

GOVERNMENT OF TAMIL NADU

HIGHER SECONDARY - FIRST YEAR

ENGLISH

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Department of School Education

Untouchability is Inhuman and a Crime

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00-First Page.indd 2 14-12-2021 14:46:58

PREFACE

XI - GENERAL ENGLISH

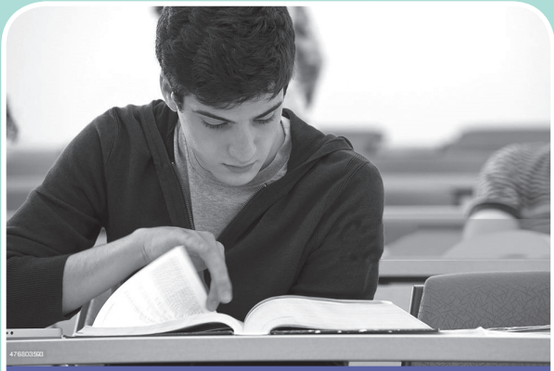
The 21st-century learner needs to be able to competently collaborate, think critically, solve problems and access digital resources proficiently. Therefore, the revised textbook for English Class XI is based on the communicative approach that recognizes our learners' need to:

- seamlessly integrate the use of the four major language skills, namely, listening, speaking, reading and writing, naturally and confidently.
- develop an attitude of enquiry and skills for independent research. [Higher Order Thinking Skills – **HOTS**]
- continue to use English effectively and appropriately for study purposes across the curriculum at +2, and in future academic, professional / vocational and social contexts.
- speak fluently and write accurately, scaffolded by clear guidelines with examples to ensure appropriate use of format, style, structure etc.

The textbook offers clear, simple guidelines that address learners directly and support efficient class organization, namely, individual work, pair work, small group work and whole class work.

The syllabus aligns with the recommendations of the National Curriculum Framework 2005.





SPECIAL FEATURES OF THE BOOK

- Warm-up activities lead the students to the theme of each lesson.
- Wide variety of genres with learning experiences to promote discussion and writing with clarity and creativity, facilitate the learners to analyze, interpret and extrapolate the texts for appreciation and understanding.
- 'Item boxes' are given wherever suitable, to encourage students 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.
- Extracts with activities are provided to read independently for pleasure and appreciation, and explore further resources.
- Innovative features like **Grammar games, ICT Corner, Infographics and Learning Links** kindle the interest of the learners.
- A unique feature of the book is the Career Guidance suggestions that expose the students to a range of opportunities available for Higher Education.

• Let's use the QR code in the textbook! How ?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, the camera opens and then bring it closer to the QR code in the textbook.
- Once the camera detects the QR code, a url appears in the screen.Click the url and go to the content page.

00-First Page.indd 3 14-12-2021 14:46:59

Flavours & Fragrances of the Reader

Unit 1 –**The Portrait of a Lady** is a biographical sketch describing the bond between a grandson and his grandmother, filling the mind with reminiscences of the past. Children identify their personal relationship with their own grandparents and learn humane qualities of kindness, respecting the old and showing concern to their relations. The poem **Once upon a Time**, speaks of falsity concealed behind smiles, absence of genuine appreciation concealed by a facade of hypocrisy and the longing of an adult for the innocence of childhood. The Supplementary lesson **After Twenty Years** by O.Henry delineates the duty-consciousness of a true policeman, who is torn between love for his friend and his professional loyalty.

Unit 2- **The Queen of Boxing** is an excerpt from the autobiography of Mary Kom M.C., a highly talented and courageous Boxing Champion who had overcome many challenges in her life. Her life story is a source of inspiration and encouragement. The poem, **Confessions of a Born Spectator** by Ogden Nash speaks of the spectator's attitude to sports/ sportsmen and the need to develop confidence to face and overcome challenges. The Supplementary lesson **A Shot in the Dark** by Saki is an interesting story which points out that sometimes truth is misinterpreted and people who think they are acting wisely are not always right. The feelings and actions of fellow human beings have to be trusted and given due respect.

Unit 3- **Forgetting**, an essay by Robert Lynd, teaches us to overcome the deficiencies and to concentrate better with greater focus on our actions. **Lines Written in Early Spring** is a poem by William Wordsworth, stressing the fact that Nature is meant for Man's joy and pleasure, but this very source of joy is destroyed by Man himself. It is a reminder to Man to preserve Nature in all her beauty. The play **The First Patient** is a funny interlude bringing out the psychological fear everyone experiences on visiting a dentist to extract a tooth. The play portrays high humour in the reaction of the patients when tools are being carried in to force open a jammed cupboard.

Unit 4- **Tight Corners** by E.V. Lucas, portrays the need for wisdom to tackle things when in a crisis and learn that rash and hasty acts will only result in folly, adding misery and woe to one indulging in thoughtless action. The poem **Macavity, the Mystery Cat** by T.S. Eliot, is a highly amusing poem, listing out the devilish mischiefs of a cat. The Supplementary story **With the Photographer** by Stephen Leacock, humorously yet sharply speaks of the reality wherein the narrator's original features are distorted under the pretext of making them more appealing by an over-enthusiastic photographer, leaving the narrator pained and disgusted, as there is no resemblance between himself and the photograph.

Unit 5- **The Convocation Address** by Aringnar Anna is an enlightening speech offering valuable advice and guidance to youngsters, instilling a sense of duty and service in them, urging them to give back to society what they have gained from it. The poem **Everest is not the only Peak** highlights one's need for aspiration towards excellence in whatever activity one indulges in. It is a poem of optimism and offers encouragement to learners, emphasizing that they have to excel in their work and carry it out with perseverance and courage. The Supplementary story **The Singing Lesson** by Katherine Mansfield, traces the delicate and tender feelings of a young music mistress who is dejected at the rejection of her partner and is later filled with joy when a telegram from the partner indicates a re-union.

Unit 6 – **The Accidental Tourist** is an amusing account by Bill Bryson, who always messes up things bringing about great embarrassment to himself and his family whenever he tours and travels by flight. The poem **The Hollow Crown**, which is an excerpt from Richard II by William Shakespeare, speaks of the vanity of life and how Death is the ultimate conqueror, rendering everything powerless and meek when one succumbs to defeat. The second play **The Never, Never Nest** reflects the greed of youngsters to own more and more luxurious articles on loans, paying huge instalments and spending their entire lifetime repaying the loans incurred.

00-First Page.indd 4 14-12-2021 14:46:59

CONTENTS

	UNIT - 1	Page No.	Month
Prose	The Portrait of a Lady	01	June
Poem	Once Upon a Time	20	
Supplementary	After Twenty Years	27	

	UNIT - 2		
Prose	The Queen of Boxing	34	July
Poem	Confessions of a Born Spectator	53	
Supplementary	A Shot in the Dark	58	

	UNIT - 3		
Prose	Forgetting	66	August
Poem	Lines Written in the Early Spring	85	
Supplementary	The First Patient (play)	90	

	UNIT - 4		
Prose	Tight Corners	104	October
Poem	Macavity - The Mystery Cat	126	
Supplementary	With the Photographer	132	

	UNIT - 5		
Prose	The Convocation Address	138	November
Poem	Everest is not the Only Peak	156	
Supplementary	The Singing Lesson	160	

	UNIT - 6		
Prose	The Accidental Tourist	168	December
Poem	The Hollow Crown	183	
Supplementary	The Never Never Nest (Play)	190	

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E - Book

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Assessment

00_CONTENT.indd 5 11-12-2021 14:50:28

HIGHER SECONDARY - FIRST YEAR

ENGLISH

00_CONTENT.indd 6 11-12-2021 14:50:28

Unit 1

Prose

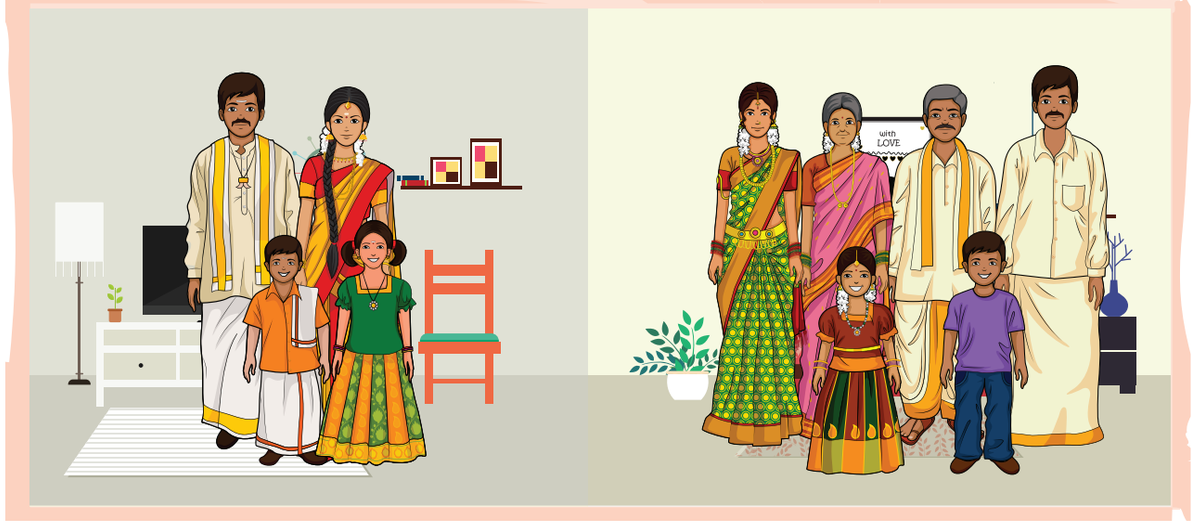
The Portrait of a Lady

Khushwant Singh

NSKQ5

Nuclear Family or Joint Family

Warm Up



Based on the visuals given above, give five words/phrases each, to describe these two family types.

Nuclear family		Joint family	

Here is a story that brings out the bond between the author and his loving grandmother.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the **mantelpiece** in the drawing room. He wore a big turban and loose fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother

01-A-Prose-The Portrait of a Lady-17-FEB.indd 1 11-12-2021 14:28:54

being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite **absurd** and undignified on her part and we treated it like the **fables** of the Prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She **hobbled** about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, **puckered** face, and her lips constantly moved in inaudible



prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an **expanse** of pure white serenity breathing peace and contentment.

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a **monotonous** sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the morning prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapatti we threw to them.

When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

As the years rolled by, we saw less of

01-A-Prose-The Portrait of a Lady-17-FEB.indd 2 11-12-2021 14:28:54

each other. For some time she continued to wake me up and get me ready for school. When I came back she would ask me what the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day, I announced that we were being given music lessons. She said nothing but her silence meant disapproval. She rarely talked to me after that.

When I went up to University, I was given a room of my own. The common link of friendship was **snapped**. My grandmother accepted her **seclusion** with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable **bedlam** of chirruping. Some



came and **perched** on her legs, others on her shoulders. Some even sat on her head. She smiled but never shooed them away. It used to be the happiest half-hour of the day for her.

When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell. But my grandmother could. She was not even sentimental. She came to leave me at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary. Silently she kissed my forehead, and when I left I cherished the moist imprint as perhaps the last sign of physical contact between us.

But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words, and while she clasped me in her arms I could hear her reciting her prayers. Even on the first day of my arrival, her happiest moments were with her sparrows whom she fed longer and with frivolous **rebukes**.

In the evening a change came over her. She did not pray. She collected the women of the neighbourhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the **dilapidated** drum and sang of the home-coming of warriors. We had to persuade her to stop to avoid overstraining. That was the first time since I had known her that she did not pray.

The next morning she was taken ill. It was a mild fever and the doctor told

01-A-Prose-The Portrait of a Lady-17-FEB.indd 3 11-12-2021 14:28:54

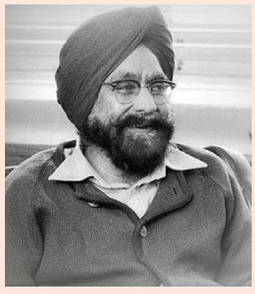
us that it would go. But my grandmother thought differently. She told us that her end was near. She said that, since only a few hours before the close of the last chapter of her life she had omitted to pray, she was not going to waste any more time talking to us.

We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful **pallor** spread on her face and we knew that she was dead.

We lifted her off the bed and, as is customary, laid her on the ground and covered her with a red **shroud**. After a few hours of mourning we left her alone to make arrangements for her funeral. In the evening we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped half-way in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

About the Author

Khushwant Singh is an Indian novelist and lawyer. He studied at St. Stephen's College, Delhi and King's college, London. He joined the Indian Foreign Service in 1947. As a writer, he is best known for his keen secularism, sarcasm and love for poetry. He served as the editor of several literary and news magazines as well as two newspapers. Khushwant Singh was awarded with Padma Bhushan in 1974, Padma Vibhushan by the Government of India and Sahitya Akademi Fellowship by Sahitya Academy of India. *The Mark of Vishnu, A History of Sikhs, The Train to Pakistan, Success Mantra, We Indians* and *Death at my Doorstep* are some of his brilliant works.



Glossary

mantelpiece – shelf projecting from the wall above a fireplace

absurd – inconsistent/ illogical

fables – tales/stories

hobbled – walked unsteadily

puckered – wrinkled

expanse – wide area

monotonous – unchanging /boring

01-A-Prose-The Portrait of a Lady-17-FEB.indd 4 11-12-2021 14:28:55

snapped – broke / cut

seclusion – isolation

bedlam – noisy confusion

perched – sat / rested

rebukes – scoldings

dilapidated – damaged

pallor – an unhealthy pale appearance

shroud – cloth used to wrap a dead person

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

a. Describe the grandfather as seen in the portrait.

b. Why was the author left with his grandmother in the village?

c. Where did the author study in his childhood?

d. Why did the grandmother accompany the author to school?

e. What made the dogs follow the grandmother after school hours?

f. Why didn't the grandmother feel sentimental when the author went abroad for higher education?

g. What was the happiest time of the day for grandmother?

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

a. Describe the author's grandmother.

b. What was the daily routine of the grandmother at home?

c. How is school education in the village different from that in the city?

d. The grandmother appreciated the value of education. Give instances in support of your answer.

e. The grandmother was strong-minded. Justify.

f. How did the grandmother spend the last few hours of her life?

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

a) The grandmother played a vital role in the author's formative years. Give your own example of how elders have a positive influence on the younger generation. Include examples from the story also.

b) As young Khushwant Singh, write a letter to your parents describing your daily routine expressing your thoughts and feelings about staying in the village.

c) Animals are capable of empathy. Substantiate this statement with examples from the story as well as your own experiences.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 5 11-12-2021 14:28:55



Vocabulary

a) Read the following words and choose the correct antonyms from the options given:

Words	Options			
moist	a. marshy	b. arid	c. slimy	d. sultry
frivolous	a. serious	b. sad	c. furious	d. happy
omitted	a. isolated	b. rejected	c. contracted	d. included
protest	a. promote	b. apprehend	c. accept	d. project
serenity	a. simplicity	b. anxiety	c. absurdity	d. stupidity
scattered	a. sprinkled	b. multiplied	c. gathered	d. covered
monotonous	a. interesting	b. tiresome	c. fragrant	d. satisfying

b) Fill in the blanks choosing the appropriate compound words from those given in the box:

Reeta hurried along the road, dressed in her _____ new dress towards the bus stop. Before _____, she had to reach the house of her _____. But the first _____ of her travel was slow due to traffic jam. Her _____would be regarded with joy. She was _____ herself to reach the place. When she finally stepped into the _____, she was received with a big hug by her kind aunt. She was in time to join the _____ at the village, for a _____.

singsong	overstraining	spotless
gentlefolk	grandmother	courtyard
sunset	half-hour	homecoming



The American writer Henry James has written a novel, which is also titled 'The Portrait of a Lady'.

c) Match the words in Column A with their pairs in Column B to form compound words and write them in Column C.

A	B	C
mantel	lashes	
eye	wheel	
water	gate	
bee	knob	
toll	piece	
door	proof	
spinning	hive	

d) Frame meaningful sentences of your own using the following expressions from the story. Use a dictionary if required.

i. the thought was almost revolting

ii. an expanse of pure white serenity

iii. a turning point

iv. accepted her seclusion with resignation

v. frivolous rebukes

01-A-Prose-The Portrait of a Lady-17-FEB.indd 6 11-12-2021 14:28:57

e) Prefixes and Suffixes

"Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in **inaudible** prayer."

In the above sentence, the word 'inaudible' is formed by adding the prefix **in-** to the root/base word 'audible'.

A **prefix** is a letter or a group of letters which is added to the beginning of a root word in order to modify it. Usually, the new word formed is the opposite of the given word.

In the above sentence, we also come across the word 'constantly'. Here the suffix **–ly** is added to the root word 'constant'.

A **suffix** is a letter or a group of letters added to the end of a root word. By adding suffixes, the grammatical function of the word changes.

Words that are derived or formed from the base word by adding prefixes and suffixes are called **derivatives**.

Form two derivatives from each of the following words.

e.g. honest- dishonest, honesty

manage	differ	beauty
peace	arrange	collect
approve	narrate	class

f) Homophones and Confusables

Fill in the blanks with suitable homophones:

i) brake / break

a) We have a short _____ between the sessions.

b) The car skidded to a halt when I applied the _____.

ii) waste/waist

a) Shivani wears a belt around her _____.

b) We should never misuse or _____natural resources.

iii) principle/principal

a) Oxygen is the _____ element present in the earth's crust.

b) Both these machines work on the same _____.

iv) bread/bred

a) Turtles should be _____ in a healthy environment.

b) I like to have toasted _____ for breakfast.

v) lesson/lessen

a) This medicine will _____ your pain.

b) Finally, the manager learnt a _____ the hard way.

vi) pale/pail

a) The child looks very sick and _____.

b) I need a _____ of water to wash these cups.

vii) through/threw

a) Ravi picked the banana peel and _____ it in the dustbin.

b) The soldiers had to pass _____ a dark tunnel.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 7 11-12-2021 14:28:57

viii) corps/corpse

a) The _____ was covered with a shroud.

b) A five-day annual training camp for the senior cadets of the National Cadet _____ has been organised.



Listening Activity

Read the following statements and the given options. Now, listen to your teacher read aloud a passage or play it on a recorder. You may listen to it again if required, to help you choose the right options.

i) According to Napoleon 'Good mothers make good _____.'

a) housewives b)jobs

c) nations d) ideas

ii) Mothers exhibit _____ love.

a)unauthorized b) unapproved

c)unacceptable d) unconditional

iii) _____ mothers care much for their children.

a) Adapted b) Adopted

c) Adoptive d) Adaptable

iv) _____ is the most important thing in the world.

a) Wealth b) Power

c) Love d) Influence

v) Love should be extended to _____ too.

a) friends b) relatives

c) countrymen d) creatures



Speaking Activity

a. Work in pairs and arrive at five points that bring out the benefits and challenges of living in either a nuclear family or a joint family. Share your views with your class.

b. Build a conversation of eight to ten sets of exchanges, with your grandmother, discussing the incidents that happened in your school that day.

c. Every member contributes to forming a happy family. Share your views for a minute or two with your class.



Reading

Reading is to the mind, what exercise is to the body. Have you ever counted the number of words you read in an hour? The average reading speed of an educated adult is approximately 15000 to 18000 words per hour. If you read four hours a day, you are likely to go through 60,000 words daily. As you go through this process, you would be able to acquire several skills such as

- intensive and extensive reading
- grasping meaning from the contexts
- expressing what you have understood, in appropriate words.

You would be able to learn various types of techniques like

- Skimming
- Scanning
- Decoding
- Encoding



01-A-Prose-The Portrait of a Lady-17-FEB.indd 8 11-12-2021 14:28:58

According to Edward Fry, there are three reading speeds: Study reading speed, Average reading speed and Skimming speed. Study reading speed is generally used to read material which demands total comprehension and retention of its meaning, for example, while preparing for an examination. Average reading speed is used for everyday reading of newspapers, magazines and novels etc. Skimming is the fastest reading speed and is generally used for getting an overall idea of the material read. Scanning is another useful tool for speeding up reading. While scanning, you look for specific information without reading everything.

A few practical hints to help you do activities under reading comprehension passages:

1. Read the passage carefully and try to grasp its main theme.

2. Pay attention to the meanings of words (connotation), phrases and sentences.

3. Grasp the manner in which the writer has developed his ideas and thoughts.

4. Read all the questions in the sequence and conceptualize the answers.

5. Read the passage again focussing on the content and answer the questions appropriately. Find accurate solutions for vocabulary exercises too.

6. Go through your answers to check spelling, punctuation and grammar.

I. Now, read the following passage on "Laughter Therapy" and answer the questions that follow.



1. Laughing is an excellent way to reduce stress in our lives; it can help you to cope with and survive a stressful life. Laughter provides full-scale support for your muscles and unleashes a rush of stress busting endorphins. Since our body cannot distinguish between real and fake laughter, anything that makes you giggle will have a positive impact.

2. Laughter Therapy aims to get people laughing, in groups and individual sessions and can help reduce stress, make people and employees happier and more committed, as well as improve their interpersonal skills. This laughter comes from the body and not the mind.

3. Laughter Yoga (Hasya yoga) is a practice involving prolonged voluntary laughter. It aims to get people laughing in groups. It is practised in the early mornings in open-parks. It has been made popular as an exercise routine developed by Indian physician Madan Kataria, who writes about the practice in his 2002 book 'Laugh for no reason'. Laughter Yoga is based on the belief that voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 9 11-12-2021 14:28:58

4. Laughter yoga session may start with gentle warm-up techniques which include stretching, chanting, clapping, eye contact and body movements to help break down inhibitions and encourage a sense of playfulness. Moreover, laughter is the best medicine. Breathing exercises are used to prepare the lungs for laughter followed by a series of laughter exercises that combine a method of acting and visualization techniques. Twenty minutes of laughter is sufficient to augment physiological development.

5. A handful of small scale scientific studies have indicated that laughter yoga has some medically beneficial effects, including cardiovascular health and mood. This therapy has proved to be good for depressed patients. This laughter therapy also plays a crucial role in social bonding.

Answer the following.

a. How does laughter help one to cope with stress?

b. Which word in the text (para 2) means the same as 'dedicated'?

c. Why do you think voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter?

d. 'Laughter is the best medicine'. Explain.

e. Given below is a set of activities. Which of these are followed in the 'Laughter Yoga' technique?

- sitting on the ground with legs crossed
- body movements
- clapping
- closed eyes
- breathing exercises
- chanting
- stretching of arms and legs
- bending backwards
- running/jogging
- eye contact

f. 'Laughter therapy also plays a crucial role in social bonding'. How?

N048K

Grammar

Articles and Determiners

Determiners are words placed in front of a noun to clarify what the noun refers to.

Look at this sentence.

'This laughter therapy also plays a crucial role in social bonding.'

Here the word 'this' refers to a particular noun – 'laughter therapy'.

Types of Determiners

Articles	Demonstrative	Possessive adjectives
a an the	this that these those	my, your his, her its, our their
Quantifiers	**Numbers**	**Ordinals**
some, few, little more, much any, every	one, two three, four twenty, hundred	first, second third, last next

01-A-Prose-The Portrait of a Lady-17-FEB.indd 10 11-12-2021 14:28:58

a. Read the paragraph below and fill in the blanks using 'a, an', or 'the'.

It is said that 1 _____ computer is 2 _____ electronic extension of the human brain. Therefore, in principle, 3 _____ computer can do all those activities which 4 _____ human brain can do. Today computers are found to be 5 _____ most useful devices as knowledge providers. Another important field of application of computers is 6 _____ development of robots. 7 _____ internet has brought 8 _____ drastic change in communication systems.

b. In the following paragraph, insert 'a, an', or 'the' wherever necessary and rewrite the sentences.

In our family, we have planned to take children to zoo next Sunday. Van has been arranged and we are sure to have comfortable journey. Zoo is interesting place for children who enjoy watching animals and want to know more about them. Even youngsters love to visit zoo.

c. Fill in the blanks with appropriate determiners. (Articles have been included)

Once the emperor gave a bag of seeds to his council of ministers and said that he would give them six months' time to grow the seeds. Whoever does a good job will be made the _____ emperor of that empire. _____ the ministers took their task seriously. After six months _____ ministers had small plants in their pots. A _____ had very large plants. _____ had medium sized plants. The emperor entered the hall. He was _____ amused to see _____ plants. He called the _____ minister and asked him what he did with the seed. _____ minister explained the process he adopted to make _____ plant grow. The emperor called _____ the other ministers to explain what they did. Only _____ minister had come with an empty pot. They laughed loudly at the foolishness of this minister. But the Emperor applauded him and made him the _____ Emperor. Do you know why? He had given them boiled seeds which will not grow. Only _____ minister was honest.

d. Fill in the blanks with appropriate determiners.

i. They came early but there was _____ (little/ a little) work to do.

ii. Anand invited _____ (few/ a few) friends for the birthday party.

iii. The teacher gave _____ (all / every) student a separate topic for the assignment.

iv. _____ (Most of/Many) the water overflowed from the tank.

v. _____(One/Any) of my friends wished me on my birthday.

vi. Vijay had _____ (no/ any) idea about the problem.

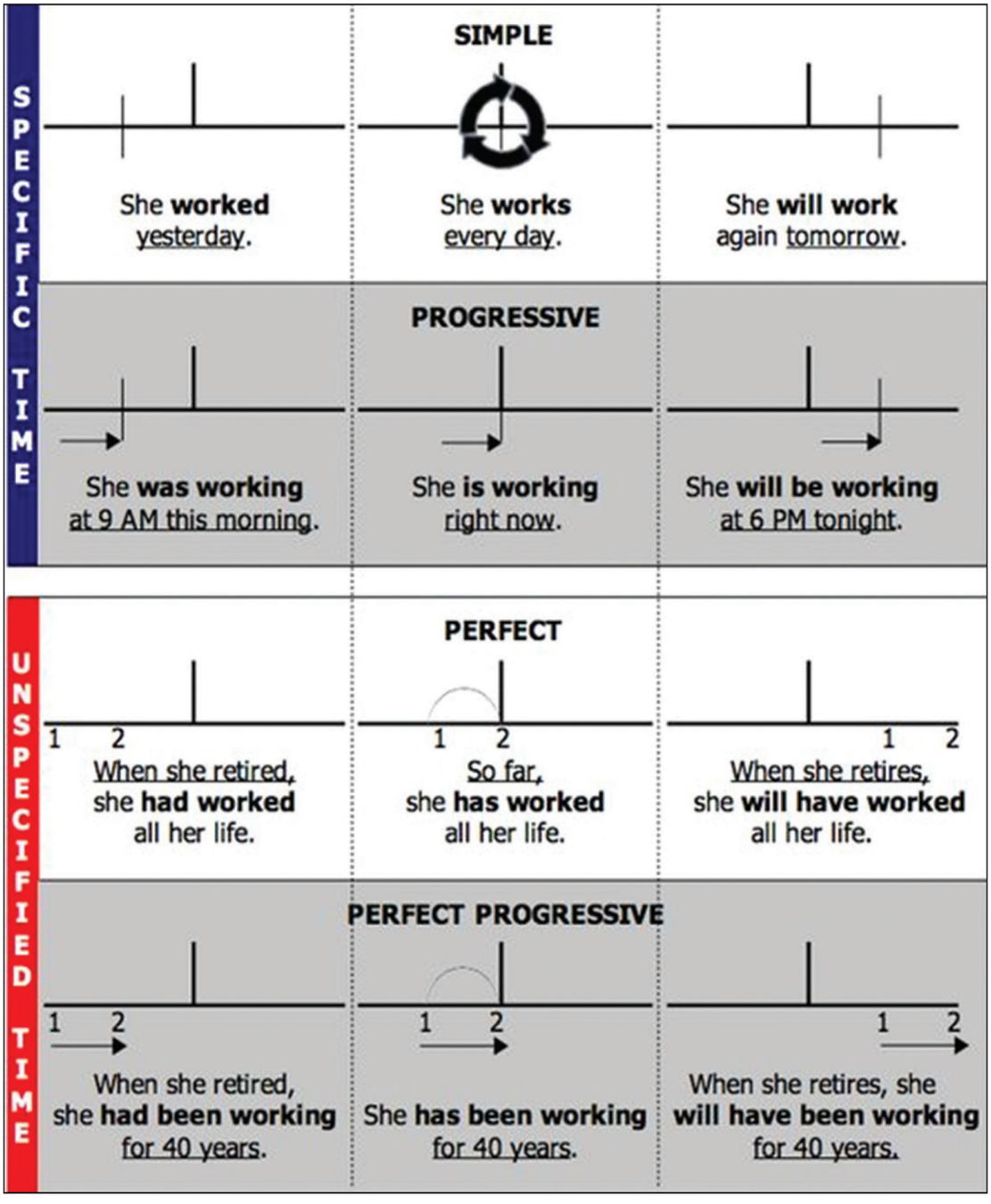
vii. Adhi had taken _____ (much /many) photos during the programme.

viii. _____ (Some/Few) girls who attended the class informed the others about the test.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 11 11-12-2021 14:28:58

Tenses

Tenses of verbs are used to express time. They indicate the time and state of the action. The following pictographs will help you understand the tense forms better.



01-A-Prose-The Portrait of a Lady-17-FEB.indd 12 11-12-2021 14:28:58

The Tenses Chart

	Past	Present	Future
Simple	Saran **wrote** a poem yesterday. Usage: to indicate a past habit or an action already completed	Saran **writes** a poem everyday. Usage: to express habits or general truth; to indicate a future event on a designated date as part of a plan or arrangement	Saran **will write** a poem tomorrow. (Helping verb) 'will' + present tense verb Usage: to indicate an action, condition, or circumstance that hasn't taken place yet
Progressive or Continuous	Saran **was writing** a poem when his friends arrived. was/were + (-ing verb form) Usage: to indicate uncompleted action of the past (with or without time reference); to indicate persistent habits of the past (with 'continuously', 'always', 'forever', etc.)	Saran **is writing** a poem right now. am/is/are + (-ing verb form) Usage: to indicate action occurring at the time of speaking; to indicate a temporary action that may not be occurring at the time of speaking	Saran **will be writing** a poem when his friends arrive. will be + (-ing verb form) Usage: to indicate what will be going on at some time in the future; to indicate planned future events
Perfect	Saran **had written** a poem when his friends arrived. had + past participle Usage: to indicate a completed action of the past that happened before another event took place	Saran **has written** a poem. have/has + past participle Usage: to indicate a past action which is not defined by a time of occurrence; to indicate an action that started in the past and has continued until now	Saran **will have written** a poem by the time his friends arrive. will have + past participle Usage: to indicate an action that will be complete before another event takes place
Perfect Continuous	Saran **had been writing** a poem for two hours when his friends arrived. had been + (-ing verb form) Usage: to indicate an action in the past that began before a certain point in the past and continued until that point of time	Saran **has been writing** a poem for two hours. have/has been + (-ing verb form) Usage: to indicate an action which started at some point in the past and may or may not be complete	Saran **will have been writing** a poem for four days. will have been + (-ing verb form) Usage: to indicate an action that will have happened for some time and will not be complete yet at a certain point in the future

01-A-Prose-The Portrait of a Lady-17-FEB.indd 13 11-12-2021 14:28:58

a. Fill in the blanks with the correct form of the verbs in brackets and read the completed passage aloud.

The people of India, as a whole, 1 _____ (be) warm-hearted and hospitable. Any calamity in any part of the world immediately 2 _____ (arouse) their charity and generosity and a committee 3 _____ (be) promptly 4 _____ (set) up to collect funds to help the distressed. The most endearing quality in them 5 _____ (be) the respect they show for the work done in any capacity. They 6 _____ (believe) in what we 7 _____ (call) the dignity of labour.

b. Now, use the verbs given in brackets in the following sentences in their correct forms.

1. I ____(like) to spend time with my friend, whenever I ____(be) free.

2. He ____(be) likely to miss the train. He ____(run) up to the station.

3. At the moment they____ (wait) at the bus-stop. But I _____(not know) their plans for the journey.

4. They firmly _____(believe) in the existence of God.

5. We _____(hear) a lot of noise because the new buildings _____ (transmit) sound vacant.

6. She always _____ (make) excuses for coming late.

7. The Prime Minister _____ (leave) for America to meet the delegates tomorrow.

c. You are a commentator for a 5000 metre running race. Use simple present and present continuous tenses and complete the commentary from the beginning to the end of the race. Read the completed passage aloud.

The 5000 metre race is about to begin. Lined up at the starting point, from left to right, are John of Great Britain, Peter of Nigeria and Jeeva of India. The runners are warming up for the great event. Now they 1 _____ (take) their positions on the track. They 2 _____ (be) all ready for the start. There 3 _____ (go) the starter's gun! Yes, the race has begun. John 4 _____ (lead) and Jeeva 5 _____ (follow) him closely.

d. Read the extract from Kayal's diary entry regarding her Nepal Trek, and fill in the blanks with the correct tense form of the verbs given in brackets.

DAY 1 We _____ (leave) Anna International Airport in Chennai two days ago catching a direct flight to Kathmandu in Nepal. We _____ (spend) a day sightseeing. Kathmandu is full of people, rickshaws and the smell of sandalwood. I've never _____ (be) on a trip like this before. So I'm really excited.

DAY 2 It _____ (rain) when we reached Pokhara, Nepal's second largest city, and saw the snowy peaks of the Himalayas for the first time. We _____(reach) Pokhara after a hair-raising six-hour bus journey along very narrow roads with a lot of hairpin bends. The bus _____ (be) so full that one person had to share the driver's seat.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 14 11-12-2021 14:28:58

DAY 3 We _____ (begin) our trek at last. We are at about 900 metres and the weather is warm and humid. For lunch we had chips and yak cheese sandwiches. I didn't like them very much. I'm thrilled that we _____ (pitch) tents for our camps in the dense forests.

DAY 4 Yesterday a landslide _____ (block) our path and we had to use ropes to get over it. This morning we walked along the river Kali Gandaki through dense forests of oak trees and we pitched our camp at Tukuche below the Annapurna mountain range. The main danger in addition to landslides, is 'yak attack'. Yaks _____ (be) not dangerous but you have to be careful if you meet a herd of them because they can push you off the sides of the mountain.

DAY 5 We met a lot of children on our trek through the villages. They _____ (play) in the pool of muddy rain water as we left the place. We have already climbed 2,400 metres. Up here, it never _____ (rain) and there are no trees. It _____ (be) windy and dusty and I am always thirsty.

DAY 6 Yesterday we _____ (go) up to the mountainside of the township of Mukthinath, at 3,600 metres. The thin air with less oxygen there _____ (leave) us breathless. We _____ (feel) that we couldn't go any further. We _____ (drink) a lot of extra fluids to prevent altitude sickness.

DAY 7 We turned around today and started to descend to Jomosom. As we went down, the oxygen filled our blood again and we seemed to _____ (fly) instead of walking.

DAY 8 We went back to Pokhara in a small plane yesterday. It was exciting when we _____(fly) between the mountain peaks. We arrived in Kathmandu this afternoon and we _____ (spend) our last few hours in shopping. We leave for Chennai tomorrow. We've had a trip of a lifetime.

e. In the following passage, circle the verbs in simple present tense and underline the verbs in simple past. The first one has been done for you.

i) Unless one (is) upright there is no use in being a charming fellow. Sometimes it is better to be honest than attractive. These are the great truths of modern life which Shyam never realised. He never said an ill-natured word in his life. He was always polite and spoke softly to everybody.

ii) That night he strolled into the Palette Club about eleven o'clock, and found Trevor sitting by himself in the long room. "Well, Alan, did you get the picture finished all right? " he said, as he lit his cigarette. "Finished and framed, my boy!" answered Trevor, "and by-the-bye, you have made a conquest. That old model you saw is quite devoted to you. I had to tell him all about you — who you are, where you live, what your income is, what prospects you have."

iii) "And now tell me how Laura is. The old model was quite interested in her." "You don't mean to say you talked to him about her?" said Hughie. "Certainly I did. He knows all about the relentless colonel, the lovely Laura, and the £10,000." "You

01-A-Prose-The Portrait of a Lady-17-FEB.indd 15 11-12-2021 14:28:58

told that old beggar all my private affairs?" cried Hughie, looking very red and angry. "My dear Alan," cried Hughie, "I shall probably find him waiting for me when I go home."

f. Fill in the blanks using past perfect tense forms of the verbs:

i. I _____ never____ (see) such a beautiful sunrise before I came here.

ii. We were not able to stay overnight as we____not_____(reserve) the tickets in advance.

iii. Nirmala _____ (be) to the concert several times.

iv. Mariappan knew Pudukottai so well because he _____ (live) there for five years.

v. Yusuf understood the problem because he _____ (experience) the situation earlier.

vi. Catherine did not have any cash because she _____ (lose) her purse.

vii. My father _____(be) to Mumbai once before.

viii. The cat _____ (chase) the bird before it flew out of the yard.

ix. Edith _____ (visit) several doctors before she found out what the problem was with her knee.

x. If we _____ (call) the manager ahead, we would not have needed to wait so long for a table.

g. Read the following news report and underline the past perfect tense form of the verb and circle the simple past tense form of the verb.

INDIA BEAT PAKISTAN TO WIN BLIND CRICKET WORLD CUP

Chasing a huge target of 308 runs, India romped home in the penultimate over of the match to defeat Pakistan and win the Blind Cricket World Cup. India started off their chase in a cracking manner, but had lost two quick wickets. Sunil Ramesh rose to the occasion as he played a great knock to help India beat Pakistan and had scored 93 runs. Earlier India won the toss and had decided to bowl first. Pakistan amassed a huge score of 307 for eight in 40 overs. Their openers had given them a brisk start which the later batsmen capitalized on.

h. Read the following extract and fill in the spaces with the right form of verbs and complete the passage. The first one is done for you.

(i) The poet stops to hear the maiden singing while she 1 _____ (cut) and 2 _____ (bind) the grain. The song of the lady 3 _____ (fascinate) the poet, who 4 _____ (stand) there to listen to the song. The girl _____ (sing) a sad song.

(ii) During the monsoon, a tender slightly warm breeze 1 _____(blow) on a cloudless afternoon. A sort of fragrance 2 _____ (rise) from the wet grass and trees in the sunlight. It 3 _____ (seem) as if the warm breath of the exhausted earth 4 _____ (fall) against one's skin. A sweet voiced

01-A-Prose-The Portrait of a Lady-17-FEB.indd 16 11-12-2021 14:28:58

bird somewhere 5 _____ (chirp) repeatedly.

i. Read the news item that appeared in a daily and fill in the blanks with suitable forms of the verbs given in brackets.

Ever since social networking sites entered our lives, they 1 _____ (serve) as platforms where users could use the virtual space offered by these social media. However, recent incidents 2 _____ (cause) many to question the freedom to express views on various issues and in some cases, it 3 _____ (become) a dangerous platform. Social Contact 4 _____ (transform) people. They 5 _____ (develop) an addiction to it.

j. Read the following passage and correct the errors you come across.

1. Rajan slowly settle down in his retired life. His pension plus what his wife bring from the household work she does helped them to meet their requirements. Life is easy until one Sunday. His granddaughter Madhu come crying. The clay doll in her hand had broken into two. Rajan pacify her and promise to mend it. This small repair work become the founding stone of a very prosperous venture into making clay dolls which earn him great respect.

2. Games and sports helps in recreation. Soccer, cricket, lawn tennis or wrestling is eagerly watched by millions of fans all over a world. It helps one got a temporary relief from the tensions of a day. The dedication displayed by all player in the field indicates the mental and spiritual development of the player.

WRITING

a. Notice

You would have read many notices put up in your school bulletin board. A notice is a written or printed piece of information which is given to a large group of people. It is displayed on noticeboards and at strategic locations.



Tips

- Enclose in a box.
- Do not exceed 50 words.
- Be brief.
- Include details of the event/ programme.
- Avoid pronouns.
- Use passive form.

i. Prepare a notice to be displayed on the notice-board of your school for the students of Class 11, informing them about the educational tour that has been arranged for them the next month.

ii. Write a notice about the inauguration of a laughter club in your school.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 17 11-12-2021 14:28:59

Here is a sample:

NOTICE

Government Hr. Sec. School, Minjur
Workshop on Precis Writing

1st February 2018

This is to inform all the students of Classes XI and XII that a workshop on Precis Writing, will be held at 9.00 a.m. on 2nd February 2018 (Friday), in the school auditorium.It is mandatory for all the students to attend the workshop. For any type of query, please contact the under-signed.

(Sd/-)
Evangeline
(Head-girl)

b. Message

A message is a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly.

Valli attends a phone call during her father's absence. It is from her father's friend. Later, she leaves a message for him, as she has to leave for her dance class.

2 p.m.
15 Feb.

Hi dad,
Your friend Mr. Bala, from Salem, called this morning, to inform you that he has come to Chennai and will be visiting us this evening with his family.
Valli

You are the Sports Captain of your school. Write a message to the Physical Director, requesting him to be present during the football team selection scheduled for tomorrow.

c. Do you exercise regularly? If you do, which of the following activities do you prefer? Discuss and share with your partner a few ideas about your preference.

a) walking b) working out in a gym
c) swimming d) cycling

Given below is the format for drafting a speech. An example has also been given.

FORMAT

Analyse the topic and be clear about the purpose of the speech.

Gather enough material.

Construct an outline. Don't forget to greet and thank the audience.

Add supporting details.

Think of an effective opening.

Sum up your points in your conclusion.

Write your speech and edit it.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 18 11-12-2021 14:28:59

Good morning everyone! Respected Principal, teachers and friends; I am Kumar of Class XI and I stand before you to share a few thoughts on the importance of games and sports in our lives.

Most of us spend our leisure time indoors, watching TV or playing video games. This makes us lazy and also leads to many diseases.We become dull and unimaginative mentally. But all this can be reversed with regular sports activities.

First of all, sports and games make us mentally alert and physically strong. Further, good health is one of the most important benefits of games and sports. They help us relax and give us energy to learn our lessons well. Playing games also helps in developing a sense of cooperation or team-spirit in an individual. For example, games like cricket, football, etc. are won by the collective efforts of all the members of the team. Exercises shape our body, give us energy and strength and improve blood circulation.

Sports should be an integral part of education. Education without sports is incomplete. Thus, we should understand that sports and games are of great value in life. That is why facilities are being developed in rural and semi-urban areas. There are playgrounds everywhere. Let us all remember that a healthy mind can exist only in a healthy body, and that health is wealth.

I wish to thank you all for having given me the opportunity to speak on the importance of sports and games. Let us pledge to keep ourselves healthy and active by participating more and more in outdoor activities.

Task : You are Mani/Megalai of Class XI, President of the English Club of your school. Draft a speech on the topic 'Reading Maketh a Complete Man', to be delivered in the school assembly.

01-A-Prose-The Portrait of a Lady-17-FEB.indd 19 11-12-2021 14:28:59

Unit 1

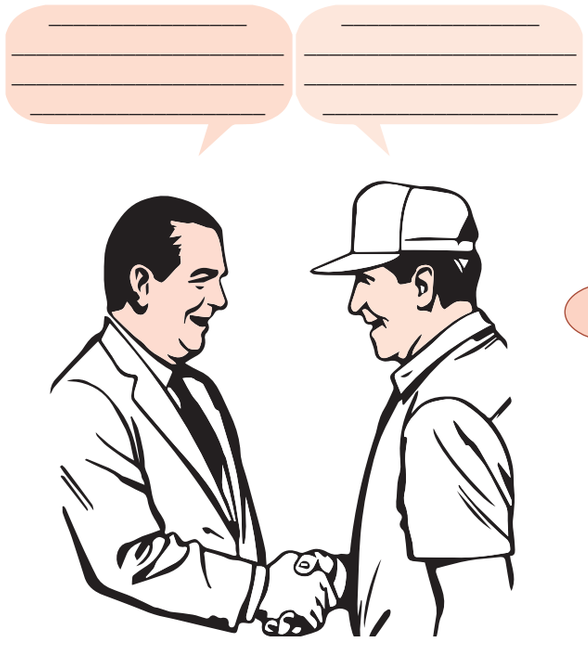
Poem

Once Upon A Time

Gabriel Okara

Warm Up:

a. Guess what friendly words these two gentlemen exchange when shaking hands.



b. The children in the picture are watching an exciting sporting event, where their school team is winning. Suggest suitable utterances reflecting their feelings:



c. Given a chance, any adult would wish to become a child again for many reasons. Fill the boxes with some of what you imagine could be the reasons.

e.g. I need not worry about project deadlines.			
I can wear my pajamas the whole day.			
I can sleep as long as I like.			

01-B-Poem-Once upon a time.indd 20 11-12-2021 14:51:10

Children acquire important life skills and values by observing and imitating grown- ups like parents or teachers. Can it be the other way round? Now, you are going to listen to the poem 'Once Upon a Time', where a parent wants to learn something from the son. Let's find out how.

Once upon a time, son
They used to laugh with their hearts
And laugh with their eyes:
But now they only **laugh with their teeth**
While their **ice-block-cold eyes**
Search behind my shadow.

There was a time indeed
They used to shake hands with their hearts
But that's gone, son
Now they shake hands without hearts
While their left hands search
My empty pockets.



"Feel at home!", "Come again":
They say, and when I come
Again and feel
At home, once, twice
There will be no thrice -
For then I find doors shut on me.

So I have learnt many things, son
I have learned to wear many faces
Like dresses – home face
Office face, street face, host face
Cocktail face, with all their **conforming smiles**
Like a fixed portrait smile.



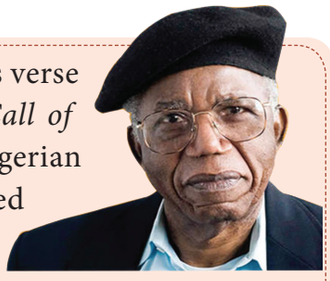
And I have learned too
To laugh with only my teeth
And shake hands without my heart
I have also learned to say "Goodbye"
When I mean "**Good-riddance**":
To say "Glad to meet you"
Without being glad; and to say "It's been
Nice talking to you", after being bored.

01-B-Poem-Once upon a time.indd 21 11-12-2021 14:51:12

But believe me, son
I want to be what I used to be
When I was like you. I want
To unlearn all these muting things
Most of all, I want to relearn
How to laugh, for my laugh in the mirror
Shows only my teeth like a snake's bare **fangs!**

So show me, son
How to laugh; show me how
I used to laugh and smile
Once upon a time when I was like you.

About the Author



Gabriel Okara (born 1921) is a Nigerian poet and novelist. His verse has been translated into several languages. His poem *The Call of the River Nun* won the best award for Literature at the Nigerian Festival of Arts in 1953. Some of his poems were published in the influential periodical Black Orpheus, and by 1960 he established himself as an accomplished writer. He was honoured with the Commonwealth Poetry Award. Okara's typical poem transits from everyday reality to moments of delight and moves back to reality, making a complete circle. Okara infused African thought, folklore, and imagery into both his verse and prose. His first novel, *The Voice,* is an outstanding linguistic experiment. His later works include a collection of poems *The Fisherman's Invocation* (1978) and two books for children, *Little Snake and Little Frog* (1981) and *An Adventure to Juju Island* (1992).

Glossary

- **laugh with their teeth :** to fake a laugh, laugh without associated emotions
- **ice-block-cold eyes :** eyes lacking a feeling of warmth or endearing expression
- **search behind my shadow :** people are hypocritical and they don't mean what they say
- **While their left hands search my empty pockets :** evaluating the narrator's worth and power or calculating how he could be exploited
- **cocktail face :** face showing mixed emotions
- **conforming smiles like a fixed portrait smile :** wearing a standard deceitful artificial smile on all occasions
- **good-riddance :** expression of relief at being free of an unwanted person
- **fangs :** teeth of a venomous snake, used to inject poison

01-B-Poem-Once upon a time.indd 22 11-12-2021 14:51:12

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

a. What do you associate with the title of the poem?

b. What is the relationship between the narrator and the listener?

c. What happens to the poet when he visits someone for the third time?

d. Pick out the expressions that indicate conflicting ideas.

e. How does the poet compare his face with dresses?

f. What does the poet mean when he says 'good bye'?

g. What pleasantries does the poet use to fake cordiality?

h. What does he desire to unlearn and relearn?

i. How is the poet's laugh reflected in the mirror?

j. What does the poet long for?

k. Mention the qualities, the child in the poem symbolises.

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

The poet Okara in this narrative monologue painfully condemns the (a)_____ displayed by adults, both in their words and actions. Here, a father laments to his son about the negative changes that creep into the attitude and behaviour of humans, when they grow into (b)_____. He says that people used to be (c)_____ when they laugh and the honesty would be reflected in their eyes. But, people of modern times laugh (d)_____. Their handshakes used to be warm and happy conveying a sense of togetherness, but nowadays the handshakes have become a mere (e)_____. He warns his son that people are not trust-worthy and have become so selfish that they are concerned only about their own (f)_____ benefits.

People utter words of welcome and exchange (g)_____, but those words come only from the tip of their tongues and not from the depth of their hearts. Humans have learnt the art of changing their (h)_____expressions according to situations merely to ensure social acceptance. They wear(i)_____ and exhibit multiple faces. The narrator admits that he has also changed into a hypocrite. However, he tells his son that though he (j)_____ his expressions, he does all these against his will. He says he wants to become a (k)_____again and laugh genuinely. He wants to (l)_____ the unreal things and (m)_____how to laugh as he had done once upon a time. When he laughs before the (n)_____, he sees no expression. His teeth are bare like that of the (o)_____ of a snake. So, he asks his son to show him how to laugh the way he used to laugh, when he was a kid like him.

relearn	adults	facial
personal	fangs	child
fakes	superficially	duplicity
genuine	unlearn	falsity
masks	mirror	pleasantries

01-B-Poem-Once upon a time.indd 23 11-12-2021 14:51:12

3. A. Interpret each of the following expressions used in the poem, in one or two lines.

i. laugh with their eyes

ii. shake hands without hearts

iii. like a fixed portrait smile

iv. hands search my empty pockets

v. to unlearn all these muting things

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

i. *'But now they only laugh with their teeth,*
While their ice-block-cold eyes…'

a) Who are 'they'?

b) Explain: ice-block-cold eyes

c) Identify the figure of speech used here.

ii. *'Most of all, I want to relearn*
How to laugh, for my laugh in the mirror
Shows only my teeth like a snake's bare fangs!'

a) Why does the poet want to relearn how to laugh?

b) Whom does the poet want to relearn from?

c) Mention the figure of speech used here.

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

i. Once upon a time, son
They used to laugh with their hearts:

ii. There will be no thrice.

iii. I have learned to wear my faces
Like dresses …

iv. I want to be what I used to be.

4. Answer the following questions in about 100 – 150 words each.

i. Explain the things the poet has learnt when he grew into an adult.

ii. This poem is nothing but a criticism of modern life. Justify this statement.

iii. 'Face is the index of the mind.' Does this adage concur with the views of the poet?

5. Listening Activity

First read the questions given below. Next, listen to an excerpt from a poem read out by your teacher or played in a recorder. Note how a child admires and praises the abilities of his/her father. Then tick the right answers from the options given.

i) When the _____needs to be repaired, they have to hire a man.

a) heater b) furnace
c) stove d) oven

ii) Father knows no word like_____.

a) fail b) frail
c) jail d) snail

iii) It is certain that the father would restore the _____of the family members.

a) glory b) prosperity
c) confidence d) happiness

iv) The father will not be able to mend a broken_____.

a) table b) bench
c) chair d) stool

v) The children expect their _____ to guide them in action.

a) mother b) father
c) teacher d) guardian

01-B-Poem-Once upon a time.indd 24 11-12-2021 14:51:12

6. Parallel Reading:

In the poem ***Once Upon a Time,*** a parent wishes to shed falsehood and regain true ways as a child. Here is a poem where a woman longs to become a child once again to enjoy the comfort, warmth and love she received as a child from her mother, once upon a time.

Rock Me to Sleep

Backward, turn backward, O Time, in your flight,
Make me a child again just for tonight!
Mother, come back from the echoless shore,
Take me again to your heart as of yore;
Kiss from my forehead the furrows of care,
Smooth the few silver threads out of my hair;
Over my slumbers your loving watch keep;
Rock me to sleep, mother, – rock me to sleep!

Backward, flow backward, O tide of the years!
I am so weary of toil and of tears,
Toil without recompense, tears all in vain,
Take them, and give me my childhood again!
I have grown weary of dust and decay,
Weary of flinging my soul-wealth away;
Weary of sowing for others to reap;
Rock me to sleep, mother – rock me to sleep!

Tired of the hollow, the base, the untrue,
Mother, O mother, my heart calls for you!
Many a summer the grass has grown green,
Blossomed and faded, our faces between:
Yet, with strong yearning and passionate pain,
Long I tonight for your presence again.
Come from the silence so long and so deep;
Rock me to sleep, mother, – rock me to sleep!

Over my heart, in the days that are flown,
No love like mother-love ever has shone;
No other worship abides and endures,
Faithful, unselfish, and patient like yours:
None like a mother can charm away pain
From the sick soul and the world-weary brain.
Slumber's soft calms o'er my heavy lids creep;
Rock me to sleep, mother, – rock me to sleep!

