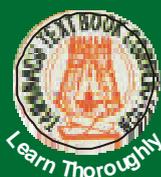
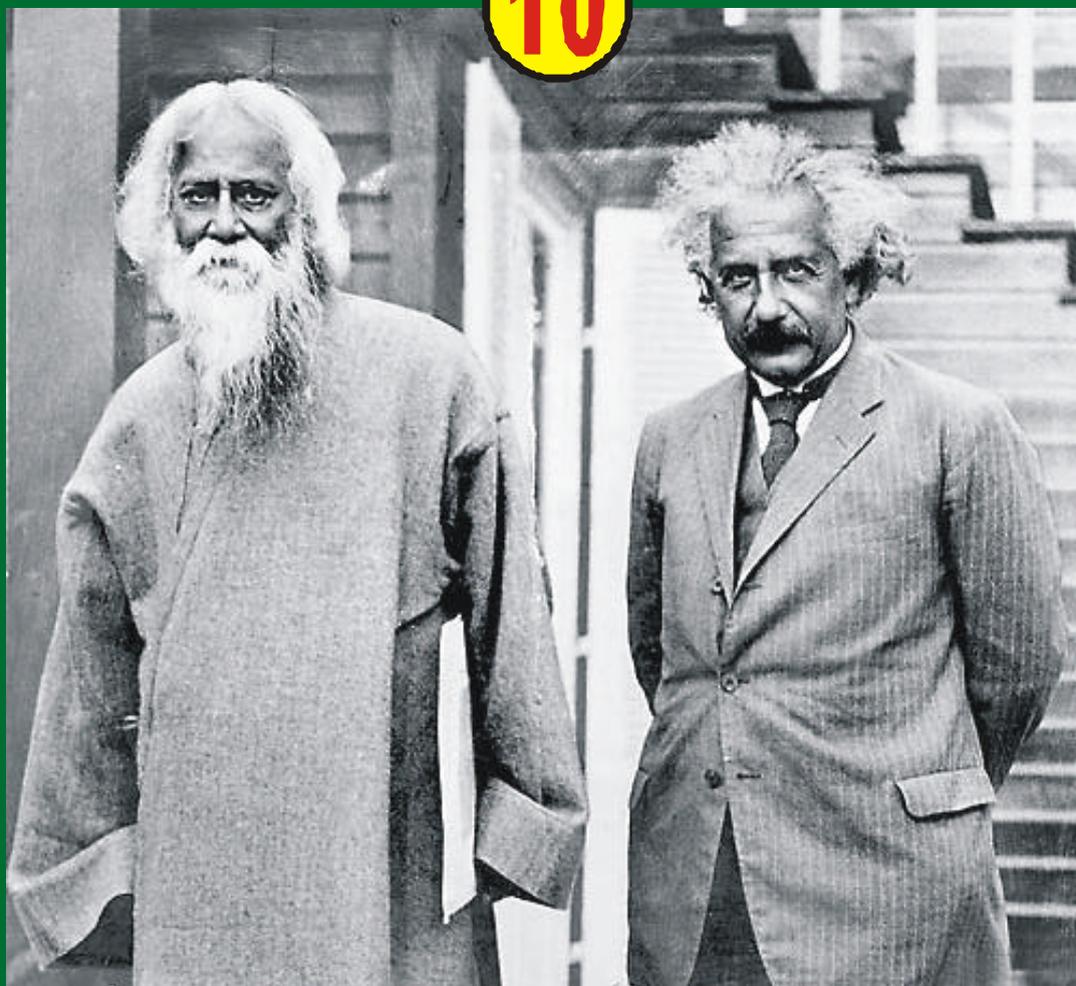


ENGLISH READER

MATRICULATION

10



TAMILNADU
TEXT BOOK CORPORATION

ENGLISH READER

MATRICULATION

10

Untouchability is a sin

Untouchability is a crime

Untouchability is inhuman



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Chairperson

S. MUTHUKRISHNAN

Principal

Jaigopal Garodia Vivekananda Vidyalaya
Matriculation Higher Secondary School
U-6, Annanagar, Chennai - 600 040.

Reviewers

Mrs. Girija Seshadri

Principal

Jaigopal Garodia Hindu Vidyalaya

Matriculation Higher Secondary School

West Mambalam, Chennai - 600 033.

Mrs. Ahalya Williams

Principal

CSI Ewarts Matriculation

Higher Secondary School

Chennai - 600 084.

Sr. Preethi

Principal

Good Shepherd Convent

Matriculation Higher Secondary School

College Road, Chennai - 600 034.

Authors

Mrs. Nalini Parthibhan

Retd. Principal

Vanavani M.H.S.S. I.I.T. Campus

2/437, Balaiah Gardens,

Madipakkam, Chennai - 600 091.

Mrs. Rajeswari Menon

Senior Principal

SBOA Matriculation &

Higher Secondary School

Annanagar, Chennai - 600 101.

Mrs. D. Seethalakshmi

Principal

Alagappa Matriculation Higher

Secondary School, Chennai - 600 084.

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THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal
It echoes in the hills of the Vindhya and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
The pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beauteous of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’ is the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto You, Goddess Tamil, whose majestic youthfulness, inspires awe and ecstasy.

PREFACE

Effective communication has become the need of the hour and hence it is essential that one should improve one's ability to interpret the language correctly both in Listening and Reading. It is also essential that one should be able to express himself well both in Speaking and Writing. Moreover one should have good practice in developing the subskills that are essential in day to day interaction. This book aims at developing all these skills effectively.

A great deal of effort has been put forth to have the best selection of pieces that would not only cater to the need of fulfilling this mission but would also provide an exposure to the appreciation of Literature. Additional material for practice have also been included at the end of the book along with listening skill passages in the Annexure.

We acknowledge with thanks **Tulika Publishers**, Chennai for having given permission to include '**What happened to the Reptiles**' written by **Zai Whitaker** from book titled '**Sorry, Best Friend**'.

This book will be an effective companion to our students for improving their communicative skills along with enjoying literary pieces

CHAIRPERSON

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The poems underlined are prescribed for memorisation

1. HIS FIRST FLIGHT

Liam O' Flaherty

THE YOUNG SEAGULL was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath and it was such a long way down – miles down. He felt certain that his wings would never support him, so he bent his head and ran away back to the little hole under the ledge where he slept at night. Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, upbraiding him, threatening to let him starve on his ledge unless he flew away. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat, because he had not eaten since the previous nightfall. Then he had found a dried piece of mackerel's tail at the far end of his ledge. Now there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even gnawed at the dried pieces of spotted

egg shell. It was like eating part of himself. He had then trotted back and forth from one end of the ledge to the other, his grey body the colour of the cliff, his long grey legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a sheer fall of precipice, with the sea beneath. And between him and his parents there was a deep, wide chasm. Surely he could reach them without flying, if he could only move northwards along the cliff face. But then, on what could he walk? There was no ledge, and he was not a fly. Above him he could see nothing. The precipice was sheer and the top of it was perhaps farther away than the sea beneath him.

He stepped slowly out to the brink of the ledge, and standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was preening the feathers on his white back. Only his mother was looking at him. She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to whet it! He uttered a low cackle. His mother cackled too, and looked over at him.

‘Ga, ga, ga,’ he cried, begging her to bring him over some food. ‘Gaw-ool-ah,’ she screamed back derisively. But he kept calling plaintively, and after a minute or so he uttered a joyful scream. His mother had picked up a piece of the fish, and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer, and then,

maddened by hunger, he dived at the fish. With a loud scream he fell outward and downwards into space. His mother had swooped upwards. As he passed beneath her, he heard the swish of her wings. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment he felt his wings spread outward. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was soaring gradually downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then he flapped his wings once, and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. He raised his breast and banked against the wind. 'Ga, ga, ga,' 'Ga, ga, ga,' 'Gaw-ool-ah.' His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. Then he saw his two brothers and sister flying around him, curveting and banking and soaring and diving.

Then he completely forgot that he had not always been able to fly, and commenced himself to dive and soar and curvet, shrieking shrilly.

He was near the sea now, flying straight over it, facing straight out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it, and he turned his beak sideways and crowed amusedly. His parent and his brothers and sister had landed on this green floor in front of him. They were beckoning to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther. He was floating on it. And around him his family was screaming, praising him, and their beaks were offering him scraps of dog-fish.

He had made his first flight.

This story is by the Irish poet and short- story writer, Liam O' Flaherty. A young sea-gull, who is afraid to make his first flight with his two brothers and his sister, is left behind on the ledge of a high rock by his parents. Twenty-four hours pass by, and the young bird is famished; but he is still frightened to take the plunge and join the others. The proverbial mother's instinct comes into play and does the trick. She cleverly lures the timid bird into stretching himself out from the ledge; he loses his balance and falls headlong into the open space below only to find to his supreme delight that he too can fly.

Glossary :

sea-gull	- large, white, long-winged, sea-bird.
ledge	- shelf-like place on the wall of a rock.
famished	- starved. (hence the word, famine)
to take a plunge	- to dare to act; to stop hesitating.
proverbial	- well-known, like a proverb.
to come into play	- to go into action.
mother's instinct	- a quality inherited, not learnt
to do the trick	- to solve some problem cleverly
lures	- tempts
to muster up courage	- to pick up enough courage.
desperate-adj	- ready to do anything to escape danger.
upbraiding	- scolding; blaming.
for the life of one	- even at the cost of one's life.
skim the waves	- fly almost touching the waves.
back and forth	- to and fro
sheer fall of precipice	- deep down from the rock.
to whet it	- to sharpen it
curveting	- flying in a curve

banking	- flying, with one side higher, and the other lower.
soaring	- rising up
diving	- going down
dog-fish	- small kind of shark
shrilly – (adv)	- shrill - (adj) – sharp, piercing (sound)
herring	- a kind of fish
rooting among the rough	- making a desperate search
preening	- stretching, making a show of it.
to look over	- to inspect
derisively	- mockingly

I. Comprehension Questions :

1. Why was the young seagull afraid to fly?
2. How were the seagull's brothers and sister being trained in the art of flight?
3. What made the condition of the seagull on the ledge so desperate?
4. What was the attitude of the different members of the seagull's family towards his desperate condition?
5. Why do you think the seagull pretended to fall asleep on the brink of the ledge?
6. What trick did the seagull's mother finally play?
7. What were the seagull's feelings as he fell outward into space?
How did he overcome them?
8. How did his family encourage him in his attempt?
9. How did the seagull's first flight end?
10. Which are the two most dramatic situations in the story?

II. Rearrange the jumbled sentences in logical sequence and rewrite in a paragraph using connectors where necessary.

- A. 1. He pretended to be falling asleep
2. Young seagull was alone.
3. Nobody had come near him in the past twenty four hours.
4. His mother was tearing at a piece of fish.
5. His two brothers and sister had flown away.
- B.1. 1. With a loud scream he fell outward and downward in space.
2. Then he flapped his wings once, and he soared upwards.
3. Seagull's mother was flying across to him with a piece of fish.
4. The next moment he felt his wing spread outward
5. The seagull dived at the fish

III. Write an essay using the hints given below.

- A. 1. Narrate the experiences of the sea-gull before it had the first flight.

Young seagull – alone on ledge – brothers and sister have flown already – afraid of flying – starving – twenty four hour no one comes near – mother teaching his brother to catch food – tries to attract mother – pretends to fall down while asleep – mother tearing at a piece of fish – needs food badly – mother hangs in air – jumps at food – mother soars up – falls – spreads wings – flies.

- B. 2. How does the mother's instinct help the seagull to take the first flight

Young seagull – brothers and sister fly – is afraid – persuasion by parents – no effect- parents leave – go with the other three – seagull starving for one full day – tries to attract mother – pretending to go asleep – mother tearing at a fish – mother comes with a piece of fish – seagull jumps – mother soars up – seagull falls – scared – spreads wings – floats – flies – mothers' instinct.

2. THE MISSED ENCOUNTER

S.Muthukrishnan

“Now that your dinner is over, you can have your campfire. Be ready by seven tomorrow. You will enjoy your trek to Chengaltheri,” said the forest guard. The audience were a group of thirty students from Chennai escorted by the Principal and three teachers. They had arrived at the guest house at Thalaiyanai at the foot hills of western ghats near Kalakkad in Tirunelveli district, only an hour earlier.

‘How far is Chengaltheri from here?’ asked one of the students.

‘It is a thirteen kilometre trek from here and we are climbing from the eastern side of the hills. You are likely to see deer and bison on the way. If you are lucky you may sight a leopard. Your Principal will give you all instructions after the campfire.’ He then turned to the Principal and said, ‘Sir, once the campfire is over, see that nobody comes out in the night. Wild animals may be on the prowl. Let us go round the guest house.’

The Principal and the teachers went with him. He took them around the guest house and showed them a stream. ‘This is the stream from Pachaiyar. There is a pipe with the open end at a place higher than the guest house roof so that water is supplied to the guest house. There is no tap on the other end which is near the guest house. As long as there is water in the stream you will get water in the guest house.’

They then walked towards the backyard of the guest house. ‘There are two halls in the guest house and one of them has a bathroom attached. The other one has a bathroom outside which can be reached by a rear door. Unfortunately the halls do not have a common door. You have to come out and then enter in.’ Suddenly the Principal noticed that on the ground in the backyard there were depressions in the shape of a large dinner plate. The guard noticed it and said, ‘they are the footprints of elephants. A horde of them were here the day before yesterday.’

The group came to the front of the building. The students were ready for the campfire. The guard bade goodnight to all and left for the check post which was two kilometres away. The campfire was lit and there were games and songs. After an hour or so the students put out the campfire and the Principal started giving instructions for the next day.

‘All of you must be ready by six with your ruck sack. We will prepare tea. Packed breakfast will arrive with the guard. During the trek no walkman or singing of songs will be allowed. You must keep your eyes and ears open and mouth shut. Move only in groups. If you happen to see anything, first raise your hand. Don’t shout. Often

It was then they heard the piercing shriek of an animal. It was blood – curdling and one could recognize that it was a mixture of agony and fear. Everyone stood still. Horror could be seen on faces. The Principal cut short his speech and said, ‘All of you get back to your rooms. No one will come out till I give a call in the morning.’ He then turned to the teacher in charge of the other hall and said, ‘Mr. Vikram, see that every one goes to sleep and do not allow them to come out.’ After ensuring that everyone had gone to his room he called the master and said, ‘If there is an emergency just check up through the window to see that no animal is on the prowl. Then come out and knock my door three times thrice, which no animal can do. If need arises I will call you out, the same way, good night.’

Both of them ensured that the latches were secure and the Principal went into the room that had the rear door. Students occupied the two tier bunk bed. Soon most of the students went to sleep and a few were talking in whispered tones. In the silence the sound of insects and the flowing stream could be well heard. The Principal was making a few entries in his diary. After about ten minutes a sound resembling the noise of metal against wood was heard. Everyone thought that was the noise of the ramshackle bed shaking. After a few minutes the same sound was repeated.

‘Narayan, don’t shake the bed. You are disturbing everyone.’

‘I did not do anything sir.’

The same time the sound was heard once again. The Principal got up and went towards the bed near the rear door. Undoubtedly the noise was from the other side of the door.

‘Who is there?’, the Principal asked raising his voice.

A few heads looked at him from the beds. In a swift move the Principal went to a window near the rear door negotiating his way through the beds, gently opened the window and peered into the darkness. Nothing was visible. After a few minutes his eyes got adjusted to the darkness and he saw the silhouette of the rear portion of an animal. He switched on the flash light.

‘Good God!’

‘What happened Sir?’ curious voices of the few students were heard.

‘Sh.... Sh....’ The Principal asked them to be silent and whispered, ‘Nothing to worry. It seems we have a visitor. It is a black bear’.

The rattling continued. It was very clear to everyone that the visitor was a bear. It was just knocking at the door from outside. The students gathered near the window and peered out. They were able to see in the flashlight the rear portion of a bear, towering to a height of six feet standing close to the rear door. The knowledge that they were at an arms distance from the bear, just separated by the wall, gave the students an insecure feeling mixed with thrill.

They turned towards the Principal with horror written on their faces.

‘Sir, is it

The Principal signalled them to be silent and beckoned them to push a heavy table towards the rear door. They obeyed. There was an absolute silence and the rest of the group in the other room were sound asleep. It was for almost half an hour that the sleepless group watched the bear through the window and nothing dramatic happened. Around eleven o’clock the bear took a right turn and looked at the open window. It stared but there was no sign of recognition of its having noticed anybody. The bear almost went running round the building and

very soon was at the front of the building. The 25 W filament lamp emitted very little light and it was not sufficient to have a clear view of the animal. The bear picked up a few pieces of charcoal from the put – out camp fire and ran into the darkness. All of a sudden everyone felt lonely.

‘Can we see it again’

‘Where will it go?’

‘Will it be coming in the morning?’ these were a few questions raised by the students.

The students excitedly recalled the experience before they finally dropped into a tired slumber.

At dawn the Principal was the first to wake up when he heard a knock three times thrice. He rushed to the door, opened it and instructed the students of the next room to stay in. He called the teacher aside and explained to him what had happened the previous night. Both of them surveyed the area and found the footmark of the bear on the soil and preserved them religiously with bricks.

The forest guard came around at 6.30 a.m. Everyone in chorus greeted him and each one wanted to be the first to narrate what had happened. The guard listened to their narration. Sans expression he took the group to the road and showed them the pug mark of an animal and said, ‘As you were busy watching the bear, you missed the tiger that had crossed this area, may be around the same time.’

Muthukrishnan is a teacher and has been organizing trekking programmes for more than two decades. This is a true story experienced by a group of students on a trekking expedition to CHENGALTHERI on the foothills of the Western Ghats. Though wild life encounters are risk laden, the security measures and the presence of mind of the camp guard and Principal converted a great risk into a delightful and memorable adventure.

Glossary :

prowl	- move quietly and cautiously
depression	- hollow sunken place on a surface
check-post	- place of a border or frontier where travellers are stopped and checked
piercing shriek	- penetrating sound
blood-curdling	- frightening
ramshackle	- almost collapsing
negotiating	- getting over or past an obstacle
towering	- extremely tall or high
slumber	- deep sleep
pugmarks	- foot prints of wild animals of the cat family

I. Comprehension Questions :

1. Who were the 'guests' at Thalaiyanai and why were they there?
2. What were the animals they were likely to see during their trek to Chengaltheri?
3. What were the instructions given by the Principal to the students for the next days' trek?
4. What interrupted the Principals instructions?
5. What was the master told to do?
6. What did the flash light reveal about the nocturnal visitor to the guest house?
7. What was the reaction of the students on seeing the bear?
8. What was the precaution taken to keep the bear from entering the room?
9. How did the guard react to the students' narration of the night's incident?
10. What do you think is the significance of the tiger's pugmarks in the narration?

II. Rearrange the following sentences in order of sequence and rewrite in a paragraph using connectors where necessary.

- A)
1. He could see the silhouette of a bear near the door.
 2. It seemed to be knocking at the door from the outside.
 3. He moved to the window near the rear door and looked out.
 4. The Principal heard the grating sound of metal against wood.
 5. It rattled the rear door for almost half an hour.
- B)
1. So the students, were rightly excited about it.
 2. Being just an arms length away from a bear and miss being attacked was perhaps a great adventure.
 3. But the guard showed them the pugmarks of a tiger which they had missed seeing crossing the road that same night.
 4. Now, what would you say to that!
 5. And they were sure that they had not missed the best sight this trip could provide.

III. Write an essay on the given topic using the hints provided:

- A. 1. The role of the Principal in this narration
Leader – gives instruction – takes precautions to prevent danger – acts instantly in the face of danger – assures frightened students – shares enthusiasm
- B. 2. Imagine you were one of the students and describe your experience in the guest-house. Assembling in the guest house – describing the house – sound – bear at door – reaction of students – climax.

3. CLEAR SKY

Ambai

THE LUNCH CARRIER WAS NEVER HEAVY when she returned from school. Up and down she swung it as she walked home ... down the avenue lined with wide-spreading trees. She lived in a place that was neither town nor village. But she had to walk to school alright, every day. Maragatham and Thangam who walked with her always ragged her about the way she swung her hands.

Susai Manickam, who lived near their school, walked back with them when he had some work in their neighbourhood. His father was a cobbler. Sometimes he got Susai to deliver one or two pairs of slippers. Susai then put the slippers into a bag and accompanied the girls. She twirled the lunch carrier; he the bag. They would all burst into laughter.

Some days, if Susai was in the mood, there was music. He had a loud, clear voice. "Thayin manikodi paareer..." He would begin. Sometimes he sang "Sinthanaisai manamae", in Sirgazhi Govindarajan's voice. Or else, he held her carrier in one hand and beat time on it with the other to the tune of "Kelungal tharappadum, thattungal thirakkapadum, thedungal kidaikkum enraar, Yesu thedungal kidaikkum enraar". The girls sang along.

But the ruckus lasted only till the end of the shady avenue. After that, Susai took another route into the village. He had told her once that he had to stand at the gate and lean over to deliver the slippers. Susai's father made good, strong slippers. The seams ran straight and neat. In fact, he had made the slippers she was wearing. They had thin strips stitched delicately together. Whoever collected the slippers from Susai always advised him: "Yellai, live up to your father's reputation, be a good boy."

Susai didn't like this. "Why must I also stitch slippers like my father?" he asked.

"Why! He makes such beautiful slippers. Why can't you do the same?" Govindan – the one who wore a long naamam on his forehead – asked him once.

"If the work is so wonderful, you learn to do it," retorted Susai.

"I, I...!" Govindan spluttered.

Once, Susai brought a pair of slippers for Sivagami's grandfather. She went into the house and told her mother that her classmate had come. She asked for some coffee for him. Her mother served the coffee in a brass tumbler. Susai was sitting in the verandah. Before Sivagami could reach him, her grandfather said, "Looks like the coffee is too hot." He poured it into an aluminium tumbler that had been kept on the window sill and started to cool it. The third time round, the coffee was in the aluminium tumbler. He held it out to Sivagami.

Her face reddened. It seemed as though she would burst into tears. "Mmm. Go, give it," said her grandfather. "And not in his hand. Put the tumbler down on the ground," he added.

Susai stood a little way away. Sivagami didn't know if he had overheard. But the moment her grandfather turned his back, she poured the coffee back into the brass tumbler and handed it to Susai. Susai's face darkened. "I don't want coffee," he muttered. But when he saw the tears in her eyes, he said "Okay, give," and gulped it down.

At night, when they were in bed, Sivagami complained to her mother about her grandfather.

"He's an old-fashioned man," her mother said, consoling her. "He believes in castes and all that. You musn't mind him."

