JOHN: I can't see (*with sudden **apprehension***) It looks like Mr. Marshall.

BALDWIN: Mr. Marshall? (*The doorbell rings. He goes to a window commanding a view of the doorway.*) It is Mr. Marshall.

BALDWIN: It is Marshall.

MARTHA: The President of the Third National?

BALDWIN: Yes. What does he want here?

EVIE: Shall I show him in, Father?

BALDWIN: Yes, yes, by all means.

(*Evie goes out.*)

Let's understand better:

Mr. Marshall informs Baldwin that Gresham had admitted his guilt, as he knew that Baldwin, being an honest and upright man, would never give false testimony.

MARTHA: (*crossing to him quickly*) Robert! Be careful of what you say; you're to go on the stand tomorrow.

BALDWIN: (*nervously*) Yes, yes, I'll look out.

(*Evie re-enters, opening the door for Marshall.*)

MARSHALL: (*coming into the room very **buoyantly***) Well, well, spending the afternoon indoors? How are you, Mrs. Baldwin? (*He shakes hands cordially*) And you, Baldwin?

MARTHA: We were just going out. Come, Evie.

MARSHALL: Oh, you needn't go on my account. You can hear what I have to say. (*He turns to the head of the family*) Baldwin, if you feel like coming around to the Third National sometime this week, you'll find a position waiting for you.

BALDWIN: (*thunderstruck*) Do you mean that, Mr. Marshall?

MARSHALL: (*smiling*) I wouldn't say it if I didn't. (*He continues more seriously.*) I was in to see Gresham this afternoon. He told me about the offer he had made you. But he knew that no amount of money would make you do something you thought wrong. Baldwin, he paid you the supreme compliment; rather than go to trial with you to testify against him, he confessed.

BALDWIN: (*sinking into a chair*) Confessed!

MARSHALL: Told the whole story. (*He turns to Martha*) I can only say to you what every man will be saying tomorrow: how highly I honour and respect your husband! How sincerely-

Let's understand better:

Mr. Marshall offers Baldwin a job at his bank, The Third International, thus rewarding him for his uprightness.

MARTHA: (*seizing his hand **piteously***) Please! Please! Can't you see he's crying?

(Slowly, the curtain falls.)

- (slightly adapted)

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About The Author



Percival Wilde (1887 – 1953) was an American author and playwright. He wrote novels, short stories and one-act plays. He also authored a textbook on the theatre arts. Native to New York City, Wilde graduated from Columbia University in 1906, and worked for a time as a banker. He began writing plays in 1912. Wilde's plays were especially popular in the Little Theatre Movement.

Percival Wilde chose to portray the values of life in his plays, throwing light on a specific trait of an individual. His one-act play *The Hour of Truth* is a testimony to his craftsmanship where the three classical unities of time, place and action are observed. The climax of the play develops rapidly and ends with a pleasant surprise.

Glossary

wrecking	-	ruining, destroying (here, bankruptcy)
indict	-	accuse or charge someone for a crime and put on trial
testify	-	give evidence as a witness in court
governor	-	the way John addresses his father
go on the stand	-	testify during a trial in the court of law
smash-up	-	complete collapse (insolvency)
indignantly	-	angrily
perjure	-	swear falsely
haggle	-	argue, disagree
reckoned	-	calculated
misappropriate	-	to take other's money dishonestly for one's own use
nonplussed	-	confused, puzzled
baptized	-	named, christened
of his own accord	-	voluntarily, without compulsion
technicality	-	a minor detail
shams	-	people who cheat others
hypocrites	-	people who put on a false appearance, pretenders
apprehension	-	fear
buoyantly	-	cheerfully
piteously	-	sympathetically

1. Rearrange the following sentences in a meaningful sequence and write the summary of the play.

a) Baldwin who returned home after meeting Gresham, informed his family that Gresham had offered a hundred thousand, if he would utter the words 'I don't remember' in court, during the trial.

b) The family members tried to justify Gresham's act and enticed Baldwin into accepting the money.

c) Thus 'The Hour of Truth' had dawned relieving Baldwin of the heavy burden and guilt.

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d) Baldwin was an honest and upright man, working under John Gresham, in a bank.

e) To save Baldwin, Mr. Marshall, President of the Third National, visited him and informed him that Gresham had confessed his crime, in order to free him from betraying his trusted friend and testifying painfully against him.

f) Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham.

g) Baldwin felt disgusted with himself and the attitude of his family members.

h) Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him.

i) Mr. Marshall also offered Baldwin a job in his Bank, to reward him for his honesty and integrity.

j) The family members who were initially against Gresham, changed their mind on hearing the huge sum offered by him.

2. Answer the following questions in one or two sentences each.

a) Why did Baldwin meet Gresham?

b) What made Martha withdraw her money from the bank?

c) How is Martha's strong conviction in Baldwin's integrity revealed?

d) What had Donovan told John?

e) John feels Gresham deserves punishment. Why?

f) What was Baldwin's advice to Gresham?

g) What did Gresham want Baldwin to do?

h) Explain the significance of the words 'I don't remember'.

i) Why does John turn wild on hearing that Gresham had offered his father money?

j) When would Baldwin part company with Gresham?

k) What does John consider 'a technicality'?

l) Why was John filled with shame?

m) How much did Gresham offer to pay Baldwin for saving his skin and how did he justify that?

n) What was Mr. Marshall's offer to Baldwin?

o) How was Baldwin's honesty rewarded?

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3. Based on your understanding of the play, complete the Graphic Organiser given below.

Title:

Author:

Setting:

Characters:

Theme:

Plot:

Climax:

Values highlighted in the play:

4. Answer in a paragraph in about 150 words each.

a) Trace the bond of friendship between Baldwin and Gresham. Explain why Baldwin wished to attribute some credit to his friend.

b) How did Martha and John react when they came to know that Baldwin had rejected the generous offer made by Gresham?

c) Is Baldwin really honest or does he maintain his honesty fearing criticism? Why do you say so?

d) Sketch the character of: i) Robert Baldwin ii) John Gresham.

e) Who do you think exhibits true friendship–Baldwin or Gresham? Justify your answer.

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5. IDIOMS

An idiom is an expression in English language that has a special meaning of its own. It cannot be understood from the meanings of the individual words.

Here are a few idioms that you came across in the play you have just read. For e.g. 'I told him he would have to make good.' The idiom 'to make good' means 'to compensate for a wrongdoing'.

Now match the idioms under column A with their meanings in column B:

A. IDIOMS	B. MEANINGS
save one's skin	a sudden unexpected event or news
make both ends meet	to be the most powerful
a bolt out of a clear sky	viewed with suspicion and distrust
go to grave	to protect oneself from difficulty
have the whip hand	manage one's expenses within one's income
under a cloud	to exit the world



Speaking

a) Imagine you are Baldwin and your partner is Gresham. Try your best to persuade your partner to confess the truth. Build a conversation describing how both of you would react in such a situation. Work in pairs.

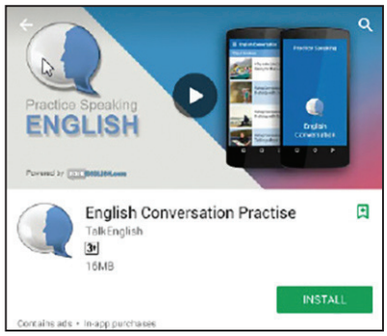
b) 'A friend in need is a friend indeed'. Does this hold good in all situations? Share your views with your class.

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ICT Corner

ENGLISH CONVERSATIONS

To enable the students to practice conversation in English at various situations.



STEPS:

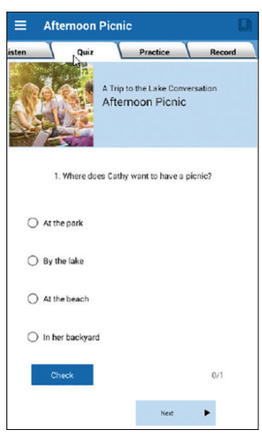
1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. You can view many categories to practice conversation.
3. Click any one of the category and select the situations in which you like to practice.
4. Click the play button to hear the conversation.
5. Click Quiz to check your listening by answering the questions given there.
6. Try to play the game in all levels to get more practice in Prepositions.
7. You can record your own voice and check your pronunciation also by playing it again.



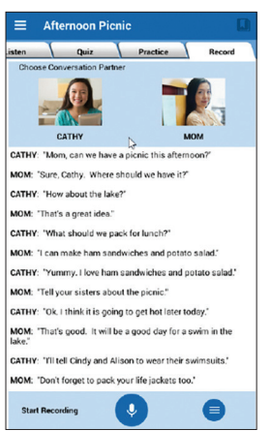
STEP 1



STEP 2



STEP 3



STEP 4

WEBSITE LINK:
APPLICATION NAME : **ENGLISH CONVERSATION PRACTICE**
https://play.google.com/store/apps/details?id=com.talkenglish.conversation

** Images are indicatives only

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Chapter 4

Prose

The Summit

Edmund Hillary

HSVGW

Warm Up

Adventures, expeditions and explorations are always exciting. Especially when they are real and if it is the first of its kind, it is even more thrilling. The only question that comes to one's mind is what makes one to take up such tasks that involve high risks. It is the spirit of formidable adventure and certain qualities which make them achieve such feats.



Tick the qualities that are required to achieve such a feat.

passion	reward	determination	physical fitness
fame	faith	courage	money
drive	vengeance	inspiration	self-satisfaction
vision	undying spirit	inner-urge	perseverance

This prose unit is a slightly adapted excerpt from 'The Ascent of Everest' by John Hunt.

Sir Edmund *Hillary's own words, tells how the summit of the Everest was reached.*

On May 28 there were six men at Camp 8 on the South Col: Edmund Hillary, Tenzing, George Lowe, Alfred Gregory, and the two Sherpas, Pemba and Ang Nyima. But Pemba was too ill to climb. The others, heavily laden, climbed that day to a height of 27,900 feet. Here, Hillary and Tenzing put up a little tent, and watched their three companions go down the ridge, back towards the South Col.

As the sun set, Hillary and Tenzing crawled into the tent, put on all their warm clothing, and wriggled into their sleeping bags. Next morning, at 4 a.m. on May 29, they began to get ready for the climb.

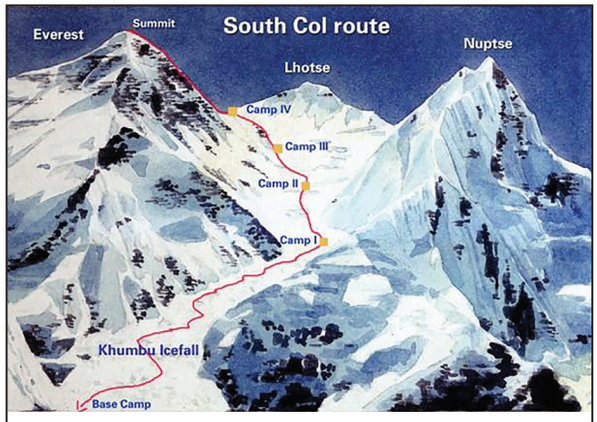
1. We started up our cooker and drank large quantities of lemon juice and sugar, and followed this with our last tin of sardines on biscuits. I dragged our oxygen sets into the tent, cleaned the ice off them, and then rechecked and tested them.

2. I had removed my boots, which had become wet the day before, and they were now frozen solid. So I cooked them over the fierce flame of the Primus and managed to soften them up. Over our down clothing we donned our windproof and on to our hands we pulled three pairs of gloves – silk, woollen, and windproof.

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3. At 6.30 a.m. we crawled out of that tent into the snow, hoisted our 30 **lb**. of oxygen gear on to our backs, connected up our masks and turned on the valves to bring life-giving oxygen into our lungs. A few good deep breaths and we were ready to go. Still a little worried about my cold feet, I asked Tenzing to move off.

4. Tenzing kicked steps in a long **traverse** back towards the ridge, and we reached its crest where it forms a great snow bump at about 28000 feet. From here the ridge narrowed to a knife-edge and, as my feet were now warm, I took over the lead.



Col depression in a mountain chain; a pass

5. The soft snow made a route on top of the ridge both difficult and dangerous, which sometimes held my weight but often gave way suddenly. After several hundred feet, we came to a tiny hollow, and found there the two oxygen bottles left on the earlier attempt by Evans and Bourdillon. I scraped the ice off the gauges and was relieved to find that they still contained several hundred litres of oxygen – enough to get us down to the South Col if used sparingly.

6. I continued making the trail on up the ridge, leading up for the last 400 feet to the southern summit. The snow on this face was dangerous, but we persisted in our efforts to beat a trail up it.

7. We made frequent changes of lead. As I was stamping a trail in the deep snow, a section around me gave way and I slipped back through three or four of my steps. I discussed with Tenzing the advisability of going on, and he, although admitting that he felt unhappy about the snow conditions, and finished with his familiar phrase "Just as you wish".

8. I decided to go on; and we finally reached firmer snow higher up, and then chipped steps up the last steep slopes and cramponed on to the South Peak. It was now 9 a.m.

9. We cut a seat for ourselves just below the South Summit and removed our oxygen apparatus. As our first partly-full bottle of oxygen was now exhausted, we had only one full bottle left. Our apparatus was now much lighter, weighing just over 20 lb., and as I cut steps down off the South Summit I felt a sense of freedom and well - being.

10. As my ice-axe bit into the first steep slope of the ridge, my high hopes were realized. The snow was crystalline and firm. Two or three blows of the ice - axe produced a step large enough even for our over-sized High Altitude boots, and a firm thrust of the ice-axe would sink it half-way up the shaft, giving a solid and comfortable belay.

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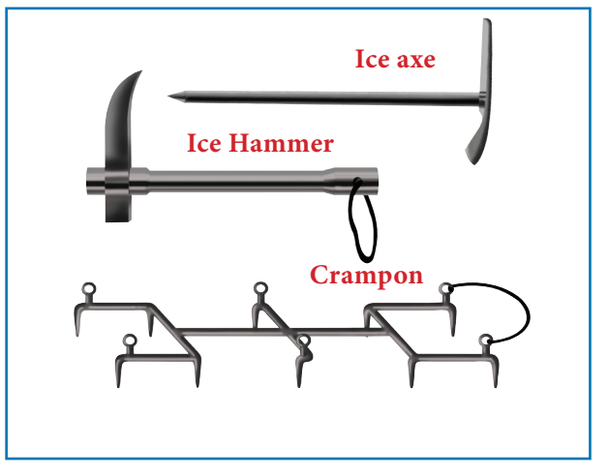
11. We moved one at a time. I would cut a forty foot line of steps, Tenzing belaying me while I worked. Then in turn I would sink my shaft and put a few loops of the **rope** around it, and Tenzing, protected against a breaking step, would move up to me. Then once again as he belayed me I would go on cutting.

12. In a number of places the overhanging ice **cornices** were very large indeed, and in order to escape them I cut a line of steps down to where the snow met the rocks on the west. It was a great thrill to look straight down this enormous rock face and to see, 8000 feet below us, the tiny tents of Camp 4 in the Western **Cwm. Scrambling** on the rocks and cutting handholds on the snow, we were able to shuffle past these difficult portions.

13. On its east side was another great cornice; and running up the full forty feet of the step was a narrow crack between the cornice and the rock. Leaving Tenzing to belay me as best he could, I jammed my way into this crack. Then, kicking backwards, I sank the spikes of my crampons deep into the frozen snow behind me and levered myself off the ground.



14. Taking advantage of every little rock hold, and all the force of knee, shoulder, and arms I could muster, I literally cramponed backwards up the crack, praying that the cornice would remain attached to the rock. My progress although slow was steady. As Tenzing paid out the rope, I inched my way upwards until I could reach over the top of the rock and drag myself out of the crack on to a wide ledge.



15. For a few moments I lay regaining my breath, and for the first time really felt the fierce determination that nothing now could stop us reaching the top. I took a firm stance on the ledge and signalled to Tenzing to come on up. As I heaved hard on the rope, Tenzing **wriggled** his way up the crack, and finally collapsed at the top like a giant fish when it has just been hauled from the sea after a terrible struggle.

16. The ridge continued as before: giant cornices on the right; steep rock sloped on the left. The ridge curved away to the right and we have no idea where the top was. As I cut around the back of one hump, another higher one would swing into view. Time was passing and the ridge seemed never-ending.

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17. Our original zest had now quite gone, and it was turning more into a grim struggle. I then realized that the ridge ahead, instead of rising, now dropped sharply away. I looked upwards to see a narrow snow ridge running up to a snowy summit. A few more whacks of the ice-axe in the firm snow and we stood on top.

18. My first feelings were of relief– relief that there were no more steps to cut, no more ridges to **traverse**, and no more humps to **tantalize** us with hopes of success. I looked at Tenzing. In spite of the balaclava helmet, goggles, and oxygen mask – all encrusted with long icicles–that concealed his face, there was no disguising his grin of delight as he looked all around him. We shook hands, and then Tenzing threw his arm around my shoulders and we thumped each other on the back until we were almost breathless. It was 11.30 a.m. The ridge had taken us two and a half hours, but it seemed like a lifetime.

19. To the east was our giant neighbour Makalu, unexplored and unclimbed. Far away across the clouds, the great bulk of Kanchenjunga loomed on the horizon. To the west, we could see the great unexplored ranges of Nepal stretching off into the distance.

20. The most important photograph, I felt, was a shot down the North Ridge, showing the North Col and the old route which had been made famous by the struggles of those great climbers of the 1920's and 1930's. After ten minutes, I realized that I was becoming rather clumsy-fingered and slow-moving. So I quickly replaced my oxygen set.

21. Meanwhile, Tenzing had made a little hole in the snow, and in it he placed various small articles of food– a bar of chocolate, a packet of biscuits, and a handful of lollies. Small offerings, indeed, but at least a token gift to the Gods that all devout Buddhists believe have their home on this lofty summit.

22. While we were together on the South Col two days before, Colonel Hunt had given me a small crucifix which he had asked me to take to the top. I, too, made a hole in the snow and placed the crucifix beside Tenzing's gifts.

23. After fifteen minutes, I moved down off the summit on to our steps. Wasting no time, we **cramponed** along our tracks, spurred by the urgency of diminishing oxygen. We scrambled cautiously over the rock traverse, moved one at a time over shaky snow sections and finally cramponed up our steps and back on to the South Peak.

24. We were now very tired, but moved down to the two reserve cylinders on the ridge. As we were only a short distance from camp, and had a few litres of oxygen left in our own bottles, we carried the extra cylinders down, and reached our tent on its crazy platform at 2 p.m.

25. With a last look at the camp that had served us so well, we turned downwards with dragging feet and set ourselves to the task of safely descending the ridge to the South Col.

26. The time passed as in a dream. Two figures came towards us and met us

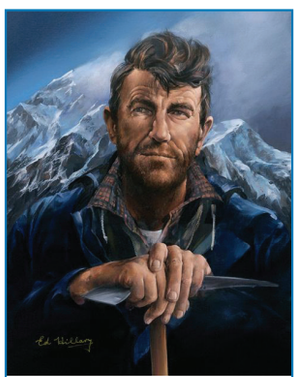
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a couple of hundred feet above the camp. They were George Lowe and Wilfrid Noyce, laden with hot soup and emergency oxygen. Just short of the tent my oxygen ran out. We had had enough to do the job, but by no means too much.

27. We crawled into the tent and, with a sigh of delight, collapsed into our sleeping-bags, while the tents flapped and shook under the perpetual South Col gale.



John Hunt



Edmund Hillary

John Hunt who led the expedition states that "It was an unforgettable day." They had climbed to the top! There were shouts of joy, handshakes and hugs for the two heroes. Their happiness and pride showed, how these men had shared in the achievement, that was brilliantly concluded by Tenzing and Hillary. The adventure was over.

The story of the ascent of Everest is one of comradeship and teamwork, formed through dangers and difficulties met and overcome together. Perhaps, after the climbing of this great mountain, others will find their own "Everests", for there are still many opportunities for adventure. Some are close at hand, others are far away in distant lands.

Not all adventures are exciting. Nor is adventure to be found only upon a mountain. There are "Everests" to be climbed in our everyday life. Given the selflessness and resolve which enabled men to climb Everest, there is no height, no depth, that the spirit of man, guided by a higher Spirit, cannot attain.

About The Author

Sir Edmund Percival Hillary (20 July 1919 – 11 January 2008) was a New Zealand mountaineer, explorer, and philanthropist. He served in the Royal New Zealand Air Force as a navigator during World War II. Following his ascent of Everest, Hillary devoted himself to assisting the Sherpa people of Nepal through the Himalayan Trust, which he established. *High Adventure, No Latitude for Error, Nothing Venture, Nothing Win, View from the Summit: The Remarkable Memoir by the First Person to Conquer Everest* are some of his famous works.

Glossary

lb - pound (a unit for measuring weight, equal to 0.454 of a kilogram)

rope - links members of climbing party for safety; a party may be referred to as "a rope"

cornice - overhanging mass of snow or ice along a ridge, shaped like the curling crest of a wave

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cwm - an enclosed arm-chair-shaped hollow situated at the head of a valley

scrambling - climbing hurriedly on hands and knees

wriggle - to move with a twist or turn

traverse - to cross a mountain slope horizontally or diagonally; the name given to such a crossing

tantalize - tease or taunt

cramponed - climbing on ice wearing spike shoes

1. Based on your reading of the text, answer the following questions in one or two sentences each.

a) What did Hillary do with his wet boots?

b) Name an equipment and a tool carried by the climbers during their expedition.

c) Why did Hillary become clumsy-fingered and slow-moving?

d) What did Hillary find in a tiny hollow?

e) When did Hillary feel a sense of freedom and well being?

f) What did Hillary mean by saying "We had had enough to do the job, but by no means too much"?

2. Answer the following questions in two or three sentences each.

a) How did the mountaineers belay?

b) Why was the original zest fading away?

c) What did Edmund Hillary do to escape the large overhanging ice cornices?

d) What did Tenzing and Edmund Hillary gift to the Gods of lofty Summit? How did they do it?

e) What did the photograph portray?

f) The soft snow was difficult and dangerous. Why?

g) How did the firm snow at the higher regions fill them with hope?

3. Based on the text, answer the following questions in a paragraph in about 100–150 words each.

a) How did Hillary and Tenzing prepare themselves before they set off to the summit? (Para 1, 2 and 3)

b) Give an account of the journey to the South Col from 28,000 feet.(Para 4 to 8)

c) Describe the feelings of Edmund Hillary and Tenzing as they reached the top of the Summit. (Para 18)

d) The ridge had taken us two and half hours, but it seemed like lifetime. Why? (Para 15 to 17)

e) Describe the view from the top. What was the most important photograph? (Para 19 and 20)

f) 'There is no height, no depth that the spirit of man, guided by higher Spirit cannot attain'. Discuss the above statement in the context of the achievement of Edmund Hillary and Tenzing.

DO YOU KNOW?

Indian Mountaineering Foundation (IMF) is the apex national body for mountaineering and allied sports. IMF supports, promotes and regulates national and international climbing and mountaineering in India. IMF is also the regulatory body for the competitive Olympic sport of Sport Climbing. IMF is also engaged in mountain protection work, knowledge building and creating awareness of the Indian Himalaya.

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Vocabulary

a) Idioms

We have already learnt that idiom is an expression in English, with a special meaning of its own.

i) Given below are some idiomatic expressions with their meanings. Understand the meaning.

a) wait for the dust to settle	-	to wait for a situation to become clear or certain
b) get/have all your ducks in a row	-	to have made all the preparations needed to do something / to be well organized
c) fetch and carry (for somebody)	-	to do a lot of little jobs for somebody as if you were their servant
d) do the math	-	to think carefully about something before doing it, so that you know all the relevant facts or figures
e) round the corner	-	very near

ii) Fill in the blanks with the right idioms. Choose from the above given idioms.

a) The Sherpas are cheerful, gallant men, who_____ tents, oxygen, food etc., for climbers during their ascent of the summit.

b) The team _____ carefully so as to reach the summit successfully.

c) When they had to climb through deep new snow the party sometimes had to _____.

d) Each member of the team had all their _____.

e) We could not believe that with a few more whacks of the ice axe in the firm snow we were _____ to the top.

iii) Understand the meaning of the given idiomatic expression and choose the right one to complete the sentence.

the icing on the cake – something extra and not essential, but is added to make it even better

break the ice – to make people more relaxed, especially at the beginning of the meeting

a) The conference room was silent though packed. The chairman introduced an interactive session to _____.

b) Our headmistress not only promised us to take us for an excursion, but also announced that on return we would get a holiday. It was like_____.

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b) Phrasal Verbs

i) Given below are the phrasal verbs with their meanings. Use the given phrasal verbs in sentences of your own.

turn on	-	to open
took over	-	take lead
set off	-	start a journey
put off	-	postpone

ii) Given below are some Phrasal Verbs which are frequently used in connection with travelling. Guess the meaning and match.

see off	-	start off / to begin a journey
stop over	-	to go to station or airport to say good bye to someone
set off	-	to stay at a place for a short period of time when travelling to another destination

get in	-	leave a bus, train etc.,
get off	-	to go away from home for a vacation
get on	-	arrive inside train, bus etc.
get away	-	enter a bus, train, plane.

check in	-	pay the bill when leaving a hotel
check out	-	arrive and register at airport or hotel

c) Compound Words

i) Here are some compound words chosen from the text.

ice-fall	knife-edge	wind-proof	sleeping-bags
half-way	never-ending	partly-full	ice- axe

Let us learn a few more with their meaning.

ice-berg	-	an extremely large mass of ice floating in the sea
ice-cap	-	a layer of ice permanently covering parts of the earth, especially around North and South Poles
ice-floe	-	a large area of ice floating in the sea
ice-sheet	-	a layer of ice that covers a large area of land for a long period of time
ice-rink	-	specially prepared flat surface of ice, where you can ice-skate;

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d) Semantic network

Words belonging to different semantic fields.

i) Match the following with their right field, choosing appropriately from the box given.

Machinery	Sports
Transportation	Geography
Weather	Travel

snow-board ----------

snow-mobile ----------

snow-chains ----------

snow-storm ----------

snow-bird ----------

snow-belt ----------



Listening

First, read the following statements. Then, listen to the passage read aloud by your teacher or played on the recorder and complete the statements. You may listen to it again, if required.

Complete the following.

a) List any three aspects which contributed to the success of the ascent of the summit.

i. _____

ii. _____

iii. _____

b) Without the help of _____ nothing would have been possible.

c) The main idea of the passage is _____.

d) The biggest thing of all is _____.

e) _____ were cheerful and gallant men.



Speaking

a) Group Activity

i) Have you ever been on an adventurous trip? If so, share your success story with your friends.

ii) How will you organize or plan for a trip or an event? Do you have the habit of preparing a check-list? Discuss.

b) Individual Activity

Given below are a few proverbs. Prepare a short speech of two minutes on one of the proverbs.

a) Nothing is impossible.

b) Where there is a will there is a way.

c) Together we can achieve more.

Note: You can also include an anecdote. (Anecdote is a short amusing or interesting story about real incident or person.)

Giving instructions

We receive instructions in several places in various contexts. Giving instructions involves language abilities such as brevity , clarity and appropriacy. The imperative is normally used to deliver the instructions.

Listen to a teacher giving instructions at the Assembly Hall, on the eve of the annual examination.

1. Do not be late to the venue. Reach school at least 40 minutes before the examination commences.
2. Remember to take your Admit card and ID card.

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3. Carry a pouch with pen, pencil and other stationery items you require.
4. Use a blue or a black pen.
5. Do not carry any paper or book or any unauthorized material into the examination hall.
6. Follow the instructions given in the examination hall.
7. Your presentation should be neat and the handwriting legible.
8. Five minutes before the close of the examination, there will be a bell. Then check carefully and tie up your answer sheets together.
9. Stop writing when the invigilator tells you to.
10. Leave the exam hall, only after handing over your answer sheet to the invigilator.

Here are a few instructions given by a Health Inspector to a group of students, in order to prevent malaria and dengue. Complete the series adding some more important instructions.

1. Do not allow water to stagnate in and around your house.
2. Keep your surroundings clean.
3. Wear long- sleeved shirts / blouses and long pants / skirts that cover your arms and legs.
4. .....

Now, write a set of 8 to 10 instructions for the following situations.

1. A doctor instructing a patient regarding a healthy diet and proper care after a surgery.
2. A traffic police personnel to the public, as to how to move around in safety, in crowded public places during festival seasons.
3. A mother to her children, on safety measures to be taken before leaving home on vacation.



Reading

On the basis of your understanding of the given passage, make notes in any appropriate format.

The Sherpas were nomadic people who first migrated from Tibet approximately 600 years ago, through the Nangpa La pass and settled in the Solukhumbu District, Nepal. These nomadic people then gradually moved westward along salt trade routes. During 14th century, Sherpa ancestors migrated from Kham. The group of people from the Kham region, east of Tibet, was called "Shyar Khamba". The inhabitants of Shyar Khamba, were called Sherpa. Sherpa migrants travelled through Ü and Tsang, before crossing the Himalayas. According to Sherpa oral history, four groups migrated out of Solukhumbu at different times, giving rise to the four fundamental Sherpa clans: Minyagpa, Thimmi, Sertawa and Chawa. These four groups have since split into the more than 20 different clans that exist today.

Sherpas had little contact with the world beyond the mountains and they spoke their own language. AngDawa, a 76-year-old former mountaineer recalled "My first expedition was to Makalu [the

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world's fifth highest mountain] with Sir Edmund Hillary". We were not allowed to go to the top. We wore leather boots that got really heavy when wet, and we only got a little salary, but we danced the Sherpa dance, and we were able to buy firewood and make campfires, and we spent a lot of the time dancing and singing and drinking. Today Sherpas get good pay and good equipment, but they don't have good entertainment. My one regret is that I never got to the top of Everest. I got to the South Summit, but I never got a chance to go for the top.

The transformation began when the Sherpa Tenzing Norgay and the New Zealander Edmund Hillary scaled Everest in 1953. Edmund Hillary took efforts to build schools and health clinics to raise the living standards of the Sherpas. Thus life in Khumbu improved due to the efforts taken by Edmund Hillary and hence he was known as 'Sherpa King'.

Sherpas working on the Everest generally tend to perish one by one, casualties of crevasse falls, avalanches, and altitude sickness. Some have simply disappeared on the mountain, never to be seen again. Apart from the bad seasons in 1922, 1970 and 2014 they do not die en masse. Sherpas carry the heaviest loads and pay the highest prices on the world's tallest mountain. In some ways, Sherpas have benefited from the commercialization of the Everest more than any group, earning income from thousands of climbers and trekkers drawn to the mountain. While interest in climbing Everest grew gradually over the decades after the first ascent, it wasn't until the 1990s that the economic motives of commercial guiding on Everest began. This leads to eclipse the amateur impetus of traditional mountaineering. Climbers looked after each other for the love of adventure and "the brotherhood of the rope" now are tending to mountain businesses. Sherpas have taken up jobs as guides to look after clients for a salary. Commercial guiding agencies promised any reasonably fit person a shot at Everest.