01-B-Poem-Once upon a time.indd 25 11-12-2021 14:51:12

Come, let your brown hair, just lighted with gold,
Fall on your shoulders again as of old;
Let it drop over my forehead tonight,
Shading my faint eyes away from the light;
For with its sunny-edged shadows once more
Haply will throng the sweet visions of yore;
Lovingly, softly, its bright billows sweep;
Rock me to sleep, mother, – rock me to sleep!

Mother, dear mother, the years have been long
Since I last listened your lullaby song:
Sing, then, and unto my soul it shall seem
Womanhood's years have been only a dream.
Clasped to your heart in a loving embrace,
With your light lashes just sweeping my face,
Never hereafter to wake or to weep;
Rock me to sleep, mother, – rock me to sleep!

- Elizabeth Akers Allen

01-B-Poem-Once upon a time.indd 26 11-12-2021 14:51:12

Unit 1

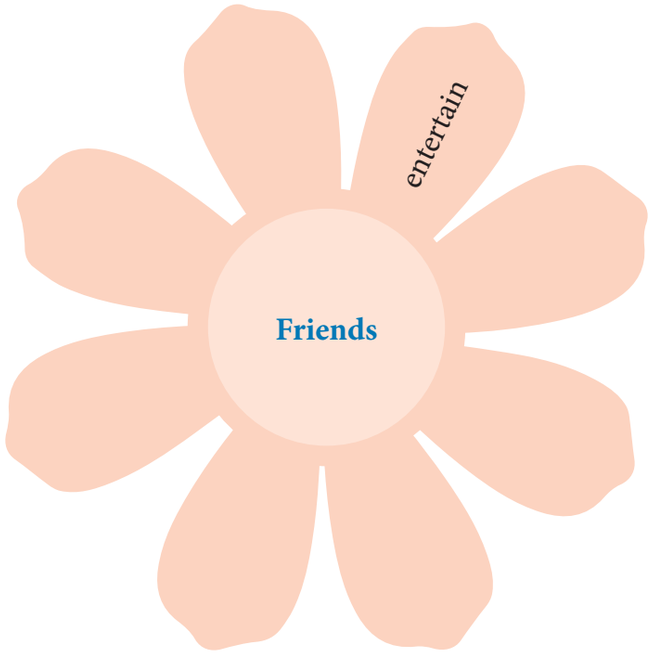
Supplementary

After Twenty Years

O. Henry

Warm Up:

a. What do you expect your close friends to do for you? Beautify the petals with your thoughts.



URY2Q

b. i. Find out when the International Day of Friendship is celebrated.

ii. How is that day celebrated?

c. We have heard of the proverb '*Familiarity breeds contempt*'. Do you think that the passage of time strengthens friendship? Share your reasons with your class.

Here is a story entitled 'After Twenty Years' which is about two best friends who had to part ways. They return to keep an appointment they had made twenty years ago. Read to find out what happens when they meet again.

The policeman on the beat moved up the **avenue** impressively. The impressiveness was **habitual** and not for show, for spectators were few. The time was barely 10 o' clock at night, but chilly gusts of wind with a taste of rain in them had well **nigh** depeopled the streets.

Trying doors as he went, **twirling** his club with many **intricate** and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his **stalwart** form



A policeman on his beat

01-C-SR-After Twenty years.indd 27 11-12-2021 14:51:37

and slight **swagger**, made a fine picture of a guardian of the peace. The **vicinity** was one that kept early hours. Now and then you might see the lights of a cigar store or of an all night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, **reassuringly**. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarf pin was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here at Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big **proposition**, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of **plodder**, though,

01-C-SR-After Twenty years.indd 28 11-12-2021 14:51:37



The waiting man pulled out a handsome watch

good fellow as he was. I've had to compete with some of the sharpest **wits** going to get my pile. A man gets in a **groove** in New York. It takes the West to put a **razor-edge** on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried **dismally** and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to **absurdity**, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! Twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his **egotism** enlarged by success, was beginning to **outline** the history of his

01-C-SR-After Twenty years.indd 29 11-12-2021 14:51:37

career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face. The man from the West stopped suddenly and released his arm.



Time cannot change a man's nose from Roman to pug.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

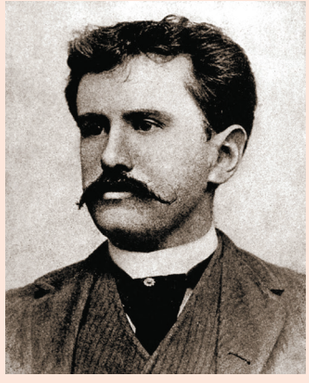
"It sometimes changes a good man into a bad one", said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and **wires** us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed to him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

"Bob, I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plainclothes man to do the job."

- JIMMY

About the Author



O. Henry (1862–1910) is a popular American short-story writer whose original name is William Sydney Porter. His works romanticized the life of ordinary people in New York City. His stories are well-known throughout the world. They expressed the effect of coincidence on character and often had unexpected twists in the end. His stories are also noted for their witticism and clever wordplay. O. Henry's prolific writing period began in 1902 in New York City, where he wrote 381 short stories. He wrote one story a week for The New York World Sunday Magazine for over a year.

O. Henry's short story '**After Twenty Years**' was first published in the Sunday edition of the *New York World* in 1905. The story was included in the 1906 anthology *The Four Million*, and it has since been re-published in many short story collections.

A few of his other popular short stories are **The Gift of the Magi, The Cop and the Anthem, The Ransom of Red Chief, A Retrieved Reformation** and **The Third Ingredient**.

01-C-SR-After Twenty years.indd 30 11-12-2021 14:51:38

Glossary

avenue	–	a wide street
habitual	–	regular
nigh	–	almost
twirling	–	twisting and spinning around
intricate	–	complicated
stalwart	–	physically strong
swagger	–	a confident walk
vicinity	–	the surrounding area (neighbourhood)
reassuringly	–	making someone feel less doubtful
proposition	–	theory or system
plodder	–	one who toils slowly but steadily
wits	–	intelligent people
groove	–	a dull routine that does not change
razor-edge	–	a critical situation
dismally	–	without happiness and cheer
absurdity	–	quality of being silly and foolish
egotism	–	a feeling of self-importance
outline	–	describe
wires	–	sends a telegraphic message

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

a) Describe the appearance of the policeman on the beat.

b) What did he keep doing while on his rounds?

c) Why were the streets devoid of people?

d) What story did the man standing near the hardware store tell the passing cop?

e) What used to be there in the place of that shop twenty years ago?

f) Describe the man awaiting the arrival of his friend.

g) Why did the friends part ways?

h) When and how did Bob realise that the tall man was not his friend?

i) Who was the tall man?

k) What did he give Bob?

2. State whether the following statements are true or false.

a) The cop suddenly slowed his walk, when he heard the barking of dogs.

b) The friends grew up together in the city of New York.

c) Both Jimmy and Bob were of the same age.

d) The friends parted one night after watching a movie together.

e) The friends could not keep in touch because they lost each other's phone numbers.

01-C-SR-After Twenty years.indd 31 11-12-2021 14:51:38

f) Bob wanted to stay for half an hour more than the appointed time.

g) Jimmy grew a little taller after he was twenty.

h) Bob realised that the tall man was not Jimmy Wells from the shape of his nose.

3. What does each of the following mean in the story? Choose the right option.

a) on the beat:

i) moving around hitting every one with a stick

ii) on duty walking around the assigned area

iii) marching with his heart beating fast

b) a guardian of peace:

i) a watchman

ii) a holy man

iii) a policeman

c) arm in arm:

i) with arms linked together

ii) with weapons in hands

iii) with handcuffs on wrists

d) plainclothes man:

i) a man who wears simple clothes for grand occasions

ii) a policeman in civilian clothes while on duty

iii) a cine artist in ordinary costumes

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

a) What did Bob share with the cop about their friendship?

b) What are the strengths and weaknesses of Jimmy Wells from Bob's point of view?

c) Was Bob hopeful of his friend's arrival? How do you know?

d) How did the cop come to understand that Bob had been successful in the West?

e) Bob's life in the West was not a bed of roses. Give reasons.

f) Why didn't Jimmy Wells, being a cop himself, arrest Bob?

g) Who do you think has been more successful of the two? Give reasons.

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

a) Compare and contrast the character of Jimmy Wells and Bob with suitable references from the story to support your view.

b) 'Means should justify the end.' Explain this adage with reference to O. Henry's story.

c) 'Tell me who your friends are and I shall tell you who you are'. How will you explain this statement in the light of Jimmy's and Bob's friendship?

d) To your shock, you find out that your close friend is indulging in some wrong activity. Will you avoid him/her or try to correct him/her? Give reasons for your answer.

e) What would you do in this situation, if you were Jimmy Wells? Substantiate your reason.

01-C-SR-After Twenty years.indd 32 11-12-2021 14:51:38

ICT Corner

SNAKES & LADDERS

This activity will enable the students to strengthen their knowledge in tenses through Snakes and Ladders game.



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions and Click START to begin.
3. A question will be displayed. Answer that question correctly to have the chance to roll the dice.
4. Roll the dice and continue playing the game by answering all the questions till you reach the hundredth box.
5. You can play snakes and ladders with other tenses also.
6. Try playing with alternate links which are given below.





WEBSITE LINK

Click the following link or scan the QR code to access the website.
http://www.englishmedialab.com/GrammarGames/present%20tenses/present%20tenses%20snakes%20and%20ladders.html

ALTERNATE LINKS

http://eslgamesworld.com/members/games/grammar/New_Snakes_%20Ladders/Past_simple_tense.html

01-C-SR-After Twenty years.indd 33 11-12-2021 14:51:38

Unit 2

Prose

The Queen of Boxing

M.C. Mary Kom

Warm Up

❖ We use various sports equipment to play different indoor and outdoor games. Now, associate the following sports equipment with their corresponding sports or games.

spear, racket, pawns, puck, stump, bow & arrow, club, oar, striker, sabre, dice, baton

❖ Have you won any medals? What are the levels to be accomplished to become an international sportsperson?

❖ What is your favourite sport? Do you play any sport?

❖ In India, the number of women pursuing careers in sports is considerably less, when compared to men. What do you think are the reasons? Discuss with a partner and share the ideas with the class.

❖ Regardless of the challenges faced, some women have achieved great success in the field of sports. Here is a list of Indian women celebrities who are accomplished in the field of sports and games. Match their names with the sports or games they are associated with, by drawing lines. One has been done for you as an example.

Names of personalities	Sports / Games
PV Sindhu	golf
Geeta Phogat	weightlifting
Koneru Humpy	swimming
Karnam Malleshwari	badminton
Anjali Bhagwat	cricket
Sania Mirza	hockey
Dipika Pallikal	archery
Bula Choudhury	athletics
P.T. Usha	wrestling
Saba Anjum Karim	chess
Akanksha Singh	shooting
Mithali Raj	basketball
Sharmila Nicollet	squash
Deepika Kumari	tennis

The autobiographies of accomplished sportspersons are replete with the challenges they faced and their single-minded pursuit towards their goal. Such a book is sure to make an interesting as well as an inspirational read. Now, read an excerpt from M.C. Mary Kom's autobiography 'Unbreakable'.

Soon after the Bangkok championship, I was selected in the 48kg category for the International Boxing Association (originally the Association Internationale de Boxe Amateur, or

02-A-Prose-THE QUEEN OF BOXING.indd 34 11-12-2021 14:52:08

the AIBA) World Women's Boxing Championships in Pennsylvania, USA, in November–December 2001.

My father managed to collect only Rs 2,000 for my trip. I was both upset and very worried because I'd heard of



how expensive things were in America. But there was nothing my parents or I could do. I spoke to Onler, one of my friends, about my problem. He invited a few students and elders, who went to meet the two Members of Parliament and seek their help. Two MPs donated Rs. 5,000 and Rs. 3,000 respectively and I suddenly had Rs 10,000 in my hands. With this **princely** sum, and a little more that had been collected from people, I left for the US. I was relieved to have money in my pocket, and knew that I could not come back empty-handed after all the efforts that people had made on my behalf.

Pennsylvania was cold and beautiful. It was snowing. We were confined to the sports arena, but what little I saw was pleasing to the eye. The people were enormously nice too. It was the first time in my life that I had travelled so far. I was looking forward to seeing what America was all about. But since we were the last team to arrive, we went straight to the sporting arena from the airport. The other teams had already completed their weight in, which is compulsory for all players. I was tired and suffering from **jet lag**. It had been morning when I left, and here it was morning again. After weighing in, I found out that I did not have any match that day. I was fortunate, but some of the team-mates were not so lucky. I was able to rest well enough to face my opponent in the round, which I won comfortably. My fear of facing new opponents quickly vanished. I competed in the 48 kg in this championship. While team-mates lost one after the other, I went on to reach the finals. I was even hopeful of winning the gold. The boxers were not unbeatable as I had earlier thought.

I felt like this would be the place, the event that would change my life. I kept telling myself, "I can face anyone in the ring." In the quarter–final, I defeated Nadia Hokmi of Poland by RSC (Referee Stopped Contest–applicable if the referee feels one of the boxers is inferior to the other and risks getting hurt badly), and in the semi-final, I defeated Jamie Behal of Canada by 21-9. I reached the finals, but lost to Hula Sahin of Turkey by 13-5.

The greatest disadvantage for me was my loss of **appetite**. I was not accustomed to the food there. Try as I might, I could not eat the food and I started to lose weight. So much so that just before the finals I was only 46 kg. This is probably what cost me my dream of winning gold and I was very disappointed. I went to my room and cried. But the coaches were kind; they consoled me and **lauded** me on the silver win. I was the only one in the team to get a medal. But the biggest thing

02-A-Prose-THE QUEEN OF BOXING.indd 35 11-12-2021 14:52:09

I took away from this championship was the **conviction** that I could take on any boxer.

In the course of my career, I have become used to travel and to the different ways that things work in other countries. One time, in China, we were given chopsticks to eat our meals with. Just when I had painfully begun to master the art of using a knife and fork, I had to use two sticks to fill my stomach. I ended up using both my hands to hold the chopstick to pick up the food and push it into my mouth. My teammates asked for spoons but I tried to manage with the sticks. It helped that I really enjoy Chinese food. I was hungry enough that I managed the complex work required – I ate enough to **sate** my appetite and my **palate**. After five years of travelling, I started taking along some packed food from home.

On my return, Delhi gave me a warm welcome at the airport. Back in Imphal, I was greeted with garlands and drumbeats and dancing. There was a victory ride across town, a **felicitation** programme was held in Langol, an area that houses the government quarters. Thanksgiving prayers were said and words of praise and **adulation** were showered on me. I was presented with a traditional shawl. Oja Ibomcha was also present and was duly felicitated. When I spoke to the people in Langol that day, I spoke of my hope that I would win gold in future tournaments.

That first international medal, a silver, will always mean a lot to me. The fight and all that followed are clearly **etched** in my memory. But deep inside, I was not happy with a silver. As I touched down in India, I vowed that the next time I would bring back a gold. I knew I was good enough.



The silver in Pennsylvania and the prize money from the government had put an end to my immediate financial worries. But I wanted a job too, for that alone can bring long-term security and a steady income. Also, around the time that I was getting married, I had no savings except a couple of life insurance policies. After my second World Championship gold, the Manipur government offered me the post of Sub-Inspector, which I accepted in 2005. I had long dreamt of getting a government job through the sports quota, and it was finally fulfilled. I earned a salary of Rs. 15,000 in that first job. The thing about jobs that are obtained through the sports quota is that we are not required to go in to work as regularly as our colleagues because we tend to be away at camps and tournaments through much of the year. I go to office when necessary. And every time I need to go out of station, I am required to take leave and inform the department.

My medal **haul** continued after my marriage, putting an end to **speculation** among my family and friends around that particular topic. I retained the world

02-A-Prose-THE QUEEN OF BOXING.indd 36 11-12-2021 14:52:09

title in the Third World Women's Boxing Championships at Podolsk in Russia, in 2005. Sarita, who had won the bronze, and I were given a hero's welcome at the Imphal airport. We were taken to the Bhagyachandra Open Air Theatre, where a grand reception was organised.

I'd had a good run from 2001 to 2004. I won several golds: all the Senior Women's Boxing Championships; the 2nd Women's Boxing Championships, 2002; the 2nd Asian Women's Boxing Championships at Hisar in 2003; and the Witch Cup Boxing Championships at Paes, Hungary. In spite of this, when I got married, everybody was doubtful that my medal hauls would continue. But after the wedding, I participated in and won a gold in the Third and Fourth World Women's Boxing Championships in October 2005 and November 2006.

There were a number of other international level championships, in Taiwan, Vietnam, Denmark and so on. But it was retaining my world title in 2006 by defeating Steluta Duta of Romania 22-7 at the Fourth World Championships in New Delhi that I consider one of my greatest achievements. It is probably the most memorable one for me because I was able to win at home. The other Indian boxers also performed exceptionally well. India won four golds, one silver and three bronzes, and our team won the overall title. With this hat-trick of World Championship wins, the media christened me 'Queen of Boxing' and 'Magnificent Mary'.

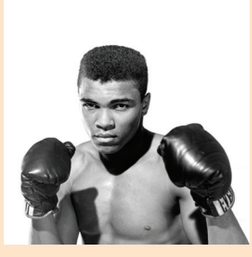
About the Author

Mangte Chungneijang Mary Kom is a boxer and the winner of five World Boxing Championships and an Olympic Bronze Medal in 2012. As a school girl she used to play a variety of sports—hockey, football, and athletics. Inspired by Manipuri boxer Dingko Singh who won a gold at the Asian Games in 1998, Mary Kom took up boxing. She won the first medal of silver in Pennsylvania, USA, in 2001. She is the only woman boxer to have won a medal in each one of the six World Championships. She was honoured with the Padma Shri in 2010 and the Padma Bhushan in 2013 for her wonderful achievements in the field of sports. She wrote her autobiography 'Unbreakable' in 2013.



DO YOU KNOW?

Muhammad Ali was an American professional pugilist (boxer) and an activist. He was widely regarded as one of the most significant sports figures of the twentieth century.



"I hated every minute of training but I said, Don't quit. Suffer now and live the rest of your life as a champion."

-Muhammad Ali

02-A-Prose-THE QUEEN OF BOXING.indd 37 11-12-2021 14:52:09

Glossary

princely – very large

jet lag – a tired and unpleasant feeling a person experiences, following a long flight through different time zones

appetite – hunger

lauded – appreciated

conviction – firm faith or belief

sate – satisfy

palate – sense of taste

felicitation – congratulatory (event)

adulation – appreciation

etched – imprinted

haul – taking a collection

speculation – guess

1. Antonym

Now, find and write the antonyms for the words in Box A from the set of words in Box B

A	
amateur	
compulsory	
traditional	
expensive	
hopeful	
accepted	

B		
professional	leader	eccentric
respective	elusive	cheap
unnecessary	supportive	ancillary
hateful	desperate	trivial
modern	fanciful	repulsive
fulfilled	refused	showered
invaluable	novice	optional
complex	antique	determined

2. Based on your reading of the text, answer the following questions in two to three sentences each.

a) How did Mary Kom manage to get financial support for her trip to the USA?

b) Why did Mary Kom think that she should not return empty-handed?

c) What was her first impression of America?

d) Why did she call herself 'lucky'?

e) According to Mary Kom, what was the reason for her losing in the finals?

f) What made her feel confident about the competitive players? Explain.

g) What difficulty did she experience while eating Chinese food?

h) How was she felicitated on her return to India?

i) What did she consider her greatest achievement? Why?

02-A-Prose-THE QUEEN OF BOXING.indd 38 11-12-2021 14:52:09

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

a) Describe Mary Kom's personal experiences during her first International Championship match from the time of selection to winning the medal.

b) Lack of adequate financial resources and sponsorships often affect sportspersons. How is this evident from Mary Kom's life?

c) Why was Mary Kom named the 'Queen of Boxing' and 'Magnificent Mary'?



Vocabulary

A. Abbreviations: Note the abbreviation used in the following sentence taken from the lesson 'The Queen of Boxing'. "In the quarter-final, I defeated Nadia Hokmi of Poland by RSC." Here, the expansion of **RSC** is **R**eferee **S**topped **C**ontest. **Look at the other abbreviations used in the lesson.**

USA – United States of America
AIBA – Association Internationale de Boxe Amateur

Write the expanded forms of the following abbreviations we commonly come across in our daily life.

1	IELTS	
2	GST	
3	TNPSC	
4	STD	
5	ISD	
6	MBA	
7	MHRD	
8	GPS	
9	NSS	
10	PTA	
11	NGO	
12	ICU	
13	IIM	
14	MRI	
15	ECG	
16	NCC	
17	LED	
18	CPU	
19	CBSE	
20	GDP	
21	LCD	
22	NRI	
23	IIT	
24	ITI	
25	USB	

B. Note the underlined words in the sentences below. They are antonyms formed by adding prefixes 'un' and 'dis' to the base words.

❖ The boxers were not <u>unbeatable</u> as I had earlier thought.

❖ The greatest <u>disadvantage</u> for me was my loss of appetite.

Now form the opposites of the words given below by prefixing 'un', 'in', 'dis', 'ir', 'il' appropriately.

-fortunate, -respect, -rational, -direct, -comfortable, -regular, -active, -agree, -obedient, -continue, -decent, -legitimate, -relevant, -aware, -finite, -necessary

02-A-Prose-THE QUEEN OF BOXING.indd 39 11-12-2021 14:52:10

C. Idioms related to Sports

The world of sports has given us many idiomatic expressions like 'blow-by-blow.' Read the description of each of the idioms given below. Then match these idioms with their meaning given in the box.

i) **throw in the towel:** Wet towels are kept near a boxing ring to wipe the sweat of boxers between rounds. When a boxer was getting badly beaten, his manager would throw a towel in the ring to end the fight.

ii) **in our corner:** In a boxing match, the corners are the two opposite angles of a boxing ring where the boxers rest between rounds.

iii) **on the ropes:** Boxing rings are typically enclosed by four ropes. As a boxer when your opponent has forced you against the ropes with his/her attack, you are in trouble.

iv) **below the belt:** Hits below the beltline are generally considered illegal in boxing.

v) **square off:** facing each other at the beginning of a match

Meaning

a. state of near collapse or defeat

b. unfair or unsporting behaviour

c. prepare for a conflict

d. on your side in an argument or dispute

e. to give up

Listening Activity

Read the questions based on the running commentary of a cricket match. Then, listen to the running commentary of the match read out by your teacher or played on the recorder and tick the right answers.

i) Who faced the first ball in the 49th over?

a)Kulasekara
b)Yuvraj
c) Dhoni
d) Sachin

ii) Which batsman hit a sixer?

a) Kulasekara
b) Bajji
c) Dhoni
d) Yuvraj

iii) Where was the match held?

a) Chennai
b) Delhi
c) Calcutta
d) Mumbai

iv) Who were popularly called 'The Finishers'?

a) Dhoni and Yuvaraj
b) Bajji and Malinga
c) Gambhir and Yuvaraj
d) Perara and Malinga

v) How many runs did India need to win the match in the last four overs?

a) 21
b) 27
c) 30
d) 37

02-A-Prose-THE QUEEN OF BOXING.indd 40 11-12-2021 14:52:10

Speaking Activity

In groups of five, discuss the following topic taking examples from Mary Kom's life.

Athletes cannot run with money in their pockets. They must run with hope in their heart and dreams in their head.

The following expressions may help you in connecting ideas and presenting your views to the class.

- ✓ In my opinion…
- ✓ I whole-heartedly support…
- ✓ At the outset, let me say…
- ✓ I should like to draw your attention to…

Reading

Encoding and Decoding

We can present information or data in a visual form through tables, graphs etc., or in a verbal form as reports or articles.

Tables and figures make the presentation not only simple and clear but attractive as well.

Encoding and Decoding are two common and useful strategies in presenting data or facts.

Encoding is the process by which data (facts, figures, etc.) are presented in a non-verbal form, i.e., as tables, graphs, etc.

Decoding is the process by which graphic representations such as tables and graphs are interpreted so that the data are made meaningful to the readers.

The passage given below is on Kabbadi. Read the passage and complete the activities that follow.

Kabbadi (கபடி - in Tamil) is a contact team sport that originated in Tamil Nadu, India. It is the national sport of Bangladesh. It is also popular in South Asia and is the state game of the Indian states of Tamil Nadu, Kerala, Andhra Pradesh, Bihar, Haryana, Karnataka, Maharashtra, Punjab and Telangana.

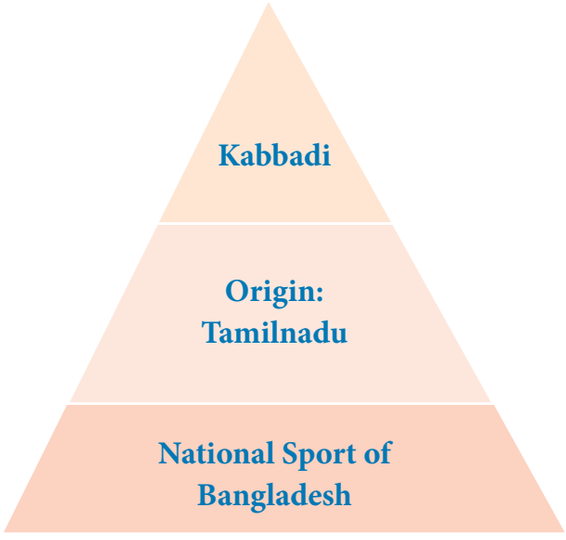


Kabbadi is played between two teams of seven players: the objective of the game is for a single player on offence referred to as a 'raider', to run in to the opposing teams half of a court, tag out as many of their defenders as possible, and return to their own half of the court–all without being tackled by the defenders. Points are scored for each player tagged by the raider, while the opposing team earns a point for stopping the raider. Players are taken out of the game if they are tagged or tackled, but can be 'revived' for each point scored by their team from a tag or tackle. The raider should hold his breath and utter the words like 'kabbadi kabbadi, hututu hututu, chadu kudu' etc. while the opponents try to catch him. If he stops uttering these words, he is considered out.

02-A-Prose-THE QUEEN OF BOXING.indd 41 11-12-2021 14:52:10

The game is known by its regional names in different parts of the subcontinent, such as Kabbadi or Chedugudu in Andhra Pradesh, Kabbadi in Kerala and Telangana, Hadudu in Bangladesh, Bhavatik in Maldives, Kauddi or Kabbadi in the Punjab Region, Hu-Tu-Tu in Western India and Hu-Do-Do in Eastern India and Chadakudu in South India.The highest governing body of Kabbadi is the International Kabbadi Federation.

Given below is the visual presentation of the first paragraph.



i) Represent the other paragraphs in a visual form of your choice(flow chart, mind-map, pie-chart etc.).

ii) Choose the correct option.

1. A contact sport usually involves a _____ contact between players.
   a) violent b) gentle c) physical

2. Kabbadi is a game played between _____.
   a) seven teams of two players
   b) two teams of seven players
   c) four teams of seven players

3. A single _____.
   a. player on offence is referred to as a raider
   b. offence is referred to as a raider
   c. raider is an offence by the player

iii) Answer the following.

1. How does a raider score points for his team?

2. When does a raider concede a point to the opponent team?

3. Can a player be revived when he/she is out of the game? Explain your answer.

4. Kabbadi is called by different names in different parts of India. Do you know how Pallankuzhi is called in Karnataka, Andhra Pradesh and Kerala?



Grammar

Modal Auxiliaries

Modal auxiliaries are also called helping verbs. They indicate modalities, attitudes or feelings like ability, possibility, permission, obligation, compulsion etc.

We shall now observe the use of modals in the following passage.

Sir Isaac Asimov said, "Science fiction **can** be defined as the branch of literature dealing with the reaction of human beings to changes in Science and Technology." The theme **may** be time-travel, parallel universes or extra-terrestrial life. It **need** not be just a fantasy and **must** avoid the supernatural. Earlier, writers **used to** abbreviate Science Fiction as SF and yesteryear children **dared to** read them as they liked aliens and weird creatures.

02-A-Prose-THE QUEEN OF BOXING.indd 42 11-12-2021 14:52:10

Many books were published so that people **could** have easy access to it. But children of today **would** rather watch it on screen than reading. Though they **might** enjoy watching it on screen, teachers **ought to** encourage them to read Science Literature that **will** enhance their knowledge. So students **should** visit libraries to explore more.

MODAL VERBS

Can — Ability, Request

Could — Past ability, Possibility

May — Permission or Future Possibility

Might — Future Possibility

Must — Necessity or Obligation

Ought to — What's right and correct

Shall — Offer or Suggestion

Should — Advice or Suggestion

Will — Willingness, Certainty, Promise

Would — Request, Invitation

Need — Necessity

Dare — Courage and boldness

Used to — Past habit

A. Fill in the blanks with suitable modal verbs.

1. We are not completely sure but Kishore _____ come back tomorrow.

2. When Koushik was a child, he _____ play in the street.

3. _____ I have some more juice, please?

4. We_____ not paint this room now.

5. I _____ rather request you to check my exercise before giving it to the teacher.

6. _____ I use your mobile phone? It's an emergency.

7. In schools, students _____ wear uniforms. It is compulsory.

8. The voyagers did not _____ to drop anchor at the unknown island.

9. Thou _____ love your neighbour.

10. The Manager _____ not excuse you, if you fail to complete your assignment today.

11. Helen jotted down the important points lest she _____ forget it.

12. You _____ never retain me against my wishes.

13. Being a Monday, the shops _____ not be crowded today.

14. I _____ admit my fault, if I were you.

15. The groom _____ certainly be over 30 years of age.

16. My brother _____ go abroad to pursue his higher studies next year.

17. It's not that urgent. You _____ take your own time.

02-A-Prose-THE QUEEN OF BOXING.indd 43 11-12-2021 14:52:10

18. There is a lot of time left, so you _____ not panic.

19. _____ I turn on the fan, please?

20. I____ not believe my eyes. Is Santhosh the one who is standing over there?

21. Dinesh _____ be the richest person in the village.He has just bought two luxury cars.

22. Nirmala _____ write perfectly when she was seven.

B. Practise your modal verbs. Look at these signs and write down the rules, regulations or advice they convey using the modal verbs given below.

can - could - may - might – must - ought to – shall - should - will - would

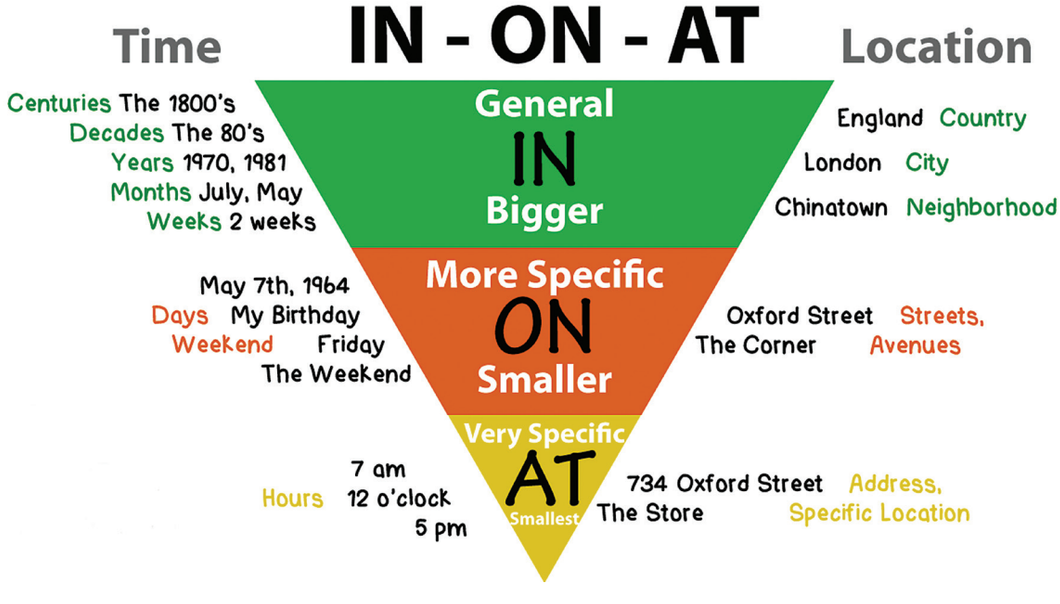


c. Read the following passage adapted from 'Three Men in a Boat' and fill in the blanks with appropriate modals and read the paragraph aloud.

I thought I would go to British Museum today to read the treatment for some slight ailment of which I had a touch. I (1)_____ read all I wanted to read and then felt I (2)_____ begin to study diseases. I started to generally turn the leaves idly.

I came to typhoid fever, read the symptoms and discovered I (3)_____ be having it for months without knowing it. Cholera, I had severe complications. Diphtheria, I (4)_____ have been born with. I was relieved to find that Bright's disease, I had only in a modified form as so far as that was concerned, I (5)_____ live for years. The only disease I (6)_____ conclude I had not got was a housemaid's knee. I sat and pondered. I tried to feel my heart. I (7)_____ (not feel) my heart. I walked into the reading room as a happy healthy man but crawled out as a decrepit wreck.

Prepositions



02-A-Prose-THE QUEEN OF BOXING.indd 44 11-12-2021 14:52:11

A preposition is a word used to link nouns, pronouns or phrases to other words within a sentence. Prepositions are usually short words and they are placed before the nouns.

Look at the following sentences.

i) The English language is vital **in** the medical field.

ii) He climbed **up** the stairs to get **into** the terrace.

Note that the words in bold letters in the above sentences link the two parts of the sentence. These words are called Prepositions.

Look at some more examples of **prepositions and prepositional phrases.**

on, off, up, in, out, above, below, over, under, to, from, with, without, before, after, at, during, according to, ahead of, a part of, from, as far as, in spite of, owing to, in addition to, in case of, in front of, but for, on account of, on behalf of, with reference to etc.

Sometimes, a sentence can end with a preposition. Read the sentences given below.

- This seat is not very comfortable to sit _____.
- My father gave me some pictures to look _____.
- Was it worth waiting _____?

The preposition 'in', 'at', and 'for' occur at the end of the sentence.This is acceptable in usage.

A) Fill in the blanks in the following sentences with appropriate prepositions.

(i) In case _____ difficulty, you should refer _____ a dictionary and then respond _____ the question.

(ii) The clothes that he has put _____ are very impressive. He is going _____ his hometown to pay homage _____ the village head.

(iii) The nearest hospital _____ this place is _____ a distance of twenty kilometers. You can reach it either _____ car or _____ a bicycle.

B) Complete the following paragraph by filling in the blanks with suitable prepositions and read the paragraph aloud for better understanding of the use of prepositions.

Mr. Beek of New Jersey has invented a floating life-preserver, which gives complete protection (1) _____ people who have been shipwrecked. The upper section is large enough (2)____ the wearer to be able to move his head and arms (3) _____,and a month's supply (4)_____ food and drinking water can also be stored (5) _____ it. The cover can be closed in rough weather, and the wearer can see (6) _____ the window in the front, and breathe (7) _____ a curved pipe. The life preserver is made (8) _____ water proof cloth attached (9) _____ circular metal tubes, which protect the wearer (10) _____ sharp rocks and hungry fish.

C) Fill in the blanks in the following sentences, using prepositions if necessary.

(i) The new machines are quite

02-A-Prose-THE QUEEN OF BOXING.indd 45 11-12-2021 14:52:11

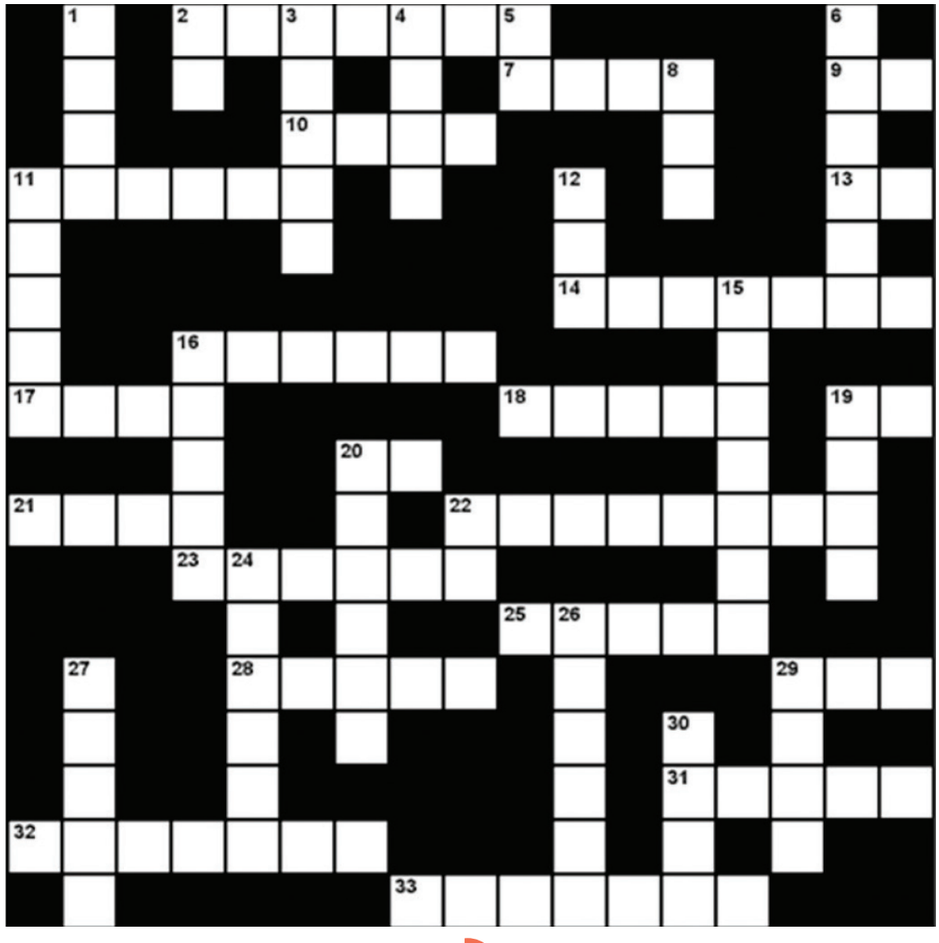
different _____ the old ones. They are able to work _____ a much faster pace, a substantially reduced risk _____ the environment.

(ii) The students discussed the problem _____ themselves. However, they did not arrive _____ any conclusion. They went _____ their class teacher and discussed _____ her. She gave a solution _____ it and they were happy.

D) Do you know what happened to the Titanic, the largest ship to sail then? She hit an iceberg and sank into the Atlantic Ocean. Now choose the right word and complete the paragraph. Read the paragraph aloud.

The wreck (1) _____ (up/of) the RMS Titanic lies (2) _____ (in/at)a depth of (3) _____ (about/ above) 12,500 feet about 370 miles south east (4) _____ (of/off) the coast of Newfoundland. It lies (5) _____ (in/on) two main pieces about a third (6) _____ (of/off) a mile apart. The bow is still largely recognizable (7) _____ (with/ within) many preserved interiors, despite the damage it sustained hitting the sea floor. A debris field (8) _____ (of/for) the wreck contains thousands (9) _____ (on/ of) items spilled (10) _____ (from/of) the ship as it sank. She sank (11) _____ (in/at) the year 1912.

E) Solve the crossword using the clues given on page 47.



02-A-Prose-THE QUEEN OF BOXING.indd 46 11-12-2021 14:52:11

Across

2. We fought _____ the measure.(7)

7. The cat jumped _____ the table.(4)

9. The cat climbed _____ the tree.(2)

10. My story is shorter _____ yours. (4)

11. Cats are _____ dogs.(6)

13. Put the cookie _____ the jar.(2)

14. Let's walk _____ the park.(7)

16. The vegetables were planted _____ the apple tree.(6)

17. Banu sings _____ a bird.(4)

18. My story is _____ my pets.(5)

19. Subash is the president _____ our class.(2)

20. We live _____ the river.(2)

21. Let's walk _____ class together. (4)

22. The bank is _____ the park.(8)

23. We live _____ the city limits.(6)

25. I saw John waving _____ the crowd.(5)

28. I am more cautious _____ the fall.(5)

29. I have a present _____ you.(3)

31. We strolled _____ the river.(5)

32. He ran _____ us.(7)

33. The leaves had collected _____ the trees(7)

Down

1. I put the book _____ the table.(4)

2. Please meet me _____ the cafe.(2)

3. Dessert will be served _____ dinner. (5)

4. My house is _____ the school.(4)

5. We walked _____ the store.(2)

6. No eating _____ class.(6)

8. The book fell _____ my desk.(3)

11. I will not leave _____ the speech is finished.(5)

12. The store is open everyday _____ Sunday.(3)

15. The dog is _____ the house.(7)

16. The cat is hiding _____ my bed.(5)

19. The cat jumped _____ the dog.(4)

20. He is hiding _____ the bookcase.(6)

22. Dinner is _____ the table.(2)

24. I put my hands _____ my pockets. (6)

26. We will eat _____ the play.(6)

27. The cat is sleeping _____ the cot.(5)

29. This letter is _____ my aunt.(4)

30. We ran _____ the other kids.(4)

02-A-Prose-THE QUEEN OF BOXING.indd 47 11-12-2021 14:52:11

WRITING

A. Note-making

Note-making involves the fundamental skills of reading and writing.

We make notes to record the important points of a text for future reference.

Note-making is a study skill that helps to make notes of important points from a long text. It is particularly useful to store and retrieve information in the form of a summary.

The Process

- First, the main points and supporting details should be identified. The main information should be condensed and organised in a systematic way.
- To avoid difficulty in recollecting information, symbols or abbreviations should be used while making notes. But these should be clear enough to recall or understand later.
- Notes need not be in complete sentences.
- Notes should be shorter than the original text.
- Main points and supporting details should be clearly distinguished.
- Functional words like articles, relative pronouns should be avoided.
- Headings and sub headings should be numbered.

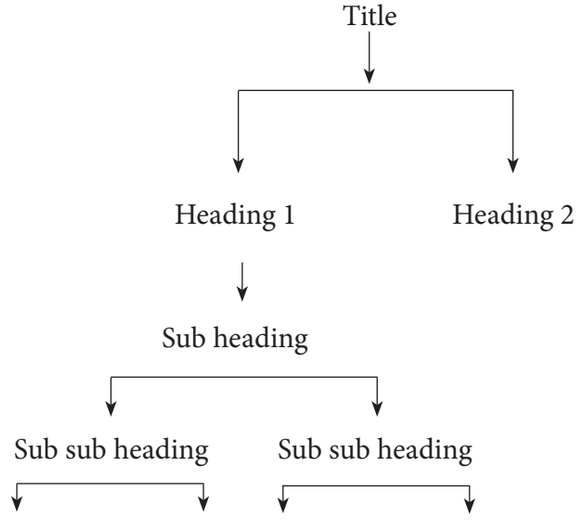
Different formats as applicable to the paragraph can be used to make notes. Two sample formats are given below.

Heading

1. Sub-heading
    - 1.a Point 1
    - 1.b sub-sub heading
        - 1.b.1 Sub Point 1
        - 1.b.2 Sub Point 2
    - 1.c Point 1

Heading

2. Sub-heading 2
    - 2.a Point 1
    - 2.b sub-sub heading
        - 2.b.1 Sub Point 1



Caution

Use standard abbreviations and symbols. Do not abbreviate every word. Heading should not be abbreviated.

02-A-Prose-THE QUEEN OF BOXING.indd 48 11-12-2021 14:52:12

Read the following paragraph and see how notes have been made on it.

1.The Rome 1960 Paralympic Games was a tremendous step in sports for athletes with a physical impairment. The founder of the Paralympics movement, Sir Ludwig Guttmann, and the director of the spinal centre in Rome, Antonia Maglio, started preparations for the games two years ago. It would be called the 9th Annual International Stoke Mandeville Games. Now regarded as the Rome 1960 Paralympic Games, the competition took place for six days following the closing ceremony of the XVII Olympic Games and was supported by the Italian Olympic Committee and the Italian Institute for Disabled Workers.

2. A total of eight different sports events debuted at the first-ever paralympic Games, all of which were considered beneficial and suitable for athletes with spinal cord injuries: archery, IPC athletics, dart, snooker, IPC swimming, table tennis, wheelchair-basketball and wheelchair fencing.

3. The opening ceremony on 18 September 1960 garnered a crowd of 5000 spectators, which greeted the wheelchair athletes during their colourful entry into Acqua Acetosa stadium. The Italian Minister for Public Health at the time, officially declared the games open to the world. In the debut of the Paralympic games on the world stage, the host nation Italy finished atop the medal standings, as Great Britain, Germany, Austria and the USA rounded out the top five with stellar performances.

4.The closing ceremony on 25th September was held in the Palazetto Dello in the Olympic village in the presence of Sir Guttmann, the patron of the Games. Sir Guttmann summed up the Games saying: "The vast majority of competitors and escorts have fully understood the meaning of the Rome Games as a new pattern of reintegration of the paralysed into society, as well as the whole of sport."

Notes:

The Paralympics

1. Origin of Paralympic games
   a. sports for the phy. impaired
   b. Founder
      i.Sir Ludwig Guttman
   c. 1960 first Paralympic
   d. conducted for 6 days
   e. supp.d by

i.Italian Olym. Committee &Italian Inst. for Disabled Workers

2. Sports
   a. 8 events
   i. suitable for athletes with spinal inj.s

3. Opening ceremony
   a. 18th Sept.
   b. 5000 spectators
   c. colourful entry of wheelchair athletes

4. Closing ceremony
   a. 25th Sept.
   b. host Italy finished atop
   c. Sir Guttman summed up
   i. reintegration of paralyzed into soc. and sports

02-A-Prose-THE QUEEN OF BOXING.indd 49 11-12-2021 14:52:12

B.Summarising

Summarising is to briefly sum up the various points given in the notes made from the original passage. It is a retrieval of information from the notes made. Hence, while writing it, one need not go back to the original passage but refer only to the notes made. A first draft will help us to write a fair summary.

Summary

Paralympic Games

In 1960, Sir Ludwig Guttmann founded the Paralympic Games in Rome for the physically impaired. The games, supported by Italian Olympic Committee and the Italian Institute for Disabled Workers, took place for six days. Eight different sports events conducted were suitable for the disabled. During the opening ceremony on 18th September, five thousand spectators greeted the wheelchair athletes' colourful entry. The host Italy finished atop and during the closing ceremony, the founder said that the Games were a new pattern of re-integration of the paralysed into society and sports.

Task : On the basis of your understanding of the given sample, make notes of the following text and write a summary in about 75 words.

Looking at the modern children, one striking difference between the childhood that the previous generation had and the one that this generation has is the lack of Indian or native games. In the 1970's, people used to play a variety of indoor and outdoor games that were the games of this soil. Nowadays almost all Children play games like cricket, tennis and football. Nobody is playing games like Kabaddi, Goli, Ghilli or Indoor games like the Dhaayakattam, Paramapadham, Pallanguzhi, Paandi or Aadupuliaattam. These games have a rich culture and heritage value and were tools of passing on some ancestral knowledge or the other. They also sharpened our observational and math skills unlike the hit and run games of the west that are uni-dimensional and strengthen only hand-eye coordination.

Traditional Games were not just games, they were designed in such a way that one can develop lot of skills like logical thinking, building strategy, concentration, basic mathematics, aiming, and a lot more. Nowadays we develop these skills by paying money to centres that conduct personal development courses. Traditional Games act as learning aids. They teach us many things while playing, like to learn to win and lose, develop sensory skills, count, add, improve motor skills, identify colour, improve hand-eye co-ordination and finally to have fun, either by playing the game or watching a game being played.

The values that we achieve by playing these games are more when compared to the games that we play nowadays. Some of the values that we gain are that they are environment friendly, we get a chance to learn about our culture and history, and an important thing is, it is suitable for all ages, so they increase the interaction between generations. Many modern games played around the world have their origin in these traditional games which is a pride to our country's culture.

02-A-Prose-THE QUEEN OF BOXING.indd 50 11-12-2021 14:52:12

C. Debate is an essential skill and your class room is the best place to practice this skill. Your teacher will now divide the class into two groups and organize a debate on the topic "Fast food tastes better than nutritious food." The following points may help you to participate and speak in a debate. One group will speak FOR the motion and the other group will speak AGAINST the motion. Now prepare a speech for the debate.



"Pattimandram" is a popular debating forum in Tamil. Thanks to television channels, this form of debating is a big hit among the viewers for its wit and humour. Most of these debates deal with very simple topics that are liked and enjoyed by all.

1. Start with a greeting and introduce yourself.
2. State your topic and inform whether you are speaking for or against.
3. Gather sufficient information.
4. Keep track of the stipulated time.
5. Listen carefully to the opponents and present your rebuttal convincingly.
6. Accept the judgement.

You may consider using the following expressions.

- We strongly believe that ……
- Before I come to my own argument, let us have a look at what my opposition ……..
- I see your point, but I think ……..
- I'm afraid I can't quite agree with your point ……
- I would like to point out that……

D. Writing an article

Writing creative, unique, professional and fruitful articles is rewarding if one perfects the art. This is a vast field that includes magazine articles, website content articles, blogs, journals and newspaper articles.

Format of Newspaper Article

1. Headlines or title

The title of your news articles should be catchy.

2. Byline

Byline is the name of the writer.

3. Introduction

Tells what the article is about.

Catches attention.

Arouses interest.

4. Develop cause, effect, relationship.

Use facts.

Give examples to support your views.

Use clear and precise language.

02-A-Prose-THE QUEEN OF BOXING.indd 51 11-12-2021 14:52:12

5. Compare and contrast views, points of view or information.

6. Conclusion
   Summing up
   Offering suggestions
   Personal predictions

Read the following article on The Value of Sports and Games in Education

The Value of Sports and Games

in Education

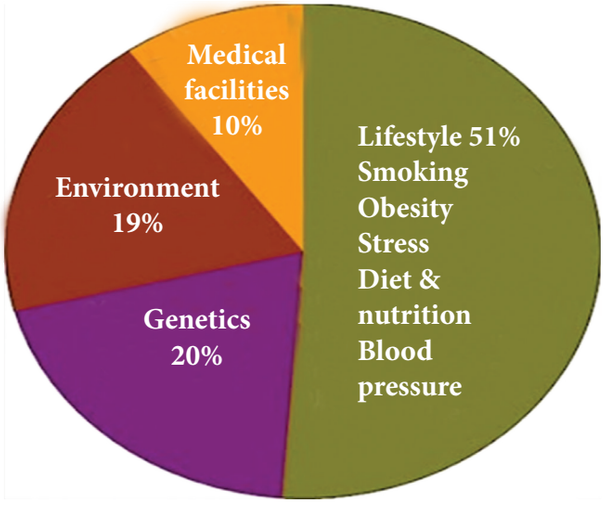
by M. Sathyapriya, XI-F

The aim of education is to enable the human personality to grow to its full stature. We have a body, a mind and a spirit. Accordingly, education aims at our physical, intellectual, spiritual and moral development.

Games are a means of keeping the body healthy and fit. Physical fitness and freedom from all kinds of ailments are the desire and ambition of every human being. Indeed, good health is the first condition of happiness in life. Those who play games generally maintain good health. Games are an excellent means of bodily exercise. Whether it is sophisticated games like hockey, football and tennis or simple games like Kabaddi, they provide the much needed exercise to the body and thus keep the body healthy and strong. Players always have a better appetite and a better digestion than those who play no games or do exercises. Games not only make the body healthy and strong, but also make it muscular.

Apart from building the body, games are an excellent recreation or pastime. Education teaches people the need and value of recreational activities. Education does not approve of the book-worm, who is lost in books all the time. Recreation is necessary. And games are among the most interesting recreations in the world. The essence of recreation is that it refreshes both body and mind and provides a means of escape from one's professional or scholarly pursuits. Thus games are very useful as a diversion for the mind.

Task: Read and understand the data presented in the pie-chart below on factors affecting health, and write an article for your school magazine highlighting the fact that it's our lifestyle that determines how healthy we remain. Write your article in about 150 words .Give a suitable title too.



The factors which affect health are given percentage-wise in the pie-chart.