"Who divides us like this? Who says this is a high caste and that is a low caste?" Sivagami asked her mother.

"We do," her mother replied. "People like us."

One day, school gave over early, in the afternoon itself. Apparently someone had been killed in the town nearby. The seventh class teacher who made the announcement about closing early had an anguished look on her face. Tension enveloped the school. Carrying that tension, Sivagami walked homeward. Her lunch carrier was heavy. That day it was tamarind rice garnished with fresh, roasted peanuts – her favourite. Remove the lid and the aroma of curry leaves, and roasted, ground fenugreek and chillies bowled you over. Sivagami's mother had fitted a small plate on top of the rice, with two flower-like vadaams on it. But

Sivagami had not yet eaten. There was nobody to walk with her and even the tree-lined avenue seemed very long. Besides, it was drizzling.

At times like this, the moment she got home she would rush to the back of the house, to her father's workshop. Her family had been sculptors for generations. Her father and grandfather would be chiselling something in wood or stone ... Krishna playing the flute, Hanuman with prayerful hands, Durga on a tiger, stone and wood sculptures for small temples, big houses, offices and gardens. Sometimes they painted the wooden chariots for deities, vahanams. Huge ones like the garuda and the peacock. During certain months they made clay Vinayakas and Gowri – Ganeshas.

Sivagami longed to touch the chisel. But her grandfather always chased her away the moment she came into the studio. "What work does a girl have here?" he asked. She would look at her father. He would not say a word. Her mother had explained to her why her grandfather behaved like this. She said they would not teach sculpture to girls because after they were married off, girls belonged to another family. They believed that if girls learned the secrets of the art, they would pass it on to the "other" family.

"I'll live here only always Amma," Sivagami once said to her mother. Her father heard this and stroked her head.

Her head was filled with these thoughts today. Just a couple of days ago Susai had told her that if only her father made a three or four-foot wooden statue of Jesus Christ, they could install it under a thatch roof in their locality and then everybody could worship together. Sivagami was looking for the right opportunity to talk to her father about it.

It was drizzling harder now. As she walked, she saw her father coming towards her with an umbrella. When he came close, she saw that he looked anxious.

"Appa, there's been a murder in the next town..." she began. "I know, I know. That's why I came running," he said. "Come under the umbrella."

They started walking. Sivagami rarely got a chance to walk like this with her father. When she was little, she often wanted to touch her father's rough, hardened palms. His hands were like stone. He would laugh and stretch out his hands to her. Touch them, he would say.

Now her father's face was tense. But after walking some distance, the familiar calm look re-appeared. Smiling, he turned to look at her.

"Appa..." she said, softly.

“What is it, darling?” he asked.

“You know Susai, my school Susai.....?” she started to say, like a question.

“What about him?”

“Nothing ,” she said and inched closer to him.

“You know, they have to walk a long way to church. If you make them a three or four foot-high statue of Jesus Christ, he said they could all pray in their own neighbourhood. Will you make it?” Sivagami asked, looking at her father.

“Sure, why not?” her father replied.

“I have never seen you make a Yesu,” Sivagami said.

“I made a Virgin Mary when you were a baby. Some people in the next village asked for it. We have no religion, you see. Mosque, church, temple . . . for sculptors they are all the same,” her father said.

Sivagami walked beside him, silently.

If Susai’s father and the others tell me what kind of statue they want, I will make it for them,” he said.

She nodded. She didn’t speak. In silence, they reached home. Her father folded the umbrella and put it away. Then he disappeared into the workshop.

As soon as she entered the house, Sivagami wiped her head, changed her clothes, washed her hands and feet. Quietly, she ate the tamarind rice from her lunch carrier. After she finished, she washed the vessel and went to the workshop.

There, her father was fashioning a bead necklace on a foot-high figure of a woman. Her grandfather rested his foot on a statue that lay on the ground; he was busy chiselling. About five or six others were working too.

Sivagami stood and watched.

“What business do you have here? Go home and study,” scolded her grandfather, stopping his work.

Her father looked up at her.

“You said sculptors don’t have any religion,” she said to her father.

“Yes, darling,” he replied.

She took a step forward.”Then, the only difference there is, is between girls and boys?” she asked.

Her grandfather was stunned.”Ei Sivagami!” he shouted.

Her father’s face wore an expression she had not seen before.

“Come here,” he said.

She went to him.

“Sit,” he said.

She sat. Her father opened a tool bag and took out a small chisel. He put it into her palm and closed her fingers round it. The chisel felt cold.

“I will teach you,” said her father.

“What nonsense is this? All these new-fangled ideas...” her grandfather began to shout.

“Wait. We beat and kill each other only because we go on discriminating between people. Forget all that,” Sivagami’s father said, opposing his father for the first time.

The others stopped their work and waited to see what happened next.

“First, watch me,” her father said and, as though nothing had happened, continued with his work.

Grumbling away, her grandfather went back to work.

Sivagami began to watch her father intently. In between, when she raised her head and looked up, she saw that the rain had stopped. The sky was clear.

Ambai is the Pseudonym of Dr. C.S. Lakshmi. She is a researcher and writer. She is currently involved with work of Sound and Picture Archives for Research on Women (SPARROW). Clear Sky is a story translated from the original in Tamil. This is a sample of fiction drawn entirely from reality. The story clearly shows how discrimination is totally unacceptable even as it extols the qualities of love and friendship.

Glossary

avenue	–	a double row of trees with or without a road
ruckus	–	disturbance, noise
reputation	–	good name
retorted	–	answered sharply
spattered	–	articulated confusedly
anguished	–	agonized
enveloped	–	surrounded entirely
chiselling	–	cut or shaping with a chisel
stunned	–	shocked
new-fangled	–	modern

I. Comprehension Questions :

1. Who walked with Sivagami everyday to school?
2. What did Sivagami's friends rag her about?
3. What did Susai do when he was in a good mood?
4. In what kind of a tumbler did Sivagami's mother offer coffee to Susai?
5. What did grandfather ask Sivagami to do with the coffee?
6. Why was there tension in the area?
7. What did Sivagami's father and grandfather do for a living?
8. What request did Susai make?
9. Did Susai like making shoes? Why?
10. Explain the significance of the line "The sky was clear".

II. Rearrange the following jumbled sentences in the right order:

1. Susai came to Sivagami's house one day
2. Father agreed to make a statue of Jesus Christ
3. Susai used to sing songs while walking with Sivagami on her way to school.

4. Grandfather wanted to offer coffee only in an aluminium tumbler to Susai.
5. Sivagami and her friends used to walk to school.
6. Sivagami's mother explained grandfather's ideas of caste and creed.
7. Sometimes Susai walked with them.
8. Sivagami and her father went to their workshop.
9. One day Sivagami told her father about Susai's request.
10. Father decided to teach Sivagami how to use a chisel.

III. Write an essay on the given topic using the hints provided

1. Narrate how Sivagami was able to bring about a change in her father's attitude.

Sivagami and friends – walked to school – Susai, a cobbler's son walked with them sometimes – Susai sang songs – discrimination against Susai – Susai came to Sivagami's house – delivered slippers – treatment – not pleasant – grandfather's ideas – one day – disturbance in village – tension – Sivagami lost in thought while returning home from school – father and grandfather sculptors – girls not allowed – Sivagami recalled Susai's request – rain – Father came towards her – walking home – Sivagami told father about Susai's request – father agreed – modern ideas – went to workshop – grand father opposed – father – decided to teach Sivagami to use chisel – rain had stopped – she could see the clear sky.

4. THE LAST LESSON

Alphonse Daudet

I started for school very late that morning. I was in great fear of a scolding, especially because Mr. Hamel had said that he would question us on participles. I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods. In the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles. But I had the strength to resist, and hurried off to school.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there – the lost battles, the draft, the orders of the commanding officer. I thought to myself without stopping:

“What can be the matter now?”

Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me:

‘Don’t go so fast, you’ll get to your school in plenty of time!’”

I thought he was making fun of me. I reached Mr. Hamel’s little garden all out of breath.

Usually, when school began, there was a great bustle which could be heard out in the street. One could hear the opening and closing of desks, lessons repeated very loud, with out hands over our ears to understand better, and the teachers great ruler rapping on the table. But now it was all so still! I had counted on the confusion to get to my desk without being seen. But, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places. Mr. Hamel was walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.

But nothing happened. Mr. Hamel saw me and said very kindly:

“Go to your place quickly, little Franz. We were beginning without you.”

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fear, did I see that our teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves. There was old Hauser, with his three cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad. Hauser had brought an old primer thumbed at the edges, and he held it open on his knees with his great spectacles lying across the pages.

While I was wondering about it all, Mr. Hamel mounted his chair. In the same grave and gentle tone which he had used to me, he said:

“My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the Schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive.”

What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the Town-hall!

My last French lesson! Why, I hardly knew how to write! I should never learn any more! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a load a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And Mr. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes. Now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had

not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

While I was thinking of all this, I heard my name called. It was my turn to recite. What would I not have given to be able to say that dreadful rule for the participle all through, very loud and clear, and without one mistake? But I got mixed up on the first words and stood there, holding on to my desk. My heart was beating. I heard Mr. Hamel say to me:

“I won’t scold you. Little Franz; you must feel bad enough. See how it is! Everyday we have said to ourselves, ‘Bah! I’ve plenty of time. I’ll learn it tomorrow.’ And now you see where we’ve come out. Ah, that’s the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you: ‘How is it? you pretend to be Frenchmen, and yet you can neither speak nor write your own language?’ But you are not the worst, poor little Franz. We’ve all a great deal to blame ourselves for”.

“Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills so as to have a little more money. And I? I’ve been to blame also. Have I not often sent you to water my flowers instead of learning your lessons? And when I wanted to go fishing, did I not just give you a holiday?”

Then, from one thing to another, Mr. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world. We must guard it among us and never forget it. When people are enslaved, as long as they hold fast to their language, it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. And what he said seemed so easy, so easy. May be he had never explained everything with so much patience. It seemed almost as if the poor man wanted to give us all he knew before going away. He wanted to put it all into our heads at one stroke.

After the grammar, we had a lesson in writing. That day Mr. Hamel had new copies for us, written in a beautiful round hand: France, Alsace, France,

Alsace. They looked like little flags floating, everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how every one set to work, and how quiet it was. The only sound was the scratching of the pens over the paper. Once some beetles flew in, but nobody paid any attention to them. On the roof the pigeons cooed very low. I thought to myself:

“Will they make them sing in German, even the pigeons?”

Whenever I looked up from my writing I saw Mr. Hamel sitting motionless in his chair and gazing first at one thing, then at another. It seemed he wanted to fix in his mind just how everything looked in their little school-room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that. Only the desks and benches had been worn smooth. How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history. Down there at the back of the room old Hauser had put on his spectacles, and holding his primer in both hands, spelled the letters with us. You could see that he, too, was crying. His voice trembled with emotion. It was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remembered it, that last lesson!

All at once the church-clock struck twelve. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. Mr. Hamel stood up, very pale, in his chair. I never saw him look so tall.

“My friends.” said he, “I – I” But something choked him. He could not go on.

Then he turned to the blackboard. He took a piece of chalk, and bearing on with all his might, he wrote as large as he could:

“Long live France!”

Then he bent and leaned his head against the wall. Without a word, he made a gesture to us with his hand:

“School is dismissed – you may go.”

Alphonse Daude, born in 1840, had written a number of novels and short stories dealing with life in Paris and his birth place Provence. He is known for his vivid presentation of incidents and sympathetic character sketches. The present story relates to the period after 1870, when France was defeated by Germany. He has portrayed successfully, the feelings of the French teacher as he teaches his 'last lesson' and its impact on the students.

Glossary

apprentice	- a person working as an assistant and learning a trade
rapping	- hitting lightly on bench / chair
solemn	- serious and sincere
grave (adj)	- sad and serious
thunderclap	- deep long sound of thunder in this context a great shock
wretches	- annoying persons
cranky	- a person with strange ideas and behaviour
choke	- unable to breathe easily

I. Comprehension Questions :

1. What were the sights and sounds that tempted 'Little Franz' to stay away from school?
2. What was school like on a normal day?
3. Did Mr. Hamel's attire have any significance on that particular day?
4. Why was the whole school so strange and solemn?
5. Why were the village people in the classroom too?
6. Why didn't Mr. Hamel scold Franz though he had not learnt his lesson?
7. Why did Mr. Hamel have to leave the country?
8. What made Mr. Hamel sit motionless in his chair ?
9. What did Mr. Hamel do before dismissing the class?
10. What are the different sounds mentioned in the story?

II. Rearrange the jumbled sentences in logical order and rewrite in the form of a paragraph using connectors where necessary

- A. 1. The school was totally silent.
2. Franz was afraid of French grammar class.
3. The French teacher was well dressed.
4. Franz was late to school
5. He saw the villagers seated in the class.
- B. 1. Franz was sad that he would not see Mr. Hamel from the next day.
2. Mr. Hamel wanted his students to keep French alive.
3. The teacher said that from the next day they would learn German
4. Mr. Hamel wrote on the board 'Long live France' and dismissed the class.
5. At noon the Prussian soldiers returned.

III. Write an essay using the hints provided.

1. Relate what was so memorable about the 'Last lesson'.

1. Franz – poor boy – parents wanted him to work in a farm – He was afraid of French grammar – He was late to school one day – school silent – Mr. Hamel dressed ceremoniously – Franz surprised – former mayor and former postmaster present – Mr. Hamel said that was the last lesson – next day onwards learn German – praised French as beautiful language – taught well – all attentive – understood well – noon, soldiers returned – teacher became emotional – wrote Long Live France. – Teacher's patriotism praise worthy.

2. Write the character sketch of Mr. Hamel

Mr. Hamel – French teacher – loves French – students were scared – last day-French class – he presented himself – was kind and sympathetic – blamed himself for sending Franz for personal work – choked with emotions – expressed his views – asked pupils not to forget French – taught well – noon time – wrote long live France – choked with emotions – dismissed class.

5. GRANDPA FIGHTS AN OSTRICH

Ruskin Bond

Before my grandfather joined the Indian Railways, he worked for a few years on the East African Railways, and it was during that period that he had his now famous encounter with the ostrich. My childhood was frequently enlivened by this oft told tale of his, and I give it here in his own words – or as well I can remember them!

“While engaged in the laying of a new railway line, I had a miraculous escape from an awful death. I lived in a small township, but my work lay some twelve miles away, and I had to go to the work-site and back on horse back.

One day, my horse had a slight accident, so I decided to do the journey on foot being a great walker in these days. I also knew a short-cut through the hills that would save me about six miles. This short cut went through an ostrich farm – or “Camp”, as was called. It was the breeding season. I was fairly familiar with the ways of ostriches, and knew that male birds were very aggressive in breeding season, ready to attack on the slightest provocation, but I also knew that my dog would scare away any bird that might try to attack me. Strange though it may seem, even the biggest ostrich (and some of them grow to a height of nine feet) will run faster than a racehorse at the sight of even a small dog. So, I felt quite safe in the company of my dog, a mongrel who had adopted me some two months previously.

On arrival at the “camp”, I climbed through the wire fencing and, keeping a good look-out, dodged across the open spaces between the thorn bushes. Now and then I caught a glimpse of the birds feeding some distance away.

I had gone about half a mile from the fencing, when up started a hare. In an instant my dog gave chase. I tried calling him back even though I knew it was hopeless. Chasing hares was the dog’s passion.

I don’t know whether it was the dog’s bark or my own shouting, but what I was most anxious to avoid immediately happened. The ostriches were startled and began darting to and fro. Suddenly, I saw a big male bird emerge from a thicket about a hundred yards away. He stood still and stared at me for a few moments. I stared back. Then, expanding his short wings and with his tail erect, he came bounding towards me.

As I had nothing, not even a stick, with which to defend myself, I turned and ran towards the fence. But it was an unequal race. What were my steps of two or three feet against the creature's great strides of sixteen to twenty feet? There was only one hope: to get behind a large bush and try to elude the bird until help came. A dodging game was my only chance.

And so, I rushed for the nearest clump of thorn bushes and waited for my pursuer. The great bird wasted no time – he was immediately upon me.

Then the strangest encounter took place. I dodged this way and that, taking great care not to get directly in front of the ostrich's deadly kick. Ostriches kick forward, and with such terrific force that, if you were struck, their huge chisel-like nails would cause you much damage.

I was breathless, and really quite helpless, calling wildly for help as I circled the thorn bush. My strength was ebbing. How much longer could I keep going? I was ready to drop from exhaustion.

As if aware of my condition, the infuriated bird suddenly doubled back on his course and charged straight at me. With a desperate effort I managed to step to one side. I don't know how, but I found myself holding on to one of the creature's wings, quite close to its body.

It was now the ostrich's turn to be frightened. He began to turn, or rather waltz, moving round and round so quickly that my feet were soon swinging out from his body, almost horizontally! All the while the ostrich kept opening and shutting his beak with loud snaps.

Imagine my situation as I clung desperately to the wing of the enraged bird. He was whirling me round and round as though he were a discus-thrower and I the discus! My arms soon began to ache with the strain, and the swift and continuous circling was making me dizzy. But I knew that if I relaxed my hold, even for a second, a terrible fate awaited me.

Round and round we went in a great circle. It seemed as if that spiteful bird would never tire. And, I knew I could not hold on much longer. Suddenly the ostrich went into reverse! This unexpected move made me lose my hold and sent me sprawling to the ground. I landed in a heap near the thorn bush and in an instant, before I even had time to realize what had happened, the big bird was

upon me. I thought the end had come. Instinctively I raised my hands to protect my face. But the ostrich did not strike.

I moved my hands from my face and there stood the creature with one foot raised, ready to deliver a deadly kick! I couldn't move. Was the bird going to play cat and mouse with me, and prolong the agony?

As I watched, frightened and fascinated, the ostrich turned his head sharply to the left. A second later he jumped back, turned, and made off as fast as he could go. Dazed, I wondered what had happened to make him beat so unexpected a retreat.

I soon found out. To my great joy, I heard the bark of my truant dog, and the next moment he was jumping around me, licking my face and hands. Needless to say, I returned his caresses most affectionately! And, I took good care to see that he did not leave my side until we were well clear of that ostrich 'camp'."

Ruskin Bond, resident of Mussoorie, is a well known prolific writer of fiction. He is a raconteur par excellence. He has also edited a lot of fascinating and true stories of travellers who were caught in tight corners and got out of them. His narration of his grandpa's encounter with the Ostrich will definitely present a good reading as the climax is more humorous than thrilling.

Glossary

encounter	–	meeting someone / something suddenly
slight (adj)	–	not serious but mild
provocation	–	act of annoying a person
mongrel	–	a dog with parents of different breed
elude	–	to avoid by being clever
ebbing	–	getting worse gradually

I. Comprehension Questions

1. Where was Bond's grandfather working? Why did he walk to the work spot?
2. What was the opinion of the grandfather regarding the ostriches?
3. Why did the ostrich get disturbed?
4. Why did the grandfather find himself safe in the company of the dog?
5. What does the grandfather mean by saying 'Unequal race'?

6. What did the author do to escape the straight attack of the ostrich?
7. How did the ostrich react when the man caught it by one of its wings?
8. What made the grandfather lose his hold?
9. What made the ostrich suddenly take to his heels?
10. Describe the appearance of an ostrich.

II. Rearrange the jumbled sentences in a logical order and rewrite in a paragraph using connectors where necessary.

- A.
1. Grandfather caught hold of the ostrich's wings
 2. He became exhausted and the ostrich was upon him.
 3. All of a sudden, the ostrich took to his heels.
 4. Both the man and the ostrich kept on circling
 5. The ostrich closed in after him.
- B.
1. Grandfather had to go through an ostrich farm
 2. He ran speedily towards the fence.
 3. His dog left him giving a chase to a hare.
 4. A male ostrich bounded towards him.
 5. He was accompanied by his dog.

III. Write an Essay using the hints provided

1. How did the author's grandfather escape from the attack of the ostrich?

Grandfather – engaged in laying railway line – one day horse injured – he walked through Ostrich farm – accompanied by dog – dog chased hare – sudden attack of ostrich – ran towards fence – bird was upon him – circled around bush – charged straight – caught hold of the wing – went round and round – felt dizzy – turned reverse – grandfather fell down – ostrich was to hit – suddenly turned and ran away – It is the dog that saved him.

2. Real life adventure is stranger than fiction – Discuss

Real life sometimes incidents happen – unbelievable – surprises turn the table – grandfather's encounter – (Narrate as in the above question) - dogs presence unexpected – miraculous escape of grandfather – stranger than fiction.

6. STOLEN BANANAS

Inderjit Kaur Barthakur

It was early in the morning. On the verge of the road, an old man in rags was sitting on his haunches. He was clutching a huge bunch of bananas and exuded a strange sadness which beckoned me.

“What news, ‘Kakaideo’?” I asked.

My addressing him as ‘elder brother’ in his own language brought a quick response. “I am well, please introduce yourself”, he replied.

I gave him my name and told him that everyday I was visiting the villages of the valley to understand why people were so poor and in need of food, yet wasted lakhs of hectares of good land by keeping it vacant for seven months in a year.

“Oh! you are that ‘Baideo’. I have heard about you”.

Apparently, he had heard about my wanderings through the villages. He fixed me with understanding, but weary eyes.

The deep shadows of sadness, however, were already melting. On an impulse to make him a little happier, I sat down, like him, on my haunches. We started talking.

‘Where do you live?’ I asked him.

“Not far from here; there, in that village” he pointed. I had passed through it only a few minutes earlier. It was not more than a kilometre away.

‘Do you have your own land?’ I asked.

“No, not my own, but I do a little cultivation.”

“How much”?

“A little more than a *bigha*”.

After a pause he mused. 'The owner is a good man. He charges only a nominal rent. He works in a town office. He gives me no trouble'.

However, the total land – one third of an acre- was poor. The produce was not enough to feed his wife and four children. The youngest was one year old and the eldest eight.

Like the other farmers in the valley, he too raised only one crop of paddy during the rainy season. Thereafter the land was left fallow because his variety of paddy matured only long after the best sowing season for spring crops.

“Could I really grow another crop?” he asked.

He had no idea that there were high-yielding varieties that matured in a much shorter span of time, and left the fields vacant well ahead of the spring sowing season. In fact, no one in the village was aware of this.

However, he had a small kitchen garden where he had planted vegetables like pumpkins, cucumbers, white gourd, chillies, and mustard. A small grove of bananas, two trees of betel-nut, and one coconut tree, also grew there. So, he was able to sell a few vegetables to buy such necessities as salt, yarn and matches.

The family was half-starved. Occasionally he found some daily wage work. But, by and large, they could not get even one satisfying meal a day.

“And the bananas”? I enquired.