Grammar

W59MA

Kinds of sentences

Sentences are of three kinds – Simple, Complex and Compound. They have been discussed in Class XI. Let us recall the basic structure of the three kinds of sentences:

a) Simple sentence

Look at the following sentences:

i. There is a solution to every problem.
ii. Work with dedication, to achieve success.
iii. The path to success is highly complicated.
iv. A golden key can open any door.
v. In the event of your missing the bus, take a taxi.
vi. A journey of a thousand miles begins with a single step.
vii. The Chief Guest arrived in great haste.

- A simple sentence has only one finite verb.
- Simple sentences are used to depict universal truths, facts and descriptions.

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- A simple sentence has just one independent clause – it has only one subject and one predicate.
- A simple sentence may have subject complements, object complements, adverbial phrases and non-finite verbs.

Task 1

Pick out the finite verbs in the following sentences:

a) You can solve this problem in different ways.

b) The professor has been working on the last chapter of the book since March.

c) Despite being a celebrity, Ravi mingles easily with everyone.

d) You must speak clearly to make yourself understood.

e) The chairman being away, the clerk is unable to approve the proposal.

f) Getting down from the car, the Chief Guest walked towards the dais amidst applause.

g) The old man struggled to walk without support.

h) In case of emergency, please contact this number.

i) The sun having set, the temperature fell rapidly.

j) But for your help, I could not have completed the assignment.

Task 2

Read the following passage and identify the simple sentences.

Sunflowers turn according to the position of the sun. In other words, they ' chase the light'. Have you ever wondered what happens on cloudy, rainy days when the sun is completely covered by clouds? If you think the sunflower withers or turns its head towards the ground, you are completely mistaken. Do you know what happens? Sunflowers turn to each other to share their energy. Learning from Nature, we too should support and empower each other.

b) Complex sentence

Let us recall the differences between a phrase and a clause and learn to identify Main and Subordinate clauses.

Phrase

i. A phrase is a group of words without a finite verb in it.

ii. It does not give complete sense.

Examples : my new watch, a barking dog, the wise, the brave etc.

Clause

i. A clause is a group of words with a finite verb in it.

ii. It may or may not make complete sense.

Examples : my watch that is new, a dog that is barking, people who are wise, those who are brave

Look at the following sentence:

I have lost the watch that you gave me.

I have lost the watch -	Main clause (the clause stands on its own)
that you gave me -	Subordinate clause (the clause depends on the Main clause for its meaning to be completed)

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that - clause marker

The above sentence is an example of a complex sentence.

A complex sentence has one Main clause and one or more Subordinate clauses.

Task 1

Look at the following complex sentences. Circle the Main clauses and underline the Subordinate clauses.

a) Nobody knows when the power supply will resume.

b) Please tell me what the time is.

c) The man who directed the film was my schoolmate.

d) I believe that all men are basically good.

e) No one knows when he will return.

Task 2

Pick out the complex sentences in the following passage.

A man saw a lion in the bush, as he was walking through the forest. He did not know what to do. He was helpless. He was too scared to turn around and run. He just knelt down as if he were getting ready to pray. He closed his eyes, thinking that the lion would pounce on him anytime. Out of the corner of his eye, he saw the lion on its knees too. Shocked, he asked the lion what it was doing. The lion replied that he was praying before he started his meal.

c) Compound sentence

Look at the following sentence:

Honesty promotes character, and dishonesty destroys it.

Honesty promotes character - Main clause I

dishonesty destroys it - Main clause II

and - conjunction

Two Main clauses connected by a conjunction form a compound sentence.

Task 1

Identify the two Main clauses and conjunction in each of the following sentences.

a) It started raining suddenly and people ran for shelter.

b) Understand the concept well, otherwise you cannot solve the problem.

c) Fifty candidates appeared for the interview, but only five were selected.

d) Ramesh did not know Spanish, so he wanted a translator.

e) He is a good actor, still he is not popular.

Task 2

Pick out the compound sentences in the following passage.

The food we eat has to be digested and then thrown out of the body. The air we breathe in, has to be thrown out, to help us survive. But we hold negative emotions like insecurity, anger and jealousy within ourselves for years. If these negative emotions are not eliminated, the mind grows corrupt and diseased. Let us do away with hatred and lead a healthy life filled with peace and joy.

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Task 3

Complete the sentences choosing the right endings.

We were thoroughly disappointed	to find out his address
Hardly had he stepped out	we could not go further
They wanted	since our team did not get a prize
Since we had run out of petrol	was his reckless driving
The cause of his injury	when it began to rain

Conditional Clauses

Let us recall what you have learnt about conditional clauses in Std. 11.

Example:

Type I

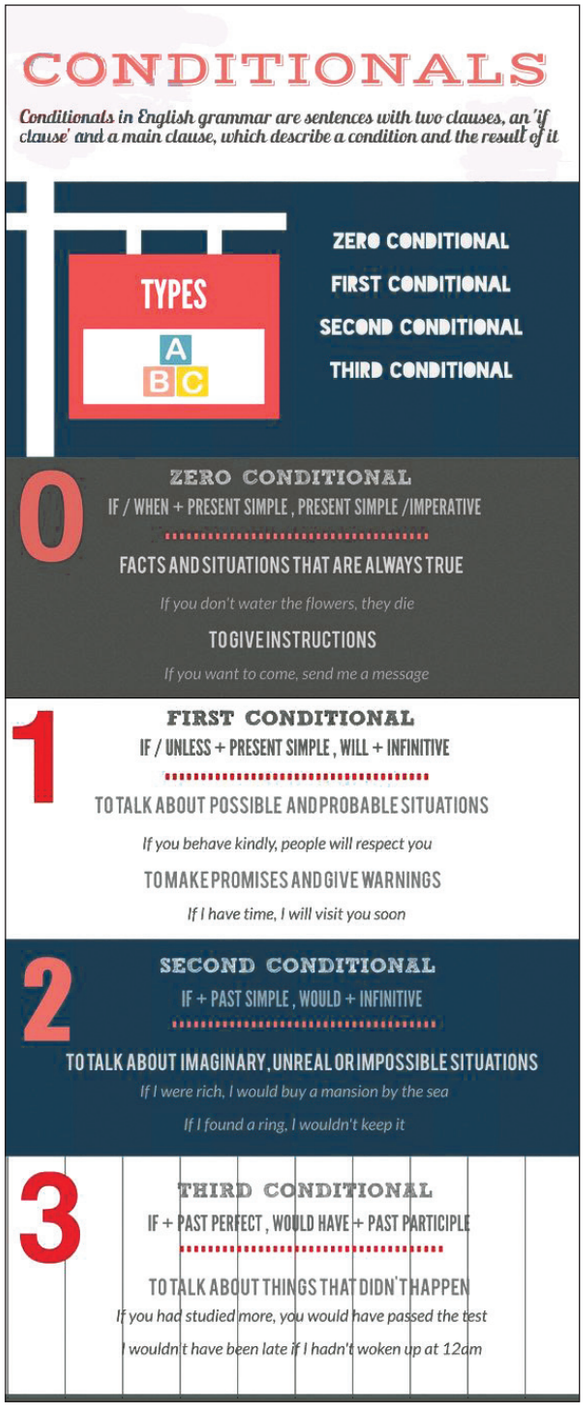
If I play well, I will win the match. (Possible condition)

Type II

If it rained, they would cancel the match. (An unlikely or hypothetical condition)

Type III

If Saravanan had played well, he would have won the match. (Impossible condition)



Task 1

Read the following sentences and fill in the blanks.

a. If I …….(be) a spider, I …….. (weave) webs.

b. If Raj ……(be) a sculptor, he …… (make) beautiful idols.

c. If Mary had an umbrella, she……. (lend) it to me.

d. Rex would have played with me, if he ……..(has) time.

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e. If I were you, I ……(accept) this offer.

f. We …… (select) story books for kids, if we allot time for storytelling.

g. The Education Minister …… (visit) our school tomorrow, if he goes by this way.

h. You will be rewarded by the wise, if you …….(stand) for truth.

i. If my mother ……(know) of my poor performance in the exam, she will not allow me to watch a movie.

j. If I had won the lottery, I …… (donate) relief materials for the flood victims.

Task 2

Rewrite the following sentences using 'If' without changing the meaning.

e.g.

Unless you go for a walk regularly, you cannot reduce your weight. (Use 'If') If you do not go for a walk regularly, you cannot reduce your weight.

a) Sindhu would not have won the world championship, unless she had had singleminded devotion.

b) You will not reach your goal, unless you chase your dream.

c) Unless we plant more trees, we cannot save our planet.

d) The rescue team would not have saved the victims unless they had received the call in time.

e) The palace cannot be kept clean, unless we appoint more people.

f) The portraits would not have been so natural unless the artist had given his best.

g) The manager would not have selected Nithiksha unless she exhibited good accounting skill.

h) The policeman would not have arrested the man unless he had violated the rules.

i) Mr Kunaal would not sponsor my higher education unless I studied well.

j) Kavin will not stop flying kites unless he understands the risk involved in it.

k) Tanya would not know the answer unless she referred to the answer key.

l) My village cannot achieve 100 % literacy rate, unless the elders of the village cooperate with the education department.



Writing

Summarizing

Summarizing is to briefly sum up the various points from the notes made from the original passage.

Refer the reading passage. You must have completed reading. Now go through the passage once again and refer to the notes made and do the summarizing.

Interpreting non–verbal presentation

You have already learnt to present information or data in a visual form through tables, graphs etc. Map reading also falls under this category. Now let us interpret a map as a part of non–verbal presentation.

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Reading a map

Nowadays though locations are traced easily using GPS, (Global Positioning System) one should know what to look for in the map to reach the destination. Here are a few general instructions to be followed while reading a map.

1. Identify and understand the elements of the map correctly.
2. Look out for the title to know what the map shows.
3. Study the symbols / colours that are used on the map and find what they stand for.
4. Look at the scale of the map. (whether to be scaled or not to be scaled)
5. Look for the pointer to know the direction.

Let us together scale the summit. Here is a drawing of the Everest showing the way to the summit, and the position of the camps with their heights. Trace the trekking trail to reach the summit with the given details and write an interesting paragraph in about 100 words.

The Summit of Mount Everest



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Unit 4

Poem

Ulysses

Alfred Tennyson

1KNAD

Warm Up

Introduction



The poem 'Ulysses' is a dramatic monologue that contains 70 lines of blank verse. Ulysses, the King of Ithaca, gathers his men together to prepare for the journey and exhorts them not to waste their time left on earth. Ulysses has grown old, having experienced many adventures at the battle of Troy and in the seas. After returning to Ithaca, he desires to embark upon his next voyage. His inquisitive spirit is always looking forward to more and more of such adventures.

The poem can be divided into three parts -- (i) the thirst for adventure, which does not allow Ulysses to remain in his kingdom as a mere ruler; (ii) Ulysses handing over the responsibility to his son Telemachus, with total confidence in his abilities; (iii) Ulysses' clarion call to his sailors, urging them to venture into unknown lands.

Read the poem Ulysses by Alfred Lord Tennyson, which speaks of the unquenchable thirst of the Greek hero Ulysses for travel and exploration of new vistas, until death would overpower him.

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,

That hoard, and sleep, and feed, and know not me.
I cannot rest from travel: I will **drink**
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those

That loved me, and alone, on shore, and when
Thro' **scudding** drifts the rainy **Hyades**
Vext the dim sea: I am become a name;
For always roaming with a hungry heart

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Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers,

Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades

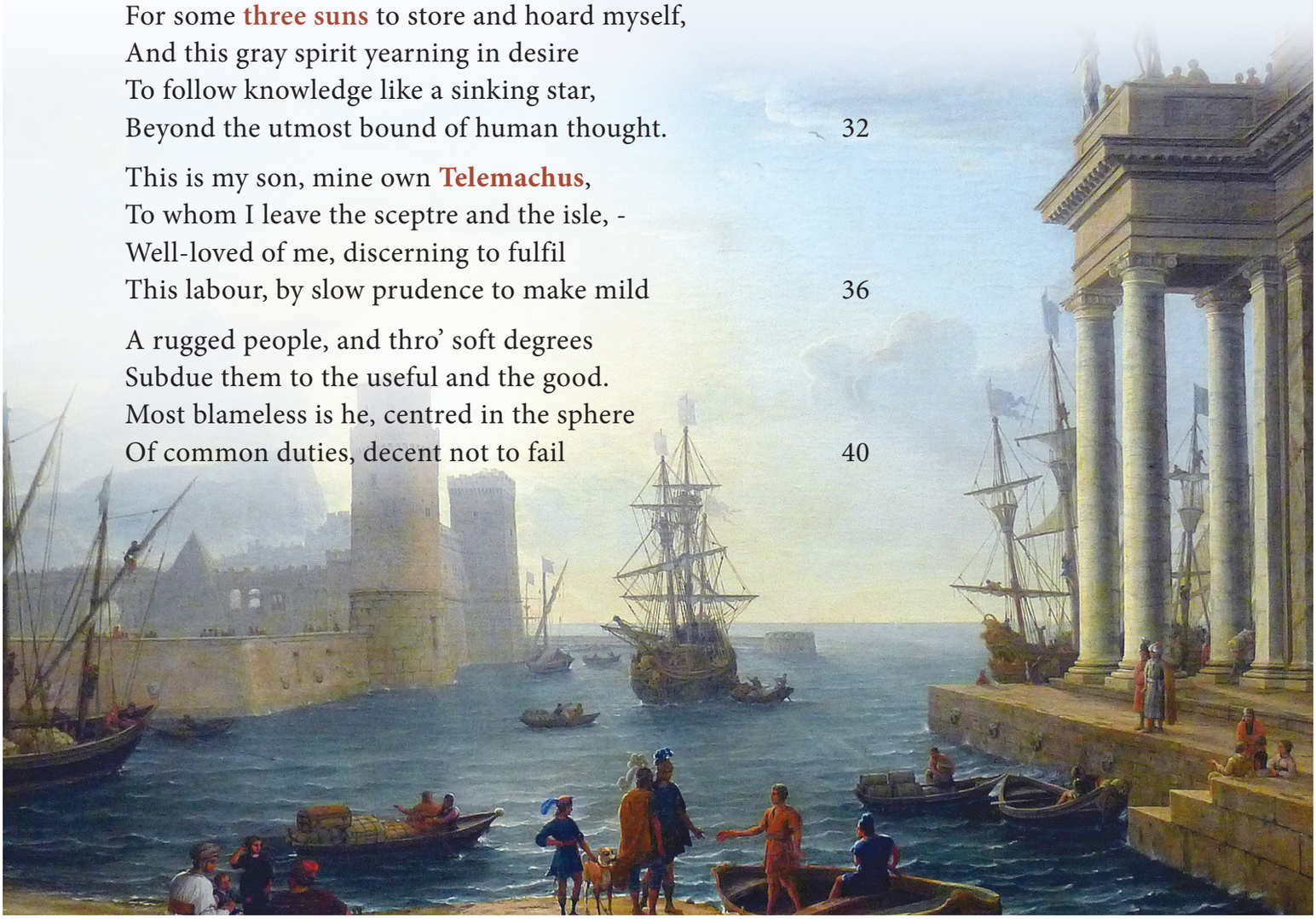
For ever and forever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life! Life piled on life

Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were

For some **three suns** to store and hoard myself,
And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own **Telemachus**,
To whom I leave the sceptre and the isle, -
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild

A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail



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In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.
There lies the port; the vessel puffs her sail:

There gloom the dark, broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me -
That ever with a frolic welcome took
The thunder and the sunshine, and opposed

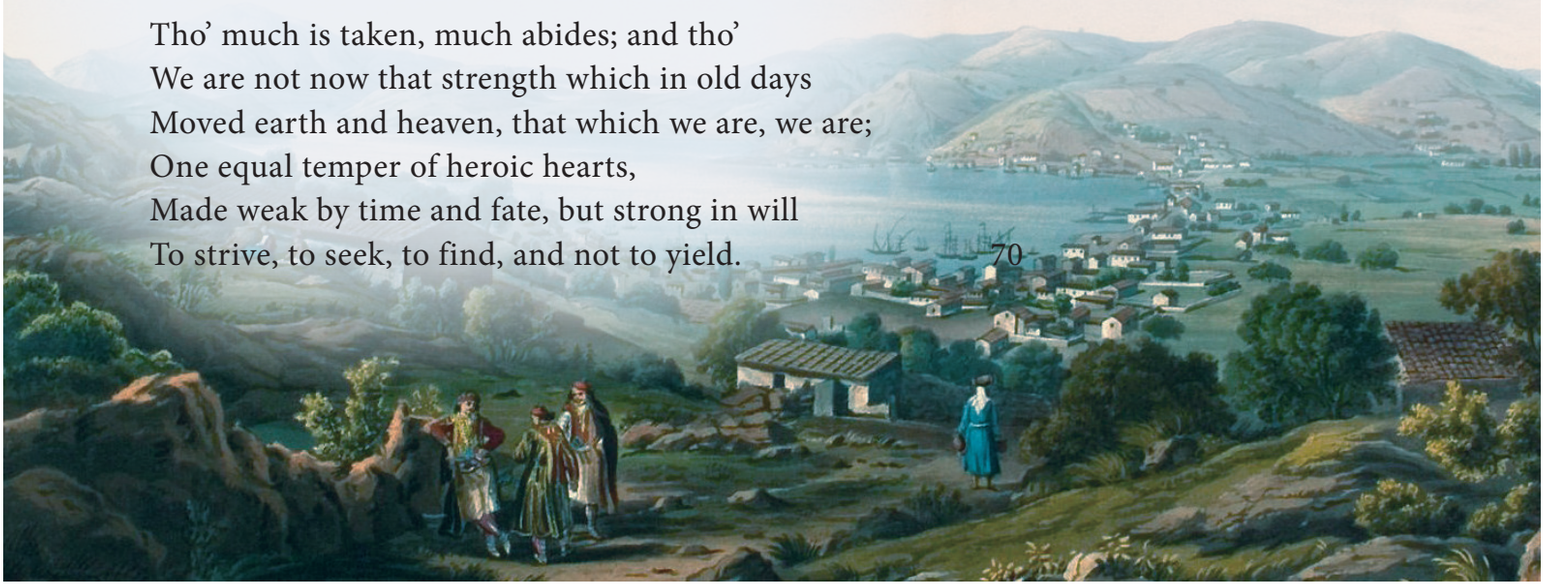
Free hearts, free foreheads - you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,

Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends,

'T is not too late to seek a newer world.
Push off, and sitting well in order **smite**
The sounding **furrows**; for my purpose holds
To sail beyond the sunset, and the **baths**

Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the **Happy Isles**,
And see the great **Achilles**, whom we knew.

Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.



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About The Author

Alfred Tennyson, 1st Baron Tennyson (6 August 1809 – 6 October 1892) was a British poet. He was the Poet Laureate of Great Britain and Ireland during much of Queen Victoria's reign and remains one of the most popular British poets. Tennyson excelled at penning short lyrics, such as "Break, Break, Break", "The Charge of the Light Brigade", "Tears, Idle Tears", and "Crossing the Bar". He wrote verses on classical mythology such as Ulysses, Idylls of the King and Tithonus. Tennyson's use of the musical qualities of words to emphasise his rhythms and meanings is sensitive.



Glossary

drink life to the lees – drink to the very last drop; here 'live life to the fullest'

scudding – moving rapidly because of the wind

Hyades – a group of stars in the constellation Taurus often associated with rain

vext – (past tense of 'vex') upset

to rust unburnish'd – to let go waste, without being used

three suns – three long years

Telemachus – son of Ulysses

smite – strike

furrow – mark made in the water by the ship

baths – outer ocean or river that the Greeks believed to surround the flat earth

Happy Isles – a fortunate island situated in the Atlantic Ocean, popularly known as Greek Paradise

Achilles – the greatest of Greek warriors (as an infant his mother dipped into the river Styx, which made him invulnerable everywhere but the feet by which she held him)

1. Complete the summary of the poem, choosing words from the list given below.

Lines 1 to 32

Ulysses is (1) _____ to discharge his duties as a (2) _____, as he longs for (3) _____. He is filled with an (4) _____ thirst for (5) _____ and wishes to live life to the (6) _____. He has travelled far and wide gaining (7) _____ of various places, cultures, men and (8) _____. He recalls with

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delight his experience at the battle of Troy. Enriched by his (9) _____ he longs for more and his quest seems endless. Like metal which would (10) _____ if unused, life without adventure is meaningless. According to him living is not merely (11) _____ to stay alive. Though old but zestful, Ulysses looks at every hour as a bringer of new things and yearns to follow knowledge even if it is (12)_____.

fullest, unquenchable, unattainable, experience, knowledge, king, matters, rust, adventure, unwilling, travel, breathing

Lines 33 to 42

Ulysses desires to hand over his (1) _____ to his son Telemachus, who would fulfil his duties towards his subjects with care and (2) _____. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a (3) _____ way. Ulysses is happy that his son would do his work blamelessly and he would pursue his (4) _____ for travel and knowledge.

prudence, kingdom, quest, tender

Lines 44 to 70

Ulysses beckons his sailors to (1) _____ at the port where the ship is ready to sail. His companions who have faced both (2) _____and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer (3) _____, regardless of consequences. These brave hearts who had once moved (4) ___ and earth, may have grown old and weak physically but their spirit is young and (5) _____. His call is an inspiration for all those who seek true knowledge and strive to lead (6) _____ lives.

world, thunder, meaningful, gather, undaunted, heaven

2. Answer the following questions in one or two sentences each.

a) 'Ulysses is not happy to perform his duties as a king.' Why?

b) What does he think of the people of his kingdom?

c) What has Ulysses gained from his travel experiences?

d) Pick out the lines which convey that his quest for travel is unending.

e) 'As tho' to breathe were life!' – From the given line what do you understand of Ulysses' attitude to life?

f) What does Ulysses yearn for?

g) Who does the speaker address in the second part?

h) Why did Ulysses want to hand over the kingdom to his son?

i) How would Telemachus transform the subjects?

j) 'He works his work, I mine' – How is the work distinguished?

k) In what ways were Ulysses and his mariners alike?

l) What could be the possible outcomes of their travel?

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3. Identify the figures of speech employed in the following lines.

a) Thro' scudding drifts the rainy Hyades
Vext the dim sea...

eg. The figure of speech Personification is employed in the above lines.

b) For always roaming with a hungry heart

c) And drunk delight of battle with my peers;

d) .....the deep
Moans round with many voices.

e) To follow knowledge like a sinking star.

f) There lies the port the vessel puffs her sail

4. Read the sets of lines from the poem and answer the questions that follow.

a) … I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know not me.

i. What does Ulysses do?
ii. Did he enjoy what he was doing? Give reasons.

b) Yet all experience is an arch wherethrough
Gleams that untravelled world, whose margin fades
For ever and for ever when I move.

i. What is experience compared to?
ii. How do the lines convey that the experience is endless?

c) Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were

i. How is every hour important to Ulysses?
ii. What does the term 'Little remains' convey?

d) This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle
Well-loved of me,

i. Who does Ulysses entrust his kingdom to, in his absence?
ii. Bring out the significance of the 'sceptre'.

e) That ever with a frolic welcome took
The thunder and the sunshine, and opposed

i. What do 'thunder' and 'sunshine' refer to?
ii. What do we infer about the attitude of the sailors?

f) Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.

i. The above lines convey the undying spirit of Ulysses. Explain.
ii. Pick out the words in alliteration in the above lines.

g) .....for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

i. What was Ulysses' purpose in life?
ii. How long would his venture last?

h. One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield.

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i. Though made weak by time and fate, the hearts are heroic. Explain.

ii. Pick out the words in alliteration in the above lines.

5. Explain with reference to the context the following lines.

a) I cannot rest from travel: I will drink
Life to the lees:

b) I am become a name;
For always roaming with a hungry heart

c) How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!

d) To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

e) He works his work, I mine.

f) ....you and I are old;
Old age hath yet his honour and his toil;

g) The long day wanes: the slow moon climbs: the deep
Moans round with many voices.

h) It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.

i) We are not now that strength which in old days
Moved earth and heaven;

j) To strive, to seek, to find, and not to yield.

6. Answer the following questions in a paragraph in about 100 words each.

a) What makes Ulysses seek newer adventures?

b)List the roles and responsibilities Ulysses assigns to his son Telemachus, while he is away.

c) What is Ulysses' clarion call to his sailors? How does he inspire them?

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Listening

Listen to the poem and fill in the blanks with appropriate words and phrases. If required, listen to the poem again.

Choose the best option and complete the sentences.

1. _____ works like madness in the poet.

a) Wander – Thirst b) Bidding Farewell
c) Eastern Sunrise d)Western Seas

2. A man could choose _____ as his guide.

a) the sun b) the hills
c) a star d) a bird

3. There is no end of _____ once the voice is heard.

a) walking b) roaming
c) talking d) voyaging

4. The old ships return, while the young ships _____ .

a) drift b) move
c) sail d) wander

5. The blame is on the sun, stars, the road and the _____ .

a) hills b) trees
c) seas d) sky

Parallel Reading

In contrast to the 70 line poem of Tennyson, look at the following haikus.

1. A summer river being crossed
how pleasing
with sandals in my hands!

2. O Snail
Climb Mount Fuji,
But slowly, slowly!

3. Cutting into with the ax,
I was surprised at the scent of
The winter trees.

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Unit 4

Supplementary

The Midnight Visitor

Robert Arthur

KXBLY

Warm Up

Study the title of the story ' The Midnight Visitor'. Discuss in groups what the story is all about.

a. Certain professionals can be identified by their appearance.

What comes to your mind first when you think of a 'pilot' or a 'traffic policeman'? Discuss in pairs and share your thoughts with the class.

b. Let us try to picturise people in a few interesting professions (based on common perception there can be exceptions).

Form groups of four and draw a picture of one or two of the following:

- scientist
- soldier
- journalist

In your attempt to sketch you may include the following:

- typical dress
- hair style
- accessories

Sometimes appearances can be deceptive, as in the case of Ausable, a secret agent, who despite his common looks, with his resourcefulness and presence of mind outwits a deadly criminal. Read the story to see how this happened.

AUSABLE did not fit any description of a secret agent Fowler had ever read. Following him down the **musty** corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure. Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris from Boston twenty years ago. "You are disappointed," Ausable said **wheezily** over his shoulder. "You were told that I was a secret agent, a spy, dealing in **espionage** and danger. You wished to meet me because you are a writer, young and romantic. You envisioned mysterious figures in the night, the crack of pistols, drugs in the wine. "Instead, you have spent a dull evening in a French music hall with a **sloppy** fat man who, instead of having messages slipped into his hand by dark-eyed beauties, gets only a **prosaic** telephone call making an appointment in his room. You have been bored!" The fat man chuckled to himself as he unlocked the door of his room and stood aside to let his frustrated guest enter. "You are disillusioned," Ausable told him. "But take

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cheer, my young friend. Presently you will see a paper, a quite important paper for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In that thought is drama, is there not?" As he spoke, Ausable closed the door behind him. Then he switched on the light. And as the light came on, Fowler had his first authentic thrill of the day. For halfway across the room, a small automatic pistol in his hand, stood a man.



Ausable blinked a few times. "Max," he wheezed, "you gave me quite a start. I thought you were in Berlin. What are you doing here in my room?" Max was slender, a little less than tall, with features that suggested slightly the crafty, pointed countenance of a fox. There was about him - aside from the gun - nothing especially menacing. "The report," he murmured. "The report that is being brought to you tonight concerning some new missiles. I thought I would take it from you. It will be safer in my hands than in yours."

Ausable moved to an armchair and sat down heavily. "I'm going to raise the devil with the management this time, and you can bet on it," he said grimly. "This is the second time in a month that somebody has got into my room through that nuisance of a balcony!" Fowler's eyes went to the single window of the room. It was an ordinary window, against which the night was pressing blackly. "Balcony?" Max said, with a rising **inflection**. "No, a passkey. I did not know about the balcony. It might have saved me some trouble had I known." "It's not my balcony," Ausable said with extreme irritation. "It belongs to the next apartment." He glanced explanatorily at Fowler. "You see," he said, "this room used to be part of a large unit, and the next room - through that door there - used to be the living room. It had the balcony, which extends under my window now. You can get onto it from the empty room two doors down - and somebody did, last month. The management promised to block it off. But they haven't." Max glanced at Fowler, who was standing stiffly not far from Ausable, and waved the gun with a commanding gesture.

"Please sit down," he said. "We have to wait half an hour, I think." "Thirty-one minutes," Ausable said moodily. "The appointment was for twelve-thirty. I wish I knew how you learned about the report, Max." The little spy smiled evilly. "And we wish we knew how your people got the report. But no harm has been done. I will get it back tonight. What is that? Who is at the door?" Fowler jumped at the sudden knocking at the door. Ausable just smiled. "That will be the police," he said. "I thought that such an important paper as the one we are waiting for should have a little extra protection. I told them to check on me to make sure everything was all right." Max bit his lip nervously. The knocking was repeated. "What will you do

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now, Max?" Ausable asked. "If I do not answer the door, they will enter anyway. The door is unlocked. And they will not hesitate to shoot." Max's face was black with anger as he backed swiftly towards the window. He swung a leg over the **sill**. "Send them away!" he warned. "I will wait on the balcony. Send them away or I'll shoot and take my chances!" The knocking at the door became louder and a voice was raised.



Keeping his body twisted so that his gun still covered the fat man and his guest, the man at the window grasped the frame with his free hand to support himself. Then he swung his other leg up and over the window-sill. The doorknob turned. Swiftly Max pushed with his left hand to free himself from the sill and drop to the balcony. And then, as he dropped, he screamed once, shrilly. The door opened and a waiter stood there with a tray, a bottle and two glasses.

"Here is the drink you ordered when you returned," he said, and set the tray on the table, **deftly** uncorked the bottle, and left the room. White-faced, Fowler stared after him. "But..." he stammered, "the police..." "There were no police." Ausable sighed. "Only Henry, whom I was expecting." "But won't that man out on the balcony…?" Fowler began. "No," said Ausable, "he won't return. You see, my young friend, there is no balcony."

About The Author



Robert Jay Arthur Jr. (November 10, 1909 – May 2, 1969) was a writer of speculative fiction and specialised in crime fiction, and mystery fiction. He was known for his work with *The Mysterious Traveler radio series* and for writing *The Three Investigators*, a series of young adult novels. Arthur was honoured twice by the Mystery Writers of America with an Edgar Award for Best Radio Drama. He also wrote scripts for television.