02-A-Prose-THE QUEEN OF BOXING.indd 52 11-12-2021 14:52:13

Unit 2

Poem

Confessions of a Born Spectator

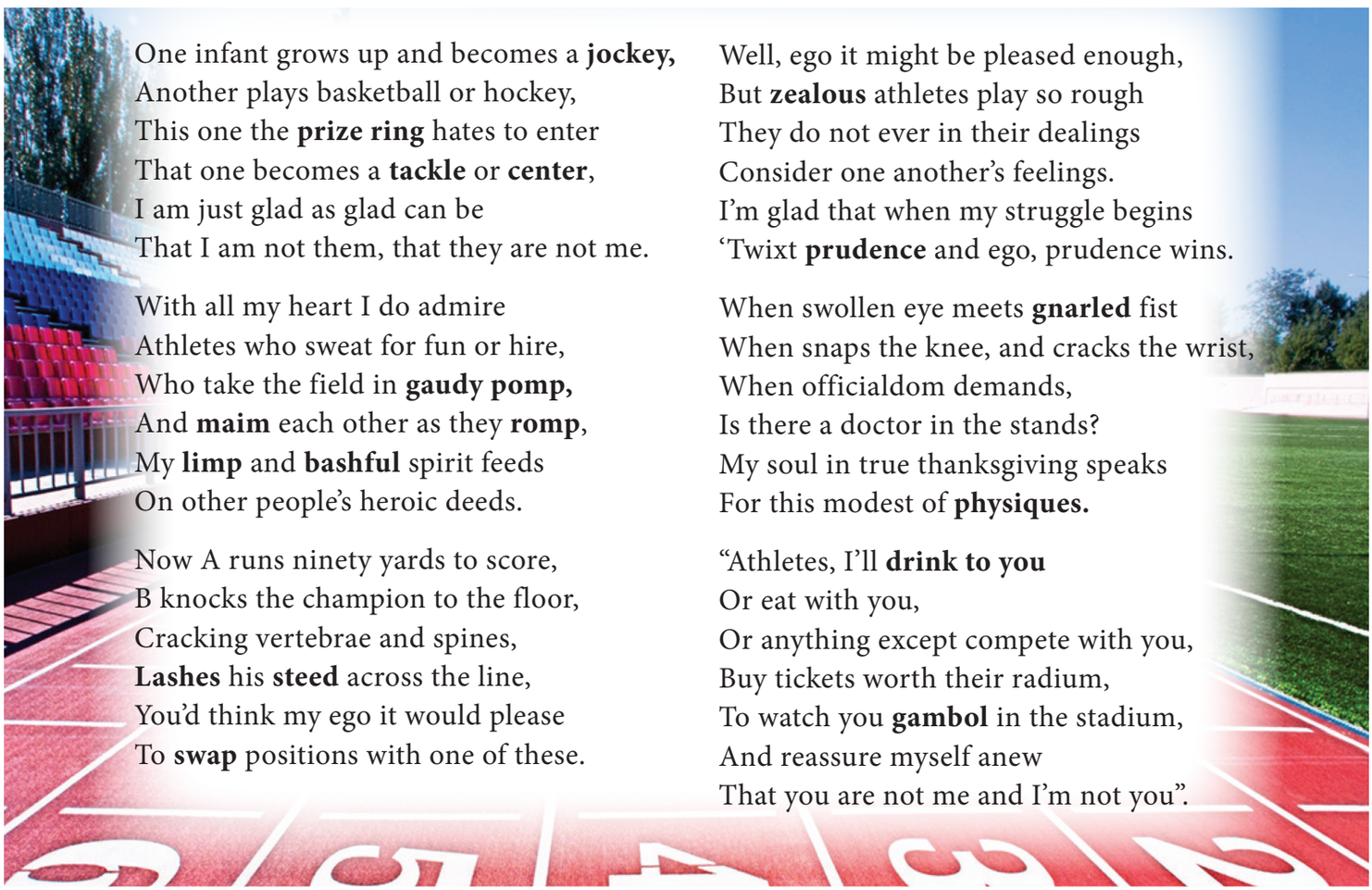
Ogden Nash

Warm Up

Not everybody loves to play and participate in games, sports and other extra-curricular activities. Some of us wish to be mere spectators. List out the activities in which you like to be either a performer or a spectator. Share your views with the class.

Activities		
	performer / player	spectator / audience
e.g.	cricket	magician
a.		
b.		
c.		
d.		
e.		

Here is a poem by Ogden Nash who believes that a spectator can be as enthusiastic as a player. Now let's read and enjoy the poem 'Confessions of a Born Spectator'.



One infant grows up and becomes a **jockey,**
Another plays basketball or hockey,
This one the **prize ring** hates to enter
That one becomes a **tackle** or **center**,
I am just glad as glad can be
That I am not them, that they are not me.

With all my heart I do admire
Athletes who sweat for fun or hire,
Who take the field in **gaudy pomp,**
And **maim** each other as they **romp**,
My **limp** and **bashful** spirit feeds
On other people's heroic deeds.

Now A runs ninety yards to score,
B knocks the champion to the floor,
Cracking vertebrae and spines,
Lashes his **steed** across the line,
You'd think my ego it would please
To **swap** positions with one of these.

Well, ego it might be pleased enough,
But **zealous** athletes play so rough
They do not ever in their dealings
Consider one another's feelings.
I'm glad that when my struggle begins
'Twixt **prudence** and ego, prudence wins.

When swollen eye meets **gnarled** fist
When snaps the knee, and cracks the wrist,
When officialdom demands,
Is there a doctor in the stands?
My soul in true thanksgiving speaks
For this modest of **physiques.**

"Athletes, I'll **drink to you**
Or eat with you,
Or anything except compete with you,
Buy tickets worth their radium,
To watch you **gambol** in the stadium,
And reassure myself anew
That you are not me and I'm not you".

02-B-Poem-Confessions of a Born Spectator.indd 53 11-12-2021 14:52:44

About the Author

Frederic Ogden Nash (August 19, 1902 – May 19, 1971) was an American poet well known for his light verse, of which he wrote over 500 pieces. With his unconventional rhyming schemes, he was declared the country's best-known producer of humorous poetry. His light verse even earned him a place on a postage stamp.



Glossary:

jockey – horse rider

prize ring – enclosed area in which boxing matches are fought

tackle, center – playing positions in football

gaudy pomp – showy dress

maim – injure

romp – play in a rough and noisy way

limp – weak

bashful – shy and reluctant

lashes – beats with a whip

steed – a large, strong horse

swap – exchange

zealous – enthusiastic

prudence – wisdom

gnarled – rough and twisted

physique – body

drink to you – drink to wish good luck or celebrate success

gambol – run or jump happily

1. Based on your understanding of the poem, answer the following questions in a sentence or two.

a. Why does the poet feel glad that he does not play any game?

b. Do you think the narrator is heroic? Why?

c. The poet is satisfied just watching the heroic deeds of others. What could be the reason?

d. The poet does not wish to exchange position with the runners. Why?

e. Are the athletes conscious of the feelings of others? Why do you say so?

f. Why would the referee ask whether there was a doctor in the stands? What stands is he referring to?

g. Why does the poet prefer to buy tickets worth their weight in radium? Bring out the significance of the metal referred to here.

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

In the poem 'Confessions of a Born Spectator,' Ogden Nash talks about how people choose different sports in their lives or decide to become athletes. While admiring the talents of athletes and sportsmen, the poet (i)_____

02-B-Poem-Confessions of a Born Spectator.indd 54 11-12-2021 14:52:44

that he is glad that he is neither a sportsman nor an athlete. Children have different (ii)_____ and wish to play various games. Each child has in mind something in particular, but the narrator is (iii)_____ he is not one of the players. Though the narrator (iv) _____ the talents of all athletes, he derives satisfaction from watching them, but does not wish to (v) _____ places with them. He also sometimes regrets that (vi)_____ athletes play rough games without caring for the feelings of their sporting rivals. He feels that good sense and caution win over ego. The narrator wholeheartedly offers (vii) _____ the modest (viii) _____ of athletes. Ultimately the narrator is (ix)_____ that he himself is not an athlete.

thanksgiving	exchange	glad
confesses	physiques	zealous
satisfied	aims	admires

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

a. How does the poet establish the victory of common sense over ego?

b. The poet does not wish to exchange places with the athletes. How does he justify his view?

c. According to the poet what contributes most to the injuries sustained by the athletes?

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

a. *With all my heart I do admire*
Athletes who sweat for fun or hire

i. Whom does the poet admire?

ii. For what reasons do the athletes sweat?

b. *Well, ego it might be pleased enough*
But zealous athletes play so rough…

i. What pleases the ego?

ii. Why are athletes often rough during play?

c. *When officialdom demands,*
Is there a doctor in the stands?

i. Why are doctors called from stands by the sponsors?

ii. Why does the poet make such an observation?

d. *When snaps the knee and cracks the wrist….*

Identify and explain the use of the literary device in this line.

5. A. Explain the following with reference to the context in about 50–60 words each.

(i) I am just glad as glad can be
That I am not them, that they are not me…

(ii) They do not ever in their dealings
Consider one another's feelings…

(iii) Athletes, I'll drink to you,
Or eat with you,
Or anything except compete with you…

B. Underline the alliterated words in the following lines.

(i) My soul in true thanksgiving speaks

(ii) They do not ever in their dealings…

02-B-Poem-Confessions of a Born Spectator.indd 55 11-12-2021 14:52:44

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

e.g. enter	center
	hockey
admire	
	romp
	deeds
score	
please	
	wrist
demands	
	stadium

D. Find out the rhyme scheme of the given stanza.

One infant grows up and becomes a jockey
Another plays basketball or hockey
This one the prize ring hates to enter
That one becomes a tackle or center…

6. Listening Activity.

First, read the following statements. Then, listen to the passage read aloud by your teacher or played on the recorder and answer the questions that follow. You may listen to it again, if required.

Choose the most appropriate option and complete the sentences.

1. Tejaswini Sawant is an Indian _____.

a) shooter b) boxer c) cricketer

2. She represented India at the 9th South Asian Sports Federation Games in _____.

a) 2001 b) 2002 c) 2004

3. In 2006, she won a Gold medal in the_____.

a) Commonwealth Games
b) Olympic Games
c) Asian Games

4. She became a world champion in the 50m Rifle Prone game held in _____.

a) Germany b) Russia c) India

5. Tejaswini was the first Indian woman shooter to win a_____medal at the World Championship in the 50m rifle prone game.

a) gold b) silver c) bronze

7. Speaking Activity.

Work with your partner. Discuss and share your ideas with the class.

a. Tell the class about your ambition in life and the way you are working towards achieving your goal.

b. Your friend competes with you in academics and sports. Think of the situation wherein you would not be affected by his/her victory and the ways in which you would encourage your friend to succeed.

8. Answer the following questions in a short paragraph of about 100–150 words each. You may add your own ideas to support your point of view.

a. Why do accidents usually happen in the playground? Give your own examples and explain.

02-B-Poem-Confessions of a Born Spectator.indd 56 11-12-2021 14:52:44

b. Everybody is special and everybody is a hero. Each one has a story to tell. In the light of this observation, present your views.

c. Would you like to exchange your place with someone else? Why / why not?

d. What sort of encouragement should an athlete in India be given? Give a few suggestions.

e. You are the School Pupil Leader. Mention some qualities that can be drawn from the field of sports to improve your leadership skills.

9. Parallel reading:



Thinking

"If you think you are beaten, you are,
If you think you dare not, you don't.
If you like to win, but you think you can't,
It is almost certain you won't.

If you think you'll lose, you're lost,
For out of the world we find,
Success begins with a fellow's will.
It's all in the state of mind.

If you think you are outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man.
But soon or late the man who wins,
Is the man WHO THINKS HE CAN."

Walter Wintle

02-B-Poem-Confessions of a Born Spectator.indd 57 11-12-2021 14:52:46

Unit 2

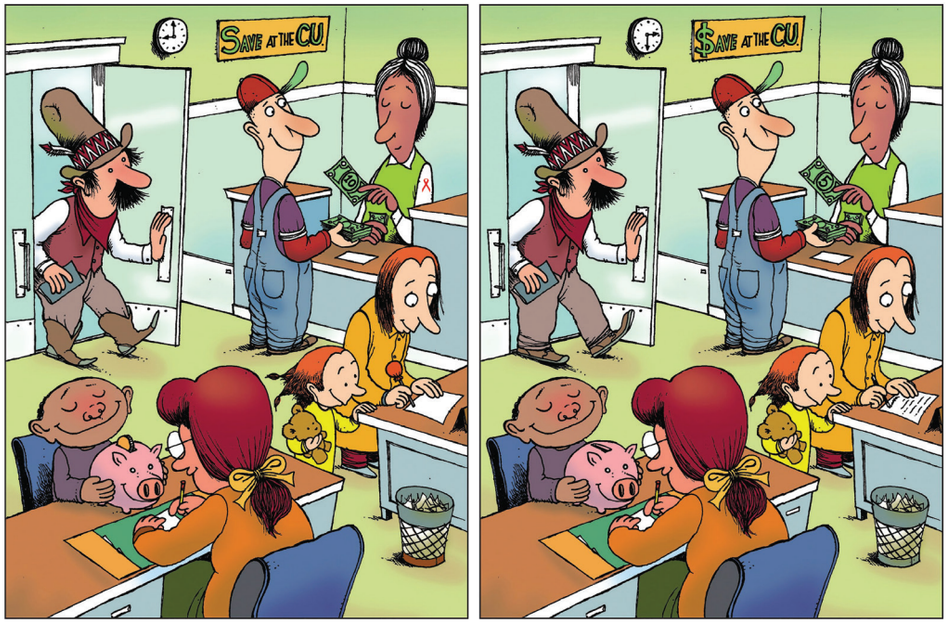
Supplementary

A Shot in the Dark

Saki

Warm up

Can you spot 10 differences between these pictures?



How observant are you? Individually, try to spot as many differences as possible in five minutes. If you have spotted less than five, then you really need to improve your observation skill just to save yourself from being misled.

Here is an amusing story that describes how a man who considers himself very smart and observant finds that he had mistaken the genuine plea of a stranded youth.

Characters in the story

Philip Sletherby -
a man who aspires to become a politician
Mrs. Saltpen-Jago -
a rich and influential lady of high rank
Bertie - son of Mrs. Saltpen Jago
Claude People K.C. - a friend of Sletherby

Philip Sletherby settled himself down in an almost empty railway carriage, with the pleasant consciousness of being **embarked** on an agreeable and profitable pilgrimage. He was bound for Brill Manor, the country residence of his newly achieved acquaintance, Mrs. Saltpen-Jago. *Honoria Saltpen-Jago was a person of some social importance in London, of considerable importance and influence in the county of Chalkshire. The county of Chalkshire, or, at any rate, the eastern division of it, was of immediate personal interest to Philip Sletherby; it was

02-C-SR-A Shot In The Dark.indd 58 11-12-2021 14:53:08

held for the Government in the present Parliament by a gentleman who did not intend to seek re-election, and Sletherby was under serious consideration by the party managers as his possible successor, and with luck, the seat might be held. The Saltpen-Jago influence was not an item which could be left out of consideration, and the political aspirant had been delighted at meeting Honoria at a small and friendly luncheon-party, still more gratified when she had asked him down to her country house for the following Friday-to-Tuesday. He was obviously 'on approval', and if he could secure the goodwill of his hostess he might count on her nominating him as an assured thing. If he failed to find favour in her eyes — well, the local leaders would probably cool off in their embryo enthusiasm for him.

Among the passengers dotted about on the platform, awaiting their respective trains, Sletherby **espied** a club acquaintance, and called him up to the carriage-window for a chat.

"Oh, you're staying with Mrs. Saltpen-Jago for the week-end, are you? I expect you'll have a good time; she has the reputation of being an excellent hostess. She'll be useful to you, too, if that Parliamentary project — hullo, you're off. Good-bye."



Sletherby waved good-bye to his friend, pulled up the window, and turned his attention to the magazine lying on his lap. He had scarcely glanced at a couple of pages, however, when a smothered curse caused him to glance hastily at the only other occupant of the carriage. His travelling companion was a young man of about two-and-twenty, with dark hair, fresh complexion, and the blend of smartness and disarray that marks the costume of a 'nut' who is bound on a rustic holiday. He was engaged in searching furiously and **ineffectually** for some elusive or non-existent object; from time to time he dug a sixpenny bit out of a waistcoat pocket and stared at it **ruefully,** then recommenced the futile searching operations. A cigarette-case, matchbox, latchkey, silver pencil case, and railway ticket were turned out on to the seat beside him, but none of these articles seemed to afford him satisfaction; he cursed again, rather louder than before. The vigorous **pantomime** did not draw forth any remark from Sletherby, who resumed his scrutiny of the magazine.

"I say!" exclaimed a young voice presently, "didn't I hear you say you were going down to stay with Mrs. Saltpen-Jago at Brill Manor? What a coincidence! My *mater, you know. I'm coming on there on Monday evening, so we shall meet. I'm quite a stranger; haven't seen the mater for six months at least. I was away yachting last time she was in Town. I'm Bertie, the second son, you know. I say, it's an awfully lucky coincidence that I should run across someone who knows the mater just at this particular moment. I've done a damned awkward thing."

02-C-SR-A Shot In The Dark.indd 59 11-12-2021 14:53:08

"You've lost something, haven't you?" said Sletherby.

"Not exactly, but left behind, which is almost as bad; just as inconvenient, anyway. I've come away without my sovereign-purse, with four **quid** in it, all my worldly wealth for the moment. It was in my pocket all right, just before I was starting, and then I wanted to seal a letter, and the sovereign-purse happens to have my crest on it, so I whipped it out to stamp the seal with, and, like a double-distilled idiot, I must have left it on the table. I had some silver loose in my pocket, but after I'd paid for a taxi and my ticket I'd only got this forlorn little six pence left. I'm stopping at a little country inn near Brondquay for three days' fishing; not a soul knows me there, and my week-end bill, and tips, and cab to and from the station, and my ticket on to Brill, that will mount up to two or three quid, won't it? If you wouldn't mind lending me two pound ten, or three for preference, I shall be awfully obliged. It will pull me out of no end of a hole."

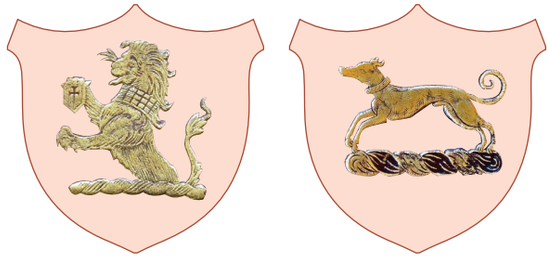
"I think I can manage that," said Sletherby, after a moment's hesitation.

"Thanks awfully. It's jolly good of you. What a lucky thing for me that I should have chanced across one of the mater's friends. It will be a lesson to me not to leave my **exchequer** lying about anywhere, when it ought to be in my pocket. I suppose the moral of the whole thing is don't try and convert things to purposes for which they weren't intended. Still, when a sovereign-purse has your **crest** on it–"

"What is your crest, by the way?" Sletherby asked, carelessly.

"Not a very common one," said the youth; "a demi-lion holding a cross-crosslet in its paw."

"When your mother wrote to me, giving me a list of trains, she had, if I remember rightly, a greyhound *courant on her notepaper," observed Sletherby. There was a tinge of coldness in his voice.



"That is the Jago crest," responded the youth promptly; "the demi-lion is the Saltpen crest. We have the right to use both, but I always use the demi-lion, because, after all, we are really Saltpens."

There was silence for a moment or two, and the young man began to collect his fishing **tackle** and other belongings from the rack.

"My station is the next one," he announced.

"I've never met your mother," said Sletherby suddenly, "though we've corresponded several times. My introduction to her was through political friends. Does she resemble you at all in feature? I should rather like to be able to pick her out if she happened to be on the platform to meet me."

"She's supposed to be like me. She has the same dark brown hair and high

02-C-SR-A Shot In The Dark.indd 60 11-12-2021 14:53:08

colour; it runs in her family. I say, this is where I get out."

"Good-bye," said Sletherby.

"You've forgotten the three quid," said the young man, opening the carriage-door and pitching his suit-case on to the platform.

"I've no intention of lending you three pounds, or three shillings," said Sletherby severely.

"But you said–"

"I know I did. My suspicions hadn't been roused then, though I hadn't necessarily swallowed your story. The **discrepancy** about the crests put me on my guard, notwithstanding the really brilliant way in which you accounted for it. Then I laid a trap for you; I told you that I had never met Mrs. Saltpen-Jago. As a matter of fact I met her at lunch on Monday last. She is a pronounced blonde."

The train moved on, leaving the **soi-disant** cadet of the Saltpen-Jago family cursing furiously on the platform.

"Well, he hasn't opened his fishing expedition by catching a flat," chuckled Sletherby. He would have an entertaining story to recount at dinner that evening, and his clever little trap would earn him applause as a man of resource and **astuteness.** He was still telling his adventure in imagination to an attentive audience of dinner guests when the train drew up at his destination. On the platform he was greeted **sedately** by a tall footman, and noisily by Claude People, K.C., who had apparently travelled down by the same train.

"Hullo, Sletherby! You spending the week-end at Brill? Good. Excellent. We'll have a round of golf together to-morrow; I'll give you your revenge for Hoylake. Not a bad course here, as inland courses go. Ah, here we are; here's the car waiting for us, and very nice, too!"

The car which won the K.C.'s approval was a **sumptuous**-looking vehicle, which seemed to embody the last word in elegance, comfort, and locomotive power. Its graceful lines and symmetrical design masked the fact that it was an enormous wheeled structure, combining the features of a hotel lounge and an engine-room.

"Different sort of vehicle to the post-**chaise** in which our grandfathers used to travel, eh?" exclaimed the lawyer appreciatively. And for Sletherby's benefit he began running over the chief points of perfection in the fitting and mechanism of the car.

Sletherby heard not a single word, noted not one of the details that were being **expounded** to him. His eyes were fixed on the door panel, on which were displayed two crests: a greyhound courant and a demi-lion holding in its paw a cross-crosslet.



02-C-SR-A Shot In The Dark.indd 61 11-12-2021 14:53:08

The K.C. was not the sort of man to notice an absorbed silence on the part of a companion. He had been silent himself for nearly an hour in the train, and his tongue was making up for lost time. Political gossip, personal anecdote, and general observation flowed from him in an uninterrupted stream as the car sped along the country roads; from the inner history of the Dublin labour troubles and the private life of the Prince Designate of Albania he progressed with an easy **volubility** to an account of an alleged happening at the ninth hole at Sandwich, and a verbatim report of a remark made by the Duchess of Pathshire at a Tango tea. Just as the car turned in at the Brill entrance gates the K.C. captured Sletherby's attention by switching his remarks to the personality of their hostess.

"Brilliant woman, level-headed, a clear thinker, knows exactly when to take up an individual or a cause, exactly when to let him or it drop. Influential woman, but spoils herself and her chances by being too restless. No repose. Good appearance, too, till she made that idiotic change."

"Change?" queried Sletherby, "what change?"

"What change? You don't mean to say– Oh, of course, you've only known her just lately. She used to have beautiful dark brown hair, which went very well with her fresh complexion; then one day, about five weeks ago, she electrified everybody by appearing as a brilliant **blonde**. Quite ruined her looks. Here we are. I say, what's the matter with you? You look rather ill."

(slightly adapted)

About the Author



Hector Hugh Munro (18 December 1870 – 14 November 1916), better known by the pen name Saki, and also frequently as H. H. Munro, was a British writer whose witty, mischievous and sometimes macabre stories satirize Edwardian society and culture. He is considered a master of the short story, and often compared to O. Henry. Besides his short stories he wrote a full-length play, *The Watched Pot*, in collaboration with Charles Maude.

Glossary

embarked – boarded

espied – caught sight of

ineffectually – in vain

ruefully – regretfully, sorrowfully

pantomime – exaggerated behaviour

quid – (British) one pound sterling

exchequer – national treasury

crest – a symbol representing a family, reproduced on writing paper

tackle – equipment required for a task or sport

discrepancy – difference

soi- disant – self styled

astuteness – cleverness

sedately – in a dignified manner

sumptuous – expensive looking

02-C-SR-A Shot In The Dark.indd 62 11-12-2021 14:53:09

chaise – horse-drawn carriage

expounded – explained

volubility – fluency, talkativeness

blonde – pale yellow hair

***Honoria /hɒˈnɔːrɪə/** – (Latin) honour, a woman of reputation

***mater /ˈmeɪtə/** - (Latin) mother

***courant -/kʊˈrɑːnt/** - animal represented in the act of running

1. Answer the following questions in about 30–50 words each:

a. Why did Philip Sletherby visit Brill Manor?

b. How would Sletherby gain from his friendship with Honoria Saltpen–Jago?

c. Why did his travel companion curse and mutter?

d. Describe Bertie's problem.

e. 'There was a tinge of coldness in his voice.' Why?

f. Compare the two crests.

g. What was Sletherby's response to Bertie's request?

h. What caught his attention about the car door?

i. Describe Honorio Saltpen-Jago.

j. Why did K.C's words shock Sletherby?

2. Rearrange the sentences given below and write a summary of the story in a paragraph. Begin with:

Philip Sletherby was travelling by train to Brill Manor.

a. The young man introduced himself as Bertie, the son of Saltpen Jago.

b. Bertie needed three pounds desperately and asked Sletherby to lend it to him.

c. All the time Sletherby was gazing at the door panel of the car, on which were the two crests – a demi-lion and a greyhound courant.

d. He was received by Claude People. K.C., who had kept on talking about various things.

e. Bertie had left his purse behind, after sealing an envelope with the crest on the purse.

f. Bertie stated that it was the Jago crest. He further added that his mother's hair was dark brown similar to his.

g. While describing the appearance of Honorio Saltpen-Jago, K.C. referred to her altered hairstyle.

h. Sletherby realized that Bertie had not lied to him, but that he had mistaken him for a fraud.

i. He explained that the Saltpen crest was that of a demi-lion.

j. Sletherby sat dumbstruck on learning that Mrs. Honorio Saltpen Jago had changed her dark brown hair to a blonde, just five weeks ago.

k. Sletherby pointed out to him that his mother's letter had a greyhound courant crest.

l. His companion in the train was a young man who was searching for something frantically.

m. Suspecting foul play, Sletherby did not give him any money, as he knew Mrs. Saltpen-Jago was a blonde.

02-C-SR-A Shot In The Dark.indd 63 11-12-2021 14:53:09

3. Explain the following phrases selected from the story in your own words and work with a partner to make sentences using these phrases:

a) on approval
b) a rustic holiday
c) a double-distilled idiot
d) a tinge of coldness
e) making up for lost time

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

a) Describe the youth's strange behaviour when he was in the train.

b) One has to be cautious and not be carried away by stories. How did Sletherby exhibit caution?

c) How did Sletherby's judgement of Bertie turn out to be a wrong one?

d) As Sletherby, would you apologise to Bertie for your rude behaviour? Give reasons.

e) 'Seeing is believing'. How is this humorously disproved in this story? Bring out the irony in the situation.

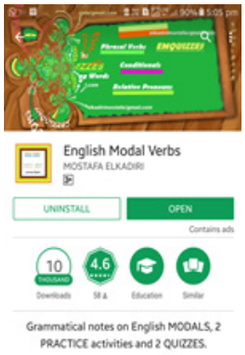
02-C-SR-A Shot In The Dark.indd 64 11-12-2021 14:53:09

ICT Corner

MODAL VERBS

Modal Auxiliaries indicate modalities, attitudes or feelings like ability, possibility, permission, obligation, compulsion, etc.

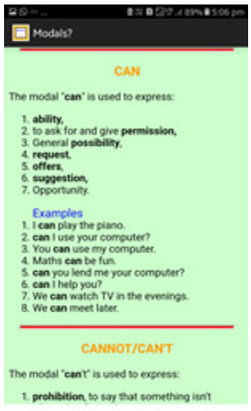
This activity will enable the students to learn modal auxiliary verbs with its usage.

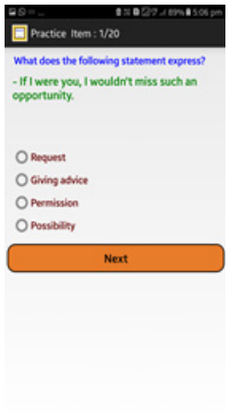


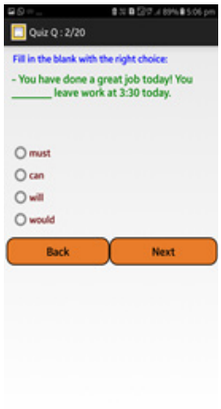
STEPS

1. Access the application with the help of the link given below or the given QR code.
2. Click Modals in the Home page of the application to know about the various modal auxiliary verb along with examples.
3. Click Practice and Practice 2 to practice the expression of the statements like possibility, permission, request, advice etc.
4. Click Quiz One and Quiz Two to take a test in the usage of Modal verbs.
5. Do the Practice and Quiz exercises to learn more of Modal verbs.









DOWNLOAD THE APPLICATION

Click the following link or scan the QR code to access the English Modal Verbs application and download it.
https://play.google.com/store/apps/details?id=com.em.englishmodalverbs&hl=en

02-C-SR-A Shot In The Dark.indd 65 11-12-2021 14:53:09

Unit 3

Prose

Forgetting

Robert Lynd

Warm Up

How forgetful are you?

We are all forgetful at times and would like to find ways of improving our memories.

A. How sharp is your memory?

Take this five-minute memory test. The teacher will read out a series of 30 words, one by one. Some of them will be repeated. Whenever you hear a word for the first time, write 'N' (for New) in the corresponding box and when you hear a repeated word write 'R'. After completing this task, check your results. Compare it with your friends and see where you stand.

1	N	11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

B. Have you ever lost or misplaced anything of value due to forgetfulness?

At times, instances of forgetfulness may land us in a tight spot or in a difficult situation. Therefore, we need to find ways to remember what we have to do or carry with us. One suchway is to make a mental check-list that we can verify before starting any activity.

Now discuss with your partner and think of some practical ideas to overcome forgetfulness, in your day-to-day activities.

e.g. **setting an alarm**	

C. Discuss and share your views with the class on the following.

Is forgetfulness a result of carelessness or preoccupation?

Now read the humorous essay 'Forgetting' by Robert Lynd and his analysis of the fundamental reasons for forgetfulness in humans.

A list of articles lost by railway travellers and now on sale at a great London station has been published, and many people who read it have been astonished at the absent-mindedness of their fellows. If statistical records were available on the subject, however, I doubt whether it would be found that absent-

03-A-Prose-FORGETTING.indd 66 11-12-2021 14:53:34

mindedness is common. It is the efficiency rather than the inefficiency of human memory that compels my wonder. Modern man remembers even telephone numbers. He remembers the addresses of his friends. He remembers the dates of good **vintages**.



"Have we found the 12.26 to Mossley?"

He remembers appointments for lunch and dinner. His memory is crowded with the names of actors and actresses and cricketers and footballers and murderers. He can tell you what the weather was like in a long-past August and the name of the provincial hotel at which he had a vile meal during the summer. In his ordinary life, again, he remembers almost everything that he is expected to remember. How many men in all London forget a single item of their clothing when dressing in the morning? Not one in a hundred. Perhaps not one in ten thousand. How many of them forget to shut the front door when leaving the house? Scarcely more. And so it goes on through the day, almost everybody remembering to do the right things at the right moment till it is time to go to bed, and then the ordinary man seldom forgets to turn off the lights before going upstairs.

There are, it must be admitted, some matters in regard to which the memory works with less than its usual perfection. It is only a very methodical man, I imagine, who can always remember to take the medicine his doctor has prescribed for him. This is the more surprising because medicine should be one of the easiest things to remember. As a rule, it is supposed to be taken before during, or after meals and the meal itself should be a reminder of it. The fact remains, however, that few but the moral giants remember to take their medicine regularly. Certain psychologists tell us that we forget things because we wish to forget them, and it may be that it is because of their **antipathy** to pills and potions; that many people fail to remember them at the appointed hours.

This does not explain, however, how it is that a life-long devotee of medicines like myself is as forgetful of them as those who take them most unwillingly. The very prospect of a new and widely advertised cure-all delights me. Yet, even if I have the stuff in my pockets, I forget about it as soon as the hour approaches at which I ought to swallow it. Chemists make their **fortunes** out of the medicines people forget to take.

The commonest form of forgetfulness, I suppose, occurs in the matter of posting letters. So common is it that I am always **reluctant** to trust a departing visitor to post an important letter. So little do I rely on his memory that I put him on his oath before handing the letter to him. As for myself, anyone who asks me to post a letter is a poor judge of character. Even if I carry the letter in my hand I am always past the first pillar-box before I remember that I ought to have posted it. Weary of holding it in my hand, I then put it for safety into one of my pockets and forget all about it. After that, it has an unadventurous life till

03-A-Prose-FORGETTING.indd 67 11-12-2021 14:53:34

a long chain of circumstances leads to a number of embarrassing questions being asked, and I am compelled to produce the evidence of my guilt from my pocket. This, it might be thought, must be due to a lack of interest in other people's letters; but that cannot be the explanation, for I forget to post some even of the few letters that I myself remember to write.

As for leaving articles in trains and in taxies, I am no great **delinquent** in such matters. I can remember almost anything except books and walking-sticks and I can often remember even books. Walking-sticks I find it quite impossible to keep. I have an old-fashioned taste for them, and I buy them frequently but no-sooner do I pay a visit to a friend's house or go a journey in a train, than another stick is on its way into the world of the lost. I dare not carry an umbrella for fear of losing it. To go through life without ever having lost an umbrella- has even the grimmest—jawed umbrella-carrier ever achieved this?

Few of us, however, have lost much property on our travels through forgetfulness. The ordinary man arrives at his destination with all his bags and trunks safe. The list of articles lost in trains during the year suggests that it is the young rather than the adult who forget things, and that sportsmen have worse memories than their ordinary serious-minded fellows. A considerable number of footballs and cricket-bats, for instance, were forgotten. This is easy to understand, for boys, returning from the games, have their imaginations still filled with a vision of the playing-field, and their heads are among the stars — or their hearts in their boots — as they recall their **exploits** or their errors. They are **abstracted** from the world outside them. Memories prevent them from remembering to do such small **prosaic** things as take the ball or the bat with them when they leave the train.

For the rest of the day, they are citizens of dreamland. The same may be said, no doubt, of anglers who forget their fishing-rods. Anglers are generally said — I do not know with what justification- to be the most imaginative of men, and the man who is inventing magnificent lies on the journey home after a day's fishing is bound to be a little absent-minded in his behaviour. The fishing-rod of reality is forgotten by him as he day-dreams over the fears of the fishing-rod of Utopia. His loss of memory is really a tribute to the intensity of his enjoyment in thinking about his day's sport. He may forget his fishing-rod, as the poet may forget to post a letter, because his mind is filled with matter more glorious.

Absent-mindedness of this kind seems to me all but a virtue. The absent-minded man is often a man who is making the best of life and therefore has no time to remember the **mediocre**. Who would have trusted Socrates or Coleridge to post a letter? They had souls above such things.

The question whether the possession of a good memory is altogether desirable has often been discussed, and men with **fallible** memories have sometimes tried to make out a case for their superiority. A man, they say, who is a perfect remembering machine is seldom a man of the first intelligence, and they quote

03-A-Prose-FORGETTING.indd 68 11-12-2021 14:53:34

various cases of children or men who had marvellous memories and who yet had no intellect to speak of. I imagine, however, that on the whole the great writers and the great composers of music have been men with exceptional powers of memory. The poets I have known have had better memories than the stockbrokers I have known. Memory, indeed, is half the substance of their art.

On the other hand, statesmen seem to have extraordinarily bad memories. Let two statesmen attempt to recall the same event — what happened, for example, at some Cabinet meeting — and each of them will tell you that the other's story is so inaccurate that either he has a memory like a **sieve** or is an **audacious** perverter of the truth. The frequency with which the facts in the autobiographies and speeches of statesmen are challenged, suggests that the world has not yet begun to produce ideal statesmen—men who, like great poets, have the genius of memory and of intellect combined.

At the same time, ordinarily good memory is so common that we regard a man who does not possess it as **eccentric**. I have heard of a father who, having offered to take the baby out in a perambulator, was tempted by the sunny morning to pause on his journey and slip into a public-house for a glass of beer. Leaving the perambulator outside, he disappeared through the door of the saloon bar. A little later, his wife had to do some shopping which took her past the public-house, where to her horror, she discovered her sleeping baby. **Indignant** at her husband's behaviour, she decided to teach him a lesson.



She wheeled away the perambulator, picturing to herself his terror when he would come out and find the baby gone. She arrived home, anticipating with angry relish the white face and **quivering** lips that would soon appear with the news that the baby had been stolen. What was her **vexation**, however, when just before lunch her husband came in smiling cheerfully and asking: "Well, my dear, what's for lunch today?" having forgotten all about the baby and the fact that he had taken it out with him. How many men below the rank of a philosopher would be capable of such absent-mindedness as this? Most of us, I fear, are born with prosaically efficient memories. If it were not so, the institution of the family could not survive in any great modern city.

DO YOU KNOW?

Human memory begins to work when the foetus is just 20 weeks old in the mother's womb.



03-A-Prose-FORGETTING.indd 69 11-12-2021 14:53:34

About the Author



Robert Wilson Lynd (1879 – 1949), an Irish writer, is one of the greatest essayists of the 20th Century. He began his career as a journalist. He penned numerous articles for the leading newspapers and magazines like Daily News, The New Statesman and Nation. He wrote under the pseudonym 'Y.Y.' His essays cover a wide range of simple and interesting topics. They are humorous, delightful, ironical and satirical. Robert Lynd was awarded with an honorary literary Doctorate by Queen's University, Belfast in 1947. He was also honoured by the Royal Society of Literature with a silver medal and by The Sunday Times with a gold medal for *Belles Lettres*. In his essay '*Forgetting*', Robert Lynd takes a humorous look at the nature and effects of forgetfulness.

Glossary

vintage - wine of high quality produced in a particular year

antipathy - strong dislike

fortunes - huge sums of money

reluctant - unwilling

delinquent - a young person who is regularly involved in wrongdoing

exploits - daring or heroic acts or actions, feats

abstracted - lacking concentration on what is happening around

prosaic - dull

mediocre - not very good, ordinary

fallible - capable of making mistakes

sieve - strainer or filter

audacious - bold and daring

eccentric - tending to act strangely

indignant - being very angry

quivering - trembling, shivering

vexation - irritation, annoyance

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

a) What does Lynd actually wonder at?

b) Name a few things that a person remembers easily.

c) How do psychologists interpret forgetfulness?

d) What is the commonest type of forgetfulness, according to Lynd?

e) What does the author mean when he says the letter in his pocket leads an unadventurous life?

f) What are the articles the writer forgets most often?

g) Who are the citizens of 'dreamland'? Why?

h) What is common about the 'angler' and the 'poet'?

03-A-Prose-FORGETTING.indd 70 11-12-2021 14:53:35

2. Based on your reading, answer the following questions in two to four sentences each.

a) What made people wonder about the absentmindedness of their fellow-beings?

b) What are our memories filled with?

c) When does human memory work with less than its usual capacity?

d) Why, according to Lynd, should taking medicines be one of the easiest actions to remember?

e) How do the chemists make fortunes out of the medicines people forget to take?

f) The list of articles lost in trains suggest that sportsmen have worse memories than their ordinary serious-minded fellows. Why does Lynd say this?

g) What kind of absent-mindedness is regarded as a virtue by Lynd?

h) Narrate the plight of the baby on its day out.

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

a) You have borrowed a branded cricket bat from your reluctant friend for an outstation match. After returning home you realize you have absent-mindedly left it in the hotel room. Write a letter of apology and regret to your friend.

b) Kahlil Gibran states 'Forgetfulness is a form of freedom.' Write an article for your school magazine, linking your ideas logically and giving appropriate examples.

c) Will you sympathise or ridicule someone who is intensely forgetful? Write an essay justifying your point of view.



Vocabulary

A. Homonyms and Heteronyms

Homonyms are two or more words that have same pronunciation but different meanings. They are of two types:

i. Homographs

Homographs are words with same spelling and same sound but different in meanings.

e.g. park – a piece of public land for recreation / park – to leave a vehicle in a particular place

bat – a sport equipment for hitting the ball / bat – a mammal

ii. Homophones

Homophones are two or more words with the same sound but with different spellings and meanings.

e.g. **dear** – a loved one / deer – a wild animal

Heteronyms also known as heterophones are two or more words with same spelling but different sounds and meanings.

e.g. lead – a metal / lead – guide

minute – a period of time / minute – very small

Complete the sentences by choosing a suitable word from those given in the brackets.

03-A-Prose-FORGETTING.indd 71 11-12-2021 14:53:36

i) Nobody can say _____ there will be an improvement in the _____. (whether / weather)

ii) Your ring is _____. Do not _____ it. (loose / lose)

iii) We found a _____ of biscuits in the old man's shirt _____. (pocket / packet)

iv) When the pole vaulter cleared 28 _____, it was declared a record _____. (feet / feat)

v) Explain the _____ 'Cut your _____ according to your cloth.' (coat / quote)

vi) The stranger _____ for a few minutes before he _____ my house. (paused / passed)

vii) The _____ dancer turned _____ after the final performance. (weary / wiry)

viii) The chain that I presented to my sister was not made of gold; it was just _____. I am suffering from a sense of _____. (guilt / gilt)

Form meaningful sentences using the given words to bring out at least two different meanings.

1. train
2. tear
3. wind
4. light
5. file
6. bear

B. Clipped Words

We came across the word 'perambulator' in the last paragraph of the story. The word 'perambulator' can also be expressed as 'pram' in short. The word 'perambulator' is an unclipped word and the word 'pram' is a clipped word.

What are clipped words?

Clipped words are words that are formed by dropping one or more syllables from longer words without changing the meaning. Clipping is forming new words by shortening long words. We usually use them while speaking or in informal speech.

e.g. **aeroplane** – plane
examination – exam
demarcate – mark

Now, write the clipped and unclipped forms of the given words and complete the table.

UNCLIPPED	CLIPPED
chimpanzee	
	photo
	mike
cafeteria	
	gas
helicopter	
telephone	
	varsity
	memo
influenza	
	hippo
bridegroom	
	fan
demonstration	
	pram
refrigerator	

c. 'Certain psychologists tell us that we forget things because we wish to forget them.' Who is a psychologist?

One who studies the human mind and behaviour is a psychologist.

03-A-Prose-FORGETTING.indd 72 11-12-2021 14:53:36

Now, refer to a dictionary and match the professions with their relevant job descriptions.

A	B
1. pathologist	studies languages and their structure
2. ornithologist	studies atmosphere, weather and climate
3. entomologist	studies the matter that constitutes the earth
4. archaeologist	studies earthquakes
5. sociologist	studies reptiles and amphibians
6. geologist	studies functioning of human society
7. linguist	studies artefacts and physical remains
8. seismologist	studies birds
9. herpetologist	studies insects
10. meteorologist	studies diseases

Fill in the blanks choosing the words from the box. Refer to a dictionary if required. One has been done for you.

thespian, sadist, polyglot, ambidextrous, philanthropist, misanthrope, bibliophile, nonagenarian, teetotaller, globetrotter, optimist

e.g. My brother buys a load of books at the book fair every year. He is a great lover of books and has a huge collection at home. He is a ***bibliophile.***

i. Peter always refuses alcohol, when it is offered to him at parties and takes a soft drink instead. He says he always has abstained and will always abstain from alcohol as it is a matter of principle for him. We can call Peter a _____.

ii. Aruna always looks at the bright side of things. Even in the face of misfortune, she firmly believes that everything will work out for the best in the end. Aruna is an_____.

iii. The rich industrialist donated a huge sum of money to set up a public library in his native village. He is a _____ and a social reformer.

iv. The Chairperson of our company keeps travelling all over the world to attend conferences and we call her a _____.

v. Antony has the amazing ability to use both his hands, equally well. He can write, draw and perform various other tasks with equal speed and efficiency with his left as well as his right hand. Antony is _____.

vi. Due to some disturbing incidents in her childhood, Neetu grew into a reclusive adult. She tends to keep aloof and avoids all kinds of social activities. Neetu is a _____.

vii. Tharini acts as an interpreter at meetings between statesmen from different countries. She is also a much sought-after tour guide, as she is well-versed and fluent in multiple languages. Tharini is a _____.

viii. My grandparents are in their nineties. I am glad that this _____ couple is active, cheerful and in good health.

03-A-Prose-FORGETTING.indd 73 11-12-2021 14:53:36

ix. Richard Burton was a gifted theatre artist. He donned several roles with ease and is especially famous for the Shakespearean parts he played on stage. Mr. Burton is a born _____.

x. The Chairman of this concern seems to derive pleasure from inflicting pain on others. He humiliates and hurts his subordinates for no reason. He is a real _____.

d) Find the antonyms of the following words in the puzzle and shade them with a pencil. The first one has been done for you.

seldom, admitted, methodical, reality, virtue, vile, indignant, relish, fact

Spot the word

Y	V	P	I	N	X	T	F	I	Y	L	M	I	J	I	G	D	W	K	R
H	O	X	J	W	F	K	R	L	W	I	A	Q	M	Z	Y	H	H	M	X
F	A	N	T	A	S	Y	R	E	J	S	R	D	M	C	Q	E	S	N	C
T	M	C	X	A	U	E	E	Y	L	H	A	T	E	E	P	D	E	F	F
O	H	Z	V	C	D	T	Q	V	J	A	F	I	N	A	E	E	D	Q	N
U	F	H	C	R	L	D	D	X	D	O	O	G	N	F	N	N	G	C	G
L	B	I	O	R	O	F	M	G	Q	A	E	X	I	N	Z	I	A	F	D
V	L	S	C	O	N	F	C	L	T	Q	H	E	E	M	Y	E	L	M	T
R	I	U	G	T	O	N	O	P	T	M	D	W	C	Q	J	D	E	G	C
D	K	L	Y	Z	I	L	D	L	H	Q	G	Q	I	D	L	E	G	T	O
E	F	D	L	R	T	O	D	E	K	B	V	M	V	A	S	P	H	M	V
L	N	X	T	M	C	C	N	A	E	V	I	R	R	A	F	R	W	S	F
I	X	M	N	H	I	H	F	S	E	N	C	L	J	P	A	K	R	O	P
G	M	N	E	X	F	C	A	C	K	Y	S	F	G	U	O	T	J	Y	N
H	M	P	U	X	P	Q	I	D	K	C	Q	J	I	Q	F	C	F	G	U
T	O	A	Q	J	H	V	D	Q	Z	R	D	I	F	N	T	X	O	I	I
E	W	P	E	L	X	Q	N	J	E	X	S	Y	B	K	E	W	A	W	O
D	I	N	R	B	U	M	Z	H	U	V	H	V	D	J	N	X	O	D	G
U	C	H	A	P	H	A	Z	A	R	D	D	I	A	V	Q	N	I	F	S
W	W	D	N	W	X	J	D	K	L	I	O	L	Q	H	H	Q	D	X	U

03-A-Prose-FORGETTING.indd 74 11-12-2021 14:53:36

Listening Activity

A. First, read the incomplete sentences given below. Listen to two interesting anecdotes about two scientists, that your teacher will read aloud or play on the recorder. Then, based on your understanding, complete the sentences suitably.

i. Edison travelled to New Jersey by _____.

ii. The station master enquired Edison if _____.

iii. Edison raced back to the car, when he saw _____.

iv. Albert Einstein was working in _____.

v. One day, when he was going back home, he _____.

vi. Einstein asked the cab driver if he knew _____.

vii. The driver was so good that he _____.

Speaking Activity

Work with a partner and take turns to share your views and suggestions with the class.

i) You are travelling by train. When the Train Ticket Examiner enters your compartment, much to your shock, you realize you have forgotten to bring your train ticket. How will you handle the situation?

ii) You forget to wish your best friend on his/her birthday. He gets very angry. How will you try to pacify him/her? Construct a dialogue of about 4 to 5 exchanges and enact a role play.

iii) 'Forgetfulness is the beginning of happiness'- Do you agree or disagree? Discuss in class.

iv) Is there a link between intelligence and absent-mindedness? Share your views on this subject, with the class.

Reading

Do you read books and novels? Do you buy them or borrow them from a library?

When you go to a library, you will see different genres of books. Libraries classify books following the Dewey Decimal System or the Library of Congress System.

The important sections of a library are: (i) The Reference Section where Dictionaries, Encyclopaedias, Yearbooks, Atlases and Gazetteers are kept; (ii) The Stack where all books except those in the Reference Section are kept; (iii) The Journal Section

> "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some to be read wholly, and with diligence and attention."
>
> Francis Bacon "Of Studies"

03-A-Prose-FORGETTING.indd 75 11-12-2021 14:53:36

where journals, both current and back issues are kept; (iv) The Electronic Section where Computers, Xerox *machines* (reprography), DVDs and CDs are kept.

Most libraries have an online catalogue of holdings (e.g. books, journals, electronic publications and audio-visual materials) available with them. An online catalogue is a list of the materials available in the library, and this list can be accessed through the computer.

You can make use of the online catalogue to locate books and other materials. The most common ways of locating a book are by (i) the author's name (ii) the title (iii) the subject. If you type the author's name, e.g. Shakespeare, William, the computer produces a list of all works written by Shakespeare that are available in that library.

Genres of literature are important to learn about. The two main categories separating the different genres of literature are Fiction and Non-fiction.

Non-fiction includes Narratives Non-fictional essays, Biographies, Autobiographies etc.

Fiction includes Drama, Poetry, Fantasy, Humour, Fables, Science fiction, Short Story etc.

Now, read the following biographical extract on Sujatha Rangarajan, a Science-fiction writer, and answer the questions that follow.

1. Sujatha is the **allonym** of the Tamil author S. Rangarajan and it is this name that is recognised at once by the Tamil Sci-Fi reading community. You might have seen the Tamil movie 'Endiran' where the robot Chitti exhibits extraordinary talents in an incredible manner. The robot could excel a human being in any act, beyond one's imagination. Jeeno, a robotic dog which appeared in Sujatha's science fiction novel "En Iniya Iyandhira" (My Dear Robot) formed the basis of Chitti's character. Like Chitti, Jeeno was an all-rounder who could cook, clean and fight. High-tech computer technology terms are used in the story. Jeeno, a pet robot, plays an important role throughout the story. As the story proceeds, it behaves and starts to think on its own like a human and instructs Nila, a human being, on how to proceed further in her crises.

2. In the preface of 'En Iniya Iyandhira', the writer states the reason for his attraction to the genre: "Science gives us the wonderful freedom to analyse thousands and thousands of alternative possibilities. While using it, and while playing with its new games, a writer needs to be cautious only about one thing. The story should draw some parallels or association from the emotions and desires of the present humankind. Only then it becomes interesting. Jeeno, the robot dog, was intelligent. But the character became popular only because of the robot's frequently displayed human tendencies." It is no wonder that all his works echo these words and will remain etched in the minds of the readers who enjoy reading his novels to have a wonderful lifetime experience.

03-A-Prose-FORGETTING.indd 76 11-12-2021 14:53:36

3. It was Sujatha, who set the trend for sci-fi stories. He had tracked the origin from Mary Shelly's Frankenstein to his short stories. He has written 50 sci-fi short stories and these were published in various Tamil magazines. His stories have inspired many readers to extend their reading to English sci-fi writers like Isaac Asimov. The themes were bold, even if there was a dependence on very well - established characterisation of English fiction. Sujatha opened up a new world to us with his writings on holograms, computers and works like 'En Iniya Iyanthira' inspire many to study computer science.

4. He has been one of the greatest writers for more than four decades. He combined reasoning and science in his writings. Being a multifaceted hi-fi and sci-fi humanistic author, he expressed his views distinctively. He was the one who took Tamil novels to the next level. As an MIT alumnus and an engineer at BHEL, he was very good at technology. He could narrate sci-fi stories impressively. His readers always enjoyed reading all his detective and sci-fi novels which featured the most famous duo 'Ganesh' and 'Vasanth'.

5. Sujatha has played a crucial role as a playwright for various Tamil movies which have fascinated movie lovers. Hence, it is fathomable that the writer's perspective of future India enthuses every reader and paves a new way to reading sci-fi stories in English.

Allonym is a name that is assumed by an author but that actually belongs to another person.

A. Answer the following questions in a sentence or two.

i) How was Jeeno different from other robots?

ii) What precaution should one take while writing Science fiction stories?

iii) What inspired Sujatha's themes?

iv) Why were Sujatha's sci-fi stories impressive?

B. Find words from the passage which mean the same as the following.

i) difficult to believe (para 1)

ii) a style or category of art, music or literature (para 2)

iii) having many sides (para 4)

iv) capable of being understood (para 5)

Grammar

JUGQP

PASSIVISATION



We use the active form to say what the subject does.

03-A-Prose-FORGETTING.indd 77 11-12-2021 14:53:36

For example— I speak English everyday.

We use the passive form to say what happens to people and things - to say what is done to them. For example—English is spoken by me everyday.

Read the following sentences. Give reasons for the use of Passive construction.

i) The cave paintings of Ajantha were made in the Gupta period.

ii) Waste is collected from the garbage containers on the streets.

iii) Ground level ozone and fine particles are released in the air.

iv) Smog is formed purely by air pollution.

We use Passive Voice…..

- when the doer of the action is unknown (impersonal passive)
- when the doer of the action is irrelevant
- when a general truth is being stated
- while writing reports and scientific research papers

A. Identify the changes in these pairs of active and passive constructions.

1. The pilot flew the airplane to Bengaluru.
   The airplane was flown to Bengaluru by the pilot.

2. The bananas were eaten by the monkey.
   The monkeys ate the bananas.

B. Change the voice of the following sentences.

1. Mohammed follows the rules.
2. Mohan has completed the course.
3. Magdalene is singing the prayer.
4. Who wrote this complaint?
5. May God bless you with happiness!
6. A house is being constructed by them.
7. Let the door not be slammed.
8. The team was trained by the coach.

C. Make sentences using the passive forms of the verbs.

1. Tagore/ award/ Nobel prize/
2. IIM Ahmedabad / establish /1961
3. Chattisgarh/ form / 2000
4. First passenger train /inaugurated / India /1853
5. Indian Airlines /set up / 1953

D. Look at the newspaper items given below. Use the information in the headlines to complete the sentence.

1. **HEAVY RAINS LASH CHENNAI**
   ..... threw normal life out of gear.