Once again a shadow of deep pain crossed his innocent face and showed in his weary eyes. I must have touched a painful chord. There came a vehement denial of his ever having sold any bananas. I nodded in acceptance. For some time we sat in silence. Then on his own he poured out his grief. The bunch of bananas he was holding was the first mature fruit from his garden.

His children had never tasted any such fruit. When one of the banana bunches was ready, it became the centre of intense attraction. On the quiet, they

even tasted a raw banana but found it no good. He showed me the stub of the missing banana. So, they waited for them to ripen. Several times everyday, regularly, like the refrain of a song, the children would run to the plant and look up expectantly at the big bunch. So much so, that they kept a watchful eye on it even during their games.

The day finally came. The banana bunch was brought home. The children touched it again and again, almost with reverence. The stem was filled with two fistfuls of salt to hasten its ripening. To accelerate the ripening, it was also kept near the hearth.

The day before, there had been no rice at home, and the entire family was nearly starving. At night, after the children went to sleep, he and his wife held a very serious discussion. Should the children eat the bananas or should the bananas be sold in the market in order to buy rice and salt? They took the painful decision to sell.

The old man could not sleep that night. At dawn, before the children could wake up and stop him, he left his home for the weekly market. However, the market would only warm up around ten o'clock. So, he was waiting for that time in order to get a fair price.

The guilt of having deprived his children of the fruit, out of dire necessity, was still weighing heavily upon him.

“How much might the bananas fetch in the market?” I asked.

He looked very intently at the bunch of the bananas, at me, and then back at the bananas. After thinking for a while, he said, “Rs.10, or perhaps Rs.12”.

‘You might get even Rs.15 or perhaps Rs.20.’ I said.

His eyes and face lit up with hope. With a sparkle in his glance at the basket, he replied,

‘Yes, if fortune smiles, I might even get such a good price. However, it is not likely.’

“Will you sell it to me, now, for Rs.20?” I asked.

His mouth fell open. He fixed me for a few moments with his wide open eyes. Then, without a word, he picked up the heavy bunch, and loaded it into my vehicle. The money was handed over.

“Come with me, I will drop you home,” I offered.

“No, it is not far, I am grateful”, he said, looking at the banana bunch lying in the vehicle while tucking the carefully wrapped notes, into a knot of his loin-cloth.

“I want to see your village. Won’t you take me there?”

‘Would you like to see my village? That would be nice’. He boarded the vehicle.

We reached his house, a thatched hut. The bananas were unloaded for his children. The look on his face will always remain in my memory...

Were they asleep? Do they know?

Dr. Inderjit Kaur’s early years were spent in the North west Frontier of undivided India; and during the partition, her family migrated to the Punjab. Her studies at Delhi, led to her securing a Doctorate in Economics, and then service in the Government of India, From Delhi, Mrs. Barthakur was catapulted to the other Frontier, the North Eastern Tribal states. Her short stories breathe the air of the hills, and the lives of the unsophisticated local people. The story “Stolen Bananas” is short, simple and yet deeply moving.

Glossary

to sit on one's haunches	– haunch is the part of the body (in man or animal) round the hips
exuded	– oozed out; poured out (here, sadness)
beckoned me	– called me; drew me
kakaideo	– “elder brother” in the local language. Such an approach on the part of one, immediately establishes one's rapport with simple people
wasted lakhs of hectares of good land	– These hill-people, following the age-old Tribal customs, left good agricultural land fallow, for seven months in a year!
“Baideo”	– probably means “young lady” in the local language.
fixed me	– fixed his eyes on me.
spring crops	– crops raised after the rains have ceased, i.e. secondary crops of a different kind.
on a quiet	– secretly, quickly (unseen by others)
refrain	– the chorus of a song, repeated at the end of every stanza.
to accelerate	– to hasten
fetch in the market	– the price offered for something to be sold.
his eyes and face lit up	– His face brightened and lighted up in smiles and happiness.
a sparkle	– twinkle
his mouth fell open	– in surprise and wonder in what is called a reflex-action.

I. Comprehension Questions

1. ‘The people were very poor’, yet, what according to the writer, were they wasting, and how?

2. Why were the deep shadows of sadness in the man's face already melting?
3. Why did the writer too sit on her haunches?
4. How far was the man's village from the spot where they were talking?
5. Did the old man own any land? Or was he a day-labourer?
6. What was the condition of the land? Was the owner there?
7. Why did the farmers in that area raise only one crop in the rainy season?
Why didn't they raise any spring crops?
8. What were grown in the kitchen-garden?
9. How did the poor man use the vegetables he grew?
10. What was the net result? Did the family have enough food?
11. Why did a shadow of deep pain cross the old man's face again?
12. Had the children ever tasted the bananas they grew?
13. When the day came when the bananas were ripe in the garden, did the children succeed in tasting the bananas? Why not?
14. What was the subject of the discussion between the old man and his wife, when the bananas were ripe at last?
15. "If fortune smiles. I might even get Rs.20/- for the bunch, replied the old man excitedly."- what was the fortune that smiled on the family finally?
16. Apart from buying off these bananas for Rs.20/- what more did the writer do, to show her love for the poor family, specially for the children?

II. Rearrange the jumbled sentences in a logical sequence and rewrite in a paragraph.

- A. 1. His need for rice and provision made him decide to sell the bananas.
2. The old man filled the stem with salt and kept the bunch near the hearth.
3. At dawn he took the bunch of bananas to the market.
4. The old man waited for the bananas to ripe.
5. He was sorry that he could not allow his children to taste the bananas.

- B. 1. The author offered to buy the bunch for Rs.20.
2. He was ready to sell the bunch for Rs.10 or Rs.12.
 3. The old man was sorry for depriving the children of the fruits.
 4. She dropped the old man at his house and left the bananas.
 5. The author asked the old man to get into her vehicle.

III. Answer in an essay making use of the hints given:

1. How did the author help the old man.

Author – kind hearted – saw an old man – bunch of bananas – enquired – old man having kitchen garden – small grove of bananas – bunch was ready – ripening – children wanted to eat – need of rice and provision – early morning came out – sorry for children – author recognizes his feeling – offers Rs.20/- - takes him home – leaves bananas to children.

2. Write a character sketch of old man.

Old man in rags – very poor – lives in a village – small piece of land – banana grove – selling produces to buy rice and provision – does not allow children to eat – ripens – early morning gets ready to go to town – waits for bus – sad for depriving children – meets author – sells bunch for Rs.20/- happy – author takes him home – leaves bananas. Old man has concern for children – helpless – happy over stroke of luck.

7. AN OLD MAN'S AGELESS WISDOM

Mrs. Sudha Murty

Orissa is a state with beautiful thick forests and the famous Chilka Lake. It is well known for its great temples. The Puri Jagannath temple and the Sun temple of Konark are among the most remarkable architectural achievements of ancient India.

I firmly believe in the principle that whenever our company opens a development centre, the services of our Infosys Foundation must also be made available there. Thus Orissa became an area of activity for the Foundation. There is a lot of poverty in Orissa, and there are around 13,500 NGOs working there to help the poorest of the poor.

Orissa is a state where many tribal people dwell in remote, inaccessible areas deep in the interior of its dense forests. The women wear brightly coloured sarees – leaf green, bright yellow, dark red – and simply knot their jet black hair with flowers tucked in. It is a delight to see them when one is travelling inside the forests of Orissa.

Once I had to travel to Kalahandi. It is neither a town nor a city, and it is not known for anything special. It's just another part of another tribal district like Majur Bhunj or Koraput.

They say that before Independence, Kalahandi was ruled by a king. The tribals believed that the king was their caretaker and possessed supreme powers. They are so innocent that, even today, they don't believe that kings no longer exist. Even now, if a child is orphaned, it will be left at the doorstep of the collector's house. For them the ultimate protector is the raja.

Bhavani Pattanam is the district headquarters of Kalahandi.

It is not like other district headquarters. It is a small town, quite different from other district headquarters that I know, such as Dharwad, which is my hometown. frankly,

I was surprised that Bhavani Pattanam was such a sleepy town.

I had gone there to meet the head of an NGO who had been working tirelessly for the welfare of orphans. Each grey hair on his head told the story of

his selfless dedication. In order to serve these children without any distraction, he had chosen to remain unmarried.

While travelling from Bhubaneswar to Kesina, the nearest station, I kept observing these tribal people. They would wait quietly on the platform for their train to arrive. They carried different kinds of fresh produce such as pineapples, forest bananas and potatoes.

I was accompanied by a person who knew the local language and had agreed to be my interpreter. A knowledge of the local language is most essential when one wants to work at the grassroots level.

I had a thousand questions to ask about these tribal people – what civilization meant to them, what their lifestyle was, and so on. Tribals normally live in groups, I was told. They are not too rigid about rituals like we ‘civilised’ people are. They are direct in their ways. Most importantly, the concept of individual ownership of property is rarely found among them. I was keen to get to know these people. My mission was to provide assistance to them by some means, without threatening their identity.

My interpreter told me that to meet these people, I would have to walk two miles. Obviously, no car could reach their hamlet. I was ready.

After a long walk, we finally reached a village. I met a woman whose age I could not immediately guess. My interpreter was finding it difficult to translate the lady’s words because her dialect was quite different. She was a dark-skinned and dark-haired woman. She must have been around 70 years old but there was no grey in her hair. She obviously could not afford to dye her hair. So what was her secret? The interpreter did not know. But obviously, this secret was shared by the entire tribe, because not a single person in that whole village had a trace of grey in their hair.

Next, I met an old man. I say old, but again it was virtually impossible to guess his age by simply looking at him. During our conversation, he recalled certain events and occasions and from that we concluded that he was about 104 years old.

I got into a lively conversation with this gentleman. I asked him, ‘Who is ruling our country?’

For him 'country' clearly meant Kalahandi. He looked at me and smiled at my ignorance. 'Don't you know?' he said, "it is the company sarcar that is ruling our country." He meant of course the East India Company. The old man was not aware that India had become independent.

I showed him some Indian currency and the emblem of the Ashoka Chakra.

He was not impressed. He said, " This is just a piece of paper. How can you look at it and tell who is ruling us? It is goriwali rani who is ruling us"

Nothing I said could convince him that the goriwali rani or the 'fair queen' of England no longer ruled India.

I knew that the barter system was very important to tribal people. So I asked him about that. "Do you know this small piece of paper can buy firewood, lots of saris, bags of salt, matchsticks, and even a piece of land?"

He looked at me sympathetically and said, "For this paper, people fight, go away from our ancestral land, leave our forest and go to cities. Have we not led a complete life without that piece of paper? Our ancestors did. We are children of God, settled here happily without this paper. This is God's land. Nobody owns this land. No river is created by us. No mountain is made by us. The wind does not listen to us. The rain does not ask our permission. These are gifts of God. How we can 'sell' or 'buy' land, I do not understand. When nothing is yours, then how can you make such transactions? This little paper of yours can turn our lives upside down."

I could find no words to answer him. Until that moment, I was convinced that I knew more than he did.

We know about currency movements, political parties, about the difference between Bill Gates and Bill Clinton. Here was a man who knew nothing of these, yet he was aware of deeper, more eternal truths. He knew that nobody owned the land, the mountains or the wind.

Who is more civilized – this wise old man in the Kalahandi forest or those of us with our fingers on the pulse of the internet?

Sudha Murty, an M.Tech in Computer Science is currently the chairperson of Infosys foundation. She has walked, trekked and travelled by bus to the most economically backward parts of our country taking health

care and primary education to the under privileged. She shares with us the remarkable experience she gained when she happened to meet the old man in the tribal settlements in Orissa. The old man's wisdom had a great impact on her which she shares with the readers.

Glossary

inaccessible	– very difficult to travel through
accompanied	– went with someone
interpreter	– translator
hamlet	– a small village
barter system	– exchange goods for other things rather than money
NGOs	– Non Governmental organizations

I. Comprehension Questions :

1. What is Orissa famous for?
2. Name the two remarkable architectural achievements of ancient India.
3. Why did the author visit Orissa?
4. How was the woman dressed?
5. Where did the tribal people dwell?
6. Describe the author's travel to Kalahandi.
7. Who according to the tribals was their caretaker?
8. Which is the district headquarters of Kalahandi?
9. What was the role of the NGO in the story?
10. What did the author think of asking the tribal people?
11. Describe the old woman.
12. How old was the old man according to the author?
13. What did the author show the old man?
14. What was the reaction of the old man on seeing the currency note?
15. What was the author's final comment?

II. Rearrange the following sentences in the correct sequence:

- A. 1. It is a small town, quite different from other district headquarters.
2. Bhavani pattanam is the district headquarters of Kalahandi.
3. The author had to travel to Kalahandi
4. The author had gone to meet the head of an NGO
5. They said that before Independence Kalahandi was ruled by a king.
- B. 1. He asked about the barter system.
2. The author realized the wisdom of the old man.
3. The author met an old lady whose dialect was quite different
4. The village was inaccessible by car.
5. He had a lively conversation with an old man of 104 years.

III. Write an essay using the hints given below :

1. Narrate the encounter of the author with the tribal people.

Orissa – tribal people – dwell in remote areas – the woman – brightly coloured sarees – simply knot their jet black hair with flowers – in Bhavani Pattanam – met an NGO – working tirelessly – for the welfare of orphans – No transport – met an old lady – her dialect was different – no grey hair – as in whole village – met an old man – said that Sarcar is ruling our country – showed Indian currency and the emblem – was not impressed.

2. “Wisdom comes with age” – Elucidate

Old man – age beyond guessing – recalls the past precisely – his concept of ‘currency’ – nature gift of God – nothing really belongs to us – age had taught him – Philosophy of life – realization of eternal truths – wisdom and age go hand in hand.

8. THE THREE STUDENTS

Sir Arthur Conon Doyle

Mr. Sherlock Holmes and I were spending some weeks in one of our great university towns. We were staying in furnished rooms, close to a library, and one evening we received a visit from an acquaintance, Mr. Hilton Soames, tutor and lecturer at the College of St. Luke's. Mr. Soames was a tall, thin man of a nervous and excitable nature. On this occasion he was in such a state of agitation that it was clear that something very unusual had happened

'I trust, Mr. Holmes,' he said, 'that you can spare me a few hours of your valuable time. We have had a very painful incident at St. Luke's, and if you were not here, I should not know what to do.'

'I am very busy just now,' my friend answered. 'I should much prefer that you called in the police.'

'No, no, my dear sir. This is one of those cases where for the credit of the college we must avoid a scandal. I beg you, Mr. Holmes, to do what you can.'

My friend's temper had not improved since he had been away from the familiar surroundings of Baker Street. He shrugged his shoulders, while our visitor poured out his story.

'I must explain to you that tomorrow is the first day of the examination for the Fortescue scholarship. I am one of the examiners. My subject is Greek, and the first of the papers consists of a large passage of Greek translation which the candidate has not seen. The passage is printed on the examination paper, and it would naturally be a great advantage if the candidate could prepare it in advance. For this reason, great care is taken to keep the paper secret.

'Today about three o' clock the proofs of this paper arrived from the printers. I had to read it over carefully, as the text must be absolutely correct. At four-thirty my task was not yet completed. I had, however, promised to take tea in a friend's rooms, so I left the proof upon my desk. I was absent rather more than an hour.

You know, Mr. Holmes, that our college doors are double – a green baize one on the inside and a heavy oak one on the outside. As I approached my outer door I was amazed to see a key in the lock. For a moment I imagined that I had left my own there, but on feeling in my pocket, I found that it was there all right. The only duplicate belonged to my servant, Bannister, a man who has looked after my rooms for ten years and whose honesty is above suspicion. I found that the key was indeed his, that he had entered my room to know if I wanted tea, and that he had very carelessly left the key in the door when he came out.

‘The moment I looked at my table I was aware that someone had rummaged among my papers. The proof was in three long slips of paper. I had left them all together. Now I found that one was lying on the floor, one was on the side-table near the window, and the third was where I had left it.

‘For a moment I imagined that Bannister had examined my papers. He denied it, however, and I am convinced he was speaking the truth. The alternative was that someone passing had noticed the key in the door, had known that I was out, and had entered to look at the papers. A large sum of money is at stake, for the scholarship is a very valuable one.

‘Bannister was very much upset. He nearly fainted. I gave him a little brandy and left him collapsed in a chair while I made a most careful examination of the room. I soon saw that the intruder had left other traces of his presence. On the table in the window were several shreds from a pencil which had been sharpened. A broken tip of lead was lying there also. Evidently the rascal had copied the paper in a great hurry, had broken his pencil and had sharpened it.’

‘Excellent!’ said Sherlock Holmes, who was recovering his good temper.

‘This was not all. I have a new writing-table with a fine surface of red leather. I am prepared to swear, and so is Bannister, that it was smooth and unstained. Now I found a clean cut in it about three inches long – not a mere scratch but a positive cut. Not only this, but on the table I found a small ball of black dough or clay, with specks of something which looks like sawdust in it. There were no footmarks or other evidence. I came straight round to put the matter into your hands. Do help me, Mr. Holmes. Either I must find the man or

the examination must be postponed. This cannot be done without explanation; there will be a hideous scandal, which will throw a cloud not only on the college but on the University. I wish to settle the matter quietly and discreetly.'

'I shall be happy to look in to it and to give you such advice as I can,' said Holmes, rising and putting on his overcoat. 'Had anyone visited you in your room after the papers came to you?'

'Yes; young Daulat Ras, an Indian student who lives on the same stair, came in to ask me some particulars about the examination.'

'For which he was entered?'

'Yes.'

'And the papers were on your table?'

'To the best of my belief they were rolled up.'

'But might be recognized as proofs?'

'Possibly.'

'No one else in your room?'

'No.'

'Did anyone know that these proofs would be there?'

'No one except the printer.'

'Did this man Bannister know?'

'No, certainly not. No one knew.'

'Where is Bannister now?'

'He was very ill, poor fellow! I left him collapsed in the chair. I was in such a hurry to come to you.'

'You left the door open?'

'I locked up the papers first.'

'Then, Mr. Soames,' said Sherlock Holmes, 'unless the Indian student recognized the roll as being proofs, the man who tampered with them came upon them accidentally.'

‘So it seems to me.’

Holmes gave a mysterious smile.

‘Well,’ said he, ‘let us go round. Come if you want to, Watson.’

The sitting-room of our client opened by a long, low window on to the ancient court of the old college. An arched door led to a worn stone staircase. On the ground floor was the tutor’s room. Above were three students, one on each storey. It was already twilight when we reached the scene of our problem. Holmes halted and looked earnestly at the window. Then he approached it and standing on tiptoe, with his neck stretched, he looked into the room.

‘He must have entered through the door. There is no opening except the one pane,’ said our guide.

‘Dear me!’ said Holmes, and he smiled. ‘Well, let us go inside.’

The lecturer unlocked the outer door and showed us into his room. We stood at the entrance while Holmes examined the carpet.

‘I am afraid there are no signs here,’ he said. ‘One could hardly hope for any on so dry a day. Your servant seems to have recovered. You left him in a chair, you say. Which chair?’

‘By the window there.’

‘I see. Near this little table. What has happened is very clear. The man entered and took the papers from the central table. He carried them over to the window table, because from there he could see if you came across the courtyard and so could escape.’

‘As a matter of fact, he could not,’ said Soames, ‘for I entered by the side-door.’

‘Ah, that’s good! Let me see the three strips. No finger impressions. Well, he carried over this one first and copied it. How long would it take him to do that? A quarter of an hour, not less. Then he tossed it down and seized the next. He was in the midst of that when your return made him escape in a hurry—in a great hurry, since he had not time to replace the papers. You were not aware of any hurrying feet on the stair as you entered the outer door?’

‘No.’

‘He wrote so furiously that he broke his pencil and had to sharpen it again. This is of interest, Watson. The pencil was not an ordinary one. It was about the usual size with a soft lead; the outer colour was dark blue, the maker’s name was printed in silver lettering and the piece remaining is only about an inch and a half long. Look for such a pencil and you have got your man. When I add that he owns a large and very blunt knife, you have an extra aid to solving the problem.’

Mr. Soames was somewhat overwhelmed by all this information. ‘I can follow the other points,’ said he ‘but the length.....’

Holmes held out a small chip with the letters NN and a space of clear wood after them.

‘This NN is at end of word. You are aware that Johann Faber is the most common maker’s name. Is it not clear that there is just as much of the pencil left as usually follows the Johann? Now for the central thing. This small pellet is, I presume, the black doughy mass you spoke of. As you say, there appear to be grains of sawdust in it. Dear me, this is very interesting. And the cut-a positive tear, I see. It began with a thin scratch and ended in a jagged hole. Where does that door lead to?’

‘To my bedroom,’ said Mr. Soames.

‘Have you been in it since your adventure?’

‘No.’

‘I should like to have a glance round. Perhaps you will kindly wait a minute until I have examined the floor. No, I see nothing. What about this curtain? You hang your clothes behind it. If anyone were forced to hide himself in this room, he must do it there. No one there, I suppose?’

There was nothing behind the curtain but three or four suits of clothes hanging from a line of pegs. Holmes turned away and stooped suddenly to the floor.

‘What’s this?’

It was a small pyramid of black, putty-like stuff exactly like the one upon the table in the study. Holmes held it out on his open palm.

‘Your visitor seems to have left traces in your bedroom as well as your sitting-room, Mr. Soames.’

‘What could he have wanted there?’

‘I think it is clear enough. You came back by an unexpected way and so he had no warning until you were at the very door. What could he do? He caught up everything that could betray him. And he rushed into your bedroom to hide.’

‘Good gracious, Mr. Holmes, do you mean to tell me that all the time I was talking to Bannister in this room we had the man prisoner if only we had known it?’

‘Yes, that is what I think must have happened.’

‘Surely there is another alternative, Mr. Holmes? I don’t know whether you observed my bedroom window?’

‘Lattice-paned, lead framework, three separate windows, one large enough to let a man climb inside.’

‘Exactly. And it looks out on an angle of the courtyard, so as to be partly invisible. The man might have entered there, left traces as he passed through the bed-room, and finally, finding the door open, have escaped that way.’

Holmes shook his head impatiently.

‘Let us be practical.’ said he. ‘I understand there are three students who use this stair and are in the habit of passing the door?’

‘Yes, there are.’

‘And they are all in for this examination?’

‘Yes.’

‘Have you any reason to suspect any one of them more than the others?’

Soames hesitated.

‘One hardly likes to throw suspicion where there are no proofs.’

‘Let us hear the suspicions. I will look after the proofs.’

‘The lower of the three is Gilchrist, a fine scholar and athlete; plays in the Rugby team and the cricket team for the college, and got his Blue for the hurdles and the long jump. He is a fine, manly fellow. His father was the notorious Sir Jabez Gilchrist who lost all his money by betting on horses. My scholar has been left very poor, but he is hard-working and industrious. He will do well.