Glossary

musty - having a stale smell

wheezily - with a hissing sound while breathing

espionage - the practice of spying to obtain information

sloppy - careless and unsystematic

prosaic - ordinary, usual

inflection - modulation, intonation

sill - a slab of wood or stone at the foot of a window opening or doorway

deftly - skillfully

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1. Answer in a sentence or two the following questions.

a) Mention two features of Ausable that were uncharacteristic of a detective.

b) What was Ausable waiting for?

c) Who was the Midnight Visitor? What was the purpose of his visit?

d) How had Max actually entered the room?

e) Did Max's presence alarm Ausable?

f) How did Ausable describe the balcony and the manner in which one could get into his room, through it?

g) Where did Max try to hide himself?

h) Who was Henry? Why had he visited Ausable's room?

i) What happened to Max finally?

2. Answer the following questions in about three to four sentences each.

a. Who was Fowler? Why did he meet Ausable?

b. Why was Fowler initially disillusioned with Ausable?

c. Fowler was thrilled when he entered Ausable's room. Why?

d. How, according to Ausable, had Max entered the room?

e. How did the three men react to the knocking at the door?

f. Was Ausable really waiting for the police? Give reasons.

3. Answer in a paragraph in about 150 words the following questions.

a. How did Ausable outwit Max?

b. Describe the significance of the balcony.

c. Ausable planned to get rid of Max the very moment he noticed him. Explain with supporting evidence from the story.

d. Sketch the character of Ausable.

e. Do you think physical appearance matters most for a secret agent? Answer giving reasons in the context of the story 'The Midnight Visitor.'

f. The unexpected presence of a criminal wielding a gun triggers different reactions in the two men who entered the room. In this light, discuss the appropriacy of the title.

4. Look at the following expressions used in the story. Match them with their meanings.

let down	to complain or scold
chuckled to himself	try one's luck/ take a risk
take cheer	become enraged
raise the devil	disappointed
black with anger	laughed softly to himself
take chances	to be encouraged

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5. Based on your understanding of the story, complete the Graphic Organiser (GO) suitably.

Title:

Author:

Setting:

Plot:

Characters:

Climax:

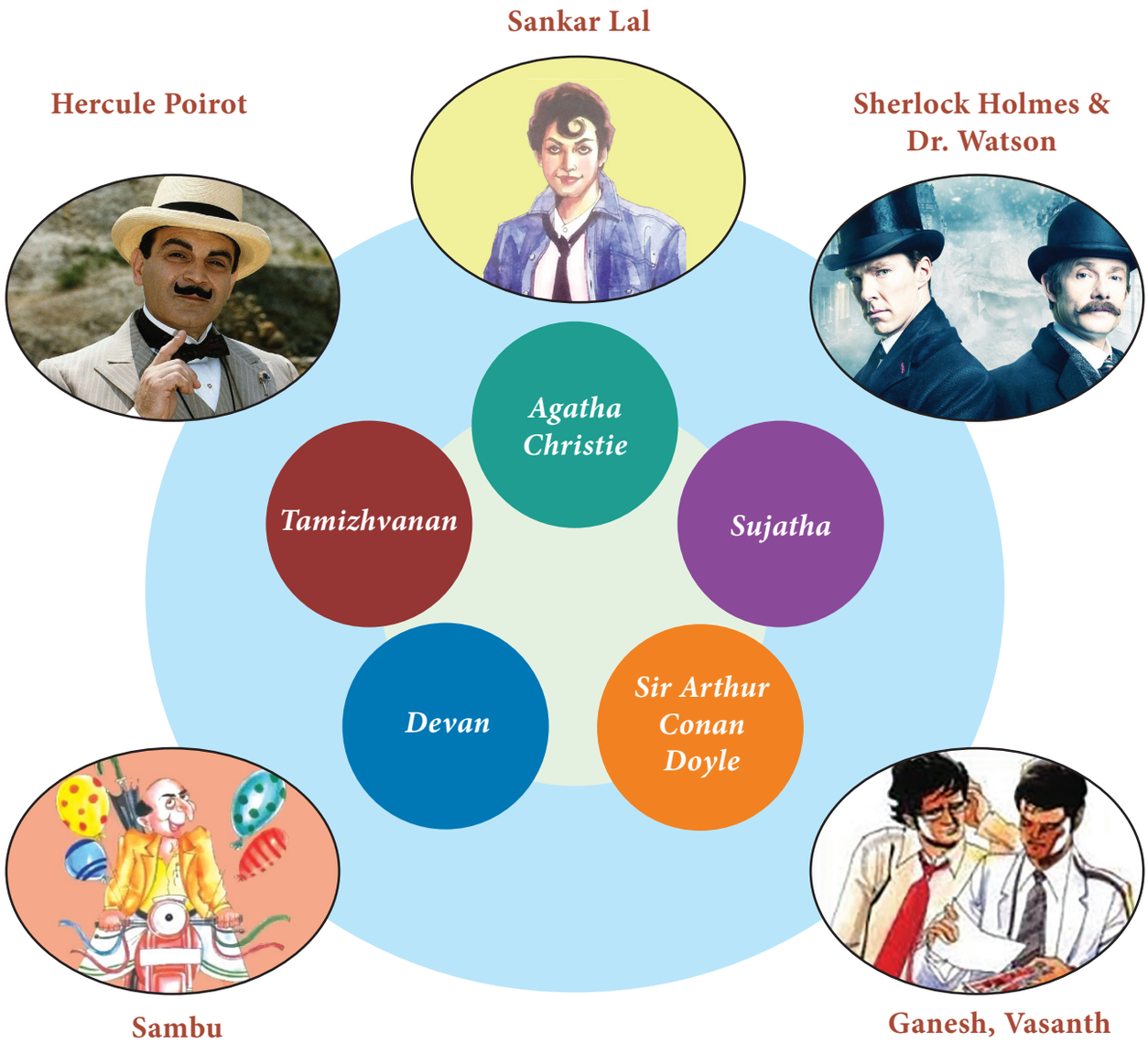
DO YOU KNOW?

Here is a list of espionage agencies of some countries:

Name of the Agency	Country	Headquarters
RAW – Research & Analysis Wing	India	New Delhi
CIA – Central Intelligence Agency	the USA	Fairfax, Virginia
MI6 – Military Intelligence Section 6	the UK	London
Mossad (The Institute for Intelligence and Special operation)	Israel	Tel Aviv
ASIS – Australian Secret Intelligence Service	Australia	Canberra
MSS – Ministry of State Security	China	Beijing
FSB – Federal Security Bureau of Russian Federation	Russia	Moscow

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6. Given below are pictures of fictitious detective characters in English & Tamil short stories. Match them with the authors who created them.



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ICT Corner

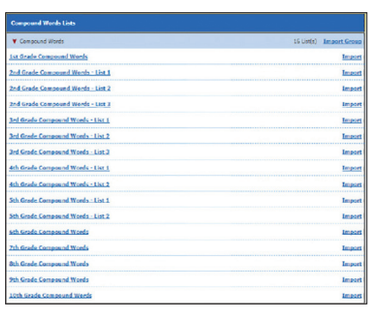
COMPOUND WORDS

To enable the students to know more about compound words and also to check their knowledge in it.



STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see a short description about compound words & its types.
3. Scroll down to see the compound words lists (16 lists) and click the link.
4. Click any list of words and you can see various options like Teach me, Flash cards, Spelling etc.
5. You can click Flashcards to know the meaning of different compound words.
6. Continue the same till you familiarize with many sets of compound words.



STEP 1



STEP 2



STEP 3

SD6P3

WEBSITE LINK:
Click the following link or scan the QR code to access the website.
https://www.spellingcity.com/compound-words.html

** Images are indicatives only

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Unit 5

Prose

The Chair

Ki. Rajanarayanan

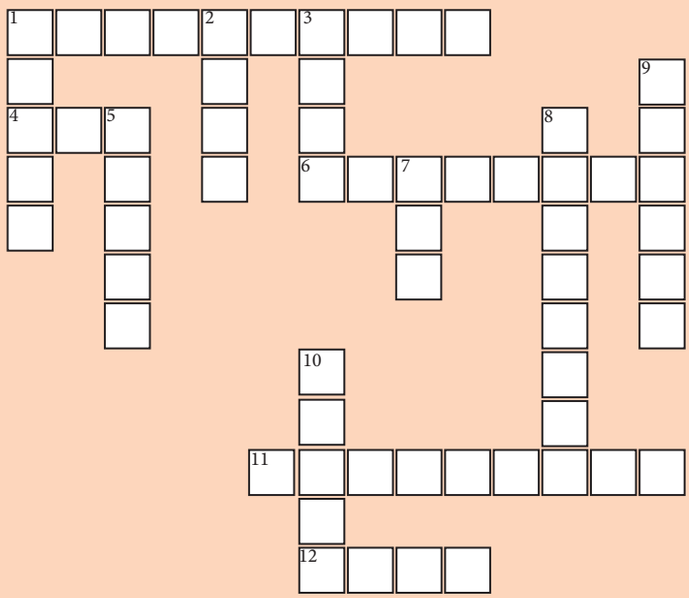
Warm Up

a) How responsible and capable are you at home ?

b) Can you iron your clothes and arrange them? Can you replace a tube light?

We shouldn't live a life of entitlement. We must share a few responsibilities to keep our house clean and perfect.

Solve the clues given below and complete the cross word



Across	Down
1. You can watch programmes, matches and news on it	1. You can sit around it
4. You can lie on this and sleep	2. You can put flowers in this
6. You can sit on this and relax by yourself	3. You can sit on this with two other people comfortably
11. You can store all your books here	5. You can do your writing work on this
12. This can give you light when it is dark	7. This can cover a small space and decorate the floor
	8. You can put all your clothes in here
	9. You can look into this to see yourself
	10. You can sit on this, it has 3 legs.

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Read the following story about a family that does not have a chair- (Perhaps , the entire village hasn't seen a chair). The narrator amusingly narrates their plan of actions and the aftermath humorous incidents that happened after the arrival of the chair.

A house without a chair?

Suddenly everyone in our house began to feel this way. That was it: it was put on the family "agenda" and discussions began.

The day before, a family friend had paid us a visit. He was a sub-judge. Couldn't he have come like one of us, in a veshti and shirt? No, he arrived in "suit-boot" and all. There was only a three-legged stool in our house. It measured a mere three-fourth foot; to churn curd, Paati, our grandmother, would sit only on it. She was quite heavy. Our grandfather had asked the carpenter to make it somewhat broader.

The sub-judge too was a little **portly**. Since we didn't possess any other furniture, we brought that for him. Placing one hand on its edge, he made to sit down. One wretched thing about this stool: if you didn't place the weight exactly above the legs, it would topple over. Ever so many times we had fallen down when we stood on it carelessly to steal ghee from the rope-net. Poor thing—just as we were about to caution the sub-judge, he fell down with a thud and rolled over. Me, my brother and my littlest sister couldn't contain our giggles, so we ran to the back garden. Just as we thought our chuckles had subsided, our sister would mimic the sub-judge, leaning her hand and rolling on the floor. Our laughter only lengthened.

There was another reason for our giggles—the memory of our parents suppressing their giggles in front of the guest who had tumbled over.

So when we finished laughing on everyone's behalf and pussyfooted into the house, the stout guest was not to be seen. And neither was the stool. "Did he take it away with him?" asked my sister to me.

After this incident, it was decided that a chair would be made for our home. The one practical difficulty in getting it made was that there wasn't a single chair in our village to show as a model. Besides, there wasn't a single carpenter either who knew how to make one.

"No problem. We can buy one from the town," suggested my brother, Pedanna. Our father rejected it, saying it wouldn't be sturdy.

Athai, our aunt, said that there was a skilled carpenter in the neighbouring village. That there wasn't a chair he hadn't made. And that the governor himself had praised him.

When my mother heard my aunt's second sentence, she turned her face, as if to say, "Yes, yes, she's seen everything!"

My father called a worker, despatched him to the carpenter's village, and came and sat with us. Now there was discussion on the kind of wood to be used for the chair.

"Teak is the best. That's what will be light to lift and carry around and be sturdy

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at the same time," said our grandmother, pressing her stretched legs. (Our paati was extremely fond of her legs. She was forever stroking them.)

At that moment, our maternal uncle, Maamanaar, walked in. Pedanna ran and brought the stool. For a while, the whole house **spluttered** into giggles before things settled down.

Maamanaar himself had chosen a spot to sit whenever he visited our house. Chop off his head, and he'd still sit there and nowhere else. He would lean against the pillar adjoining the wall to the south of the storeroom. The first thing he would do as soon as he sat down was to loosen his tuft, give it a good shake, scratch his head and tie it back tightly. He observed this ritual unfailingly. Then he would inspect the floor around him. "Didn't see any money falling from your head," Anna would say with an **impudent** smile.

He would always be pierced with such paper arrows whenever he visited us. He would sit mum with a smile, like a stone Pillaiyaar, as if to say, "You are my relatives—if you don't tease me, who will?" When our ridicule overstepped the limits, Amma would pretend to chide us. The last word always ended in "you donkeys".

As soon as Maamanaar sat down, Amma went towards the kitchen. Like a lamb, Appa followed her. In a while Amma appeared in the passage, a silver tumbler of buttermilk seasoned with asafoetida in her hand, followed by Appa, who, unseen by her, aped her movements for our benefit, as if to say, "Her brother has come, it seems. Look at her taking buttermilk for him with so much care." The aroma of the buttermilk and the asafoetida made us want to drink it right away.

We believed that Maamanaar visited us mainly to drink buttermilk. The buttermilk from our cow was that divine. Besides, we thought that our uncle was the stingiest person in the village. We firmly believed he never gave away anything to anyone.

He himself had gone to Kannaavaram to buy this famed black-tongued milchcow for his sister. My younger brother and sister doted on its calf. Whenever he came over, and just before he left, he always went around the cow, gave it a pat (he was afraid his own evil eye would fall on it!), and uttered words of praise, even if he was thrifty with them. My little siblings always had this big fear that once the milk dried up, the cow would be taken away to his house, along with the calf.

The anticipation of this imagined separation only increased their fondness for the calf and their bitterness towards Maamanaar. Whenever he relished the buttermilk, these small children punched and pinched with their very stares.

Maamanaar showed interest in the debate about the chair. He let it be known that he too would like one to be made for him. We too were glad to have a partner in this enterprise.

Maamanaar said that the neem tree was the best. It would keep the body cool.

When he **expounded** on the neem tree, Appa looked at him with round-eyed astonishment. Only the day before Appa had been talking to a farmhand about cutting down an ancient, diamond-hard

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neem tree in our cattle-pasture and laying it out to dry. Pedanna said, "Making it out of poovarasu wood would be really good. It's a fine-grained wood, without knots. And glossy and strong too."

Our elder sister said, "All these are light-coloured woods. Ugly to look at! After a while, we'll begin to even detest them. I'm saying it will be best to make it the colour of ripe sugarcane or dark like sesame oilcake. But it's your wish…" The vision of a highly comfortable chair—in black wood with a mirror-like gleam, with perfectly shaped front legs, and curved back legs, yawning languorously, to match the recline of the chair—flashed before our eyes.



Everyone felt that she was right. So it was arranged for two chairs to be made immediately, one for us and the other for Maamanaar.

When the two chairs arrived, we didn't know which one to keep and which to send to Maamanaar. If you looked at one, you didn't need to see the other—they were like Rama-Lakshmana. We kept one and sent the other to Maamanaar. We had a doubt: had we sent the better one to him?

One by one, we took turns to sit on the chair. Never felt like getting up from it. But had to because others too had to be given a chance. Pedanna sat and exclaimed appreciatively, "Ah…ha!" He ran his hands over the arms of the chair. He sat cross-legged on it. Athai said, "We have to stitch a cover for it. Otherwise it will get soiled."

My little sister and brother fought over it frequently. She would shout at him, "You've been sitting on it for so long, get up. I want to sit now."

" Ayyo, I've just sat down. Look at her, Amma," he would say, his face puckering, as if about to cry.

The news of the arrival of our chair spread like fire around the village. People—children and adults —arrived in **hordes** to see the chair. A few even stroked it. An old man lifted the chair. "Quite heavy. He's made it sturdy," he commended the carpenter.

A few days passed by.

One night, someone knocked on the door. Pedanna, who was sleeping in the inner pial, opened the door. They said that an important person had just died in the village and that they needed the chair.

Since the deceased was also known to us, we too attended the funeral. It was on our chair that they had propped up the eminent person!

Till now in our village they always seated the corpse only on the floor. A grinding stone was laid on the floor and propped up to keep the corpse from rolling away. A gunny sack stuffed with millet straw would be rested against it. Against

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this bolster, the corpse would be placed as if reclining on it.

From where our townspeople picked up this new fad of propping up a corpse on a chair, we had no clue, but from that day troubles began for our chair. (They had moved from floor-tickets to chair-tickets!)

When the "occasion" in that household was over, they left the chair in our front yard. The children of the house were scared even to look at the chair. We had the servant take it to the well and give it a good, hard scrub with hay, and wash it down with fifteen big buckets of water. Even after several days, no one had the guts to sit on it. We didn't know how to bring it back into use.

Fortuitously, a guest visited our house one day. We had the chair brought for him. "Don't bother, I'll sit here," he said, and went towards the cloth-mat. We were afraid that he would sit on the floor. The whole family persuaded him to sit on the chair. As soon as he sat down, my little brother and sister fled to the garden in the backyard. Now and then, they peeped in to see what happened to the man on the chair.

The next day a local elder dropped by and chose to sit on the chair on his own, bringing us even more relief. ("He's rehearsing on the chair now itself," whispered Pedanna in my ear!) This is how we "seasoned" the chair. First, the elders in the family sat on it. The children were still afraid. My little sister would beg my little brother, "Why don't you sit on it first, da?" He would retort instantly, "Why don't you sit and see?"

Suganthi, from the neighbouring street, came by and put her baby brother on the chair. It was only from then on that the children of our house sat on the chair without fear.

Again, one night someone died and they took away the chair. This happened ever so often. We sent away the chair with sadness. The mourners who came interpreted our sadness differently. They assumed that we too were mourning for the dead.

We were irritated that our sleep was being thus disturbed. Akka remarked one day, "God knows why these wretched people have to go and die at such unearthly hours!" Anna said **exasperatedly**, "Good chair we made. For the corpses of our village to sit on. Tchai!"

"All because the chair was ordered at an inauspicious time," said our aunt.

Pedanna finally thought of an idea. We kept it to the two of us.

Amma sent me on an errand to Maamanaar's house one day. When I entered his house, there he was, sitting in **splendour** on his chair and popping betel leaves into his mouth. It was an interesting pastime in itself to see him prepare and chew the betel leaves. Carefully, with utmost gentleness so as not to injure it, he would open his beloved betel box. A span wide, an elbow long, and four fingers high, he would clean and burnish it every day till it shone like gold. He would reverently take out his **paraphernalia**, as if taking out things from a pooja-box.



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Though he wiped the betel leaves clean, he never pinched off the stalk. (So thrifty was he!) If he found a coarse leaf, he would strip the veins off. Which always made us think of the old riddle-chant about betel leaves:

Catch hold of Muthappan, strip off his spine,

Smear him with fresh butter…

He would sniff the broken arecanut. Sniffing was supposed to ward off 'intoxication'. Then he would blow on the nut. To get rid of invisible arecanut worms, that's why. This sniffing and blowing, slow to begin with, would increase in speed, hand moving from nose to mouth, until with great noise, *oomoosh, oomoosh*, it was popped into the mouth —tabak!

To find out how tidy a person is, all one has to do is to look at his lime-paste dabba. Where this was concerned, Maamanaar was unmatched. Even the excess lime-paste on his finger wasn't wiped off unnecessarily on other objects. You could press his lime-paste dabba to your eyes with reverence. His Eveready torch, bought fifteen years ago, was still in use, bright and spanking new, as if bought just now. The one bought by our family at the same time had sprung a leak. Dented, yellowing and pitiable, it looked like a chronic patient about to die.

No one but him could use the chair in his house. The first thing he did as soon as he got up every morning was to wipe it. Had it to be shifted, he himself carried it and put it down carefully, as if placing down gently a mud pot brimming with water.

As soon as he saw me, Maamanaar greeted me, "Welcome, dear nephew! Won't you have some betel?" Then he himself answered, "'If schoolboys start chewing betel, chickens will start butting!"

I conveyed to him what Amma asked me to and returned home.

At an ungodly hour in the night, there was a knock on the door. Everyone at home was fast asleep. I woke up Pedanna.

A few people from a house of **bereavement** stood outside for the chair. Pedanna took them into the street. I too followed. When they finished telling us what they came for, Pedanna replied patiently, "Chair only, no? It's in our Maamanaar's house. Go and ask him, he will give it." After sending them off, we returned home, chuckling noiselessly.

Tossing, Appa asked sleepily, "Who was it?"

"What else—some fellows want our bullocks for threshing."

Pulling the bedsheet tightly over him, Appa turned and went back to sleep.

Now it was raining in Maamanaar's forest!

After many days, when I visited Maamanaar, he was sitting on the floor preparing betel leaves. He greeted me with his usual smile and banter.

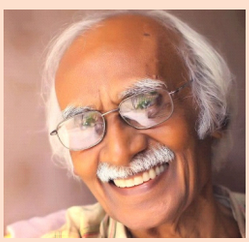
"What is this? You're sitting on the floor! Where is the chair?" I searched around. Smearing the lime-paste on the back of the betel leaf, he looked intently at me and smiled. He then said calmly,

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"I asked them to keep the chair for that purpose alone. Anyway, you need one for that too, no?"

I didn't know what to say. I hurried home to convey this news to Pedanna. But gradually, my steps slowed to an ordinary **gait**.

About The Author



Rajanarayanan, popularly known by Tamil initials as Ki. Ra., is a Tamil folklorist and a prolific author. The short story 'The chair' is written in 1969 and its original title is 'Naarkaali' The novels Gopalla Grammam and its sequel Gopallapurathu Makkal are among his most acclaimed; he won the Sahitya Akademi award for the latter in 1991. As a folklorist, Ki. Ra. spent decades collecting folktales from the karisal kaadu and publishing them in popular magazines. In 2007, the Thanjavur based publishing house Annam compiled these folktales into a 944-page book, the Nattuppura Kadhai Kalanjiyam (Collection of Country Tales). As of 2009, he has published around 30 books. A selection of these were translated into English by Pritham K. Chakravarthy and published in 2009 as Where Are You Going, You Monkeys? – Folktales from Tamil Nadu.

Glossary

Portly	-	stocky
Spluttered	-	cackled ,make a series of short sounds.
Impudent	-	disrespectful
Expounded	-	explained
Languorously	-	lethargically.
Hordes	-	crowd, masses
Exasperatedly	-	annoyingly
Splendour	-	magnificence
Paraphernalia	-	things,stuffs
Bereavement	-	mourning, grief
Gait	-	pace

1. Answer the following questions in one or two sentences each based on your understanding of the story.

a) What was put on the family agenda?

b) Who visited the family?

c) Describe the stool that the narrator's family had.

d) What was Pedanna's suggestion to their father?

e) What was offered to Maamanaar by their mother?

f) Why were the two chairs compared to Rama-Lakshmana?

g) When did the children shy away from the chair?

h) How did Maamanaar handle the chair at home?

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2. Answer the following questions in three or four sentences each.

a) What happened to the visitor when he sat on the stool?

b) Why did the family find it difficult to make a chair?

c) What was grandmother's suggestion of wood ? Why ?

d) How was the chair made and how did the villagers react to it?

e) When did the children get over the fear of sitting on the chair?

f) Why did Maamanaar hand over the chair to the villagers to retain it?

3. Answer the following in a paragraph of 100–150 words each.

a) Narrate the humorous incidents that happened in the author's home before and after the arrival of the chair.

b) Write character sketches of Maamanaar and Pedanna.

Aa Vocabulary

a) Find out the synonym of the underlined word in each of the following sentences.

1. Just as we thought our chuckles had **subsided**.

   a) diminished b) increased

   c) completed d) submerged.

2. Our father rejected it, saying it wouldn't be **sturdy**.

   a) weak b) strong

   c) tall d) cgood

3. Anna would say with an **impudent** smile.

   a) innocent b) fake

   c) disrespectful d) decent

4. A silver tumbler of buttermilk **seasoned** with asafetida.

   a) mixed b) garnished

   c) filled d) loosened

5. A few people from the house of **bereavement** stood outside.

   a) rejoice b) celebration

   c) grief d)war

b. Find out the antonym of the underlined word in each of the following sentences.

1. The **anticipation** of this imagined separation only increases their fondness for the calf.

   a) expectancy b) contemplation

   c) outlook d) ignorance

2. **Fortuitously** , a guest visited our house.

   a) luckily b) peacefully

   c) unfortunately d) happily

3. There he was sitting in **splendour** on his chair.

   a) magnificence b) pomp

   c) effulgence d) simplicity

4. Maamanaar was **unmatched**.

   a) inferior b) incomparable

   c) excellent d) supreme

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5. He greeted me with his usual smile and **banter**.

   a) flattery b) small talk

   c) chitchat d) repartee.

c. Words can be combined to form compound nouns. Compound nouns often have a meaning that is different, or more specific, than the two separate words. The elements in a compound noun are very diverse parts of speech.

Some compound words from the story have been listed below.

Compound elements	Words
Noun+Noun	Storeroom, buttermilk
Noun + Adjective	Diamond-hard
Adjective+ Noun	Grandmother, milchcow
Adverb+verb	overstep

Identify the correct combination of the following compound words.

Haircut, headmaster, waterfall, swimming pool, drawback, public speaking, output, software, show cause, world famous.

d. Look at the following sentence from the text.

"The whole house **spluttered** into giggles before things settled down".

The word "**spluttered**" is the blended form of splash and sputter.

A portmanteau is a type of blend word in which the beginning of one word is combined with the final part of another word. Let's take a look at some of the most common portmanteaus in English.

alphanumeric = **alpha**betic + **numeric**

brunch = **br**eakfast + l**unch**

camcorder = **cam**era + re**corder**

mechatronics = **mecha**nics + elec**tronics**

newscast = **news** + broad**cast**

smog = **sm**oke + f**og**.

Now, Blend the following words.

1. binary + digit
2. electronic + mail
3. foreign + exchange
4. motor + pedal
5. parachute + troop

e. The term euphemism refers to polite, indirect expressions that replace words and phrases considered harsh and impolite, or which suggest something unpleasant.

When we wish to refer to a person as an old, We use the term " senior citizen" instead of 'old'.

Replace the underlined word/ expressions with possibly polite forms.

a. The culprit was sent to <u>jail</u>.

b. Dheeraj is <u>unemployed</u>.

c. I saw a <u>disabled</u> man.

d. Subsidies are given to the <u>poor</u>.

e. Elambrathi has a <u>second-hand</u> car.

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Listening

On successful completion of a university degree course, before taking up their professional careers, the graduates will wear their academic dress for the graduation ceremony, in which they declare their commitment to assume the responsibilities and obligations of the respective fields or professions. The underlying meaning of all oaths is always 'Service above Self'.

The oath taken by Graduates of Medicine is given as Listening passage.

After listening to the pledge played on the tape recorder carefully, fill in the following statements with the right options given.

a) The medical graduates take oath to dedicate their ..... to the service of humanity.

i) money ii) talent
iii) life iv) nation

b) The .....of the patient should be the doctor's greatest concern.

i) dignity ii) gratitude
iii) health iv) honour

c) The would-be graduates promise to practise their profession with .....and dignity.

i) conscience ii) knowledge
iii) understanding iv) respect

d) They should respect the .....of the patients.

i) age ii) wealth
iii) background iv) secrets

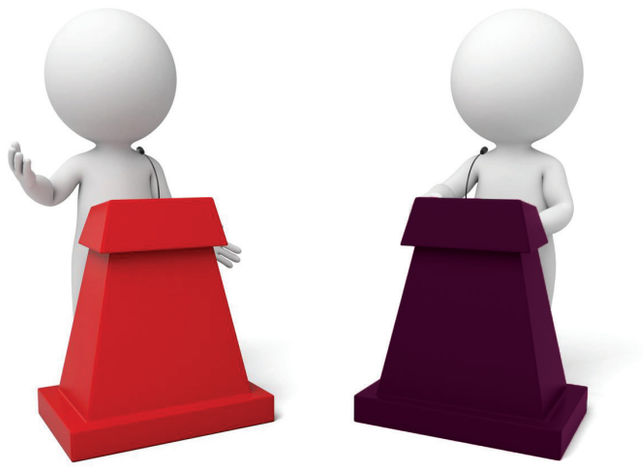
e) The pledge is also to treat the patients without any.....

i) fee ii) discrimination
iii) interest iv) hatred

Speaking

Debate

A debate is a discussion in which speakers form two groups, and argue in favour of or against a topic. Debates are conducted in lecture halls, parliament, legislative assemblies and public places.



The speakers from each group not only give reasons to support their argument, but also counter the arguments made by the members from the opposite group.

The topic is called a motion.

The process / procedure:

There are two teams, each consisting of two or three speakers.

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One team supports the motion, and the other opposes the motion. A moderator controls the proceedings. Each speaker makes a prepared speech to argue his or her case. The teams prepare collaboratively, building up their case.

The sides speak in turns, starting with the proposer of the motion followed by his or her opponent and then the others in similar order. Each speaker has a specified amount of time to speak, maybe a minute or two. Then the debate can be opened to the floor, with the speakers from the audience standing up to offer points supporting or opposing the motion.

Important Rules

- The speakers must greet the chairperson, judges and the audience.
- The team supporting or opposing the motion must not change their point of view.
- If a speaker makes a statement, he or she must be able to provide evidence or reasons to support.
- The facts presented in a debate must be accurate.
- Speakers may not bring up new points in a rebuttal speech. Reinforce your points and conclude confidently.
- Points must be conveyed clearly and effectively without getting diverted from the main stream.

Given below is a sample speech

Good morning Respected Judges, my honourable opponent and members of the audience. I am Bharathi of XII A and I'm going to speak for the motion "**Wars create more problems than they solve.**"

The world has already faced two World Wars. Now, there is the added dimension of terrorism and suicide bombers. We have witnessed the destruction of the WTC Towers and the war against the Taliban in Afghanistan. War clouds are looming large. Yes, the world has seen many wars. But has it solved any problem? I firmly speak for the proposition "Wars Create More Problems Than They Solve'. Wars have left in their wake only death and destruction. The feelings of enmity, hatred, jealousy and greed that cause war have still remained in the hearts of the people. Entire cities have been destroyed, large areas of fertile agricultural land have been laid barren, many have become refugees, large numbers have lost their livelihood and sunk into poverty. These are the legacies of war. War has certainly created more problems than it has solved. Wouldn't my worthy opponents agree with me?

I sincerely feel that dialogues and negotiations are the only way to solve disputes between nations or even communities within a nation. It is better to spread the language of love, peace and understanding instead of sowing seeds of hatred and violence in children. If heads of State and religious leaders sat face to face, thrashed out the problems, took sincere efforts to find a solution, made the necessary compromises without any ego hassles, then most of the disputes could be solved. I reiterate once again – refrain from war, war once started may go on and on and create a host of problems.