2. **NEET CLASSES TO BEGIN ON SEP. 20TH**
   The Centre co-ordinator informed the candidates ..... Sept. 20th.

03-A-Prose-FORGETTING.indd 78 11-12-2021 14:53:36

3) 12 INJURED AS BUSES COLLIDE

About .....at the Dindigul bus terminus here today.

E. Expand the following news headlines in a sentence each.

1. Municipal elections in December
2. Telephone customers to get video phone
3. Card license to replace paper driving license
4. ATMs without security guard to close

F. Describing a process

Anu and her little brother wish to refresh themselves with a hot cup of tea during study time. Help them prepare tea. Given below are the steps/instructions to make two cups of tea.



- Boil two glasses of water in a vessel.
- Add two tea-spoons of tea leaves and half-a-cup of milk.
- Cover the vessel with a lid.
- Filter the tea and pour it in cups.
- Add 2 teaspoons of sugar and stir well.
- Serve hot.

1. Complete the passage by filling the blanks with the passive forms of the verbs.

The water should be boiled in a vessel. Then tea leaves and milk _____to the water. The vessel _____ with a lid. The tea _____ and _____ into the cups. Sugar _____and _____ well.The tea _____ hot.

2. Here is a recipe to make a chocolate cake in a pressure cooker. Rewrite the instructions in the passive voice. The first one has been done for you.

Ingredients

- 1 cup flour
- 1/4 cup cocoa powder
- 1 1/4 tsp baking powder
- 1/4 cup butter
- 3/4 cup castor sugar
- 1/4 cup water
- 2 eggs
- 1/2 tsp vanilla essence
- 1/8 tsp salt

Method

i. First sift the flour, cocoa powder and baking powder in a mixing bowl.

ii. Add butter, sugar, salt, water and vanilla and beat the ingredients using a whisk.

iii. Add the eggs and beat the batter until it is smooth.

iv.Transfer the batter into the baking tin.

v. Heat the pressure cooker, covered with the lid, but without the pressure, for 3-4 minutes on high heat. Then place the cake tin in the empty cooker (Do not add water in the cooker).

vi. Close the lid (without the pressure), lower the flame and cook for about 30 minutes.

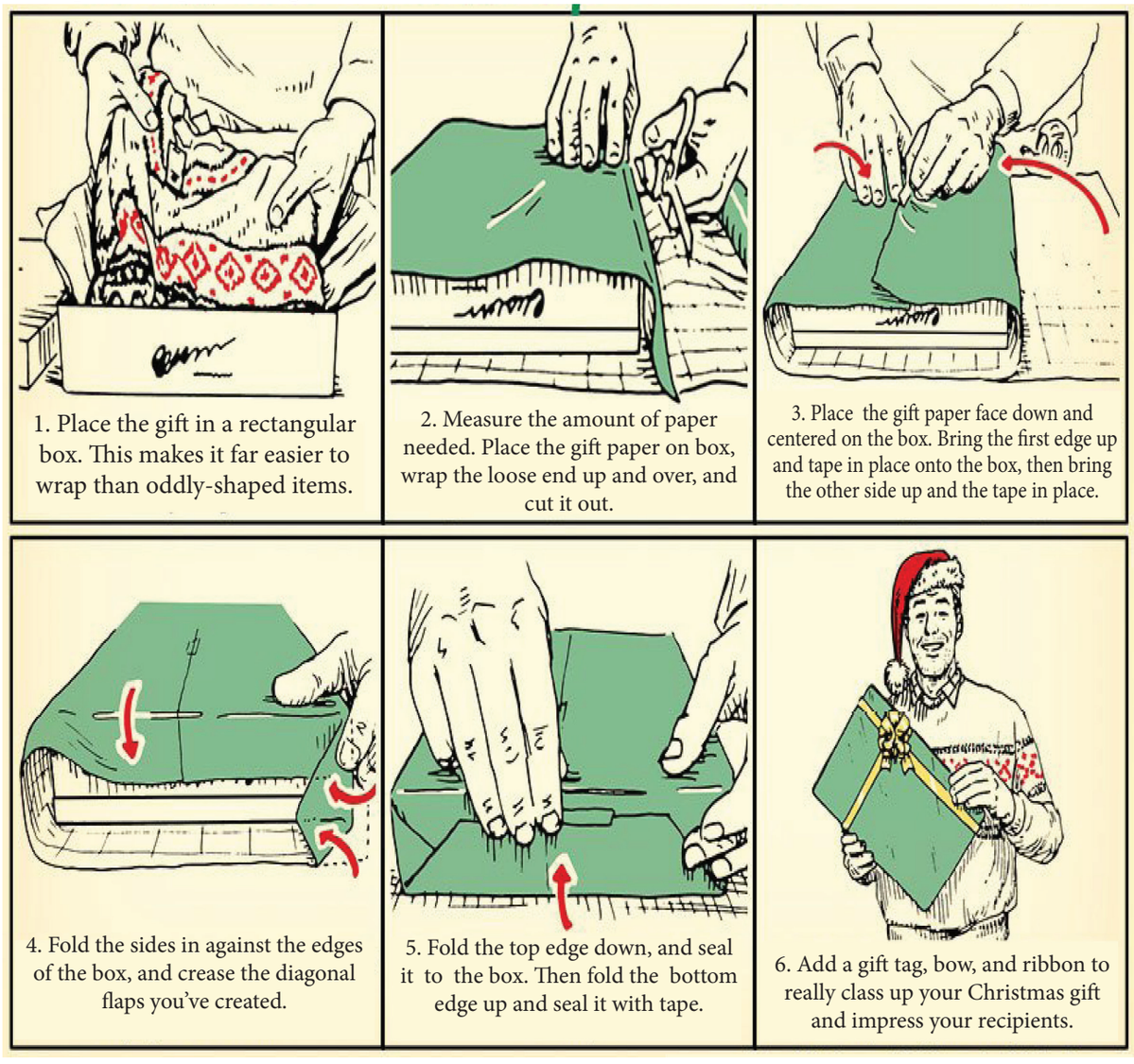
Rewrite in passive voice:

The flour, cocoa powder and baking powder are first sifted in a mixing bowl.

.....

03-A-Prose-FORGETTING.indd 79 11-12-2021 14:53:36

3. Write the process of wrapping a Christmas gift in a paragraph in passive form, with the help of the pictures given below.



1. Place the gift in a rectangular box. This makes it far easier to wrap than oddly-shaped items.

2. Measure the amount of paper needed. Place the gift paper on box, wrap the loose end up and over, and cut it out.

3. Place the gift paper face down and centered on the box. Bring the first edge up and tape in place onto the box, then bring the other side up and the tape in place.

4. Fold the sides in against the edges of the box, and crease the diagonal flaps you've created.

5. Fold the top edge down, and seal it to the box. Then fold the bottom edge up and seal it with tape.

6. Add a gift tag, bow, and ribbon to really class up your Christmas gift and impress your recipients.

Subject and Verb Agreement (Concord)

When you write a sentence you must make sure that the subject and the verb agree.

Subject—verb agreement is the correspondence of a verb with its subject in person and number. The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.

Always Plural

- the verb after people, police, cattle, a number of, a group of
- when the subject consists of two nouns joined by 'and'
- after few, many, several, both, all, some
- after the words - scissors, tweezers, trousers, shorts, jeans, glasses

03-A-Prose-FORGETTING.indd 80 11-12-2021 14:53:37

Always Singular

- the verb after 'one of, a kind of, a type of'
- units of measurement and mathematical expressions
- when the subject has two singular nouns joined by 'or'
- nouns connected with each of, each one, either of, neither of, someone, something, anybody, anything, no one, nothing, everybody, everything
- names of subjects: mathematics, politics, civics, economics, physics etc.

A. Underline the correct verb in these sentences.

1. Rekha and her sisters (watch, watches) television everyday.
2. Ravi (doesn't, don't) like sports.
3. My classmates (study, studies) before a test.
4. One of the cookies (is, are) missing.
5. A lady with ten cats (live, lives) in that big house.
6. Measles (is, are) very serious.
7. The committee (decide, decides) when to adjourn.
8. Our team (is, are) the best.
9. Everybody (enjoy, enjoys) a good song.
10. Either of these (is, are) suitable.

B. Correct the following passage.

Where does the deer and the antelope play? One place is Yellowstone National Park. It were created in 1872. Parts of the park is in Wyoming, Montana and Idaho. The park are a safe place for many animals. Bears, moose, buffalo, deer and antelope lives there. Beavers, otters, fish and eagles also enjoys the park. For them, Yellowstone be 'home sweet home.'



Writing

Biographical sketch

A biographical sketch is a brief summary of a person's life and his achievements. It should include a description of the person's physical appearance, education, work, achievements and other special traits. The main focus of a biographical sketch is to portray the person in an admirable way.

Here are the steps to write a bio-sketch.

1. Use the third person in your description.
2. Write down personal details like name, age, physical appearance etc.
3. Highlight his/her education and work.
4. Mention his/her special contribution.
5. Make a list of the person's achievements.

A sample is given below.

Write the biography of R.K. Narayan in a paragraph, using the information given below:

R.K. Narayan—Rasipuram Krishnaswami Narayan – born–October 10, 1906–Chennai–author–Indian writing

03-A-Prose-FORGETTING.indd 81 11-12-2021 14:53:37

in English completed education 1930– teacher–writer–Swami and Friends – first novel – 1935 - narrative of adventures of schoolboys – most of his stories—set in fictitious town—Malgudi – themes – peculiar human relationships – clash of modern and ancient traditions – style – graceful – humorous—elegant – simple—34 novels – prose version – The Ramayana – The Mahabharatha – died May 13, 2001 - Chennai

R.K. Narayan, whose full name is Rasipuram Krishnaswami Narayan was born on October 10, 1906, at Chennai in Tamil Nadu. He is one of the finest authors of Indian writing in English. He completed his education in 1930 and worked as a teacher before he became an author. His first novel, 'Swami and Friends' written in 1935, is a narrative, recounting the adventures of a group of schoolboys. Most of Narayan's works are set in the fictitious South Indian town of Malgudi. Narayan typically portrays the peculiarities of human relationships and the ironies of Indian daily life, in which modern urban existence clashes with ancient tradition. His style is graceful, marked by genial humour, elegance, and simplicity. He has written about 34 novels in addition to the prose versions of the two Indian epics, The Ramayana and The Mahabharata. He died on May 13, 2001 in Chennai.

a. Given below are hints about a renowned British science-fiction writer Arthur C. Clarke. Write a biographical sketch on the author in not more than 80—100 words based on the information given below.

Name	Arthur C. Clarke
Pen names	Charles Willis, E.G.O'Brien
Birth	16 Dec 1917, England
Career	novelist, television host, inventor and film screen writer.
Genre	Science-Fiction,Television series, Film screenplay
Awards and Honours	1961, Kalinga Prize - an award given by UNESCO for popularising science Hugo and Nebula Awards Chairman of the Interplanetary Society Highest Civil Honour of Sri Lanka – 'Sri Lankabhimanya 2005'
Titles	Clarke, Robert Heinlein and Isaac Asimov – 'Big Three' of Science Fiction 'The Prophet of the Space Age'
Famous Works	Childhood's End 2001: A Space Odyssey Rendezvous with Rana

03-A-Prose-FORGETTING.indd 82 11-12-2021 14:53:37

Report Writing

- A report is written for a clear purpose.
- Reports can be academic, technical or business related.
- The first step is to collect relevant material or information.
- The next step is to organize the collected information and put it together in an outline.
- Proper planning will make it easier to write a report.
- A report can be written about an incident, accident, a natural calamity, coverage of an official function,the visit of a dignitary etc.

While collecting facts and writing a report, remember the following points:

- Correctness of facts (authenticity) or accuracy should be ensured to avoid legal complications.
- Be concise, factual and clear.
- Give the title and name of reporter.
- Mention place and date of event.
- Use reported speech for narrations.
- Style should be engrossing, to sustain the interest of the reader.
- Main text should include three components – introduction, discussion and conclusion.
- Use the active voice to make writing flow smoothly and easily.

The main parts of the report are:

- Title
- Introduction
- The scope
- Duration, data collection, detailed discussion and their analysis
- Conclusion

Read the following report by Dinesh on the 50th Annual Day of his school.

REPORT
GOLDEN JUBILEE CELEBRATION
V. R. Dinesh Kumar

11th August, 2018.

On 10th August, 2018, a colourful and memorable Golden Jubilee Annual Day event was organized in our school. This event was held in the auditorium of our school. Many eminent personalities and educationists graced the occasion. The District Collector, who was the Chief Guest, inaugurated the function. It began with a prayer, hailing the goddess of knowledge and wisdom. This was followed by a colourful welcome dance by the students of kindergarten. The Principal welcomed the gathering, after which all the invitees were felicitated. The cultural programme, which followed, was a truly mesmerizing show. The cultural programme included items such as singing, dancing, poetry recitation, skits, mimicry and mono act shows. The audience sat enthralled by the show. In his address, the Chief Guest praised the efforts of the students and teachers alike. This was followed by prize distribution to teachers and students, for their achievements. The programme

03-A-Prose-FORGETTING.indd 83 11-12-2021 14:53:37

concluded with the vote of thanks by the School Pupil Leader.

a. You have recently attended a seminar on 'Science and Literature' in which writers presented papers on Science Fiction and Literature and focused on the creativity of young writers. Write a short report about it for a leading newspaper in about 100—120 words.

b.You are the School Pupil Leader. Your school organised an Inter-School Sports event at Nehru Stadium. Write a report on the special events conducted, in about 100—120 words for the school souvenir.

03-A-Prose-FORGETTING.indd 84 11-12-2021 14:53:37

Unit 3

Poem

Lines Written in the Early Spring

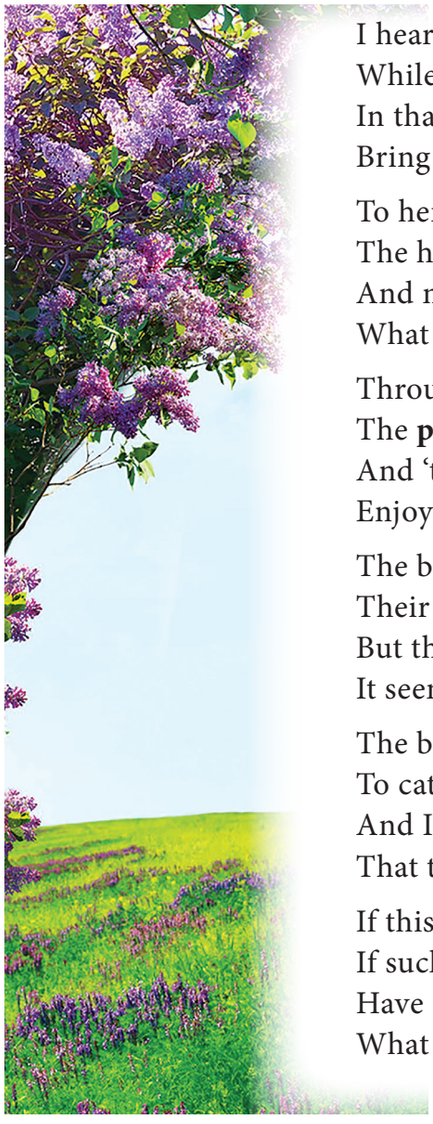
William Wordsworth

ZSC4G

Warm Up:

- Do you go for leisurely walks? If you are a city-dweller, what or who would you expect to see on your way?
- If you go to a village, what scenes would you observe?

Now, read the poem 'Lines Written in Early Spring', which expresses the poet's feelings towards Nature and the lessons he has learnt from it.



I heard a thousand blended notes
While in a **grove** I **sate reclined,**
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did Nature link
The human soul that through me ran;
And much it **grieved** my heart to think
What Man has made of Man.

Through **primrose tufts,** in that green **bower,**
The **periwinkle** trail'd its **wreaths;**
And 'tis my faith that every flower
Enjoys the air it breathes.

The birds around me hopp'd and play'd
Their thoughts I cannot measure,
But the least motion which they made
It seem'd a thrill of pleasure.

The budding twigs spread out their fan
To catch the breezy air;
And I must think, do all I can,
That there was pleasure there.

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I not reason to **lament**
What Man has made of Man?



03-B-Poem-Lines Written in Early Spring.indd 85 11-12-2021 14:54:08

About the Author

William Wordsworth (1770 – 1850) was a major English poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English Literature with their joint publication- Lyrical Ballads.



Wordsworth was Britain's Poet Laureate from 1843 until his death. He was popularly known as a Nature Poet. Some of his famous poems are *Daffodils, The Solitary Reaper, To the Cuckoo, The Tables Turned and Lines Composed a Few Miles above Tintern Abbey.*

Glossary:

grove – a small area of land with a group of trees

sate – old-fashioned spelling for sat

recline – lean back in a position of rest

grieve – mourn or to feel intense sorrow

primrose – a wild plant with yellow flowers

tufts – bunches

bower – a pleasant shady place under trees

periwinkle – a trailing plant with large blue flowers

wreaths – an arrangement of flowers in the shape of a circle

lament – to express sorrow or unhappiness about something

1. Find words from the poem that convey the following ideas:

a. connected together
b. spread over the surface of the ground in a straggling manner
c. make out or understand
d. slender woody shoots growing from branches or stems of trees

2. Complete the summary of the poem by filling in the blanks with the words given below.

The poet, in a relaxed state of mind, is sitting in a (1) _____. He reflects on how his mood brings (2) _____ thoughts, which are inevitably followed by (3)_____ones. He feels connected to all of nature, and senses an inherent joy in all (4)_____. He has faith in the fact that all the primroses and periwinkles around him (5)_____ the air they breathe. He feels that every bird in the grove moves with (6)_____. As the twigs catch the breezy air, they do so with the same pleasure (7)_____ all life on earth. This joy of nature seems to be heaven-sent. Nature's holy plan is to offer joy and peace to all forms of life on earth. The poet's pleasant train of thought slowly leads to the sad reflection of how mankind alone has wrought sorrow and (8)_____ upon itself. He firmly believes that man is meant to spend his days blissfully taking part in the vitality and joy surrounding him in (9)_____. He therefore concludes rhetorically, emphasizing that he has good reason to (10)_____ the distress, man unnecessarily brings upon himself.

03-B-Poem-Lines Written in Early Spring.indd 86 11-12-2021 14:54:08

creations	abundance	savour
pleasant	suffering	grove
lament	pervading	sorrowful
ecstasy		

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

(i) *And 'tis my faith that every flower*
Enjoys the air it breathes…

(a) What is the poet's faith?
(b) What trait of Nature do we see here?

(ii) *And I must think, do all I can,*
That there was pleasure there…

(a) What did the poet notice about the twigs?
(b) What was the poet's thought about then?

(iii) *If this belief from heaven be sent,*
If such be Nature's holy plan.

(a) What does 'heaven' refer to?
(b) Why does the poet call it 'holy'?

4. Explain the following lines with reference to the context in about four to five sentences each.

a. *In that sweet mood when pleasant thoughts*
Bring sad thoughts to the mind.

b. The birds around me hopp'd and play'd,
Their thoughts I cannot measure.

c. Have I not reason to lament
What Man has made of Man?

5. A. Read the following lines and identify the figures of speech used in each extract.

a. To her fair works did Nature link
The human soul that through me ran.
b. And 'tis my faith that every flower
Enjoys the air it breathes.
c. What Man has made of Man?

B. Read the poem once again. Identify the rhyme scheme and pick out the rhyming pairs of words.

6. Based on your reading of the poem, answer the following questions in a sentence or two each.

a. How does the poet feel while enjoying the beauty of Nature?

b Does Nature affect a person's thoughts and feelings? Explain.

c. How do people bring grief and sorrow to one another?

d. Why does the poet think that the birds were happy?

e. The poet finds joy in various objects of Nature. Explain.

f. Bring out the poet's thoughts, while comparing Nature with human behaviour.

7. Complete the following sentences by choosing the best options.

a. The poet experiences sadness because _____.

i) the blended notes are jarring
ii) Nature is filled with negativity
iii) he is worried about the destruction caused to Nature
iv) natural calamities occur frequently

b. The poem is set in a _____.

i) city ii) village
iii) grove iv) park

c. The poem speaks of _____.

i) Man's plan to shape destiny
ii) Man seeking pleasure and riches
iii) Man indulging in wars and acts of destruction
iv) Man's fear of Nature

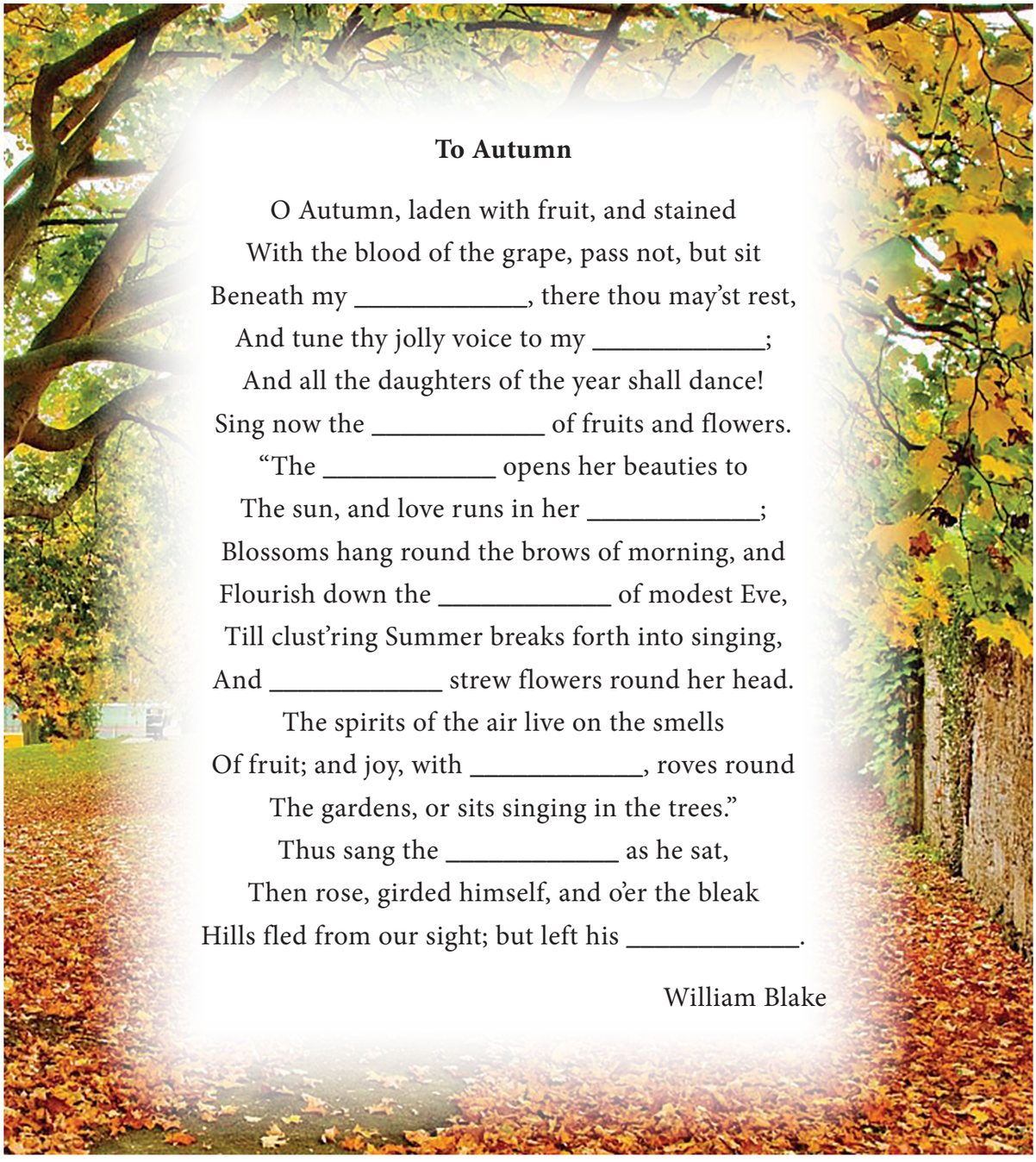
03-B-Poem-Lines Written in Early Spring.indd 87 11-12-2021 14:54:08

8. Answer in a paragraph of about 100–150 words.

Do you think the poet wants to say that man is unhappy because he has lost his link with nature and forgotten how to enjoy nature, or because man is cruel to other men?

9. Listening Activity

Some phrases 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.



To Autumn

O Autumn, laden with fruit, and stained
With the blood of the grape, pass not, but sit
Beneath my _____, there thou may'st rest,
And tune thy jolly voice to my _____;
And all the daughters of the year shall dance!
Sing now the _____ of fruits and flowers.
"The _____ opens her beauties to
The sun, and love runs in her _____;
Blossoms hang round the brows of morning, and
Flourish down the _____ of modest Eve,
Till clust'ring Summer breaks forth into singing,
And _____ strew flowers round her head.
The spirits of the air live on the smells
Of fruit; and joy, with _____, roves round
The gardens, or sits singing in the trees."
Thus sang the _____ as he sat,
Then rose, girded himself, and o'er the bleak
Hills fled from our sight; but left his _____.

William Blake

03-B-Poem-Lines Written in Early Spring.indd 88 11-12-2021 14:54:09

10. Speaking Activity

a. What scene in nature gives you pleasure? Talk for a minute describing a natural scene that gave you a lot of joy. What did you see, hear, smell or feel, that gave you joy?

b. Work in groups of 4–6. Discuss how you would preserve the environment and protect Nature. One or two representatives may share their ideas with the class.

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

a. 'Nature can nurture'. Describe how this process happens.

b. When humanity fails to live in harmony with Nature, its effects are felt around the world. Why and how?

c. Write a letter to the Councillor of your Ward, explaining why a park is necessary in your locality.

12. Parallel Reading

Summer Sun

Great is the sun, and wide he goes
Through empty heaven without repose;
And in the blue and glowing days
More thick than rain he showers his rays.

Though closer still the blinds we pull
To keep the shady parlour cool,
Yet he will find a chink or two
To slip his golden fingers through.

The dusty attic spider-clad,
He, through the keyhole, maketh glad;
And through the broken edge of tiles,
Into the laddered hay-loft smiles.

Meantime his golden face around
He bares to all the garden ground,
And sheds a warm and glittering look
Among the ivy's inmost nook.

Above the hills, along the blue,
Round the bright air with footing true,
To please the child, to paint the rose,
The gardener of the World, he goes.

Robert Louis Stevenson



03-B-Poem-Lines Written in Early Spring.indd 89 11-12-2021 14:54:10

Unit 3

Supplementary

The First Patient (Play)

C V Burgess

Warm Up

Given below is a list of tools and equipment. Associate them with the appropriate profession and complete the table.

plough, hammer, oven, thermometer, voltmeter, wood, chisel, seed drill, voltage, detector, cutting boards, stone picker, spatula, cultivator, nail puller,wire strippers, framing square, fork, flashlight

Farmer	Carpenter	Electrician	Chef
plough	hammer		

Play the role of any character, read aloud to enjoy this amusing play, where the unexpected turn of events along with wild imagination add humour to the situation in a dentist's clinic.



Characters

- Men: 1–8
- Women: 1–8
- Dentist
- Nurse
- Little Girl
- Small Boy

Scene: When the curtain rises the following characters are seated in a dentist's waiting room: Women 1–8 and Men 1–8. Some of them are reading magazines or newspapers. Man 4 has a rough bandage tied round his jaw. He is holding the bandage and **groaning**. Man 3, Woman 5 and Woman 6 are just entering the waiting-room.

Woman 5:

We'll have some time to wait before the dentist sees us, dear.

03-C-SR-The First Patient.indd 90 11-12-2021 14:57:34

Woman 6: So I see.

Woman 5:
But I'll show you some of my holiday photographs to pass the time.

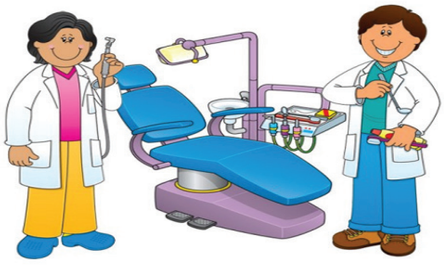
(Man 3, Woman 5, and Woman 6 sit. Woman 5 takes a packet of photographs from her handbag. Throughout the play she concentrates on showing her photographs.)

Man 5:
What time do you make it, Jack?

Man 6:
Almost eight-thirty. The dentist should be along any moment now.

Woman 6:
Isn't it a **dreadful** hour of the morning to see a Dentist! I'm not half awake yet.

Man 5:
I hope he won't be long. I'm going to be late for work anyway.



Man 6:
Something should be done about dental hours. I've always said so and I'll go on saying so.

(Enter Nurse.)

Woman 6:
Good, the dentist shouldn't be long now.

Woman 5:
And this is one of the boarding houses at Waddling-on-sea. Our boarding house. Those are the steps I fell up. We nearly died laughing.

Woman 6:
It looks quite a nice place.

Woman 5:
Oh, it was, it was. And the landlady was a dear.

(Woman 5 shows another photograph.)

This is one of hers. You can't quite see her face.

You see, my finger got in the way, but she has such a nice face.

Woman 6: I'm sure she has.

(Enter Woman 7 and the Little Girl.)

Woman 7:
Oh, do come along, Dorothea.

Little Girl:
I don't want to see the dentist. I won't! I won't!

Woman 7:
Now, Dorothea, remember what your daddy said. If you won't have your teeth seen to, no more **ice-lollies**.

Little Girl:
I don't want any ice-lollies.

(The Little Girl is dragged to her seat by Woman 7. She sits weeping. Man 4 groans loudly.)

Woman 4: Here's the dentist.

Woman 3: And about time, too.

03-C-SR-The First Patient.indd 91 11-12-2021 14:57:34

(Enter Dentist.)

Dentist:
Could I have the first patient, please?

(Exit Dentist into surgery.)

Woman 1: That's you, Joe.

(Man 1 and Woman 1 stand.)

Man 1: Yes, that's me.

Woman 1:
Now, make sure he pulls out the right one, Joe.

Man 1: I will.

Woman 1:
Good-bye, Joe, I'll wait for you.

(Exit Man 1 into surgery. Woman 1 sits.)

Woman 2:
I believe the Dentist is ever so good.

Woman 3:
Yes, he took out six for Mrs. Johnstone, and she never felt a thing.

(Enter Woman 8 with the Small Boy.)

Woman 8:
Now Maurice, there's nothing to be afraid of.

Small Boy: I'm not afraid.



Woman 8
Just a little pull, and ever such a **weeny tug**, and all the pain will be gone.

Small Boy:
There is no need to treat me like a baby. I'm not afraid of a dentist.

Woman 8:
Now sit down quietly, Maurice, and I'm sure the nice dentist won't be long.

Small Boy:
I think I'll get a magazine, I feel like reading.

(The small boy goes to the table and looks through the pile of magazines and newspapers.)

Woman 8:
All right, dear, just as you like.

(Woman 8 sits.)

Man 5:
I'm going to ask for **gas**. I'll never forget the last time.

Man 1:
I knew a chap once. He asked for gas. It was the last time he ever asked for anything.

Man 2: Is that a fact?

(Enter Nurse from the surgery. She walks across the stage and exits left.)

Man 4:
I shouldn't ask for gas, or any of these drugs either. It's unnatural I say. Give me the old-fashioned methods.

Man 5:
You can have them. I'll have it without the pain.

03-C-SR-The First Patient.indd 92 11-12-2021 14:57:35

Woman 5:
And you'll love this one, dear.

Woman 6: I'm sure I will.

Woman 5:
It's one of me riding a donkey along the sands.

Woman 6: Oh, I say!

Woman 5:
Isn't it a **scream**, dear? I sat on it the wrong way round, just for the laugh.

(Enter Nurse left, ferrying a large hammer. She crosses the stage and goes into the surgery.)

Man 6:
Was that a hammer she was carrying?

Man 7:
I've seen dentists use some **queer** tools.

Man 6:
Well, if it wasn't a hammer, I should be attending an eye specialist and not a dentist.

Woman 5:
I hope he isn't going to use it.

Man 3:
It's a peculiar thing to have in a surgery.

(The sound of hammering is heard from the surgery. Everyone looks at the surgery door and then at one another.)

Woman 1:
Oh! Joe! My poor Joe! Oh, what will I do?
(Standing)

Woman 2:
I shouldn't worry. The dentist probably knows what he's doing.

Woman 1:
Yes, but does Joe? Surely he's not hammering on poor Joe's tooth.

Woman 2:
Now, sit down and don't excite yourself. I'm sure Joe is quite all right.

(Woman 1 sits. There is more hammering from the surgery. Woman 1 is about to stand but Woman 2 restrains her.)

Woman 2:
There, there, dear, do sit down quietly.

Man 5: I don't like the sound of that.

Man 4:
I shouldn't worry. These dentists know what they're doing. I hope.

(Nurse enters from the surgery and walks across the stage and out left. Everyone watches her in silence.)

Woman 7:
She didn't look very worried, anyway.

Woman 8: No, it's the patient who worries.

Woman 7:
I say let him worry. Worry is natural. It never did anyone any harm.

Woman 1:
I wish you wouldn't talk like that, with my poor Joe in there, may be **writhing** in **agony**.

(Enter Nurse left. She is carrying a large pair of pliers. She walks across the stage and into the surgery. Man 4 groans and everyone groans after him. Woman 1 watches in horror. She stands as the Nurse exits into the surgery.)

03-C-SR-The First Patient.indd 93 11-12-2021 14:57:35

Woman 1: No, no, it can't be true! They can't do this to Joe. Not to my Joe.

(Woman 2 forces Woman 1 back into her seat.)

Woman 2:
There, there, don't upset yourself, dear. There's nothing to worry about.

(Woman 1 starts weeping and sobbing.)

Man 3: A bit big, wasn't it?

Man 4:
Nothing to what they used in the old days. I heard of a chap once the roots of whose teeth were wrapped round his jaw-bone. He was five hours in the chair.

Man 3:
None the worse for it, I'll bet.

(There is a sudden screech of metal from the surgery. Woman 1 gasps with horror and is about to make a dash for the surgery door when she is dragged back by Woman 2. Man 4 groans loudly. The Small Boy and the Little Girl at the table start a fight about a magazine they both want. Woman 8 and Woman 7 attempt to separate them. Through all this noise Woman 5 is still trying to show her photographs.)

Little Girl: It's mine! It's mine!

Small Boy:
No, it's mine! I saw it first.

Woman 7:
Sit down, Dorothea. Sit down and be quiet. I'll tell your daddy about this. Then there'll be trouble. Really, it's the last time I'll bring you anywhere.

Little Girl: See if I care.

Woman 6:
I wish some people would keep their children under control.

Woman 7: Well, really!

(At last the little girl and the small boy settle into their seats. They are both sulking.)

Man 2:
There should be a special waiting-room for children.

(The metallic screech is heard again from the surgery. Fresh sobs from Woman1.)



Woman 1:
I can't stand it. Oh, Joe! Joe! Joe!

(Man 4 groans.)

Small Boy:
What was that noise, Mummy?

Woman 8:
Don't ask awkward questions, Maurice.

Man 7:
I'll tell you, little boy. That noise was a man having a tooth out. That's how it's going to sound when you have yours out, only much, much louder, because then it'll be inside your head.

03-C-SR-The First Patient.indd 94 11-12-2021 14:57:36

Woman 6:
What a thing to tell a small boy!

Man 6: Disgusting!

Man 7: It'll do the lad good. Bring 'em up natural, I always say.

Small Boy:
Oh, Mummy, Mummy, take me to school! Quick, take me to school!

Woman 8:
Take you to school? What on earth do you mean?

Small Boy:
I haven't got toothache at all. I was only joking. I just wanted to get off school. Take me to school. Mummy, please.

(Everyone laughs.)

Woman 8:
I'll take you to school all right (*Woman 8 takes the Small Boy by the ear. She drags him out.*) and I'll get the headmaster to give you a good thrashing.

(Exit Woman 8 and the Small Boy. The Small Boy is yelling.)

Man 5:
A little discipline, that's what he wants.

(Woman 5 is still showing her photographs.)

Woman 5:
This one should make quite an impression on you, dear.

(There is a loud hammering from the surgery.)

Woman 6: Yes, it does.

(Enter Nurse from the surgery).

Dentist's Voice *(off)*:
Do hurry, Nurse or we'll never get this thing shift.

(Nurse walks across the stage and off left.)



Man 6:
Well, really, I don't think I can wait.
(Standing)

Man 5:
Neither can I. I'll be very late for work.
(Standing)

(Exit Man 5 and Man 6.)

Woman 6:
But surely, they can't really be using those tools to take out a tooth.

Woman 4:
You heard what the Man said.

Woman 6:
And those men have gone, too.

Man 7:
Cowards, every one of them. They can't take it.

Little Girl:
Mummy, I was only joking about my toothache, too. I haven't really got one. I was only trying to get off school.

03-C-SR-The First Patient.indd 95 11-12-2021 14:57:36

Woman 7:
Nonsense, Dorothea, you know your tooth is as black as the kitchen range. You're only trying to get out of it.

(The Little Girl breaks into a howl.)

Man 2:
I can't stand howling children. I'm off.
(Standing)

Man 3:
And I can't stand them either. I'm coming with you.
(Standing)

(Exit Man 2 and Man 3.)

Woman 7:
Now, see what you've done, Dorothea, you've chased those men away.

Little Girl: They're lucky.

(The Little Girl howls again. The Nurse enters, this time with a hacksaw.)

Woman 1:
Oh, Joe! Joe! He'll never stand it. The sound of sawing always did put his teeth on edge.

Man 7:
This time the saw will be on the edge of his teeth.

Woman 2: Oh, you horrible Man!

Man 7: Can't I even make a joke?

Man 8: We need something to cheer us up.

Woman 4:
Surely it's against the law for a dentist to use a saw like that.

(The sound of violent sawing is heard from the surgery. Man 4 groans loudly.)

Woman 1: Oh no, Joe! No, Joe!

(Woman 1 makes a dash for the door but is prevented from opening it by Woman 2 and Woman 6.)

Woman 3:
You really must control yourself.

Woman 2:
There, there, dear. I'm sure it's not as bad as it sounds.

(They place Woman 1 back in her seat.)

Woman 1:
I'm not waiting to find out. I've heard enough.

Woman 3:
I prefer to keep my toothache.

Woman 4:
So do I. Me too. Those pliers would never fit my mouth, anyway. It's better than being murdered, anyway.
(Standing)

(Exit Woman 3, Woman 4 and Woman 6.)

Man 7:
Just watch them go, cowards every one of them.

Woman 2:
It's all very well you talking this way. You don't seem to have any nerves at all.

Man 7:
This is nothing to some of the things I've heard of. I could tell you things that would make your hair stand on end. There was once...

Woman 2:
I'm sure we don't want to hear it. My hair is standing on end already.

(The sawing is heard again, even louder and harsher this time. Woman 1 wails and Man 4 groans.)

03-C-SR-The First Patient.indd 96 11-12-2021 14:57:36

Woman 5:
Don't you want to see any more of my holiday photos?

(Exit Man 8.)

Well, really, how rude!

(Woman 5 moves to Woman 7.)

Would you like to see some of my holiday photos?

Woman 7:
Well, I don't really…

Woman 5:
Now, now, don't be shy. Now, this one is a bit **blurred**, but down in the corner you can see my sister-in-law's little boy.

(Woman 7 takes the offered photograph reluctantly and looks at it vacantly. The surgery door opens and the Dentist enters. He looks very hot and bothered. He stands in the doorway.)

Dentist:
I'm fed up with this. I'm off to get someone who knows something about the job.

(The Dentist strides across the stage and exits left. For a moment Woman 2, Man 4, and Woman 5 sit gaping. Then Woman 1 wails, as Woman 2, Woman 7 and the Little Girl stand and make for the door left.)

Man 7: This is the end. I'm off.

(There are cries of "Me too", "So am I", "Here I go", etc., and all except Woman 1 and Woman 5 go out in a hurry.)

Woman 5:
Well, really, people are very rude.

(Woman 5 looks at the wailing Woman 1.)

Whatever is the matter, my dear?

Woman 1:
It's Joe! Poor Joe! Goodness knows what state he's in now.

Woman 5:
Joe? Who's Joe? And what's the matter with him?

Woman 1:
I'm afraid to go in. I'm afraid to look. Joe's my husband and that awful dentist has been working on him. He's in there.

(Woman 1 points to the surgery.)

Woman 5:
Well, I don't suppose he has come to any harm.

(Woman 5 sits beside Woman 1.)

I tell you what, dear, you need cheering up. Here, you just have a look at my holiday photos. They're ever so cheerful.

(Woman 1 breaks into fresh sobs.)

Woman 5:
Oh, dear me! Where's that very amusing one?

(Woman 5 looks through her photographs.)

I must have lost it. Ah, yes! It'll probably be over there.

(Woman 5 walks across to her previous position and starts looking for the lost photograph. Woman 1 continues sobbing. Enter Man 1 from the surgery.)

Man 1:
Why, whatever is the matter, Emily?

Woman 1:
Joe, Joe, are you all right? Let me look at you, Joe!

03-C-SR-The First Patient.indd 97 11-12-2021 14:57:36

Man 1:
Of course I'm all right. Why shouldn't I be all right?

Woman 1:
But, Joe, all that hammering and sawing.

Man 1:
Oh, that! That was only the dentist trying to force open his instrument cabinet.

Woman 1: His cabinet?

Man 1: Yes, you see he lost the key.

Woman 1:
So he hasn't done anything to you, Joe!

Man 1:
Not a thing, and I can't wait any longer this morning. I've made an appointment with him for this evening instead. The nurse gave me some pills to deaden the pain in the meantime.

Woman 1: Oh, Joe, I was so upset.

Man 1 :
Well, it's all right now, Emily, so let's go.

(Woman 1 and Man 1 go out left. A moment later the Nurse enters from the surgery. She is walking across the stage when the Dentist enters left. The Dentist is waving a key.)

Dentist:
I found it. Believe it or not, but it was under the telephone directory. What an awful waste of time!

Nurse:
I'm afraid the first patient couldn't wait. However, he made an appointment for this evening.

Dentist:
Fair enough. I'll take the next patient.

(Dentist goes into the surgery. Nurse turns to Woman 5 who is still looking at her photographs.)

Nurse :
Now, madam, the dentist is ready.

(Woman 5 looks up.)

Woman 5**:** Do you mean me, Miss?

Nurse:
Yes, would you step into the surgery, please?

(Nurse goes into the surgery.)

Woman 5:
Dear me, that long queue did move quickly, didn't it?

(Woman 5 follows the Nurse into the surgery.) **CURTAIN**

About the Author

Christopher Victor Burgess is known as C.V Burgess. He is a humorous playwright. His situational humour intensifies the emotions of the characters in the play. His plays usually accommodate a number of characters. His famous works are *'Short Plays for Large Classes', 'Teach yourself Speech Training' and 'Classroom Playhouse Verse in Action'.*

03-C-SR-The First Patient.indd 98 11-12-2021 14:57:36

Glossary

groaning – crying in pain

dreadful – extremely bad

ice-lollies – flavoured ice or ice cream on a stick

weeny tug – small pull

gas – anesthesia

scream – a very funny thing

ferrying – carrying

queer – strange

writhing – twisting the body from side to side

agony – severe pain

sulking – being sad and silent

blurred – hazy, not clear

1. Complete the summary of the play, choosing the appropriate words from the list given below the passage.

A number of patients wait at the (1) _____ of a dentist's clinic. Everybody is tensed at the thought of a painful (2) _____ being extracted. One of the women is bent on showing everyone her (3) _____. After the arrival of the dentist, Joe, the first (4) _____ is called in. Sometime later, the nurse comes out and goes in with a (5) _____. Everyone is (6) _____ at this, imagining Joe being subjected to a lot of hammering in the process of his tooth being pulled out. Once again the nurse comes out to fetch a large pair of (7) _____ and later on she takes in a (8) _____. A little boy confesses that he pretended to have (9) _____, because he did not wish to go to school. The loud (10) _____ and screeching from within the room makes everyone leave the **(11)** _____, one by one. Finally there are only two women in the waiting room, one of them being Joe's wife. She weeps (12) _____ about her husband. But Joe comes out and explains that he had shifted his (13) _____ to the evening and had been given some pills for the pain. After they leave, the dentist comes out and locates the key of his tool (14) _____. He had been trying to open it using the hammer, the pliers and the hacksaw only in vain. The woman with the photographs is surprised to see that the (15) _____ had moved quickly and she was the next patient to go in.

hammer	**patient**
hacksaw	**cabinet**
frightened	**queue**
worried	**waiting room**
pliers	**tooth**
photographs	**clinic**
toothache	**sawing**
appointment	

03-C-SR-The First Patient.indd 99 11-12-2021 14:57:36

2. Based on your understanding of the play, complete the Graphic Organiser (GO) suitably.

Settings:

Characters:

Title:

Author:

Climax:

Humorous elements:

3. Based on your understanding of the play, answer the following questions in about three or four sentences each.

a) Who were the patients waiting for?

b) How did Woman 5 spend her time in the waiting hall?

c) How did the other Women react to Woman 5?

d) Are children afraid of visiting the dentist? Give reasons.

e) What were the strange instruments the nurse carried to the surgery? How did the waiting patients interpret her act?

f) Bring out the people's reaction to the noises from the surgery.

g) Why did they sympathize with the first patient?

h) Why did Woman 1 panic more than the others?

i) Woman 5 was not aware of what was happening. Why?

j) How did Woman 5 move ahead in the waiting list of patients?

k) Why do patients leave the clinic without meeting the dentist?

l) What had really happened in the dentist's room?

03-C-SR-The First Patient.indd 100 11-12-2021 14:57:36



Vocabulary

4. The play starts with the following dialogue.

Woman 5: We'll have some time to wait before the *dentist* sees us, dear.

Here, the italicized word d*entist* refers to a person whose job is treating people's dental problems. Often the words ending with the suffix 'ist' denote a person who practises, is an expert in, or holds certain principles.

Now, read the descriptions given under Column A and match them with their correct (-ist words) describing specialists in the various fields of medicine given under column B.

No.	A	B
1	one who specializes in lung problems	gynaecologist
2	one who specializes in skin problems	gastroenterologist
3	one who treats diseases specific to women	dermatologist
4	one who treats kidney diseases	neurologist
5	one who treats diseases and disorders of the nervous system	pulmonologist
6	one who treats stomach disorders	cardiologist
7	one who treats vision problems	nephrologist
8	one who specializes in critical infants	otolaryngologist
9	one who treats heart problems	ophthalmologist
10	one who treats the problems of ear, nose, tongue	neonatologist



-logy is a suffix used in the names of science or bodies of knowledge, e.g. ecology. The suffix -logy is most frequently found preceded by the connective vowel 'o' so that many words end in -ology. e.g. Technology, Pathology. Interestingly, Cynology is the study of dog training; Ichthyology is the study of fish; Ornithology is the study of birds and Oology is the study of birds' eggs.

03-C-SR-The First Patient.indd 101 11-12-2021 14:57:36

Listening

Read the following statements. Now, listen to the talk on the importance of humour and laughter for good physical and mental health. You may listen to the text again if required, to help you choose the correct option.

i) Humour has the power to motivate and _____ stress and pain.

a) improve b)intensify
c) reduce d) increase

ii) It seems generally _____ that our bodies respond in a positive way to a hearty laugh.

a) accepted b) denied
c) improved d) confused

iii) The _____ is stocked with books, comics, funny posters, audiotapes, and videos.

a) waiting room b) humour room
c) ICU d) reception

iv) One can plan to use humour yet rely on _____ opportunities to employ it.

a) late b) better
c) future d) spontaneous

v) Humour is called a way of _____, not a part of living.

a) living b) playing
c) nourishing d) developing

Speaking

Complete the following dialogue between a doctor and a patient with ten sets of utterances for the following situation in which a person goes to a doctor for treatment. The doctor wishes to give him/her an injection. The person is scared. The doctor convinces the patient and administers the injection. Now, in pairs, enact the dialogue in the classroom.

5. Answer the following questions in a paragraph of about 80–100 words each.

i) Based on your understanding of the play, explain how a mistaken understanding of events can lead to confusion. How has the author used this unexpected combination of events in the situation to create humour?

ii) Have you ever found yourself in such a situation? Discuss in groups and act out such a situation.

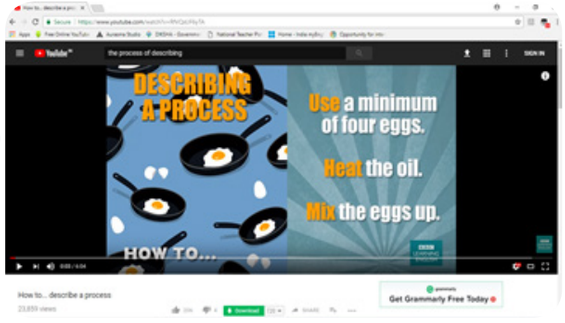
03-C-SR-The First Patient.indd 102 11-12-2021 14:57:36

ICT Corner

DESCRIBING A PROCESS

Describing a process needs the present simple passive and active to describe what happens in each step.

This activity will enable the students to learn the form of verbs while describing a process.



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. Watch the video on "Describing a Process" by BBC Learning English.
3. Observe the form of verbs (Active or Passive) used in the describing process.
4. Try to watch the alternate video on How to describe a process whose link is also given here.



VIDEO LINK

Click the following link or scan the QR code to access the YouTube video.
https://www.youtube.com/watch?v=RfVQxUF6yTA

ALTERNATE VIDEO LINK

https://www.youtube.com/watch?v=KNXvnbxU61w

03-C-SR-The First Patient.indd 103 11-12-2021 14:57:37

Unit 4

Prose

Tight Corners

Edward Verrall Lucas

Warm Up:

Many of us have unused, old but valuable items at home. If we wish to get rid of them, we can sell them at an auction. Items like paintings, jewels, household articles, vehicles, even houses can be auctioned.

The flowchart below will help you understand how an auction is conducted.

Enter the sale-room where the items are displayed for sale.

↓

Decide the item you wish to buy.

↓

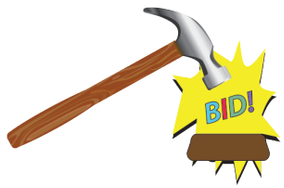
Get a card with a registration number from the staff.

↓

The auctioneer opens by quoting a price for each article.

↓

Each buyer holds up his/ her card and states a price which is higher than the opening price.



→ The auction continues with each bidder quoting a higher price until the item is considered sold.





↑

The deal is closed with the highest bidding / price.

↑

The highest price is announced thrice.

↑

The highest bidder finally goes to the clerk and hands over the card.

↑

The payment is made by cheque or any other approved mode of payment and the article is considered sold.



04-A-Prose-Tight Corners.indd 104 11-12-2021 14:58:18

In 'Tight Corners', E.V. Lucas narrates the story of how he was rescued from humiliation at an auction house, by a sudden stroke of luck. Let's read on and get to know how he got himself in a tight corner and found his way out of that situation.

The talk was running on the critical situations in which we had found ourselves — those of us whose lives were adventurous enough to comprise any.

One man had been caught by the tide in **Brittany** and escaped by the skin of his teeth. Another had been on an elephant when a wounded tiger charged at it. A third had been on the top storey of a burning house. A fourth was torpedoed in the War.

"But you all talk," said one of the company, "as though tight corners were always physical affairs. Surely they can be tighter when they are mental. The tightest corner I was ever in was at Christie's."



"Christie's?"

"Yes. I had been lunching rather well at a club in **St. James's Street** with an old friend from abroad, and passing along **King Street** afterwards, he persuaded me to look in at the sale-room. The place was full. They were selling Barbizon pictures, and getting tremendous sums for each: two thousand, three thousand, for little bits of things — forest scenes, pools at evening, shepherdesses, the regular subjects.

Nothing went for three figures at all. Well, we watched for a little while and then I found myself bidding too just for fun. I had exactly sixty-three pounds in the bank and not enough securities to borrow five hundred on, and here I was nodding away to the auctioneer like a **bloatocrat**.

a) Describe the activity that was going on in the sale-room at King Street.

b) What can you say about the author's attitude when he high-handedly participated in the auction?

"You'll get caught,"my friend said to me.

"No, I shan't," I said. "I'm not going to run any risks."

c) Why was the author sure he would not be caught?

d) What made the author ignore his friend's warning?

"And for a long time I didn't. And then a picture was put up and a short red- faced man in a new top-hat — some well-known dealer — who had bought quite a number, **electrified** the room by starting the bidding at a figure a little higher than any that he had yet given or that anything had reached.

04-A-Prose-Tight Corners.indd 105 11-12-2021 14:58:18

Although the previous lots had run into four figures they had all been modestly started at fifty guineas or a hundred guineas, with a gradual **crescendo** to which I had often been safely contributing. But no sooner was the new picture displayed than the dealer made his sensational bid, "Four thousand guineas," he said.

e) How had the author managed the auction without getting involved in the deal?

There was a rustle of excitement, and at the end of it I heard my own voice saying, "And fifty!" A terrible silence followed, during which the auctioneer looked inquiringly first at the opener and then at the company generally.