‘The second floor is inhabited by Daulat Ras, the Indian. He is a quiet fellow, well up in his work, though his Greek is his weak subject. He is steady and methodical.

‘The top floor belongs to Miles McLaren. He is a brilliant fellow when he chooses to work, but he spends his time on harmful and wasteful pleasures. He was nearly expelled in his first year. He has been idling all this term and he must look forward with dread to the examination.’

‘Then it is he whom you suspect?’ said Holmes.

‘I dare not go as far as that, But of the three he is perhaps the least unlikely.’

‘Exactly. Now Mr. Soames, let us have a look at your servant, Bannister.’

He was a little, white-faced, clean-shaven, grizzly-haired fellow of fifty. He was still suffering from this sudden disturbance of his quiet life. His plump face was twitching with his nervousness, and his fingers would not keep still.

‘I understand,’ said Holmes, ‘that you left your key in the door.’

‘Yes, sir.’

‘Was it not very unfortunate that you should do this on the very day when there were these papers inside?’

‘It was most unfortunate, sir. But I have occasionally done the same thing at other time.’

‘When did you enter the room?’

‘It was about half-past four.’

‘How long did you stay?’

‘When I saw that Mr. Soames was absent I left at once.’

‘Did you look at these papers on the table?’

‘No, sir; certainly not.’

‘How came you to leave the key in the door?’

‘I had the tea-tray in my hand. I thought I would come back for the key. Then I forgot.’

‘Has the outer door a spring lock?’

‘No, sir.’

‘Then it was open all the time?’

‘Yes, sir.’

‘Anyone in the room could get out?’

‘Yes, sir.’

‘When Mr. Soames returned and called for you, you were very much disturbed?’

‘Yes, sir. I nearly fainted, sir.’

‘Where were you when you began to feel bad?’

‘Why, here, near the door.’

‘That is singular, because you sat in that chair over yonder near the corner. Why did you pass these other chairs?’

‘I don’t know, sir. It didn’t matter to me where I sat.’

‘You stayed here when your master left?’

‘Only a minute or so. Then I locked the door and went to my room.’

‘Whom do you suspect?’

‘Oh, I would not venture to say, sir. I don’t believe there is any gentleman in this University who would benefit from such an action.’

‘Thank you; that will do,’ said Holmes. ‘Oh, one more word. You have not mentioned to any of the three gentlemen whom you attend that anything is a miss?’

‘No, sir; not a word.’

‘Very good. Now, Mr. Soames, we will take a walk in the quadrangle, if you please.’

Three yellow squares of light shone above us in the gathering gloom.

‘Your three birds are all in their nests,’ said Holmes, looking up. ‘what’s that? One of them seems restless enough.’

It was the Indian, whose silhouette appeared suddenly upon the blind. He was pacing swiftly up and down his room.

‘I should like to have a peep at each of them,’ said Holmes. ‘Is it possible?’

‘No difficulty,’ Soames answered. ‘This set of rooms is quite the oldest in the college and it is not unusual for visitors to go over them. Come along.’

‘No names, please!’ said Holmes, as we knocked at Gilchrist’s door.

A tall, fair-haired, slim, young fellow opened it, and made us welcome when he understood our errand. There were some interesting things about the style of the room. Holmes was so charmed with one of them that he insisted on drawing it, broke his pencil, had to borrow one from our host, and finally borrowed a knife to sharpen his own. The same accident happened to him in the rooms of the Indian, a silent little fellow, who was obviously glad when we went away. At the third room the door would not open to our knock and a stream of bad language came from behind it. ‘I don’t care who you are. You can go to blazes!’ roared the angry voice.

‘A rude fellow,’ said our guide, flushing with anger as we left. ‘Of course, he did not realize it was I who was knocking, but his conduct was very discourteous and under the circumstances, rather suspicious.’

Holmes’ response was a strange one.

‘Can you tell me his exact height?’ he asked.

‘He is taller than the Indian, not so tall as Gilchrist.

I suppose five foot six would be about it,’ said Mr. Soames.

‘That is very important,’ said Holmes, ‘And now, Mr. Soames, I wish you good-night.’

Our guide cried aloud in his astonishment and dismay.

‘Good gracious, Mr. Holmes, you don’t seem to realize the position. Tomorrow is the examination.

I must take some definite action tonight.’

‘You must leave it as it is,’ said Holmes. ‘I shall drop round early tomorrow morning. I may be in a position then to tell you what to do. you can be perfectly easy in your mind. We shall find some way out of your difficulties. I will take the black clay with me, also the pencil cuttings. Good-bye.’

‘Well, Watson, what do you think of it?’ Holmes asked, as we came into the main street. ‘There are your three men. It must be one of them. You take your choice. Which is yours?’

‘The foul-mouthed fellow at the top. He is the one with the worst record. And yet that Indian – why should he be pacing his room all the time?’

‘There is nothing in that. Many men do it when they are trying to learn anything by heart.’

‘He looked at us in a queer way.’

‘So would you if a flock of strangers came in on you when you were preparing for an examination the next day. No, I see nothing in that. Pencils, too, and knives – all was satisfactory. But that fellow does puzzle me.’

‘Who?’

‘Why, Bannister, the servant.’

‘He impressed me as being a perfectly honest man.’

‘That’s the puzzling part. Why should a perfectly honest man...? Well, well, here’s a large stationer’s. We shall begin our researches here.’

There were only four stationers of any importance in the town and at each Holmes produced his pencil chips and tried to buy a duplicate. All agreed that one could be ordered, but it was not a usual size of pencil, and that it was seldom kept in stock. My friend did not appear to be depressed.

‘No good, my dear Watson. This, the best and only final clue, has come to nothing. But indeed, I have little doubt that we can build up a good case without it.’

At eight the next morning Holmes came into my room. ‘Well, Watson,’ said he, ‘it is time we went down to St. Luke’s. Can you do without breakfast?’

‘Certainly, You have solved the problem?’

Yes, my dear Watson, I have.’

‘But what fresh evidence could you have got?’

‘Aha! I have not turned out of bed at six for nothing. I have put in two hours’ hard work and covered at least five miles, with something to show for it. Look at that!’

He held out his hand. On the palm were three little pyramids of black, doughy clay.

‘Why, Holmes, you had only two yesterday!’

‘And one more this morning. It is a fair argument, that wherever No. 3 came from is also the source of Nos. 1 and 2. Eh, Watson? Well, come along and put friend Soames out of his pain.

The unfortunate tutor was certainly in a state of agitation when we found him in his rooms. In a few hours the examination would begin and he had to decide between making the facts public and allowing the culprit to compete for the valuable scholarship. He ran towards Holmes with two eager hands outstretched.

‘Thank Heaven that you have come! What am I to do?’ Shall the examination proceed?’

‘yes; let it proceed, by all means.’

‘But this rascal-!’

‘He shall not compete.’

‘You know him?’

‘I think so, If this matter is not to become public we must have a small private court-martial. I’ll take the arm-chair in the middle. Kindly ring the bell!’

Bannister entered, and shrank back in evident surprise and fear at our judicial appearance.

‘Kindly close the door,’ said Holmes. ‘Now, Bannister, will you please tell us the truth about yesterday’s incident?’

The man turned white. ‘I have told you everything, sir.’

‘Nothing to add?’

‘Nothing at all, sir.’

‘Well, then I must make some suggestions to you. When you sat down on that chair yesterday, did you do so in order to hide some object which would have shown who had been in the room?’

Bannister’s face was ghastly. ‘No, sir; certainly not.’

‘I frankly admit that I am unable to prove it,’ said Holmes. ‘But it seems probable, since the moment Mr. Soames’ back was turned, you released the man hiding in that bedroom.’

Bannister licked his dry lips. ‘There was no man, sir.’

‘Ah, that’s a pity, Bannister. Up to now, you may have spoken the truth, but now I know that you have lied.’

‘There was no man, sir.’

‘In that case you can give us no further information. Would you please remain in the room? Stand over there near the bedroom door. Now, Soames, I am going to ask you to have the kindness to go up to the room of young Gilchrist and ask him to step down into yours,’

An instant later the tutor returned, bringing with him the student. He was a fine figure of a man, tall and agile with a springy step and a pleasant, open face. His troubled blue eyes glanced at each of us, and finally rested with an expression of blank dismay upon Bannister.

‘Just close the door,’ said Holmes. ‘Now, Mr. Gilchrist, we are all quite alone here and no one need ever know one word of what passes between us. We want to know, Mr. Gilchrist, how you, an honourable man, ever came to commit such an action yesterday?’

The young man staggered back and cast a look full of horror and reproach at Bannister.

‘No, no, Mr. Gilchrist, sir; I never said a word never one word!’ cried the servant.

‘No, but you have now,’ said Holmes, ‘Now, sir, you must see that your only chance lies in a frank confession.’

For a moment Gilchrist tried to control his features. The next, he had thrown himself on his knees and burst into a storm of sobbing.

‘Come, come,’ said Holmes kindly. ‘It is human to err, and no one can accuse you of being a heartless criminal. Perhaps it would be easier for you if I were to tell Mr. Soames what occurred.

‘From the moment, Mr. Soames, that you said to me that no one, not even Bannister, could have told that the papers were in your room, the case began to take a definite shape. The printer, of course, one could dismiss. The Indian I also thought nothing of. If the proofs were in a roll, he could not possibly know what they were. The man who entered knew that the papers were there. How did he know?’

‘When I approached your room. I examined the window. I was measuring how tall a man would need to be in order to see as he passed what papers were on the central table. I am six feet high and I could not do it with an effort. In your description of Gilchrist you mentioned that he was a long-distance jumper. Then the whole thing came to me in an instant.

What happened was this. This young fellow had been practising the jump at the athletic grounds. He returned, carrying his jumping-shoes, which as you are aware, have several spikes. As he passed your window, he saw by means of his height, these proofs on your table and guessed what they were. As he passed your door, he noticed the key left by your servant. A sudden impulse came over him to enter and see if they were the proofs. When he saw that they were indeed the proofs, he yielded to temptation. He put his shoes on the table. What was it that you put on that chair near the window?’

‘Gloves,’ said the young man.

Holmes looked triumphantly at Bannister.

‘He put his gloves on the chair and he took the proofs, sheet by sheet, to copy them. He thought Mr. Soames must return by the main gate and that he would see him. As we know, Mr. Soames came back by the side-gate. There was no escape. He forgot his gloves, but he caught up his shoes and darted into the bedroom. You observe that the scratch on that table is slight at one side but deepens in the direction of the bedroom door. That shows us that the shoes had been drawn in that direction, and that the culprit had hidden there. The earth round the spike had been left on the table, and a second sample fell in the bedroom. I walked out to the athletic grounds this morning, saw that black clay is used in the jumping pit, and carried away a specimen of it, together with some of the fine sawdust which is scattered over it to prevent the athlete from slipping. Have I told the truth, Mr. Gilchrist?’

The student had drawn himself up straight.

‘yes, sir, it is true,’ said he.

‘Good heavens, have you nothing to add?’ cried Soames.

‘Yes sir, I have. I have a letter here, Mr. Soames, which I wrote to you early this morning, in the middle of a restless night. Here it is. I have said, “I have determined not to go in for the examination. I have been offered a commission in the Rhodesian Police, and I am going out to South Africa at once.”’

‘I am indeed pleased to hear that you did not intend to profit by your unfair advantage,’ said Soames. ‘But why did you change your mind?’

Gilchrist pointed to Bannister.

‘There is the man who showed me the right way to act,’ said he.

‘Come now, Bannister,’ said Holmes. ‘It will be clear to you from what I have said that only you could have let this young man out, since you were left in the room and must have locked the door when you went out. Can you not clear up the last point in the mystery and tell us the reason for your action?’

‘It was simple enough, sir. At one time, sir, I was butler to old Sir Jabez Gilchrist, this young gentleman’s father. When he lost his money I came to the college as servant, but I never forgot my old employer. I watched his son all I

could for the sake of the old days. Well, sir, when I came into this room yesterday, the first thing I saw was Mr. Gilchrist's tan gloves lying in that chair. I knew those gloves well, and I understood their message. If Mr. Soames saw them, the game was up. I flopped down into that chair, and nothing would budge me until Mr. Soames went for you. Then out came my poor young master and confessed it all. Wasn't it natural I should try to save him and also that I should speak to him as his dead father would have done and make him understand that he could not profit by such a deed? Could you blame me sir?'

'No, indeed!' cried Holmes, springing to his feet. 'Well, Soames, I think we have cleared your little problem up, and our breakfast awaits us. Come, Watson! As to you, sir, I trust that a bright future awaits you in Rhodesia. For once you have fallen low. Let us see in the future how high you can rise.'

Sir Arthur Conan Doyle set up practice as a doctor at South Sea in England. He started writing stories to pass the time and he made a new career as a writer. His hero Sherlock Holmes solves the cases by scientific reasoning and deduction. By way of explaining to his friend Watson how he solved the cases, he explains the mystery to the reader. He makes his deduction purely on observation as can be seen in the prescribed story The Three Students.

Glossary:

- acquaintance - a person that you know
- agitation - worry or anxiety
- scandal - talk or reports of immoral things
- baize - thick material used to cover snooker table
- rummage - search carelessly
- stake - risk
- hideous - very unpleasant
- discreetly - tactfully
- jagged - rough, pointed, sharp edges
- putty - a soft, sticky substance usually used to fix windows

I. Comprehension Questions :

1. Who visited Sherlock Holmes?
2. Why was Mr. Soames agitated?
3. Who was Bannister?
4. What traces were left by the intruder in the room?
5. Why did the intruder enter Mr. Soames' bedroom?
6. Who were the three students who used the stair?
7. Describe the appearance of Bannister?
8. Whom did Sherlock Holmes suspect at first? Why?
9. Why did Holmes ask Mr. Soames to proceed with the examination?
10. Why did Holmes visit the stationers?
11. Why did Bannister pretend to faint?
12. Why did Gilchrist change his mind and decide not to take the examination?

II. Rearrange the following sentences in logical sequence and rewrite in a paragraph using connectors where necessary:

- A. 1. As he passed the window he saw the proofs on the table and entered the room.
2. There was no escape, so Gilchrist darted into the bedroom.
3. He put his gloves on the chair and copied the proofs.
4. Gilchrist had been practicing long jump.
5. Mr. Soames came back to the room.
- B. 1. Holmes suggested to call in the police.
2. The key had been carelessly left by Bannister.
3. Mr. Soames approached Sherlock Holmes for help.
4. Soames was amazed to see the duplicate key in the lock.
5. He said a paper with a passage of Greek translation was missing.

III. Write an essay on how Sherlock Holmes detected the culprit by developing the hints given below:

Mr. Soames – visits Holmes – agitated – Fortescue scholarship exam next day – proofs of question paper tampered – traces of intruder in the room - Holmes visits Soames' room – investigates – decides to come next day – Next morning – enquires Bannister – he denies – calls – Gilchrist – accepts his mistake – decides to leave for South Africa

Write an essay on the clues that helped Holmes solve the mystery using the hints given below:

Sherlock Holmes- known for solving mystery – deduction from evidence and witness – clues galore – deleting people from list of suspects – printer, Indian, only a tall man can see inside – key left on the door – shoes on table hence lump of clay – gloves on window – ran to the bedroom when Soames returned – hence the deep scratch – a lump of earth in bedroom floor – black clay in the athletic ground – Hence Gilchrist who is an athlete.

The following stories are suggested for extensive reading

The Tiger who would be King

- *James Thurbar*

Mama and Big Business

- *Kathryn Forbes*

A crash in the mountains

- *Lowell Thomas*

Marooned on a Desert Island

- *Philip Ashton*

The Khan's Treasure

- *H. de R. Walters*

Breakfast Time

- *Ruskin Bond*

The Dinner Party

- *E.V. Lucas*

Cheese

- *Jerome K Jerome*

In the Jaws of the Alligator

- *P.C. Arnoult*

The Tiger in the Tunnel

- *Ruskin Bond*

A Cricket Match Long ago

- *Edmund Blunden*

The Tunnel

- *Shema Futehalli*

Hero for a day

- *Raghavendra Rao*

A Strange story

- *O Henry*

Tiger Corners

- *E.V. Lucas*

Recollections of my Early Life

- *Rabindranath Tagore*

Swami and his friends

- *R.K. Narayan*

UNIT – I

COMPETENCIES

- A. LISTENING SKILL : Identifying of polysyllabic words
- B. SPEAKING SKILL : Using polite requests, persuading people,
encouraging others
- C. READING SKILL : Skimming and scanning
- D. VOCABULARY : Using words with suffixes and prefixes,
compound words
- E. STUDY SKILL : Interpreting texts, graphs
- F. GRAMMAR : Identifying and using of sentence patterns
- G. WRITING SKILL : Using punctuations
- H. OCCUPATIONAL : Tabulating data
- I. CREATIVE : Writing jingles

A. LISTENING SKILL

In the previous year, you had studied about syllables and how words are classified according to the number of syllables they contain.

e.g : Girl (monosyllabic-one syllable)

Bro + ther (Disyllabic – two syllables)

Con + duc + tion (trissyllabic-three syllables)

There are certain words which have more than four syllables.

They are called polysyllabic words. “poly” means many.

Task 1: Listen to the passage and list the polysyllabic words.

B. SPEAKING SKILLS

We have various methods of entering into a conversation or holding a dialogue. We have already dealt with it in detail in class IX. Here are some more examples.

Making a polite request

e.g

Ratna : Mother, can I come into the pooja room? I see you are busy there.

Mother : Come in, I'm just cleaning up things over here.

Ratna : Shall I help you, Ma? Can I take the photos and wipe them with a wet cloth?

Mother : Oh, yes, by all means. There's a good girl, but be careful.

Ratna : Where shall I keep these pictures to dry? By the way, do you remember that I have a get-together at school the day after tomorrow.

Mother :Yes, you had told me about it the other day.

Ratna : Ma, May I wear your blue sari?

Mother : You may, but you should keep it clean.

Ratna : Thank you, Ma.

e.g. 2

Student : May I come in, Sir?

Principal : Yes, please enter, What do you want?

Student : May I help the gardener in planting the saplings and trimming the lawn? I love gardening very much.

Principal : Oh, I see, It's very nice of you. I appreciate your interest. But you can help in the garden only after school hours.

Student : Okay, Sir. Thank you very much. I will start work from today.

Principal : That's good. You may go to the class now. The lunch break is over.

Encouraging others:

Raghav : Oh! God!, I've so much work to do.

Raghu : Why do you look worried? What's the problem?

Raghav : It's my daughter's marriage. It is due next month. I've to arrange for it, but I don't have the funds.

Raghu : Oh., I'll make some arrangements. How much do you require?

Raghav : Close to a lakh. But I shall return it once I get the loan sanctioned.

Raghu : No problem. I will give you the amount.

Raghav : It's so kind of you to help me. I am really grateful.

Task 1: Practise the above dialogues in your class

Task 2: You see a crowd in your neighbour's garden. On enquiry you come to know that a silver plate has fallen into the well. You offer to take it out. Write a dialogue suitable to the situation.

Task 3: Your friend has met with an accident. He has had a fracture in the leg. He has been discharged from the hospital and is recovering. Write a dialogue offering him words of encouragement.

C. READING SKILL

Pre-reading Activity

Challenges facing mankind on the environmental front have become truly global and pressing. Apprehensions are expressed that without remedial measures, we may face the bleak prospect of the collapse of the lifestyles that different societies presently enjoy. It is increasingly realized that the human race stands at the crossroads in choosing the options it has in the areas of environment and development.

The five principles underlying sustainable development are: ecological harmony, economic efficiency, conservation of resources including energy, local self-reliance and equity with social justice. To translate these into reality, we require an abundant measure of relevant science and technology which has to be environment-friendly.

Environmental degradation is the large scale despoilation of the earth and its resources, resulting particularly from human activities. Animal and human populations behave similarly and are subject to the same natural laws and consequences when they multiply beyond the carrying capacity of their environments: they pollute their habitats, exhaust natural resources necessary for survival, succumb to serve competition for remaining resources and suffer from strife, malnutrition, disease, epidemics and social breakdown.

Task:

1. Can you guess the subject of your lesson?
2. What do you know about species and endangered species?
3. What is the symbol of World Wild Life Fund?
4. How does environment get degraded?
5. What are the five principles for sustained development?
6. Pick out the polysyllabic words from this package.
7. Name some endangered species of wild life in India.

WHAT HAPPENED TO THE REPTILES

Zai Whitaker

You may not believe this story. But I can tell you it is true, because I have been to Pambupatti, the village of the snakes. Pambupatti is in a jungle so thick, so dark, that you would think no one can ever walk through it. Fallen trees and branches block the roads.

Vines and creepers with cruel, hooked thorns spring at you, scratching your arms and legs. A few minutes of ducking and dodging, and you are ready to turn back. Enough! Let the lizards and snakes and eagles keep their jungle. We humans have better places to go! Actually, Pambupatti is on the edge of the jungle. It is on a cliff, and the vast forest stretches below like a mossy green carpet. Eagles float on the air above, peering between the treetops for a rat or a snake to pounce on. Sometimes there is a ear-splitting crash, as if a giant has put his foot on a tree and crushed it. Elephants, maybe. Or, bison. But no one in Pambupatti is frightened of these sounds.

There are many kinds of people in the village – dark, fair, tall, short. They speak many languages. Some eat meat, some don't. Some pray in a small temple at the edge of the forest. Others pray in a mosque, some miles away. Some worship one god, others many. But they all live happily, oh, so happily together!.

My name is Prem and I live many hundred miles away from Pambupatti. I had heard about the village, but I'd never been there – it is a long journey by train, bus, and bullock cart. Then last year, something terrible happened. The people of my own village went mad. Far, far away, in a place they have never been to, a temple or mosque had been burnt down, and they went mad. They started fighting with one another. Some had to run away in the middle of the night. And at three in the morning, I lay in my house, half-awake to the sounds of hate and violence. There was a fire.

I managed to grab a few clothes, some coins, my little Ganesh statue, and I ran. How I ran! I ran for a day and a night, resting whenever my legs could not carry me further. I jumped on a train, then on a bus. No tickets. Never mind, everyone seemed to be running. Finally I found myself in Pambupatti, and I saw some villagers gathered near a well. I ran to them, and before I could say a thing, I fainted.

When I opened my eyes, I saw an old man with white hair, white beard and shining black eyes bending over me. For the next few days he looked after me, putting food in my mouth and bringing me sweet, cool water from the stream. He rubbed my feet gently and made the pain go away. Neighbours, strangers – everyone came to visit me.