Thank You.

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Task

a) Now it's your turn to speak against the motion "Wars create more problem than they solve." Express your views with valid points.

b) Conduct a debate for and against the motion."Mobile phone - a big boon"

c) Organize a class debate on the motion 'The advantages of social websites'. (Use the expressions for arguments like - First, firstly, I mean, My point is, In my opinion, Let me consider, etc.)



Reading

a. Read the following passage carefully and answer the following questions.

Pollution is the introduction of contaminants into the environment that cause harm to the ecosystem. The different kinds of pollution are air pollution, water pollution and land pollution. The release of various gases, finely divided solid particles, or liquid droplets that escape into the atmosphere to disperse and dilute in the environment is called air pollution. Modern society is also concerned about specific types of pollutants, such as noise pollution, light pollution, and plastic pollution.

Particulate Matter (PM), also known as particle pollution, is a complex mixture of extremely small particles and liquid droplets that get into the air. These particles if inhaled can affect health. The impact of PM 2.5 is particularly high in South Asia. Outdoor pollution is caused by a variety of pollutants like public and private vehicles, waste burning in the open, power production industries and construction and even cigarette smoking in public places.

Presently, air pollution is a major and growing risk factor for ill health in India. Delhi is one of the most air polluted cities in India. The air in the city as well as areas surrounding it has worsened to extremely hazardous levels in the recent years. This year's pollution level is the worst in four years. Several studies have shown that poor air quality is a cause for many health issues among people with lower respiratory disorders with symptoms like dry cough, breathlessness, wheezing, chest discomfort, serious lung infections and cardio vascular diseases. Some studies throw light on the fact that about 16 per cent of the deaths worldwide in 2015 were due to pollution.

Air Masks are an option to protect oneself outdoor. Air masks can be used while commuting or while one is exposed to a polluted area. Some of these masks also include a layer of Activated carbon to filter the air. They protect us from suspended air particles and particulate matter up to the size of 2.5 microns and above. Their usage is limited to some days and should be disposed off after their prescribed duration of usage. The price for air masks starts from Rs 100 and can go up to Rs 500 and more.

We have to take active measures to control pollution and protect ourselves to lead a healthy and pollution free life.

1. What is meant by pollution? Mention the different kinds of pollution.

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2. How does Particulate Matter cause air pollution?
3. Identify three major causes of pollution in air.
4. Name the types of pollution we encounter now.
5. What sort of health issues do people face due to air pollution?
6. How can we protect ourselves outdoor from air pollution?
7. Suggest a suitable title to the passage.
8. Identify the meaning of the word similar to the one used in the fourth para:
   a) emerging b) filtering
   c) floating d) falling

b) Read the following information given in the table below and answer the questions.

A nice choice from Chennai to the National capital			
RAJADHANI EXPRESS TIMETABLE			
Shortest Route between Chennai and Hazrat Nizamuddin 8 Halts & 324 intermediate stations in between			
Station Name	**Departs**	**Day**	**Speed**
Chennai Central	06.05	1	75
Vijayawada	11.55	1	76
Warangal	14.40	1	77
Balharshah	18.00	1	78
Nagpur	20.45	1	74
Bhopal	02.10	2	89
Jhansi	05.31	2	99
Gwalior	06.32	2	85
Agra Cantt	07.57	2	76
Hazrat Nizamudin	10.25	2	-

a) The number of stations between Chennai Central and Hazrat Nizamudin is.....
   i) five ii) ten
   iii) eight iv) eleven

b) The train is expected to reach ..... around 8.45 PM
   i) Warangal ii) Vijayawada
   iii) Bhopal iv) Nagpur

c) Between ..... the train runs at its maximum speed.
   i) Bhopal and Gwalior
   ii) Bhopal and Jhansi
   iii) Bhopal and Hazarat Nizamudin
   iv) Bhopal and Agra

d) Almost ..... the train reaches Vijayawada.
   i) the day after

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ii) around early morning
iii) late night
iv) around noon

e) People prefer the Rajadhani Express to travel from Chennai to reach the capital because ……..

i) it reaches the destination on the same day.
ii) the charge is reasonable.
iii) the train halts at ten stations.
iv) it is the shortest route from Chennai to New Delhi.

f) The destination of Rajadhani express is……

i) Hazarat Nizamudin.
ii) New Delhi junction.
iii) Old Delhi.
iv) Rajkot.

Grammar

6DHZ9

Non-finite verbs

Non-finite verb (also known as a verbal) is the term to describe a verb that does not show tense. In other words, it is a verb form, which does not function as a verb.

There are three verbals– gerunds, infinitives and participles.

All these are formed from verbs, but are never used alone as action words in sentences. Instead verbals function as nouns, adjectives, and adverbs.

The ***gerund*** ends in –ing and is actually a verb form but it functions as a noun too.

- Jumping is fun.
  (subject to a verb)
- My son enjoys skiing.
  (Object to a verb)
- Mrs. Kala has a unique way of teaching. (Object to a preposition)
- It is no use of crying.
  (In opposition to a pronoun)

The ***Infinitive*** is the base form of a verb with 'to' –(to + verb). Usually it functions as a noun, although it can also function as an adjective or an adverb._

- To jump is fun.
  (noun : Subject of the verb 'is')
- My son likes to ski.
  (noun : direct object of the verb 'like')
- I have a suggestion to offer.
  (adjective modifying suggestion)
- The manager called her to give a last warning.
  (adverb modifying the verb 'called')

A ***participle*** is a verb that ends in –ing (Present particle) or-ed, _d, _t, _en, _n, (past particle). Participles may function as adjectives, describing or modifying nouns.

- The dancing parrots entertained the crowd.
- The wrecked sailboat washed up on shore.

Task 1

Underline the gerunds in the following sentences.

1. Boys love playing cricket.
2. I love eating ice creams.
3. Jessie enjoys bothering others.

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4. Painting is an interesting hobby.

5. Dancing gives me joy.

Task 2

Use the gerundial form of the verb in the brackets and fill in the blanks.

1. _____ (exercise) is good for health.
2. _____ (fly) a kite is fun.
3. _____ (shop) is my favourite hobby.
4. My friend waited for the _____ (meet).
5. Huckleberry Finn was responsible for _____ (signal).

Task 3

Fill in the blanks with the correct infinitives.

1. Deva forgot _____ the letter.
2. The doctor advised the patient _____ his medicines without fail.
3. Rajesh went to the airport _____ his friend.
4. The bear climbed up the tree _____ the honey.
5. The boys went to the forest _____ birds.
6. I tried hard _____ both ends meet.
7. The archaeologists are trying _____ the ruins of Keelady.
8. Solar energy is used _____ electricity.
9. _____ concession, you have to apply well in advance.
10. We have plans _____to London during summer vacation.

Task 4

Combine each of the following pairs of sentences using participles. The first one is done for you.

Example: I didn't know what to do. I phoned the police.

Not knowing what to do, I phoned the police.

1. The baby cried. She was feeling sleepy.
2. He lived alone. He had forgotten everybody.
3. She walked out. She was smiling.
4. The child says he needs attention. He shouts loudly.
5. I threw the pen. It was broken.
6. His coat is tattered. It needs mending.
7. I heard the noise. I turned around.
8. He was dissatisfied. He quit his job.
9. The politician entered the campus. He was accompanied by many comrades.
10. The girl entered the room. She was singing a song.

Articles and Determiners

Articles

Task 1

Complete the following exercise using a/ an/ the/ 'o' (no article) in the underlined space where appropriate.

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Change capital letters to Small letters at the beginning of a sentence if necessary.

According to (1)____ National Weather Report, cyclones are winds circulating (2)____ counter clockwise in(3) ____ Northern Hemisphere and clockwise in (4)____ southern Hemisphere. Cyclones are usually accompanied by(5) ____ stormy weather. Tornadoes and hurricanes are types of cyclones.(6) ___ hurricane is (7) ___ cyclone that forms over(8) ____ tropical oceans and seas.(9) ____ hurricane rotates in(10) ____ shape of(11) ___ oval or a circle.(12) ____ Hurricane Andrew, which hit (13)____ coasts of Louisiana and Southern Florida in August 1992, caused (14)___ extreme devastation. It was one of (15)____ most devasting hurricanes ever to hit(16)____ U.S.. Fourteen people died of(17) ___ Andrew's effect.

Task 2

Complete the following sentences using appropriate determiners.

1. Only _____ people can afford to buy a flat in Chennai.
2. She earns so _____ that she could not make a decent living.
3. _____ information that she gave proved false.
4. How _____ sugar do you want?
5. I am very tired today, as I had _____ guests today.
6. _____ of my students have become doctors.
7. _____ do I know about his personal life.
8. How _____ pages did you read?
9. _____ fertilizer used these days spoils the soil.
10. During my student life I used to give _____ trouble to my teachers.

DEGREES OF COMPARISON-TRANSFORMATION

You have already learnt Degrees of Comparison in earlier classes and are therefore familiar with this concept of grammar. Now, recall the rules and guidelines related to this topic and try to complete the task given below.

We use the positive degree of an adjective when we do not intend to make any comparison. We use the comparative degree, when we compare two objects or two people. We use the superlative degree when more than two objects or two people are compared. Adverbs, too, have degrees of comparison.

Points to keep in mind

- A great many adjectives and a few adverbs form their comparatives and superlatives by adding '–er and –est' respectively. [e.g. short – shorter – shortest]
- A few adjectives and many adverbs take 'more and most' to form their comparatives and superlatives. [e.g. wonderful – more wonderful – most wonderful]
- Some adjectives and adverbs take either the former or the latter. [e.g.

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gentle – gentler – gentlest / gentle – more gentle – most gentle]

- A few adjectives and adverbs form their comparatives and superlatives in an irregular way. *[e.g. good – better – best / little – less, lesser – least / old – older, elder – oldest, eldest]*
- There are certain comparatives that end in '-or'.They are followed by 'to' instead of 'than'. *[e.g. Marble flooring is superior to mosaic flooring. / Ravi is junior to me.]*
- The adjectives in superlative degree are preceded by the definite article 'the'. *[e.g. The Nobel prize is the highest award given to scientists. / The Japanese are the most industrious people.]*
- The article 'the' is often omitted before superlative adverbs. *[e.g. John climbed (the) highest of all cadets.]*
- The definite article 'the' is not used before superlatives that follow a noun in possessive case. *[e.g. That should be Robert's worst experience in all of his childhood days.]*
- Comparison of equals is expressed by 'as + adjective + as'. In the negative comparison, 'so + adjective + as' is often used instead of 'as + adjective + as'. *[e.g. Ooty is as cool as Kodaikanal. / Bangalore isn't so cool as Yercaud.]*
- The adjectives in comparative degree are generally used to indicate apposition and are followed by 'than'. They are also followed by 'of' when it denotes selection. *[e.g. Radha is taller than Anu. / Radha is the taller of the two.]*
- We use 'the' with adjectives in comparative degree to show that one thing depends on another. *[e.g. The deeper you breathe, the calmer you become.*
- Sentences with adjectives and adverbs in one particular Degree of Comparison can be transformed into other degrees of comparison without changing their meaning.
- Here are a few examples that show how various types of sentences in different Degrees of Comparison can be interchanged.

Type -1

- No other profession is as **noble** as teaching.
- Teaching is **nobler** than any other profession.
- Teaching is the **noblest** of all professions. / Teaching is the noblest profession.

Type – 2

- Very few professions are as **noble** as teaching.
- Teaching is **nobler** than many other / most other professions.
- Teaching is one of the **noblest** professions.

Type – 3

- Apples are costlier than mangoes in the summer season.
- Mangoes are not so costly as apples in the summer season.

Type – 4

- Apples are not more expensive than mangoes during winter.

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❖ Mangoes are as expensive as apples during winter.

Type – 5

❖ We have not watched such a thrilling movie as this.

❖ This movie is more thrilling than any other movie, we have ever watched.

❖ This is the most thrilling movie, we have ever watched.

Type – 6

❖ My brother can climb a tree as fast as a monkey.

❖ A monkey cannot climb a tree faster than my brother.

Task 1

Transform each of the following sentences using the comparative degree without changing the meaning.

1. Very few boys in the class are as tall as Ravi.
2. Hurricanes are as dangerous as tornadoes.
3. This is the most challenging task I have ever undertaken.
4. E-mail is the fastest means of communication.
5. Compulsive gambling is the worst habit a man can develop.

Task 2

Rewrite each of the following sentences using the superlative degree retaining the meaning.

1. Shakespeare is greater than many other dramatists of the world.
2. Some people think that nothing is as important as money in life.
3. The peacock is more colourful than any other bird found in India.
4. Very few people in this town are as generous as Mr. Mohan.
5. No other planet in our solar system is as cold as Neptune.
6. I cannot do anything better for you than this.

Task 3

Replace the comparative adjectives in the following sentences with their positive forms.

1. Rural life is certainly more peaceful than urban life.
2. The pen is mightier than the sword.
3. Train journey is more comfortable than bus journey.
4. My mother can speak more sweetly than anyone else.
5. Gold is not more useful than iron.

Writing

Slogan Writing

Generally slogans are written for the purpose of advertising a product or to create an awareness among the public for a social cause.

❖ Simple and catchy phrases accompanying a logo or brand, that

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encapsulate a product's appeal or the mission of a firm that makes it catchy, which when used consistently over a long period, becomes an important component of its identification or image. They are also called catch lines, strap line, or tag line, like '**Neighbours envy, Owner's pride .**

- Awareness slogans are written to create awareness among the general public. It is done for a social cause. For example, **'No Holiday for Safety.'**

Tips for writing an effective slogan

Highlight a key benefit. The point of a slogan is to differentiate a product or brand from that of its competitors, while also underscoring the company's general mission.

1. Explain the company's commitment.
2. Be consistent.
3. Keep it short and simple.
4. Give them a rhythm, rhyme and ring.
5. Stay honest.
6. Make it timeless.
7. Be unique and different.

While writing slogans to create awareness among the public

- Explain the need for the change.
- Make it sensible and easy to understand.
- Keep in mind the target audience and use catchy phrases to suit the audience.

Look at the pictures given below, and write slogans to advertise the products. Suggest your own brand name for each of the products.



Write slogans to create awareness of the following topics using the tips given above.

- Junk food
- Labour Day
- Save Water
- Yoga
- Blood Donation

PARAGRAPH WRITING

In order to write a good paragraph, students should understand four fundamentals. Paragraphs are made up of sentences but not random sentences. There should be a central topic around which the other sentences are organised in a coherent manner. A good paragraph should focus on one idea. A coherently written paragraph takes its readers on a clear path.

A good paragraph usually consists of three parts, the topic sentence, supporting sentences, and a concluding sentence.

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1. Unity

Unity begins with the topic sentence. Each paragraph will have one single idea, which is usually the first sentence of the paragraph. All the supporting sentences get unified around the main idea. So while selecting the topic sentence one has to think about the theme and all the points they want to add and then choose the most relevant one as the topic sentence.

2. Order

Order refers to the way the supporting sentences are organized. One can choose a chronological order, logical order or order of importance. But the reader should be able to follow the paragraph easily. The meaning of a paragraph should be understood by the readers without any confusion or ambiguity.

3. Coherence

Coherence is the quality which makes one's writing understandable. There should be a flow of ideas.

4. Completeness

A well-developed paragraph is called a complete one, if all the sentences clearly support the main idea. The concluding sentence should summarize the main idea.

Now, read a paragraph on 'Oceans and lakes'

Topic Sentence

Oceans and lakes have much in common between them, but they are quite different. Both are bodies of water. Oceans are large bodies of salt water, and they join smaller seas together. They are surrounded by continents. They cover 72% of the earth. Whereas lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land. Both have plants and animals living in them. The ocean is home to a huge variety of sea life including the largest animals on the planet like whales and sharks. But lakes support only smaller forms of life like crabs and prawns. When it is time for a vacation, both make a great place for humans to visit and enjoy.

Supporting Sentences

Concluding Sentence

Write a paragraph of about 150 words, on the following topics.

a) The teacher I like the most

b) The value of discipline

c) Need for Moral Education in schools

d) The importance of Good Health

e) The importance of Reading

Observe the following pictures and write a paragraph in about 150 words about each one of them.

a)



b)



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Unit 5

Poem

A Father to his Son

Carl August Sandburg

9E0QB

Warm Up

Every parent is anxious about the welfare of his / her children. Parents express their anxiety by advising them almost all the time. What kind of advice do you frequently receive from your parents? Fill in the bubbles. Tick the ones you like to follow implicitly and give reasons for the ones you don't like to follow.



- Wash your fingers before eating.
- Don't stay awake till late night.
- Who are you talking to over the phone for a long time?



A father sees his son nearing manhood.
What shall he tell that son?
"Life is hard; be steel; be a rock."
And this might stand him for the storms
and serve him for humdrum monotony

and guide him among sudden betrayals
and tighten him for slack moments.
"Life is a soft loam; be gentle; go easy."
And this too might serve him.
Brutes have been gentled where lashes failed.

The growth of a frail flower in a path up
has sometimes shattered and split a rock.
A tough will counts. So does desire.
So does a rich soft wanting.
Without rich wanting nothing arrives.

Tell him too much money has killed men
and left them dead years before burial:
the quest of lucre beyond a few easy needs
has twisted good enough men
sometimes into dry thwarted worms.

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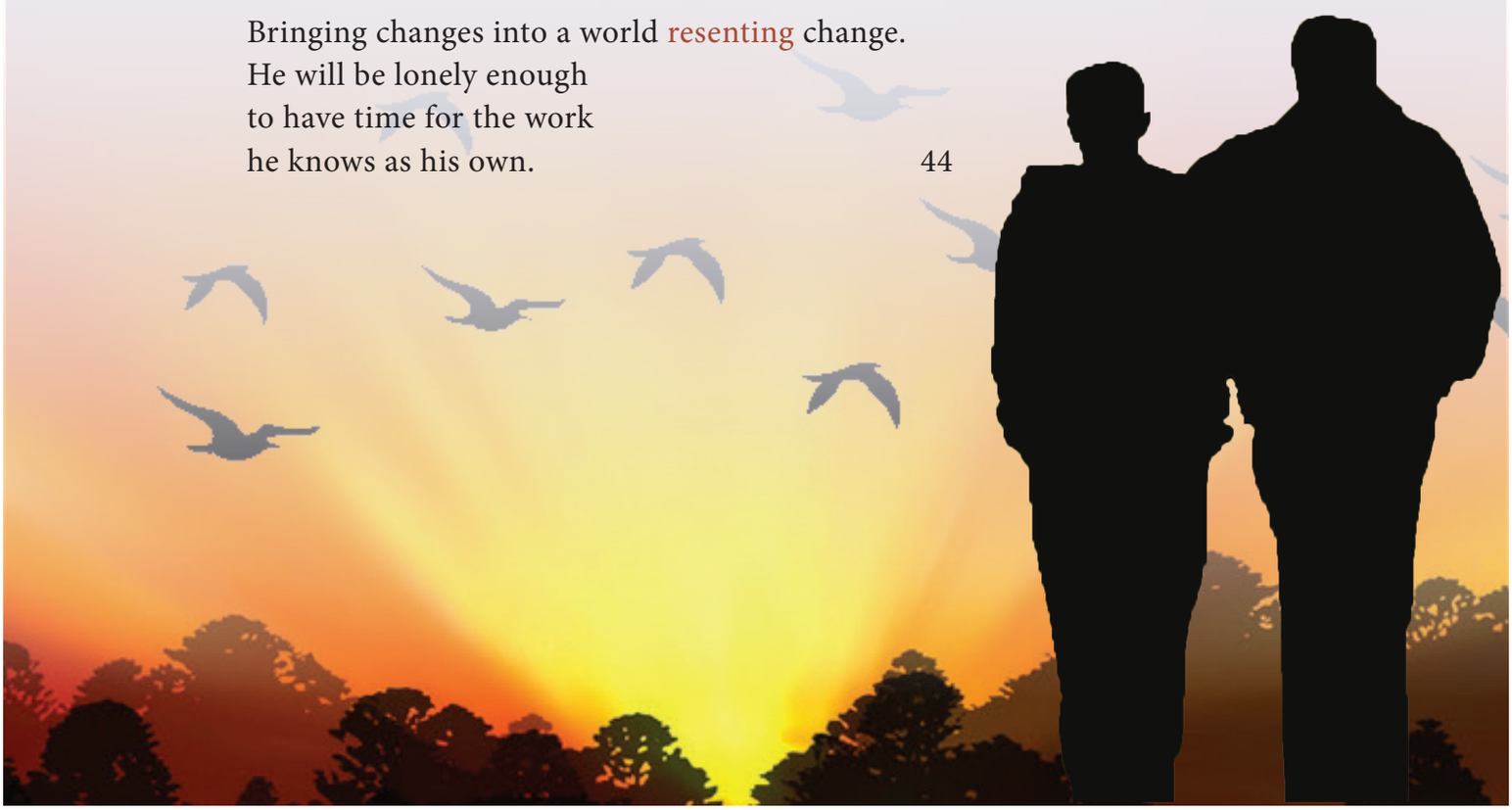
Tell him time as a stuff can be wasted.
Tell him to be a fool ever so often
and to have no shame over having been a fool
yet learning something out of every folly
hoping to repeat none of the cheap follies

thus arriving at intimate understanding
of a world numbering many fools.
Tell him to be alone often and get at himself
and above all tell himself no lies about himself
whatever the white lies and protective fronts

he may use against other people.
Tell him solitude is creative if he is strong
and the final decisions are made in silent rooms.
Tell him to be different from other people
if it comes natural and easy being different.

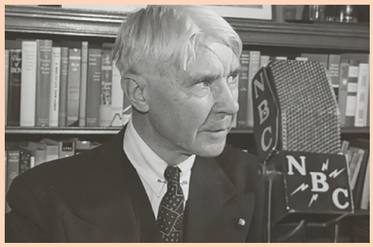
Let him have lazy days seeking his deeper motives.
Let him seek deep for where he is born natural.
Then he may understand Shakespeare
and the Wright brothers, Pasteur, Pavlov,
Michael Faraday and free imaginations

Bringing changes into a world resenting change.
He will be lonely enough
to have time for the work
he knows as his own.



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About The Author



"Poetry is the opening and closing of a door, leaving those who look through to guess about what was seen during a moment."

- Carl Sandburg

Sandburg was born in Galesburg, Illinois, to parents of Swedish ancestry. Carl August Sandburg (January 6, 1878 – July 22, 1967) was an American poet, writer, and editor. He won three Pulitzer Prizes: two for his poetry and one for his biography of Abraham Lincoln. During his lifetime, Sandburg was widely regarded as "a major figure in contemporary literature", especially for volumes of his collected verse, including **Chicago Poems** (1916), **Cornhuskers** (1918), and **Smoke** and **Steel** (1920). He enjoyed unrivalled appeal as a poet in his day, perhaps because the breadth of his experiences connected him with so many strands of American life, and at his death in 1967, President Lyndon B. Johnson observed that "Carl Sandburg was more than the voice of America, more than the poet of its strength and genius. He was America."

Glossary

humdrum monotony	-	boring routine
soft loam	-	fertile soil
lashes	-	whips
thwarted	-	frustrated
white lies	-	lies told to avoid hurting one's feelings
quest of lucre	-	money gained in a dishonourable way
resenting	-	disliking

1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.

Lines 1-25

The poet Carl Sandburg gives a vivid description of a father's worldly (1)_____ in directing a son who is at the threshold of his (2) _____.

Here the father motivates his son to be like a hard(3)_____and withstand life's (4)_____ and sudden betrayals. (5)_____is like a fertile soil. We can make our life fruitful if we are gentle, and take life as it comes. At times(6)_____ overtakes harshness. The growth of a (7)_____can split a rock. One should have a (8) _____and strong will to achieve. Greed for(9)_____ has left men dead before they really die. Good men also have fallen prey in quest for (10) _____money. Time for (11)_____is not a waste. When you seek knowledge never feel ashamed to be called a(12)_____for not knowing, at the same time learn from your (13) _____and never (14)_____it.

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deep desire	manhood	gentleness	mistakes	easy
leisure	fool	life	money	repeat
tender-flower	rock	challenges	wisdom	

Lines 26-44

Do (15)_____often, and do not hesitate to accept your shortcomings, avoid(16) _____to protect self against other people. Solitude helps to be (17)_____and(18) _____ are taken in silent rooms. Instead of being one among many, be (19)_____, if that is your nature. The son may need lazy days to find his (20)_____abilities, to seek what he is born for. He will then know how free imaginations bring (21)_____to the world, which (22)_____ change. During such resentment, let him know that it is time for him to be on his own, and (23)_____to achieve like Shakespeare, the Wright brothers, Pasteur, Pavlov and Michael Faraday.

changes	introspect	inherent	work	resents
white lies	creative	final decisions	different	

2) Based on your understanding of the poem answer the following questions in one or two sentences.

a) How would the poet's advice help his son who is at the threshold of the manhood?

b) 'A tough will counts.' Explain.

c) What happened to the people who wanted too much money?

d) What has twisted good men into thwarted worms?

e) How would his being alone help the boy?

f) Where are the final decisions taken?

g) What are the poet's thoughts on 'being different'?

h) Why does the poet advise his son to have lazy days?

i) The poet says

'*Without rich wanting nothing arrives*'

but he condemns '*the quest of lucre beyond a few easy needs.*' Analyse the difference and write.

3. Here are a few poetic devices used in the poem.

a. Antithesis- It is a literary device that emphasises the idea of contrast.

e.g. *The growth of a frail flower in a path up has sometimes shattered and split a rock. Brutes have been gentled where lashes failed.*

b.Transferred Epithet- It is a figure of speech in which an epithet grammatically qualifies a noun other than the person or a thing, it is actually meant to describe.

e.g. and left them *dead years* before burial:

Let him have *lazy days* seeking his deeper motives.

Bringing changes into a *world resenting* change.

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c. Repetition- It is a figure of speech.

e.g. Tell him to be alone often and get at himself
and above all tell himself no lies about himself

4. Read the lines given below and answer the questions that follow.

a)"Life is hard; be steel; be a rock."

i) How should one face life?
ii) Identify the figure of speech in the above line.

b)"Life is a soft loam; be gentle; go easy."
And this too might serve him.

i) Why does the poet suggest to take life easy?
ii) Identify the figure of speech in the above line.

c) Tell him solitude is creative if he is strong
and the final decisions are made in silent rooms.

i) Can being in solitude help a strong human being? How?
ii) Identify the figure of speech in the above line.

d) Tell him time as a stuff can be wasted.
Tell him to be a fool every so often

i) Why does the poet suggest that time can be wasted?
ii) Identify the figure of speech in the above line.

e) Tell him to be a fool ever so often
and to have no shame over having been a fool
yet learning something out of every folly
hoping to repeat none of the cheap follies

i) Is it a shame to be a fool at times?
ii)) What does one learn from every folly?

f) ----------Free imaginations
Bringing changes into a world resenting change.

i) How does free imagination help the world?
ii) Identify the figure of speech.

e) Pick out the alliterated words from the poem and write.

And this might stand him for the storms

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5. Explain the following lines with reference to the context.

a) and guide him among sudden betrayals
and tighten him for slack moments.

b) Brutes have been gentled where lashes failed.

c) Yet learning something out of every folly
hoping to repeat none of the cheap follies

d) He will be lonely enough
to have time for the work

6. Answer the following questions in about 100-150 words each.

a) Explain how the poet guides his son who is at the threshold of manhood, to face the challenges of life.

b) How according to the poet is it possible for his son to bring changes into a world that resents change?



Listening

Listen to the poem read by the teacher or to the recorded version and write a synopsis in about 100 words. The teacher can choose any three stanzas.



Speaking

"Tell him too much money has killed men
and left them dead years before burial:"

These are the lines you have just read from the poem.

Given below is a well-known quotation.

"Cowards die many times
before their death".

Study the quotations and identify the adverse human qualities that are worse than 'death' and discuss the underlying message conveyed.

Read the summary of the extract.

He teaches him to think before he acts, restrain from taking rash decisions, keep his thoughts to himself and treat people with respect and equality. He advises him to keep his old friends, however be careful about making new acquaintances. He should be slow to fight but fight boldly if the need arises; he should listen more than talk; he should dress richly. Moreover he should be careful about borrowing and lending money and above all be true to himself. He advises him how to behave with integrity and practicality. While all the advice is good, the best doesn't come until the end- "To thine own self be true." Be a man of honour and integrity. Live life in a way that allows you to look at yourself in the mirror and not be ashamed.

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Parallel Reading

William Shakespeare's words speak across generations and cultures.

In the play Hamlet, Polonius gives a bit of fatherly advice to his son Laertes before he heads off to France.

Now read and enjoy the richness of Shakespearean style.

When Polonius came to bid his son goodbye
Yet here, Laertes! aboard, aboard, for shame!
The wind sits in the shoulder of your sail,
And you are stay'd for. There; my blessing with thee!
And these few precepts in thy memory
See thou character. Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar, but by no means vulgar.
Those friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel;
But do not dull thy palm with entertainment
Of each new-hatch'd, unfledged comrade. Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.
Give every man thy ear, but few thy voice;
Take each man's censure, but reserve thy judgment.
Costly thy habit as thy purse can buy,
But not express'd in fancy; rich, not gaudy;
For the apparel oft proclaims the man,
And they in France of the best rank and station
Are of a most select and generous chief in that.
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all: to thine ownself be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
Farewell: my blessing season this in thee!

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Unit 5

Supplementary

All Summer in a Day

Ray Bradbury

F8AYS

Warm Up

a) What makes the earth the one and only living planet?

b) Name a few things that make the earth a unique planet.

	animals		
		ozone layer	

c. Do you enjoy watching movies? What type of movies do you like to watch? Here are the pictures of a few blockbuster movies.











Classify the movies based on the following categories: Historical/ Comedy/ Horror/ Cartoon/ Science Fiction

Discuss : Gravity is a science fiction movie.
Which aspect of the movie is real science?
Which aspect of the movie is fictional?



Science Fiction (Sci-fi) is a genre of speculative fiction, typically dealing with imaginative concepts such as advanced science and technology, space light, time travels, and extraterrestrial life. Science Fiction often explores the potential consequences of scientific and other innovations, and has been called a 'literature of ideas'.

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Can you imagine a day without the Sun?

Here is a Science Fiction Story that explores the theme of life on Venus, the other Planet, which as of today is not a possibility.



"Ready?"

"Ready."

"Now?"

"Soon."

"Do the scientists really know? Will it happen today, will it?"

The children pressed to each other like so many roses, so many **weeds**, intermixed, **peering** out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the **concussion** of storms so heavy that they were **tidal waves** come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to the raining world to set up civilization and live out their lives.

"It's stopping, it's stopping !"

"Yes, yes !"

Margot stood apart from them, from these children who could ever remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests,and their dreams were gone.