To my surprise and horror the red-faced dealer gave no sign of life. I realized now, as I ought to have done at first, that he had shot his bolt.

f) What came as a shock to the author?

"Four thousand and fifty guineas offered", said the auctioneer, again searching the room.

My heart stopped; my blood **congealed**. There was no sound but a curious **smothered** noise from my friend.

Four thousand and fifty guineas. Any advance on four thousand and fifty guineas? — and the hammer fell.

g) What did the falling of the hammer indicate?

That was a nice pickle to be in! Here was I, with sixty-three pounds in the world and not five hundred pounds' worth of securities, the purchaser of a picture which I didn't want, for four thousand and fifty guineas, the top price of the day.

Turning for some kindly support to my friend I found that he had left me; but not, as I feared at the moment, from baseness, but, as I afterwards discovered, in order to find a remote place in which to lean against the hall and laugh.

h) What made the friend laugh heartily?

Stunned and dazed as I was, I pulled myself together sufficiently to hand my card, **nonchalantly** (I hope) to the clerk who came for the millionaire collector's name, and then I set to pondering on the problem what to do next. Picture after picture was put up and sold, but I saw none of them. I was running over the names of uncles and other persons from whom it might be possible to borrow, but wasn't; wondering if the moneylenders who talk so **glibly** about '**note of hand** only' really mean it; speculating on the possibility of confessing my poverty to one of Christie's staff and having the picture put up again. That was the best way — and yet how could I do it after all the other bids I had made? The staff looked so prosperous and unsympathetic, and no one would believe it was a mistake. A genuine mistake of such a kind would have been rectified at once.

i) What kind of excuses did the narrator think he could make?

04-A-Prose-Tight Corners.indd 106 11-12-2021 14:58:18

Meanwhile the sale came to an end and I stood on the outskirts of the little knot of buyers round the desk who were writing cheques and giving instructions. Naturally I preferred to be the last. It was there that I was joined by my friend; but only for a moment, for on a look at my face he rammed his handkerchief in his mouth and again disappeared. Alone I was to *__dree this awful weird.__ I have never felt such a fool or had colder feet in all my life. I believe I should have welcomed a firing party.

j) Why did the friend desert the narrator, a second time?

And then the unexpected happened, and I realized that a career of **rectitude** sometimes has rewards beyond the mere consciousness of virtue. A voice at my ear suddenly said, 'Beg pardon. Sir, but was you the gent that bought the big Daubigny?"

I admitted it.

"Well, the gent who offered four thousand guineas wants to know if you'll take fifty guineas for your bid."

If ever a messenger of the high gods wore a green **baize** apron and spoke in husky Cockney tones this was he. I could have embraced him and wept for joy. Would I take fifty guineas. Why, I would have taken fifty **farthings.**

k) How does the narrator describe the man who approached him?

But how near the surface and ready, even in the best of us, is worldly **guile**! "Is that the most he would offer?" I had the presence of mind to ask.

"It's not for me to say," he replied. "No 'arm in trying for a bit more, is there?"

"Tell him I'll take a hundred," I said. And I got it.

l) How does the Narrator show presence of mind in the sudden turn of events?

When I found my friend I was laughing too, but he became grave at once on seeing the cheque. "Well, I'm hanged!" he said. "Of all the luck! Well, I'm hanged!"

Then he said, "Don't forget that if it hadn't been for me, you wouldn't have come into Christie's at all." "I shall never forget it," I said. "It is **indelibly** branded in letters of fire on my heart. My hair hasn't gone white, has it?"

m) The narrator would not forget two things about his friend. What are they?

DO YOU KNOW?



The British farthing (¼d) coin, from four thing was a unit of currency of one quarter of a penny. It was minted in bronze which replaced the earlier copper coins. It was used during the reign of six monarchs: Victoria, Edward VII & VIII, George V & VI and Elizabeth II, ceased to be legal tender in 1960.

04-A-Prose-Tight Corners.indd 107 11-12-2021 14:58:18

About the Author

Edward Verrall Lucas, (1868 – 1938) was an English humorist, essayist, playwright, biographer, publisher, poet, novelist, short story writer and editor. Born to a Quaker family on the fringes of London, Lucas began work at the age of sixteen, apprenticed to a bookseller. After that he turned to journalism, and worked on a local paper in Brighton and then on a London evening paper. He was commissioned to write a biography of Bernard Barton, the Quaker poet. This led to further commissions, including the editing of the works of Charles Lamb. Lucas joined the staff of the humorous magazine Punch in 1904, and remained there for the rest of his life. He was a prolific writer, most celebrated for his short essays, but he also produced verses, novels and plays.



Glossary:

Brittany – a region on the coast of North–West France

St. James' Street, King Street – well-known commercial streets in London

bloatocrat – a fat and rich person of high station – a term coined by E.V. Lucas by blending the words 'bloated' and 'aristocrat'

electrified – shocked by something unexpected

crescendo – progress towards a climax

congealed – thickened as if frozen (through fear etc.)

smothered – suppressed

nonchalantly – unconcernedly, coolly

glibly – smoothly but not sincerely

note of hand – promissory note

rectitude – honesty, good behaviour

baize – coarse woollen material

farthing – as low as a paisa

guile – cunning, deceit

indelible – cannot be rubbed out or removed

*The phrase 'dree this weird' is from old English. It means 'to put up with one's fate'.

1. Choose the most appropriate answer for the following questions:

a. 'Tight Corner' means a _____.

i. difficult situation
ii. crowded corner
iii. tragic incident
iv. fierce fight

b. Barbizon refers to a _____.

i. kind of paint
ii type of architecture
iii. region in Britain
iv. French school of painters

04-A-Prose-Tight Corners.indd 108 11-12-2021 14:58:18

c. The narrator visited the sale-room as he _____.

i. wished to see an auction
ii. had a painting to sell
iii. was persuaded by his friend
iv. wanted to buy a painting

d. The narrator had been a safe contributor at the auction, as _____.

i. there were bidders quoting higher prices
ii. he had a sound financial background
iii. his friend had lent him money
iv. he did not make any bidding

e. "And I got it." Here 'it' refers to the_____.

i. picture he wanted to buy
ii. money he asked for
iii. card to participate in the auction
iv. amount he had to pay

2. Answer the following questions.

a) What is a tight corner? What happens when one finds oneself in a tight corner?

b) What is the difference between a physical and mental tight corner?

c) Why did the narrator visit Christie's?

d) The narrator heard his own voice saying, 'and fifty'. What does this suggest?

e) What was the narrator's financial condition?

f) The narrator could not pretend to have made a mistake in bidding. Why?

g) What could have been the best way for the narrator, to get himself out of the tight corner?

h) Why did the narrator feel he could have welcomed a firing party?

i) What was the bidder's offer to the narrator?

j) How did the narrator take advantage of the situation?

3. Form a meaningful summary of the lesson by rewriting the numbers in the correct sequence:

a) The narrator had only 63 pounds with him and did not know how to manage the situation. ( )

b) The narrator thought of all his relations from whom he could borrow. ( )

c) Unfortunately he had made the highest bid. ( )

d) The narrator entered Christie's as his friend persuaded him to visit the sale-room. ( )

e) Every time someone else made a higher bid and the narrator was not caught. ( )

f) The narrator on a sudden impulse added 50 more guineas, to the amount offered. ( )

g) His friend joined him then but left immediately unable to control his laughter. ( )

h) He even thought of borrowing from moneylenders and considered the possibility of confessing the truth to the staff at Christie's. ( )

i) The picture was declared sold to the narrator. ( )

04-A-Prose-Tight Corners.indd 109 11-12-2021 14:58:20

j) After sometime a picture was put up and a bid for 4000 guineas was raised.

k) A sudden stroke of luck befell the narrator when he heard that the gent who had made the bid of 4000 guineas would offer him the additional 50 guineas and buy the picture.

l) The narrator kept bidding just for fun.

m) The picture was given away to the other bidder and the narrator was saved from humiliation.

n) His friend had left the place roaring with laughter at the narrator's predicament.

o) The narrator was quite happy at the offer but demanded 100 guineas instead of the 50. Now there was no need for him to make any payment.

4. Answer the following questions in a paragraph of about 100 – 150 words:

a. Narrate the circumstances that led to the narrator getting into a tight corner, by his own folly.

b. Trace the thoughts that went on in the mind of the narrator when picture after picture was put up and sold at the auction.

c. Explain how the narrator got out of the tight corner that he was in.

d. As the narrator, make a diary entry about the tight corner you faced at Christie's and how you were saved from the dire situation.

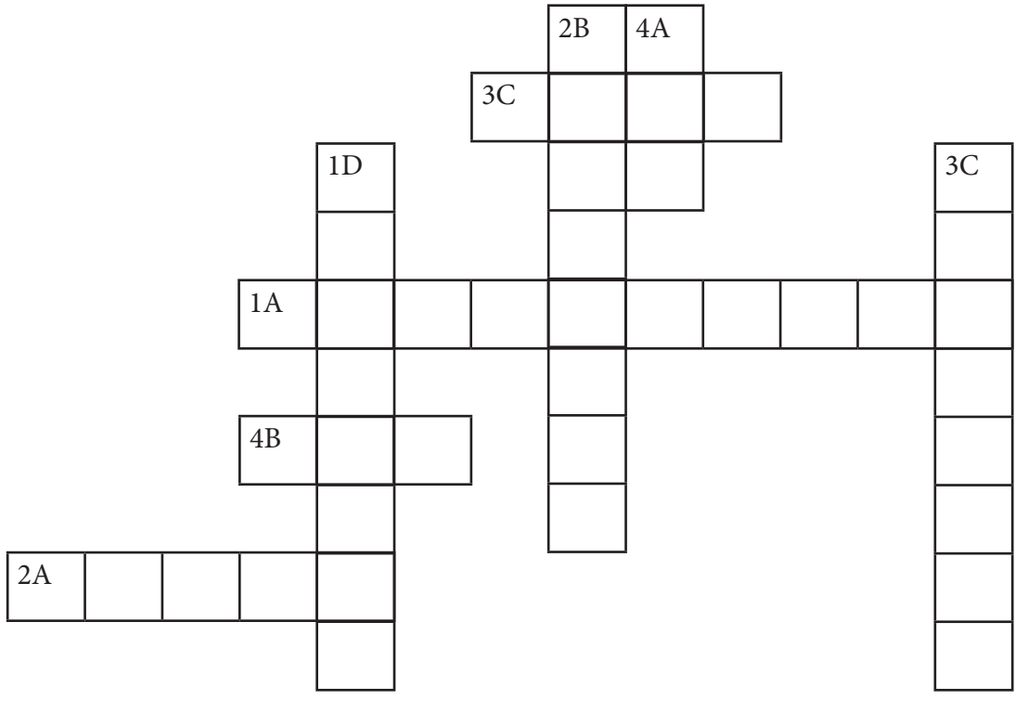
04-A-Prose-Tight Corners.indd 110 11-12-2021 14:58:20



Vocabulary

(i) Auction House Puzzler

You have come across many terms associated with an auction, in the lesson. Now solve the crossword puzzle with words from the lesson. Make use of the clues given.



Across

1. conducts auction
2. a protective garment
3. strip with numbers
4. offer

Down

1. painter
2. school of painting
3. auction house
4. painting

(ii) Idioms: An idiom is an expression in English with a special meaning of its own. Idioms do not give the literal meaning of the individual words used in them.

You come across the idiom **'by the skin of one's teeth'** in the lesson. It means **'a narrow escape'.**

(A) Here are some more idioms taken from the lesson. Find out their meanings and use them in sentences of your own.

1. tight corners _____

_____

_____

04-A-Prose-Tight Corners.indd 111 11-12-2021 14:58:20

2. shot his bolt

_____

_____

_____

3. in a nice pickle

_____

_____

_____

4. have cold feet

_____

_____

_____

(B) Match the following idioms related to difficult situations with their meanings.

	A		B
1	alarm bells ringing	a	abandoning one who is in difficulty
2	back to the wall	b	try any method to overcome a crisis
3	grasp /clutch at straws	c	sign of something going wrong
4	saved by the bell	d	in serious difficulty
5	hang out to dry	e	help at the last moment rescuing one from a difficult situation

(C) We use a variety of idioms in our daily life to describe various situations. Describe the narrator's situation in your own words, making use of some of the new idioms you have just learnt.

(iii) Phrasal Verbs:

Use the following phrasal verbs in sentences of your own. The first one has been done for you:

stand

i) up – Your statement will not **stand up** as proof in the court of law.

ii) for – My father always **stands for** truth and honesty.

iii) by – Come what may, I will **stand by** you.

look

i)into :_____

ii) at :_____

iii)through :_____

04-A-Prose-Tight Corners.indd 112 11-12-2021 14:58:21

run

i) over :_____

ii) away :_____

iii) into :_____

put

i) on :_____

ii) up :_____

iii) off :_____



Listening Activity

A. Listen to the announcement made by your teacher and answer the questions that follow.

Complete the following sentences based on your listening.

i. The programme is organized by the Department of _____.

ii. The topic of the seminar is _____.

iii. The programme is to be held at _____p.m. at _____.

iv. Students are instructed to carry a _____ and a _____to the programme hall.

v. The main purpose of the programme is to provide information on _____ options and the _____ that offer relevant courses.

vi. Students who wish to attend the second session should register within _____.



Speaking Activity

a) Work with a partner. Your friend has lost her books just before the annual examination and she is upset. How will you help her? Take up roles and enact the situation.

b) You have recently shifted to a new locality. You cannot find your way back, after school. Your uncle spots you and takes you home. Narrate the incident to the class.

c) As a friend of the narrator, describe how you would have behaved at the auction.

04-A-Prose-Tight Corners.indd 113 11-12-2021 14:58:21



Reading

Note–taking

It is very essential for everyone to know how to take notes while listening. This is a skill involving listening and writing. Notes are commonly taken during an oral discussion at a meeting, or a lecture (notes of a meeting are usually called **minutes**), in order to keep track of what was said, what happened or what decisions were taken.

As and when your teacher teaches, take notes and jot them down for future reference.

Given below are steps for effective note–taking.

STEP 1:

Take and keep notes in a large, loose-leaf notebook; use only one side of the paper.

STEP 2:

Sit close to the source, if you can. There are fewer distractions and it is easier to hear, see and attend to important details.

STEP 3:

Be selective; don't try to write down everything you hear, for that is not possible always.

STEP 4:

Write legibly and use abbreviations.

STEP 5:

Identify general ideas and listen for cues.

Read the following passage and answer the questions that follow:

The Stationmaster's Supreme Sacrifice
by Sanchari Pal (Adapted)

1. Thirty-three years ago, on the night of December 2, 1984, Bhopal was hit by a catastrophe that had no parallel in the world's industrial history. An accident at the Union Carbide pesticide plant in Bhopal had released almost 30 tons of a highly toxic gas called methyl isocyanate, turning the city into a vast gas chamber. The result was a nightmare; more than 600,000 people were exposed to the deadly gas cloud that left thousands dead and many more breathless, blind and in agonizing pain. Few people know that during the Bhopal gas tragedy a heroic stationmaster risked his own life to save others.

2. On the evening of December 3, 1984, Ghulam Dastagir was settling down in his office to complete some pending paperwork. This work kept him in his office till 1am in the night, when he emerged to check the arrival of the Gorakhpur Mumbai Express. As he stepped on to the platform, the deputy stationmaster felt his eyes burn and a queer itching sensation in his throat. He did not know that poisonous fumes leaking from Union Carbide's pesticide factory were stealthily enveloping the railway station.

3. Beginning to choke, Dastagir did not know then that twenty-three of his railway colleagues, including his boss, station superintendent Harish Dhurve, had already died. It was later reported that Dhurve had heard about the deadly gas and had immediately tried stopping

04-A-Prose-Tight Corners.indd 114 11-12-2021 14:58:21

the movement of trains passing through Bhopal before collapsing in his office chamber. His suddenly worsening health and years of experience told Dastagir that something was very wrong. Though he did not fully comprehend what was happening, he decided to act immediately when he did not get any response from the station master. He alerted the senior staff at nearby stations, like Vidisha and Itarsi, to suspend all train traffic to Bhopal.

4. However, the jam-packed Gorakhpur-Kanpur Express was already standing at the platform and its departure time was 20 minutes away. Listening to his gut instinct, Dastagir summoned his staff and told them to immediately clear the train for departure. When they asked if they should wait until the order to do so came from the head office, Dastagir replied that he would take complete responsibility for the train's early departure. He wanted to ensure that the train left immediately, without any delay. His colleagues later recalled that Dastagir could barely stand and breathe as he spoke to them. Breaking all rules and without taking permission from anyone, he and his brave staff personally flagged off the train.

5. But Dastagir's work was not done. The railway station was filling up with people, desperate to flee the fumes. Some were gasping, others were vomiting, and most were weeping. Dastagir chose to remain on duty, running from one platform to another, attending, helping and consoling victims. He also sent an SOS to all the nearby railway offices, asking for immediate medical help. As a result, four ambulances with paramedics and railway doctors arrived at the station. It was winter and the gas was staying low to the ground, a thick haze poisoning everything in its path. Besieged by hordes of suffering people, the station soon resembled the emergency room of a large hospital. Dastagir stayed at the station, steadfastly doing his duty, knowing that his family was out there in the ill-fated city. That day all he had for his protection was a wet handkerchief on his mouth.

6. Ghulam Dastagir's devotion to duty saved the lives of hundreds of people. However, the catastrophe didn't leave him unscathed. One of his sons died on the night of the tragedy and another developed a lifelong skin infection. Dastagir himself spent his last 19 years shuttling in and out of hospitals; he developed a painful growth in the throat due to prolonged exposure to toxic fumes. When he passed away in 2003, his death certificate mentioned that he was suffering from diseases caused as a direct result of exposure to MIC (Methyl Isocyanate) gas. A memorial has been built at platform No.1 to pay tribute to those who sacrificed their lives in the line of duty on the fateful night of December 3, 1984. However, Ghulam Dastagir, who died later, is not one of them. A forgotten hero whose sense of duty and commitment saved countless lives, Dastagir's story deserves to be recognized and remembered by our fellow countrymen.

i. Why was the accident at Union Carbide unparalleled in the world's industrial history?

ii. How was Dastagir affected by the poisonous gas?

04-A-Prose-Tight Corners.indd 115 11-12-2021 14:58:21

iii. What was the action taken by the station superintendent?

iv. How did Dastagir and his staff break rules?

v. What was the cause of Dastagir's death?

vi. Find words from the passage which mean the opposite of the following.

a. safeguard (para 1)

b. common or familiar (para 2)

c. prompt (para 4)

d. cause (para 6)

Grammar

UVF69

Conditional Clauses

CONDITION + RESULT

Zero Conditional	If you stand in the rain, you get wet. If you heat ice, it melts. **Present Simple + Present Simple** *Uses: Facts which are generally true or scientific facts* *The condition always has the same result*
First Conditional	If it rains, we will cancel the trip. If you study, you will pass the exam. **Present Simple + Will/ Won't/Verb** *Uses: A possible situation in the future* *predicting a likely result in the future (if the condition happens)*
Second Conditional	If I won the lottery, I would travel a lot. If they sold their houses, they would be rich. **Past Simple +Would + Verb** *Uses: Hypothetical or unlikely situations* *Unreal or improbable situation now or in the future*
Third Conditional	If you had studied, you would have passed the exam. If I hadn't been sick, I would have gone to your party. **Past Perfect + Would have+ Past Participle** *Uses: The person imagining a different past,* *imaginary situation that did not happen*

04-A-Prose-Tight Corners.indd 116 11-12-2021 14:58:21

i) Complete the following with appropriate conditional clauses.

a) We will miss our train, _____.

b) Jayashree would travel to France, _____.

c) People get sun-burnt, _____.

d) Vicky would have passed, _____.

e) I wouldn't refuse,_____.

f) Sundar would have waited, _____.

g) Vijayshree will be busy, _____.

h) Adhvika will not go to play,_____.

ii) Complete the following paragraph.

Did you hear about that boy who won one crore in a game show? If I _____ (win) that much money, I _____ (quit) my job the next day. I _____ (travel) round the world and _____ (stay) in the most luxurious hotels. If I _____ (want) anything, I _____ (buy) it. If I _____ (see) a Mercedes that I wanted, I _____ (buy) it. I _____ (can) do anything in the world if I had one crore rupees. Oh, I am starting to sound a little materialistic. Well, I _____ (do) good things with the money as well. If anybody _____ (need) help, I _____ (take) care of their needs. I _____ (donate) money to charities. I _____ (give) money to help support the arts. If I _____ (win) that much money,I wouldn't keep it all for myself. I _____ (help) as many people as possible.

iii) Fill in the blanks in the following dialogue.

Gopal:

What's wrong, Muthu? You look terrible!

Muthu:

Well, you _____ (look) terrible today, too, if you _____ (have) a day like mine yesterday. My car slid into a tree, because the roads were slippery.

Gopal:

Oh! I was driving on the slippery roads yesterday, and I didn't have such trouble. What happened?

Muthu:

Well, I think if I _____ (not, drive) so fast, I _____ (not, slide) into the tree.

Gopal:

Slippery roads and speed don't mix. If drivers _____ (speed) on wet roads, they're likely to spin their car in circles.

Muthu:

I know. But I had one more problem. I didn't have my driver's license with me. If I _____ (have) it, I _____ (not, have to) pay an extra fine in the court next week.

Gopal:

Why were you driving without your license?

Muthu:

Well, I lost my wallet some days ago. It slipped out of my pocket, while I was riding the bus to work.

Gopal:

Oh, Muthu! If you _____(not, take) that bus, you _____ (not, lose) your wallet. If you _____ (not, lose) your wallet, you _____ (have) your driver's license with you when you hit the tree. If you _____ (have) your driver's license with you, you _____

04-A-Prose-Tight Corners.indd 117 11-12-2021 14:58:21

(not, have to pay) a big fine when you go to court next week. And of course, if you _____ (not, drive) too fast, you _____ (not, run into) a tree, and you _____ (not, be) in this mess now. If I _____ (be) you, I _____ (take) it easy for a while and just _____ (stay) at home where you would be safe.

Muthu:

Enough about me! How about you?

Gopal:

Well, things are really looking up for me. I'm planning to take off for Goa as soon as I finish my finals. I'm sick of all this old, rainy weather we've been having.

Muthu:

I wish I _____ (go) with you. How are you planning to reach there?

Gopal:

If I _____ (have) enough money, I _____ (fly). Otherwise, I _____ (take) the bus. I wish I_____ (drive) my own car because it _____ (be) nice to drive there, but it's such a long trip. I've been looking for a friend to go with me and share the driving.

Muthu:

I have a super idea! Why don't I go with you? I can share the driving. I'm a great driver!

Gopal:

Oh, Muthu! I can't believe it.

Framing questions

The interrogative pronouns **who, what, whom, whose, which** and the interrogative adverbs **where, when, why** and **how** are used to frame information questions.

Polar questions are also known as 'yes' or 'no' questions. They are called so, because the answers to these questions will always begin with a 'yes' or 'no'. Such questions are framed using **primary auxiliaries** and **secondary auxiliaries.**

A. Seema goes to a hotel for lunch. The waiter explains to her the different items available at that time. Here is the conversation between them. Complete the dialogue. You may use modals to frame questions.

Seema:

Could I get something to eat immediately?

Waiter:

Yes Ma'am. We have _____.

Seema:

_____

Waiter: Yes Ma'am. It is available.

Seema:

_____

Waiter: It should not take long.

_____

Seema: Yes bring that too.

_____

Waiter:

_____

Seema: I prefer it cold.

_____

Waiter:

Sorry Ma'am we don't have ice creams served here. But you can get it in the outlet next door.

Seema:

Oh that's fine.Please get these quickly.

Waiter: Sure Ma'am.

04-A-Prose-Tight Corners.indd 118 11-12-2021 14:58:21

B. Read the following story and do the exercises that follow.

Last night somebody broke into our neighbour's house. He stole everything he found. The neighbours Mr. and Mrs. Umar, saw him while he was running away but they couldn't catch him. This morning an inspector arrived to make an inquiry.

The Inspector posed certain questions to Mr. Umar.

The Inspector:
The thief broke into the house at around 10 p.m. What were you doing then?

Mr. Umar:
I was watching a movie with my wife. Then I went to the kitchen to prepare tea.

The Inspector:
How many minutes did you spend in the kitchen?

Mr. Umar:
I think 10 or 15 minutes… I'm not sure….

The Inspector:
Did you prepare tea?

Mr. Umar: Yes.

The Inspector: OK. Thanks.

The Inspector also asked Mrs. Umar some questions:

The Inspector:
What were you doing at around 10 pm yesterday?

Mrs. Umar:
I was watching a movie while drinking my coffee.

The Inspector:
Coffee? But your husband prepared tea.

Mrs. Umar:
Tea? No… We didn't drink tea last night.

The Inspector:
OK. What was he doing in the kitchen?

Mrs. Umar:
He was thirsty. He wanted to drink water.

The Inspector:
Hmmm. What happened then?

Mrs.Umar:
A friend of his called him and he went out to help him.

The Inspector:
So, you were alone at home, weren't you?

Mrs.Umar:
Yes, I was. I called him immediately but he didn't answer.

The inspector was suspicious about Mr.Umar, so he asked him to come to the station for further questioning.

The Inspector:
You weren't at home when the thief broke into your neighbour's house. Where were you?

Mr.Umar:
I went out to help a friend of mine.

The Inspector: Who is that friend?

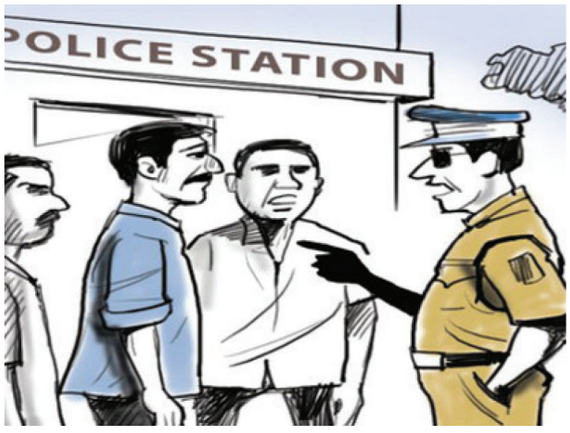
Mr.Umar: Ehhhh… he is just a friend.

The Inspector:
Hmmm. Who is that friend?

Mr.Umar:
I told you already. He is just a friend.

04-A-Prose-Tight Corners.indd 119 11-12-2021 14:58:21

The Inspector:



If you cannot prove that you were with a friend, we can arrest you.

At the end of the questioning session, Mr.Umar told the inspector the truth.

"Last night, somebody called me, but he wasn't my friend. I had borrowed some money from him and he had given me time till last night to return it. But I did not do so. So, he called me and asked me to meet him outside the house. That's why I went out. I did not tell my wife as I did not want her to know about it. When I went out, I saw a stranger entering my neighbour's house but I did not stop as I was in a hurry to meet the moneylender.

Answer the questions after reading the story.

1. Did Mrs. Umar see the thief?
2. What was Mrs. Umar doing when the thief broke into the house?
3. Was Mr. Umar watching movie with his wife when the thief broke in the house?
4. What was Mr. Umar doing in the kitchen?

Frame suitable questions for the following statements.

1. Mr. Umar was at home when the event occurred.
2. Yes, Mr. Umar saw the thief entering the neighbour's house.
3. Mrs. Umar was watching the movie while her husband was drinking water.
4. The thief broke into the house while they were watching a movie.

1. Question Tags

A question tag is a short question added at the end of a statement. It is generally used when asking for agreement or confirmation.

The tag is formed with the auxiliary verb in the statement and the subject. A positive statement takes a negative tag, while a negative statement takes a positive tag. If the sentence contains a main verb, then the question tag uses an apppropriate form of 'do' verb. An appropriate pronoun of the subject is added to the verb to form the tag. The sentence ends with a comma, followed by a tag which ends with a question mark.

Look at the following sentences.

You are a student, aren't you?

Aji is not a lawyer, is she?

Lawrence saw the snake sliding into the hole, didn't he?

Jordi attends the class regularly, doesn't he?

Intonation and Meaning

The intonation (the rise and fall of the voice in speaking) of the tag determines the meaning of the question tag.

04-A-Prose-Tight Corners.indd 120 11-12-2021 14:58:21

Rising intonation

Look at this sentence and the tag.

Madhav doesn't speak Telugu, does he?

If the intonation of the tag goes up, it means we are not sure if Madhav speaks Telugu and we want to know if he does.

Falling Intonation

If the intonation of the tag goes down, it means we are checking or confirming if Madhav speaks Telugu.

A. Add appropriate question tags to the following sentences.

1. Cities are increasingly becoming urbanised.

2. They experiment with various ways to improve air quality.

3. The aim should be to reduce congestion.

4. There is an urgent need to provide clean, reliable and affordable energy to their growing populations.

5. Automation and shared mobility will play a key role in this transformation.

6. It changes the way people commute in cities.

7. Before long, a fleet of electric autonomous vehicles (AVs) could drive people to their destinations.

8. These shared AVs will run at higher utilization rates.

9. They can substantially reduce the cost of mobility and congestion.

10. These should not be thought of as luxury but as necessity.

B. Add appropriate question tags and role play the dialogue with your friend.

Jeyanth:
Hello, Anish! It's your Physics exam today, _____.

Anish:
Yes. They had set a very long paper. Yet, I managed to finish the paper.

Jeyanth:
True. My maths paper too was very long. I couldn't finish it.

Anish:
I too could not complete my paper.

Jeyanth:
Ok. Actually, my question paper was very easy.

Anish:
Mine wasn't easy. I made a silly mistake.

Jeyanth:

Tell me about your English paper.

Anish:
The story comprehension was very easy. I am sure to score more than ten marks on fifteen. I wrote it very well. There wouldn't be any mistake.

Jeyanth:
For me, my letter- writing was the best. I didn't make a single mistake.

Anish:
Ok. I've got lots to study for tomorrow's exam.

Jeyanth:
Me too. So, see you later. All the best, bye.

Anish:
Thank you. Wish you the same, bye.

04-A-Prose-Tight Corners.indd 121 11-12-2021 14:58:21

Writing

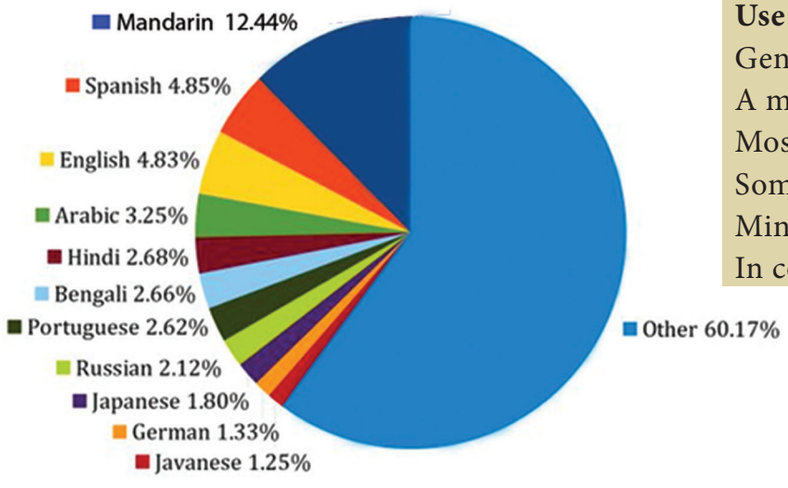
A) Read the information in the table below and answer the following questions.

Sl. No.	Event	Year	Affected Area
1.	Earthquake	2001	Bhuj, Gujarat
2.	Tsunami	2004	Coastline TN, Kerala, A.P., A&N Islands, Puducherry
3.	Floods	July 2005	Maharashtra
4.	Earthquake	2008	Kashmir
5.	Floods	2008	North Bihar
6.	Cyclone	2008	Tamil Nadu
7.	Floods	2009	Andhra Pradesh & Karnataka
8.	Cyclone	2011	Tamil Nadu / Cuddalore
9.	Flash floods	June 2013	Uttarakhand
10.	Cyclone	Oct. 2013	Coastline of Odisha & Jharkhand
11	Floods	Dec. 2015	Tamil Nadu / Chennai
12.	Cyclone	Dec. 2016	Tamil Nadu / Chennai

1. What kinds of natural disasters have occurred before 2005?
2. Name the disasters that are common in India.
3. Mention the states often affected by disasters.
4. List out the disasters that are common in North India.
5. Write three sentences on your inference about the data given.

B) Study the pie-chart carefully and answer the questions that follow.

Percentage of people who speak each language as their first language.



Use expressions such as:
Generally....
A majority....
Most of the....
Some of the....
Minority of ....
In conclusion....

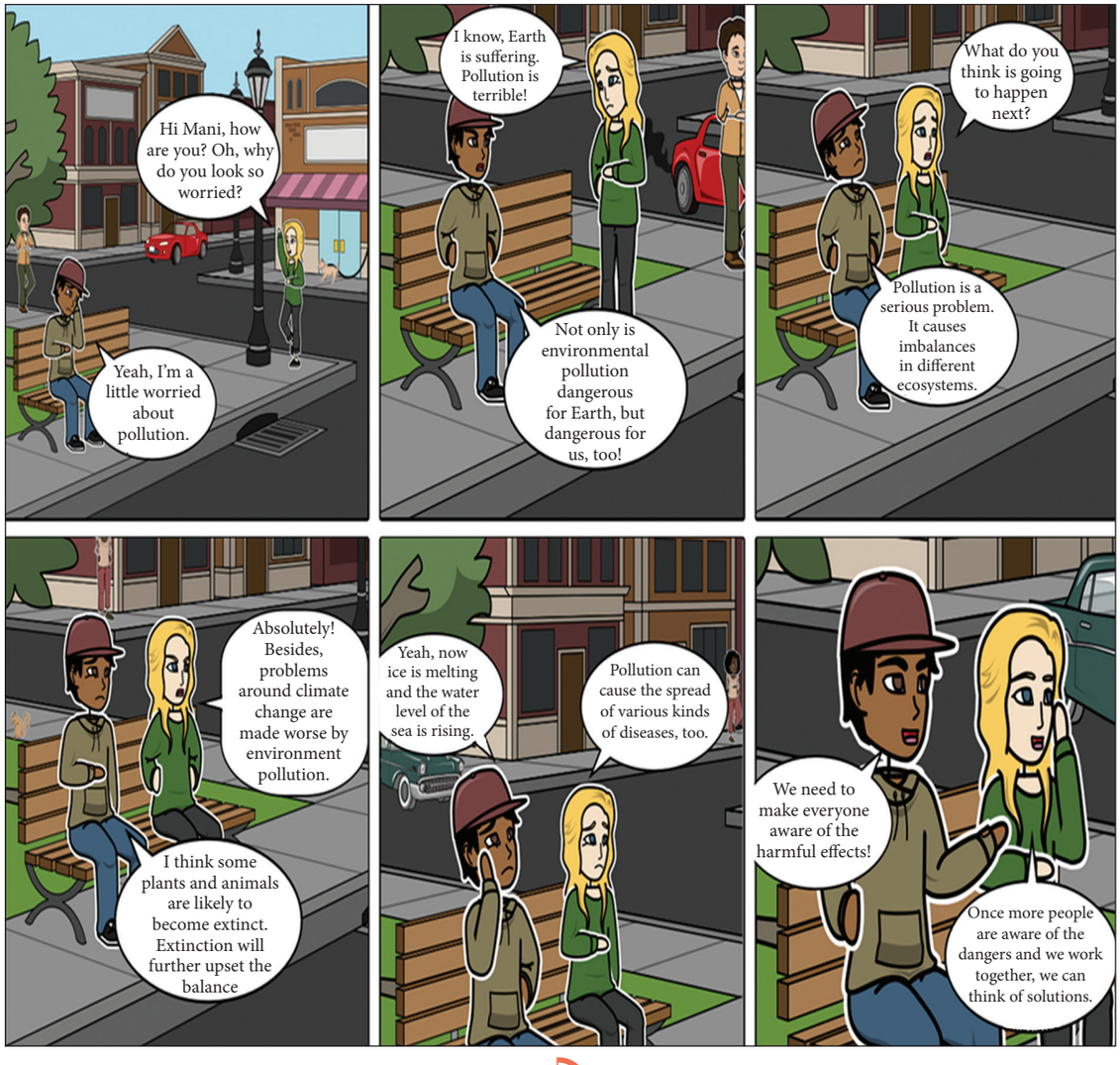
04-A-Prose-Tight Corners.indd 122 11-12-2021 14:58:21

1. Which language is spoken by most people?
2. What are the Indian languages that rank among the top five spoken languages?
3. Which are the languages that are spoken by less than three percent of people?
4. With the help of the questions and answers, draw your own conclusions from the pie chart. Then, write a paragraph on the popular spoken languages.

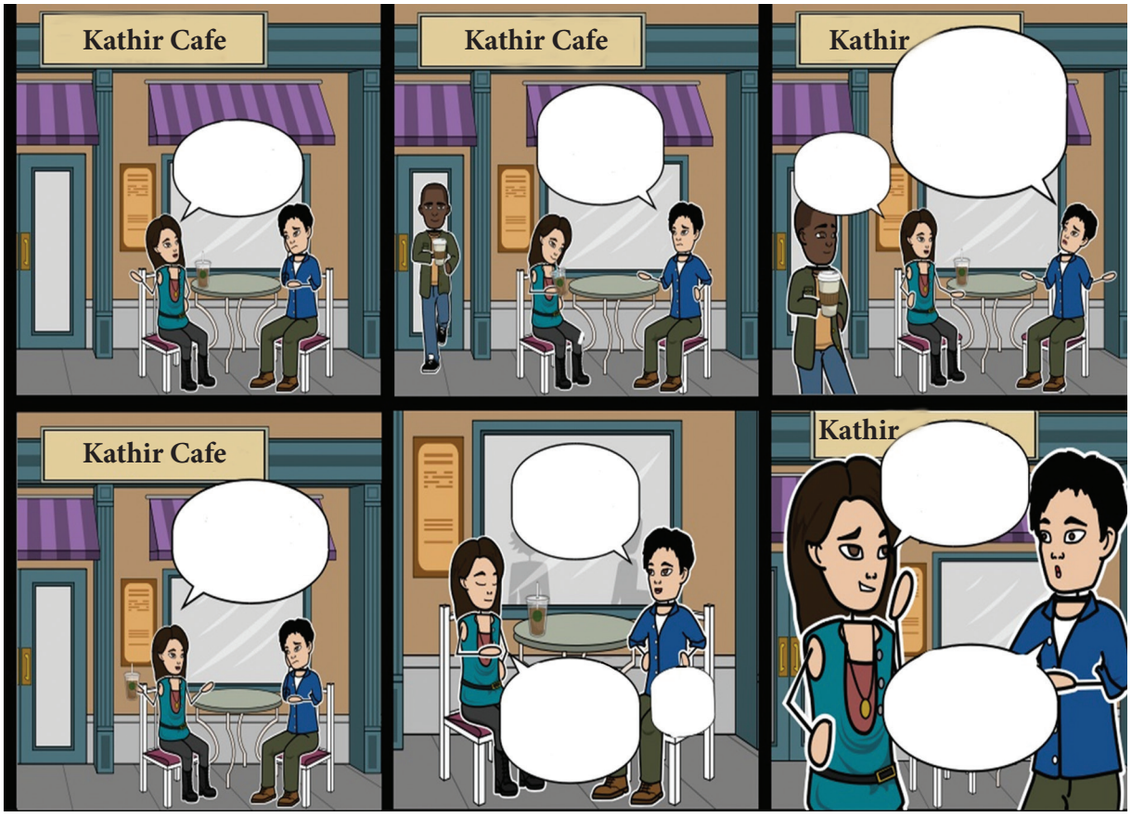
Dialogue writing

Originating from dialogos, the Greek word for conversation, the term dialogue refers to a verbal conversation between two or more people. In a written work, dialogue is one way that a writer can communicate clearly instead of merely reporting. When writing a dialogue, it is important to adhere to specific grammar rules. Conversational English can be a little difficult. While knowing proper sentence structure and correct grammar is extremely important, conversational English is how you will interact with other English speakers.

Read the dialogue between two friends on Pollution and complete the following story board with an interesting conversation.



04-A-Prose-Tight Corners.indd 123 11-12-2021 14:58:21



Now read the dialogue between two friends on reading an interesting novel.

Muthu: Hello Avinash, how are you?

Avinash: I am fine. How about you?

Muthu:
I am fine too. What's the book that you are reading? It seems you are deeply absorbed in it.

Avinash:
Yes, I have already read the book once. Now, it is my second reading. The book is really very interesting.

Muthu:
Is it? What is the title of the book and who is the author?

Avinash:
It is 'Treasure Island' written by the famous novelist R. L. Stevenson.

Muthu:
Yes, I know. I have read his "Dr. Jekyll and Mr. Hyde." That is also a very interesting novel. It tells the story of a man who lives a dual life. What's this book about?

Avinash:
The book is about a treasure hunting expedition. The hero is a thirteen–year old boy named Jim Hawkins.

Muthu:
Oh, I see. What makes the book so interesting?

Avinash:
The author keeps the readers spellbound with the twists and turns in the plot. The adventures, brave deeds, and the horrors and terrors of the struggle keep the readers engaged and absorbed.

04-A-Prose-Tight Corners.indd 124 11-12-2021 14:58:21

Muthu:
Excellent! Please lend me the book after you finish reading it. Bye for now.

Avinash:
Sure, I shall give it to you tomorrow. Good bye. See you again.

Task: It's your turn!

Write conversations on the following situations.

i. Between two friends about uses and abuses of mobile phone

ii. Between two friends about planting trees

iii. Between two friends about the importance of reading newspapers

iv. Between two friends about the uses of the internet

v. Between a father and a son on choice of a career

vi. Between you and a bookseller on buying books

vii. Between two friends on the benefits of early rising

viii. Between two friends on an exciting cricket match

ix. Between two friends on the importance of punctuality

x. Between two friends on a picnic they enjoyed recently

04-A-Prose-Tight Corners.indd 125 11-12-2021 14:58:22

Unit 4

Poem

Macavity – The Mystery Cat

T.S. Eliot

Warm Up

A. A French proverb goes thus: 'The dog may be wonderful prose, but only the cat is poetry.' You may have observed that all animals possess a number of unique qualities. Fill in the columns with words and phrases associated with each of the following animals.

DOG	CAT	WOLF	ELEPHANT

B. People admire some of these animal qualities. What are they? Have you noticed some of them in yourself or in others? Share your views with the class.

There is always an air of mystery in cats. They appear to see something which we don't. Macavity is one such elusive, agile and phantom-like cat. Read this humorous lyric poem and find out what happens when he strikes.

Macavity's a Mystery Cat: he's called the Hidden Paw
For he's the master criminal who can **defy** the Law.
He's the **bafflement** of **Scotland Yard**, the **Flying Squad's** despair:
For when they reach the scene of crime — Macavity's not there!

Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.
His powers of **levitation** would make a **fakir** stare,
And when you reach the scene of crime — Macavity's not there!

You may seek him in the basement, you may look up in the air —
But I tell you once and once again, Macavity's not there!
Macavity's a **ginger** cat, he's very tall and thin;
You would know him if you saw him, for his eyes are sunken in.

04-B-Poem-Macavity - The Mystery Cat.indd 126 11-12-2021 14:58:43

His brow is deeply lined with thought, his head is highly domed;
His coat is dusty from neglect, his whiskers are uncombed.
He sways his head from side to side, with movements like a snake;
And when you think he's half asleep, he's always wide awake.

Macavity, Macavity, there's no one like Macavity,
For he's a **fiend** in **feline** shape, a monster of **depravity**.
You may meet him in a by-street, you may see him in the square —
But when a crime's discovered, then Macavity's not there!

He's outwardly respectable. (They say he cheats at cards.)
And his footprints are not found in any file of Scotland Yard's.
And when the **larder's** looted, or the jewel-case is **rifled**,
Or when the milk is missing, or another **Peke's** been **stifled**,



Or the greenhouse glass is broken, and the **trellis** past repair
Ay, there's the wonder of the thing! Macavity's not there!
And when the Foreign Office find a Treaty's gone astray,
Or the **Admiralty** lose some plans and drawings by the way,

There may be a scrap of paper in the hall or on the stair
But it's useless to investigate, Macavity's not there!
And when the loss has been disclosed, the Secret Service say:
'It must have been Macavity!' but he's a mile away.

You'll be sure to find him resting, or a licking of his thumbs,
Or engaged in doing complicated long division sums.
Macavity, Macavity, there's no one like Macavity,
There never was a Cat of such **deceitfulness** and **suavity**.

He always has an **alibi**, and one or two to spare:
At whatever time the deed took place, MACAVITY WASN'T THERE!
And they say that all the Cats whose wicked deeds are widely known,
(I might mention **Mungojerrie**, I might mention **Griddlebone**)
Are nothing more than agents for the Cat who all the time
Just controls their operations: the **Napoleon of Crime**.

04-B-Poem-Macavity - The Mystery Cat.indd 127 11-12-2021 14:58:43

About the Author



Thomas Stearns Eliot (1888 – 1965) was an essayist, a critic, a playwright and a pioneering poet of the twentieth century. He attended Smith Academy in St. Louis and then Milton Academy in Massachusetts. He graduated from Harvard University and then left for France and the Sorbonne to study philosophy. He returned to Harvard and deepened his knowledge by reading Indian philosophy and studying Sanskrit. He also finished his advanced degree at Harvard. Some of his popular poems include '*The Wasteland*', '*Love Song of J. Alfred Prufrock*', '*Ash Wednesday*', '*Four Quartets*', '*Journey of the Magi*', '*After Strange Gods*' and '*Naming of Cats*'. He won the Order of Merit and received the Nobel Prize for Literature in the year 1948.

Glossary

defy – to resist or to challenge

bafflement – total confusion

Scotland Yard – the headquarters of London Metropolitan Police Service

Flying Squad – a police force ready to plunge into action

levitation – the action of rising and floating in air

fakir – a holy person who lives on alms and has the power to levitate

ginger – a light brownish – orange colour

fiend – demon

feline – cat

depravity – evil quality

larder – cupboard for storing food

rifle – ransack to steal

Peke – a Pekinese dog

stifle – to suppress someone from acting

trellis – wooden bar used as a support for creepers

Admiralty – a Government Department that administered the British Navy

deceitfulness – cunningness

suavity – confidence and sophistication

alibi – a claim of evidence that one was elsewhere when a crime was committed

Mungojerrie and Griddlebone – fictional characters specialised in petty thefts and mischief in T.S. Eliot's book 'Old Possom's Book of Practical Cats'

Napoleon of Crime– the commanding leader of criminals

A. Based on your understanding of the poem, answer the following questions in a sentence or two.

i. What is Macavity's nickname?

ii. Why is the Flying Squad frustrated?

04-B-Poem-Macavity - The Mystery Cat.indd 128 11-12-2021 14:58:44

iii. Which law does Macavity break?

iv. What makes the fakir stare in wonder?

v. Describe Macavity's appearance.

vi. Where can you encounter Macavity?

vii. Why does the poet say Macavity is 'outwardly' respectable?

vii. Who does the Secret Service suspect when a loss is reported?

vii. What is Macavity expected to be doing after committing a crime?

viii. Mention any two qualities of Macavity.

ix. Which two characters does the poet refer to as examples of wicked cats?

x. Why is Macavity called the 'Napoleon of Crime'?

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

'Macavity – The Mystery Cat' is a humorous poem, where the poet T.S. Eliot describes the mysterious (a) _____of a shrewd vile cat. He commits a crime at every possible opportunity. He is an elusive master (b)_____who leaves no evidence after he commits a crime. Even the Scotland Yard, the London (c) _____ agency is unable to arrest him. The Flying Squad is (d) _____ because every time they rush to the crime spot to seize Macavity, he is not there. He breaks the human law as well as the law of (e) _____. He baffles even a (f) _____ with his powers of levitation. Macavity appears tall and thin with (g)_____ eyes. He is always preoccupied with some serious (h) _____. His coat is dusty and his (i)_____are unkempt. Macavity is a (j) _____in the guise of a cat. He appears to be outwardly (k) _____ but his actions disprove it. Macavity loots the (l)_____, ransacks the jewel-case, and breaks the (m)_____glass but wonder of wonders he is not to be found anywhere there. He is always a mile away from the scene of crime, happily relaxing or doing difficult (n) _____ sums. He is clever at making up an (o) _____every time he plots a crime. All the notorious cats are nothing but the (p) _____of Macavity, the Napoleon of Crime.

larder	whiskers
respectable	criminal
devil	thought
sunken	division
agents	detective
alibi	desperate
fakir	qualities
gravity	greenhouse

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

i. What are the mysterious ways in which Macavity acts?

ii. Give an account of Macavity's destructive mischief.

iii. Describe the appearance and qualities of Macavity.

D. Read the given lines and answer the questions that follow.

i. *Macavity's a Mystery Cat: he's called the Hidden Paw...*

a) Does the poet talk about a real cat?

b) Why is he called the Hidden Paw?

04-B-Poem-Macavity - The Mystery Cat.indd 129 11-12-2021 14:58:44

ii. *He's the bafflement of Scotland Yard, the Flying Squad's despair: For when they reach the scene of crime — Macavity's not there!..*

a) What is 'Scotland Yard'?

b) Why does the flying squad feel disappointed?

iii. *He sways his head from side to side, with movements like a snake; And when you think he's half asleep, he's always wide awake…*

a) Explain the comparison made here.

b) What does he pretend to do?

iv. *For he's a fiend in feline shape, a monster of depravity.*

a) How is the cat described in this line?

b) Explain the phrase 'monster of depravity'.

v. *And his footprints are not found in any file of Scotland Yard's.*

a) What seems to be a challenge for the Scotland Yard?

b) Why do they need his footprints?

vi. '*It must have been Macavity!' but he's a mile away.*

a) What is Macavity blamed for?

b) Where is he?

vii. *There never was a Cat of such deceitfulness and suavity.*

a) Which cat is being talked of here?

b) How is he different from the rest?

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

i. *His powers of levitation would make a fakir stare*

ii. *And when you think he's half asleep, he's always wide awake*

iii. *And his footprints are not found in any file of Scotland Yard's*

iv. *There may be a scrap of paper in the hall or on the stair*

But it's useless to investigate…

v. *He always has an alibi, and one or two to spare*

F. Eliot has used many figures of speech to present the poem to the readers in an interesting way. He has attributed human qualities to a cat in this poem.

i. Identify the literary devices used in the following lines:

a. He sways his head from side to side, with movements like a snake.

b. They say he cheats at cards.

ii. Give four instances where the poet has used alliteration in the poem.

iii. What is the rhyme scheme used in the poem?

iv. Pick out all the pairs of rhyming words used in the poem.

G. Listening Activity

Limericks: Poetry is of different forms and types. One among them is the Limerick. Limerick is a light, humorous verse form of five lines. The lines 1, 2 and 5 are of three feet and lines 3 and 4 are of two feet following the rhyme scheme **aabba**.

04-B-Poem-Macavity - The Mystery Cat.indd 130 11-12-2021 14:58:44

First, read the following sets of limericks with missing words. Now, listen to them being read out aloud by your teacher or played on the recorder. As you enjoy the absurd fun, complete the verse with what you hear. You may listen to them again, if required.

I

A wonderful bird is the (i)_____
His beak can hold more than his (ii) _____can.
He can hold in his beak
Enough food for a (iii) _____!
But I'll be darned if I know how the Peli-can?

II

There once was a (iv) _____at the zoo
Who always had something to do
When it (v) _____him, you know,
To go to and fro,
He (vi) _____ it and went fro and to.

III

There once was a (vii) _____ little bunny
Who I thought was sweet and (viii) ____
He ate all the carrots,
And looked at the (ix) _____
And that was my cute little (x) _____.

H. Speaking Activity

Work with a partner. Read the following questions and share your views with the class. Have you heard of the phrase 'cat's paw'? The meaning is similar to that of 'firing from the other's shoulder'. 'Cat's paw' refers to a person who is used unwittingly or unwillingly by another person to accomplish his own purpose.

a. This phrase originates from the fable 'The Monkey and the Cat'. Explain how Macavity contradicts the phrase 'cat's paw'.

b. 'When the mouse laughs at the cat, there is a hole nearby.' Explain the meaning of this statement to your friends.

c. Compose your own limericks on **an elephant, a peacock and a butterfly.** Read it out to your class.

9. Parallel Reading

The Microbe

The Microbe is so very small
You cannot make him out at all,
But many sanguine people hope
To see him through a microscope.
His jointed tongue that lies beneath
A hundred curious rows of teeth;
His seven tufted tails with lots
Of lovely pink and purple spots,
On each of which a pattern stands,
Composed of forty separate bands;
His eyebrows of a tender green;
All these have never yet been seen--
But Scientists, who ought to know,
Assure us that they must be so....
Oh! let us never, never doubt
What nobody is sure about!

Hilaire Belloc



04-B-Poem-Macavity - The Mystery Cat.indd 131 11-12-2021 14:58:44

Unit 4

Supplementary

With the Photographer

Stephen Leacock

Warm Up

Photographs capture memorable moments. They fill us with nostalgia.

Discuss the following questions.