“Tell me, Grandfather, “I said to him one day. “I have never seen people like the villagers here! In my village people fight with those who pray to another god. But here – this seems a very strange place.”

“Prem,” replied the old man, “I will tell you the story of Pambupatti. You can take this story back to your village – maybe it will heal some of its wounds, and dry some of its sores.”

“Oh Grandfather, “I said anxiously, “don’t say that. What I have seen in my village makes me burn with shame. I never, never want to go back there.”

“But that’s exactly why you must go back,” he said in a soft voice, I kept quiet. I didn’t want to argue with him, and I wanted to hear his story.

“It happened a long, long time ago,” he began. “So long ago that there were no schools and no teachers. Children lived in caves with their parents and helped them to collect fruit and berries from the forest.”

“At that time there were no tigers or panthers or elephants in Pambupatti forest. There were only reptiles, many many kinds of reptiles.

Now you know what reptiles are. Snakes, crocodiles, turtles, lizards. And you know that a reptile has scales on its body and it lays eggs. Well, most do anyway. There are always exceptions in nature. For instance, we can't even say that birds are creatures that fly! Because some, like the ... well, never mind."

"Every month, the reptiles of Pambupatti had a big meeting. Everyone came – the pretty, excited snakes, the slow, thoughtful tortoises, the clever, quick lizards, and the moody crocodiles, grumpy because they were out of water.

"The president of these meetings was Makara, the biggest crocodile of the forest. People say he was twenty-five feet long, though we can't be sure of that. But we know that all the animals thought he was very important. When someone is strong and powerful, you know, it is difficult not to go along with what he says or does.

"Now one day a strange thing happened. It was a week before one of the monthly meetings. Makara sent a letter to the tortoises, asking them not to come to the meeting. Ahisthay, the big old star tortoise with black and yellow pictures on his shell, was very angry.

"What does this mean?" he shouted, "How dare they!" But not one of the tortoises had the courage to attend the meeting – they were so few, the others so many!

"Before the meeting, the giant Makara polished his teeth with red flowers of the tree by the river till they sparkled. Everyone was waiting for him at the meeting place.

" 'Brothers and sisters,' he began. All the reptiles, even the beautiful king cobras, stopped talking. Makara continued his speech. 'I have decided that we don't need the tortoises! I have told them not to come today. Brothers and sisters, can you tell me why we don't like the tortoises?'

“The reptiles looked this way and that. They felt very uncomfortable. The snakes hissed anxiously, the lizards wriggled their tails, the crocodiles opened their jaws even wider.

“ ‘But....’ said one little lizard.

“ ‘No BUTS!’ shouted Makara. There was silence.

“ ‘I think.....’ said a baby crocodile.

“ ‘No I THINKS!’ Screamed Makara, so loudly that the fruit in the tree above him rained down. After that, no one had the courage to speak.

“Makara cleared his throat and showed a few more teeth. ‘Well,’ he said, ‘I will tell you why we don’t like the tortoises. They are so slow! So stupid! They even carry their houses on their backs – whoever heard of such a stupid thing ? Now you lizards, you live in trees. Would you ever carry a TREE on your back? Would you?’

“Small, frightened voices answered. ‘No, we wouldn’t. But...’”

“No BUTS! Now listen. I have told the tortoises that they will have to move out of Pambupatti. When they go, we will have more of everything. More food, more water, more space. I want them out by tomorrow. But because they are such slowcoaches, I have given them one week. By next Tuesday we won’t have a single tortoise left in this jungle!’

“And by next Tuesday, they were all gone. At first the animals were sad, but then they realized that what Makara had said was true. There was more food, more water, and more space for them!

“But soon a strange smell began to fill the forest. It was the smell of rot. There was rotting fruit on the ground, there were rotting animals in the river. This was what the tortoises used to eat. And even Makara had to go about holding his nose with his great big claws.

“A month passed by and then the same thing happened all over again. But this time, it was the snakes. Makara wrote them one of his letters. They were to leave the forest, and since they could move fast, they had to go in a day!

“Naga, the head of the snakes, pleaded for more time, but Makara would not give in. At the meeting he silenced the others – the lizards and crocodiles – with even louder shouts and threats. ‘Snakes are slimy,’ he said, ‘and long, and they make funny noises. Who wants such weird creatures around?’ Again, no one dared to disagree with Makara, and so the snakes left.

“For a while the animals of the forest were happy because they had been a little afraid of the snakes. You never knew when one of them might lose his temper and spit some venom at you! And it took only a little poison to kill you, after all.

“A few weeks passed and the animals of the forest looked tired and fed up. THE RATS! Now that there were no snakes to eat them, the rats had taken over the forest. And they were having a wonderful time. They were everywhere, on the trees, in the grass, in the bushes, on the ground. They ate up the eggs of the lizards and crocodiles. There would be no babies that year. Makara’s own nest of eggs had been chewed up.

Then Makara had a great idea. He called a meeting of the crocodiles and said. ‘Wouldn’t it be wonderful if we – the crocodiles – could have the WHOLE jungle for yourselves? No one but us? These lizards, now, just look at them! They have the strangest habits, and some of them even change colour! How can we trust someone who is green one minute, red the next? And they change colour so often it’s difficult to even spot them. Let’s get rid of them.

By now the crocodiles were really scared of Makara they had got into the habit of believing everything he said. So they clapped and shouted ‘Hurrah! Hurrah!’ Makara was pleased. The lizards left the forest, some of them carrying their eggs and babies on their backs.

“But now, when life should have been wonderful for the crocodiles of Pambupatti, all kinds of awful things began to happen. It was as if a madman had come to the forest, and was turning everything upside down. To begin with, the rats grew bolder by the day. They became so fearless that they jumped and turned somersaults on the crocodiles’ backs! And they were too many frogs – they seemed to be growing larger, and there was no one to eat them but the crocodiles. The huge frogs began to eat the baby crocodiles. And the insects! Now that the lizards were gone there were millions of them, growing bigger and nastier by the day.

“It was a terrible time for the crocodiles. They couldn’t understand what had happened to their happy forest home. Until one day, a squeaky little voice piped up at one of their meetings: ‘We know why the forest has gone crazy, don’t we?’

“Suddenly everyone was silent. They looked at Makara fearfully, but to their surprise he looked nervous. He shook a pesky rat off his tail and asked the small crocodile, ‘Why little fellow?’

“It all began with the tort.....’

“Okay, okay,’ said Makara. ‘There’s no need to talk so much.’ Makara didn’t want to admit he was wrong, but it didn’t matter. All the crocodiles knew now that he was not all that strong or powerful. Or always right. They sent urgent messages all over the place – for the tortoises, snakes and lizards to come back to Pambupatti. And what a great day it was when these creatures came back, family after family, with their little ones on their backs or straggling behind, shouting to their parents to wait for them!

“In two months, the forest was back to normal. The rats disappeared, and the insects, and the smell, and the world finally went back to its familiar old self.”

“Well, Prem,” said the old man, “have you fallen asleep? Did my story send you off to dreamland?”

I shook my head. “No, Grandfather, I was just thinking. That maybe it’s time I went back to my own village, because I have a story to tell them. But what if they don’t listen to me?”

“We can only keep at it, my son, tell these stories again and again, to more and more people. Some of them may laugh at you or say your stories are not true. But they may remember them one day, and understand that each of us has a place in this strange, funny world of ours.”

Glossary (phonetic script is for teacher’s reference only)

peering	????? ???? ?	- looking at carefully
sparkled	???????????? ?	- shone brightly
rot	?????	- decayed matter
weird	? ???? ?	- strange
venom	???????? ?	- poisonous liquid
scared	???????? ?	- frightened
straggling	???? ? ???? ?	- moving untidily
somersault	???? ????????????? ?	- jump and turn heels over head before landing
grumpy	???? ???? ?	- bad tempered
squeaky	???? ???? ?	- short, shrill, cry (of a baby crocodile)

Task 1. Choose the response closest in meaning to the underlined words / phrase.

1. When someone is strong and powerful, you know, it is difficult not **to go along with** what he says.
(a) Agree (b) Understand (c) take sides (d) favourable
2. There were **rotting** animals in the forest.
(a) dead (b) decaying (c) stinking (d) sickly
3. Who wants such **weird** creatures around?
(a) terrific (b) magical (c) comic (d) strange
4. Some of them may **laugh at** you.
(a) scorn (b) make fun of (c) threaten (d) despise

Task 2. Choose the response opposite in meaning to the underlined word / phrase:-

1. Makara would not **give in**.
(a) surrender (b) yield (c) revolt (d) argue
2. Naga the head of the snakes **pleaded** for more time.
(a) appealed (b) rejected (c) agreed (d) pleased
3. they are such **slow coaches**
(a) Speedsters (b) runners (c) workaholics (d) dullards
4. All kinds of **awful** things began to happen
(a) pleasant (b) terrible (c) crafty (d) mysterious

Task 3. Answer briefly:-

1. What sort of a place was Pambupatti?
2. Why had Prem to go to Pambupatti?
3. What incident happened in his place that made Prem think that his people “had gone mad”?

4. Who took care of Prem and how?
5. What decision was taken at the first meeting of the reptiles?
6. Why were the tortoises sent out of the forest by Makara?
7. Describe the condition of the forest after the exit of the tortoises?
8. Who had to leave the forest after the tortoises? Why were they asked to go?
9. Whose turn was it to leave the forest after the snakes? What was the reason given for their exit?
10. Who boldly pointed out the mistake done by Makara? What was the mistake?
11. What is the message conveyed through this story?

Task 4. State whether the following statements are true or false.

1. There was mob violence in Prem's village.
2. Prem was wandering without any help.
3. Makara, the crocodile called all the reptiles for the meeting.
4. The tortoise group was given time to leave the forest.
5. No one had courage to oppose Makara.

Task 5. Answer in a paragraph.

1. Describe the circumstances that forced Prem to leave his city.
2. Discuss in detail Makara's argument for sending out the other reptiles from the forest.
3. Each of us, humans as well as animals, has a place in this world. Explain.

Task 6. Answer in 200 words

1. How did Makara's action affect the forest of Pambupatti? How did normalcy return?
2. "Ecological balance has to be maintained for a peaceful life". Discuss with regard to the lesson.

Task 7. Use the following phrases in sentences:-

on the edge of,
frightened of,
burn with,
be sure of,
get rid of,
go about,
take over,
to wait for,
scared of,
go back,
in the middle of.

Skimming And Scanning

1. **Skimming:** You 'skim' through / over when you read something quickly noting only the main ideas of a text. In skimming you don't look for specific information. You don't know exactly what you are looking for.

It's a good practice to skim everything after reading the title and first paragraph. It lets you know what the passage is about. You generally skim everything you intend to read before you make a final decision to read, discard, or study the material.

Skimming is done at a speed three to four times that of normal reading. People often skim when they have lots of material to read in a limited amount of time.

Skimming involves looking through a text quickly to derive the gist of something. It involves a degree of inference and interpretation. In skimming, the readers take a quick look at the passage by allowing his / her eyes to wander over the text to get a general, superficial idea of the content which will help him / her decide if the material needs to be read carefully and intensively.

Task 1: Skim the following passage and answer the questions below:

India has become a major player in the global timber Trade. India has emerged as one of the biggest consumers of tropical timber in the world with sizeable imports from Malayasia, Indonesia, New Zealand and lately from Latin America and Africa. The resurgent economy, expanding middle class and burgeoning infrastructure spurred by lucrative housing schemes,commercial constructions and rapid urbanization has upped the demand dynamically. This is offset, however, by the stagnant supply of timber locally. This supply is constrained by the fuelwood consumption, curbs on timber harvesting and natural degradation of forests.

Some critical facts emerged during our recent research for a review of the timber market, by the International Tropical Timber Organization (ITTO). India has 16% of the world population, but only 1% of the world's forests, with barely one tenth of the average global productivity per hectare. Among the ITTO's producer countries, India has the lowest per capita forest area. Over one third of existing forests have sparse tree cover. Trees outside the forest supplement forest produce. These barely cover 2.5% of the land area, but are turning into an important resource, especially for the panel, pulp and paper industries. (THE NEW SUNDAY EXPRESS- JUNE 12, 2005)

1. What are the countries from whom India imports timber?
2. Why has the demand for timber increased?
3. What is the percentage of India's population in the world?
4. What are the resources of the timber trade?

2. Scanning : Scanning is going through a text with a view to looking or searching for a specific piece of information. Looking through a telephone directory to locate a particular phone number is an exercise in scanning.

Task 2: Scan the given data for the following enquiries.

1. In which route does the Rajadhani Express no. 2430 run?
2. On what days does it not run?
3. What is the duration of the journey?
4. What is the departure time?
5. At what time does it reach its destination?

2430	H.Nizamuddin- Bangalore
Days of service	M.Tu,F.Sa
H. Nizamuddin (Dep)	20.50
Bhopal (Dep)	04.50
Nagpur (Dep)	10.27
Secunderabad (Dep)	19.10
Bangalore (Arr)	06.55

D. VOCABULARY

1. Compound Words

You have studied compound words, prefix and suffixes last year. Here are some examples to help you recollect.

Moon + light = moonlight

Post + man = postman

Head + master = headmaster

Over + coat = overcoat

Definition: Compound words are formed by joining two or more base words. Compounds are for the most part nouns, adjectives and verbs. Such compound words can function as

1. Noun + noun as post + man = postman, wind + mill = windmill
2. Adjective + noun as noble + man = nobleman,
black + house = blackhouse
3. Verb + noun as break + fast = breakfast

4. Gerund + noun as dining + table = dining table
5. Adverb (Preposition) + noun as after + thought = afterthought,
Over + coat = overcoat
6. Verb + adverb as draw + back = drawback,
break+through = breakthrough
knock+out=knockout
7. Adverb + verb as out + set = outset, up + keep = upkeep

A. Compound Adjectives.

Compound adjectives may be formed by joining :

1. Noun + adjective (participle), as

blood + red	=	blood – red
snow + white	=	snow – white
hand+written	=	handwritten

2. Adjective + adjective as

red + hot	=	red – hot
blue + black	=	blue – black

3. Adverb + Participle as

never + ending	=	never – ending
well + dressed	=	well – dressed

B. Compound Verbs

Compound Verbs may be formed by joining

1. Noun + verb as

type + write	=	typewrite
ear + mark	=	earmark

2. Adjective + verb as

safe + guard	=	safeguard
white + wash	=	whitewash

3. Adverb + verb as

under + go	=	undergo
over + throw	=	overthrow

In most compound words it is the first word which modifies the meaning of the second. The accent is placed upon the modifying word and the amalgamation is complete. When the two elements of the compound are partially blended, a hyphen is put between them and the accent falls equally on both parts of the compound.

2. Prefix & Suffix

Secondary derivations are formed by adding prefix or suffix to the primary or simple words as

'un' —————>	un + happy	=	unhappy
	un + even	=	uneven
	un + like	=	unlike
'ness' —————>	good + ness	=	goodness
	kind + ness	=	kindness

Definition

Prefix is an addition to the beginning of a word, which changes its meaning. **e.g.** : unnecessary, disappears, irregular.

Suffix is an addition to the end of a word, which changes its meaning **e.g.** : darkness, hardship, hopeful, dirty, happily.

Task 1 : 1. Give examples of different compound words and use them in sentences of your own.

2. Write a sentence using a word with the prefix

Inter- Multi- Anti- out- micro- non-

3. Write a sentence using a word with the suffix

-Able -ous -wise -al -gram -some.

Task 2 : Derive words using the prefix given in the circle. The main words are given to help you.



correct

decent



mature

patience



sound

steady

consistent	moral	real
dependent	movable	suitable
digestion	passive	wise
direct	penetrative	successful
famous	perfect	sympathetic
fallible	proper	stable

Task 3: Add the suitable suffix to the following words making changes where necessary.

phone	ity
elect	able
whole	ful
economics	ship
credible	wise
value	gram
fellow	some
duty	al
clock	tion

Task 4: There are certain words to which you add the suffix “ic”, “al” and “-ally”. Try them with the following words.

electric	magic	elastic	emphasis
period	eccentric	hero	idealist

Task 5: There are some words to which you can add a prefix and a suffix to create new words. Here are some examples.

Unethical [ethic], **Immorality** [moral], **imperfection** [perfect], **Unimaginable** [imagine],

Find more examples from the lessons in your textbook.

Task 6: Create at least 3 words using “hood”, “wide” (suffix) for each.

Task 7 : Add suitable prefixes to form the opposite for the following words:-

Sure, Courage, Understand, Happy, Pleased, Agree, Trust, Fair, Familiar

Compound words :

Task : Match the words in A with those in B to make compound words:-

A	B
Bullock	top
Slow	dog
Tree	down
Ear	cart
Watch	coach
Crack	splitting

E. STUDY SKILL

Interpreting texts, graphs

Non-verbal representations is used more frequently nowadays. In the fast moving world of today a verbal account of the various representations is time consuming. Hence a non-verbal diagram is welcome during presentations conferences, meetings or in reports. It assists quick scanning and facilitates better grasping of information at a glance; however it cannot always be used in isolation. When necessary, it serves as a complement to a verbal / oral presentation.

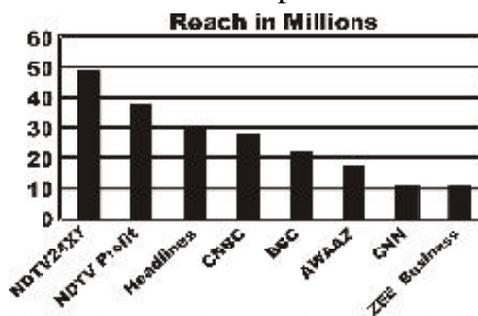
Interpretation of graph

News or Business

NDTV

Ranks No.1

Reach in Millions



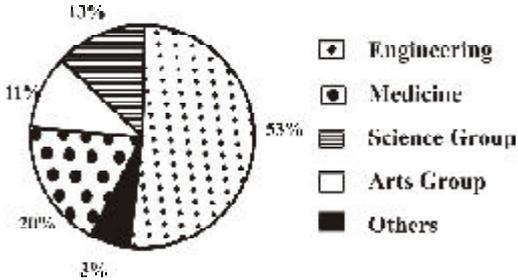
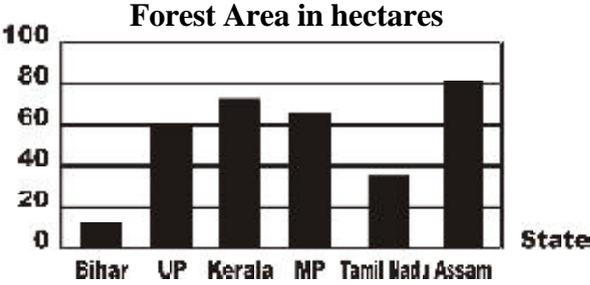
The above shows the impact of NDTV 24 X 7 as No.1 news channel in India. The others are way behind.

Here is a verbal presentation of the above bar diagram.

A survey of the reach of various news channels show that NDTV 24 X 7 rates highest with an average of 49 million viewers. NDTV Profit is second in the reach rate but with a good 11 million viewers less . The other popular channels are CNBC and BBC which take the third, fourth and fifth place with a viewer reach of 30, 28 and 22 million respectively. Awaaz is a little better than CNN and Zee Business, with 17 million viewers.

Task 1: Attempt a verbal presentation of the following diagram.

Forest land in selected states.



Task 2: Following is a paragraph on the varied priorities of students in their choice of higher education. Go through it carefully and study the pie chart given above:-

In 2003, the percentage of students opting for Engineering was 53% while the lowest sought after branch of study was the Arts subjects with a mere 11%. The Science branches fared better with 13% aspiring to join the courses. 20% selected the medical course. The remaining 3% was distributed among other groups.

F. GRAMMAR

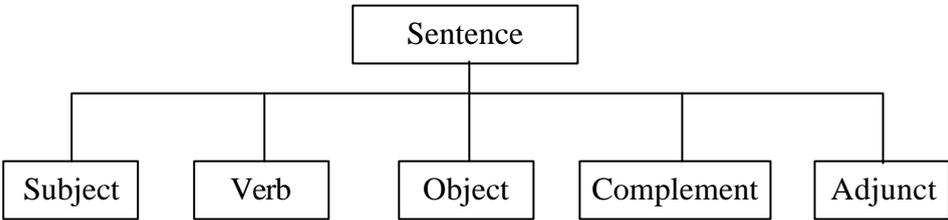
Sentence Patterns

When we speak or write, we use words. We generally use these words as groups.

e.g : Little Jack Horner sat in a corner.

A sentence is a group of words which makes complete sense.

The elements of sentences are



The basic elements of a sentence are two; namely the subject and the predicate.

1. The part which names the person or thing is called 'subject'

The part which tells something about the subject is called 'Predicate'.

The main word in the predicate is the 'verb' and it should be a finite verb. A sentence is incomplete without a finite verb.

SUBJECT	PREDICATE
Ramu	spoke well
The lions	roared
Swimming	is a good exercise

2. A finite verb shows the time of action.

Example

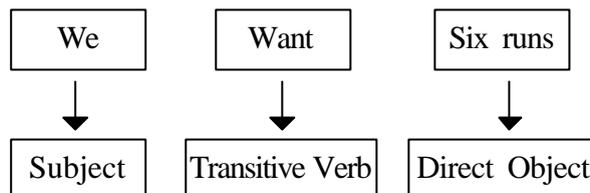
SUBJECT	VERB	
She	wrote	a letter
They	will play	well
He	is	an engineer

3. Objects follow the verbs.

e.g. : We want six runs

The verb provokes a question.

“What do we want? “and the answer is “six” runs. The answer is a ‘Direct Object’.



4. Sometimes a transitive verb has two objects, namely the ‘Direct Object’ and the ‘Indirect Object’. The Direct object answers ‘whom’ or ‘what’ and the Indirect object answers the question ‘to whom’ or ‘for whom’

She presented me a watch.

What did she present?

‘a watch’ – direct object.

To whom did she present it?

‘me’ – indirect object

The authorities gave the assistants an increased salary



5. A Complement is a word or a group of words which completes the meaning of the verb and it is an essential part of a sentence.

e.g. 1. She is honest

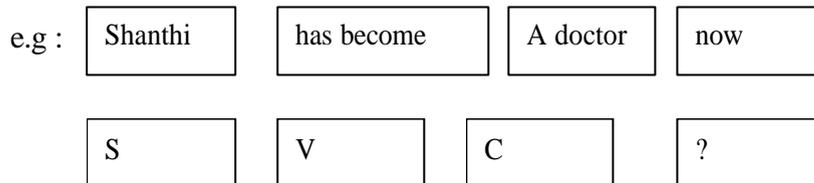
2. My mother is a musician

6. Adjuncts are added both to predicate and subject. But they are non-essential parts

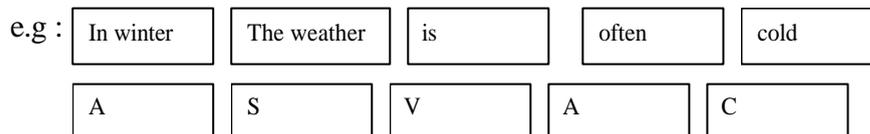
e.g. 1. He walked a long distance

2. He was a doctor in the USA

The underlined words are not essential parts and even if they are left out, what remains will be an acceptable sentence.