All day yesterday they had read in the class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it: *I think the sun is a flower,That blooms for just one hour.* That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys.

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"I did," said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now the rain was **slackening**, and the children were crushed in the great thick windows.

"Where's teacher ?"

"She'll be back."

"She'd better hurry; we'll miss it !"

They turned on themselves, like a feverish wheel, all tumbling spokes. Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're *you* looking at?" said William.

Margot said nothing.

"Speak when you're spoken to."

He gave her a **shove**. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth,and she remembered the sun and the way the sun was and the sky was when she was four in **Ohio**. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the colur and heat of it and the way it really was.

But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember !" cried the children.

But she remembered and stood quietly apart from all of them and watched the **patterning** windows. And once, a month ago, she had refused to shower in the school shower rooms, had **clutched** her hands to her ears and over her head, screaming the water mustn't touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so,though it would mean the loss of thousands of dollars to her family. And so, the children hated

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her for all these reasons of big and little consequence. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

"Get away!" The boy gave her another push. "What're you waiting for?"

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

"Well, don't wait around here !" cried the boy **savagely**. "You won't see nothing!"

Her lips moved.

"Nothing!" he cried. "It was all a joke,wasn't it?" He turned to the other children.

"Nothing's happening today. *Is* it ?"

They all blinked at him and then, understanding, laughed and shook their heads.

"Nothing, nothing !"

"Oh, but," Margot **whispered**, her eyes helpless. "But this is the day, the scientists **predict**, they say, they *know*, the sun…"

"All a joke!" said the boy, and seized her roughly. "Hey, everyone, let's put her in a closet before the teacher comes!"

"No," said Margot, falling back.

They **surged** about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they **slammed** and locked the door. They stood looking at the door and saw it **tremble** from her beating and throwing herself against it. They heard her **muffled** cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

"Ready, children ?" She glanced at her watch.

"Yes!" said everyone.

"Are we all here ?"

"Yes!"

The rain slacked still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an **avalanche**, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and **repercussions** and thunders, and then, second, ripped the film from the projector and inserted in its place a beautiful tropical slide which did not move or had a **tremor**. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

The sun came out.

It was the colour of flaming bronze and it was very large. And the sky around it was a blazing blue tile colour. And the jungle burned with sunlight as the

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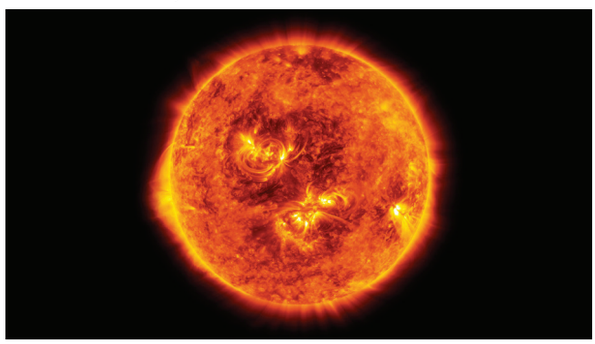
children, released from their **spell**, rushed out, yelling into the spring time.

"Now, don't go too far," called the teacher after them. "You've only two hours, you know. You wouldn't want to get caught out!"

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

"Oh, it's better than the sun lamps, isn't it?"

"Much, much better!"



They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, **tumultuously**, even as you watched it. It was a nest of **octopi**, clustering up great arms of flesh like weed, wavering, flowering in this brief spring. It was the colour of rubber and ash, this jungle, from the many years without sunlight was the colour of stones and white cheeses and ink, and it was the colour of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them **resilient** and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they **squinted** at the sun until tears ran down their faces; they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savoured everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then –

In the midst of their running one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out the other hand.

"Oh, look, look," she said, trembling.

They came slowly to look at her opened palm.

In the centre of it, cupped and huge, was a single raindrop. She began to cry, looking at it. They glanced quietly at the sun.

"Oh. Oh."

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cold around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran.

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Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

"Will it be seven more years?"

"Yes. Seven."

Then one of them gave a little cry.

"Margot!

"What?"

"She's still in the closet where we locked her."

"Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other's glances. Their faces were **solemn** and pale. They looked at their hands and feet, their faces down.

"Margot."

One of the girls said, "Well… ?"

No one moved.

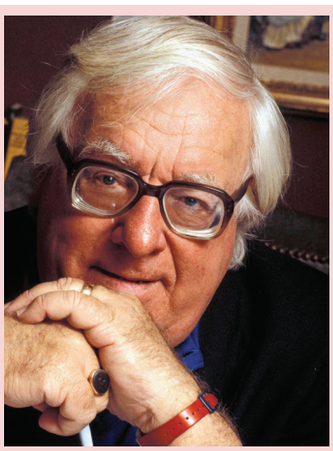
"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.

About The Author



Ray Douglas Bradbury (August 22, 1920 – June 5, 2012) was an American author and screenwriter. He worked in a variety of genres, including fantasy, science fiction, horror, and fiction. Widely regarded as the most important figure in the development of science fiction as a literary genre, Ray Bradbury's works evoke the themes of racism, censorship, technology, nuclear war, humanistic values and the importance of imagination. Ray Bradbury is well-known for his incredibly descriptive style. He employs figurative language (mostly similes, metaphors, and personification) throughout the novel and enriches his story with symbolism. On April 16, 2007, Bradbury received a special citation from the Pulitzer Prize jury "for his distinguished, prolific, and deeply influential career as an unmatched author of science fiction and fantasy." Bradbury also wrote and consulted on screenplays and television scripts, including *Moby Dick* and *It Came from Outer Space*. Many of his works were adapted to comic book, television, and film formats.

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Glossary

weeds	-	unwanted wild plants
peering	-	looking
concussion	-	confusion for a short time
tidal waves	-	large ocean waves
slackening	-	gradually slowing down
shove	-	rough push
Ohio	-	a mid western state of the US
patterning	-	regular
clutch	-	hold tightly
savagely	-	aggressively
whispered	-	spoke in a very quiet and low voice
predict	-	anticipate
surged	-	moved suddenly
slammed	-	banged
muffled	-	muted
avalanche	-	snow slide
repercussions	-	unwelcomed effects
tremble/ tremor	-	shake
spell	-	magical situation
tumultuously	-	disruptively
octopi	-	plural of octopus
resilient	-	recover from difficult conditions
squinted	-	looked
solemn	-	serious

1. Based on your understanding of the story, answer the following questions in a sentence or two.

a) What do children get ready for at the beginning of the story?

b) How is life in the planet Venus described?

c) Who is Margot? How is she different from the rest of the children?

d) What does Margot like the most - the sun or the rain?

e) What was Margot waiting for? Why did William say that it was a joke?

f) Why does Margot wish to return to the earth?

g) Why did the children lock Margot in a closet?

h) Margot could recall what the sun looked like while the other children could not. Why?

i) How long did the Sun shine on Venus?

j) Why did one of the girls wail?

2. Based on your understanding of the story, answer the following in three or four sentences.

a) What is the significance of the particular day described in the story "All summer in a day"?

b) What happens to Margot while the teacher is out of the classroom?

c) How did Margot describe the sun to others?

d) How did the children react when the sun came out after seven years?

e) Why did William and the other children bully Margot?

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f) What were their feelings towards Margot at the end of the story?

g) What does the title of the story convey?

3. Answer the following questions in a paragraph in about 100–150 words each.

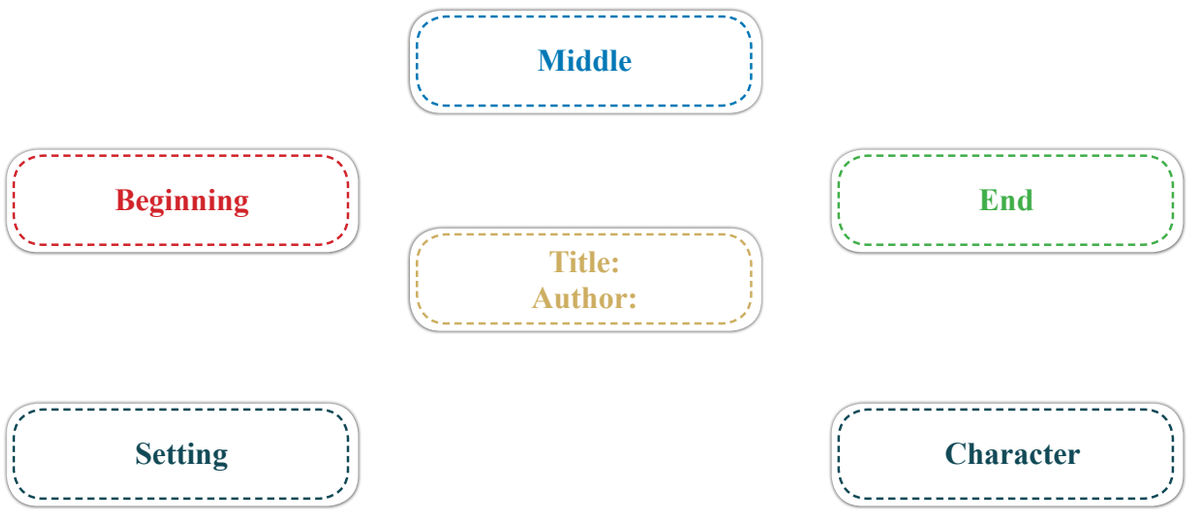
a) What is the conflict between Margot and the other children in the story, "All Summer in a day"?

b) How do the children react to the long awaited event in the story?

c) The sun brought about a positive change in the attitude of the children. Illustrate the statement.

d) Did the children regret having locked Margot in a closet? Answer citing relevantly from the story.

4.Based on your understanding of the story, complete the story map.



Find out and encircle the following words in the word grid. (The words have been placed horizontally, vertically, diagonally and even back to front)

fades	predict	discriminate	locks	reminded
experience	anticipated	unlock	recalls	

N	E	T	A	N	I	M	I	R	C	S	I	D	M	U
Z	H	T	D	E	M	S	P	K	L	M	R	A	H	N
T	C	C	A	S	R	T	S	E	A	O	E	O	S	L
B	D	I	E	X	P	E	R	I	E	N	C	E	G	O
L	Y	D	K	V	I	Q	E	T	U	Y	A	K	F	C
Q	A	E	S	T	A	R	T	S	D	I	L	G	S	K
F	Z	R	E	M	I	N	D	E	D	K	L	S	A	S
I	A	P	B	S	D	M	C	K	P	F	S	G	S	B
J	X	P	A	N	T	I	C	I	P	A	T	E	D	B

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Now read the sentences below. Complete them appropriately with the words you identified from the grid.

- The scientists_____ that the Sun would come out on Venus that day after seven years.
- The children are getting ready for the _____event.
- The children _____Margot as she _____the Sun.
- William and other children have bullied her and _____her in a closet.
- When the Sun comes out, the children _____the Sun.
- The Sun _____behind a stir of mist. Again it started raining on Venus.
- The children are _____ of Margot and _____the door and let her out.

Speaking

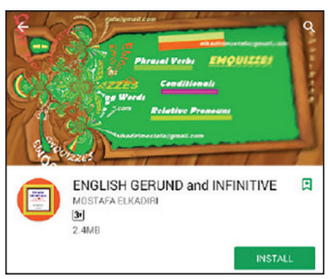
Pair Work

Ray Bradbury's "All Summer in a Day" is a piece of science fiction. Discuss plots of similar stories with your partner and share your ideas with the class.

ICT Corner

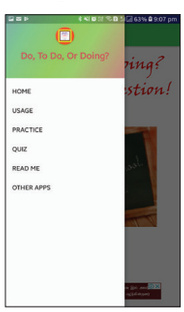
NON FINITE VERBS

To enable the students to know the difference between Ground, Infinitive and participle.

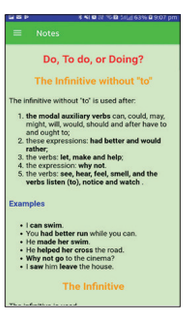


STEPS:

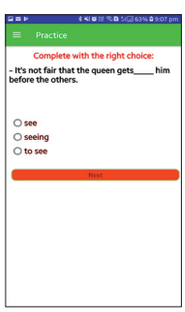
1. Access the application with the help of the link or the QR code which is given below and install it in the mobile.
2. Click **Menu** and then click **USAGE** to view the notes on Infinitive, Gerund and participle with many examples.
3. Click **PRACTICE** in the Menu to practice on the usage of non-finite verbs. Immediate feedback will be given after answering each question.
4. After practicing, Click **QUIZ** in the Menu. Answer all the fifteen questions and your scores will be displayed at the end of the quiz.



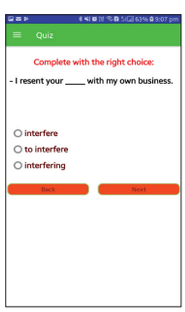
STEP 1



STEP 2



STEP 3



STEP 4

WEBSITE LINK:
APPLICATION NAME : **ENGLISH GERUND & INFINITIVE**
https://play.google.com/store/apps/details?id=com.em.emquizzes.do_or_doing&hl=en

** Images are indicatives only

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Unit 6

Prose

On the Rule of the Road

A.G. Gardiner

S13XA

Warm Up

a. From the pictures given below, identity the actions that may cause inconvenience and discomfort to others. Discuss.








b. Classify these pictures to show what they depict–Personal freedom/Public liberty.

Personal freedom	Public liberty
colouring the hair red	

A stout old lady was walking with her basket down the middle of a street in Petrograd to the great **confusion** of the traffic and with no small **peril** to herself. It was pointed out to her that the pavement was the place for **pedestrians**, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the



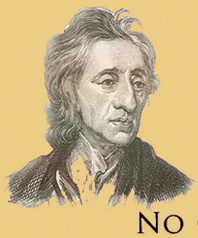
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pedestrian to walk down the middle of the road, then the end of such liberty would be universal **chaos**.



Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social **anarchy**. There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be **preserved**, the liberties of everybody must be **curtailed**. When the policeman, say, at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of **tyranny**, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by his **insolence** of office, feel that your liberty has been outraged. "How dare this fellow **interfere** with your free use of the public highway?" Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social **contract**. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing- gown who shall say me nay? You have liberty to laugh at me, but I have liberty to be **indifferent** to you. And if I have a **fancy** for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing an overcoat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to **shandy**. In all these and a thousand other details you and I please ourselves and has no one's leave.

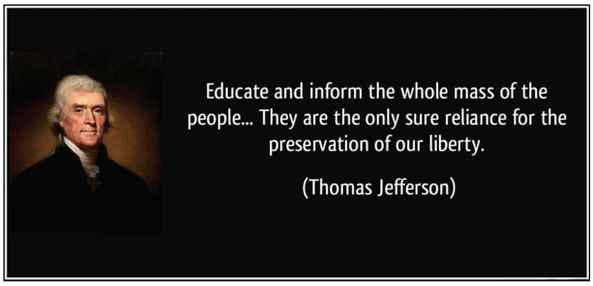


ALL MANKIND... BEING ALL EQUAL AND INDEPENDENT, NO ONE OUGHT TO HARM ANOTHER IN HIS LIFE, HEALTH, LIBERTY OR POSSESSIONS

- JOHN LOCKE

We have a whole kingdom in which we rule alone, can do what we choose, be wise or **ridiculous**, harsh or easy, **conventional** or odd. But when we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went onto the top of Everest to do it, I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet.

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There are a lot of people in the world, and I have to **accommodate** my liberty to their liberties. We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in this respect than of our own. A reasonable **consideration** for the rights or feelings of others is the foundation of social conduct. It is in the small matters of conduct, in the observance of the rules of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.

About The Author



Alfred George Gardiner was a British journalist and author. He was a prolific essayist and his style and subject matter easily qualified him to be categorized as what the English would call a very civilized gentleman. His essays include 'On Habits', 'On Being Tidy' and 'On Talk and Talkers'. 'On the Rule of the Road', was included in one of Gardiner's compilations titled 'Leaves in the Wind' and was published under his pseudonym "Alpha of the Plough".

Glossary

confusion - mess
peril - risk
pedestrians - persons who walk on the streets
chaos - confusion
anarchy - lawlessness/ rebellion
preserved - maintained
curtailed - reduced
tyranny - autocracy
insolence - rudeness
interfere - hinder
contract - commitment
indifferent - unconcerned
fancy - desire
shandy - lemonade
ridiculous - comical
conventional - normal
accommodate - fit in with
consideration - scrutiny

1. Answer the following questions in one or two sentences each.

a. Why did the lady think she was entitled to walk down the middle of the road?

b. What would be the consequence of the old lady's action?

c. What does the 'rule of the road' mean?

d. Why should individual liberty be curtailed?

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e. How would a reasonable person react when his actions affect other person's liberty?

f. Define 'liberty' as perceived by the author.

g. According to the author, what are we more conscious of?

h. What is the foundation of social conduct?

i. How can we sweeten our life's journey?

j. What does the traffic policeman symbolize?

2. Answer the following questions in three or four sentences each.

a. What is 'liberty' according to the old lady?

b. How would 'liberty' cause universal chaos?

c. Why is there a danger of the world getting 'liberty drunk'?

d. 'Curtailment of private liberty is done to establish social order' – Do you agree?

3. Answer each of the following in a paragraph of 100–150 words.

a. What do you infer from Gardiner's essay 'On the rule of the Road'?

b. Explain in your own words, "What freedom means?"

c. "My right to swing my fist ends, where your nose begins." Elucidate with reference to, 'On the Rule of the Road'.

d. Civilization can only exist when the public collectively accepts constraints on its freedom of action – Explain.

Aa Vocabulary

Pronunciation - Functional Stress

There are many English words with the same spelling but pronounced in two different ways. Usually, when the first syllable is stressed, the word is a Noun and when the second syllable is stressed, the word is a Verb.

For example the word 'contract', when it functions as a Noun will take the meaning 'commitment', while the same word, con'tract as a Verb, will take the meaning 'shrink'. Make a note on the change in the word stress also.

a) Now the teacher will read the following words. Listen carefully to the stress in each word. Write against each word whether it is a noun or a verb and mark the stress.

'contract	con'tract
'conduct	con'duct
'object	ob'ject
'subject	sub'ject
'present	pre'sent
'desert	de'sert
'project	pro'ject
'refuse	re'fuse
'address	ad'dress

b. The most noticeable difference between American and British English is in the vocabulary usage. There are hundreds of everyday words that are different.

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For example, British call the front of a car the **Bonnet**, while Americans call it the **Hood**.

c. Some British English words are given in column 'A'. Write their corresponding American English word is Column 'B.'

British	American
pavement	side walk
pull over	
waistcoat	
chips	
flat	
ground floor	
underground	
queue	
wind screen	
indicator	
timetable	
post	
holiday	
autumn	
lift	
nappy	
full stop	
loo	
sweets	
bin	

d. Similarly there is a difference in the spelling of certain words between American and British English. In Column 'A' words are spelled in American. Write down the corresponding British English spelling for those words in column 'B'. (The first one is done for you)

A	B
odor	odour
program	
parlor	
apologize	
color	
check	
theater	
gray	
behavior	
humor	
labor	

Listening

Listen carefully to the story being read out and answer the questions.

1. According to the father what kept the kite up?

   a. the kite itself b. air c. the string d. father's skills

2. The string helped the kite to

   a. withstand the pressure b. break free c. crash d. soar high

3. To realize our full potential, we should

   a. obey our elders b. follow a set of rules c. work hard d. plan well

4. A train should go on the _____ to reach its destination.

   a. track b. line c. road d. path

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5. To realize our full potential, we should

   a. obey our elders b. follow a set of rules c. work hard d. plan well

6. Taking freedom in our own hands will lead to

   a. self-discipline b. chaos c. a code of conduct d. freedom

7. The main idea of the passage is

   a. the art of flying kites b. father's advice to his son
   c. the importance of discipline d. the right to freedom



Speaking

a. Everybody enjoys holidays but, when it comes to safety 'There is no holiday for Safety'. Discuss in groups what safety measures one should take while driving a car/ two wheeler.

b. Your school has arranged for a road safety campaign, Share a few ideas with your classmates which can be used during the campaign. For example 'Speed thrills but kills'.



Reading

Cyber Safety

Technology is a double edged sword. In this day and age, it is not possible to restrict the children totally from using the digital technologies. But some sort of checks and balances should be maintained at all times.

Given below is a text on "Cyber safety" developed from the inputs received from Crime-Branch Crime Investigation Department (CBCID), Tamilnadu dated: 05.12.2018. Read the text and answer the questions that follow.

Question 1: How should teenagers guard against cyber crimes?

Answer:

- Desist from interacting with strangers on social media and never meet strangers in person pursuant to social media chat/interaction.
- Avoid having your picture as profile picture. Even if you choose to have one, do so while restricting those persons who can see your profile picture.
- Do not download software's/Apps from unknown sources. Do not download unnecessary apps in the devices.
- Be a member of social media group or whatsapp group only if you know majority of members in it and also if it is relevant to be part of the group. Do not believe and blindly share message in social media without verifying the facts.
- Keep front camera of mobile phones, laptops etc., closed when not used. For Example, Stickers may be used to close the camera and to avoid remote access of front camera.

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Question 2: What should we do to ensure Safe Surfing?

Answer:

- Use a secure browser.
- Do not surf unsecure websites. A website with URL starting with https:// is a secure website. If the website URL starts only as http://, it is unsecure.
- Avoid clicking on links from unknown mails/pop ups.
- Do not enter passwords when connected to a public network (WiFi in Railway station or Airports)
- Always use a computer in which updated Anti Virus is installed.

Question 3: What are the details not to be revealed in public domain ?

Answer:

- Any Passwords
- Bank account /credentials
- Credit card/Debit card details
- Personal mobile number
- Date of Birth
- Any details which would help to track your routine activities

Question 4: What should parents do to ensure the safety of children in cyber space ?

Answer:

- Set a fixed time during which children are allowed to surf the internet.
- Always place the computer in that part of the house, which is visited most often by everyone. Don't keep the computer in a secluded part.
- Talk with the children and educate them on the websites that they are allowed / not allowed to visit.
- Be "Friends" with the children's social media account so that their activities are monitored.
- Install an Anti Virus with parental control in the computer.
- Make it a habit to check browsing history/hidden files, apps installed etc., on the computer/ device to monitor activity of the children.

Question 5: Should children be discouraged from playing online games?

Answer:

- Encourage children to play outdoor games.
- Monitor closely if they are found playing a single game for long hours.
- Watch out for early signs of addiction to games such as
  - Decreasing academic activity
  - Less time spent with family
  - Loss of interest in things previously enjoyed.
  - Lack of sleep / Sore Eyes
  - Headaches
- Create awareness about the ill-effects of dangerous online games.

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Questions

1. Which of the following should one avoid while using social media? Tick against the correct options.

- ✦ Interacting with strangers on social media ☐
- ✦ Avoid posting your picture as profile picture ☐
- ✦ Forwarding Whatsapp messages without verifying facts ☐
- ✦ Use a secure browser ☐
- ✦ Entering passwords while using public network ☐

2. How can we identify insecure websites?

3. Mention any three details that should not be revealed in public domain.

   1.

   2.

   3.

4. What should parents do to ensure cyber safety for their wards ? (Any three points)

5. Why is it not advisable to play online games?

6. Pick out words which mean the same as

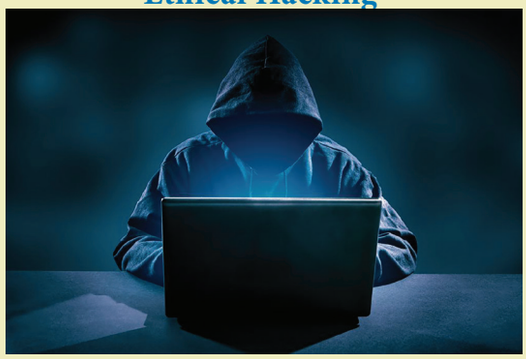
   a) stop doing something (para 1)

   b) place or fix (para 2)

   c) not protected (para 2)

   d) keep a check on (para 3)

What you need to know about "Ethical Hacking"



Hacking generally refers to unauthorized intrusion into a computer or a network. The person engaged in hacking activities is known as a hacker. This hacker may alter system or security features to accomplish a goal that differs from the original purpose of the system. Hackers employ a variety of techniques.

How to safeguard?

To safeguard against hacking of personal data, it is suggested that the system should be installed with upto date Anti Virus. If the data is confidential in nature it is suggested that the system itself should be disconnected and made into a standalone the system. Don't click on popup windows as they would download harmful .exe files. Confidential Data such as Banking username, password, Aadhaar number, Pan number, Account number etc., should not be stored in the browser.

Grammar

16N0M

Agreement of the subject with the verb

Let us recall what you have learnt earlier about Subject–Verb agreement.

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Study the following pairs of sentences.

- Every citizen has to follow the rules of the society.
- All citizens have duties to perform.

In sentence 1, the subject 'every citizen' is of the singular Number. Hence the verb 'has' is also singular.

In sentence 2, the subject 'All citizens' is of the Plural Number. Hence the verb 'have' is also plural.

The verb should agree with the subject in Number and Person.

Concord or agreement denotes the agreement between the subject and the verb in a sentence. In general, a singular subject takes a singular verb and a plural subject takes a plural verb.

Read the following sentences.

- I go to school by bus.
- She goes to school by cycle.

The subject in sentence 1 is the pronoun 'I'. The verb agrees with the subject.

The subject in sentence 2 is a pronoun of the third person. The verb used is 'goes'.

Observe these sentences.

- Every man and every woman has duties to perform.
- Each boy and each girl was given a special prize.

When two singular nouns joined by 'and' are preceded by 'each' or 'every' the pronoun must be singular and the verb is also singular.

Read the sentences given below.

- The team is performing well.
- The staff are arguing about the dates of the tour programme.
- The class is organising a debate.
- The class are arguing over the issue.
- The jury has given its verdict.
- The jury are divided in their opinion.

Some of the collective nouns like 'class, cabinet, committee, board, jury, government, team and staff, take a singular verb when they are considered a unit, and a plural verb if the members are considered individually.

Observe the following sentences.

- The scenery of Kashmir is enchanting.
- All the information he gave me was false.
- All the furniture has been remodelled.
- Your hair has turned grey.
- His luggage is missing.

Nouns such as advice, alphabet, brick, clothing, furniture, information, luggage, poetry, scenery, thunder etc. are used only in the singular form and the verb that follows them is also singular. They are neither preceded by an indefinite article nor pluralised.

Look at the sentences given below.

- The Correspondent and Principal has called for a meeting.

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- The Correspondent and the Principal are attending a meeting.

When 'and' connects two or more titles or designations of the same person, the verb is always singular. In sentence 1, two posts are held by the same person. So the verb is singular. In sentence 2, the posts are held by two different persons. Hence the verb is plural.

Observe the following sentences.

- Five rupees has no value these days.
- Three miles is a short distance.
- Two weeks is a long holiday.

Some nouns denoting money, time and distance take a singular verb, as the specific quantity or amount is considered a whole.

Now read these sentences.

- Either Ramesh or Naren is in the wrong.
- Neither Kamal nor Rahim was present at the conference.

Two or more singular subjects connected by or, nor, either…. or, neither… nor, take a singular verb.

Observe the following sentences.

- Either Rahim or his brothers have to be invited.
- Neither his friends nor Victor is aware of the news.

When two subjects, one singular and the other plural, are connected by 'neither….nor', 'either….or', the verb agrees in person with the subject nearer to it.

Read the sentences given below.

- Kumar, as well as his friends, has won the prize.
- The captain, with all his sailors, was drowned.
- The students along with their teacher, have gone on a visit to the Museum.

When two subjects, one singular and the other plural, are connected by 'as well as', 'with', 'along with', 'together with', the verb agrees with the first subject. If the first subject is singular the verb is singular; if the first subject is plural, the verb is plural.

Task 1

I Choose the correct option and complete the sentences.

1. Manoj _____(was, were) present along with his parents.
2. Each of these boys _____ (has, have) passed.
3. Neither Lekha nor Leela _____ (has, have) been selected.
4. Every man, woman and child _____ (was, were) happy.
5. One of the machines _____ (is, are) defective.
6. A number of books _____ (is, are) missing.
7. Seker or his brothers _____ (has, have) done it.
8. To make a promise and then not to keep it _____ (is, are) dishonesty.

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9. One or the other of those men _____ (has, have) lodged a complaint.

10. Each leaf and each flower _____ (was, were) stripped off the tree.

Task 2

II. Identify the errors in each of the following sentences and rewrite them Correctly.

1. Either Shyam or Ram have to pay the fine.
2. Abdul as well as Karim deserve praise.
3. Ten thousand rupees a month are an insufficient income.
4. Many a student were awarded at the function.
5. Neither Veena nor her sisters has been informed of the accident.
6. Mithra as well as her daughters enjoy singing.
7. You, who is my friend, should help me.
8. My scissors is missing.
9. A variety of pleasing objects charm the eye.
10. Sixty miles are a long distance.

Writing

Describing a process

When we describe a process, we use a series of instructions to describe how we make or produce something or to elaborate how something is done.

When instructions are given as to how to make a particular dish, or to operate a machine or to perform an experiment, we use the imperative. The process can also be described using the passive voice.

Linkers are essential to join the different instructions together. Terms such as first, then, next, and then finally, are all used in the narration / descriptive process.

Study the sample paragraph describing the process of cleaning a flask.

Take a pinch of non-abrasive washing powder or washing soda and put it inside the flask. You could even use a mild cleaning liquid. In that case, pour a few drops of the cleaning liquid into the flask. Next, take a mug of hot water. Pour it into the flask, close it and shake well. Then clean the inner surface of the flask with a gentle brush.

Also clean the cap of the flask. Rinse well three or four times. Then allow the flask to dry. If there is an unpleasant odour, a pinch of sugar can be put into the flask and the flask could be cleaned properly with hot water.

Task 1:

Preparation of apple juice

You plan to delight your parents and sister, serving them chilled apple juice. Here is the process: (Complete the sentences with the right form of the verbs)

Four or five apples _____ (take) and _____(wash) well. They _____ (wipe) dry and cut into pieces of medium size. The seeds _____ (remove). Then the apples _____ (put) into the mixer. Some milk ____(add) .The apples _____ (crush) and a fine liquid _____

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(obtain). This liquid _____ (filter) and the juice _____(store) in the refrigerator. It is _____(take) out whenever needed, and after adding sugar, it _____ (serve) in cups.

Task 2:

Installing a computer

The description of installing a computer in your study room is given in the form of jumbled sentences. Rearrange the sentences in the right order and form a coherent paragraph.

1. Once you connect the CPU, connect the keyboard and mouse.
2. Before turning on the power, check that all parts are connected to the CPU.
3. First open the box and take out the computer parts.
4. Plug both the computer and the monitor with a power cord.
5. Set the computer on a table or flat surface.
6. Finally turn on the power.

Task 3:

Attempt a description of the following processes, in about 100 words each, either using the imperative or the passive.