1. What are the occasions when photographs are taken?

e.g. birthday parties	





2. Why are photographs taken?

e.g. to freeze our favourite moments	

Here is a story 'With the Photographer' where the narrator visits a studio to have his photograph taken. His experience with the professional photographer turns out to be an unforgettable one.

"I want my photograph taken," I said. The photographer looked at me without enthusiasm. He was a **drooping** man in a gray suit, with the dim eye of a natural scientist. But there is no need to describe him. Everybody knows what a photographer is like.

"Sit there," he said, "and wait."

I waited an hour. I read *the Ladies Companion* for 1912, *the Girls Magazine* for 1902 and *the Infants Journal* for 1888. I began to see that I had done an **unwarrantable** thing in breaking in on the privacy of this man's scientific **pursuits** with a face like mine.

After an hour the photographer opened the inner door.

"Come in," he said severely.

I went into the studio.

"Sit down," said the photographer.

I sat down in a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.

The photographer rolled a machine into the middle of the room and crawled into it from behind.

He was only in it a second,–just time enough for one look at me,–and then he was out again, tearing at the cotton sheet

04-C-SR-With the Photographer.indd 132 11-12-2021 14:59:10

and the window panes with a hooked stick, apparently **frantic** for light and air.

Then he crawled back into the machine again and drew a little black cloth over himself. This time he was very quiet in there. I knew that he was praying and I kept still.



When the photographer came out at last, he looked very **grave** and shook his head.

"The face is quite wrong," he said.

"I know," I answered quietly; "I have always known it."

He sighed.

"I think," he said, "the face would be better three-quarters full."

"I'm sure it would," I said enthusiastically, for I was glad to find that the man had such a human side to him. "So would yours. In fact," I continued, "how many faces one sees that are apparently hard, narrow, limited, but the minute you get them three-quarters full they get wide, large, almost **boundless** in–"

But the photographer had **ceased** to listen. He came over and took my head in his hands and twisted it sideways. I thought he meant to kiss me, and I closed my eyes.

But I was wrong.

He twisted my face as far as it would go and then stood looking at it.

Do you know?

There are two types of photography –wet photography and dry photography.

He sighed again.

"I don't like the head," he said.

Then he went back to the machine and took another look.

"Open the mouth a little," he said.

I started to do so.

"Close it," he added quickly.

Then he looked again.

"The ears are bad," he said; "droop them a little more. Thank you. Now the eyes. Roll them in under the lids. Put the hands on the knees, please, and turn the face just a little upward. Yes, that's better. Now just expand the lungs! So! And hump the neck–that's it–and just contract the waist–ha!–and twist the hip up toward the elbow–now! I still don't quite like the face, it's just a **trifle** too full, but–"

I swung myself round on the stool.

"Stop," I said with emotion but, I think, with dignity. "This face is my face. It is not yours, it is mine. I've lived with it for forty

04-C-SR-With the Photographer.indd 133 11-12-2021 14:59:10

years and I know its faults. I know it's out of drawing. I know it wasn't made for me, but it's my face, the only one I have–" I was conscious of a break in my voice but I went on–"such as it is, I've learned to love it. And this is my mouth, not yours. These ears are mine, and if your machine is too narrow–" Here I started to rise from the seat.

Snick!

The photographer had pulled a string. The photograph was taken. I could see the machine still **staggering** from the shock.

"I think," said the photographer, pursing his lips in a pleased smile, "that I caught the features just in a moment of **animation**."

"So!" I said bitingly,– "features, eh? You didn't think I could animate them, I suppose? But let me see the picture."

"Oh, there's nothing to see yet," he said, "I have to develop the negative first. Come back on Saturday and I'll let you see a proof of it."

On Saturday I went back.

The photographer **beckoned** me in. I thought he seemed quieter and graver than before. I think, too, there was a certain pride in his manner.

He unfolded the proof of a large photograph, and we both looked at it in silence.

"Is it me?" I asked.

"Yes," he said quietly, "it is you," and we went on looking at it.

"The eyes," I said hesitatingly, "don't look very much like mine."

"Oh, no," he answered, "I've retouched them. They come out splendidly, don't they?"

"Fine," I said, "but surely my eyebrows are not like that?"

"No," said the photographer, with a momentary glance at my face, "the eyebrows are removed. We have a process now–the Delphide–for putting in new ones. You'll notice here where we've applied it to carry the hair away from the brow. I don't like the hair low on the skull."

"Oh, you don't, don't you?" I said.

"No," he went on, "I don't care for it. I like to get the hair clear back to the **superficies** and make out a new brow line."

"What about the mouth?" I said with a bitterness that was lost on the photographer, "is that mine?"

"It's adjusted a little," he said, "yours is too low. I found I couldn't use it."

"The ears, though," I said, "strike me as a good likeness; they're just like mine."

"Yes," said the photographer thoughtfully, "that's so; but I can fix that all right in the print. We have a process now–the Sulphide–for removing the ears entirely. I'll see if–"

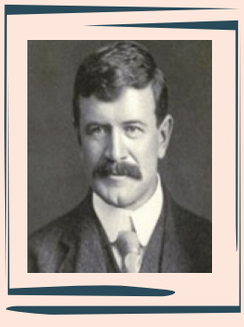
"Listen!" I interrupted, drawing myself up and animating my features to their full extent and speaking with a **withering scorn** that should have blasted the man on the spot. "Listen! I came here for a photograph–a

04-C-SR-With the Photographer.indd 134 11-12-2021 14:59:10

picture–something which (mad though it seems) would have looked like me. I wanted something that would **depict** my face as Heaven gave it to me, humble though the gift may have been. I wanted something that my friends might keep after my death, to **reconcile** them to my loss. It seems that I was mistaken. What I wanted is no longer done. Go on, then, with your brutal work. Take your negative, or whatever it is you call it–dip it in sulphide, bromide, oxide, cowhide–anything you like–remove the eyes, correct the mouth, adjust the face, restore the lips, reanimate the necktie and reconstruct the waistcoat. Coat it with an inch of gloss, shade it, **emboss** it, gild it, till even you acknowledge that it is finished. Then when you have done all that–keep it for yourself and your friends. They may value it. To me it is but a worthless **bauble.**" I broke into tears and left.

About the Author

Stephen P. H. Butler Leacock – FRSC (1869 – 1944) was a Canadian teacher, Political Scientist, Writer and Humourist. He was educated at Upper Canada College in Toronto and the University of Toronto from which he graduated in 1891. He received a Fellowship in Political Economy and took his Ph.D. in 1903. Between the years 1915 and 1925, he was the best known English speaking humorist in the world. He is known for his light humour along with criticism of people's follies. *Sunshine Sketches of a Little Town, Arcadian Adventures, With the Idle Rich, Economic Prosperity in the British Empire, The Dawn of Canadian History, Moonbeams From the Larger Lunacy, The Unsolved Riddle of Social Justice, My Discovery of England, Wet, Wit and Dry Humour* are some of his brilliant writings.



Glossary:

drooping	–	bending
unwarrantable	–	illegal, wrongful
pursuits	–	quest
frantic	–	mad, desperate
grave	–	serious
boundless	–	limitless
ceased	–	stopped
trifle	–	bit
staggering	–	shaking or vibrating
animation	–	excitement
beckoned	–	called
superficies	–	surface / outer face
withering scorn	–	disapproving hatred
depict	–	show, give a picture of
reconcile	–	to comfort and heal
emboss	–	cause to bulge out
bauble	–	a thing of no value

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

a. Why did the author go to the photo studio?

b. Describe the photographer.

c. Bring out the significance of what Leacock was reading at the photographer's.

04-C-SR-With the Photographer.indd 135 11-12-2021 14:59:11

d. Why did Leacock assume that the photographer was praying?

e. How did the inner room get light?

f. Why did the photographer take a long time to photograph Leacock?

g. What angered the author?

h. Why did the photographer feel happy after taking the photograph?

i. Why did Leacock visit the studio on Saturday?

j. How did the author react on seeing his photograph?

k. What changes had the photographer effected on Leacock's face in the picture?

l. What was the human side to the photographer?

m. Why was the photographer proud to receive Leacock on Saturday?

n. What was the only similarity between Leacock's face and his photograph?

2. Based on your understanding of the lesson, complete the sentences given below to make a summary of the story 'With the Photographer' in a paragraph.

a. The narrator went to the photographer to _____.

b. The photographer made the author wait for _____.

c. While waiting in the studio the narrator kept reading _____.

d. The photographer told him to _____.

e. The narrator got angry because _____.

f. The photographer was pleased after _____.

g. He was called on Saturday to _____.

h. On seeing the photograph the narrator _____.

i. The photographer had made changes _____.

j. The photograph did not look like _____.

k. The narrator was frustrated as _____.

l. He left the studio saying _____.

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

a. Stephen Leacock's visit to the photo studio turns out to be an annoying experience for him. Discuss citing relevant instances from the story.

b. "To me it is but a worthless bauble." Why did the photographer's touch of technical expertise appear a worthless bauble to Leacock?

04-C-SR-With the Photographer.indd 136 11-12-2021 14:59:11

ICT Corner

CONDITIONAL CLAUSES

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences.

This activity will enable the students to learn different types of conditional clauses and evaluate their level in it.



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. Click the "If clauses – conditionals rules" to get reinforced the rules of different types of conditional clauses.
3. You can see nearly 36 exercises under the headings like 'Type 1', 'Type 2', 'Type 3' and 'Tests mixed exercises' and 'What type is it?'.
4. Click the exercise and answer the questions.
5. You can check your answers by clicking "CHECK YOUR ANSWERS".





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WEBSITE LINK

Click the following link or scan the QR code to access the website.
http://first-english.org/english_learning/if_clauses_conditional/a_if_clauses_conditional.htm

ADDITIONAL WEBSITE LINK

http://www.myenglishpages.com/site_php_files/grammar-lesson-conditionals.php

04-C-SR-With the Photographer.indd 137 11-12-2021 14:59:11

Unit 5

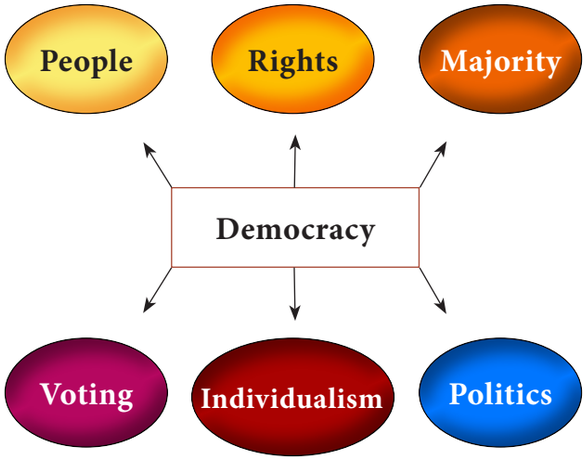
Prose

The Convocation Address

Dr. Arignar Annadurai

Warm Up

A. Work in pairs. Look at the mind map below and add a few other features of democracy you can think of. Share your answers with the class.



- e.g. sharing and caring
- .....
- .....
- .....
- .....

B. Given below is a list of items or features you find in a good school. Study the list and classify the items as individual and common.

ZQDK3

textbooks – uniform – smart classroom – laboratory – competent teachers – library – mid-day meals – blackboard – stationery – playground – sports equipment- washrooms

Individual	Common
e.g. textbooks	playground

C. Who provides these common facilities? Tick the appropriate source.

- ❖ Parents
- ❖ Educational institutions
- ❖ The Department of Education
- ❖ Social Service Organizations
- ❖ Other agencies

The common facilities you enjoy such as the playground, classroom etc. help you achieve your academic, vocational or any other goal in life. They are the facilities created for students' welfare by society.

05-A-Prose-Dr. Arignar Annadurai.indd 138 11-12-2021 14:59:39

D. Discuss this aspect with your partner and share your views on how students can give back to society.

E. Introduction

What goes around comes around!

Every activity in a society, be it development of infrastructure, education, health care etc. demands resources of all kinds. Resources can be mobilized only through human efforts. This effort comes from many different sections of society. Thus, the fruits of development we enjoy today have come about only through the hardwork of many unsung heroes.

It is our duty to contribute to development by giving back what we have taken. When a qualified student embarks on his/her career, an element of service should always be a part of motivation. The society has cradled and nurtured every graduate to bloom and spread his/her wings. Graduation is the apt time to give back to society the gains we have obtained.

Read an excerpt from the famous address made by the great leader Arignar Anna, at the Annamalai University, Tamil Nadu, on November 18, 1967, on the occasion of the Convocation ceremony.

Thankful as I am for the unique honour **conferred** on me by this institution. I stand before this august assembly today to deliver the Convocation address, for though it is a pleasure to be present on the happy occasion of greeting the graduates of the year and wishing them all a bright and prosperous future, it is not an easy task to place appropriate guidelines before them.



Former Chief Minister C.N. Anna Durai with students of Yale University.

The fact that I am conscious of my own limitations gives me a sense of relief, for I shall not attempt to offer original ideas or theories with a special stamp, but only **reiterate** some of the cardinal principles **enunciated** by those who offered their advice in past years, perhaps with annotations here and there, bringing to bear the lay-man's point of view to the findings of experts in various fields connected with education.

For better understanding:

What does the speaker try to convey in the beginning of his speech?

This is the age of the common man – whatever the regrets some might have – and it is his point of view that matters most and I do claim to represent him in all his **ruggedness.**

Systems and schools of thought, whether it is in philosophy or politics, ethics or economics, are certainly meant for him. Universities, as the **repositories** of knowledge and the nursing ground for the **emissaries** of thought, wisdom and service, have got a prominent role

05-A-Prose-Dr. Arignar Annadurai.indd 139 11-12-2021 14:59:39

to play and the prominence is growing every day, as more and more individuals get themselves equipped for the task of bettering society in all its age when we have **eschewed** monarchy and **autocracy** and have inaugurated the era of democracy.

During the monarchical or **feudal** days, Universities had to train scholars and poets to adorn the chambers of royalty or the gilded mansions of lords and nobles and their wisdom was meant for the mansion, not for the market place. Those were days when numbers did not count, nor were eminent scholars asked to face the problems **confronting** the masses. They were content to work in **secluded spheres**, far from the din and noise of the common man and weave the costly fabric of philosophy of poetry which in turn was to be converted into dazzling garments for the select and the privileged.

The role of the University today is not **cloistered** and confined as in the past. Its function has been enlarged–not in its fundamentals but in its domain. It has to take into account the commonness, but trim and train, guide and lead him, before being asked to do his duty as the citizen of a democracy – a task which kindles sweet hopes but which demands patience and **perseverance**, faith and confidence, faith in himself and in others and confidence in his **inherent** ability to shoulder the responsibilities. The common man has become the origin of a potential ruler and the duty today, the responsibility today of the universities is to fashion out of him an individual fitted and equipped for the task of making democracy fruitful and effective.

For better understanding:

How can a University trim and train, guide and lead a person to function better in society?

While addressing the University of Brussels, Dr. S. Radhakrishnan, our former President, made the following statement: "For its proper functioning democracy requires more qualities than other forms of government. It is in the universities that we can develop the true spirit of democracy, appreciation of others' points of view and adjustment of differences through discussions. It can be kept healthy and strong by the exercise of individual responsibility and judgement. In universities we have to recall the struggles of the past and realize the **perils** and possibilities, the challenges and opportunities, of the present."

For better understanding:

According to Dr. S. Radhakrishnan Universities ensure the democratic way of life for the future generations. How?

Graduates of the year, I wish you all a prosperous future – for, after all, the immediate concern of every individual, graduate or no graduate, is to acquire the means for a decent living. That is the first motivation for all human activity and no one can ignore it, but that ought not to be the sole objective. Something higher and nobler than mere individual material advancement is expected of you – for remember that this University education is a privilege that you enjoy, for which you are deeply **indebted** to the community of which you are a member.

05-A-Prose-Dr. Arignar Annadurai.indd 140 11-12-2021 14:59:39

Most of the money needed for maintaining institutions of higher education come from the revenues collected from the community through the State, and a good proportion of that revenue comes from the **tillers** and the **toilers**, men who did not enjoy this privilege, men who willingly submit themselves to discomfort, so that they can enable the next generation to lead a better life. Graduates, may I ask you, how are you going to repay – what is to be your contribution to the social chest on which you have drawn so largely. Unless you **replenish** it richly, coming generations will find only an empty coffer.

For better understanding:

List the contributions of the educated youth to the society.

Your superior education increases your responsibility to society and therefore, apart from or along with your own individual advancement, society has got a right to expect an adequate return from you – not so much in terms of money as in terms of service – in toning up society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the **despondent** and a new life unto every one.

Unless service is the outcome, the **sermons** become sweet nothings. As Jefferson stated, "We must dream of an aristocracy of achievements arising out of a democracy of opportunities."

And when I seek your help and cooperation in the supreme task of serving society, please do not wink and smile and say, it is all so easy to say. I am not unaware of the difficulties in the way, nor am I going to brush aside the influence of the environment on you. Maybe, the world in which you are to begin the journey is one which will dim your hope, disturb your determination. You may come face to face with the unpleasant sight of practices widely differing from the principles inculcated in you. You may find self-seekers enthroned and the patient worker decried. Tyranny of all sorts may stare at you and every step you take will be a struggle. I admit that the environment is such that even people with robust optimism will be discouraged and forced to take to the path of ease and comfort.

But, we should also realize that a continuous stream of men and women **endowed** with the spirit of service have been carrying on the **crusade** successfully and have conferred rich benefits on humanity.

We, the Tamilians, have been holding aloft this ideal for more than two thousand years as expressed in Purananuru (182).

As **inheritors** of that rich legacy, you are best suited to overcome even the environment and serve society to the best of your abilities.

I am confident that you are being sent into the wide world. With this objective – you are bound to win, for you are adequately equipped with the spirit supplied by this great institution. May your life be a bright one, and may its **lustre** brighten the entire land! Accept my congratulations and march onwards, towards the land of smiles.

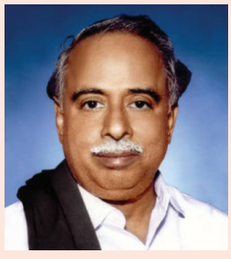
05-A-Prose-Dr. Arignar Annadurai.indd 141 11-12-2021 14:59:39

The Purananuru song conveys the philosophy of Tamilians. It celebrates the selfless spirit and courage of people who served society by sharing everything with their fellowmen, even something as precious and unique as the nectar of immortality. They would never do a wrong deed even if they were offered the world as a reward. It is because of such men that the world continues to exist.



About the Author

Dr. Conjeevaram Natarajan Annadurai (15 September 1909 – 3 February 1969), popularly called Arignar Anna was an Indian politician who served as the Chief Minister of Tamil Nadu (1967 – 1969). He was a great orator and an acclaimed writer in Tamil. Jawaharlal Nehru hailed him as one of the greatest parliamentarians. He has published several novels, short stories and plays which incorporate political and social themes. C.N. Annadurai was awarded the Chubb Fellowship at Yale University, the first non-American to receive this honour. The same year he was awarded an Honorary Doctorate by Annamalai University.



Glossary:

conferred – granted a title, degree, benefit, or right

reiterate – say or do again

enunciated –spoke clearly, proclaimed

ruggedness – strength, toughness

repositories – storehouses

emissaries – ambassadors

eschewed – have nothing to do with

autocracy – government by one ruler

feudal – having to do with the Middle Ages, old

confronting – aggressively resisting

secluded spheres – isolated areas

cloistered – restricted

perseverance – continued effort, steadfastness

inherent – inborn

perils – dangers and risks

indebted – obliged to repay

tillers – persons who produce crops/ raise animals, cultivators

toilers – workers, people who perform hard physical labour

replenish – refill

despondent – depressed, frustrated

sermons – preachings, moral teachings

endowed – gifted

crusade – campaign for a good cause

inheritors – successors

lustre – glow of reflected light

05-A-Prose-Dr. Arignar Annadurai.indd 142 11-12-2021 14:59:39

A. Based on your reading of the speech, answer the following questions briefly in a sentence or two.

1. Who does the speaker claim to represent?
2. Why are universities necessary for a society?
3. What was the role of scholars and poets in olden days?
4. In what ways have universities improved the society?
5. Universities develop broad-mindedness. How does Dr. Radhakrishnan drive home this idea?
6. What should the youngsters aim in life after their graduation?
7. How can a graduate give back to his/her society?

B. Based on your understanding, answer the following questions in three or four sentences each.

1. 'Wisdom was meant for the mansion, not for the marketplace' -What does this statement signify?
2. According to the speaker, how should Universities mould the students of the present day?
3. How does Arignar Anna highlight the duties and responsibilities of graduates to the society?
4. Students are instilled with some of the essential values and skills while at the universities. Enumerate them.
5. What are the hindrances graduates face in their task of serving the society?

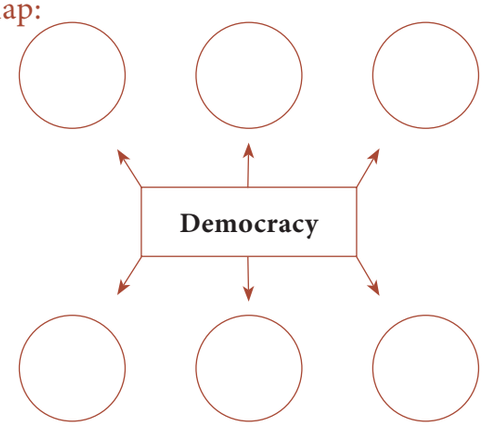
C. Answer the following questions, based on your understanding of Dr. Arignar Annadurai's speech, adding your own ideas, in a paragraph of about 100 – 150 words.

1. How do Universities mould students apart from imparting academic education to them?
2. Common men contribute to the maintenance of institutions of higher education. Explain this statement.
3. How does the speaker highlight the importance of giving back to the society?
4. You were one of the fresh graduates at the convocation function of the University. You had the rare privilege of listening to the enlightening speech of Dr. Arignar Anna. Write a letter to your friend highlighting the core ideas of his speech and the impact of the speech on you.



Vocabulary

A. Based on your understanding of paragraphs 6 and 7, complete the mind map:



05-A-Prose-Dr. Arignar Annadurai.indd 143 11-12-2021 14:59:40

B. Words belonging to different semantic fields.

Now, read the following statements taken from Arignar Anna's address:

'The role of the **universities** today is not cloistered and confined as in the past.'

The highlighted word **'universities'** is used in the field of education. Find other words pertaining to the field of education, in the speech of Anna.

C. Look at the following words and classify them according to their fields

clinical, orthopaedic, dividend, operations, fertile, Carnatic, diagnostics, industries, keyboard, hacker, desktop ,vocal, cultivation, organic, unplugged, disease, harvest, livestock, mother-board, investment, internet, proxy, recycle bin, orchestra, trade, hip-hop, uprooting, guitar, cure, contracts

Music			
Agriculture			
Computer			
Commerce			
Medicine			

DO YOU KNOW?

The earliest democracy in the world began in Athens, in 510 BC(BCE). All the adult men who held Greek citizenship were allowed to cast their votes.

D.Words with different functions

Read the following sentence taken from the speech of Dr. Annadurai.

"It has to take into account the commonness but to trim and train, guide and lead him…"

Notice the use of the words **trim, train, guide** and **lead.** Some words can be used in different contexts, with different word-classes.

Do you want a **trim**? (noun)
Do you **trim** your hair regularly?(verb)

Now, choose the appropriate words to complete the sentences. The first one is done for you.

frame guide book play print plan

1. a. We usually **book** tickets for movies in advance.
   b. Thirukkural is my favourite **book.**

2. a. The _____ of the photo is broken.
   b. We _____ questions on all topics.

3. a. My teachers _____ me towards the path of success.
   b. The tourist _____ explained the historical importance of the site.

4. a. We enacted a humorous _____ in our school function.
   b. The children _____ in the ground every afternoon.

5. a. My _____ worked out well.
   b. We should _____ our work well in advance.

6. a. The _____ is not clear; we cannot read the sentences.
   b. We _____ wedding cards here.

05-A-Prose-Dr. Arignar Annadurai.indd 144 11-12-2021 14:59:40

E. Words that define a belief, attitude or theory end with the suffix '-ism'. Here is a sentence from the speech of Dr. Annadurai: 'I admit that the environment is such that even people with robust **optimism** will be discouraged and forced to take to the path of ease and comfort'.

The meaning of the word 'optimism' is **'the hopeful feeling that all is going to turn out well'.** Match the '-ism' words with their appropriate meanings.

S. No.	Meanings	Words
1	**e.g. love of country and willingness to sacrifice for it**	**patriotism**
2	a brutal, barbarous, savage act	nationalism
3	the doctrine that your country's interests are superior	egocentrism
4	participating in sports as a hobby rather than for money	feminism
5	belief that the best possible concepts should be pursued	criticism
6	a serious examination and judgment of something	amateurism
7	habitual failure to be present at work	barbarism
8	a doctrine that advocates equal rights for women	idealism
9	concern for your own interests and welfare	heroism
10	exceptional courage when facing danger	absenteeism

Listening

Listen to the information about Vishalini and complete her profile with suitable words/ phrases.

Vishalini, hailing from _____ in Tamilnadu is _____ years old. She is endowed with an outstanding _____ and _____ skills. Her IQ is _____, higher than the previous score of _____. She has been the _____ speaker in International conferences. At the Google India Summit, she was honoured as the youngest _____. She is the recipient of _____ international awards. This child prodigy is considered a _____ girl.

Speaking

Prepare a formal five minute speech on the topic 'The Importance of Education' and deliver it at your School Assembly.

05-A-Prose-Dr. Arignar Annadurai.indd 145 11-12-2021 14:59:40

Introduction

a. greet the audience
b. introduce yourself to the audience
c. introduce the topic

Body of the speech

a. elaborate the main points
b. provide suitable examples

Conclusion

a. summarise the views
b. summarise the main points
c. thank the audience



Reading

Have you heard of Open Letters?

An **open letter** is a letter that is intended to be read by a wide audience, or a letter intended for an individual, but that is nonetheless widely distributed intentionally through newspapers and other media, such as a letter to the editor or a blog.

Sociologists, scholars, anthropologists and historians have written open letters. Letters patent is another form of open letter in which a legal document conferring a patent or right is mailed to the individual by the government and is also announced publicly. Open letters can also be addressed directly to a group rather than to any individual.

Reading such letters will also help to improve your vocabulary. Here are some easy ways to enrich and expand your vocabulary.

- Read as much as you can. As you read, try to understand the meaning of new words from the context or by referring to a dictionary.
- When you refer to a dictionary, learn the pronunciation, meaning, synonyms, antonyms and derivatives of the word.
- Note down the new words you learn for future reference.
- Make it a habit to learn a new word everyday.
- Play word games such as word search, crossword, scrabble etc. to expand your vocabulary.
- Listen to conversations, learn and discover new words and then start using them.

The following is a letter by Nobel Laureate Rabindranath Tagore to Mahatma Gandhi. Follow the diction, fluency and style of the great Indian writer who has contributed excellent writings to Indian Literature. You can improve your vocabulary by familiarising some of the words used in the letter using a dictionary.

Gandhi Letter 23A: From Rabindranath Tagore

05-A-Prose-Dr. Arignar Annadurai.indd 146 11-12-2021 14:59:40

Shanti Niketan,

April 12, 1919.

Dear Mahatmaji,

Power in all its forms is irrational — it is like the horse that drags the carriage blindfolded. The moral element in it is only represented in the man who drives the horse. Passive resistance, a force which is not necessarily moral in itself, can be used against truth as well as for it. The danger inherent in all force grows stronger when it is likely to gain success, for then it becomes temptation. I know your teaching is to fight against evil by the help of the good. But such a fight is for heroes and not for men led by impulses of the moment. Evil on one side naturally begets evil on the other, injustice leading to violence and insult to vengefulness. Unfortunately, such a force has already been started, and either through panic or through wrath our authorities have shown us the claws whose sure effect is to drive some of us into the secret path of resentment and others into utter demoralization. In this crisis you, as a great leader of men, have stood among us to proclaim your faith in the ideal which you know to be that of India, the ideal which is both against the cowardliness of hidden revenge and the cowed submissiveness of the terror-stricken...

I have always felt, and said accordingly, that the great gift of freedom can never come to a people through charity. We must win it before we can own it. And India's opportunity for winning it will come to her when she can prove that she is morally superior to the people who rule her by their right of conquest. Armed with her utter faith in goodness she must stand unabashed before the arrogance that scoffs at the power of spirit. And you have come to your motherland in the time of her need to remind her of her mission, to lead her in the true path of conquest, to purge her present day politics of its feebleness which imagines that it has gained its purpose when it struts in the borrowed feathers of diplomatic dishonesty. This is why I pray most fervently that nothing that tends to weaken our spiritual freedom may intrude into your marching line, that martyrdom for the cause of truth may never degenerate into fanaticism for mere verbal forms, descending into the self-deception that hides itself behind sacred names.

With these few words for an introduction allow me to offer the following as a poet's contribution to your noble work:

Give me the supreme courage of love,
this is my prayer,
the courage to speak,
to do, to suffer at thy will,
to leave all things or be left alone.

Give me the supreme faith of love,
this is my prayer,
the faith of the life in death,
of the victory in defeat,
of the power hidden in the frailness of
beauty,
of the dignity of pain that accepts hurt,
but disdains to return it.

Very sincerely yours,
Rabindranath Tagore

05-A-Prose-Dr. Arignar Annadurai.indd 147 11-12-2021 14:59:40

A. Answer the following questions.

1. Who according to Gandhi, can fight against evil and how?
2. What is Gandhiji's ideal?
3. According to Tagore, when will India get the opportunity to win the gift of freedom?
4. How does Tagore acknowledge Gandhi's noble work?
5. Find words from the passage which mean the same as the following.

   a) a malevolent desire for revenge (para 1)
   b) tactful (para 2)
   c) despise (para 3)

6. Find words from the passage which are antonyms of the following.

   a) artificially (para 1)
   b) strength (para 2)

Grammar



7SI90

We can narrate spoken words in two ways — Direct and Indirect speech. Direct speech repeats the exact words of the speaker. Reported speech conveys something that has been said, without using the speaker's actual words.

When the reporting verb is in the present tense, we don't make changes in the tense.

e.g. Uma says, "I like chocolates."

This can be reported as,

Uma says that she likes chocolates.

Study the following table to learn how the tenses change when the reporting verb is in the past tense.

(The word 'said' can be replaced by one which expresses a more precise shade of meaning: explained, declared, agreed, conveyed, told, argued etc.)

05-A-Prose-Dr. Arignar Annadurai.indd 148 11-12-2021 14:59:40

Tense	Direct Speech	Reported Statements
Present Simple	Sindhu said, “I play chess.”	Sindhu said that she played chess.
Present Continuous	Jayashree said, "I am working in a school."	Jayashree said that she was working in a school.
Past Simple	Mani said, “I bought a car.”	Mani said that he had bought a car.
Past Continuous	Madhu said, “I was walking along the street.”	Madhu said that she had been walking along the street.
Present Perfect	Sekar said, “I haven't seen her.”	Sekar said that he hadn't seen her.
Past Perfect	Vijay said, “I had taken swimming lessons long ago.”	Vijay said that he had taken swimming lessons long before.
Future Simple	Sundar said to me, “I'll see you later.”	Sundar told me that he would see me later.

Direct Question	Reported Question
Shankar said to me, “Do you know me?”	Shankar asked me if I knew him.
Zuber said to Saira, “Are you living here?”	Zuber asked Saira if she was living there.
Senthil said, “Where is the post office?”	Senthil enquired where the post office was.
Shanthi said to Baskar, “What are you doing now?”	Shanthi asked Baskar what he was doing then.

Direct Request	Reported Request
The old woman said to the boy, “Please help me.”	The old woman requested the boy to help her.
The librarian said to the students, “Speak softly.”	The librarian instructed the students to speak softly.
Raj said to Sukumar, “Please drop me at the station tonight.”	Raj requested Sukumar to drop him at the station that night.

Here's a table of some more conversions.

Direct Form	Reported Form
now	then / at that time
today	that day
yesterday	the day before / the previous day
last night	the night before / the previous night
last week	the week before / the previous week
tomorrow	the next day / the following day

Note: The reporter’s point of view governs the changes from the direct into indirect mode. These changes are in respect of – personal pronouns, tense of the verb and adverbs of time and place.

05-A-Prose-Dr. Arignar Annadurai.indd 149 11-12-2021 14:59:40

Real life situations offer innumerable opportunities to report what others have said. Read the following dialogue between two friends.

Adhira: Hi Yazhini ! How are you?

Yazhini:
I am fine. Congrats. I heard that you have scored very good marks in the SSLC examination. What is the group that you have chosen?

Adhira:
Thank you. I have chosen the Arts group.

Yazhini:
Good. Tell me about your future plan.

Adhira:
I have already made up my mind to pursue law.

Yazhini:
Is there any specific reason?

Adhira:
Yes. I would like to start my own law firm and defend the innocent.

Yazhini:
Do you know that it calls for a lot of tolerance and hardwork?

Adhira:
Yes. I know that it is not going to be easy but I like challenges.

Yazhini:
Go ahead! Study well! You will succeed.

Adhira: Thank you so much.

Reported version of the above dialogue:

Adhira greeted Yazhini and enquired how she was. Yazhini replied that she was fine and congratulated her on having scored very good marks in the SSLC examination. She also went on to ask her what group she had chosen. Adhira thanked Yazhini and told her that she had chosen the arts group. Yazhini endorsed her choice and asked her about her future plan. Adhira told her that she had already made up her mind to pursue law. When Yazhini asked if there was any specific reason, Adhira replied in the affirmative and stated that she would like to start her own law firm and defend the innocent. Yazhini further asked if she knew that it called for a lot of tolerance and hardwork. Adhira acknowledged that she knew that it was not going to be easy but she liked challenges. Yazhini encouraged her to go ahead and study well and wished that she would succeed. Adhira thanked her for the wishes.

A. Report the following dialogue.

Prabhu:
What are you doing here, Kiran? I haven't seen you for a few months.

Kiran:
I have just come back from my native town Virudhunagar.

Prabhu: Did you enjoy your vacation?

Kiran:
Yes. I love the place. It is a clean and busy town.

Prabhu:
Where did you go and what did you see?

Kiran:
I went to Courtallam falls in Tenkasi.

Prabhu: Share some pictures of your trip.

Kiran: Sure. See you later.

05-A-Prose-Dr. Arignar Annadurai.indd 150 11-12-2021 14:59:40

B. Virat Kohli, the Man of the Match and the Man of the Series in the one–day International series between India and South Africa, February 2018, had this to say during the post match presentation. India won the match by 8 wickets and won the series by 5 – 1, a historic win against South Africa in their home soil.

Rewrite his words in Reported Speech.

"It was a day I felt really good. Last game, I was not in the right kind of mindset. This is a beautiful place to bat under lights. That's the idea behind bowling first. I like setting up for the short ball. It was a blessing in disguise, and they kept bowling short. I think the pitch got better to bat on under lights. It has been a roller coaster till now. People who are close to me deserve a lot of credit. Obviously, you want to lead from the front, and that's a wonderful feeling. I have got eight or nine years left in my career and I want to make the most of every day. It's a blessing that I am healthy and getting to captain my country. They have shown great character – especially the two young spinners. The way the series went augurs well for us. We're looking forward to the T20s. The tour is not over yet. After losing the Test series, I was talking to you. I am here talking to you after winning the ODI series."

C. Read the given passages and rewrite them using the direct speech.

1. The cyclist warned the driver not to move his car till the police arrived. The driver pleaded that it was not his fault; he was ready to pay a hundred rupees to repair the damaged cycle. The cyclist refused the money and insisted that the police be called.

2. The striking workers demanded an increase in salary and asked for the withdrawal of all cases. They threatened to continue the strike if the demands were not met. The manager insisted on them calling off the strike and invited them for a discussion. He agreed to listen to their demands.

Writing

a) E-mail



Samuel Johnson sat on a rickety chair, surrounded by a 'chaos of borrowed books' out of which he compiled his famous Dictionary.

James Murray worked in a little shed in his garden, surrounded by mountains of paper slips that would one day become the Oxford English Dictionary.

With the pervasive impact of computers and internet in all walks of life, the written word has undergone a quantum of change from the printed page into cyber-space.

Correspondence once limited to letters is now often online, as e-mail. Newsletters, brochures, circulars, resumes etc. once paperbound, are now online.

E-mail is a less formal method of communicating but has replaced the conventional letter, as a means of communication. In using e-mail, you still represent your organization, affiliation, unit and area. E-mails can be forwarded to a number of people without your knowledge, so one should consider it as an unsealed letter. The e-mail has to be brief, saving time for the writer as well as the receiver.

05-A-Prose-Dr. Arignar Annadurai.indd 151 11-12-2021 14:59:40

Why is the e-mail so popular?

(1) It makes communication almost instant.

(2) It is less laborious to write.

When writing an e-mail, please note,

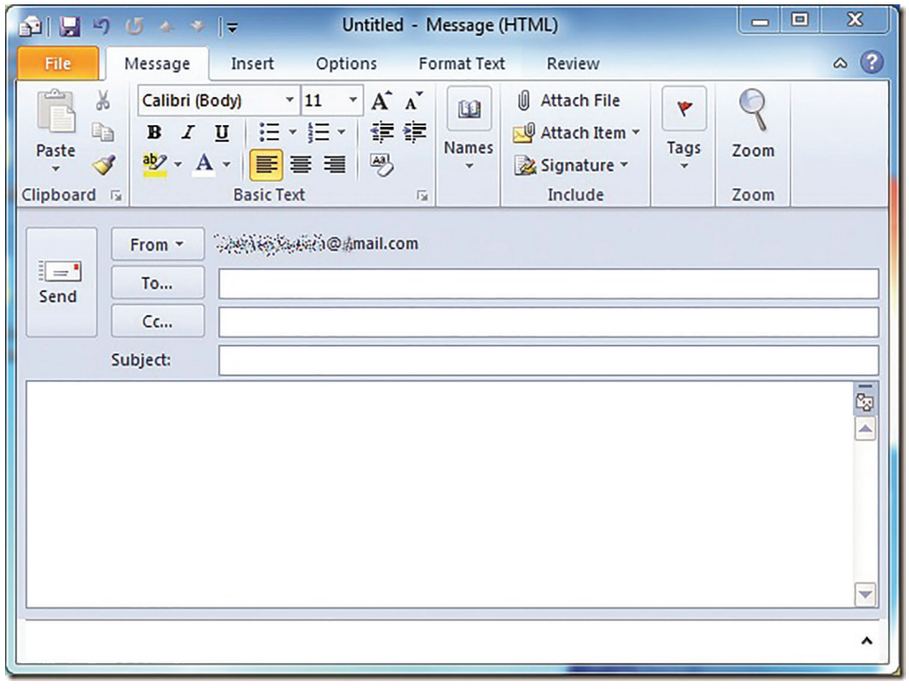
(i) Short forms, symbols, recognizable abbreviations can be used.

(ii) Receiver's / sender's address, date, need not be used as they are already programmed in the computer.

(iii) The communication should resemble a message / formal / informal letter, depending on the purpose and the receiver.

A sample e-mail

To: dhoni@abcmail.com
Cc: anandv@notmail.com, sumathy@zahoo.com
Subject: Invitation – Annual Sports Day
Dear Sir, We are happy and honoured that you have agreed to be the Chief Guest on our 34th Annual Sports Day on 5th January, 2018. Our students are very thrilled about this and eagerly look forward to seeing you on that great day. We expect your esteemed presence by 5 p.m. at the stadium. Please find attached a copy of our invite. Regards,
Principal, ABC GHSS.



a) Write an e-mail to your uncle thanking him for the gift that he had sent from abroad.

b) Write an e-mail to a charitable trust requesting for a scholarship.

05-A-Prose-Dr. Arignar Annadurai.indd 152 11-12-2021 14:59:41

b) Formal Letters

You have already learnt the various kinds of letters and the essential features of a good letter.

Let us now recall the layout, and the various parts of a formal letter.

The parts of a formal letter

1. the heading
2. the inside address
3. the salutation
4. the body
5. the closing
6. the signature
7. the address on the envelope

The contents of a formal letter

- Use a courteous, positive and professional tone. Maintain a respectful, constructive tone.
- Use formal language. Avoid contractions or abbreviations.
- State your purpose clearly and briefly. State the purpose of your writing in the first or second sentence of the letter.
- Include all necessary information. Provide all the information your reader needs to understand and respond appropriately to your letter.

Mohamed Yusuf is the Student Secretary of the Literary Club of your school. Read the following letter that he writes to a bookseller requesting him to supply some books for the school library.

The Student Secretary,
Government Higher Secondary School,
Nagarcoil,
PIN 629 002.

January 10, 2018

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.

Dear Sir,

I would like to place the following order for our school library. Kindly send the books by the 28th of this month. Please ensure that the books are in good condition and are neatly packed.

List of Books

1. Oxford Advanced Learner's Dictionary, Sixth Edition, OUP, 2018 - 5 copies
2. History of English Literature by William J Long - 2 copies
3. Intermediate English Grammar by Raymond Murphy - 2 copies
4. A History of the English Language by A.C. Baugh - 2 copies
5. Complete Works Of Rabindranath Tagore, Shanti Publishers - 3 copies

Kindly send particulars of your bank account for immediate online payment.

Thank you,

Yours faithfully,
Md. Yusuf
Secretary,
Literary Club

Countersigned
The Headmaster

Address on the envelope

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.

05-A-Prose-Dr. Arignar Annadurai.indd 153 11-12-2021 14:59:41

Tasks

1. Write a letter to the editor of a newspaper about the need to wear seat belts while driving.

2. Write a letter to the Commissioner of the Corporation complaining about the sanitary conditions of the streets in your locality.

3. Write a letter to a sports company ordering sports items for the Physical Education Department of your school.

4. Write a letter to the Chief Reservation Supervisor of Railways requesting him to grant concession for your educational tour.

5. Write a letter to the curator of the museum seeking permission for a school visit.

A letter of application, also known as a cover letter, is a job application document sent with your resume to provide additional information about your skills and experience.

The letter of application is intended to provide detailed information on why you are a qualified candidate for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and highlight your most relevant skills or experiences.

The Format

Name
Address
City, State, PIN Code
Phone Number
Email Address
Date

Employer

Name
Title
Company
Address
City, State, PIN Code

Salutation

Dear Mr./Ms. Last Name,

Body of the Application

The body of your application letter enables the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow up. See below for a paragraph-by-paragraph division of the body of the letter.

First Paragraph

The first paragraph of your letter should include information on the purpose of writing. Mention the job you are applying for and where you found the job listing. You might conclude by briefly saying why you think you are an ideal candidate for the job.

Second Paragraph

The next section of your application letter should describe what you have to offer the employer.

It can be a single paragraph, or you can break it up into a couple of paragraphs. If the section gets lengthy, you may use bullet points to break up the text. Remember, you are interpreting your resume, not repeating it.

05-A-Prose-Dr. Arignar Annadurai.indd 154 11-12-2021 14:59:41

Specify how your qualifications match the job you are applying for. In this portion of the letter, make your case strong for your candidacy. Use specific examples, wherever possible.

Final Paragraph

Conclude your application letter by thanking the employer in advance for considering you for the position. Include information on how you will follow up.

Complimentary Close

Sincerely,
Sd/-
Signature
(NAME)

Task

a) Respond to the following advertisements.

Classified Advertisement

WANTED 100 part-time Graphic Artists
Experienced in **Photoshop and InDesign**-
Salary negotiable. Apply to: ***MM Graphics,***
Triplicane, Chennai - 5 *or Mail your Resume to mmg@xmail.com*

Block Advertisement

Female IELTS Teachers Required

Postgraduates in English with a minimum of 3 years experience
Must be bold and confident
Good salary, transport and food allowance provided
Apply to:
ARV Institute of Languages
149B, Bose Road, Coimbatore
Ph: 98400 xxxxx
Email: arvbe@ymail.com



05-A-Prose-Dr. Arignar Annadurai.indd 155 11-12-2021 14:59:41

Unit 5

Poem

Everest is not the Only Peak

- Kulothungan

Warm up

Identify the following personalities and their fields of achievement.






Name:

Field:






Name:

Field:

Mention a remarkable achievement of any of these personalities.

.....

.....

What quality do you admire the most in each of these achievers?

.....

.....

What are the qualities that you may share with them?

.....

.....

Name a few more popular personalities who have made our nation proud.

a) ..... b) .....

c) ..... d) .....

05-B-Poem-Everest is not the only peak.indd 156 11-12-2021 15:00:03

Now, read the poem '**Everest is not the Only Peak**' in blank verse and get to know the greatness of human virtues from the poet's perspective.

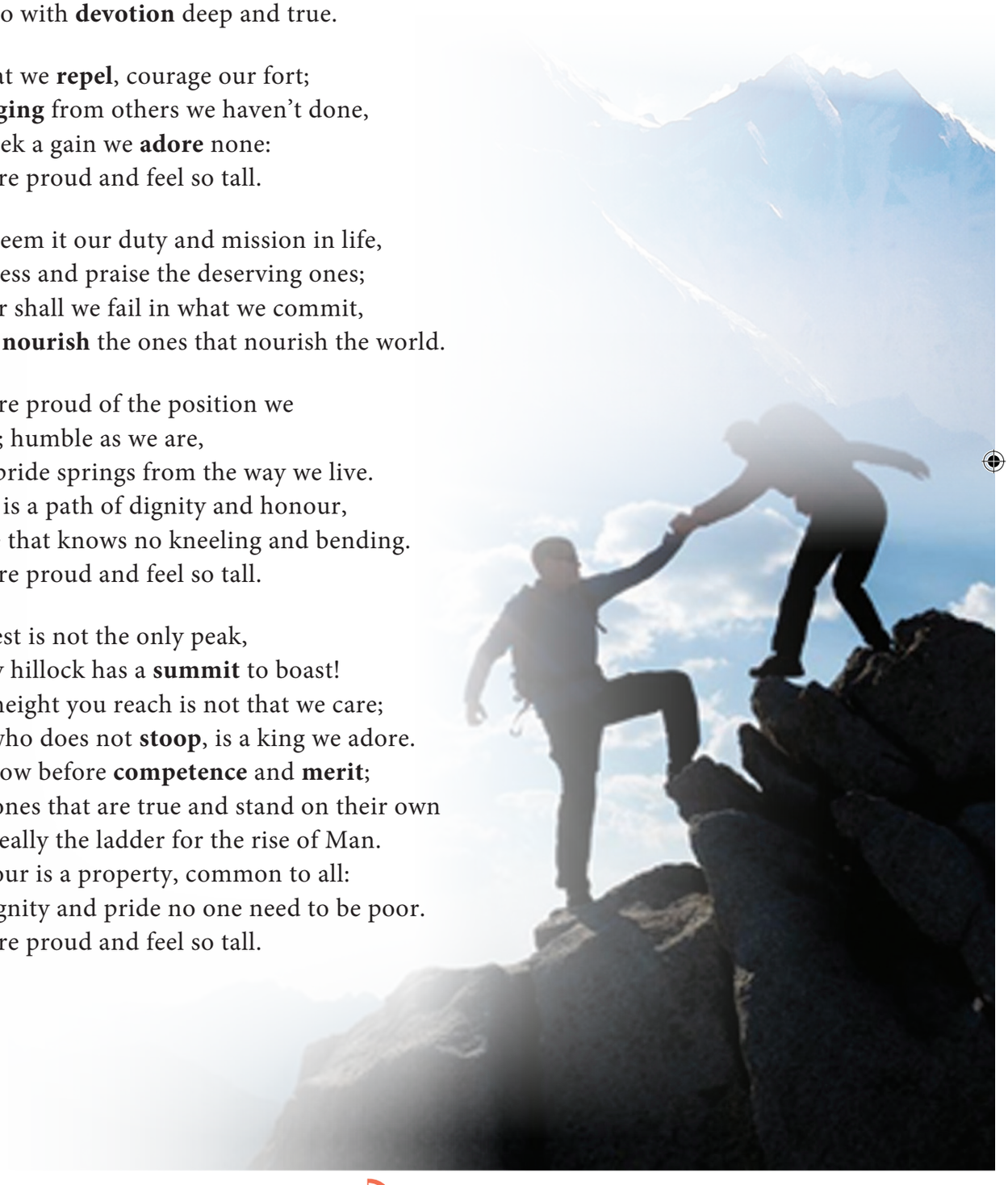
We are proud and feel so tall,
Our **virtues** though be few and small
Our nature it is that whatever we try
We do with **devotion** deep and true.

Defeat we **repel**, courage our fort;
Cringing from others we haven't done,
To seek a gain we **adore** none:
We are proud and feel so tall.

We deem it our duty and mission in life,
To bless and praise the deserving ones;
Never shall we fail in what we commit,
Shall **nourish** the ones that nourish the world.

We are proud of the position we
Hold; humble as we are,
Our pride springs from the way we live.
Ours is a path of dignity and honour,
A life that knows no kneeling and bending.
We are proud and feel so tall.

Everest is not the only peak,
Every hillock has a **summit** to boast!
The height you reach is not that we care;
He, who does not **stoop**, is a king we adore.
We bow before **competence** and **merit**;
The ones that are true and stand on their own
Are really the ladder for the rise of Man.
Honour is a property, common to all:
In dignity and pride no one need to be poor.
We are proud and feel so tall.



05-B-Poem-Everest is not the only peak.indd 157 11-12-2021 15:00:05

About the Author

Prof. V.C. Kulandaiswamy (1929 –2016) known as Kulothungan is an eminent technologist, a man of letters and an educationist known for his pioneering contributions in Hydrology, Literature and Education.



He has authored six volumes of poems and seven of prose essays which earned him the Thiruvalluvar Award from the Government of Tamil Nadu in 1999. He won the Sahitya Akademi Award in 1988 for his book *Vaazhum Valluvam*. His works deal with themes that reflect the gamut of human progress and the all-pervasive human effort.

Glossary

virtues – good qualities

devotion – loyal commitment towards a particular activity

repel – hate or detest

cringing – behaving in an excessively humble or servile way

adore – worship someone

nourish – to help the growth and development of someone

summit – the highest point of a hill or a mountain peak

stoop – yield or submit, to descend from dignity

competence – the ability to do something efficiently

merit – the quality of being particularly good or worthy

A. Based on your understanding of the poem, answer the following questions in a sentence or two each.

1. Which line is repeated in the poem? What is the effect created by this repetition?
2. Who are the 'deserving ones'?
3. Which quality does the speaker wish to nourish? What is his mission?
4. Which path should we follow in life?
5. What does 'Everest' in the title stand for?
6. What does 'hillock' refer to in the line 'Every hillock has a summit to boast!'?
7. Why does the speaker say 'Everest is not the only peak'?
8. What does the ladder symbolize?

B. Read the given lines and answer the questions that follow.

1. *Our nature it is that whatever we try*
   We do with devotion deep and true.
   a. Who does 'we' refer to?
   b. How should we carry out our duties?

2. *Defeat we repel, courage our fort;*
   a. How do we react to defeat?
   b. Which is considered as our stronghold?

3. *We are proud of the position we hold; humble as we are*
   a. What is the speaker proud of?
   b. How is the speaker both humble and proud?
   c. Pick out the alliteration in these lines.

05-B-Poem-Everest is not the only peak.indd 158 11-12-2021 15:00:05

4. *He, who does not stoop, is a king we adore.*
We bow before competence and merit;

a. Who is adored as a king?
b. What is the figure of speech used in the first line?

5. *Honour is a property, common to all:*
In dignity and pride no one need to be poor.

a. Who are considered rich?
b. What is their asset?

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

1. In what way is every hillock similar to Everest?
2. The poem does not focus on the destination but the journey towards it. Discuss.

D. Creative Activity

- Write eight words you associate with success.
- Use the words to write eight lines that mean success to you or how success makes you feel.
- Arrange your lines into a poem.
- Share your poem with the class and post a copy on the notice board.

Success

_____
_____
_____
_____
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_____.

E. Speaking Activity

Discuss the following topics in groups of five and choose a representative to sum up the views and share them with the class.

a) To succeed in life, one must have a single-minded devotion to duty.

b) 'Success is not final, failure is not fatal.' It is the courage and perseverance that counts.

c) Successful people neither brood over the past nor worry about the future.

F. Parallel Reading

Read and enjoy the following poem. Try to grasp the message it conveys.

Be the Best

If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill;
Be a bush, if you can't be a tree.
If you can't be a bush, be a bit of the grass,
And some highway happier make;
If you can't be a muskie, then just be a bass-
But the liveliest bass in the lake!
We can't all be captains, we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.
If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail-
Be the best of whatever you are!

Douglas Malloch

05-B-Poem-Everest is not the only peak.indd 159 11-12-2021 15:00:05

Unit 5

Supplementary

The Singing Lesson

Katherine Mansfield

7WHOF

Warm Up

- What are all the factors that influence our moods?
- How do you behave under the spells of different moods?
- Do you think it is important not to be swayed by every passing mood?
- Suggest some ways by which we can maintain a calm temperament under all circumstances.

Now, read the story 'The Singing Lesson' in which the attitude of an aggrieved music teacher undergoes a drastic change in keeping with her moods.