We have added 'now'. This is not an essential part and even if it is left out, what remains will still be an acceptable sentence.



Such additional units, which are not absolutely essential to the sentence, are called Adjuncts. Complements are essential parts. Adjuncts are additional parts. We can add any number of adjuncts.

Task 1: Identify the subject, verb and complement in the following sentences:

1. He is innocent
2. He became a doctor
3. He appears to be a criminal
4. It was bright
5. The children were tired.
6. India became great.
7. He was dull.
8. She was pretty.
9. It was nice.
10. He seems intelligent.

Task 2: Identify the subject, verb and adjunct in the following sentences.

1. He walked all the way.
2. I go by train.
3. They were fighting tooth and nail.
4. They walked towards each other.
5. He has succeeded at last.
6. I painted the picture beautifully.
7. Children play eagerly.
8. He was breathing heavily.
9. You are working well.
10. She is singing melodiously.

Task 3: Label the underlined element. The first one is done for you.

1. My sister is a doctor(c)
2. Last year, they had been to the States.
3. He prays to god on all the days.
4. She purchased two dresses for her birthday.
5. Sarala taught him Sanskrit.
6. During holidays, we regularly played cricket.
7. Ramesh plays classical tunes on the violin.
8. A year before, the space shuttle started on a difficult mission.

Task 4: Identify the pattern of the following sentences.

1. His father is a businessman in Delhi.
2. They lived in a small house.
3. My friend praised his sister for her stupendous effort.
4. Raghu bought the computer last year.
5. The sage gave his disciples good advice.
6. He lost his purse in the bus.
7. The doctor gave her a medicine yesterday.
8. Gowri often misses the train.
9. His brother is a Chartered Accountant in Kuwait.
10. Last month the city of Mumbai experienced heavy showers.

Task 5: Identify the direct and indirect objects in the following sentences.

1. He gave away all his wealth.
2. Mr. Murali teaches us English.
3. Sarala won the first prize.
4. Jim gave her a beautiful gift.
5. The company paid them a huge sum.
6. My father gave me some rare stamps.
7. They had their lunch in the hotel.
8. Many criticized the play.
9. Tagore wrote The Gitanjali.
10. Her mother gave her a hundred rupees.

Task 6: Write sentences for the following patterns

- | | | | | |
|----------|----------|----------|-------------|---------|
| 1. SVO | 2. ASVC | 3. SVCA | 4. SV IO DO | 5. SVOC |
| 6. ASVOC | 7. SVOAA | 8. SVOCA | 9. SAVC | 10. SVC |

G. WRITING SKILL

Punctuation

Punctuation is a system of placing points, stops or marks in a written matter. The purpose of punctuation is to make the meaning of a sentence clear. A sentence in the absence of punctuation can be ambiguous and equivocal.

The following pairs of sentences can easily bring out the wide difference in meaning while applying different marks of punctuation.

e.g : 1 (a) Studious boys and girls were given prizes.

(b) Studious boys, and girls were given prizes.

The sentence (a) means that the boys and girls who were studious, were given prizes. But the sentence (b) means that all the girls (whether they are studious or not) and the boys (only those who were studious) were given prizes.

e.g : 2. (a) Ravi, who is my friend, is an artist.

(b) Ravi who is my friend is an artist.

The sentence (a) means Ravi is an artist. He is also my friend. The sentence (B) means that there are many persons named Ravi, but I am referring to that Ravi who is my friend. He is the Ravi who is an artist. The following are the most commonly used marks of punctuation.

- | | | |
|---|---|---------|
| (a) (1) Full stop (or) period | = | (.) |
| (2) Note of Interrogation | = | (?) |
| (3) Note of Exclamation | = | (!) |
| (4) Capital letters | = | A, B, C |
| (5) Apostrophe | = | (‘) |
| (6) Quotation marks or
Inverted commas | = | (“ ”) |
| (7) Hyphen | = | (-) |
| (8) Oblique (or) Virgule | = | (/) |

FULL STOP (OR PERIOD) (.)

It represents the longest pause at the end of an Assertive or Imperative sentence.

It is used to mark abbreviations and initials.

e.g. B.A.,L.L.B.,M.B.B.S

INTERROGATION (?) is used after a direct question instead of the full stop.

e.g. Where is your book?

EXCLAMATION (!) is used after an exclamatory or an operative sentence.

e.g. a) How beautiful the moon is !

b) May God bless you!

COMMA(,) is the shortest pause.

e.g. Mohan is honest, brave and strong.

COLON (:) represents an ever longer pause.

e.g. He was truthful and honest; He was like a child: he was a saint.

SEMI COLON (;) represents a pause longer than the comma. As the symbol itself signifies, semi-colon represents a combination of the full stop and the comma.

e.g. The easiest way to tell if you have the right converter installed is to try to open the file; if caps cannot open it, it will prompt you to install the converter.

DASH (—) is used to mark a sudden interruption in a sentence.

e.g. Navneet met a small boy in the jungle — a gypsy he was — and he spoke a strange language.

PARENTHESSES (OR) BRACKETS () are used to separate an after-thought or aside from a sentence (i.e. in lieu of dashes)

e.g. All members of Sohanlal's family(excluding his youngest son) are well settled in their respective services.

CAPITAL LETTERS are used

1. To start a new sentence.
2. To write a proper noun or adjective derived from it: India, Indian etc
3. To write the pronoun "I" and the interjection "O"
4. To begin a quotation or a direct speech,

e.g. : Pope said, "To err is human, to forgive divine."

QUOTATION MARKS OR INVERTED COMMAS (" ") are used to state the exact words spoken by a person or to give a quotation, a title of a book, a play, a movie etc.,

e.g She said to her mother, "Please allow me to attend the function".

Task 1: Punctuate the following passage

the manned space programme of the indian space research organization has depended entirely upon russia the first indian cosmonaut became the 138th man into space he was squadron leader rakesh sharma a 35 year old indian air force pilot he spent eight days in space aboard the space station salyut he was trained for one and a half years for the eight day trip.

Task 2: Correct the wrong usage of punctuation marks in the following passage.

I had seen Gandhi; eaten with him, walked with him, Talked with him. Joked with him. I counted as golden the Hours. He gave me. Now, reading the accounts of how he lay helpless before Death, I wept .he was a fighter All his life, His violent death was one more service.

H. OCCUPATIONAL COMPETENCY

Tabulating

We have seen how a non-verbal presentation can be expressed in a verbal passage and similarly how a verbal presentation can be represented by a pie-chart or bar diagram.

Now we will see how a piece of information can be represented in a tabular column. When this is done, it facilitates one to comprehend information easily and quickly. Instead of going through a lengthy passage one can easily digest the main points in a tabular column.

e.g : Here you are presented with the variety of birds according to their structure and behaviour. There are flightless birds like the Ostrich of Africa, the Emu of Australia, the Rheas of South America and the Kiwi of New Zealand.

Some birds are ornamental like Peacocks in India, Swan and Geese in England, while in almost all the countries we have game birds like duck, chicken, turkeys, pigeons and so on.

Nearly 80 kinds of birds are in danger of becoming extinct like Whooping Crane, Flamingoes of West India and California Condor. About 40 kinds of birds have become extinct like the Hornbill of India, Ivory billed Woodpecker of South east Asia.

But almost all the countries have domestic birds such as ducks, turkeys etc.

This can be tabulated as follows.

S.No	Kinds of Birds	Species	Habitat
1	Flightless	Ostrich, Emu, Rhea, Kiwi	Africa, Australia, South America, New Zealand
2	Ornamental	Peacock, geese, swan,	India, England
3	Game	Turkey Duck Pigeon Chicken	All countries
4	Endangered	Whooping Crane California condor	West India, California
5	Extinct	Hornbill Ivory billed wood- pecker	India, South east Asia
6	Domestic	Duck Turkey Pigeon Hen	All the countries

Task 1: Collect data of the number of students participating in various competitions in your school and present it in a tabular column.

I. CREATIVE SKILL :

Jingles

Jingle refers to the sound created by metallic articles dashing with each other. The sound can also be likened to rhymes in poems, ringing musically. We have rhyming words that would facilitate writing or composing a poem. It excites our imagination and kindles our emotions.

Here are some rhyming words:-

Bush-push
Rain-pain
Tale-sale
Caught-sought
Bang-sang

Here is an example of a nursery rhyme changed to suit the needs of the time.

Johnny Johnny! Yes papa
Eating sugar! No papa

Following this, why can't we continue by singing,

Johnny Johnny! Yes brother
Throwing waste! No brother
wasting water! No sister
Helping others! Yes everybody

Task 1: Continue and complete this poem on child labour.

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and
Jill cried. No hard labour

Task 2: Complete the poem on conservation of wild life.

Ding dong bell
Tigers in danger
Who'll save her?
Who else but we!

POEM

Pre-reading activity

I wandered lonely as a cloud
That floats on high over vales and hills,
When all at once I saw a crowd,
A host of golden daffodils;
Besides the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky way,
They stretched in never-ending line
Along the margin of the bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Outdid the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft when on my couch I lie
In vacant or in pensive mood,
They flash upon the inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills
And dances with the daffodils.

The underlined words in the above poem express the **joy** experienced by the poet when he looked at the daffodils. Later when he recollected the experience his heart was filled with **pleasure**.

Joy issues out of a carefree heart whereas pleasure depends on social and physical aids. Joy is spontaneous but pleasure comes out of consequence.

JOY AND PLEASURE

William Henry Davies (1871 – 1940)

Now, Joy is born of parents poor,
And pleasure of our richer kind;
Though Pleasure's free, she cannot sing
As sweet a song as joy confined.

Pleasure's a Moth, that sleeps by day
And dances by false glare at night;
But Joy's a Butterfly, that loves
To spread its wings in Nature's light.

Joy's like a Bee that gently sucks
Away on blossoms its sweet hour;
But pleasure's like a greedy wasp,
That plums and cherries would devour.

Joy's like a Lark that lives alone,
Whose ties are very strong, though few;
But pleasure like a Cuckoo roams,
Makes much acquaintance, no friends true.

Joy from her heart doth sing at home,
With little care if others hear;
But pleasure then is cold and dumb,
And sings and laughs with strangers near.

Meanings

Pleasure is free - the rich can indulge in merry making because of wealth

Joy confined - the poor can seek joy in their heart

false glare - artificial light

ties - bonds, here ties with the nestlings on earth

But pleasure then is strangers hear – lacking inner peace, the rich are uneasy when they are lonely and they need company to drown their inward emptiness.

Task 1. Comprehension

1. Why does the poet say, ‘Joy is born of parents poor’?
2. What are pleasure and joy compared to in the poem?
3. Why does the poet compare pleasure to a moth?
4. How is joy similar to a butterfly?
5. Why does a cuckoo have no true friends?
6. Why is pleasure called ‘cold and dumb’?

Task 2. Read the given lines and answer the questions

1. Though pleasure’s free she cannot sing
As sweet a song as joy confined
 - i) Why is pleasure said to be free?
 - ii) Identify the figures of speech in the above lines.
2. Joy’s like a lark that lives alone,
whose ties are very strong, though few;
 - i) What are the ‘ties’ of the lark?
 - ii) Why is joy compared to the lark?
 - iii) What is the significance of the underlined words?
3. Joy from her heart doth sing at home,
with little care if others hear;
 - i) Identify the figure of speech in the lines
 - ii) What does ‘little care’ mean?
 - iii) Express ‘doth sing’ in modern English.

Task 3. How does the poet present a beautiful comparison of joy and pleasure?

Appreciation

a) Simile

A bee gently sucks the honey from flowers and stores it for the benefit of others. This information is known to everyone. Joy also spreads happiness everywhere and to everyone. On this common quality of spreading happiness the bee and Joy are alike. Hence the poet uses the word 'like' while comparing them. This type of comparison of a known thing with an unfamiliar thing on a common quality using the word 'like' or 'as' is called a simile.

Look at the other lines: 'pleasure is like greedy wasp'

'Joy is like a lark'

'Pleasure is like a cuckoo'

All these are similes

b) Personification – Look at the following sentences.

Winter slumbering in the open air

Fear strode beside her with every step she took through the dark lane.

In the above sentences **winter** , **fear** are not persons but shapeless ideas. Treating it as a person and making statements as if it were doing something is called a personification. In the given poem we find

'Joy from her heart doth sing'

'pleasure, then is cold and dumb

And sings and laughs.....' are examples of personification

Can you identify a few more examples of personification in the poem?

UNIT - II

COMPETENCIES

- A. LISTENING SKILL : Identifying Stress patterns
- B. SPEAKING SKILL : Expressing of pleasure / displeasure
accepting / refusing
- C. READING SKILL : Predicting / drawing conclusions
- D. VOCABULARY : Identifying and using Idiomatic phrases
- E. STUDY SKILLS : Making notes
- F. GRAMMAR : Using question tags, question forms,
Imperative patterns
- G. WRITING SKILL : Writing a Paragraph
- H. OCCUPATIONAL : Preparing of project report

A. LISTENING SKILL

Stress Pattern

Stress pattern shows which part of the word we should emphasize when we pronounce it. To indicate the stress a dot is placed before the part of the word.

- e.g.
1. Pic.ture
 2. De.ny
 3. Sub.marine
 4. Ex.ami.nation
 5. .Centre

There are some general rules to follow.

WORD TYPE		POSITION OF STRESS	EXAMPLES
Two syllables	Nouns	On the first syllable	Kitchen Mother Larder
	Verbs	On the last syllable	Advise Ashamed Remark
Compound words	Nouns	On the first part	Desktop Penstand Newspaper
	Adjectives	On the last part (the verb part)	Well cooked Hard boiled Old fashioned
	Verbs	On the last part	Understand Overturn Outshine
Phrasal verbs		On the particle	Switch off Turned up Run through

Words with added ending	-ic	The syllable before the ending	Economic Geometric Electric
	-tion, -cian, sion		Beautician Graduation Erosion
	-phy,-gy,-try, -cy,-fy,-al-	The third syllable from the last syllable	Photography Physiology Chemistry Fluency Exemplify Electrical
	-meter		Thermometer Barometer

Task 1: Mark the stress on the words given below

1. Godspeed
2. Hello
3. Definitely
4. Culinary
5. Inquisitive

Task 2: Pick out five new words from the lesson and mark the stress on them.

B. SPEAKING SKILL

Expressing Pleasure / Displeasure

In our day to day life, often we come across situations when we have to use words or expressions that convey our pleasure or displeasure over something that is said or done.

Here are a few examples

- i. Master : Have you watered the plants?
Gardener : Yes, sir.
Master : That's good!
- ii. Father : Have you finished cleaning your room?
Son : Yes, it took me almost an hour. Now it is clean.
Father : I am delighted. Keep it up.
- iii. Teacher : Salim, you passed in English. You have improved now.
That's great! But you have failed in Science. It's not good.
Revise well for the next examination.

The first three expressions convey the 'pleasure' of the speaker and the last expression conveys the speaker's 'displeasure'

Expression of pleasure : That's great / wonderful / excellent / I am delighted

Expression of displeasure : That's bad / it's a nuisance / It's irritating

Expressing Acceptance and Refusal

There are a few expressions of acceptance and refusal. Read the dialogue below.

- Customer : I need a demand draft for Rs.1000/- Here is the challan.
Banker : Oh! Sure. Please pass the cash.
Customer : Can I get it within five minutes.
Banker : Sorry Sir, it will take atleast ten minutes.
Customer : I need it urgently.
Banker : I am afraid, it is not possible.

The first expressions convey willingness and the other two are polite refusals.

Expressions of Acceptance : Yes, with pleasure /yes certainly / oh! Sure

Expressions of Refusal : Sorry, I can't / No sorry / I am sorry, I am helpless

Task : Form pairs and practice the expressions inventing appropriate situations.

C. READING SKILL

Pre-reading Acitivity

Task 1. Read the following recipe :

How to make light fruit cake

Ingredients

Butter ½ cup

Sugar ½ cup

Grated orange peel ½ cup

Eggs 3

Plain flour 1½ cups

Baking powder ¼ tsp

Mixed spice powder 1 tsp

Mixed dry fruits 1 cup

(almonds, Raisens, Cashew nuts, Dates, Apricots)

Baking time 2½ hours

Cake-tin size 15 cms

What ingredients do you take in equal quantities?

What is the main ingredient?

Why do you use baking powder?

What dry fruits can you use for the cake?

How much time is required for it to bake?

What is the size of the cake tin to be used?

Task 2 : You have mastered the art of making these cakes. Write out an advertisement to market these light fruit cakes. You can even promise variations of the original. Prepare a radio jingle for the same product.

Task 3 : Read the popular tale given below. You will notice that the conclusion is missing.

a. Predict the end and match it with the original.

b. Change the end to make it more contemporary.

Long ago life in a far away village buzzed around a huge banyan tree. Birds of all kinds lived in perfect harmony on its branches. There was a lot of singing and fun among them. One day a crow saw a hunter look up at their tree with greed in his eyes. He knew the hunter was cruel and was making plans to snare them. He warned all his fellow birds to be careful. One morning he saw the hunter spread a net under the tree and liberally throw a few grains over it. All the birds were alert and stayed away from the net. Just then a group of doves led by the Dove King came that way in search of food. Disregarding the warning given by the crow and the other birds, they swooped down on the grain. The waiting hunter drew the net together and trapped all the birds. He laughed loudly at his own cleverness. All the doves inside the net fluttered here and there in despair. Their desperate calls for help moved the crow and he told them how they could escape. He asked them to.....

MRS. MARCH TAKES A BREAK

(Louisa M.Alcott)

This extract is taken from Louisa M. Alcott's very popular book 'Little Women'. Little Women has touched many a heart because of the insights it gives into the life of simple, ordinary and delightful people. 'Mrs. March Takes a Break' is about Mrs. March leaving her four daughters, Jo, Meg, Beth and Amy, to run the house for a day. Their hilarious yet endearing efforts to attend to the household chores makes this passage a delightful piece of reading.

When they got up on Saturday morning, there was no fire in the kitchen, no breakfast in the dining-room, and no mother anywhere to be seen.

“Mercy on us! What has happened?” cried Jo, starting about her in dismay.

Meg ran upstairs, and soon came back again, looking rather bewildered, and a little ashamed.

“Mother isn’t sick, only very tired, and she says she is going to stay quietly in her room all day, and let us do the best we can. It’s a very queer thing for her to do, she doesn’t act a bit like herself; but she says it has been a hard week for her, so we mustn’t grumble, but take care of ourselves.”

“That’s easy enough, and I like the idea; I’m aching for something to do that is, some new amusement, you know”, added Jo quickly.

In fact, it was an immense relief to them all to have a little work, and they took hold with a will, but soon realized the truth of Hannah’s saying, “Housekeeping ain’t no joke.” There was plenty of food in the larder, and while Beth and Amy set the table, Meg and Jo got breakfast, wondering as they did so, why servants ever talked about hard work.

“I shall take some up to mother, though she said we were not to think of her, for she’d take care of herself,” said Meg, who presided, and felt quite matronly behind the teapot.

So a tray was fitted out before any one began, and taken up, with cook’s compliments. The boiled tea was very bitter, the omelet scorched, and the biscuits speckled with baking-powder; but Mrs. March received her repast with thanks, and laughed heartily over it after Jo was gone.

“Poor little souls, they will have a hard time, I’m afraid; but they don’t suffer, and it will do them good,” she said, producing the more palatable viands with which she had provided herself, and disposing of the bad breakfast, so that their feelings might not be hurt - a motherly little deception, for which they were grateful.

Many were the complaints below, and great the chagrin of the head cook at her failures. “Never mind, I’ll get the dinner, and be servant; you be mistress, keep your hands nice, see company, and give orders,” said Jo, who knew still less than Meg about culinary affairs.

This obliging offer was gladly accepted; and Margaret retired to the parlour, which she hastily put in order by whisking the litter under the sofa, and shutting the blinds, to save the trouble of dusting. Jo, with perfect faith in her own power, immediately put a note in the office, inviting Laurie to dinner.

“You’d better see what you have got before you think of having company”, said Meg when informed of the hospitable but rash act.

“Oh, there’s meat and plenty of potatoes; and I shall get some asparagus and a lobster, ‘for a relish’, as Hannah says. We’ll have lettuce, and make a salad. I don’t know how, but the book tells. I’ll have blancmange and strawberries for dessert; and coffee too, if you want to be elegant”.

“Don’t try too many messes, Jo, for you can’t make anything but gingerbread and molasses candy fit to eat. I wash my hands off the dinner party; and, since you have asked Laurie on your own responsibility, you may just take care of him.”

“ I don’t want you to do anything but be civil to him, and help with the pudding. You’ll give me your advice if I get in a muddle, won’t you?” asked Jo, rather hurt.

“Yes; but I don’t know much, except about bread, and a few trifles. You had better ask mother’s leave before you order anything” returned Meg prudently.

“Of course I shall; I’m not a fool,” and Jo went off in a huff at the doubts expressed of her powers.

“Get what you like, and don’t disturb me; I’m going out to dinner, and can’t worry about things at home,” said Mrs. March, when Jo spoke to her. “I never enjoyed housekeeping, and I’m going to take a vacation today, and read, write, go visiting, and amuse myself.”

The unusual spectacle of her busy mother rocking comfortably, and reading early in the morning, made Jo feel as if some unnatural phenomenon had occurred; for an eclipse, an earthquake, or a volcanic eruption would hardly have seemed stranger.

“Everything is out of sorts, somehow,” she said to herself, going downstairs. “There’s Beth crying; that’s a sure sign that something is wrong with this family.”

Feeling very much out of sorts herself, Jo hurried into the parlour to find Beth sobbing over Pip, the canary, who lay dead in the cage, with his little claws pathetically extended as if imploring for the food for want of which he had died.

“It’s all my fault I forgot him. There isn’t a seed or a drop left. O Pip! O Pip! how could I be so cruel to you?” cried Beth, taking the poor thing in her hands, and trying to restore him.

Jo peeped into his half-open eye, felt his little heart, and finding him stiff and cold, shook her head, and offered her domino-box for a coffin.