1. Preparing your favourite dish
2. Organising a birthday party in your house
3. Sending a letter by courier service
4. Obtaining a demand draft from a bank

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Unit 6

Poem

Incident of the French Camp

Robert Browning

AFZMP

Warm Up

Have you played chess or watched the game carefully?

Now identify the chess pieces and complete the table below. Discuss the role of each piece in the game.



DO YOU KNOW?

From ancient India to the computer age, the military has used chess as both a metaphor and even as training for warfare. Chess began in 6th Century in India as a 64-square board game, called Chaturanga, precisely modelled on the military forces of the day.

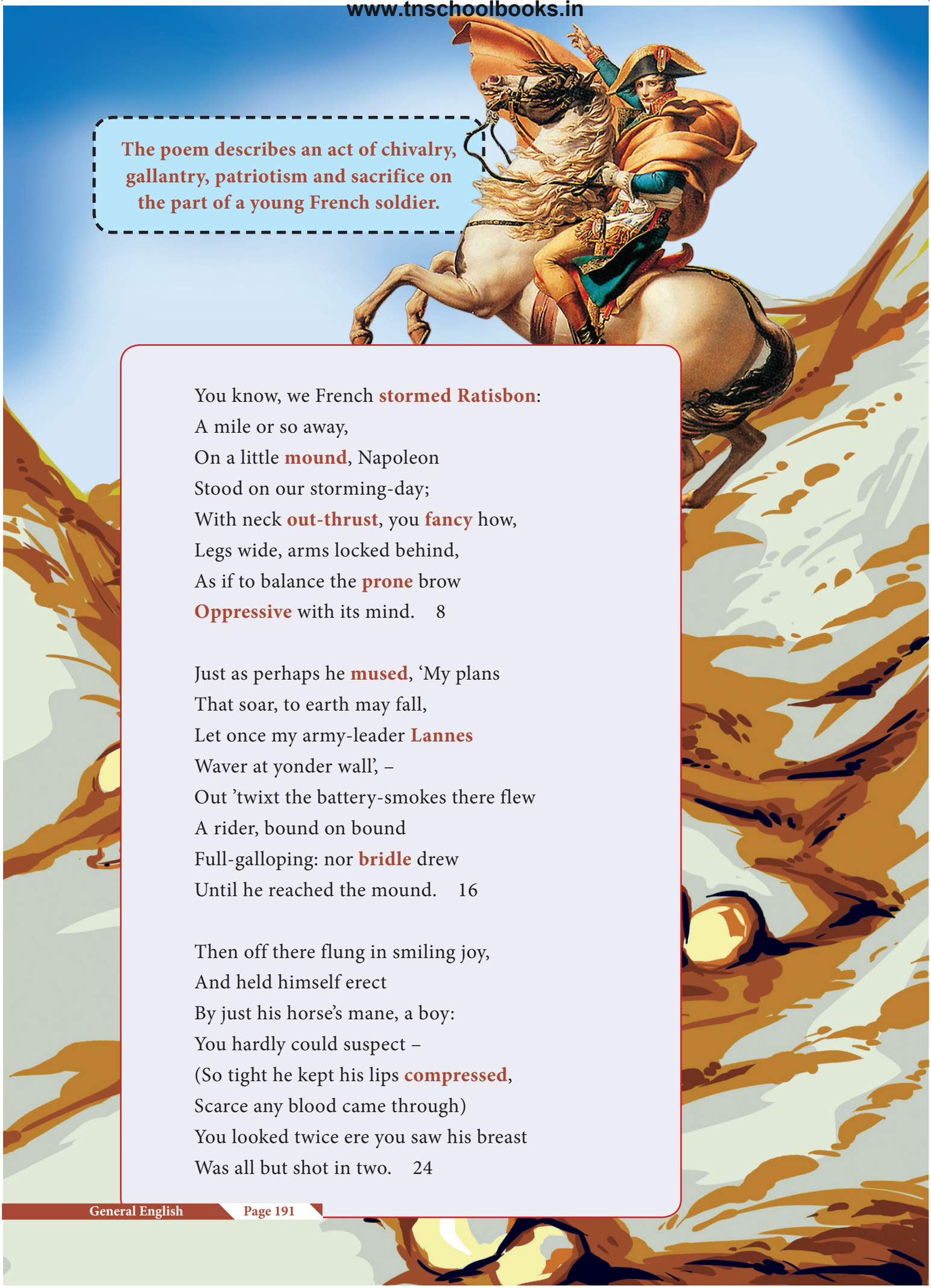
Before you begin to listen to the poem, let's know about the interesting background of the incident of the French camp.

Napoleon Bonaparte (1769–1821) was originally an officer in the French army became the army chief and a legendary warrior, who later known for his military skill and genius.

The poem 'Incident of the French Camp' narrates an actual incident in the war in 1809 between France and Austria, led by Napoleon.

Napoleon was standing on a little mound, eagerly looking towards Ratisbon. His mind was oppressed with anxious thoughts and he said to himself that all his ambitious plans would come to nothing if Lannes failed to storm Ratisbon.

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The poem describes an act of chivalry, gallantry, patriotism and sacrifice on the part of a young French soldier.

You know, we French **stormed Ratisbon**:
A mile or so away,
On a little **mound**, Napoleon
Stood on our storming-day;
With neck **out-thrust**, you **fancy** how,
Legs wide, arms locked behind,
As if to balance the **prone** brow
Oppressive with its mind.

Just as perhaps he **mused**, 'My plans
That soar, to earth may fall,
Let once my army-leader **Lannes**
Waver at yonder wall', –
Out 'twixt the battery-smokes there flew
A rider, bound on bound
Full-galloping: nor **bridle** drew
Until he reached the mound.

Then off there flung in smiling joy,
And held himself erect
By just his horse's mane, a boy:
You hardly could suspect –
(So tight he kept his lips **compressed**,
Scarce any blood came through)
You looked twice ere you saw his breast
Was all but shot in two.

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'Well', cried he, 'Emperor, by God's grace
We've got you Ratisbon!
The Marshal's in the market-place
And you'll be there **anon**,
To see your **flag-bird** flap his vans
Where I, to heart's desire,
Perched him!' The Chief's eye flashed; his plans
Soared up again like fire.

The Chief's eye flashed; but presently
Softened itself, as **sheathes**
A film the mother-eagle's eye
When her bruised eaglet breathes:
'You're wounded!' 'Nay', his soldier's pride
Touched to the quick, he said:
'I'm killed, Sire!'And, his Chief beside,
Smiling, the boy fell dead.

About The Author



Robert Browning (7 May 1812–12 December 1889) was an English poet and playwright whose mastery of the dramatic monologue made him one of the foremost, Victorian poets. He was born in Camberwell, a suburb of London on 7 May 1812. He was educated mainly at home, but he attended a short course in Greek at London University. His poems are known for their irony, characterisation, dark humour, social commentary, historical settings and challenging vocabulary and syntax. He developed a unique form of conversational, unrhythmic verse. The collection 'Dramatis Personae' and the book-length epic poem "The Ring and the Book" made him a leading British poet. By 1881 in recognition of his outstanding contribution to literature, a literary society called Browning Society was established.

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Glossary

stormed	-	sudden violent attack
Ratisbon	-	(German Regensburg) a city in Austria
mound	-	hillock/ hill
out-thrust	-	extended forward
fancy	-	imagine
prone	-	inclined downward
oppressive	-	harsh, domineering
mused	-	thought deeply
Lannes	-	Duke of Montebello, a general in Napoleon's army.
bridle	-	the head gear used to control a horse
compressed	-	pressed together
anon	-	soon
flag-bird	-	the imperial eagle on the French flag
perched	-	sat on, rested
sheathes	-	covers

1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.

The poet Robert Browning narrates an incident at the French Camp in the war of 1809 between France and Austria, in a (a)_____version. He describes the brave action of a (b) _____soldier, whose heroic devotion to duty and his (c) _____ in it is inspiring and worthy of (d) _____.

During the attack of the French army on Ratisbon, Napoleon was anxious about the (e) _____. Austrians were defending Ratisbon with great (f) _____and courage. Napoleon was watching the war standing on a (g) _____near the battlefield.

All of a sudden a rider appeared from the closed smoke and dust. Riding at great speed, jumping and leaping, he approached the mound where Napoleon stood. As he came closer, the narrator noticed that the rider, a young boy, was severely wounded. But the rider showed no sign of pain and smiling in joy, jumped off the horse and gave the happy news of (h) _____ to the emperor.

He exclaimed with pride that the French had (i) _____ Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his plans (j) _____ up like fire. His eyes (k) _____ when he saw that the soldier was severely wounded. Like a caring mother eagle, the emperor asked if he was wounded. The (l) _____ soldier replied proudly that he was killed and died heroically.

determination	result	dramatic
pride	admiration	softened
wounded	mound	victory
conquered	soared	valiant

2. Based on your understanding of the poem, answer the following questions in one or two sentences each.

a. Who do you think is the narrator of the poem?
b. Where was the narrator when the incident happened?
c. Who took the city of Ratisbon by storm?
d. Where was Napoleon standing on the day of attack on the city of Ratisbon?
e. Describe the posture of Napoleon.
f. Who came galloping on a horse to Napoleon?

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g. What does the phrase 'full galloping' suggest?
h. Why was the rider in a hurry?
i. What did the rider do when he reached Napoleon?
j. Why did the rider keep his lips compressed ?
k. Where did the rider plant the French flag after Ratisbon was captured?
l. What was Napoleon's reaction on hearing the news of victory?
m. When did the narrator find that the boy was badly wounded?
n. Why did Napoleon's eyes become soft as a mother eagle's eyes?
o. How did the young soldier face his end?

3.Literary Devices

Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows.

With neck out-thrust, you fancy how, a
Legs wide, arms locked behind, b
As if to balance the prone brow a
Oppressive with its mind. b

i) **Alliteration**: "Alliteration is the repetition of the same consonant sound in successive or nearby words." Note that in alliteration the sound and sense go together. For example,

Let once my army-leader Lannes
Waver at yonder wall',

In the first line, /l/ is repeated (Let- leader- Lannes), and in the second line /w/ is repeated (waver- wall). Find out two more instances of alliteration.

ii) **Synecdoche**: "A figure of speech in which a part is made to represent the whole or vice-versa". For example,

You know, we French stormed Ratisbon.

Here, the word 'French' refers to the country and not the army.

4. Read the lines given below and answer the questions that follow.

a) *Legs wide, arms locked behind,*
As if to balance the prone brow
Oppressive with its mind.

i. Whose action is described here?
ii. What is meant by prone brow?
iii. What is his state of mind?

b) *'You're wounded!' 'Nay', his soldier's pride*
Touched to the quick, he said:

i. Why did the boy contradict Napoleon's words?
ii. Why was his pride touched?

c) *A film the mother-eagle's eye*
When her bruised eaglet breathes

i. Who is compared to the mother eagle in the above lines?
ii. Explain the comparison.

5) Explain the following lines with reference to the context.

i. Then off there flung in smiling joy,
And held himself erect

ii. 'I'm killed, Sire!' And, his Chief beside,
Smiling, the boy fell dead.

iii. To see your flag-bird flap his vans
Where I, to heart's desire,
Perched him!'

6. Answer the following questions in about 100–150 words each.

a. The young soldier matched his emperor in courage and patriotism. Elucidate your answer.

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b. What is the role of the young soldier in the victory of the French at Ratisbon?

c. Napoleon was a great source of inspiration to his army. Justify.



Listening

Some words have been left out in the poem below. First, read the poem. Then, fill in the missing words on listening to the reading or the recording of it in full. You may listen again, if required.

The Drum

John Scott (1731–83)

I hate that drum's _____ sound,
Parading round, and round, and round:
To thoughtless _____ it pleasure yields,
And lures from cities and from fields, sell their _____ for charms
Of tawdry lace, and glittering arms;
And when_____ voice commands,
To march, and fight, and fall, in_____ .
I hate that drum's discordant sound,
Parading round, and round, and round;
To me it talks of_____plains,
And burning towns, and ruin'd swains,
And all that Misery's hand bestows,
To fill the_____of human woes.

Parallel reading

Adieu to a Soldier!

Walt Whitman

ADIEU, O soldier!
You of the rude campaigning, (which we shared,)
The rapid march, the life of the camp,
The hot contention of opposing fronts–the long manoeuver,
Red battles with their slaughter,–the stimulus–the strong, terrific game,
Spell of all brave and manly hearts–the trains of Time through you, and like of you, all fill'd,
With war, and war's expression.
Adieu, dear comrade!
Your mission is fulfill'd–but I, more warlike,
Myself, and this contentious soul of mine,
Still on our own campaigning bound,
Through untried roads, with ambushes, opponents lined,
Through many a sharp defeat and many a crisis–often baffled,
Here marching, ever marching on, a war fight out–aye here,
To fiercer, weightier battles give expression.

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Unit 6

Supplementary

Remember Caesar (Play)

Gordon Daviot

XG350

Warm Up

Study the title of the play "Remember Caesar". Who is Caesar? What is he remembered for? Let us go through the pages of history succinctly to answer the above questions.



- Julius Caesar was a brilliant military general and great Roman monarch.
- He was born on the 13th of July in 100 BC (BCE).
- He created the Julian calendar which is the basis for today's calendar.
- He was assassinated by a group of Roman senators in 44 BC(BCE).
- The day that Julius Caesar was murdered, 15th March, was called the Ides of March in ancient Rome.

Here is the play that revolves around the Ides of March (i.e 15th of March the day Julius Caesar was assassinated). The play "Remember Caesar" is about a pompous and proud judge who fears a life threat after he discovers a message 'Remember Caesar' scribbled on a piece of paper in his pocket. He exhorts his assistant Roger to remain alert to foil the possible attempt of the assassins. He is panic-stricken and makes his assistant engage in elaborate precautionary measures. Let us read the play to know whether Lord Weston and Roger thwart the attempt or not.

Characters

Lord Weston–a judge

Roger Chetwynd–Weston's assistant

Lady Weston–Weston's wife

LORD WESTON is seated by the fireplace, a table of books and papers beside him, talking. Downright is seated MR ROGER CHETWYND, a thin, earnest, absent-minded, and conscientious young person. So conscientious is he that his mind, even when absent, is absent on his employer's business. He has begun by listening to his master's lecture, but the lure of his work has been gradually too much for him, and he is now blissfully copying from one paper on to another while the measured words flow over him, his lips forming the phrases while he writes.

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WESTON: Roger, it is not alone a question of duty; there is your own success in the world to be considered. It is not your intention to be a secretary all your life, is it? No. Very well. Diligence, and a respect for detail should be your care. I did not become Lord Weston by **twiddling my thumbs** and hoping for favours. I won my honours by hard work and zealous service. Today, I am the best-known, and certainly the most impartial judge in England, and a favoured servant of his gracious majesty, **Charles the Second**. That, I submit, my good Roger, is an example to be studied. It is now only unbecoming in you to ask for a half-holiday, but it is greatly unlike you. I fear….(*He has turned towards his secretary, and discovers his misplaced diligence. After a pause, coldly*) Can it be, Mr. Chetwynd, that you have not been listening to my discourse?

ROGER (*brought to the surface by the cessation of the word music*): What, my lord? Oh, no. Yes, certainly, sir, I am listening.

WESTON: What was I talking of?

ROGER: Yourself, sir. (*amending*) I mean, of your rise to success, my lord. (*It is apparent that it is an oft-heard tale.*)

WESTON: We were talking of your extraordinary request for a half-holiday, when you had one only last month. Would it be straining courtesy too far if I were to inquire what prompts this new demand for heedless leisure?

ROGER: I thought perhaps if you did not need me this afternoon, my lord, I might personally interview the clerk of the Awards Committee, and find out why he has not sent that document.

WESTON: (*a little taken aback*): Oh, Oh, indeed.

ROGER: The lack of it greatly hinders. It holds up my work, you see. And at this most interesting point…. (*His glance goes longingly to his desk.*)

WESTON: That, of course, is a different matter. I see no reason why you should not take a walk to Mr.Clay's in the afternoon if the weather is fine. I am relieved that your thoughts are on sober matters, as befits a rising young man. Diligence, courage, and attention to detail: these are the three. Without an orderly mind no man can hope *(ROGER has gone back to his work*) to excel in any of the learned professions. (*He has found a scrap of paper, rather crushed, in his pocket and smooths its out, uninterestedly, to make a rough spill*). Detail, my good Roger, attention to detail. That is the beginning of greatness. That is the…..(*reading automatically and with some difficulty what is written on the scrap*



of paper) '**Remember Caesar**'. (*Repeating, with vague interest. He turns the paper back and forth, at a loss. And then a new idea occurs to him, a rather horrible idea. To ROGER*) What is the date to-day? (*As ROGER, buried again in his work, does*

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not answer) Roger! I said, what day of the month is it?

ROGER (*Hardly pausing*): It is the fifteenth, my lord.

WESTON: The fifteenth! The fifteenth of March. **The Ides of March!** (*Looking at the paper again; in a horrified whisper*)'***Remember Caesar***'! (*Louder*) So they want to kill me, do they? They want to kill me? (*ROGER comes to the surface, surprised.*) That is what it is to be a judge over men (*all his pompousness is dissolving in agitation*) an instrument of justice. Sooner or later revenge lies await in the by-ways. And the juster a judge has been, the more fearless (*he waves the paper in the astonished ROGER's face*), so much greater will be the hate that pursues –

ROGER: What is it, my lord? What is it?

WESTON: My death warrant if I am not careful. What cases have we had lately? The treason affair – I refused to be bribed! (*The boast gives him a passing comfort.*) The piracy – both sides hate me for that. Or there was that **footpad** –

ROGER: Is it a threat, the paper? Where did it come from?

WESTON: It was in my pocket. Someone must have …. Yes, now I remember. A man brushed against me yesterday as I was leaving the courts. A small, evil-looking fellow, very shy.

ROGER: What does it say, the paper?

WESTON (*much too occupied with his own fate to attend to his secretary's curiosity*): Just at the door, it was, and he didn't wait for an apology. I remember. Well, I can only thank them for the warning. I may die before my time but it will not be to-day if I can help it. Go downstairs at once, Roger, and lock, bar and chain all the doors. And ask my wife to come to me at once. At once. Stop! Are there any strangers in the house? Work men or such?

ROGER: Only Joel the gardener, my lord; he is cleaning the windows on the landing. (*He indicates with his head that Joel is just outside.*)

WESTON: Send him away at once. Tell him to leave everything and go and lock the door behind him. And the windows – see that the windows, too, are closed.

WESTON (*facing the cupboard with a levelled pistol*): Come out! Come out! I say. (*There is silence.*) Drop your weapon and come out or I shall shoot you now. (*As there is still silence he forces himself to close in on the cupboard door, and standing to the side pulls it quickly open. It is empty. As soon as his relief abates he is ashamed, and hastily returns the pistol to its drawer.*)

(*Enter, bright and purposeful, LADY WESTON. A charming creature. One knows at a glance that she is an excellent housewife, but to the last one is never sure how much intelligence and sweet malice there lies behind her practical simplicity.*)

LADY WESTON (*looking back as she comes in*): I do wish that Joel wouldn't leave pails of water on the landing! What is it, Richard?

WESTON: My dear, your husband's life is in grave danger.

LADY WESTON: The last time it was in danger you had been eating **game pie**. What is it this time?

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WESTON (*annihilating her flippancy with one broadside*): Assassination!

LADY WESTON: Well, well! You always wanted to be a great man and now you have got your wish!

WESTON: What do you mean?

LADY WESTON: They don't assassinate nobodies.

WESTON (*showing her the paper*): Read that, and see if you can laugh.

LADY WESTON: I'm not laughing. (*Trying to read*): What a dreadful scrawl.

WESTON: Yes, the venomous scribbling of an illiterate.

LADY WESTON (*deciphering*): '***Remember Caesar***'. Is it a riddle?

WESTON: It is a death warrant. Do you know what day this is?

LADY WESTON: Thursday.

WESTON: What day of the month?

LADY WESTON: About the twelfth, I should guess.

WESTON (*with meaning*): It is the fifteenth. The fifteenth of March.

LADY WESTON: **Lawdamussy**! Your good sister's birthday! And we haven't sent her as much as a lily!

WESTON: I have deplored before, Frances, the incurable lightness of your mind. On the fifteenth of March, Caesar was murdered in the Forum.

LADY WESTON: Yes, of course, I remember. They couldn't stand his airs any longer.

WESTON (*reproving*): He was a great man.

LADY WESTON (*kindly*): Yes, my dear, I am sure he was. (*Looking again at the scrap of paper*) And is someone thinking of murdering you?

WESTON: Obviously.

LADY WESTON: I wonder someone hasn't done it long ago. (*Before the look of wonder can grow in his eye*) A great many people must hate judges. And you are a strict judge, they say.

WESTON: It is the law that is strict. I am a judge, my good Frances, not a juggler. I have never twisted the law to please the mob, and, I shall not please them by dying on the day of their choice.

LADY WESTON: No, of course not. You shall not go out of the house to-day. A nice light dinner and a good glass of –

WESTON: I have sent Roger to barricade all the doors, and I think it would be wise to close the ground floor shutters and see that they are not opened for any –

LADY WESTON: Is it the French and the Dutch together you are expecting! And this is the morning. Mr. Gammon's boy comes with the groceries. How am I to –

WESTON: My dear, is a little pepper more to you than your husband's life?

LADY WESTON: It isn't a little pepper, it's a great deal of flour. And you would be the first to complain if the bread were short, or the gravy thin. (*Giving him back the paper*) How do you know that the little paper was meant for you?

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WESTON: Because it was in my pocket. I found it there when I was looking for something to light my pipe. (*With meaning*) There were no spills.

LADY WESTON: No spills. What, again? Richard, you smoke far too much.

WESTON (*continuing hastily*) – It was slipped into my pocket by a man who brushed against me yesterday. A dark, lean fellow with an evil face.

LADY WESTON: I don't think he was very evil.

WESTON: What do you know about it? (*sinking into a chair*): Stop, Frances, stop! It upsets me to – (*Enter ROGER a little out of breath after his flying tour round the house.*)

WESTON: Ah, Roger. Have you seen to it all? Every door barred, every window shut, all workmen out –

ROGER (*a little embarrassed*): Every door except the kitchen one, my lord.

WESTON (*angry*): And why not the kitchen one?

ROGER (*stammering*): The cook seemed to think…. That is, she said…..

WESTON: Well, speak, man, what did she say, and how does what the cook thinks affect my order to bar the kitchen door?

ROGER (*in a rush*): The cook said she was a respectable woman and had never been behind bars in her life and she wasn't going to begin at her age, and she was quite capable of dealing with anyone who came to the kitchen door –

WESTON: Tell her to pack her things and leave the house at once.

LADY WESTON: And who will cook your pet dishes? I shall also see that all the downstairs windows are shuttered as you suggest. We can always haul the groceries through an upper window.

WESTON (*controlling himself*): I think that so frivolous a suggestion at so anxious a time is in poor taste, Frances, and unworthy of you –

LADY WESTON: Did it appear frivolous to you? How strange! I had thought it odd to shutter the walls and yet leave openings in the roof that one could drive a coach and horses through. However! (*She comes back into the room, takes two candelabra from different places in the room, and goes to the door*).

WESTON: What do you want with these?

LADY WESTON: If we are to be in darkness below we shall want all the candles we can gather. (*Exit.*)

WESTON: The aptness of the female mind to busy itself about irrelevant and inconsiderable **minutiae** is a source of endless wonder to me. (*Almost without noticing what he is doing he moves over to the fireplace and sticks his head into the chimney to view the width of it. As he withdraws it, he becomes aware of ROGER, standing watching).* I see no reason now why you should not resume your work, Roger.

ROGER: Oh, my lord, it is beyond my power to work while you are in danger. Is there not something I could do?

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WESTON (*mightily flattered*): Nonsense, my good Roger, nonsense! Nothing is going to happen to me.

ROGER: I could perhaps go and warn the authorities, and so prevent –

WESTON (*very brave*): No, no, no. Am I to spend the rest of my life with a guard at my heels? Go on with your work and… (*his eye has lighted on a package which is lying on a chair against the right wall. The box is oblong – roughly 18 in. by 10 in. by 4 in. – and tied with cord. Sharply*) What is this?

ROGER: That came for you this morning, sir.

WESTON: What is it?

ROGER (*with the faint beginnings of doubt in his voice*): I don't know, my lord. A man came with it and said that it was important that you should have it to-day.

WESTON: And you didn't ask what it was! You fool!

ROGER (*humbly*): It didn't seem to be my business. I never do ask about the contents of your lordship's…. I showed your lordship the package when it came, and you said to leave it there.

WESTON (*peering with growing uneasiness at the thing*): The man who brought it, what did he look like? Was he small? Dark?

ROGER (*who obviously had taken no notice*): I think he was smallish. But as to dark – his hat was pulled over his face, I think - I think he appeared to have a mole on his chin, but I would not …. It may have been just a –

WESTON: A mole? (*his imagination at work*): A mole ! Yes. Yes. That man had a mole. The man who brushed against me. On the right side of his jaw. I can see it as if he were standing here. We must get rid of this. At once.

ROGER: Do you think it is some infernal machine, sir? What shall we do with it?

WESTON (*indicating the side window*): Open the window and I shall throw it as far into the garden as I can.

ROGER: But it may explode, sir, if we throw it.

WESTON: What is certain is that it will explode if we do not! How long has it been lying here?

ROGER: It came about nine o'clock, my lord.

WESTON (*in an agony*): Nearly three hours ago! Open the window, Roger.

ROGER: No, sir. You open the window. Let me handle the thing. My life is nothing. Yours is of great value to England.

WESTON: No, Roger, no. You are young. I have had my life. There are still great things for you to do in the world. You must live, and write my life for posterity. Do as I say. I promise you shall exercise the greatest care. (*As ROGER rushes to the window*) No. Wait. A better idea. The gardener's pail. It is still on the landing!

ROGER: Yes! Yes, of course! (*He is out of the room and back in a moment with the wooden pail of water, which still has the wet cleaning rag hung over its edge.*)

WESTON: Stand back. (*He picks up the parcel* ***gingerly***.) We do not know what may

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happen. (*He inserts the parcel lengthwise into the pail, at full stretch of his arm, his head averted, his eyes watching from their extreme corners*) There is not enough water! Not enough to cover it.

ROGER: I'll get some. I shall not be a moment.

WESTON: No. Don't go. The flowers! (*He indicates a bowl of daffodils*).

ROGER: Of course! (*He pulls the daffodils from their setting, throwing them on the desk in his agitation and pours the water into the pail*). Ah! That has done it!

WESTON (*dismayed, as he takes his hand from the package*): Now it is going to float! It must be wet through, or it is no use.

ROGER: We must put something heavy on top, to keep it down.

WESTON: Yes, yes. Get something.

ROGER: What shall I get?

WESTON: Anything, anything that is heavy and that will fit into the pail. Books, anything!

ROGER (*to whom books are objects of reverence, if not awe*): Books sir? But they'll get very wet, won't they?

WESTON: In the name of heaven bring the first six books off the shelf!

ROGER (*snatching the books and bringing them*): I suppose it cannot be helped. Such beautiful bindings too! (*He picks the wet cloth off the edge of the pail, dropping it on the carpet, and plunges the books into the water, which very naturally overflows at this new incursion*).

WESTON (*letting go his hold on the package and siting back on his heels with a sigh of relief*): Ah! Well and truly drowned. (*He mops his forehead and ROGER collapses into the nearest chair*).

(*Enter LADY WESTON, with a tray on which is a glass of wine and some biscuits.*)

LADY WESTON (*seeing their strange occupation*): Richard! What have you got in the pail?

WESTON: A package that came this morning. The man who brought it was the same fellow that knocked against me yesterday and slipped that paper into my pocket. They thought I would open it, the fools! (*He is beginning to feel better*) But we have been one too many for them!

LADY WESTON (*in wild dismay*)You are making a mess of the beautiful, brand-new----

WESTON (*interrupting her angrily*): Frances! (*The thunder of her name quenches her speech.*) What does your 'beautiful brand-new' carpet matter when your husband's life is at stake? You shock me.

LADY WESTON (*who was not going to say 'carpet'*): Carpet? (After a pause, mildly) No, of course not, my dear. I should never dream of weighing your safety against even the finest product of Asia. You know how the doctor disapproves of excitement for you.

WESTON: Perhaps the doctor has never had an **infernal** machine handed in at his door of a spring morning.

LADY WESTON (*contemplative, her eyes on the portrait which hangs opposite the*

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side window): Do you think we had better remove Great-aunt Cicely?

WESTON: In the name of heaven, why?

LADY WESTON: She is in the direct line of shots coming through that window.

WESTON: And why should any shots come through the window, may I ask?

LADY WESTON (*mildly objecting to the tone*): I was merely taking thought for your property, my dear Richard. And anyone sitting in the ilex tree out there would be in a –

WESTON (*on his feet*): Frances! What made you think of the **ilex tree**?

LADY WESTON: That is where I would shoot you from. I mean, if I were going to shoot you. The leaves are thick enough to hide anyone sitting there, and yet not enough to obscure their view.

WESTON: Come away from that window.

LADY WESTON: What?

WESTON: Come away from that window!

LADY WESTON (moving to him): No one is going to shoot me.

WESTON (*running out of the room, and calling to ROGER from the landing*): Roger! Roger!

ROGER (*very distant*): My lord?

WESTON: Has the gardener gone away yet?

ROGER: No, my lord. He is eating his dinner outside the kitchen window.

WESTON: Tell him to sit under the ilex tree until I give him leave to move.

ROGER: The ilex tree? Yes, my lord.

(*WESTON comes back and goes to the drawer of the table where his pistol is kept.*)

LADY WESTON (*as he takes out the pistol*): Oh Richard dear, be careful. That is a very dangerous weapon.

WESTON (*grimly important*): I know it!

LADY WESTON: Well, I think it is a poor way **to foil** an assassin.

WESTON: What is?

LADY WESTON: Blowing oneself up.

(*Enter ROGER with the bowl of daffodils.*)

WESTON (*looking round at him as he comes in*): Has Joel gone to sit under the tree?

ROGER: Yes, sir. (*Put thing down the bowl and making for the side window*) At least, I gave him your message –

WESTON: Keep away from that window! (*As ROGER looks astonished*) There may be someone in the ilex tree.

ROGER: But do you think they would try to shoot you as well as – as…. (*he indicates the bucket.*)

WESTON: Who knows? When you have dealt with the criminal mind as long as I have… Did you open the door to speak to the gardener?

ROGER: Oh, no, my lord. I spoke through the shutter.

WESTON(*snapping the lock of his pistol*): Now we shall see whether there is anyone lurking in the tree. (*He moves over to the side of the window, peering out with the fraction of an eye.*)

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LADY WESTON: Richard, if you are going to shoot off that thing, you will please wait until I –

(*She is interrupted by a loud knocking on the front door downstairs. This is such an unexpected development that all there are momentarily quite still, at a loss. ROGER is the first to recover*).