With despair – cold, sharp despair – buried deep in her heart like a wicked knife, Miss Meadows, in cap and gown and carrying a little **baton**, trod the cold corridors that led to the music hall. Girls of all ages, rosy from the air, and bubbling over with that gleeful excitement that comes from running to school on a fine autumn morning, hurried, skipped, fluttered by; from the hollow classrooms came a quick drumming of voices; a bell rang; a voice like a bird cried, "Muriel." And then there came from the staircase a tremendous knock-knock-knocking. Someone had dropped her dumbbells.

The Science Mistress stopped Miss Meadows.

"Good morning," she cried, in her sweet, affected **drawl**. "Isn't it cold? It might be winter."

Miss Meadows, hugging the knife, stared in hatred at the Science Mistress. Everything about her was sweet, pale, like honey. You would not have been surprised to see a bee caught in the **tangles** of that yellow hair.

"It is rather sharp," said Miss Meadows, grimly.

The other smiled her sugary smile.

"You look frozen," said she. Her blue



05-C-SR-The Singing Lesson-new.indd 160 11-12-2021 15:00:32

eyes opened wide; there came a mocking light in them. (Had she noticed anything?)

"Oh, not quite as bad as that," said Miss Meadows, and she gave the Science Mistress, in exchange for her smile, a quick **grimace** and passed on.

Forms Four, Five, and Six were assembled in the music hall. The noise was deafening. On the platform, by the piano, stood Mary Beazley, Miss Meadows' favourite, who played **accompaniments**. She was turning the music stool. When she saw Miss Meadows she gave a loud, warning "Sh-sh! Girls!" and Miss Meadows, her hands thrust in her sleeves, the baton under her arm, strode down the centre aisle, mounted the steps, turned sharply, seized the brass music stand, planted it in front of her, and gave two sharp taps with her baton for silence.

"Silence, please! Immediately!" and, looking at nobody, her glance swept over that sea of coloured flannel blouses, with bobbing pink faces and hands, quivering butterfly hair-bows, and music-books outspread. She knew perfectly well what they were thinking. "Meady is in a wax." Well, let them think it! Her eyelids quivered; she tossed her head, defying them. What could the thoughts of those creatures matter to someone who stood there bleeding to death, pierced to the heart, by such a letter —

— "I feel more and more strongly that our marriage would be a mistake. Not that I do not love you. I love you as much as it is possible for me to love any woman, but, truth to tell, I have come to the conclusion that I am not a marrying man, and the idea of settling down fills me with nothing but—" and the word "disgust" was scratched out lightly and "regret" written over the top.

Basil! Miss Meadows stalked over to the piano. And Mary Beazley, who was waiting for this moment, bent forward; her curls fell over her cheeks while she breathed, "Good morning, Miss Meadows," and she motioned towards rather than handed to her mistress a beautiful yellow chrysanthemum. This little ritual of the flower had been gone through for ages and ages, quite a term and a half. It was as much part of the lesson as opening the piano. But this morning, instead of taking it up, instead of tucking it into her belt while she leant over Mary and said, "Thank you, Mary. How very nice! Turn to page thirty-two," what was Mary's horror when Miss Meadows totally ignored the chrysanthemum, made no reply to her greeting, but said in a voice of ice, "Page fourteen, please, and mark the accents well."

Staggering moment! Mary blushed until the tears stood in her eyes, but Miss Meadows was gone back to the music stand; her voice rang through the music hall.

"Page fourteen. We will begin with page fourteen. 'A Lament.' Now, girls, you ought to know it by this time. We shall take it all together; not in parts, all together. And without expression. Sing it, though, quite simply, beating time with the left hand."

05-C-SR-The Singing Lesson-new.indd 161 11-12-2021 15:00:32

She raised the baton; she tapped the music stand twice. Down came Mary on the opening chord; down came all those left hands, beating the air, and in chimed those young, mournful voices:- "Fast! Ah, too Fast Fade the Ro-o-ses of Pleasure; Soon Autumn yields unto Wi-i-nter Drear. Fleetly! Ah, Fleetly Mu-u-sic's Gay Measure Passes away from the Listening Ear."

Good Heavens, what could be more tragic than that lament! Every note was a sigh, a sob, a groan of awful mournfulness. Miss Meadows lifted her arms in the wide gown and began conducting with both hands. "—I feel more and more strongly that our marriage would be a mistake —" she beat. And the voices cried: "Fleetly! Ah, Fleetly." What could have possessed him to write such a letter! What could have led up to it! It came out of nothing. His last letter had been all about a fumed-oak bookcase he had bought for "our" books, and a "natty little hall-stand" he had seen, "a very neat affair with a carved owl on a bracket, holding three hat-brushes in its claws." How she had smiled at that! So like a man to think one needed three hat-brushes! "From the Listening Ear," sang the voices.

"Once again," said Miss Meadows. "But this time in parts. Still without expression." "Fast! Ah, too Fast." With the gloom of the **contraltos** added, one could scarcely help shuddering. "Fade the Roses of Pleasure." Last time he had come to see her, Basil had worn a rose in his buttonhole. How handsome he had looked in that bright blue suit, with that dark red rose! And he knew it, too. He couldn't help knowing it. First he stroked his hair, then his moustache; his teeth gleamed when he smiled.

"The headmaster's wife keeps on asking me to dinner. It's a perfect nuisance. I never get an evening to myself in that place."

"But can't you refuse?"

"Oh, well, it doesn't do for a man in my position to be unpopular."

"Music's Gay Measure," wailed the voices. The willow trees, outside the high, narrow windows, waved in the wind. They had lost half their leaves. The tiny ones that clung wriggled like fishes caught on a line. "— I am not a marrying man —" The voices were silent; the piano waited.

"Quite good," said Miss Meadows, but still in such a strange, stony tone that the younger girls began to feel positively frightened. "But now that we know it, we shall take it with expression. As much expression as you can put into it. Think of the words, girls. Use your imaginations. "Fast! Ah, too Fast," cried Miss Meadows. "That ought to break out – a loud, strong **forte** – a lament. And then in the second line, 'Winter Drear,' make that 'Drear' sound as if a cold wind were blowing through it. 'Dre-ear!" said she so awfully that Mary Beazley, on the music stool, wriggled her spine. "The third line should be one **crescendo**. 'Fleetly! Ah, Fleetly Music's Gay Measure.' Breaking on the first word of the last line, 'Passes.' And then on the word, 'Away,' you must begin to die – to fade – until 'The Listening Ear' is nothing more than a faint whisper – You

05-C-SR-The Singing Lesson-new.indd 162 11-12-2021 15:00:32

can slow down as much as you like almost on the last line. Now, please."

Again the two light taps; she lifted her arms again. "Fast! Ah, too Fast." — and the idea of settling down fills me with nothing but disgust—" Disgust was what he had written. That was as good as to say their engagement was definitely broken off. Broken off! Their engagement! People had been surprised enough that she had got engaged. The Science Mistress would not believe it at first. But nobody had been as surprised as she. She was thirty. Basil was twenty-five. It had been a miracle, simply a miracle, to hear him say, as they walked home from church that very dark night, "You know, somehow or other, I've got fond of you." And he had taken hold of the end of her ostrich feather boa. "Passes away from the Listening Ear."

"Repeat! Repeat!" said Miss Meadows. "More expression, girls! Once more!"

"Fast! Ah, too Fast." The older girls were crimson; some of the younger ones began to cry. Big spots of rain blew against the windows, and one could hear the willows whispering, "— not that I do not love you— "

"But, my darling, if you love me," thought Miss Meadows, "I don't mind how much it is. Love me as little as you like." But she knew he didn't love her. Not to have cared enough to scratch out that word "disgust," so that she couldn't read it! "Soon Autumn yields unto Winter Drear." She would have to leave the school, too. She could never face the Science Mistress or the girls after it got known. She would have to disappear somewhere. "Passes away." The voices began to die, to fade, to whisper – to vanish–

Suddenly the door opened. A little girl in blue walked fussily up the **aisle**, hanging her head, biting her lips, and twisting the silver bangle on her red little wrist. She came up the steps and stood before Miss Meadows.

"Well, Monica, what is it?"

"Oh, if you please, Miss Meadows," said the little girl, gasping, "Miss Wyatt wants to see you in the mistress's room."

"Very well," said Miss Meadows. And she called to the girls, "I shall put you on your honour to talk quietly while I am away." But they were too subdued to do anything else. Most of them were blowing their noses.

The corridors were silent and cold; they echoed to Miss Meadows' steps. The headmistress sat at her desk. For a moment she did not look up. She was as usual disentangling her eyeglasses, which had got caught in her lace tie. "Sit down, Miss Meadows," she said very kindly. And then she picked up a pink envelope from the blotting-pad. "I sent for you just now because this telegram has come for you."

"A telegram for me, Miss Wyatt?"

Basil! He had committed suicide, decided Miss Meadows. Her hand flew out, but Miss Wyatt held the telegram back a moment. "I hope it's not bad news," she said, so more than kindly. And Miss Meadows tore it open.

05-C-SR-The Singing Lesson-new.indd 163 11-12-2021 15:00:32

"Pay no attention to letter, must have been mad, bought hat-stand today Basil," she read. She couldn't take her eyes off the telegram.

"I do hope it's nothing very serious," said Miss Wyatt, leaning forward.

"Oh, no, thank you, Miss Wyatt," blushed Miss Meadows. "It's nothing bad at all. It's" – and she gave an apologetic little laugh – "it's from my **fiance** saying that – saying that –" There was a pause. "I see," said Miss Wyatt. And another pause. Then, "You've fifteen minutes more of your class, Miss Meadows, haven't you?"

"Yes, Miss Wyatt." She got up. She half ran towards the door.

"Oh, just one minute, Miss Meadows," said Miss Wyatt. "I must say I don't approve of my teachers having telegrams sent to them in school hours, unless in case of very bad news, such as death," explained Miss Wyatt, "or a very serious accident, or something to that effect. Good news, Miss Meadows, will always keep, you know."

On the wings of hope, of love, of joy, Miss Meadows sped back to the music hall, up the aisle, up the steps, over to the piano.

"Page thirty-two, Mary," she said, "page thirty-two," and, picking up the yellow chrysanthemum, she held it to her lips to hide her smile. Then she turned to the girls, rapped with her baton: "Page thirty-two, girls. Page thirty-two."

"We come here To-day with Flowers o'er laden, With Baskets of Fruit and Ribbons to boot, To-oo Congratulate ...

"Stop! Stop!" cried Miss Meadows. "This is awful. This is dreadful." And she beamed at her girls. "What's the matter with you all? Think, girls, think of what you're singing. Use your imaginations. 'With Flowers o'er laden. Baskets of Fruit and Ribbons to boot.' And 'Congratulate'." Miss Meadows broke off. "Don't look so **doleful**, girls. It ought to sound warm, joyful, eager. 'Congratulate'. Once more. Quickly. All together. Now then!"

And this time Miss Meadows' voice sounded over all the other voices – full, deep, glowing with expression.

About the Author

Kathleen Mansfield Murry (1888 – 1923) was a New Zealand short story writer who wrote under the pen-name Katherine Mansfield. She left New Zealand at the age of 19 and settled in the United Kingdom where she gained the friendship of great writers such as D.H. Lawrence and Virginia Woolf. *Bliss* and *The Garden Party* were collections of short stories written by her. She wrote many poems and her collected letters were a great success.



05-C-SR-The Singing Lesson-new.indd 164 11-12-2021 15:00:32

Glossary

baton – a thin stick used by a conductor of a music orchestra

drawl – slow, lazy way of talking

tangles – a confused mass, twisted

grimace – expression of disgust on a person's face

accompaniments – music played to support an instrument, voice or group

contralto – the lowest female voice

forte – a musical tone played loudly

crescendo – a gradual increase in the loudness of a sound

aisle – a passage between rows of seats

fiancé – a man to whom one is engaged to be married

doleful - sorrowful

A. Based on your understanding of the story, answer the following questions in about 30 – 50 words each.

1. What was the knife that Miss Meadows carried with her?

2. What kind of relationship existed between Miss Meadows and the Science Mistress?

3. Why was Miss Meadows upset and dejected?

4. How would Miss Meadows usually treat Mary? How did her behaviour towards the girl change that day?

5. Why had Miss Meadows chosen 'A Lament' as the lesson that particular day?

6. What brought agony to the girls during the music lessons?

7. Bring out the substance of Basil's letter to Miss Meadows.

8. Why did Miss Wyatt summon Miss Meadows to her room?

9. How did Miss Meadows express her joy, when she returned to the music class?

10. Briefly explain the cause of Miss Meadows' joy at the end.



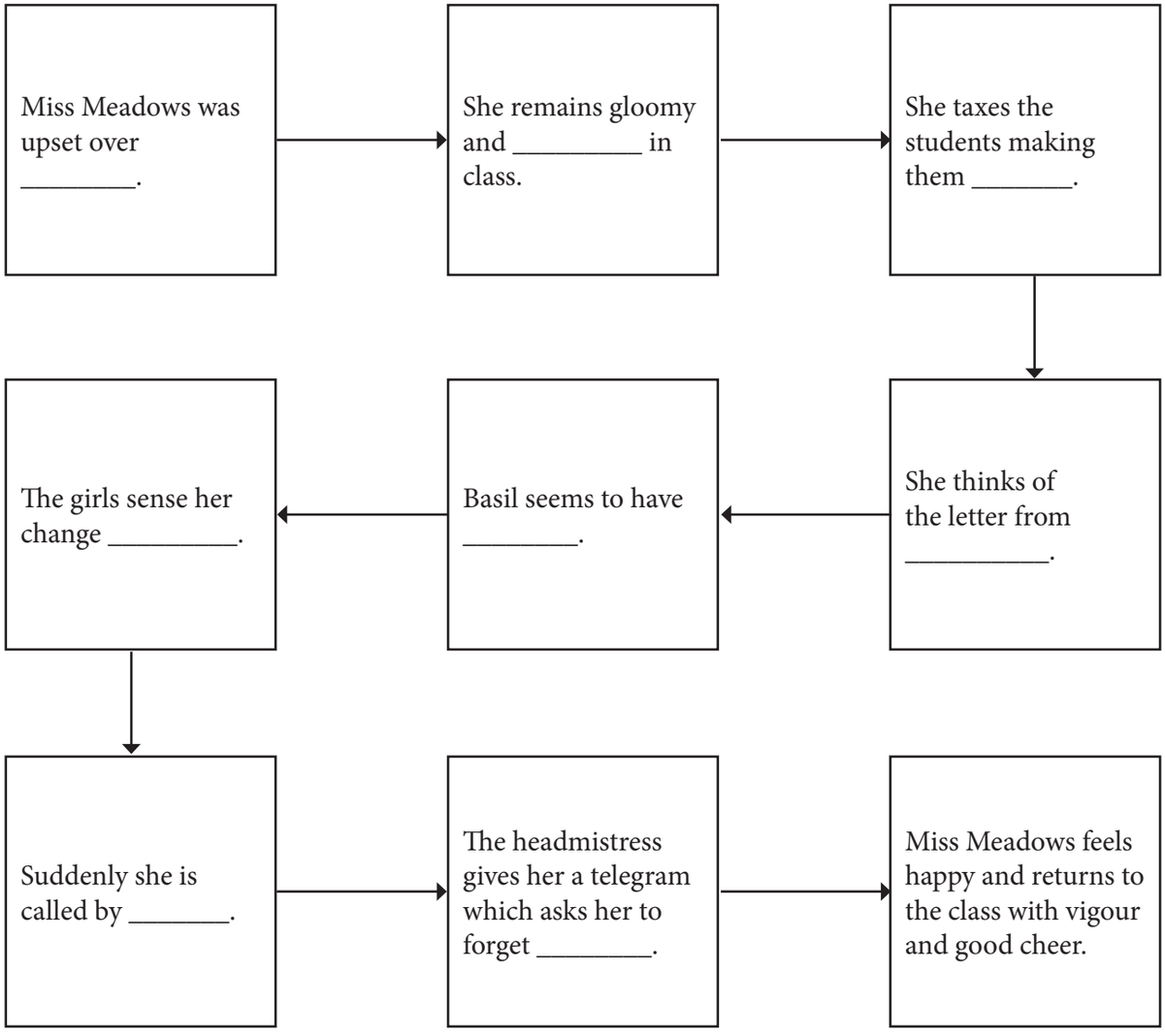
Vocabulary

Note the following words from the story. They all refer to different ways of walking. Find out their meanings and use each of them in meaningful sentences of your own. Refer a thesaurus and add a few more to the list.

a) trod
b) fluttered
c) hurried
d) skipped
e) strode
f) sped

05-C-SR-The Singing Lesson-new.indd 165 11-12-2021 15:00:33

B. Complete the mind map given below and write a brief summary of the story in your own words.



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

1. Describe Miss Meadows' mood before and after receiving the telegram. How did it affect her class?

2. 'The only difference between a good day and a bad day is your attitude.' Relate this to a real life experience you have had. Share your thoughts in class.

3. You are busy getting ready for school. You receive a Whats App message from your best friend, saying that he/she is very upset over the fight you had yesterday and doesn't want to talk to you anymore. This distresses you as she sounds very firm. However, today is a big day at school with two tests lined up. What will be your state of mind? How will you handle this situation?

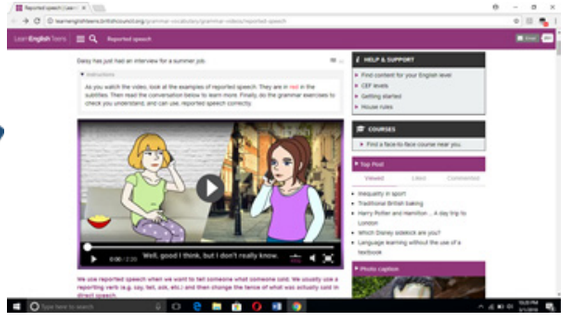
05-C-SR-The Singing Lesson-new.indd 166 11-12-2021 15:00:33

ICT Corner

REPORTED SPEECH

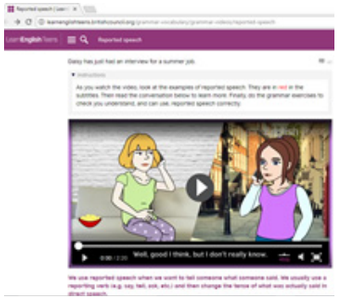
Direct speech repeats the exact words of the speaker. Reported speech conveys something that was said in the past.

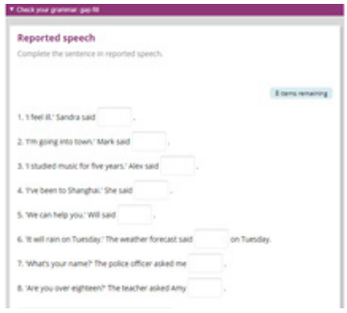
This activity will enable the students to strengthen their knowledge in reported speech.

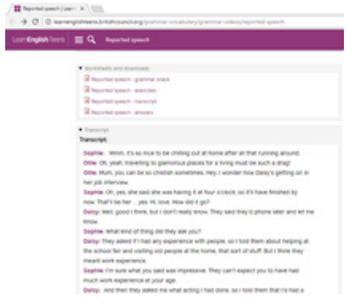


STEPS:

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given above the video, then watch the video. Find out the reported sentences.
3. Match the direct and indirect speech form.
4. Correct the mistakes in the given sentences and check your answers.
5. You can download and use the resources offline which is given under worksheets and downloads.







7W5R3

WEBSITE LINK

Click the following link or scan the QR code to access the website.
http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/reported-speech

05-C-SR-The Singing Lesson-new.indd 167 11-12-2021 15:00:33

Unit 6

Prose

The Accidental Tourist

Bill Bryson

Warm Up

Often on formal occasions, we admire friends and strangers who appear elegant, who are pleasant to converse with and who conduct themselves gracefully. At times, we also see people who are awkward, nervous and doubtful about their next move.

Recall a few examples of awkward actions that can cause discomfort or disturbance to others like spilling a cup of hot drink on someone nearby.

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Now, read this amusing story about the frustrations of a globetrotter and find out how he faces chaos in his everyday life.

Of all the things I am not very good at, living in the real world is perhaps the most outstanding. I am constantly filled with wonder at the number of things that other people do without any evident difficulty that are pretty much beyond me. I cannot tell you the number of times that I have gone looking for the lavatory in a cinema, for instance, and ended up standing in an **alley** on the wrong side of a self-locking door. My particular specialty now is returning to hotel desks two or three times a day and asking what my room number is. I am, in short, easily confused.



I was thinking about this the last time we went **en famille** on a big trip. It was at Easter, and we were flying to England for a week. When we arrived at Logan Airport in Boston and were checking in, I suddenly remembered that I had recently joined British Airways' frequent flyer programme. I also remembered that I had put the card in the carry-on bag that was hanging around my neck. And here's where the trouble started.

06-A-Prose-The Accidental Tourist.indd 168 11-12-2021 15:09:03

The zip on the bag was jammed. So I pulled on it and **yanked** at it, with grunts and frowns and increasing **consternation**. I kept this up for some minutes but it wouldn't budge, so I pulled harder and harder, with more grunts. Well, you can guess what happened. Abruptly the zip gave way. The side of the bag flew open and everything within — newspaper cuttings and other loose papers, a 14- ounce tin of pipe tobacco, magazines, passport, English money, film — was **extravagantly** ejected over an area about the size of a tennis court.



I watched dumbstruck as a hundred carefully sorted documents came raining down in a fluttery **cascade**, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the **concourse disgorging** its contents as it went.

"My tobacco!" I cried in horror, thinking what I would have to pay for that much tobacco in England now that another Budget had come and gone, and then changed the cry to "My finger! My finger!" as I discovered that I had **gashed** my finger on the zip and was shedding blood in a lavish manner. (I am not very good around flowing blood generally, but when it's my own — well, I think **hysterics** are fully justified.) Confused and unable to help, my hair went into panic mode.

It was at this point that my wife looked at me with an expression of wonder — not anger or **exasperation,** but just simple wonder — and said, "I can't believe you do this for a living."

But I'm afraid it's so. I always have **catastrophes** when I travel. Once on an aeroplane, I leaned over to tie a shoelace just at the moment someone in the seat ahead of me threw his seat back into full recline, and found myself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to me that I managed to get myself freed.



This, however, was not my worst experience on a plane flight. My worst experience was when I was writing important thoughts in a notebook ('buy socks', 'clutch drinks carefully', etc.), sucking thoughtfully on the end of my pen as you do, and fell into conversation with an attractive young lady in the next seat. I amused her for perhaps 20 minutes with a scattering of urbane **bons mots**, then retired to the lavatory where I discovered that the pen had leaked and that my mouth, chin, tongue, teeth and gums were now a striking, scrub-resistant navy blue, and would remain so for several days.

06-A-Prose-The Accidental Tourist.indd 169 11-12-2021 15:09:03

So you will understand, I trust, when I tell you how much I ache to be **suave**. I would love, just once in my life, to rise from a dinner table without looking as if I have just experienced an extremely localised seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat on chewing gum, ice cream, cough syrup and motor oil. But it is not to be.

Now on planes when the food is delivered, my wife says: "Take the lids off the food for Daddy" or "Put your hoods up, children. Daddy's about to cut his meat." Of course, this is only when I am flying with my family. When I am on my own, I don't eat, drink or lean over to tie my shoelaces, and never put a pen anywhere near my mouth. I just sit very, very quietly, sometimes on my hands to keep them from flying out unexpectedly and causing liquid mischief. It's not much fun, but it does at least cut down on the laundry bills.

I never did get my frequent flyer miles, by the way. I never do. I couldn't find the card in time. This has become a real frustration for me. Everyone I know — everyone — is for ever flying off to Bali first class with their air miles. I never get to collect anything. I must fly 100,000 miles a year, yet I have accumulated only about 212 air miles divided between twenty-three airlines.



This is because either I forget to ask for the air miles when I check in, or I remember to ask for them but the airline then manages not to record them, or the check-in clerk informs me that I am not entitled to them. In January, on a flight to Australia — a flight for which I was going to get about a zillion air miles — the clerk shook her head when I presented my card and told me I was not entitled to any.

"Why?"

"The ticket is in the name of B. Bryson and the card is in the name of W. Bryson."

I explained to her the close and **venerable** relationship between *Bill and William, but she wouldn't have it.

So I didn't get my air miles, and I won't be flying to Bali first class just yet. Perhaps just as well, really. I could never go that long without eating.

Glossary

alley – a narrow passage-way between or behind buildings

en famille – (French) as a family

yanked – pulled with a jerk

consternation – worry

extravagantly – excessively

cascade – waterfall

concourse – the open central area in a large public building (here 'airport')

disgorging – discharging

06-A-Prose-The Accidental Tourist.indd 170 11-12-2021 15:09:03

gashed – cut deeply

hysterics – a fit of uncontrollable laughing or crying

exasperation – irritation

catastrophe – a terrible disaster

bons mots – (French) witty remarks

suave – polite and sophisticated

venerable – valued

***Bill** – William (the letter W is changed to B and William is called Bill)

A. Based on your understanding of the lesson, answer the following questions in one or two sentences each:

1. Give a few instances of Bryson's confused acts.
2. What were the contents of Bryson's bag?
3. Describe the fluttery cascade of things tumbling from the bag.
4. Why did the author's concern over tobacco shift to his finger?
5. What happened to Bryson when he leaned to tie his shoelace?
6. How did Bryson free himself from the crash position?
7. What was Bryson's worst accident on a plane?
8. What did Bryson wish to avoid in his life?
9. How would staying away from liquid mischief benefit Bryson?
10. Why did the clerk say that Bryson was not entitled to flyer miles?

B. Answer the following questions in about three to four sentences each:

1. Why doesn't Bryson seem to be able to do easily what others seem to? Give a few reasons.
2. What was the reaction of Bryson's wife to his antics?
3. Briefly describe the 'accidents' encountered on the flight by Bryson.

C. Based on your understanding of the text, answer the following questions in a paragraph of about 100 – 150 words:

1. 'To this day, I don't know how I did it' - What does 'it' refer to?
2. '… But, when it's my own - well, I think hysterics are fully justified' – How?
3. Bring out the pun in the title 'The Accidental Tourist' (one who happens to travel by accident or one who meets with accidents often on his or her trips!).
4. Can a clumsy person train himself/herself to overcome shortcomings? How could this be done?
5. As a fellow passenger of Bill Bryson on the flight, make a diary entry describing his clumsy behaviour during the trip and the inconveniences caused to others as a result of his nervousness.

06-A-Prose-The Accidental Tourist.indd 171 11-12-2021 15:09:03



Vocabulary

A. Foreign words and phrases

You have come across the French phrases '**en famille**' **|ən <famille>|** and '**bons mots**' **ˌ|bɑn ˈmɑːts|** in the lesson. Now look at the following phrases and their meanings.

a) viva voce - /ˌ**vaɪvə ˈvəʊtʃi**/ - a spoken examination

b) sine die - /ˌ**siːneɪ ˈdiːeɪ**/ – without a date being fixed

c) resume- /ˈ**rezjuːmeɪ**/ - a brief summary

d) rapport - /**ræˈpɔː(r)**/ - close relationship with good understanding

e) bonafide - /ˌ**bəʊnə ˈfaɪdi**/ - genuine

B. Refer to the dictionary and find out the meanings of the following foreign words / phrases. Use them in sentences of your own:

1) bon voyage 2) in toto 3) liaison 4) ex gratia 5) en masse 6) en route
7) ad hoc 8) faux pas 9) par excellence 10) in camera 11) status quo
12) magnum opus 13) Vox populi 14) in cognito 15) deja vu 16) a-la-carte
17) via media 18) per capita 19) teta-te 20) carte blanche

Here is a list of some words borrowed from Indian languages and have been included in the Dictionary of English. Add more words to the table.

WORD	ORIGIN	MEANING
veranda	Hindi	a roofed platform along the outside of a house
bungalow	Hindi	a house in Bengal style
chutney	Hindi	a ground or mashed relish
cheetah	Sanskrit	uniquely marked
coir	Malayalam	rope
bamboo	Kannada	wood
bandicoot	Telugu	kind of rat
catamaran	Tamil	multi-hulled watercraft
guru	Sanskrit	master
anna	Tamil	elder brother
masala	Urdu	mixture of ground spices
dabba	Punjabi	a roadside food stall or restaurant

06-A-Prose-The Accidental Tourist.indd 172 11-12-2021 15:09:05

C. Idioms

Look at the list of idioms given below. Find their meanings from a dictionary. Read the sentences that follow and replace the words in italics with the appropriate idioms, making suitable changes wherever necessary.

- right up one's alley -
- drive one up the wall –
- hit the road –
- take (one) for a ride –
- in panic mode –

a) The old man *got irritated* at the loud noise outside.

b) We were driving, when it started raining heavily. After stopping for an hour, we *began the journey again*.

c) Ramesh gave false excuses for not attending the meeting and *deceived me*.

d) At the interview when questions were fired at me rapidly, I *forgot everything and grew irritated*.

e) I love thrillers and this book *appeals to me strongly*.



Listening Activity

Listen to the dialogue read out by the teacher or to the recorded version and answer the questions that follow:

i) _____was one of the places visited by Mahesh.

a) Srilanka b) Goa
c) Kasi d) Cochin

ii) The Art Museum at Trivandrum is called_____.

a) Swarnalayam b) Gitalayam
c) Chitralayam d) Saranalayam

iii) Varkala is the oldest port of_____.

a) Quilon b) Andhra
c) Puducherry d) the Andamans

iv) Mahesh had been to the _____ Lake Wild Life Sanctuary.

a) Chidambaram b) Pulicat
c) Kovalam d) Periyar

v) Cochin is called the _____ of the East.

a) Granary b) Cuba
c) Venice d) Pearl



Speaking Activity

a) Build a dialogue of 8–10 exchanges between your friend and yourself, on the following situation:

You were to board a train to Delhi. By mistake you got into the wrong train and fought for your seat there. On realising your mistake, you left the train shamefaced, after creating a commotion there. Role-play this situation in the class.

b) Speak to the class for a minute, as to how one should conduct oneself on formal occasions. (You could talk about table-manners especially while eating, general appearance, manner of speaking, etc.)

06-A-Prose-The Accidental Tourist.indd 173 11-12-2021 15:09:06



Reading

Do you know the difference between transcription and translation?

Transcription is the process of listening to an audio file and writing what has been said verbatim in the same language that the original speaker used.

Translation is the process of expressing the sense of a written text in another language i.e. converting from one language to another without changing the meaning.

The ability to translate is both a skill and an art. Translation can be done from the language being learned (here it is English) into the mother tongue or from the mother tongue into English.

Have you ever heard of the term transliteration?

Transliteration gives the word from a different language in letters that you can read so as to be able to pronounce it properly.

e.g. vanakkam for வணக்கம் (Tamil)

Narration

Narration is a recital of events, especially in chronological order, as the story narrated in a poem or the exposition in a drama. The narrative form is the most common mode of writing. Even news is narrated as a story. This makes reading both exciting and interesting.

Here is an amazing news item on how the qualities of duty and devotion is not restricted to humans alone but shared by animals. Read the passage and answer the questions that follow.

Caesar, the Hero of Mumbai on 26/11

1. Mumbai: Caesar, the last surviving hero of his kind, died of heart attack on Thursday. Caesar, a Labrador Retriever, was covered with tricolour and given an emotional farewell from the city Police Force. The Mumbai Police Commissioner too marked the passing of the hero with a tweet.

2. Caesar, who was 11 years old was the sole survivor among the dogs of Mumbai Police who took part in bomb detection operations during the terrorist attack on Mumbai that began on November 26, 2008. He died of heart attack at a farm in Virar where he and his three canine buddies had been sent after retirement. During the terror attack in Mumbai, Caesar saved several lives when he sniffed out the hand grenades left by the terrorists at the busy CST railway station.

3. Caesar was also a part of the search team at Nariman House, where terrorists were holed up for three days. Earlier he was also pressed into service for bomb search operation after the 2006 serial train blasts and July 2017 blast in Mumbai. The Mumbai police officials also tweeted their grief saying, "Services of retired members of Dog Squad during 26/11 will be unforgettable. We will remember our heroes forever."

06-A-Prose-The Accidental Tourist.indd 174 11-12-2021 15:09:06



Answer the following questions.

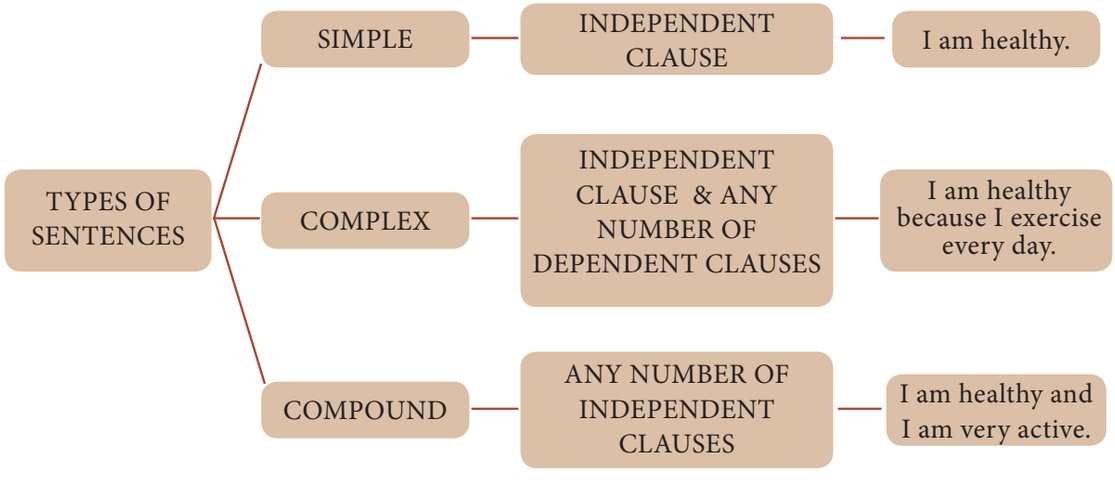
1. The Labrador Retriever was covered with tricolour. What does this signify?
2. How did Caesar save several lives at the CST railway station?
3. Which word in the third paragraph of the passage means the same as 'forced'?
4. "Services of retired members of Dog Squad during 26/11 will be unforgettable". Mention three services rendered by Caesar.
5. Caesar is a Labrador breed of dogs. Name a few other native breeds that are used by the Police Force.
6. Try to rewrite the news item in your mother tongue without losing the spirit and flavour of the text. Give a suitable title to the translated version.

Grammar

CN24FE

f. Transformation of Sentences

Sentences can be of three types – Simple, Compound, Complex. A simple sentence has one independent clause (A clause is a group of words with a subject and a verb). A Compound sentence joins two or more number of independent clauses. A Complex sentence has one independent clause and one or more dependent clauses.



Subordinate conjunctions such as 'because, since, although, when, while, where, which, if, unless, as, that, after' etc. are used to connect Independent Clauses with the Dependent Clauses in Complex sentences.

Coordinate conjunctions such as 'but, and, or, yet, so' etc. are used to connect the Independent Clauses in Compound sentences.

06-A-Prose-The Accidental Tourist.indd 175 11-12-2021 15:09:06

Now complete the following.

a. Do as directed.

1. Dinesh and Prabhu wanted to meet Varsha at the bus stop. They went to the bus stop. (combine into a compound sentence)
2. Harsha reached the railway station. He saw his friends waiting for him. (combine into a complex sentence)
3. The train was late. She reached on time. (combine using 'in spite of')
4. Hussain and Victor were too young to work in the industry. (change into a compound sentence)
5. On seeing the snake, the dog barked (rewrite as a complex sentence)
6. Ajay and Tijo went to the canal. They wanted to catch some fish. (combine into a simple sentence)
7. He tried his best, but he did not succeed. (rewrite as a complex sentence)
8. You have to hurry or you will miss the bus. (rewrite as simple and complex sentence)
9. He is a magician from Mumbai and has performed all over the world. (rewrite as a complex sentence)
10. Though the battle has been, won the war isn't over yet. (rewrite into compound sentence)

b. Here is one long sentence. Split them into smaller sentences.

Like all living things, human beings also need food in order to live as every part of the body must get a steady supply of food so that it can work properly, but first the food eaten has to be broken down through a process called digestion so that it can dissolve in the blood and carried to all parts of the body.



Writing

Narrative Writing

Our thoughts and ideas can be expressed in an interesting manner.They can be presented as a narration. In this section, we shall learn how to develop a proverb and a news headline into a story paragraph.

Every story has a beginning, a middle section and an ending. Here is the format for developing a story:

Introduction / Beginning

- ✓ Describe the setting (Where & When).
- ✓ Introduce the characters (Who).
- ✓ Explain the situation.

Events / Middle

- ✓ Describe what happened.
- ✓ Use transition words that show time and order (suddenly, as soon as, before, meanwhile).

Solution / Ending

- ✓ Explain how the story ends.
- ✓ Describe what happens to the characters.
- ✓ State how the problem ends / gets resolved.
- ✓ Add a reflection sentence or a closing sentence.

An example: Expand the proverb 'A bad workman always blames his tools' into a story-paragraph. Notice the beginning, middle and end. Begin with the meaning of the proverb.

'A bad workman always blames his tools'

The meaning of this proverb is that our success does not depend on what kind of tools we have but how we use them. Here is a story to elucidate the meaning.

06-A-Prose-The Accidental Tourist.indd 176 11-12-2021 15:09:06

Raj and Ravi were farmers. They owned a pair of oxen each, with which they ploughed their lands. Raj put in hardwork, while Ravi hardly worked. Raj worked all day long, aimed at getting a good yield and took good care of his oxen, fully understanding their needs. Ravi, on the other hand, was very lazy and miserly. He never fed his oxen well but exploited them to the maximum.

As a true friend, Raj advised Ravi and sometimes even admonished him for treating the animals cruelly. Ravi paid little heed to Raj's words. He soon bought a tractor to plough his land and chased the oxen away. Raj brought home the animals and took care of them too though he could not afford it. The monsoon soon arrived and it was time for cultivation. Raj's land was well-ploughed and ready for cultivation - thanks to his oxen.

Ravi in his miserly fashion had not maintained his tractor well and it kept giving him trouble. As a result, he could not get his field ready for cultivation on time. He lamented and blamed it all on bad luck, not realizing that it was he who was responsible for his miserable state. Ravi not only lost out on a good yield because of his laziness, but also had to spend a huge sum of money to repair his tractor due to poor maintenance. Despite having better equipment, Ravi was unable to get the best results. But, Raj was a good workman and hence was able to succeed with the limited resources he had.

Now write a short story to explain these proverbs.

1. Actions speaks louder than Words
2. Despair gives courage to a Coward

Develop the following hints into a paragraph.

Two kings - ruled neighbouring kingdoms. King Arya - great warrior - looked after - subjects - very well - People loved him - looking - their safety and welfare - all his subjects - very happy - healthy life - King Vaishal on the other hand - very lazy man - spent his time - entertaining - dancing – ignoring - needs or developmental - people - His people - angry - never met them - never listened to their woes.

Powerful Sultan attacked - with his strong army - King Arya's army - alert - ready - preparedness - enemy - more powerful - love for King even women and children - came to the war-front - fought - protected their King -a different story - King Vaishal - impending war - people started fleeing - King all by himself - not interested to protect - King - did nothing for their welfare.

King Vaishal - realized his foolishness - too late - defeated in the war and fled for his life - King Arya - defeated the Sultan - people to live in peace - King Arya - welfare of his people at heart at all times - subjects - returned his love - loyal and supportive - during testing times.

Writing a Curriculum Vitae

Do you know what a Resume or a Curriculum Vitae is? Have you seen one or written one?

A resume is a document used by a person to present his educational background and professional skills. You have to convince your employer that you deserve an interview. So your resume must

06-A-Prose-The Accidental Tourist.indd 177 11-12-2021 15:09:06

summarise your accomplishments, your education, your work experience, and reflect your strengths.

A good resume/ CV/ bio-data

1. Should summarize the applicant's accomplishments, education, work experience and strengths
2. Should begin with the applicant's identification like name, address, e-mail etc.
3. Should include educational qualification like degree, diploma etc.
4. Should include work history with company name, job title etc.
5. Should include a reverse chronological order, starting with the current experience
6. Should include two references (for verification of credentials)

Vijayaraj Joseph is an M.Sc graduate in Mathematics from Madurai Kamaraj University. He is seeking a job in his core-field. He has been asked to submit a resume.

Here is the resume of Mr. Vijayaraj Joseph.

VIJAYARAJ JOSEPH

Mobile- 9444100000
email: jvraj@gmail.com
Address: 30/16, Grace Garden,
Chennai -600 021.

CAREER OBJECTIVE

Looking for a challenging career which demands the best of my professional ability in terms of mathematical and analytical skills, and helps me in enhancing my current skill and knowledge.

SYNOPSIS

A postgraduate with a Degree in Mathematics from SSV College, Madurai Kamaraj University.

PROFILE

- ✓ Good knowledge of Computers
- ✓ Good at problem solving and excellent in maintaining interpersonal relationships
- ✓ Good verbal and written skills
- ✓ Good analytical thinking

EDUCATIONAL QUALIFICATIONS

- ✓ M.Sc. (Maths) First Class with distinction
- ✓ B.Sc. (Maths) First Class
- ✓ 12^{th} with aggregate 85% from GHSS, Nagercoil in 2012
- ✓ 10^{th} with aggregate 91% from GHSS, Nagercoil in 2010

SOFTWARE SKILLS

Operating Systems Windows all, Linux, Microsoft Office

HARDWARE SKILLS

- ✓ Assembling of PC
- ✓ Networking & Troubleshooting PC

PROJECTS UNDERTAKEN

- ✓ Statistics and Survey

EXTRA CURRICULAR ACTIVITIES

- ✓ NSS Volunteer and School Student Secretary
- ✓ Basketball – District player

STRENGTHS

- ✓ Hardworking and punctual
- ✓ Positive attitude and open-minded

06-A-Prose-The Accidental Tourist.indd 178 11-12-2021 15:09:06

PERSONAL DETAILS

Date of Birth : 09/06/1993
Gender : Male
Marital Status : Single
Languages known : Tamil, English, Hindi

Declaration

I hereby declare that the above cited information is true to the best of my knowledge and belief. If given a chance, I shall prove my mettle.

Sd/-

Vijayaraj Joseph

Task : Write a CV for the post of a DTP operator at ABC Publishing House, and send it to P.O. Box No. 2345 or e-mail it to abcph@nomail.com

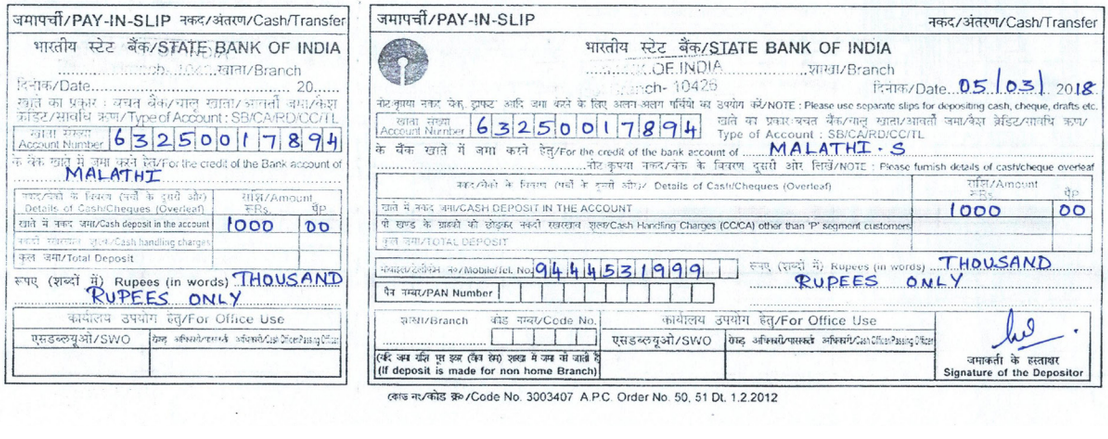
Filling-in Forms

On several occasions we are required to fill in forms for different purposes. We need to fill in forms for a job, an examination, passport, driving licence, etc. There are also forms to be filled in for sending a telegram, opening a bank account etc. Application forms should be filled in with great care, providing all the details asked for. Incomplete application forms may be rejected.

Steps to fill up forms

1. Take a photo copy of the application.
2. Use a pencil to fill up the application in the rough copy.
3. All the entries in the application should be filled in English/Regional language as required.
4. Use capital letters wherever necessary.
5. Give your full address with pincode.
6. Write neatly and legibly.
7. Don't overwrite or score out.
8. Give only the details required.
9. Don't forget to sign/ get attestations.
10. Mention the date of applying.
11. Double check before filling the original form and fair it up in ink.
12. Take a photo-copy of the filled in form and keep it safe for future reference.

Take a look at the filled-in challan below:


जमापर्ची/PAY-IN-SLIP नकद/अंतरण/Cash/Transfer

भारतीय स्टेट बैंक/STATE BANK OF INDIA

.....शाखा/Branch

दिनांक/Date..05/03/ 2018

खाते का प्रकार : बचत बैंक/चालू खाता/आवर्ती जमा/कैश क्रेडिट/सावधि ऋण/Type of Account : SB/CA/RD/CC/TL

खाता संख्या Account Number 6 3 2 5 0 0 1 7 8 9 4

के बैंक खाते में जमा करने हेतु/For the credit of the Bank account of MALATHI - S

नकद/चेकों के विवरण (पर्चे के दूसरी ओर) Details of Cash/Cheques (Overleaf)	रुपये/Rs.	पैसे
खाते में नकद जमा/Cash deposit in the account	1000	00
कुल जमा/Total Deposit		

रुपए (शब्दों में) Rupees (in words) THOUSAND RUPEES ONLY

कार्यालय उपयोग हेतु/For Office Use

एसडब्ल्यूओ/SWO	

जमापर्ची/PAY-IN-SLIP नकद/अंतरण/Cash/Transfer

भारतीय स्टेट बैंक/STATE BANK OF INDIA

.....OF INDIA.....शाखा/Branch

...ranch- 10425 दिनांक/Date..05/03/ 2018

नोट:कृपया नकद, चेक, ड्राफ्ट आदि जमा करने के लिए अलग-अलग पर्चियों का उपयोग करें/NOTE : Please use separate slips for depositing cash, cheque, drafts etc.

खाता संख्या Account Number 6 3 2 5 0 0 1 7 8 9 4 खाते का प्रकार:बचत बैंक/चालू खाता/आवर्ती जमा/कैश क्रेडिट/सावधि ऋण/Type of Account : SB/CA/RD/CC/TL

के बैंक खाते में जमा करने हेतु/For the credit of the bank account of MALATHI - S

.....नोट:कृपया नकद/चेक के विवरण दूसरी ओर लिखें/NOTE : Please furnish details of cash/cheque overleaf

नकद/चेकों के विवरण (पर्चे के दूसरी ओर) Details of Cash/Cheques (Overleaf)	रुपये/Rs.	पैसे
खाते में नकद जमा/CASH DEPOSIT IN THE ACCOUNT	1000	00
सी खण्ड के खातों को छोड़कर नकदी सहकलन शुल्क/Cash Handling Charges (CC/CA) other than 'P' segment customers		
कुल जमा/TOTAL DEPOSIT		

मोबाइल/टेलीफोन नं./Mobile/Tel. No. 9444531999 रुपए (शब्दों में) Rupees (in words) THOUSAND RUPEES ONLY

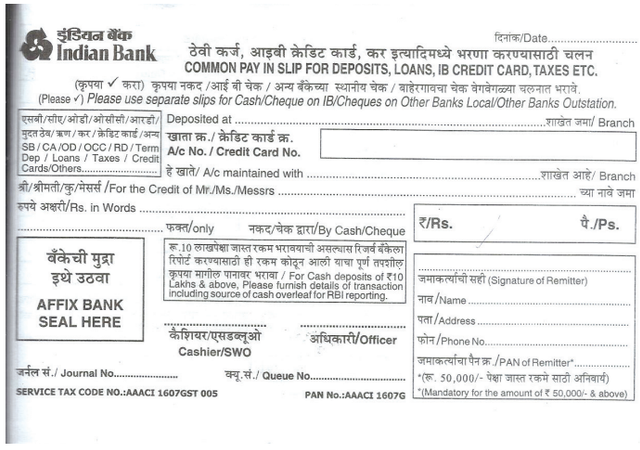
पैन नम्बर/PAN Number

शाखा/Branch कोड नम्बर/Code No.	कार्यालय उपयोग हेतु/For Office Use	
(यदि जमा यदि इस (किस) शाखा में जमा की जाती है (If deposit is made for non home Branch)	एसडब्ल्यूओ/SWO	जमाकर्ता के हस्ताक्षर Signature of the Depositor

कोड नं./कोड क्र./Code No. 3003407 A.P.C. Order No. 50, 51 Dt. 1.2.2012

06-A-Prose-The Accidental Tourist.indd 179 11-12-2021 15:09:06

Task 1: You come across an advertisement in the newspaper. A Publishing House in Chennai has brought out a paperback edition of the complete works of Khushwant Singh. You want to buy it. You are asked to send a Demand Draft for ₹ 1000/- Fill in the following challan for the DD in favour of 'X Publishing House, New Delhi', payable at Chennai. The surcharge for ₹ 1000/- is ₹ 25/-.



इंडियन बैंक
Indian Bank

दिनांक/Date.....

ठेवी कर्ज, आइबी क्रेडिट कार्ड, कर इत्यादिमध्ये भरणा करण्यासाठी चलन
COMMON PAY IN SLIP FOR DEPOSITS, LOANS, IB CREDIT CARD, TAXES ETC.

(कृपया ✓ करा) कृपया नकद /आई बी चेक / अन्य बँकेच्या स्थानीय चेक / बाहेरगावचा चेक वेगवेगळ्या चलनात भरावे.
(Please ✓) *Please use separate slips for Cash/Cheque on IB/Cheques on Other Banks Local/Other Banks Outstation.*

एसबी/सीए/ओडी/ओसीसी/आरडी/मुदत ठेव/ऋण/कर/क्रेडिट कार्ड/अन्य SB / CA /OD / OCC / RD / Term Dep / Loans / Taxes / Credit Cards/Others.....

Deposited at ..... शाखेत जमा/ Branch

खाता क्र./ क्रेडिट कार्ड क्र. A/c No. / Credit Card No.

हे खाते/ A/c maintained with ..... शाखेत आहे/ Branch

श्री/श्रीमती/कु/मेसर्स /For the Credit of Mr./Ms./Messrs ..... च्या नावे जमा

रुपये अक्षरी/Rs. in Words .....

..... फक्त/only नकद/चेक द्वारा/By Cash/Cheque

₹/Rs. पै./Ps.

वँकेची मुद्रा इथे उठवा
AFFIX BANK SEAL HERE

रू.10 लाखापेक्षा जास्त रकम भरावयाची असल्यास रिजर्व बँकेला रिपोर्ट करण्यासाठी ही रकम कोठून आली याचा पूर्ण तपशील कृपया मागील पानावर भरावा / For Cash deposits of ₹10 Lakhs & above, Please furnish details of transaction including source of cash overleaf for RBI reporting.

कॅशियर/एसडब्लूओ Cashier/SWO

अधिकारी/Officer

जमाकर्त्याची सही (Signature of Remitter)

नाव/Name.....

पत्ता/Address.....

फोन/Phone No.....

जमाकर्त्याचा पैन क्र./PAN of Remitter*.....

*(रू. 50,000/- पेक्षा जास्त रकमे साठी अनिवार्य)
*(Mandatory for the amount of ₹ 50,000/- & above)

जर्नल सं./ Journal No.....

क्यू.सं./ Queue No.....

SERVICE TAX CODE NO.:AAACI 1607GST 005

PAN No.:AAACI 1607G

Task 2: Fill in the following forms with imaginary details.

2(a).

RAILWAY CM257

RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner
Please tick ( ) in Box
(You could be of help in an emergency) Dr. ☐

Train No & Name _____ Date of journey _____

Class _____ No of Berth/Seat _____

Station from _____ To _____

Boarding at _____ Reservation upto _____

S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/TravelAuthority No.	Choice if any
1					Lower/Upper berth
2					
3					Veg./Non-veg. Meal for Rajdhani/ Shatabdi
4					
5					
6					

CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)

S.No.	Name in Block Letters	Sex	Age
1			
2			

ONWARD/RETURN JOURNEY DETAILS

Train No. & Name _____ Date _____

Class _____ Station from: _____ To _____

Name of applicant _____

Full Address _____

_____

Signature of the Applicant/Representative

Telephone No., _____ Date _____ Time _____

06-A-Prose-The Accidental Tourist.indd 180 11-12-2021 15:09:06

2(b).

Annexure-1

RAILWAY RECRUITMENT BOARD*_____ Control No. (For official use only)

APPLICATION FORM FOR CEN 01/2014 (ALP & Technicians Categories)

(All applications must be submitted in A4 size 80 GSM bond paper)

Paste (do not pin or staple) here your recent colour photograph of size 3.5 cm x 3.5 cm (The colour photograph should not be more than 3 months old) Not to be attested

1*. CATEGORY NUMBER - (I) Indicate your options below in order of preference in Numeric Form

Option	I	II	III	IV	V	VI	VII	VIII	IX	X
Cat. No.										