“The funeral shall be this afternoon and we will all go. Now, don’t cry, Bethy; it’s a pity, but nothing goes right this week, and Pip had the worst of the experiment. Make the shroud, and lay him in my box; and after the dinner-party, we’ll have a nice little funeral,” said Jo, beginning to feel as if she had undertaken a good deal.

Leaving the others to console Beth, she departed to the kitchen, which was in a most discouraging state of confusion. Putting on a big apron, she fell to work and got the dishes piled up ready for washing, when she discovered that the fire was out.

“Here’s a sweet prospect!” muttered Jo, slamming the stove-door open, and poking vigorously among the cinders.

Having rekindled the fire, she thought she would go to market while the water heated. The walk revived her spirits and, flattering herself that she had made good bargains, she trudged home again, after buying a very young lobster, some very old asparagus, and two boxes of acid strawberries. By the time she got cleared up, the dinner arrived, and the stove was red-hot. Hannah had left a pan of bread to rise, Meg had worked it up early, set it on the hearth for a second rising and forgotten it. Meg was entertaining Sallie Gardiner in the parlour, when the door flew open, and a floury, flushed and dishevelled figure appeared, demanding tartly,

“I say, isn’t bread ‘riz’ enough when it runs over the pans?”

Sallie began to laugh: but Meg nodded, and lifted her eyebrows as high as they would go, which caused the apparition to vanish, and put the sour bread into the oven without further delay. Mrs. March went out; after peeping here and there to see how matters went, also saying a word of comfort to Beth, who sat making a winding-sheet, while the dear departed lay in state in the domino box. A strange sense of helplessness fell upon the girls as the grey bonnet vanished round the corner; and despair seized them when, a few minutes later, Miss Crocker appeared, and said she’d come to dinner. Now, this lady was a thin, yellow spinster, with sharp nose and inquisitive eyes, who saw everything, and gossiped about all she saw. They disliked her, but had been taught to be kind to her, simply because she was old and poor, and had few friends. So Meg gave her the easy-chair, and tried to entertain her, while she asked questions, criticized everything, and told stories of the people whom she knew.

II

Language cannot describe the anxieties, experiences, and exertions which Jo underwent that morning; and the dinner she served up became a standing joke. Fearing to ask any more advice, she did her best alone, and discovered

that something more than energy and goodwill is necessary to make a cook. She boiled the asparagus for an hour, and was grieved to find the heads cooked off and the stalks harder than ever. The bread burnt black, for the salad-dressing so aggravated her, that she let everything else go till she had convinced herself that she could not make it fit to eat. The lobster was a scarlet mystery to her, but she hammered and poked, till it was unshelled. The potatoes had to be hurried, not to keep the asparagus waiting, and were not done at last. The blancmange was lumpy, and the strawberries not as ripe as they looked.

“Well they can eat meat, and bread and butter, if they are hungry; only it’s mortifying to have to spend your whole morning for nothing,” thought Jo, as she rang the bell half-an-hour later than usual, and stood, hot, tired, and dispirited, surveying the feast spread for Laurie, accustomed to all sorts of elegance, and Miss Crocker, whose curious eyes would mark all failures, and whose tattling tongue would report them far and wide.

Poor Jo would gladly have gone under the table, as one thing after another was tasted and left; while Amy goggled, Meg looked distressed, Miss Crocker pursed up her lips, and Laurie talked and laughed with all his might, to give a cheerful note to the festive scene. Jo’s one strong point was the fruit, for she had sugared it well, and had a pitcher of rich cream to eat with it. Her hot cheeks cooled a trifle, and she drew a long breath as the pretty glass plates went round, and everyone looked graciously at the little rosy islands floating in a sea of cream. Miss Crocker tasted first, made a wry face, and drank some water hastily. Jo, who had refused, thinking there might not be enough, for they dwindled sadly after the picking over, glanced at Laurie, but he was eating away manfully, though there was a slight pucker about his mouth, and he kept his eyes fixed upon his plate. Amy, who was fond of delicate fare, took a heaped spoonful, choked, hid her face in her napkin, and left the table suddenly.

“Oh, what is it?” exclaimed Jo, trembling.

‘Salt instead of sugar, and the cream is sour’ replied Meg, with a tragic gesture.

Jo uttered a groan, and fell back in her chair, remembering that she had given a last hasty powdering to the berries out of one of the two boxes on the kitchen table, and had neglected to put the milk in the refrigerator. She turned scarlet, and was on the verge of crying when she met Laurie’s eyes, which would look merry in spite of his heroic efforts; the comical side of the affair suddenly struck her, and she laughed till the tears ran down her cheeks. So did everyone else, even “Croaker” as the girls called the old lady; and the unfortunate dinner ended gaily, with bread and butter, olives and fun.

I haven’t the strength of mind to clear up now, so we will sober ourselves with a funeral,” said Jo, as they rose; so Miss Crocker made ready to go, being eager to tell the new story at another friend’s dinner table.

They did sober themselves for Beth’s sake. Laurie dug a grave under the ferns in the grove and little Pip was laid in with many tears by his tender-hearted mistress, and covered with moss.

Meg helped Jo clear away the remains of the feast which took half the afternoon, and left them so tired that they agreed to be contented with tea and toast for supper. Laurie took Amy out, which was a deed of charity, for the sour cream seemed to have had a bad effect upon her temper. Mrs. March came home to find the three older girls hard at work in the middle of the afternoon; and a glance at the cupboard gave her an idea of the success of one part of the experiment.

Before the housewives could rest, several people called, and there was a scramble to get ready to see them; then tea must be got, errands done; and

one or two necessary bits of sewing, neglected till the last minute. As twilight fell, dewy and still, one by one they gathered in the porch where the june roses were budding beautifully, and each groaned or sighed as she sat down, as if tired or troubled.

“What a dreadful day this had been!” began Jo, usually the first to speak.

“It has seemed shorter than usual, but so uncomfortable,” said Meg. “Not a bit home,” added Amy.

“It can’t seem so without Marmee and little Pip,” sighed Beth, glancing, with full eyes, at the empty cage.

“Here’s mother, dear, and you shall have another bird tomorrow if you want it,”

As she spoke, Mrs. March came and took her place among them, looking as if her holiday had not been much pleasanter than theirs.

“Are you satisfied with your experiment girls, or you want another week of it?” she asked, as Beth nestled up to her, and the rest turned towards her with brightening faces, as flowers turn towards the sun.

“I don’t!” cried Jo decidedly.

“Nor I” echoed the others.

“You think, then, that it is better to have a few duties, and live a little for others, do you?”

“Laughing and larking doesn’t pay,” observed Jo, shaking her head. “I’m tired of it, and mean to go to work at something right off.”

“Supposing you learn plain cooking; that’s a useful accomplishment, which no woman should be without” said Mrs. March, laughing inaudibly at the recollection of Jo’s dinner-party: for she had met Miss Crocker, and heard her account of it.

“Mother, did you go away and let everything be, just to see how we’d get on?” cried Meg, who had suspicions all day.

“Yes; I wanted you to see how the comfort of all depends on each doing her share faithfully. While Hannah and I did your work, you got on pretty well, though I don’t think you were very happy or amiable: so I thought, as a little lesson, I would show you what happens when everyone thinks only of herself. Don’t you feel that it is pleasanter to help one another, to have daily duties which make leisure sweet when it comes, and to bear and forbear, that home may be comfortable and lovely to us all?”

“We do, Mother, we do!” cried the girls.

“Then let me advise you to take up your little burdens again; for though they seem heavy sometimes, they are good for us, and lighten as we learn to carry them. Work is wholesome, and there is plenty for everyone; it keeps us from boredom and mischief, and gives us a sense of power and independence better than money or fashion.”

“We’ll work like bees, and love it too; see if we don’t!” said Jo. “I’ll make the set of shirts for father, instead of letting you do it, Marmee. I can and I will though I’m not fond of sewing; that will be better than fussing over my own things; which are nice enough as they are.” added Meg.

“I’ll do my lessons everyday, and not spend so much time with my music and dolls. I am a stupid thing, and ought to be studying, not playing,” was Beth’s resolution; while Amy followed their example, by heroically declaring, “ I shall learn to make button-holes, and attend to my parts of speech.”

“Very good, then I am quite satisfied with the experiment, and fancy that we shall not have to repeat it; only don’t go to the other extreme, and delve like slaves. Have regular hours for work and play; make each day both useful and pleasant.”

“We’ll remember, Mother!” and they did.

GLOSSARY

dismay	/ ʃɪˈmaɪ /	– discouragement and distress
bewildered	/ biːwɪlˈdəd /	– puzzled, confused
queer	/ ˈkwiː /	– strange, odd
grumble	/ ˈɡrʌbl /	– complain or protest in a bad – tempered way
repast	/ ˈreɪpɑːst /	– a meal
palatable	/ ˈpælətəbəl /	– pleasant to taste
viands	/ ˈvaɪənz /	– food.
chagrin	/ ʃæˈɡrɪn /	– annoyance or shame at having failed.
culinary	/ ˈkʊlɪnəri /	– having to do with cooking.
blancmange	/ ˈblɑːŋmɑːʒ /	– like dessert made with corn flour and milk.
elegant	/ ˈelɪɡənt /	– graceful and attractive in appearance.
molasses	/ ˈmɒləsɪz /	– a thick, dark sweet liquid obtained from sugar.
prudently	/ ˈprʊdntli /	– acting with or showing care and thought for the future.
trudged	/ ˈtrʌdʒd /	– walked slowly and with heavy steps
hearth	/ ˈhɜːrθ /	– a fireplace
dishevelled	/ ˈdɪʃiːvəld /	– very untidy
apparition	/ ˌæpəˈrɪʃən /	– a ghost or an image of a person who is dead
inquisitive	/ ɪnˈkwɪzɪtɪv /	– tending to ask a lot of questions
curious	/ ˈkjʊəriəs /	– eager to know or learn
amiable	/ əˈmiəbəl /	– showing and inspiring a friendly attitude

Comprehension

Task 1 : Answer each questions in about 50 words

- 1) Why did Mrs. March stay in her room? What was so unusual about it?
- 2) How did the March sisters react to their mother's absence?
- 3) What was the fate of the breakfast served to Mrs. March? What had she done in anticipation?
- 4) What did Meg consider to be an act of rashness? Was it rash?
- 5) What was the duty allotted to Meg by Jo? What was Jo's responsibility?
- 6) What was Jo's menu for the dinner she planned?
- 7) What tragedy struck Beth? What caused it? How was she consoled?
- 8) Who was the unexpected visitor? Why was she disliked?
- 9) How did the family and the guest react to Jo's culinary skills? What was wrong with it?
- 10) What was Jo's strong point? What went wrong with that?
- 11) Describe Pip's funeral.
- 12) What lessons did the girls learn from their experience?
- 13) What did the girls promise their mother?
- 14) What promise did Jo make?
- 15) What did Beth promise?
- 16) Who do you think handled the entire situation the best?

Task 2 : Answer in 200 words

1. Which character endeared herself to you the most? Why? Mention specific reasons.
2. Why did Mrs. March pretend to be ill? Justify her act.

Task 3 : The following statements are from the text. Who spoke these lines.? Choose the right answers from the list given below.

Mention the circumstances under which the given statements were made.

1. Housekeeping ain't no joke.
2. You'll give me your advice if I get into a muddle, won't you?
3. How could I be so cruel to you.
4. Salt instead of sugar, and the cream is sour.
5. Work gives us a sense of power and independence better than money or fashion.

1. Meg
2. Hannah
3. Jo
4. Mrs. March
5. Beth
6. Laurie.

Task 4 : Using the clues given below fill in the blanks & complete the passage given.

dishevelled	elegant
grumble	chagrin
culinary	hearth
dismay	trudged
molasses	amiable
blancmange	viands

To her _____ they all entered the room at once. Mr. Vikram was as usual _____ in his unpressed clothes. Mrs. Shanmugam in sharp contrast was stunningly _____. When they came

in the family had already assembled in front of the _____ .
Mr. Mathew _____ in just then. His _____ clearly
showed on his face. The auto he came in was late and his loud _____
could be heard by almost all.

They were all very hungry as they had not had any _____ since
morning. Displaying modest _____ skills Sarita served them a light
meal. They had warm slices of bread with home made _____ poured
on it followed by some tasty _____ a dessert. The meal made
them _____ and they chatted away till the sun went down.

D. VOCABULARY

Idiomatic phrases

Idioms are expressions peculiar to a language. They do not give the literal
meaning of the word. They are generally used to add richness to the language
and to the idea expressed.

e. g. : 1) Try to avoid that man, he is a bad egg.

‘Bad egg’ here means ‘a bad person’

2) That girl is the apple of her grandfather’s eye.

‘apple of the eye’ means ‘a favourite’ or “someone special”

3) That’s a lovely car, it must have cost you a bundle!

‘Cost you a bundle’ means ‘a lot of money’

Many words when accompanied by a preposition, an infinitive or an
adverb take on an idiomatic meaning.

e. g. : 1) His friend promised to stand by him through thick and thin.

2) Owens strained every nerve to win the race.

3) His boss took him to task for his carelessness.

Task 1 : *Given below in columns are a few idiomatic phrases with their meanings. Match the phrase to its meaning with the help of these sentences.*

- 1) The teacher smelt a rat when she saw the whole class unusually silent.
- 2) The long and short of it is that he decided to accept the job.
- 3) That dress suits you to a T.
- 4) He was beside himself with grief.
- 5) His popularity went to his head.

Column A	Column B
smell a rat	without self control
long and short of it	became conceited (proud)
suit to a T	expressed briefly
beside himself	fits exactly
went to his head	suspect

Task 2 : *Make an album using idiomatic words related to food. Provide illustrations wherever possible.*

e. g. : 1) That is a half baked idea. It will most probably fail.

2) She has not yet completed her assignment. She will really be in the soup.

E. STUDY SKILLS

Making Notes

Learning to make notes effectively will help you to improve your study and work habits and to remember important information. Often, students are deceived into thinking that because they understand everything that is read will be remembered. This is a misconception. It is beneficial to make notes for reference to help you remember.

As you make notes, you will develop skills in selecting important material and in discarding unimportant material. The secret to developing this skill is practice.

Check your results constantly. Strive to improve. Notes enable you to retain important facts and data and to develop an accurate means of arranging necessary information.

Each student should develop his or her own method of making notes, but most students find the following suggestions helpful.

A. Make your notes brief.

1. Avoid a sentence where you can use a phrase. Avoid a phrase where you can use a word.
2. Use abbreviations and symbols, but be consistent.

B. Note down the points in your own words. However, the following should be noted exactly:

1. formulas
2. definitions
3. specific facts

C. Use outline form and / or a numbering system. Indentation helps you distinguish major from minor points.

D. If you miss a statement, write key words, skip a few spaces, and get the information later.

E. Organise your points into main points and supporting details. Omit examples.

F. Date your notes and number the pages.

Here are some hints on note making.

1. Do not write down everything that you read. Be alert and attentive to the main points. Concentrate on the “meat” of the subject and forget the trimmings.

2. Notes should consist of key words or very short sentences.
3. Take accurate notes. You should usually use your own words, but try not to change the meaning. If you quote directly from an author, quote correctly.
4. Think a minute about your material before you start making notes. Don't make notes just to be making notes! Make notes that will be of real value to you when you look them over at a later date.
5. Have a uniform system of punctuation and abbreviation that will make sense to you. Use a skeleton outline and show importance by indenting. Leave lots of white space for later additions.
6. Omit descriptions and full explanations. Keep your notes short and to the point. Condense your material so you can grasp it rapidly.
7. Don't worry about missing a point.
8. Don't keep notes on oddly shaped pieces of paper. Keep notes in order and in one place.
9. Shortly after making your notes, go back and rework (not redo) your notes by adding extra points and spelling out unclear items. Remember, we forget rapidly. Budget time for this vital step just as you do for the class itself.
10. Review your notes regularly. This is the only way to achieve lasting memory.

Task 1: Read the passage given below and make notes.

One of the proudest moments of my childhood was the time I recited a long poem for the Christmas programme at school. When I was in elementary school, every year the school put on a programme at Christmas time. When I was about eight years old, the teacher asked me to memorize a very long

poem. I was really excited because I loved to memorize and to recite in front of a group. I worked hard to learn the poem. All the students memorized poems to recite and learned songs to sing as a group. By the day of the programme, I had memorized the entire poem. I still remember how nervous I was when the teacher called my name. But I got up from my seat, walked in front of the audience, and recited the poem, just as I had learned it. When the poem was over, everyone clapped. The title of the poem was “The Night Before Christmas”. I felt so proud of myself. Even though memorizing the poem was a lot of work, it was worth hearing the applause that day.

Task 2: Read the text “Mrs. March takes a break” and choose the passages describing Jo’s dinner. Make notes on the passage.

F. GRAMMAR

If we want to ask for information we usually use the standard question form. However, sometimes we just want to keep a conversation going, or confirm information. In this case, question tags are often used to solicit input or confirmation to what we are saying. Using question tags well also promotes a keen understanding of the use of various auxiliary verbs.

- e.g. :**
- 1) You are all in class X, aren’t you?
 - 2) It isn’t going to rain, is it?
 - 3) You didn’t write the test, did you?
 - 4) Hard work pays, doesn’t it?
 - 5) He is too young to be your teacher, isn’t he?

In the sentences you will notice that generally there are certain patterns as given below:

- a) An affirmative statement takes a negative tag and a negative statement takes an affirmative tag.

- b) The auxiliary verb of the statement and the tag are generally the same and carry the same tense as seen in 1,2,3 and 5.
- c) In other statements the auxiliary is added to form the tag question as in 4.
- d) The statement is followed by a comma and the tag by a question mark.

Task 1

Group activity

Instruction to the teacher:

- ✍ Give each group the sentence halves, (cutting them into two halves strips prior to the lesson) and ask them to match them.
- ✍ Correct the sentence matching as a group.
- ✍ Ask each student to write his/her name on a piece of paper followed by five simple statements about himself/herself. For example: *I have been in Tamilnadu for four years. I live in Chennai.*
- ✍ Collect the statements and re-distribute the sheets to different students. Make sure that the students keep the sheets upside down until they are called out.
- ✍ Each student then uses the statements to ask question tag questions, to the student who has written the statements. For example: *You have been in Tamilnadu for four years, haven't you? You live in Chennai, don't you?*
- ✍ Activate target area by asking students simple yes/no questions insisting on the correct use of the auxiliary verbs. For example: *Do you play tennis? – Yes, I do. Have you been to Bombay? No, I haven't / Yes I have.*

Task 2 : Add suitable question tags. Each question tag should be used only once.

isn't it?, has he?, were you?, aren't you?, doesn't he?, do you?, is she?, didn't you?, did she?

1. She didn't watch the film last night, _____
2. It's great to see each other again, _____
3. He comes every Friday, _____
4. You're married, _____
5. You went to Tom's last weekend, _____
6. You don't like tripe, _____
7. She isn't much of a cook, _____
8. He hasn't lived here long, _____
9. You weren't invited to the party, _____

Task 3 : Match the sentence halves.

They enjoy cooking	don't you?
She isn't thinking of leaving school	isn't it
It's so hot ,	is she?
She hasn't studied here for a week long, ...	didn't he?
Balaji bought a new car last week	are they?
They aren't serious,	don't they?
You live in an apartment,	has she?
She doesn't speak Russian,	had they?
They won't keep quiet,	isn't it?
He isn't concentrating,	does she?
They hadn't visited you before,	is he?
This music is fantastic,	will they?

Task 4 : Discuss an interesting news report from the newspaper with your friend. Use atleast five question tags to confirm certain view points.

G. WRITING SKILLS

Paragraph writing:

Task 1 : Pick out any two headlines from the day's newspaper. Expand each into a paragraph

Points to remember

Your paragraph should have unity i.e. it should have only one thought or idea to elaborate on.

It should follow a logical sequence of thought i.e. all ideas should be arranged according to their importance.

It should have one topic sentence that carries the essence of the paragraph.

Task 2 Group Acitivity :

Work as a group and frame a paragraph on a picture given to you by your teacher. The paragraph should not exceed 100 words.

G. OCCUPATIONAL COMPETENCY

Project work

Task : Your parents have rushed off for a full day to attend to an emergency. They have left behind your four years old sister.. Chalk out a schedule on how you would manage the day. They will be away from 6.30a.m. to 6.30p.m.

POEM

Pre reading Acitivity :

Read the lines given below

“What shall I bring you?
Please will white do
Best for young wearing
The long day through?”

“- White is for weddings,
Weddings, Weddings,
White is for weddings,
And that won't do.”

- Thomas Hardy

In the above stanza the first four lines are uttered by someone and the next four lines are a reply of the listener.

There are certain poems which narrate an incident in the form of series of questions and answers when such a story of olden days are presented in the form of poems, they are called ballads.

O WHAT IS THAT SOUND

W.H.Auden

O what is that sound which so thrills the ear
Down in the valley drumming, drumming?
Only the scarlet soldiers, dear,
The soldiers coming.

O what is that light I see flashing so clear
Over the distance brightly, brightly?
Only the sun on their weapons, dear.
As they step lightly.

O what are they doing with all that gear.
What are they doing this morning, this morning?
Only their usual manoeuvres, dear,
Or perhaps a warning.
O why have they left the road down there,
Why are they suddenly wheeling, wheeling?
Perhaps a change in their orders, dear.
Why are you kneeling?

O haven't they stopped for the doctor's care,
Haven't they reined their horses, their horses?
Why, they are none of them wounded, dear,
None of these forces.

O is it the parson they want, with white hair,
Is it the parson, is it, is it?
No, they are passing his gateway, dear,
Without a visit.

O it must be the farmer who lives so near.
It must be the farmer so cunning, so cunning?
They have passed the farm already, dear,
And now they are running.

O where are you going? Stay with me here!
Were the vows you swore me deceiving, deceiving?
No, I promised to love you, dear,
But I must be leaving.

O, it's broken the lock and splintered the door,
O it's the gate where they're turning, turning;
Their boots are heavy on the floor
And their eyes are burning.

W.H. Auden was a versatile and witty poet of the early part of the last century. He wrote poems of different forms and has also employed a wide variety of language. He has a keen ear for rhythm which makes his poems musical. The poem '**O What is that sound**' was written when there was a great threat of war. The poem is written in stanzas of alternating long and short lines. It relates the story of the march of a band of soldiers to trace out and arrest a person who keeps himself hidden in the house of a girl. He makes vows of love to her, but as the soldiers approach the house, he deserts her and flees. The poem is written in the form of a series of questions and answers.