ROGER: Someone at the front door.

(*He moves over to the window in the rear wall, from which one can see the street. He is about to open the casement so that he may lean out to inspect the knocker, when LORD WESTON stops him.*)

WESTON (*still at the fireplace*): Don't open that window!

ROGER: But I cannot see otherwise, my lord, who it is.

WESTON: If you put your head out of that window, they may shoot without waiting to ask questions.

LADY WESTON: But, Richard, it may be some perfectly innocent visitor.

(*The knocking is repeated.*)

ROGER: If I were to stand on a chair….. (*He brings a chair to the window and stands on it, but he is still not high enough to look down on whoever waits at the front door*).

WESTON: Well? Well? Can you tell who it is?

ROGER: I am still not high enough, my lord.

LADY WESTON: Add the footstool, Roger.

(*Roger adds the footstool to the chair, and aided by LADY WESTON climbs on to the precarious erection*).

LADY WESTON: Now, can you see anyone?

ROGER (*having seen, scrambling downing*): All is well, my lord.

(*He throws open the casement, and calls to someone below*):

It is only Mr. Caesar. (*As this information is succeeded by a blank pause*) Shall I let him in?

WESTON: Who did you say?

ROGER: Mr. Caesar. You remember: the man you met on Tuesday at Hampton, my lord. He was to come to see you this morning about rose trees. You made a note of it.

WESTON (*taking the crumpled piece of paper from his pocket in a dazed way*): I made a note? '***Remember Caesar***'. Is that my writing? Yes, it must be – Dear me!

LADY WESTON (*kindly*): I shouldn't have said it was the venomous scribbling of an illiterate. You had better go down and let Mr Caesar in, Roger. Put the pistol away, Richard, dear; your visitor might misunderstand it. (*She speaks cheerfully, as to a child; it is obvious from her lack of surprise that* ***excursions and alarms*** *created by her husband over trifles are a normal part of existence for her*).

WESTON: Mr Caesar. (*He moves towards the bucket.*)

LADY WESTON: Of course. How could anyone forget a name like that? And now if you'll forgive me….. It's my busy morning.

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WESTON (*arresting her as she is going out of the door*): Oh Frances! What was in the parcel, do you think?

LADY WESTON: That was your new velvet cloak, dear. I did try to tell you, you know.

(*Exit*).

(***The curtain comes down on LORD WESTON ruefully taking the first dripping cloak from the water***).

About The Author



Gordon Daviot (1896 – 1952) is the pen name of Miss.Elizabeth McKintosh, a Scottish born novelist and playwright. She served educational institutions in England and Scotland as a physical education instructor and soon took to writing novels under another pseudonym Josephine Tey.

Glossary

twiddling my thumbs	-	being idle
Charles II	-	King of England from 1660 to 1685
foot pad	-	highway-man (robber) who goes about on foot (highwaymen on horseback were more common in those days)
game pie	-	meat (of animals or birds hunted and killed) covered with pastry and baked
lawdamussy	-	an exclamation (lord have mercy)
minutiae	-	minute details (often trivial)
gingerly	-	carefully
infernal	-	a concealed or disguised explosive device intended to destroy life or property
ilex tree	-	evergreen oak tree also called holm oak
foil	-	to frustrate or thwart the efforts of the assassin (i.e. to kill himself by handling that rusty pistol is a poor way of outwitting the assassin)
excursions and alarms	-	(alarms and excursions) noise and bustle (as those made on the stage to represent battles etc.)

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1. Complete the summary of the play, choosing the appropriate words from the list given below the passage.

Lord Weston was a (1)___ judge in England. Being pompous and vain, he told his secretary Roger that he had attained glory by hard work and (2)_____. He expressed his displeasure over Roger's request for a half-holiday. Suddenly, he discovered a piece of paper with the words (3)_____ in his pocket, and he feared that the message was a warning conveyed by his enemies who had received legal punishments from him. As the message was sent on the 15th of March, (the day Julius Caesar was assassinated), he was (4)____ that someone affected by his fair judgement was plotting his murder. Sensing the definite attack, Lord Weston ordered his secretary to (5)___ all the doors and windows. But his wife remained (6)___ by the threat. So, Lord Weston was angered by her (7)____ reaction. He ordered Roger to send the cook and the (8)_____ away. Both Weston and Roger took elaborate precautionary measures to thwart the (9)_____ attempt. Finally, Weston was able to recollect that he had written the message "Remember Caesar" himself as a (10)_____. Caesar was actually a gardener who had an appointment to visit Weston's garden. The play revolves around Weston's absent-mindedness which is the crux of the play.

callous	unperturbed
well-known	gardener
reminder	zealous service
Remember Caesar	assassination
shut	convinced

2. Based on your understanding of the text, answer the following questions briefly.

a. How did Lord Weston describe himself?

b. How did Roger react to Lord Weston's advice?

c. What made Lord Weston think that his life was in danger?

d. Why was the speaker keen to know what day it was?

e. Mention the immediate steps taken by Lord Weston to protect himself from his assassin.

f. Do you think that Lady Weston did not care about the threat to her husband? State reasons.

g. How did Lord Weston 'defuse' the 'infernal machine'?

h. Whose life was of 'great value' to England? In what way?

i. Why did the speaker consider his life less important?

j. Who reminded Lord Weston about Mr. Caesar?

k. What was the truth about the crumpled piece of paper?

l. Bring out the irony in the message "Remember Caesar".

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3. Based on your understanding of the play, complete the Graphic Organiser (GO) suitably.

Title:

Author:

Setting:

Characters:

Climax:

Humorous elements:

4. Answer the following questions in a paragraph in about 150 words each.

a) "Remember Caesar" is a light hearted comedy. Discuss the statement in a group and identify various aspects such as title, plot and characterisation that contribute to the humour in the play.

b) Compare the character traits of Lord Weston and his wife.

c) Group Work

The play revolves around a 'perceived threat' and how Lord Weston and Lady Weston react to it. Let's reverse their roles. Imagine a panic-stricken Lady Weston and a frivolous Lord Weston. Read the following piece of dialogue from the play and rewrite it to suit the changed roles.

WESTON: My dear, your husband's life is in grave danger.

LADY WESTON: The last time it was in danger you had been eating game pie. What is it this time?

WESTON (*annihilating her flippancy with one broadside*): Assassination!

LADY WESTON: Well, well! You always wanted to be a great man and now you have got your wish!

WESTON: What do you mean?

LADY WESTON: They don't assassinate anybody.

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ICT Corner

BRITISH & AMERICAN ENGLISH

To enable the students to check their knowledge in American English & British English words.

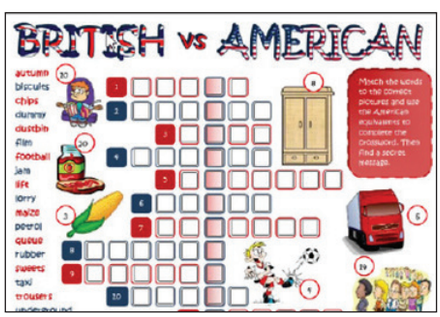


STEPS:

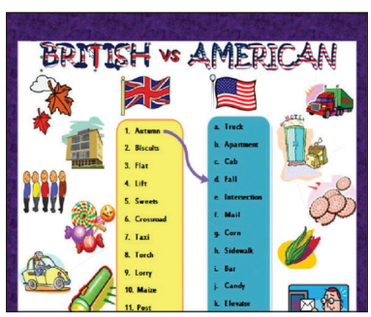
1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see **British Vs American English** Interactive exercise.
3. Fill the blanks and click the **Finish** button. Check your scores.
4. Click the second link to the Interactive drag and link the British English words with the American English words.
5. Complete the exercise and click button and check your scores.



STEP 1



STEP 2



STEP 3

QL03E

WEBSITE LINK:
Click the following link or scan the QR code to access the website.
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/British_and_American_English/British_and_American_English_lz5434ao
https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/British_vs_American_English/British_vs_American_English_lj320vd

** Images are indicatives only

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Listening Passages

UNIT-I PROSE

For the attention of the public, here is an announcement from the Department of Disaster Management.

As per the warning issued today by the Meteorological Department, there exists a high probability of a widespread heavy downpour from the early hours of Sunday and consequent flooding of low-lying areas. In order to ensure the safety of life and property, everyone is hereby warned and advised to take certain precautionary measures:

- First of all, prepare a household flood plan and be ready to respond to the situation.
- Find out the locations of the closest flood shelters available and routes to reach them.
- Maintain an emergency kit comprising water bottles, biscuit packets, medical supplies, a torch light, and a whistle to signal for help.
- Paste or fix a list of emergency telephone numbers on the wall in a visible spot.
- Switch off hazardous items like gas cylinders and disconnect electrical gadgets.
- Secure important personal documents and valuables in a waterproof case and place it in an accessible location.
- Place small pieces of furniture and clothing on tables and cots.
- Shift all the small objects safely to the loft.
- Empty your refrigerators and leave their doors open to avoid damage in case they float.
- Charge your mobile phones as well as your battery banks so as to communicate with friends, relatives and emergency services.
- Place sandbags in the toilet bowls and bathroom drain holes to prevent sewage inflow.
- Prepare and pack food with a long shelf life.
- Finally, listen to the periodic news updates through your portable communication devices and follow the instructions implicitly.

UNIT-1 POEM

Following is one of the most celebrated poems of Rupert Brooke. It describes the noble sacrifice of an English soldier.

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The Soldier

If I should die, think only this of me:
That there's some corner of a foreign field
That is forever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam;
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

UNIT-2 PROSE

The Significance of Tea

Tea has been an important beverage for thousands of years. It is consumed by two-thirds of the world's population. India is the second largest tea producer in the world after China, although over 70 per cent of its tea is consumed within India. Tea has been proved to offer numerous health benefits. Scientists and researchers have found that drinking tea could reduce the risk of heart diseases. The antioxidants in tea might prevent cancer. Regular tea drinking might help one in lowering blood sugar and blood pressure. Tea might be an effective agent in the prevention and treatment of neurological disorders. The consumption of tea results in the strengthening of one's teeth, bones and immune system. However, drinking too much tea may prove to be harmful to one's health. So, drinking tea moderately could make one healthier. Researchers have confirmed the significant overall health benefits of drinking tea.

UNIT-2 POEM

Midnight Wonders

I was tossing in my bed
in the midnight hour,
struggling to get a wink of sleep,
but my eyes lay on the clock tower.

I looked upon the dark sky;
it was adorned with sparkling pearls,
which giggled at me
and put a shine to my curls.

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I gazed at the chubby moon,
who was white and glistening like milk.
Gave me a lovely, motherly smile
through her lips as rosy pink.

All these magnificent objects
made my mind calm.
My eyelids started drooping.
I was grateful for their wonderful charm.

Nature had arrived to aid me
when I was trying to catch sleep.
She, with her caring palms,
lulled me to a slumber, so deep.

Pratyusha Dasgupta

UNIT-3 PROSE

Boredom

We have all experienced boredom sometime or the other. Boredom occurs when a person is unable to stay attentive. It is something more than an unpleasant feeling. It can make you angry and frustrated and lead to negative physical health consequences.

How boredom affects one physically

A study reveals that when a person is affected by acute boredom his eyelids droop and the face assumes a frown. There is a gradual loss of ability to coordinate movements. These symptoms are accompanied by mental fatigue and a slowing down of thought processes. A bored person at work is likely to make many more errors than one who is not bored. We should never let boredom take charge. There are several easy ways to overcome boredom.

Here are a few practical suggestions

- Set goals for yourself, work towards them.
- Develop an interest in hobbies and crafts.
- Socialize, stay in the company of cheerful people.
- Take up a charitable cause.
- Exercise regularly.

Coming out of boredom will feel like breaking free from a cold, dark room into the outdoors on a warm, sunny day.

UNIT-3 POEM

The World Is Too Much with Us

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon,
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers,

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For this, for everything, we are out of tune;
It moves us not. --Great God! I'd rather be
A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathèd horn.

William Wordsworth.

UNIT-4 PROSE

What were the reasons for our success?

There are many answers to this question. Firstly, I would say that we owned much to the work of previous climbers on Everest: to the experience and knowledge they passed on, and to the fact that they had gone on trying and had never given up hope.

Next, I would place the careful and thorough planning done before the climb began. On the Everest, a large number of people have to do different things in different places at the same time. Unless every detail had been worked out in advance, things would quickly have gone wrong.

The third reason was the excellence of our equipment. In particular, our oxygen apparatus was very important, and it worked well. Without it, we could not have reached the summit.

Our own fitness played a big part in the climb, and this was due to our periods of training, in which we got used gradually to great heights; and to our food; and to the care and attention we received from our doctors.

Above all else, I should like to mention how well we worked together. That was the biggest single reason why we got to the top. In the four months we were together we lived and worked as a team. Not everyone could climb to the top. Some of the members had jobs to do on other parts of the mountain; jobs that were less exciting than climbing to the summit, but just as dangerous and uncomfortable. But everyone played his part to the full. That was the biggest thing of all.

In the same way, our Sherpas were magnificent. Without our tents, our oxygen, our food, our climbing gear, the summit could not have been reached. And without the Sherpas, we could not have lifted all this equipment, which weighed 750 lb., upto 26,000 feet, ready for the assaults. No praise is too high for these cheerful and gallant men.

Finally, there was the weather. For five weeks we had bad weather; then, after the middle of May, we were lucky. It no longer snowed, and even the wind sometimes dropped.

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UNIT-4 POEM

Wander-thirst

BEYOND the East the sunrise, beyond the West the sea,
And East and West the wander-thirst that will not let me be;
It works in me like madness, dear, to bid me say good-bye;
For the seas call, and the stars call, and oh! the call of the sky!

I know not where the white road runs, nor what the blue hills are;
But a man can have the sun for a friend, and for his guide a star;
And there's no end of voyaging when once the voice is heard,
For the rivers call, and the roads call, and oh! the call of the bird!

Yonder the long horizon lies, and there by night and day
The old ships draw to home again, the young ships sail away;
And come I may, but go I must, and, if men ask you why,
You may put the blame on the stars and the sun and the white road and the sky.

Gerald Gould

UNIT-5 PROSE

Hippocratic Oath

I solemnly pledge myself to consecrate my life to the service of humanity;

I will give to my teachers the respect and gratitude which is their due;

I will practice my profession with conscience and dignity;

The health of my patient will be my first consideration;

I will respect the secrets which are confided in me;

I will maintain by all the means in my power, the honour and the noble tradition of the medical profession;

My colleagues will be my brothers; I will not permit considerations of religion, nationality, race, party politics or social standing to intervene between my duty and my patient;

I will maintain the utmost respect for human life, from the time of conception, even under threat. I will not use my medical knowledge contrary to the laws of humanity;

I make these promises solemnly, freely and upon my honour.

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UNIT-5 POEM

Lincoln's Letter to his Son's Teacher

He will have to learn, I know,
that all men are not just,
all men are not true.
But teach him also that
for every scoundrel there is a hero;
that for every selfish politician,
there is a dedicated leader…
Teach him for every enemy there is a
friend,

Steer him away from envy,
if you can,
teach him the secret of
quiet laughter.

Let him learn early that
the bullies are the easiest to lick…
Teach him, if you can,
the wonder of books…
But also give him quiet time
to ponder the eternal mystery of birds in
the sky,
bees in the sun,
and the flowers on a green hillside.

In the school teach him
it is far honourable to fail
than to cheat…
Teach him to have faith
in his own ideas,
even if everyone tells him
they are wrong…
Teach him to be gentle
with gentle people,
and tough with the tough.

Try to give my son
the strength not to follow the crowd
when everyone is getting on the band
wagon…
Teach him to listen to all men…
but teach him also to filter
all he hears on a screen of truth,
and take only the good
that comes through.

Teach him if you can,
how to laugh when he is sad…
Teach him there is no shame in tears,
Teach him to scoff at cynics
and to beware of too much sweetness…
Teach him to sell his brawn
and brain to the highest bidders
but never to put a price-tag
on his heart and soul.

Teach him to close his ears
to a howling mob
and to stand and fight
if he thinks he's right.
Treat him gently,
but do not cuddle him,
because only the test
of fire makes fine steel.

Let him have the courage
to be impatient…
let him have the patience to be brave.
Teach him always
to have sublime faith in himself,
because then he will have
sublime faith in mankind.

This is a big order,
but see what you can do…
He is such a fine little fellow,
my son!

Abraham Lincoln

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UNIT-6 PROSE

A boy was flying a kite with his father. He was excited to watch the kite soar high and asked his father, "What kept the kite up?" Dad replied, "The String". The boy said, "No dad, the string is holding the kite down." The father suddenly broke the string, the kite came crashing down. Now the boy understood what was holding the kite up. This is true in life as well. We are advised to follow a set of rules or a prescribed code of conduct to enable us to reach our full potential. However, very often we hear the phrase "I want to be free." If you take the train off the track, it is free. But where would it go? If each one of us follow our own traffic rules and drive on any side of the road what would you call it? Freedom or chaos? By observing rules we are actually gaining freedom. This is what discipline is all about.

UNIT-6 POEM

The Drum

I hate that drum's discordant sound,
Parading round, and round, and round:
To thoughtless youth it pleasure yields,
And lures from cities and from fields,
sell their liberty for charms
Of tawdry lace, and glittering arms;
And when Ambition's voice commands,
To march, and fight, and fall, in foreign lands.
I hate that drum's discordant sound,
Parading round, and round, and round;
To me it talks of ravag'd plains,
And burning towns, and ruin'd swains,
And all that Misery's hand bestows,
To fill the catalogue of human woes.

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Grammar Exercises

UNIT-1

UNIT-1 Tenses

Correct the errors in the following passage.

Taking a career aptitude test. There is dozens of career aptitude tests online that asks a series of questions. These is formulated to find out what kind of work would suits you the best. These tests analyzes your strengths, weaknesses, interests, and personality to help you narrow down your career choice. You can also does an Internet search for "career aptitude tests" and takes several so you can compare the results. Once you have an idea of what field you want to work in, consider all the options within that field. For instance, if you would wants to work in healthcare, you could be a nurse or a doctor, you can also considers paramedical careers in physiotherapy, occupational therapy and micro-biology.

UNIT-1 Modal Auxiliaries

Complete the following news item choosing the best phrases given below:

can't be	can't have	could take	may get	may not have
might be	must be	may be	may not be	ought not

As a result of the flooding, as many as 5,000 families a)_____ homeless, although the figure is only an estimate. 'The emergency services are working hard, but I'm sure they b)_____ more than 20 helicopters for rescue operation. It c)_____ days to reach everyone and take them to safety,' said an aid worker in the area. 'Conditions for those families still waiting to be rescued d)_____ dreadful. There e)_____ any clean water to drink. Worryingly, more rain is forecast, so the floods f)_____ worse in the next few days. The emergency services g)_____ time to reach everyone before the waters rise again.

UNIT-1 Reported Speech

Change the following sentences into indirect speech.

a) The pilot said to the passengers, "The plane will land in Delhi at 9 p.m."

b) The Principal said, "Young students must think about the ways to control the use of plastic bags in the school campus."

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c) Gowtham said to me, "I was very ill last week, but I am better now."

d) Priya said, "I want to give my sister a present."

e) Madhu said to me, "I am so happy you have completed your project."

f) The manager said, "I will speak to you on Friday."

g) Mani said to his coach, "I shall improve, if you guide me."

h) My mother said to me, "You can go swimming tomorrow."

i) Sandeep said to John, "Would you like to watch a movie with me?"

j) Geetha asked Angel, "Will you help me to pack my bag?"

k) The librarian said to the students, "You are not allowed to scribble anything on the library books."

l) The motorist said to me, "Can you direct me to the post office?"

m) Umar said to his mother, "Could you make me a cup of coffee?"

n) The little boy said to me, "Alas! My dog is dead."

o) Grandmother said to her grandson, "May God bless you."

UNIT-2

UNIT-2 Preposition

Edit the following passage by circling the incorrect prepositions and writing the correct preposition against each line.

Dolphins are regarded as the friendliest between the sea creatures. 1 _____

There have been several stories of dolphins helping drowning sailors. 2 _____

The more we learn on dolphins, the more we realise how 3 _____

amazing they are, they care off the sick, protect the weakest 4 _____

at danger, they communicate very well with each other. 5 _____

UNIT-2 Conjunctions

Spot the errors in the following sentences. Correct and rewrite them.

a) Neither Ramya is a singer nor a dancer.

b) Scarcely had the workers stepped out, than the building collapsed.

c) No sooner did the power resume, when the children screamed in joy.

d) My friend can type so fast as I.

e) Sitha had no other assignment, but that of collecting the data.

f) Rekha cooks like her mother does.

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g) Professor Usha is not only a writer but an orator.

h) Your neighbours are not so wicked like you think.

i) The girl both won an award and a scholarship.

j) Three years have passed when my cousin resigned his job.

UNIT-3

UNIT-3 Active and Passive Voice

Change the voice of the following sentences.

1. Gayathri gave a set of pens to Mani.
2. By whom will the new stadium be built?
3. Where will the holidays be spent by your family?
4. They offered the job to Sundari.
5. Could some money be lent to me by your father?
6. Let the door not be opened.
7. Sophia sold her old car to Selvi.
8. Don't touch the electric wire with bare hands.
9. I cannot agree to your proposal.
10. Kindly complete the assignment in time.
11. Raman is known to me since childhood.
12. Don't insult the poor and weak.
13. Who has broken the chair?
14. His shoulder was hurt in an accident.
15. It is time for the bell to be rung.
16. We wish you forget this episode.
17. They would not have done this shameful act.
18. How do you know my uncle?
19. It is believed that he is an honest man.
20. My request was acceded to by the authorities.

UNIT-3 Question Tags

Find out if the question tag used in each of the following sentences is correct. If it is correct, put a tick (✓) or if it is incorrect, replace it with the correct tag question in the box provided against each sentence.

1. These children look very weak and tired, aren't they?
2. Nobody can resolve this issue, can they?

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3. We seldom speak to our neighbours, do we?
4. The old woman sells dolls made of sea-shells, doesn't she?
5. I have captured some beautiful moments in my camera, aren't I?
6. Pragathi put the bunch of flowers in the vase, doesn't she?
7. Arun was in a great dilemma at that time, didn't he?
8. I am an expert in cooking, amn't I?
9. Let's take this matter to court, can we?
10. Don't forget to hand over this file to my manager, do you?
11. The pair of shoes near the door is not yours, are they?
12. They have a resort in Yercaud, isn't it?
13. Our dog scarcely sleeps at night, doesn't it?
14. You do a lot of social service, don't you?
15. There is a stadium near your office, isn't it?

UNIT-4

UNIT-4 Kinds of sentences–Simple, Complex and Compound

Do as directed

a) Besides being a singer, she is also a dancer.
(Rewrite as a compound sentence)

b) Praveen ran into the field so that he might congratulate the winners.
(Rewrite as a simple sentence)

c) The mountain was steep but he was able to climb it.
(Rewrite as a complex sentence)

d) Smita carried out the survey and presented her report.
(Rewrite as a simple sentence)

e) Unless you have a valid passport you cannot leave the country.
(Rewrite as a compound sentence)

f) This is not the way to answer.
(Rewrite as a complex sentence)

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Combine each of the following pairs of sentences into a single sentence.

a) I met a man at the party. He is the Chairman of a computer form.

b) Mahatma Gandhi stood for Ahimsa. The whole world knows it.

c) Concentrate on your strengths. You will reap success in your life,

d) Consider all the facts once again. Then make your decision.

e) A number of books are missing from the library. Measures should be taken to retrieve them.

UNIT-5

UNIT-5 Non- finite verbs

Fill in the blanks using suitable gerunds.

1. My friend is good at _____ the saxophone.
2. They don't like _____ on Saturdays.
3. They started late, so they were afraid of _____ the train.
4. She enjoys _____ horror movies.
5. _____ on the wall can prove dangerous.
6. _____ a two wheeler without a helmet may prove fatal.
7. _____ uniform to school is compulsory.
8. _____ trees is a must, to prevent soil erosion.
9. Seema apologized for _____ late.
10. _____ an event successfully is a challenge.

Unscramble the sentences.

1. rupees / lunch / to buy / it / twenty/ costs
2. become/ my/ is/ a doctor / dream/ to
3. eight years/ to win/ it/ took/ the world cup
4. as / a/ I / want/ collector/ to see /you
5. divine/is/to forgive

Complete the conversation with the words from the box.

Man : Could you show the way to the hospital?

Woman : Sure. I will guide you (1)_____ the hospital. In about 15 minutes you

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will get there. Start by taking the GST Road for about 10 minutes. Remember, (2)_____ carefully. The road is usually very busy. After 10 minutes you will reach a grey wall. From there you have (3)_____ right and go straight. As you drive along you will notice a bank. It is also important for you (4)_____ attention to the road as there is a school nearby. Once you cross the school, you will get (5)_____ the whereabouts of the hospital.

to reach	to drive	to pay	to know	to turn

Rewrite changing the gerund in each of the following sentences to infinitives without changing the meaning.

1. Teach me swimming.
2. Giving is better than receiving.
3. Seeing is believing.
4. I like reading.
5. He managed reaching there in time.
6. Walking in the sun is harmful to the eyes.
7. Stealing is a crime.
8. What I hate most is running across traffic.
9. Sitting here is wasting time.
10. Exercising is good for health.

Spot the errors, if any.

1. She wants to continuing her studies abroad.
2. It was a shame breaking up.
3. It will be a waste throwing the food away.
4. She made me to cry.
5. My company has delayed to give pay rise due to economic problems.
6. There's someone to talk on the phone, but they cannot hear me.
7. My friends and I were sitting in a cafe and to talk.
8. To carry a heavy pile of books, she tripped and fell.

UNIT-5 Articles and Determiners

Fill in the blanks with appropriate articles or determiners.

1. We met _____ Americans at the restaurant.
2. Monisha has _____ films in her hands.

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3. I am _____ eldest in my family.
4. There are only _____ chocolates left for you.
5. Can you get me _____ butter?
6. They haven't got _____ roses in their garden.
7. Samuel hasn't got _____ homework today, so he is playing cricket.
8. Please give me _____ hammer and _____ nail.
9. My mother is _____ honest woman.
10. She bought _____ useful gadget.
11. Please give me _____ ice cube.
12. We need _____ light in the room.
13. Why are you reading _____ book?
14. My boss wanted _____ draft of the report in a day.
15. _____ handout is available online.

UNIT-5 Degrees of Comparison

Identify the error in each of the following sentences and correct them appropriately.

1. Oxygen is more heavier than hydrogen.
2. Very few indoor games are more interesting than chess.
3. Henry is the most strongest of all the players in the team.
4. Faster you run, sooner you get tired.
5. Diamond is more precious than any gem.
6. Mr. Sridhar is wiser than all men in our family.
7. The Biology lab in our school is spacious than the Chemistry lab.
8. This is one of the busier streets in our town.
9. The sparrow is the most unique bird.
10. Beema is stronger among the five Pandava brothers.
11. An ounce is lesser than a gallon.
12. Let me introduce my oldest daughter to you all.
13. Of the two sisters, Helen is the prettiest.
14. This is the most least mark I have ever scored.

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SUBJECT VERB AGREEMENT

1 Subjects and verbs must agree in number.

Example: The cat meows when he is hungry. The cats meow when they are hungry.





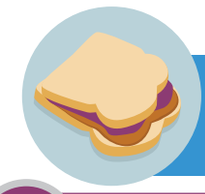
2 The words between the subject and verb do not affect agreement.

Example: The little girl, who is wearing gloves, is well-dressed.

3 The verb is plural if two subjects are joined by "and".

Example: The man and the woman were late for the appointment.





4 The verb is singular if two subjects refer to the same person or thing and are joined by "and".

Example: Peanut butter and jelly is my favorite sandwich.

5 The verb is singular if "each", "every" or "no" comes before the subject.

Examples: No yelling is allowed.
Every man and woman is coming.





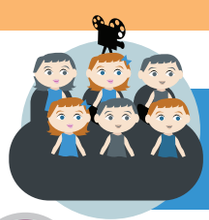
6 The verb is singular for units of measurement or time

Example: Five minutes is enough time.

7 The verb is plural for pronouns.

Example: All of them were going to the parade.





8 The verb is singular for indefinite pronouns.

Example: Everyone is waiting for the movie to start.

9 The verb is singular for collective nouns.

Example: The crowd is yelling.





10 The verb is singular for titles of books and movies.

Examples: "The Birds" is a scary movie.

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Spell Test

Task 1

Encircle the word that has been spelt correctly, in each pair below:

1. beleive - believe
2. separate - seperate
3. assistant - asisstant
4. hippocrites - hypocrites
5. secretary - secretery
6. buoyantly - bouyantly
7. necessary - neccesary
8. evolution - evolusion
9. athletics - atheletics
10. warehouse -wearhouse
11. contemtuously - contemptuously
12. indispensible - indispensable
13. tommorrow - tomorrow
14. foriegn - foreign
15. dysentery - dysentry
16. lieing - lying
17. concience - conscience
18. competent -competant
19. pleasant - plaesant
20. chocolate–choclate
21. awfully -awefully
22. amatuer - amateur

Task 2

Edit the following passages by correcting the spelling mistakes:

Passage – 1

Some parents are notoriuos in maintaining a somber environment at home, especialy during the period when their children have examinations. They should understand that breifdivertions from the main task can dramatically improve their attention span. Entertainment is, without any doubt, indispensible for children. However, parents should educate their children to use modaration in their entertainments, and above all, not to seak enjoyment at the expence of their health and success.

Passage – 2

Tolerence refers to an attitude of openess and respect for the differences that exist among people. It was originally used to refer to ethenic and religeous differences and the concepts of diversity. But in the present times, forbaerance can also be applied to gender, people with physical and intellectual disebilities, and other differences, too. Tolerence means respecting others, valueing differences, bridgeing cultural gaps, rejecting unfair steriotypes, discovering common ground, and creating new bonds.

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Appendix

PUNCTUATION

While speaking, we use intonation, pauses and voice modulation to help the listener grasp exactly what we try to communicate. In writing, this is achieved with the help of punctuation.

Punctuation is the system of symbols that we use in order to communicate efficiently and effectively what we actually wish to convey. The purpose is to make the meaning of what we write, clear to the reader. Punctuation marks are tools that have set functions. They are not just an optional frill, but are indispensable to exchange written information accurately.

The correct usage of punctuation marks expresses the intended meaning of the sentence. At times, wrong punctuation marks can present just the opposite of what you try to say. At times, serious sentences without proper punctuation become jokes, leading to confusion and misunderstanding.

For e.g. Read these two sentences below:

a) The hostel warden said, "Come on, let's eat lovely ladies."

b) The hostel warden said, "Come on, let's eat, lovely ladies."