2*. Choice of Railway/Unit (wherever applicable) | 1st | 2nd | 3rd | 4th |

3. Indicate your AADHAAR Card No.

4*. NAME OF CANDIDATE Shri/Smt/Kum.

5*. FATHER'S NAME Shri

6*. COMMUNITY (Tick ✓) UR *SC *ST *OBC

7*. DATE OF BIRTH (DD/MM/YYYY)

* Certificate to be submitted in the format as prescribed in Annexure3 for SC/ST

8*. Are you Govt/PSU/Rly Employee Yes No

If yes, have you intimated your Employer Yes No

If Rly, Service Date from: DD MM YY To: DD MM YY

9*. Ex-Serviceman Yes No

Date of Attestation

Date of Discharge DD MM YY

10*. Person with Disability Yes No

If yes VH OH HH

Is scribe required (Refer para 10.06 of CEN) Yes No

11*. Are you seeking fee exemption (Yes / No) If yes, mention* the category No. (refer para - 3.01 for details)

12*.

DD/IPO/Original Post Office Receipt	Number & Date	Value

* In case of Original Post Office Receipt, Paste the slip in the reverse side of the Application Form

13*. Are you seeking Age Relaxation (Yes / No) If yes, mention* the category No. (refer para - 2.0 for details)

14*. Qualification (Mention only those qualifications which are prescribed for the posts applied for)

	Qualification	Year of passing	Subjects / Trade / Branch
Academic and / or **Technical**			

15*. ADDRESS (FOR CORRESPONDENCE) in CAPITAL letters only.

Name : _____

P.O._____ City :_____ Distt. : _____

State: _____ PIN CODE

16. NEAREST RAILWAY STATION (For SC/ST candidates only)

17*. Please copy the following declaration in the space provided below, in running handwriting (NOT in CAPITAL letters)

"All the details given by me in the Application Form are true and complete to the best of my knowledge. I understand that I may be issued with Call letter for the exam on the basis of above information and mere issue of Call letter will not confer on me any right to be eligible for the post. I also understand that in case any of my statements are found to be untrue at any stage of recruitment or thereafter, I shall be disqualified forthwith for the post applied for and I shall be liable for any other penal action under the extant rules"

18*. Left Thumb Impression of candidate in this box

Candidate's Signature (NOT in CAPITAL letters)
Date :

Note : * The column 1, 2, 4 to 15 & 17, 18 are mandatory.
Non filling up of these columns will render your application totally invalid.
* Incase still continuing, write NA (Not Applicable)

Mobile No.

06-A-Prose-The Accidental Tourist.indd 181 11-12-2021 15:09:07

2(c).

INDIA POST
Ministry of Communications & Information Technology

POST OFFICE SAVINGS BANK

ATM CARD/Internet/Mobile/SMS banking REQUEST FORM

Post Office_____ Date_____ SOL ID_____																				
Account Number										CIFID										

For Applicant(s)

1. ATM Card required for (please tick √ the empty box)

Self		All Joint Account Holders	

2. Name to be printed (embossed) on the Card (in Capital Letters)

		Date of Birth
1		
2		
3		

3. Please tick relevant requirement from below:

New Card (please tick one) 1. Insta Card ☐ (OR) 2. Personalized Card ☐
Internet Banking Request ☐ Mobile Banking Request ☐ SMS Banking ☐
PIN regeneration request:- Net Banking PIN ☐ Mobile banking ☐ ATM Card Pin ☐
Cancellation of ATM card {Please provide card number(s)} ----------

4. Internet Banking/Mobile banking and SMS alerts: (Please tick wherever applicable. Applicable only for the first time)

Internet Banking	Applicant (1)		Applicant (2)		Applicant(3)	
Mobile Banking						
SMS Alert						
Mother's maiden Name						

Declarations/Terms & Conditions

I/We declare that above information is correct. I/We authorize Department of Posts to debit/ recover the charges as applicable from time to time from my/our account for withdrawals using my ATM/Debit Card or Internet/Mobile/SMS Banking. I/We undertake to maintain sufficient funds excluding the minimum balance stipulated in my account. I/We will accept full responsibility for transactions done through my/our ATM/Debit Card or Internet/Mobile/SMS Banking and agree not to make claims against Department of Posts in respect thereto.

Signature/Thumb Impression:- 1st Applicant 2nd Applicant 3rd Applicant

For Office Use only

Certified that I have verified the documents submitted with this application form and confirm that KYC norms are fully complied with.

Following items issued:-

Insta ATM/Debit Card No. with PIN.....

Date of Issue.....

Application for Internet/Mobile/SMS Banking accepted.

Signature of Chief/Sr./Sub/ Postmaster

Date Stamp of Post Office

06-A-Prose-The Accidental Tourist.indd 182 11-12-2021 15:09:07

Unit 6

Poem

The Hollow Crown
(from Richard II)

William Shakespeare

Warm up



a. Work with a partner and take this short quiz to find out how well-informed you are about history.

- Name a few wars and battles you have read about.
- What is the difference between a war and a battle?
- Why do rulers wage wars and battles?
- Is the outcome of a war always fair?
- Do you think rulers understand the true meaning of life in defeat or in victory?
- Can you name a few kings and leaders who have fallen from glory to disgrace?

b. The historical background:

The poem is an extract from William Shakespeare's play **King Richard the Second**. The play is based on true events that occurred towards the end of the 14th century.

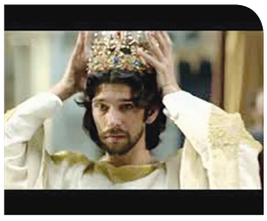
Richard II was crowned the King of England in the year 1367. He continued to be the British Monarch until 1399, when he was deposed by his cousin, Henry Bolingbroke, who crowned himself King Henry the Fourth in the same year. Shakespeare's play is a dramatic rendition of the last two years of the life of King Richard II. In this brief span of time, he was ousted from his royal position and sent to prison, where he died in captivity.

The following extract is set in the Coast of Wales. King Richard II and some of his followers awaited the arrival of the Welsh army [*after facing defeat at the hands of his cousin, Bolingbroke*], of about 10000 warriors. But to their shock and surprise, they received the message that the army was not coming to their rescue. His followers tried to boost their King's courage against the news, only in vain. When Richard II came face to face with the reality of his terrible fate, he spoke the following verse, famously known as the "Hollow Crown" speech in theatrical circles. In it, King Richard II is reminded of the power of Death that overshadows everything else, including the power of rulers, and renders them as powerless as any commoner at a moment's notice.

06-B-Poem-The Hollow Crown.indd 183 11-12-2021 15:09:38

First, listen to a reading of the complete poem. Then, read silently and try to answer the questions briefly, based on your understanding. You may refer to the glossary given at the end of the monologue to help you.





Let's talk of graves, of worms, and **epitaphs**,
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth.
Let's choose **executors** and talk of wills.
And yet not so – for what can we **bequeath**
Save our **deposed** bodies to the ground?
Our lands, our lives, and all, are Bolingbroke's,
And nothing can we call our own but death;
And that small model of the barren earth
Which serves as paste and cover to our bones.
For God's sake let us sit upon the ground
And tell sad stories of the death of kings:
How some have been depos'd, some **slain** in war,
Some haunted by the ghosts they have deposed**,**
Some poisoned by their wives, some sleeping kill'd,
All murdered – for within the hollow crown
That rounds the mortal temples of a king
Keeps Death his court, and there the **antic** sits,
Scoffing his state and **grinning** at his pomp,
Allowing him a breath, a little scene,
To **monarchize,** be fear'd, and kill with looks;
Infusing him with self and vain conceit,
As if this flesh which walls about our life
Were brass **impregnable**; and, humour'd thus,
Comes at the last, and with a little pin
Bores through his castle wall, and farewell king!
Cover your heads, and mock not flesh and blood
With solemn reverence; throw away respect,
Tradition, form, and **ceremonious** duty;
For you have but mistook me all this while.
I live with bread like you, feel want,
Taste grief, need friends – subjected thus,
How can you say to me, I am a king?

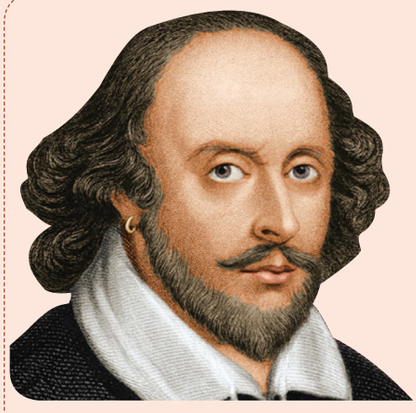
- ⇨ Pick out the phrase that suggests that King Richard was sorrowful.
- ⇨ Why does the king suggest that it is now time for his will to be executed?
- ⇨ What is the only thing we bequeath to our descendants?
- ⇨ What are the vanquished men left with?
- ⇨ What does the 'small model' refer to here?
- ⇨ What does a monarch's crown symbolize?
- ⇨ What mocks the ruler's power and pomp?





06-B-Poem-The Hollow Crown.indd 184 11-12-2021 15:09:39

About the Author



William Shakespeare (1564 – 1616), an English poet and playwright is widely regarded as the greatest writer in English language and the world's pre-eminent dramatist. He was born and brought up in Stratford-upon-Avon, Warwickshire. He wrote about 37 plays, 154 sonnets, two long narrative poems, and a few other verses. He was often called England's National Poet and nicknamed the Bard of Avon. The first publishing of Shakespeare's works is the '*The First Folio*'. Playwright Ben Jonson wrote a preface to this book including the quote '(Shakespeare) is not of an age, but for all time.' His plays have been translated into every major living language and are constantly studied and performed throughout the world.

Glossary

epitaphs – short pieces of writing inscribed on tombstones in memory of the dead

executors – persons who put someone's terms of will into effect

bequeath – pass on something to the next generation by means of a will

deposed – removed from office or power

slain – killed

antic – someone who draws attention through silly or funny acts (here a court jester)

scoffing – expressing mockery

grinning – smiling wildly

monarchize – rule, carry out the duties and functions of a ruler

impregnable – impossible to pass through

ceremonious – being very formal

Explanation:

Lines 1-3 :

When King Richard abdicates his throne and surrenders the political control of England to the rebellious Henry Bolingbroke, he desperately realises the mortality of kings. 'Dust' is compared to paper and 'Rainy eyes' to writing instruments.

Line 9 :

'small model of the barren earth' - the body's flesh stands for all perishable things - here a "model" of the "barren earth

Line 16:

hollow crown - the crown is empty in the middle and this connotes that power is not solid or strong or permanent

Line 18 :

'there the antic sits... farewell king' - here Death is portrayed as a court jester who grants the mortal kings, the temporary licence to 'monarchise'.

06-B-Poem-The Hollow Crown.indd 185 11-12-2021 15:09:39

A. Fill in the blanks using the words given in the box to complete the summary of the poem:

King Richard the Second, had surrendered to his (a)_____ cousin, Bolingbroke. He experienced deep distress at the horror of his circumstances. In that desperate situation, he speaks of (b)_____, (c)_____, (d)_____ and other things connected with death. He spoke of how people leave nothing behind and can call nothing their own, except for the small patch of (e)_____, where they will be buried. King Richard yielded to dejection and talked of all the different ways in which defeated kings suffer how some had been deposed, (f)_____ in war, (g)_____ by their wives and so forth. He attributed this loss of lives to (h)_____, whom he personified as the jester who watches over the shoulder of every ruler, who mocks kings by allowing them to think their human flesh, was like (i)_____ brass. However, Death penetrates through the castle walls, silently and unnoticed like a sharp (j)_____, thus bidding (k)_____ to him and all his pride forever. Finally, Richard appealed to his soldiers not to mock his mere flesh and blood by showing (l) _____ and respect to him. He added that he too needed bread to live, felt want, tasted (m)_____ and needed (n)_____. He concluded thus, urging his men not to call him a (o)_____ as he was only human, just like the rest of them.

barren-earth	**friends**	**graves**	**slain**
rebellious	**poisoned**	**worms**	**grief**
impregnable	**epitaphs**	**death**	**farewell**
reverence	**king**	**pin**	

B. The words used by Shakespeare find a place in present day conversations also. Here are a few examples of how these poetic, standardized English words could be used by common people in their regular speech.

a. Fill in the blanks with appropriate words from the box and complete the statements suitably:

bequeath	**antics**	**monarchise**
impregnable	**hollow**	

1. Shravan never keeps his promises. His friends know that his words are _____.
2. The spectators died laughing at the _____ of the clown.
3. The business woman wished to _____ all her riches to an orphanage, after her death.
4. The fortress was _____ and could not be conquered by the enemies.
5. Alexander the Great, wished to conquer many lands and _____ the entire world.

DO YOU KNOW?

Shakespeare wrote about 37 plays, which are broadly categorized under three heads, namely tragedies, comedies and histories.

The historic play '*Richard II*' is the only play written entirely in verse.

06-B-Poem-The Hollow Crown.indd 186 11-12-2021 15:09:39

b. Complete the passage given below, with suitable words from the box:

Lima, a (a)_____ and (b)_____ woman, kept (c)_____ at her colleagues and went on taxing them with hard labour. Though they were (d) _____to her, she being their head, they were offended and filled with (e)_____. It so happened, that Lima was (f)_____ from her high position due to a serious blunder she had committed. Lima, having lost all her (g)_____ and glory, realized how arrogant she had been. She gave up her pride and with (h)_____ sought an apology from everyone. She thus turned over a new leaf and bid (i)_____ to them.

farewell	ceremonious	deposed
reverence	vain	pomp
conceited	sorrow	scoffing

C. From your understanding of the poem, answer the following questions briefly in a sentence or two:

1. What do the three words, 'graves, worms and epitaphs', refer to?
2. What does the executor mentioned in the poem do?
3. Who is Bolingbroke? Is he a friend or foe?
4. Are all deposed kings slain by the deposer?
5. What does the crown of rulers stand for?
6. What hides within the crown and laughs at the king's grandeur?
7. What does 'flesh' mean here?
8. What are the various functions and objects given up by a defeated king?
9. How does the king establish that he and his subjects are equal in the end?
10. Bring out King Richard's feelings when he was defeated.

D. Explain the following lines with reference to the context in about 5 to 8 lines:

i. "Our lands, our lives, and all, are
Bolingbroke's,
And nothing can we call our own but
death;"

ii. "All murdered – for within the hollow
crown
That rounds the mortal temples of
a king
Keeps Death his court, …"

iii. "Comes at the last, and with a little pin
Bores through his castle wall, and
farewell king!"

iv. "How can you say to me, I am a king?"

E. Speaking Activity

Working with your partner, discuss the following adages and share your views with the class. You may need to give your ideas and justify your point of view. Remember to take turns while making your presentation/short speech.

a. War begets war

b. Uneasy lies the head that wears a crown

F. Poetic Devices

Personification

When human traits are given to non-human or inanimate objects

06-B-Poem-The Hollow Crown.indd 187 11-12-2021 15:09:39

Interrogation

When a question is asked not for the sake of getting an answer, but to express a point more emphatically

Metaphor

When two unlike objects or things having some common qualities are compared

Rhetorical Question

When a question is formed to make a point rather than to elicit an answer

Internal Rhyme

When rhyming words are used within a single line

a. 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:

i. "Let's talk of graves, of worms, and epitaphs;
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth".

ii. "And yet not so – for what can we bequeath
Save our deposed bodies to the ground?"

iii. "Keeps Death his
court, and there the antic sits,…"

iv. "How can you say to me, I am a king?"

v. "Scoffing his state and grinning at his pomp,…"

vi. "Bores through his castle wall, and farewell king!"

b. Pick out the alliteration from the following lines:

i. "Our lands, our lives, and all, are Bolingbroke's,…"

ii. "And tell sad stories of the death of kings:"

iii. "Comes at the last, and with a little pin…"

G. Based on your reading of King Richard's speech, 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.

1. What are the causes for King Richard's grief?
2. How are eternal truths and wisdom brought to the reader here?
3. Death has been cited in many ways in this monologue. Identify the poetic devices used in those references.
4. Who does the future generations remember easily - the victor or the vanquished? Give reasons. Also, cite relevant references from King Richard's speech.

DO YOU KNOW?

The full name of Shakespeare is William Arden Shakespeare, where 'Arden is his mother's family name. This makes Shakespeare one of the few celebrities that took their mother's name.

Quotable Quote

Never be weak, you must be strong: you have infinite strength within you. Strength is life; Weakness is death.
- Swami Vivekananda

06-B-Poem-The Hollow Crown.indd 188 11-12-2021 15:09:39

H. Parallel Poem

John Magee holds a special place in the hearts of pilots the world over. An American, he joined the Canadian Air Force before the U.S. entered World War II and was killed in flight over Lincolnshire, England. He was 19 years old. He wrote the most famous air force war poem ever written, High Flight. He wrote the poem in the cockpit while flying at 30,000 feet and mailed it to his parents upon landing.

High Flight

John Gillespie Magee, Jr.

Oh, I have slipped the surly bonds of Earth
And danced the skies on laughter-silvered wings;
Sunward I've climbed, and joined the tumbling mirth
Of sun-split clouds – and done a hundred things
You have not dreamed of – wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along, and flung
My eager craft through footless halls of air...



Up, up the long, delirious burning blue
I've topped the windswept heights with easy grace
Where never lark, or even eagle - flew.
And, while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand, and touched the face of God.

(Also read the poem Ozymandias by P.B.Shelley.)

06-B-Poem-The Hollow Crown.indd 189 11-12-2021 15:09:40

Unit 6

Supplementary

The Never - Never Nest

(Play)

Cedric Mount

Warm up

A. What are the essentials one needs to lead a comfortable life? Fill in the empty bubbles with some of them.



HIN07

B. List six gadgets that you want to purchase. Write them according to your priorities and state the reasons.

S.No.	Gadgets	Reasons
1		
2		
3		
4		
5		
6		

C. Answer the following questions.

a. Do you think you can afford to buy all of these at once?

b. We may not have money to buy all our wants at the same time. In such a situation, what are the options available?

c. Expand EMI - _____

06-C-SR-THE NEVER - NEVER NEST.indd 190 11-12-2021 15:10:31

Now, read, enact and enjoy the play based on the theme of purchases on instalments. Let's know how the plot unfolds.

Characters
Jack
Jill, Jack's wife
Aunt Jane
Nurse

Scene:

The **lounge** of JACK and JILL'S Villa at New Hampstead. The essential furniture consists of a table on which are writing materials, and two chairs. As the curtain rises the lounge is empty, but JACK and JILL come immediately, followed by AUNT JANE.

Jill: And this is the lounge.

Aunt Jane:

Charming! Charming! Such a **cosy** little room! And such pretty furniture.

Jack (modestly):

We like it, you know, handy place to sit in and listen to the radiogram.

Aunt Jane:

Oh, have you got a radiogram as well as a car and a piano?

Jack:

Why, of course, Aunt Jane. You simply must have a radio set nowadays.

Jill:

And it's so nice for me when Jack's away at business. I even make him move it into the kitchen, so that I can listen to it while I cook.

Jack :

Sit down, Aunt Jane, you must be tired—and we've shown you everything now.

Jill:

What do you think of our little nest, Aunt Jane?

Aunt Jane:

I think it's wonderful, my dears. The furniture—and the car— and the piano—and the refrigerator and the radio-what's it— it's wonderful, really wonderful!

Jack: And we owe it all to you.

Aunt Jane:

Yes, Jack, that's what's worrying me.

Jack: Worrying you, Aunt Jane?

Aunt Jane:

Yes. That cheque I gave you for your wedding present—it was only two hundred pounds, wasn't it? I— didn't put two thousand by mistake?

Jill:

Why no, Aunt Jane. What on earth made you think that?

Aunt Jane:

Well, that's all right. But I still don't altogether understand. This house(relieved) —it's very lovely—but doesn't it cost a great deal for rent?

Jack: Rent? Oh, no, we don't pay rent.

Aunt Jane:

But, Jack, if you don't pay rent, you'll get turned out—into the street. And that would never do. You've Jill and the baby to think of now, you know.

06-C-SR-THE NEVER - NEVER NEST.indd 191 11-12-2021 15:10:31

Jack:

No, no, Aunt Jane. You misunderstood me. We don't pay rent because the house is ours.

Aunt Jane: YOURS?

Jill:

Why, yes; you just pay ten pounds and it's yours.

Jack:

You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for ten pounds—and a few quarterly payments, of course. Why be Mr .Tenant when you can be Mr. Owner?

Aunt Jane:

I see. Yes, there's something in that. Even so, you must be getting on very well to keep up a place like this.

Jill:

Oh, he is, Aunt Jane. Why, only last year he had a five shilling rise—didn't you, Jack?

Jack (modestly):

Of course that was nothing, really. I'm expecting ten this Christmas.

Aunt Jane (suddenly):

Jack! I've just thought of something. That car—is it yours?

Jill : Of course it's ours.

Aunt Jane : All yours?

Jack : Well, no. Not exactly all.

Aunt Jane : How much of it?

Jill:

Oh, I should say the steering wheel—and one of the tyres -- and about two of the cylinders. But don't you see, that's the wonderful thing about it.

Aunt Jane:

I don't see anything wonderful about it.

Jill:

But there is, Aunt Jane. You see, although we could never buy a car outright, we can enjoy all the pleasures of motoring for a mere five pounds down.

Aunt Jane:

And the rest by easy **instalments**, I suppose.

Jill: Exactly.

Aunt Jane:

Exactly. And what about the radio-what's it?

Jack : Well, that's the—

Aunt Jane : And the piano?

Jill : Well, of course—

Aunt Jane : And the furniture?

Jack : I—I'm afraid so—

Jill:

Well, no, as a matter of fact, it's that one. (She points to another.)

Aunt Jane:

And the rest belongs to Mr. Sage, I suppose?

Jill: Er—Yes.

06-C-SR-THE NEVER - NEVER NEST.indd 192 11-12-2021 15:10:32

Aunt Jane:

Well. I'm not going to sit on Mr. Sage's part for anyone. (She stands up.) Now, tell me, how much do all these instalments come to?

Jack:

Well, actually—(He takes out his pocket-book and consults it) actually to seven pounds eight and eight pence a week.

Aunt Jane:

Good heavens! And how much do you earn?

Jack:

As a matter of fact—er—that is—six pounds.

Aunt Jane:

But that's **absurd**! How can you pay seven pounds eight and eight pence out of six pounds?

Jack:

Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill:

They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane:

And how do you **propose** to pay that back?

Jack:

Oh, that's easy, too. You just pay it back in instalments.

Aunt Jane:

Instalments! (She claps her hand to her forehead and sinks back weakly into the chair. Then **realises** that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)

Jack:

Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane:

Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr. Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane:

What! Travel in a car that has only one tyre and two **thingummies**! No thank you—I'll take the bus.

Jack:

Well, of course, if you feel like that about it....

Aunt Jane:

Now, I'm sorry if I sounded rude, but really I'm shocked to find the way (relenting a little) you're living. I've never owed a penny in my life—cash down, that's my **motto** and I want you to do the same. (She opens her handbag.) Now look, here's a little cheque I was meaning to give you, anyway. (She hands it to Jill.) Suppose you take it and pay off just one of your bills—so that you can say one thing at least really belongs to you.

06-C-SR-THE NEVER - NEVER NEST.indd 193 11-12-2021 15:10:32

Jill:

Er—thank you. Aunt Jane. It's very nice of you. (awkwardly)

Aunt Jane:

There! Now I must be going. (patting her arm)

Jack: I'll see you to the bus, anyway.

Jill:

Good-bye, Aunt Jane—and thanks so much for the present.

Aunt Jane:

Good-bye, my dear. (She and Jack go out. Jill looks at the cheque and (kissing her) exclaims 'Ten pounds!' Then she hurries to the table, addresses an envelope, **endorses** the cheque and slips it inside with a bill which she takes from the bag and seals the envelope. Then she rings the bell. In a moment the NURSE comes in with the baby in her arms.)

Jill:

Oh, nurse. I want you to run and post this for me. I'll look after baby while you're gone.

Nurse:

Certainly, madam. (She hands the baby to Jill, takes the letter, and goes.)

Jack:

Well, she's gone! What a **tartar**! Still, she did leave us a bit on account—how much was it?

Jill: Ten pounds.

Jack: Phew! That's great! We can pay off the next two months on the car with (with a whistle) that.

Jill: I—I'm afraid we can't—

Jack: Why ever not?

Jill:

You see, I—I've already sent it off for something else. Nurse has just gone to post it.

Jack:

Well that's all right. Who have you sent it to?

Jill: Dr. Martin.

Jack:

Dr Martin! What on earth **possessed** you to do that?

Jill (nearly in tears):

There! Now you're going to be angry with me.

Jack:

I'm not angry! But why waste good money on the doctor? Doctors don't expect to get paid anyway.

Jill (sobbing a little):

Bu—but you don't understand —

Jack: Understand what?

Jill:

Why; just one more installment and BABY'S REALLY OURS!

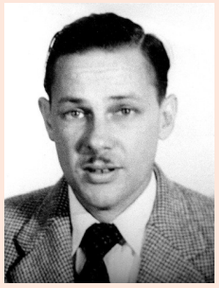
(She is holding out the infant, a little pathetically, as we black out.)

Cedric Mount

06-C-SR-THE NEVER - NEVER NEST.indd 194 11-12-2021 15:10:32

About the Author

Cedric Mount is a considerable distinguished playwright of his age. He wrote some thoughtful plays, which include *Twentieth Century Lullaby*, *To cut a Long Story Short* and *Nature Abhors a Vacuum*. His one act plays are easy to perform, satirical, witty and insightful. These one act plays expose the shams of contemporary society besides delicately admonishing the guilty.



Glossary:

lounge – a place in a home or public building for leisure activities, living room

cosy – comfortable

instalment – one of the parts into which a debt is divided when payment is made at intervals

absurd – ridiculously unreasonable and meaningless

propose – intend to do something

realise – to understand or become aware of

thingummies – small articles the names of which are not remembered

motto – a short sentence or phrase that expresses a rule guiding the behaviour of a particular person or group

endorse – to make over to another

tartar – a person of irritable temper

possessed – completely controlled by an evil spirit

A. Reading Comprehension Questions:

1. What did Aunt Jane like about Jack's 'little nest'?
2. Aunt Jane seemed to think that there was a mistake in the wedding present she had given Jack. Why?
3. What would make Jack the owner instead of being the tenant?
4. What sounded absurd to Aunt Jane?
5. How did Jack manage to pay seven pounds eighty and eighty pence out of six pounds?
6. What advice did Aunt Jane offer the couple?
7. For what purpose did Aunt Jane wish to use the cheque given by Aunt Jane?
8. 'Just one more instalment and BABY'S REALLY OURS!' This tells us that the couple _____.

B. Answer the following questions in about a paragraph of 100 – 150 words each:

1. Why is there a double negative in the title: The Never – Never Nest? Elucidate with reasons from the play.

06-C-SR-THE NEVER - NEVER NEST.indd 195 11-12-2021 15:10:32

2. Bring out the humorous elements in the play.

3. How does the play 'The Never – Never Nest' expose the harsh reality of modern living?

4. Jill said that they owned the steering wheel of a car, one of the tyres, two of the cylinders and leg of the sofa. What does this convey?

C. Listening Activity

Listen to the passage read out aloud by the teacher or played on a recorder and answer the questions that follow.

Questions:

i. The speaker says that our income is sufficient to meet our needs. Is it true or false?

ii. EMI is the only _____ for people who buy very expensive things.

a) consolation b) setback
c) option d) debt

iii. One is able to buy costly things with _____ power offered by EMI.

a) physical b) withstanding
c) honorary d) monetary

iv. If people fail to pay EMIs, they may be subjected to _____.

a) expulsion b) high pressure
c) legal action c) dejection

v. People should learn to spend _____ their means.

a) within b) beyond
c) above d) beneath

D. Speaking Activity

Based on your understanding of the play 'The Never – Never Nest', organise a classroom debate on the topic: **'Is Equated Monthly Instalment Scheme** - a boon or bane to middle-class families?'

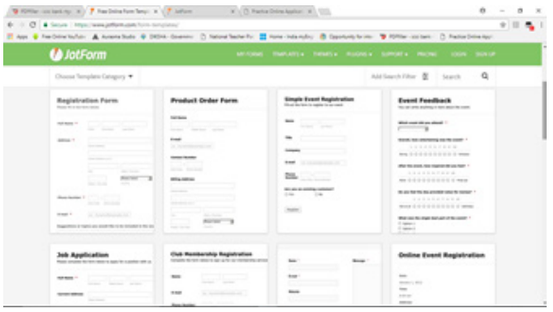
E. Writing Task

Aunt Jane was shocked to see the life of Jack and Jill during her visit to their place. Put yourself in the place of Aunt Jane and write a letter to the couple advising them not to spend beyond their means. Make more suggestions to enable them lead a debt-free life.

06-C-SR-THE NEVER - NEVER NEST.indd 196 11-12-2021 15:10:32

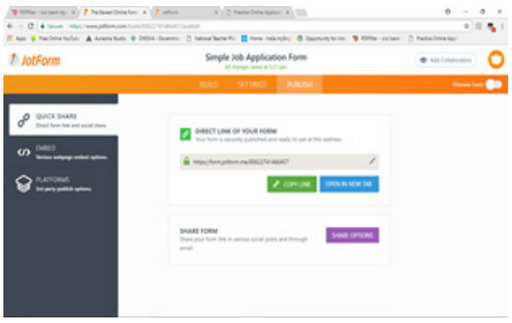
FORM FILLING

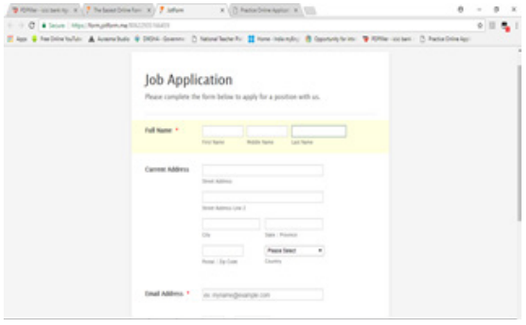
This activity will enable the students to know how to fill the forms online.



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. You can see many Form templates such as Registration form, Job application form, online booking form, CV submission form, Club enrollment form etc.
3. Click 'USE TEMPLATE' of the form. Then Click 'PUBLISH' button and then click 'OPEN IN NEW TAB' to view the form which is to be filled.
4. You can fill the form online now.
5. Explore the various Form templates and try to fill them online.





WEBSITE LINK

Click the following link or scan the QR code to access the website.
https://www.jotform.com/form-templates/

ADDITIONAL WEBSITE LINK

http://www.experienceworks.org/site/PageServer?pagename=Practice_Online_application

06-C-SR-THE NEVER - NEVER NEST.indd 197 11-12-2021 15:10:32

Listening Activity

Unit - 1 (Prose)



The hand that rocks the cradle rules the world. It is the mother who rocks the cradle. It is she who exercises her influence over the mind of her children. She moulds the character of her children with her noble qualities. Napoleon said, "Give me good mothers, I will give you a good nation." Mothers play an important role in building nations. The love of our mother is usually the first and deepest love that we experience in life. For many people their mother's love becomes the pattern of love in later life.

A mother's love is unconditional. No matter what you do, you know that your mother will always love you. The phrase 'mother's love' refers to the love traditionally shown by a biological mother to her child. But indeed any love that is deeply caring and unconditional can be described as a motherly love. Adoptive mothers show this type of love to the children they adopt. It is important in life to be cherished and loved for who you are and to be supported in all you do. Love is the most important thing in the world. Why not exhibit love to creatures and all those around you?

Unit - 1 (Poem)

Father by Edgar Albert Guest

My father knows the proper way
The nation should be run;
He tells us children every day
Just what should now be done.
He knows the way to fix the trusts,
He has a simple plan;
But if the furnace needs repairs,
We have to hire a man.

My father, in a day or two
Could land big thieves in jail;
There's nothing that he cannot do,
He knows no word like "fail."
"Our confidence" he would restore,
Of that there is no doubt;
But if there is a chair to mend,
We have to send it out.

In conversation father can
Do many wondrous things;
He's built upon a wiser plan
Than presidents or kings.
He knows the ins and outs of each
And every deep transaction;
We look to him for theories,
But look to ma for action.

Unit -2 (Prose)

49th over, first ball, Kulasekara to Yuvraj, 1 run, yorker outside off, dug out to point, Yuvraj and Dhoni scamper through for a single. Perfect time for Dhoni to hit the winning runs. He deserves the victory. Second ball, Kulasekara to Dhoni, SIX!! India are World Champions! A nation of a billion will sleep well tonight. What a shot to end the game! Yuvraj can't control his emotions. He is in tears. Sachin runs in from the dressing room and is mobbed. What marvellous scenes in Mumbai! Dhoni got under the length ball and absolutely

06-D-SR-Listening Activity.indd 198 11-12-2021 15:11:03

hammered that out of sight and out of the park. The White Kookaburra soared over the fence. Bhajji too is in tears. 28 years in waiting and the helicopter shot has brought an end to the game.

The players Dhoni and Yuvraj, who were popularly called 'The Finishers' against Pakistan and Sri Lanka a few years ago, took the game closer and a thrilling finish was on the cards. They needed 30 off 30 deliveries when the batting power play became mandatory. Could they do it? They were up against a lethal bowler in Malinga. Just three runs of the Malinga over meant the Indians needed 27 off the next four overs. There were nerves all around, but the two batsmen in the middle looked to be in a different world altogether. Pressure was just a distant relative and they kept their cool to help India romp home with 10 deliveries to spare.

Unit -2 (Poem)

Tejaswini Sawant is an Indian shooter from the Maharashtrian city of Kolhapur. Her father Ravinder Sawant was an officer in the Indian Navy. Tejaswini represented India in 2004 at the 9th South Asian Sports Federation Games. She, in the 2006 Commonwealth Games, won one gold medal in Women's 10m Air Rifle Singles and Women's 10m Air Rifle pairs. In 2009, in the 50m Rifle 3 positions, she won a bronze and in 2010 she became a world champion in 50m Rifle Prone game held in Germany. In the 2010 Commonwealth Games, she won one bronze and two silver medals in the Women's 50m Rifle Prone Pairs, the Women's 50m Rifle Prone Singles and the Women's 50m Rifle 3 positions, respectively. Tejaswini was the first Indian shooter to win a Gold medal at the World Championship in the 50m Rifle Prone Game.

Unit -3 (Prose)

Thomas Alva Edison stepped from a train in Orange, New Jersey and walked down the platform. The station master knew how forgetful the famous inventor was. Therefore, he would always ask him a customary question. He asked Edison if he had left anything behind. Edison confidently replied that he had not left anything and everything was safe with him. Then, he began taking a count of his suitcases. As he was doing so, he happened to look up at the train. With a start, he dropped his bags and raced back to the car in which he had been travelling. What prompted that burst of activity was the face of his bride, whom he had just married, and was returning from a honeymoon trip, staring from a window.

Albert Einstein was working at the Princeton University. One day when he was going back home he forgot his home address. The driver of the cab did not recognize him. Einstein asked the driver if he knew Einstein's home. The driver exclaimed that there could be no one who did not know Einstein's address. He added that everyone in Princeton knew where Einstein lived and asked him if he wanted to meet Einstein. Einstein with a sheepish grin replied that he was Einstein and he had forgotten his residential address. He requested the cabbie if he could take him there. The astonished driver drove him to his house. The cabbie considered driving Einstein a great honour and refused to charge him for the service.

06-D-SR-Listening Activity.indd 199 11-12-2021 15:11:03

Unit -3 (Poem)

"To Autumn" by William Blake (1783)

O Autumn, laden with fruit, and stain'd
With the blood of the grape, pass not, but sit
Beneath my shady roof; there thou may'st rest,
And tune thy jolly voice to my fresh pipe,
And all the daughters of the year shall dance!
Sing now the lusty song of fruits and flowers.

"The narrow bud opens her beauties to
The sun, and love runs in her thrilling veins;
Blossoms hang round the brows of Morning, and
Flourish down the bright cheek of modest Eve,
Till clust'ring Summer breaks forth into singing,
And feather'd clouds strew flowers round her head.

The spirits of the air live in the smells
Of fruit; and joy, with pinions light, roves round
The gardens, or sits singing in the trees."
Thus sang the jolly Autumn as he sat,
Then rose, girded himself, and o'er the bleak
Hills fled from our sight; but left his golden load.

Unit -3 (Supplementary)

Humour and laughter are used in a variety of therapeutic situations. Therapeutic humour has the power to motivate and lessen stress and pain. Laughter improves one's sense of well being. The benefits of a good "belly laugh" are being discovered by empirical research. You can feel relaxed and good after watching a funny movie, a comic television program, or a humorous event. It seems generally accepted that our bodies respond in a positive way to a hearty laugh. It is reported that laughter, like exercise, can reduce stress, improve tolerance to pain, and alter bodily functions such as blood-pressure, heart rate, muscle activity, and stomach acidity. In business, managers are learning the advantages of using humour in their speech. Happier and healthier employees work better. Humour improves employee creativity, so employees are sometimes trained how to introduce humour into their personal/professional life. A number of hospitals and related institutions have created humour rooms. The humour room is stocked with books, comics, funny posters, audiotapes, and videos. Humour is a therapeutic tool that demands energy for its creation, yet its rich rewards include a closer therapeutic bond through shared laughter. The best humour comes from what is going on "at the moment." Therefore one can plan to use humour, yet rely on spontaneous opportunities to employ it. Humour is something positive that should bring mutually shared enjoyment and pleasure. Above all, humour is called a way of living-not a part of living.

06-D-SR-Listening Activity.indd 200 11-12-2021 15:11:03

Unit -4 (Prose)

The Department of School Education has organized a one-day seminar on 'Career Guidance and Counselling' for the students appearing for the Public Examinations. The programme is scheduled at 3 p.m. today, at Dr. A P J Abdul Kalam Auditorium, in our School campus. You are to assemble at the venue at 2. 45 p.m. sharp, with a notebook and a pen. The main purpose of the programme is to create awareness among students on the numerous career options available and the various institutions that offer relevant courses. Another objective is to boost their self-confidence and prepare the students to face the challenges they encounter from time to time with courage. You are expected to be attentive throughout the programme, actively participate in discussions and get all your doubts clarified without any hesitation. The next session will be conducted in the first week of February. Those who are interested in attending the second session can register their names with the School Pupil Leader within two days.

Unit -4 (Poem)

I

A wonderful bird is the Pelican.
His beak can hold more than his belly can.
He can hold in his beak
Enough food for a week!
But I'll be darned if I know how the Peli-can?

II

There once was a bear at the zoo
Who always had something to do
When it bored him, you know,
to go to and fro,
he reversed it and went fro and to.

III

There once was a cute little bunny,
Who I thought was sweet and funny.
He ate all the carrots,
And looked at the parrots,
And that was my cute little bunny.

Unit -5 (prose)

Born in Tirunelveli, a small city of Tamil Nadu, in a middle class family, Vishalini is no different from other children of her age, who love watching cartoons, riding bicycles and playing games; however, her IQ and intelligence is not of an average 11-year-old girl. She is a child prodigy blessed with exceptional computer and analytical skills. According to reports, her IQ stands at 225, which is considerably higher than the previous Guinness World Record holder, Kim Ung-Yong, whose IQ is approximately 210. Vishalini's wonderful accomplishments include securing the Microsoft Certified Professional and Cisco Certified Network Associate titles. Vishalini holds the unique pride of addressing various International conferences as a Chief Guest and Keynote Speaker in the presence of delegates from various countries, when she was an 11 year old child. At the Google India Summit held in New Delhi, the international delegates from about 75 countries were astonished and astounded at Vishalini's keynote address on 'Cloud Computing in Google Apps for Education'. There she was also honoured as "The Youngest Google Speaker". She is the recipient of five International awards. Vishalini, the pride of Tamilnadu, is undoubtedly a wonder girl.

06-D-SR-Listening Activity.indd 201 11-12-2021 15:11:04

Unit -6 (prose)

Bala:
Hello, Mahesh, where did you spend your holidays?

Mahesh:
Well Bala, I had been to a place of ethereal beauty, Kerala.

Bala:
Did you spend all the three days in Kerala?

Mahesh:
Yes Bala. I visited Trivandrum, Quilon and Cochin.

Bala:
What are the important tourist spots you visited there?

Mahesh:
I shall just mention a few – The Art Museum called Chitralayam at Trivandrum, the King's Palace and the Kovalam Beach.

Bala:
What did you see in Quilon?

Mahesh:
The lovely scenery at Varkala - the oldest port of Quilon, and the Periyar Lake Wild Life Sanctuary.

Bala:
Tell me something about Cochin.

Mahesh:
Cochin has earned the title 'Venice of the East'. It is famous for coir and there are many historical monuments there.

Bala:
Oh, I see! I think you should take me to these spots next time you visit Kerala.

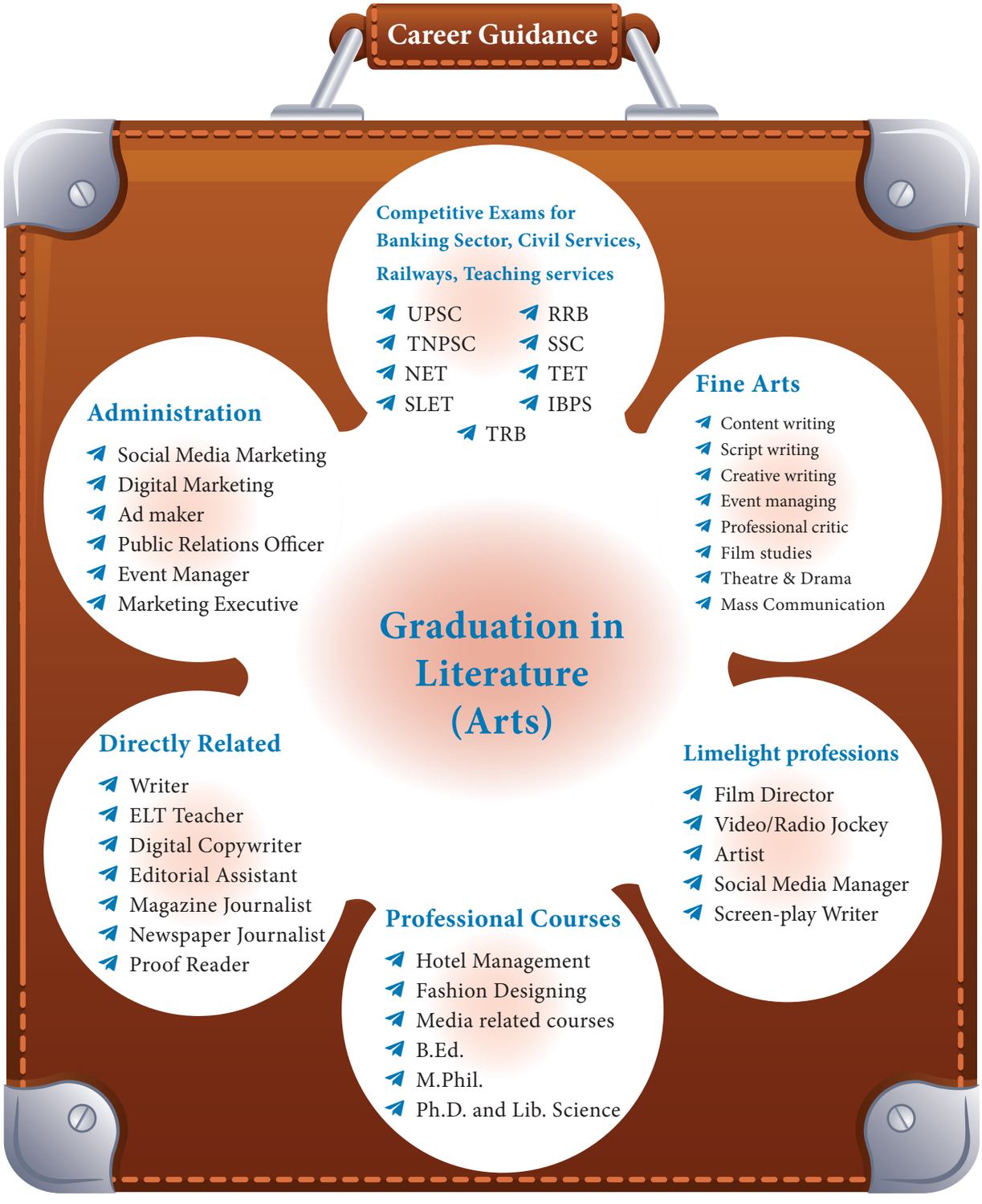
Mahesh:
Of course! We shall explore its beauties and learn more about our motherland.

Unit -6 (Supplementary)

Listen to the views of a leading economist R. Azhagarasan about EMI in an interview.

"We live in a world where everyone likes to lead a comfortable and luxurious life, though our salaries are not enough to meet our needs. In such situations, the EMI seems to be the only option. It helps people pay for the expensive things, they have purchased, in parts as instalments. It gives monetary power to buy expensive things, beyond the capacity of a common man. Without EMIs, many people will never be able to buy such luxury articles. The scheme proves beneficial for people in purchasing a house and other essential appliances and accessories. It also has some negative and unavoidable results. If people are not able to pay their EMIs on time, they have to keep on paying the loan amount for years together with interest. They may face serious problems such as penalty for default, repossession of the purchased items and might even be subjected to legal punishment. Sometimes, people tend to buy things that are not at all necessary. This may lead them into never-ending debts. Hence, people should learn to spend within their means."

06-D-SR-Listening Activity.indd 202 11-12-2021 15:11:04



06-E-SR-Career Guidance.indd 203 11-12-2021 15:11:48

Further Reading

List of books to improve English

1. Oxford Learner's Pocket Verbs and Tenses - John Hird – Oxford University Press – 2013
2. English Grammar A Resource Book for Students – Roger Berry - Routledge – 2012
3. Word Power Made Easy – Norman Lewis – Global Publishers – 2016
4. 1001 Most Common Proverbs for Everyday Use – Vasantha K. Krishnaraj – United Network
5. Swami and Friends – R.K. Narayan – Indian Thought Publication – 2016

Simple English Books to improve English

1. Charlotte's Web – E.B. White
2. The House on Mango Street – Sandra Cisneros
3. Peter Pan – James Mathew Barrie
4. The Old Man and the Sea – Ernest Hemmingway
5. The Wind in the Willows – Kenneth Grahame
6. Lord of the Flies – William Golding
7. Tuesdays with Morrie – Mitch Albom
8. The Giver – Lois Lowry
9. Fantastic Mr Fox – Roald Dahl
10. The Curious Incident of the Dog in the Night-Time – Mark Haddon
11. The Cat in the Hat - Dr. Seuss
12. The Hobbit- J.R.R. Tolkien
13. Revoltin Rhymes- Roald Dahl
14. Mr.Men and Little Miss Series – Rogers Hargreaves
15. Wuthering Heights-Emily Bronte
16. Quirky Jerky Extra Perky
17. The Big Book of Words You Know – David Olsen
18. Film, T.V & Music Olha Madylus CUP
19. Grammar Troublespots – Ann Raimes CUP
20. Chicken Soup for the Soul - Jack Canfield Mark Victor Hansen
21. Habits of Highly Effective People – Stephen covey free press
22. The Fruit in our Stars – John Green
23. Facebook Phantom - Suzanne Sangi
24. The Hunger games – Suzanne Collins
25. Enid Blyton series –The Valley of Adventures
26. The Mystery Series – Enid Blyton
27. Secret Seven Collection – Enid Blyton
28. Animal Farm – George Orwell
29. Tale of Two cities (Abridged) – Charles Dickens
30. Little Women - Louis May Alcott



Learning Outcomes

Listening

Students will be able to

- Listen to passages, commentaries, dialogues, 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

- Involve themselves in activities like role-play, debates, discussions, framing dialogues.
- Describe incidents, express views on social issues and personal experiences
- Develop creative ideas through speech and expression.

Writing

- Write notices, prepare advertisements, expand proverbs and headlines.
- Learn to paraphrase poems, make notes, take notes and summarise passages comprehending the theme and topic.
- Write formal and informal letters.
- Acquire the ability to interpret non-verbal representations like pie-charts, histograms, bar-diagrams etc.

06-E-SR-Career Guidance.indd 205 11-12-2021 15:11:50

Vocabulary

- Understand the meaning of words and learn to pronounce them correctly.
- Identify synonyms and antonyms of various words.
- Split words into syllables and use compound words in suitable context.
- Blend and clip parts of words
- Use homophones and same word in different parts of speech and solve cross word puzzles.
- Use foreign words, terminologies related to professions, human nature and idioms in sentences of their own.
- Use words with appropriate prefixes and suffixes.

Grammar

- Identify the different kinds of sentences namely Simple, Complex and Compound and use these sentences appropriately in contexts.
- Identify active and passive voice and transform the sentences from one form to another.
- Learn to use verbs, time reference of verbs, the twelve tense forms, modal verbs and question tags.
- Differentiate direct and indirect speech, report conversations and write dialogues.
- Learn to frame questions.

06-E-SR-Career Guidance.indd 206 11-12-2021 15:11:50

English – Class XI
List of Authors and Reviewers

Advisory Committee

P. Rajeswary
ELT Consultant, Former Education Officer, CBSE, New Delhi

Reviewers

B. Nagalakshmi
ELT- Consultant, Chennai.

Daniel J. David
Head of the Department of English,
Madras Christian College, Tambaram, Chennai.

Hema Natarajan
Asst., Professor of English,
Rajalakshmi Engineering College, Thandalam.

Domain Experts

Lakshmi Srinivasan
Principal, P.S.Senior Secondary School, Mylapore, Chennai.

S. Uma Parvathy
ELT Consultant, Former Vice Principal,
Maharishi VidyaMandir,Chennai.

MeenakshiVishwanathan
Free lancer and trainer, ELT Consultant,
IELTS Examiner, Chennai.

Academic Coordinators

M. Muthunagai
Senior Lecturer , DIET, Tirur, Tiruvallur.

N. Banuprabha
B.T. Asst.,
Govt. Girls Hr. Sec. School, Polur, Tiruvanamalai.

Art and Design Team

Illustration

M. Muniaswamy
Art Master, Govt. Hr. Sec. School, Arumbakkam, Chennai.

D. Durai
Art Master, Bishop Heber Hr. Sec School, Trichy.

Art Teachers,
Government of Tamil Nadu.

Students,
Government College of Fine Arts,
Chennai & Kumbakonam.

Layout

Adison Raj A

Arun Kamaraj Palanisamy

Wrapper

Kathir Arumugam

Inhouse QC

Rajesh Thangappan

Arun Kamaraj Palanisamy

Kamathchi Balan Arumugam

Co-Ordinator

Ramesh Munisamy

Authors

Dr. Sumathi Shivakumar
Assistant Professor, AM Jain College, Chennai.

Dr. J. Paul Jayakar
Assistant Professor, The American College, Madurai.

Dr. Shashi Swaran Singh
H.M., Jaigopal Garodia Govt. Girls Hr. Sec. School, Chennai.

N. Uma
H.M., Sri Ahobila Math Oriental Hr. Sec. School, Chennai.

N.A. Padmavathy
P.G. Asst., The Muthialpet Hr. Sec. School, Chennai.

P. Sadhasivam
P.G. Asst., Govt. (Boys) Hr. Sec. School, Coimbatore.

K. Vijay Anand
P.G. Asst., PAK Palanisamy Hr. Sec. School, Chennai.

Dr. S. Sayiram
P.G. Asst., KAP Vishwanatham Hr. Sec. School,
Thillai Nagar, Trichy.

C. Thirumugam
P. G. Asst., St. Joseph's Hr. Sec. School, Cuddalore.

P. Anbumani
P.G. Asst., Govt. Hr. Sec. School, Ariyalur.

P. Sivaraj
P.G. Asst., Govt. Boys Hr. Sec. School, Musiri, Trichy.

Victor. Irvin Mansingh
P.G. Asst., Concordia Hr. Sec. School, Kanniyakumari.

P. Selvaraj
P.G. Asst., Govt. Boys' Hr. Sec. School, Attur Post, Salem.

M. Petha Vanna Arasu
P.G. Asst., Govt. Hr. Sec. School, Ayyalur, Dindigul

Dr. B.S. Jayalalitha
P.G. Asst., Govt. Girls Hr. Sec. School, Thanjavur.

S.R. Siva
P.G. Asst., Govt. Hr. Sec. School, Chittalandur, Namakkal.

G. Ragavendiran
P.G. Asst., Govt. Boys Hr. Sec. School, Paradarami, Vellore.

S. Baskar
P.G. Asst., St. Bedes Anglo Indian Hr. Sec. School, Chennai.

P. Gowri
Govt. Hr. Sec. School, Irumbulikurichi, Ariyalur.

S. Jayalakshmi
Vice Principal (Retd.), The Hindu Senior Sec. School
Triplicane, Chennai.

QR Code Management Team

R. Jaganathan, SGT,
PUMS., Ganesapuram, Polur, Thiruvannamalai.

S. Albert Valavan Babu, B.T. Asst,
GHS, Perumal Kovil, Paramakudi, Ramanathapuram.

M. Murugesan, B.T. Asst.,
PUMS., Pethavelankottagam, Muttupettai, Thiruvarur.

ICT Coordinator

M. Vijayakumar
B.T. Asst., Govt. Hr. Sec. School, Somandarkudi, Villupuram.

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