The meaning of these sentences depends on the presence or absence of a comma before 'lovely ladies'. The absence of comma in the first sentence portrays the hostel warden as a wicked cannibal. Therefore, it is imperative that the rudiments of punctuation are properly understood, precisely applied and sensibly positioned.

You have been introduced to the concept of punctuation right from the primary classes. Accurate and appropriate use of punctuation is an important aspect of language use. Let's recall the salient features of some commonly used punctuation devices.

The following are the punctuation marks commonly used in English language.

1.	Full stop / period	.
2.	Comma	,
3.	Semicolon	;
4.	Colon	:
5.	Question mark	?
6.	Exclamatory mark	!
7.	Apostrophe	'
8.	Quotation marks	"....."
9.	Hyphen	-
10.	Dash	–
11.	Parentheses	()
12.	ellipsis	. . .
13.	slash	/
14.	asterisk	*

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Important points to remember

a) Every sentence begins with a capital letter.

b) Assertive and imperative sentences end with a full-stop or a period. A full-stop is also used to mark abbreviations, titles and initials. (e.g. Dr. P.Rukmangadhan, M.S.)

c) Sentences that ask something end with a question mark.

d) Sentences that express excitement or strong feelings end with an exclamatory mark.

e) Capitalization:

- ❖ the first letter of the first word in each line of poetry (normally)
- ❖ the single-letter word 'I'
- ❖ proper nouns
- ❖ initials, abbreviations and acronyms
- ❖ names of months of the year, days of the week, and holidays
- ❖ names of gods and specific deities
- ❖ words that refer to religious figures and holy books
- ❖ titles preceding a person's name
- ❖ titles applied to one particular person
- ❖ names of places, cities, states, countries, districts, towns, villages, streets, roads and buildings
- ❖ adjectives derived from places
- ❖ names of races, religions, nationalities, languages and geographical names
- ❖ the words 'east, west, north and south' when they refer to a section of a country
- ❖ names of institutions, organisations, clubs, associations, brand names of products and business firms
- ❖ the first words and all other major words in titles of stories, articles, poems, plays, essays, books and magazines

f) Uses of Comma: ('comma' indicates a brief pause)

- ❖ to separate a series of words of the same class in the same sentence
- ❖ after the words 'yes', 'no' and 'well' when they start a sentence
- ❖ after an introductory phrase or clause
- ❖ before the question tags at the end of the statements or imperatives they are attached to
- ❖ to denote the omission of a word, especially a verb
- ❖ before coordinating conjunctions (and, yet/but, or/otherwise, so/otherwise, nor) in compound sentences

g) Use of Semi-colon:

- ❖ links two independent clauses without a co-ordinating conjunction
- ❖ instead of a full-stop, to denote that the sentences are somewhat connected

h) Uses of Colon:

- ❖ used to separate two independent clauses, when the second explains,

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illustrates or follows from the first. Never use a colon after a sentence fragment.

- ❖ to introduce a list
- ❖ before a quotation, and sometimes before direct speech

i) Uses of Apostrophe:

- ❖ in the possessive forms of nouns before the letter 's' when the words do not end in 's' and after the letter s, when the nouns end in 's'
- ❖ in contracted forms, in place of the letter that is left out

j) Uses of Quotation Mark or Inverted Commas:

- ❖ to enclose the words of a speaker verbatim in direct speech
- ❖ with titles of minor works and parts of whole
- ❖ around words and phrases to indicate a special sense of use or being misused
- ❖ purposely or ironically
- ❖ for the translation of a foreign word or phrase

k) Uses of hyphen:

- ❖ to join words or parts of words
- ❖ in a compound word, where two words work together to function as one adjective before the noun they describe
- ❖ in a compound word, when a noun or adjective and a present participle is combined
- ❖ in a compound word with a noun and past participle
- ❖ in numbers between twenty-one and ninety-nine, when they are written in words
- ❖ in compound adjectives with fractions (e.g. one-third / quarter-million / half-boiled)
- ❖ with prefixes ex- , self-, all- (e.g. ex-minister / self-satisfied / all-over)
- ❖ in compound adjectives using high and low (e.g. high-level, low-tide)

l) Uses of Dash: (the dash is longer than hyphen)

- ❖ to set off a word or phrase after an independent clause or a parenthetical remark (words, phrases, or clauses that interrupt a sentence)
- ❖ to signal an abrupt change in tone and to introduce or emphasize information
- ❖ to set off a series within a phrase
- ❖ before attribution to an author or composer in some formats
- ❖ after datelines
- ❖ to start lists
- ❖ to indicate hesitation in speech

Quotable Quote

"A Dash is a mark of separation stronger than a comma, less formal than a colon, and more relaxed than parentheses."

William Strunk Jr. & E.B. White

m) Uses of Parentheses or Round Brackets:

- ❖ within a sentence to provide supplementary or additional information, not essential to the main point

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- ❖ to enclose numbers or letters used in numbered or lettered lists (e.g. (1) (2) ……../ (a) (b)…….)
- ❖ to enclose time zones following the time (e.g. 6 a.m. (IST)
- ❖ to enclose abbreviations/acronyms or their expansions upon their first use for the readers' understanding

n) Uses of Ellipsis (dot-dot-dot):

- ❖ to denote omission of a word, phrase, line, paragraph, or any missing piece of a text passage
- ❖ to shorten the quote without changing the meaning
- ❖ to avoid unnecessary repetition of words
- ❖ to show a pause in a thought or to create suspense

o) Uses of Slash or Oblique Stroke:

- ❖ to signify alternatives (and/or)
- ❖ to denote division and separate parts of a fraction
- ❖ to mark line divisions in poetry quoted with running text

p) Uses of asterisk:

- ❖ to show that a footnote like reference or comment has been added at the bottom of a page (in case of many footnotes, use one star * for the first one, two stars ** for the second and so on)
- ❖ in advertisements to indicate that there is extra information

Punctuate the following.

1. Indias prime minister lal bahadur shastri who coined the slogan jai jawan jai kisan was a man of humble origin
2. When were stressed we eat a lot of sweets chocolates and ice creams because the word stressed when spelled backwards becomes desserts
3. To lead a healthy life man needs three things clean water unpolluted air and bright sunshine
4. The notice displayed on the pin-board read those who can do those who cant do learn those who cant learn quit
5. When we transport something by car its called a shipment but when we transport something by ship its called cargo
6. If i remember right i was studying in tagore middle school at that time one day my english teacher looked at me and said name two pronouns i said who me

7 What is punctuation To quote lynne truss punctuation marks are the traffic signals of a language they tell us to slow down notice this take a detour and stop

8. Behold how beautiful these flowers are they dont blossom for their own sake rather they take pride in spreading fragrance around and making people happy
9. Edison built a huge plant at ogdensburg new jersey to process iron ore this venture was one of edisons few failures however Tom shrugged off the losses incurred well its gone he said of the money but we had a good time spending it

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10. Alexander the great was eagerly awaiting the arrival of his mother while he was on his deathbed fearing that he may not live to see her he said take my entire kingdom oh god i wish i knew beforehand that my entire strength of men and material cant be exchanged for a single breath of life for then i wouldnt have wasted my life in amassing this empire

SPELLING

What is spelling?

Spelling is the art of assembling letters in the right order to form words. This is one of the most essential components of successful writing. Spelling aids in pronouncing words properly and reading perfectly. Learning to spell helps to cement (fuse/link)the connection (correlation) between letters and their sounds.

Spelling in English is tricky. It is because there are twenty six letters in the English alphabet, but there are about forty-four basic sounds. Moreover, the letters often do not match with the sounds. We should never hesitate to refer a dictionary, whenever there is confusion or doubt related to spelling.

Here are a few simple ways to improve our spelling skills:

- ❖ playing word games like scrabble and trying to solve crossword puzzles
- ❖ splitting long words into short chunks
- ❖ learning syllabification of words
- ❖ making a list of tricky words and memorizing them
- ❖ knowing the rules of spelling

There are certain spelling rules in English. If we observe those rules, we will be able to avoid spelling mistakes while writing. Let's have a quick recap of some spelling rules that you have already learnt in your earlier classes.

1. Final 'e'

a) When a suffix is added to words ending in silent 'e', the letter 'e' is normally dropped before a vowel.

e.g. drape + ed – draped / hope + ed – hoped / close + ed - closed strike + ing – striking / like + ing – liking / fine + er – finer / wise + \ er – wiser / large + er - larger brave + est – bravest / safe +est – safest / nice + est - nicest / love + able – lovable / move + able – movable

b) The final 'e' is not normally dropped before a consonant.

e.g. hope + full – hopeful / shame + full - shameful like + ness – likeness / tire + some – tiresome / use + less - useless / move + ment – movement / sure + ly – surely / nine + ty - ninety

c) Exceptions to the rule

e.g. true + ly – truly / due + ly - duly / awe + ful – awful / nine + th –

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ninth / wise + dom – wisdom / argue + ment– argument

d) In the following words, the final 'e' is retained to keep 'c' or 'g' soft before 'a' or 'o'.

e.g. change + able – changeable / manage + able – manageable / courage + ous – courageous / trace + able – traceable / notice + able - noticeable

2. Final 'y'

a) In words ending in a consonant + 'y', the letter 'y' changes to 'ie' before '-s' and to 'i' before –ed, -er, -est and –ly.

e.g. lady + s – ladies / carry + s – carries / fairy + s – fairies/ worry + ed – worried/ fry + ed – fried / marry + ed – married / lucky + er – luckier / funny + er – funnier / happy + er – happier / easy + est – easiest / funny + est – funniest / busy + est - busiest / easy + ly – easily / happy + ly – happily

b) The letter 'y' does not change if it comes after a vowel letter.

e.g. pray + s – prays / pray + ed – prayed / pray + ing – praying / pray + er – prayer

c) Exceptions to the rule

e.g. pay + ed – paid / say + ed – said / day + ly – daily

d) The letter 'y' in the end does not change before '-ing'.

e.g. try + ing – trying / worry + ing – worrying

e) The final 'ie' changes to 'y' before –ing.

e.g. die + ing – dying / lie + ing – lying

3. The Final Consonant

a) In short words ending in one vowel letter + one consonant letter, the consonant is doubled before an ending with a vowel. (-ed, -ing, -er, -est)

e.g. drop + ed – dropped / bag + ed – bagged / stop + ing – stopping / plan + ing – planning / big – er – bigger / hot + est – hottest

However,

clean + ed – cleaned / weak + er – weaker (two vowels)/ ask + ed – asked / fast + er – faster (two consonants)

b) In longer words, the final syllable is doubled if the last part of the word is stressed.

e.g. begin + ing – beginning / refer + ed – referred / admit + ed – admitted

c) The consonant is not doubled if the last part of the word is unstressed.

e.g. visit + ing – visiting / suffer + ing – suffering / open + ed – opened

But if the words ends with 'l', the letter 'l' is doubled in British English, even if the last part of the word is unstressed.

e.g. travel + ed – travelled / travel + er – traveller / quarrel + ing– quarrelling

(Note the exception: parallel + ed – paralleled)

d) If the word to which the suffix –ful is added ends in 'll', one 'l' is dropped in British English.

e.g. skill + ful– skilful

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4. Use of 'ie' and 'ei'

a) When 'ie' or 'ei' is pronounced like 'ee' in 'bee', 'i' comes before 'e' except after 'c'.

e.g. 'ie' – field / achieve / believe
'ei' after 'c' – receive / deceive / receipt / deceit

(Note some exceptions: seize / surfeit / protein)

b) This rule does not apply to those words, where the two vowels 'ei' are not pronounced like 'ee' as in 'bee'.

e.g. height / weight / neighbour / leisure / fiery / friend

5. Use of 'oi' and 'oy'

'oi' is used in the middle of a word and 'oy' is used at the end of a word.

e.g. turmoil, soil, boil / destroy, boy, toy

6. Use of 'ou' and 'ow'

'ou' is used in the middle of a word, whereas 'ow' is used at the end of words, except those that end in letter 'n' or letter 'd'.

e.g. blouse, mount, found / borrow, sorrow

7. Confusing endings

-our, -or, -ar, -er, -re, -able, -ible, -ent, -ant, -ence, -ance, -ceed, -cede are often confusing because there are no rules to decide when to use one or another. We should learn them only through familiarity and by use.

Here is a list of some words with each of these endings. You can recall and add a few more.

-ar – beggar, burglar, circular, grammar, particular, popular, regular, scholar, secular

-er – adviser, beginner, courier, deliver, explorer, gardener, lecturer, manager, observer, promoter

-or - ancestor, bachelor, corridor, director, equator, governor, instructor, monitor, operator, traitor

-our – behaviour, endeavour, flavour, rumour, splendour

-re – agriculture, atmosphere, literature, millionaire, pressure, temperature, questionnaire

-able – acceptable, bearable, comfortable, durable, profitable, respectable, valuable, workable

-ible – audible, compatible, divisible, eligible, horrible, possible, responsible, sensible, terrible

-ent – adjacent, confident, different, excellent, obedient, intelligent, permanent, resident, sufficient

-ant – assistant, brilliant, dominant, elegant, ignorant, important, pleasant, reluctant, triumphant

-ceed – exceed, proceed, succeed

-cede – accede, concede, precede, recede

-sede – supersede (Note: This is the only word that ends with –sede)

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Career Guidance

DEGREE

BA(Bachelor of Arts)-3years
BA(Hons.) (Bachelor of Arts(Hons.))-3years
BRS(Bachelor of Rural Studies)-3years

CAREER PROSPECTS

Prepare for Civil Service Exams
Start own Venture
Research and Academics
Corporate/Private Job
Join Government Organizations
Consulting
Go for Higher Studies in Humanities, Management, Communication or Social Work

SPECIALISATIONS

Applied Psychology
Sociology
Political Science
Psychology
Philosophy
Public Administration
Archaeology and Museology
History
Economics
Journalism
Geography
Social Work

Indian Language
(Urdu, Bengali, Hindi, Punjabi, Sanskrit,)
Foreign Language
(Italian, Spanish, French, German)

The skills you gain through studying an English degree are marketable in most career areas.

Jobs directly related to your degree include:

* TV Jobs (Anchors, Editors)
* Publishing jobs in Print Media (Newspaper, Magazine)
* Manager in Corporate Communication
* Teacher and lecturer in Schools and Colleges
* Lawyer
* Digital copywriter
* Editorial assistant
* English as a foreign language teacher
* Lexicographer
* Magazine journalist
* Newspaper journalist
* Publishing copy-editor/proofreader
* Web content manager
* Writer

Jobs where your degree would be useful include:

* Academic librarian
* Advertising account executive
* Advertising copywriter
* Arts administrator
* Film director
* Information officer
* Marketing executive
* PPC specialist
* Primary school teacher
* Private tutor
* Public relations officer
* Records manager
* Secondary school teacher
* Social media manager

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Interview Skills

An interview is a conversation between an employer and a prospective applicant. Interviews are of different types. Now a days, interviews are also conducted through video conferencing, through skype or over telephone.

The job interview is one of the several stages in the process of selecting the potential applicants. Listening and speaking skills play a vital role. Generally questions are asked in connection with the candidate's qualification, work experience, vision, interests, personality, physical health and general background. Apart from these, there are a number of things to remember and follow before, after and during the interview.

Before the interview

- Gather information about the organisation.
- Find out why you are interested in the organisation and the job you have applied for
- Prepare answers for standard interview questions.

Do's and Don'ts on the day of the Interview

Do's

- Be punctual. Arrive in time.
- Dress appropriately
- Act appropriately. Extend social courtesies. (Greet as you enter and thank when you leave.)
- Be positive. Stay focused.
- Maintain a confident posture.
- Maintain eye contact when you speak.
- Listen attentively. Smile pleasantly.
- Talk about your strengths.
- Ask only relevant questions.

Don'ts

- Don't be fidgety.
- Avoid sharing unnecessary information.
- Don't talk when not needed.

21st century Skills

To be successful in today's competitive world, you need to acquire necessary skills and competencies based on the field where you wish to pursue a career. Core academic knowledge and technology skills are mandatory requirements. In addition to these, regardless of the career you choose, job readiness in the 21st century requires competence in the following skill area:

- Communication skills-Aural, Oral and Written
- Critical thinking and Problem solving
- Creativity
- Collaboration and teamwork
- Initiative and leadership

While learning processes in school provide ample opportunities for holistic development, the learners need to focus on upgrading and enhancing their skills and talents through conscious continuous self driven learning.

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Filling up OMR(Optical Mark Recognition) sheet is an important part of objective exams like the JEE, UPSC, TNPSC. Filling up OMR sheet is also a skill. There are two important aspects to be kept in mind while filling an OMR sheet–Fill it quickly and fill it correctly. The following is the sample filled in OMR sheet for a Scholarship Exam.

SCHOLARSHIP EXAM

NAME OF THE CANDIDATE (IN BLOCK LETTERS)

MAHENDRAN C

ADDRESS OF THE CANDIDATE (IN BLOCK LETTERS)

30, P. A. N. R. SALAI,
K. K. NAGAR, CHENNAI-600 078

GENDER

Male ●
Female ○

Name of the PARENT

CHANDRU K

Signature of the CANDIDATE

NAME & ADDRESS OF THE SCHOOL (IN BLOCK LETTERS)

GOVERNMENT HIGHER SECONDARY SCHOOL,
K. K. NAGAR, CHENNAI - 78

Signature of the INVIGILATOR

03/03

ROLL NO.

1 2 5 1 9 9 8 0

MOBILE NUMBER

9 8 4 1 2 3 4 5 6 7

DATE OF BIRTH

1 1 0 8 1 9 9 9

SUB CODE

0 0 1

Exam Form No. 659

INSTRUCTIONS TO THE CANDIDATE

1. Use Blue / Black ball pen only to fill
2. Ensure your choice before shading
3. More than one choice will not be evaluated
4. Handle the sheet with care

SHADING METHOD

(A) (B) ● (D)

SUBJECT CODE

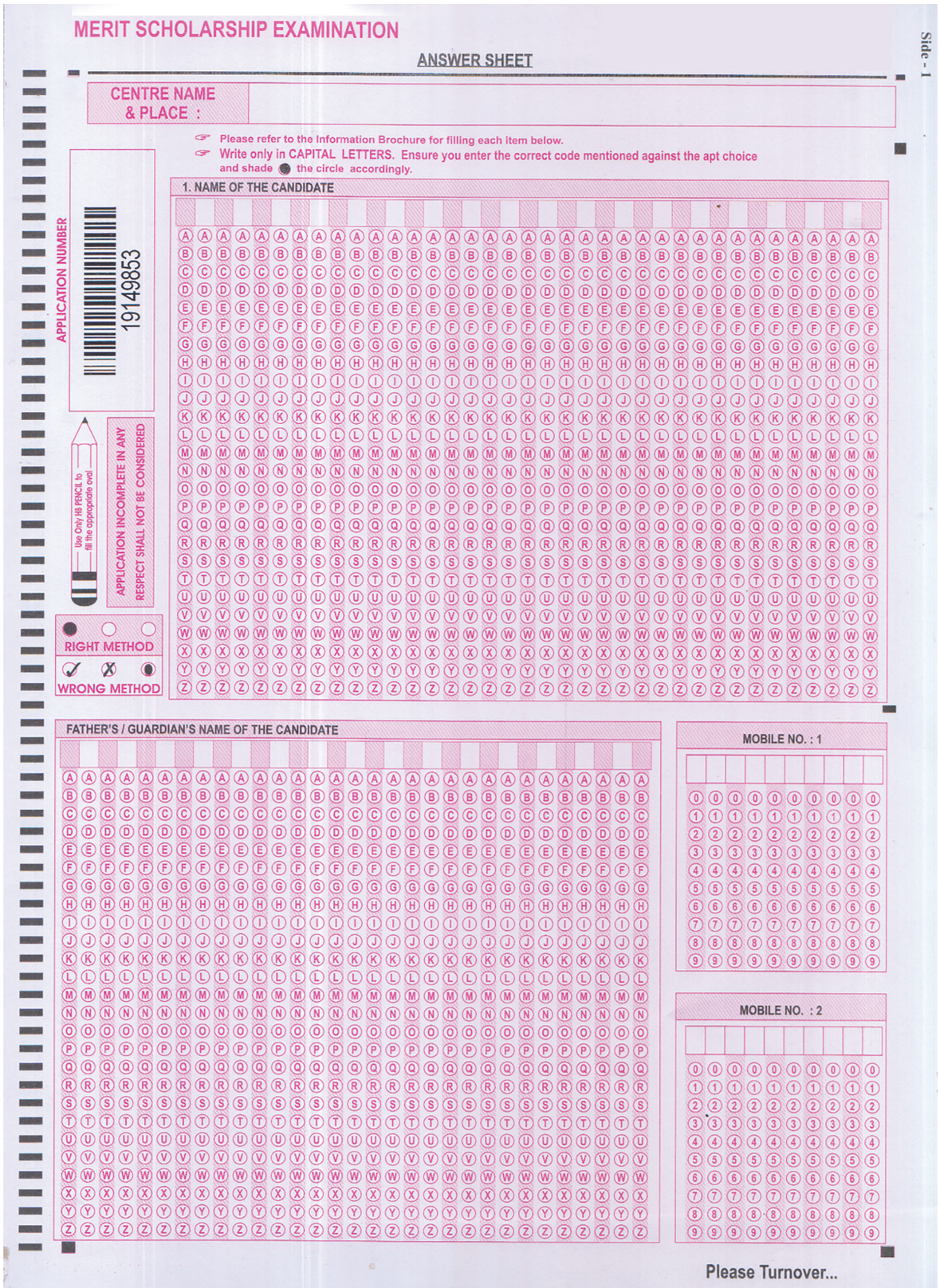
001 Maths with Biology
002 Maths with Computer Science

1	B	21	A	41	D	61	B	81	B
2	C	22	C	42	B	62	C	82	A
3	D	23	A	43	D	63	A	83	C
4	A	24	D	44	A	64	B	84	A
5	B	25	B	45	D	65	C	85	C
6	C	26	C	46	B	66	B	86	C
7	D	27	B	47	D	67	B	87	A
8	C	28	A	48	B	68	A	88	D
9	B	29	C	49	A	69	C	89	D
10	A	30	D	50	C	70	D	90	A
11	B	31	B	51	D	71	C	91	D
12	C	32	A	52	B	72	B	92	A
13	D	33	B	53	A	73	C	93	C
14	C	34	C	54	C	74	B	94	C
15	B	35	D	55	D	75	D	95	A
16	C	36	A	56	B	76	A	96	A
17	B	37	C	57	B	77	B	97	D
18	C	38	D	58	C	78	C	98	D
19	A	39	B	59	D	79	A	99	A
20	C	40	B	60	B	80	B	100	B

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MERIT SCHOLARSHIP EXAMINATION

ANSWER SHEET

Side - 1

CENTRE NAME & PLACE :

Please refer to the Information Brochure for filling each item below.

Write only in CAPITAL LETTERS. Ensure you enter the correct code mentioned against the apt choice and shade the circle accordingly.

APPLICATION NUMBER 19149853

Use Only HB PENCIL to fill the appropriate oval

APPLICATION INCOMPLETE IN ANY RESPECT SHALL NOT BE CONSIDERED

RIGHT METHOD

WRONG METHOD

1. NAME OF THE CANDIDATE

FATHER'S / GUARDIAN'S NAME OF THE CANDIDATE

MOBILE NO. : 1

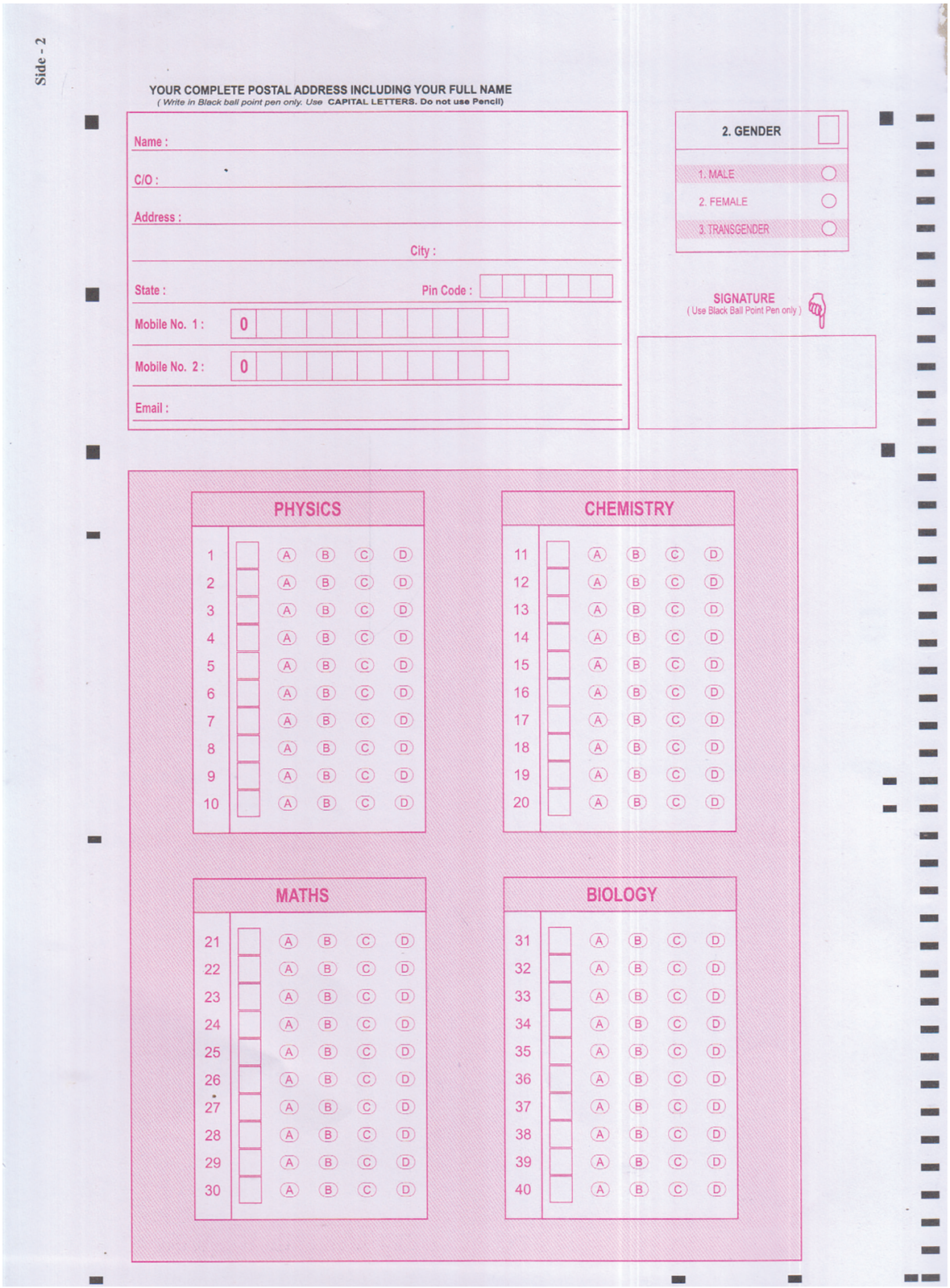
MOBILE NO. : 2

Please Turnover...

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Side - 2

YOUR COMPLETE POSTAL ADDRESS INCLUDING YOUR FULL NAME
(Write in Black ball point pen only. Use CAPITAL LETTERS. Do not use Pencil)

Name :

C/O :

Address :

City :

State : Pin Code :

Mobile No. 1 : 0

Mobile No. 2 : 0

Email :

2. GENDER

1. MALE

2. FEMALE

3. TRANSGENDER

SIGNATURE
(Use Black Ball Point Pen only)

PHYSICS

1		A	B	C	D
2		A	B	C	D
3		A	B	C	D
4		A	B	C	D
5		A	B	C	D
6		A	B	C	D
7		A	B	C	D
8		A	B	C	D
9		A	B	C	D
10		A	B	C	D

CHEMISTRY

11		A	B	C	D
12		A	B	C	D
13		A	B	C	D
14		A	B	C	D
15		A	B	C	D
16		A	B	C	D
17		A	B	C	D
18		A	B	C	D
19		A	B	C	D
20		A	B	C	D

MATHS

21		A	B	C	D
22		A	B	C	D
23		A	B	C	D
24		A	B	C	D
25		A	B	C	D
26		A	B	C	D
27		A	B	C	D
28		A	B	C	D
29		A	B	C	D
30		A	B	C	D

BIOLOGY

31		A	B	C	D
32		A	B	C	D
33		A	B	C	D
34		A	B	C	D
35		A	B	C	D
36		A	B	C	D
37		A	B	C	D
38		A	B	C	D
39		A	B	C	D
40		A	B	C	D

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LEARNING OUTCOMES



Listening

Students will be able to

- Listen to passages, announcements and answer short questions, based on their comprehension.
- Listen to poems and identify missing words, rhyming words and other words associated with sounds or themes.
- Identify and refer the pronunciation of words.

Speaking

- Participate in activities like role-play, debates, discussions, etc.
- Describe process, express views on social issues and personal experiences
- Orate and elocute with clarity and expression.

Writing

- Learn to paraphrase poems, make notes, take notes and summarise passages comprehending the theme and topic.
- Write letters, paragraphs, essays and develop hints into stories
- Acquire the ability to interpret non-verbal representations like pie-charts, histograms, bar-diagrams etc.

Vocabulary

- Understand the meaning of words and learn to pronounce them correctly.
- Identify synonyms and antonyms.
- Use homophones and same word in different parts of speech and solve cross word puzzles.
- Use idioms in sentences of their own, words with appropriate prefixes and suffixes.

Grammar

- Identify the different kinds of sentences and use the sentences appropriately in contexts.
- Identify active and passive voice and transform the sentences from one form to another.
- Learn to use tense forms, modal verbs and question tags.
- Differentiate direct and indirect speech, report conversations, write dialogues and to frame questions.

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Acknowledgement

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Prose

- **Two Gentlemen of Verona** - *A.J. Cronin*
- **A Nice Cup of Tea** - *George Orwell*
- **In Celebration of Being Alive** - *Dr. Christiaan Barnard*
- **The Summit** - *Edmund Hillary*
- **The Chair** - *Ki. Rajanarayanan*
- **On the Rule of the Road** - *A.G Gardiner*

Poem

- **The Castle** - *Edwin Muir*
- **Our Casuarina Tree** - *Toru Dutt*
- **All the World's a Stage** - *William Shakespeare*
- **Ulysses** - *Alfred Tennyson*
- **A Father to his Son** - *Carl August Sandburg*
- **Incident of the French Camp** - *Robert Browning*

Supplementary

- **God Sees the Truth but Waits** - *Leo Tolstoy*
- **Life of Pi** - *Yann Martel*
- **The Hour of Truth (Play)**- *Percival Wilde*
- **The Midnight Visitor** - *Robert Arthur*
- **All Summer in a Day** - *Ray Bradbury*
- **Remember Caesar (Play)** - *Gordon Daviot*

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