Glossary

thrills :	excites, delights
scarlet soldiers:	soldiers in their red uniform
flashing :	appearing suddenly
gear :	an organized manouevre
wheeling:	turning round
forces :	soldiers
parson :	the preacher of a parish
cunning:	shrewd
vows :	promises (of love)
burning:	glowing

Comprehension

Task 1. Answer briefly :

1. Who asks the questions and who replies?
2. What was the manner in which the soldiers were moving?
3. When did the incident take place – day or night?
4. Pick out the line that gives an idea that the lover plans to desert the girl.
5. What effect does the repetition of certain words have on the poem?

Task 2. Read the following lines and answer the questions

1. O what is that light I see flashing so clear
over the distance brightly brightly?
 - i) Who utters these lines?
 - ii) What was the 'flashing' due to?
 - iii) How do these lines help us understand the poem better?

2. Perhaps a change in their orders, dear why are you kneeling?
 - i) Why was the girl kneeling?
 - ii) Why does the speaker use the word perhaps?
 - iii) Was there any change in the order?

3. No, I promised to love you, dear,
But I must be leaving.
 - i) What was the question for which the lines above were a reply?
 - ii) Why does the speaker say that he must be leaving?
 - iii) Was the speaker really in love with the girl?

Task 3. Write in a paragraph on how the element of suspense is developed in the poem.

UNIT – III

COMPETENCIES

- A. LISTENING SKILL: Listening to a short speech
- B. SPEAKING SKILL : Asking about possibility
- C. READING SKILL : Understanding information explicit and non explicit
- D. VOCABULARY : Identifying and using Phrasal verb & Idiomatic phrases
- E. STUDY SKILL : Making notes
- F. GRAMMAR : Identifying and using Relative clauses
- G. WRITING SKILL : Writing letter
- H. OCCUPATIONAL : Preparing project report
- I. CREATIVE : Writing a slogan

A. LISTENING SKILL

Task 1: Listen to the short speech on 'Road Safety Concerns' and complete the points listed below

1. Road users must change their _____
2. Tougher laws have to be _____
3. Road deaths are an enormous _____ and cause great _____ to the family.
4. The speaker appeals to road users to be more _____ and _____

Task 2 : Listen to the following passage and identify the message conveyed in the passage. Express it as 'The moral of the story is

B. SPEAKING SKILL

Asking about the possibility

Read the following statements

1. *Is it likely to rain today?*
2. *Is it possible to reach Madurai before nightfall.?*
3. *Is there any chance of meeting the director today?*
4. I think it is going to be a great task.

The condition of a possibility is conveyed in the underlined phrases

Task 1 : Practice the dialogue in pairs

- A. Is there any chance of the date of the competition being changed?
B. I think it is very likely.
- A. Can it be due to our tests scheduled for next week?
B. It is quite possible.

Task 2 L Two ladies meet in a shop. Write a dialogue based on the likelihood of the shop closing for stock-taking for two days. Use expressions asking about the possibility.

Task 3 : Fill in the blanks with suitable words expressing possibility:-

Sarla :- Do you think that it is _____ for me to be elected chairperson of the club?

Vimla :- I _____ there is every chance.

Sarla :- Is there a _____ of anyone else contesting for the post?

Vimla :- It is _____ that Kamla _____ oppose you.

Note:- Modal auxiliaries like **can, could, may** and **might** are also used to express possibility.

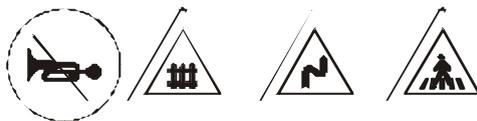
Task 4 : Fill in each blank with the appropriate modal auxiliary given below.

1. A good teacher _____ make even dull lessons interesting.
2. The sky is overcast. It _____ rain
3. The lady is very ill. But there are chances that she _____ recover.
4. Don't be angry. Anyone _____ make such a mistake.
5. We _____ do this work better.
6. If you _____ do that job I would be happy.

may	might	can	could
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C. READING SKILL**Pre reading activities**

1. Have you seen these road signs?



2. What do these signs indicate?
3. Find out and draw the symbols for the following
 - a. first aid
 - b. no right turn
 - c. petrol bunk
 - d. no entry
 - e. narrow road ahead
4. Discuss the traffic conditions you experienced this morning on your way to school.

THE RULE OF THE ROAD

A.G. Gardiner

A stout lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot-passengers, but she replied, "I am going to walk where I like. We've got liberty now". It did not occur to the dear old lady that if liberty entitled the foot-passenger to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your motor-car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not, incidentally, interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the Strand in a dressing-gown, with long hair and bare feet, who shall say me

nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache (which heaven forbid), or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. I may like mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you marry the dark lady or fair lady.

In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the trombone from midnight till three in the morning. If I went on to the top of Helvellyn to do it, I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep quiet. There are lots of people in the world, and I have to accommodate my liberty to their liberties.

We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in this respect than of our own. A reasonable consideration for the rights, or feelings of others is the foundation of social conduct.

I believe that the rights of small people and quiet people are as important to preserve as the rights of small nationalities. When I hear the aggressive, bullying horn which some motorists deliberately use, I confess that I feel something boiling up in me which is very like what I felt when Germany came trampling like a bully over Belgium. By what right, my dear sir, do you go along our highways uttering that hideous curse on all who impede your path? Cannot you announce your coming like a gentleman?

trampling	/ ʧrʌʃɪŋ /	- crushing
hideous	/ ˈhɪdɪəs /	- very ugly
incarnate	/ ɪnˈkɑːnət /	- having bodily form and substance of
spectacle	/ ˈspektəkl /	- impressive public display
observance	/ ˈɒbzərvəns /	- conforming to
intercourse	/ ɪnˈkɔːrs /	- relations between persons

Note the use of contrasting ideas in a sentence

- You may marry the dark lady or the fair lady.
- You can be wise or ridiculous, harsh or easy, conventional or odd
- It can sweeten or make bitter the journey

Comprehension

Task : 1 Answer the following briefly.

- What was the old lady's idea of liberty?
- Explain the statement "Everybody would be getting in everybody else's way and nobody would get anywhere", with reference to this lesson.
- "There is a danger of the world getting liberty drunk in these days" Why does the author feel so?
- What are the rules of the road?
- "Liberty is not a personal affair only but a social contract" Why does the author make such a strong statement?
- Substantiate – "There are lots of people in this world and I have to accommodate my liberty to their liberties"
- Pick out statements that the author hints on the rule of the road and the rule for life.
- When do we consider ourselves to be civilized or uncivilized?
- Why does the author feel that the great moments of heroism and sacrifice are rare?
- Explain the mood of the author in this lesson.

Task 2. Some statements are given below from the lesson. Explain as to who said it and what it reveals.

Statement	Who said it	What it reveals
<p>1. I'm going to walk where I like</p> <p>2. How dare this fellow interfere with your free use of the public highway?</p> <p>3. I shall not inquire of you whether I may eat mustard with my mutton.</p> <p>4. If I choose to go down the Strand in a dressing gown, with long hair and bare feet, who shall say me nay?</p> <p>5. A reasonable consideration for the rights or feelings of others is the foundation of social conduct.</p> <p>6. If I went to the top of Helvellyn to do it, I could please myself.</p> <p>7. Cannot you announce your coming like a gentleman?</p>		

Task 3. The Rule of the Road is an exceptional extract from A.G.Gardiner's essays. Pick out two statements that have fascinated you and discuss them with your partner.

Understanding information explicit and non explicit

Task : 1 Read the following passage and answer the questions given below

A costly thrill for the youth

Rash and negligent driving by youngsters on city roads has been a major contributor to the number of fatal accidents. Every year, young men and women aged between 17 and 35 years account for atleast 60 percent of the fatalities on the roads, says Greater Chennai Police Commissioner R.Natraj.

Statistics available with the Chennai City Traffic Police reveal that fatal accidents involving two-wheeler riders have increased from 20 percent in 1996 to 40 percent in 2004. K.C.Mahali, Joint Commissioner, Chennai Traffic Police says, "Youngsters prefer driving trendy bikes and we have many high speed bikes in the market these days. This leads to more accidents." In several cases of accidents caused by high speed driving, the victim either succumbs to serious head injuries or gets crushed under the wheels. Last year, several deaths occurred in this pattern.

"Youngsters simply do not realize the consequences of dare-devil driving", Mahali laments

Usually, youngsters accelerate speed for the thrill and later, it becomes a habit. Ranjith, a college student who drives at a speed of 70 km even on the main road, says, "First, I tried driving at a high speed just to experiment. The experience was so thrilling. Over a period, it has become a habit. And now, I simply cannot drive slowly."

His friend Vijay, however, loves to drive fast to impress the opposite sex. "Riding the bike fast gives us a macho feeling. And as a group, we like to have races on the roads," he says unabashedly.

C. Lakshmi Narain, secretary, Accident Victims Association, says, “The problem is the attitude of the youngsters who think that nothing might happen to them. It is the parents of the youngster who suffer the most. The pain and agony they undergo is inexplicable. I have seen many suffering in loneliness.”

Even worse could be instances when the youngsters are crippled by the accidents. Narain explained, “With a permanent disability, these youngsters suffer from guilt pangs throughout their lives.”

As for drunken driving, another major cause of accidents, the Traffic Police claim to have curbed the menace in the last few months. (Indian Express)

1. What has been a major contributor to the number of fatal accidents?
 - b. What happens in accidents caused by high speed driving?
 - c. Give one reason for high-speed driving.
 - d. What has been the action taken against drunken driving?
 - e. Highlight the attitude of the youngsters.
2. What are your suggestions to prevent high speed driving?

Task : 2 Read the following passage and answer the questions given below

‘Quality of Thoughts’

There are two reasons for accidents: Firstly we forget we are the driver, and we lose control of the vehicle. In other words, our thoughts run away with us. Secondly we fail to apply the brake fully. STOP MEANS STOP! It does not mean inching forward with a few more wasteful thoughts. A full stop means to stop undesired thoughts. Then, by shifting into a “neutral” state or mind, we are in a better position to choose the direction or lane of new thoughts.

If every individual not only maintained a “safe driving record,” but also took sole responsibility for driving etiquette via thoughts, words and actions, it would not only result in countless responsible drivers but would also clean up the environment. Thoughts of rubbish and dirt would not build up sludge in the mind, thus making travel simpler and more economical. Words of waste and negativity would not pollute the atmosphere, thus making air cleaner and saving energy. Actions wasting time and energy would be laid to rest and replaced by benevolent actions performed in the awareness of:

“Whatever I do, others will see me and be inspired to do the same.....

Whatever I do, I will receive the return of that.”

1. What is this passage about?
2. Why are human thoughts compared to driving?
3. What similarities has the author drawn between accidents on the road and thoughts?

D. VOCABULARY

I. Phrasal Verbs

A phrasal verb is formed by combining an adverb or a preposition to a verb. It is used idiomatically to convey a special meaning completely different from meaning expressed by the verb or the particle. The same verb followed by different particles conveys different meanings. Some phrasal verbs have objects and some don't. Some of them sometimes have objects and sometimes do not.

Task 1 : A list of phrasal verbs and their meanings is given below. Learn them carefully and use them in sentences of your own:-

Phrasal Verb	Meaning
back out	withdraw
back up	support
break down	fail, stop working
break into	enter by force

break out	appear and spread suddenly
break up	disperse
call for	demand
call in	summon
call off	cancel
call on	to pay a short visit to a person
call at	to pay a short visit to a place
look after	take care of
look down	hate, despise
look for	to try to find
look into	examine
put by	save
put down	crush
put off	postpone
put on	wear
put out	extinguish
set about	start
set in	begin
set out	start
set up	establish

Task 2 : Give the meanings of the following phrasal verbs:-

- break out _____
- look in _____
- break in _____
- ring off _____
- watch out _____
- stay up _____
- listen for _____
- bring about _____

- catch on _____
- count on _____
- do up _____
- drop off _____
- face up to _____
- fall out with _____
- get on _____

Task 3 : Complete the given sentences using the phrasal verbs in the box

grow up	catch up	wait up	watch out	keep up
cool off	speak up	clean up	give up	stay on

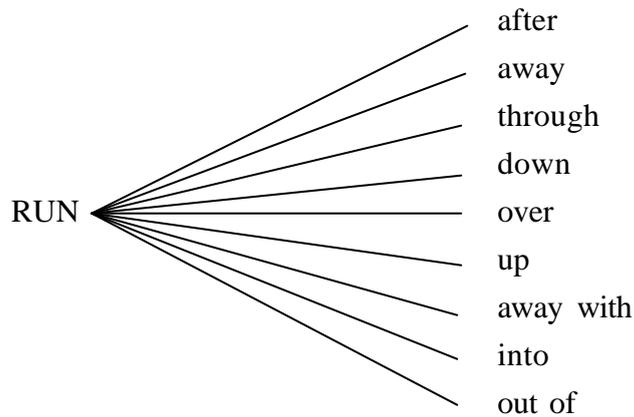
1. Reshmi still behaves like a small girl. I wish she'd _____
2. He was asked to come to the park on Friday and _____ for the weekend.
3. Please don't go so fast. I can't _____
4. _____! Oh dear. Didn't you see the bus approaching?
5. You are sweating so profusely. Come and sit under the fan and _____
6. The students asked the teacher to _____ a bit as they couldn't hear clearly.
7. Although she was tired of climbing, she kept going. She just wouldn't _____
8. The room was so untidy that Nisha's mother asked her to _____ her room.
9. She asked them to go on ahead and she'd _____ with them later.
10. He told her not to _____ for him as he'd be coming very late.

Task 4 : Use the phrasal verbs in the box to fill the blanks:

gets along	get up	get down
get on	getting out	get to
get out	got off	
get off	got away	

1. I always _____ from bed as soon as I am awake.
2. It is difficult to climb up the steep steps. But it is easy to _____
3. Someone left the door open and the cat _____
4. The angry teacher asked the child to _____ of the class.
5. “Were you punished?” “No I _____ with a scolding”.
6. We should stop grumbling and _____ with our work.
7. I cannot _____ school in time unless I start early.
8. She is a pleasant child. She _____ well with her classmates.
9. The tourists were trapped in the maze. They had no way of _____
10. “_____ the train, it is about to start!”

Task 5 : Use the correct form of run with any of these particles to fill in the blanks. The first one is done for you.



1. Atleast one person is run down by a car on our road every month.
2. The board at the ration shop announced, “We have _____rice. Wait till the next stock”.
3. “I have prepared my chemistry lessons”, said Nina, “but let me _____ the equations again”.
4. In the _____ to the elections, some of the candidates dropped out of the race.

5. The car _____ the boy but he escaped unhurt.
6. The policeman _____ the thief but he escaped.
7. The girl _____ carrying the basket with her.
8. Unable to park in the narrow area, he _____ a nearby car.

Task 6 : Find the meanings of the following phrasal verbs.

1. take up -
2. take after -
3. take in -
4. take over -
5. take to -
6. take out -
7. take away -
8. take off -

Task 7 : Fill in the blanks with the appropriate phrasal verbs given in brackets. Use the correct tense forms of the verbs.

break in, break down, break out, break through, break up

1. The bus _____ on the way due to some mechanical problem and we had to walk all the way.
2. When the USSR _____ in 1992 the former Republics formed the Commonwealth of Independent States.
3. Though the enemy's defences were strong, our soldiers _____
4. When the inmates were away, burglars _____
5. The Second World war that _____ in 1939 came to an end in 1945 when the USA dropped two atom bombs each on Nagasaki and Hiroshima in Japan.

Task 8 : Rewrite the following sentences substituting the bold lettered words with the phrasal verbs given in brackets. Use the correct tense form of the verbs.

Wipe out, call off, take off, switch on, seal off, put on

1. He **removed his** coat and relaxed in an armchair.
2. She **wore** her new dress for the birthday party.
3. **Connect** the T.V. Let's watch the cricket match.
4. The earthquake completely **destroyed** all the houses in the city.
5. The police **blocked** all the exit points of the city when a gang of robbers looted a jewellery shop.
6. After an agreement was reached, the workers **discontinued** their strike.

Task 9 : Use one word for the phrasal verb underlined in the following sentences:-

1. She put on a gray skirt and a gray cardigan.
2. We called on my cousin at Kalimpong on our way back.
3. The boy set out as a detective would on a mystery trail.
4. The student revolt was put down by the police
5. The rains had set in

Idiomatic Phrases

Idioms are expressions peculiar to a language. Many verbs when followed by various prepositions or adverbs, acquire an idiomatic sense. **All phrasal verbs are idiomatic phrases but all idiomatic phrases are not phrasal verbs.**

- e.g.**
1. Her aunt looks after him (takes care)
 2. The bridge gave away while the men were at work (broke)
 3. The thief got away with the cash (escaped)

Task 1 : Fill in the blanks with suitable idiomatic phrases from the list given below

1. The student was caught _____ copying in the examination.
2. Do not _____ to a tale bearer.
3. Maya _____ to my advice.
4. He _____ talking.
5. Hari _____ his entrance examination.
6. You must _____ your expenditure

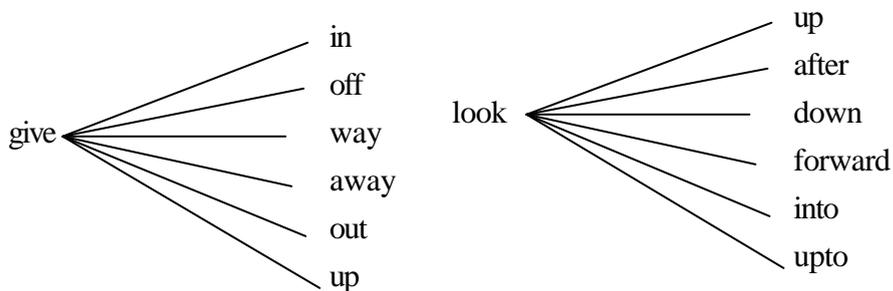
give ear, kept on, cut down, red handed, turned a deaf ear, got through

Task 2 : Match the idiomatic phrase with its meaning:

- | | |
|-----------------|-------------|
| 1. laid down | conceal |
| 2. keep back | occupies |
| 3. gone through | surrendered |
| 4. takes up | solved |
| 5. worked out | suffered |

Task 3 : Combine the word to the preposition to form an idiomatic phrase and use it in a sentence

e.g. The President **gave away** the National awards to the scientists.



E. STUDY SKILL

Making Notes

Task 1 : Read the following passage and prepare notes.

Man! Was There Snow!

Some old folks will recall the blizzard of 1978. In a very short time, snow drifted up to 15 or 20 feet in some areas. The chill wind brought the temperature down to 50 below. Many highways were closed for weeks. I was playing the Hammond organ for a living in those days. We had finished up a month's gig in Muskegon, Michigan and was booked for the next month in Kansas City. Although there were winter storm warnings put out, I packed up my equipment late at night and headed southwest, hoping to get to KC by the next morning.

By the time I hit the Chicago by-pass, it was snowing like I had never seen it snow before. Except for the reflection of my headlights off the snow, it was pitch black. Visibility on the road was nearly zero, then suddenly, *it was Zero*. I wanted to get off the road, but I thought there was a ditch to the right. I didn't dare stop in the middle, because if someone were behind me, they surely wouldn't see my lights in time to stop. And I couldn't even see the stripe on the road in front of me. I began to panic, as I shot forward by faith and not by sight. It was like one of those nightmares where you are driving with your eyes closed, Just awaiting the crash.....

I prayed a few words in desperation then looked into my rear-view mirror.

My van was cutting a swath through the snow; *in the mirror*, I could see the stripe on the road behind me. So I drove slowly through that blizzard while looking in the rear-view mirror for that stripe behind me. I gauged my forward direction entirely by where I'd been- a dangerous practice except in a blizzard. It was the only thing I could've done. And thank God there

was nobody in front of me, for if there had been, chances are I would not be here today. I didn't make much forward progress, but my life was spared, and I reached my destination late but safe.

It was through my experience on the Chicago by-pass that the second rule of the road became most clear to me – *You Can't Drive Forward Without a Rearview Mirror.*

Task 2: Conduct a sampling survey among 10 motorists, 10 bus drivers, 10 auto drivers with a prepared questionnaire and report and make notes on the collected data.

F. GRAMMAR

Relative Clauses

Look at the following sentence

“An honest person is one who aspires to follow the highest codes of conduct”.

This sentence refers to an honest person and gives us more information about him. As the information in the clause ‘who...’ tells us about the man, it serves as an adjective clause. An adjective clause is also called a Relative clause. When the clause defines the noun it qualifies, it is known as a Defining Relative clause.

The Adjective Clause which does not define the noun before it but gives additional information about the noun is called the Non – defining Relative Clause e.g. The house which I saw was white – defining relative clause defines which house I saw.

Nalin, whose mother is a lawyer, is my neighbour–This is a non defining Relative clause as ‘whose mother is a lawyer’ is an added information only.

Task 1 : Fill in the blanks, with ‘who’ or ‘which’ wherever necessary.

- a. Please give me the name of the mechanic_____repaired your TV.
- b. Don’t you know the number of the house in _____you live?
- c. That is not the study book_____I was reading last night.
- d. Is that the woman_____gave tea and blankets to the refugees?
- e. The car _____we have just bought is air – conditioned.
- f. Was it your mother_____started a dispensary in this village?
- g. I want to congratulate the man_____planted a hundred trees in this colony.
- h. This is not the shop _____sells handicrafts from different parts of the country.

The relative pronouns used in Relative clauses are :

	<u>For people</u>	<u>For things</u>
Subject	Who / that	Which / that
Object	Whom / who / that	Which / that
Possessive	Whose	Whose / of which

Task 2 : Complete the sentences below, using the key words given in the box above and a suitable linker.

- * is found about 20-25 km above the earth.
- * studies plants and animals.
- * advocates the protection of the environment.
- * is surrounded by sea.
- * measures atmospheric pressure.

- a. What is an island ?
It is a landmass_____
- b. What is ozone?
It is a gas_____
- c. Who is a biologist ?
A biologist is a scientist_____.

Task 3 : Combine the sentences using relative clause

1. The boy is swimming. He is my brother.
2. The Taj mahal is in Agra. It is visited by many people.
3. Meet Malini. She has won the first prize.
4. The girl is tall. She is 5' 4''.
5. The man is an engineer. He lives next door.
6. The shop was destroyed by fire. It has been rebuilt.
7. You lost a chain. Have you found the chain?
8. I met a girl. Her mother is a doctor.
9. We stayed in a hotel. The stay was very comfortable.
10. We saw the children. Their parents have left them.

Task 4 : Complete the sentences using relative clauses using the hints given.

1. I have a brother. His name is Prakash. He is an auditor.
My brother _____
2. There was a festival. It lasted nine days. It is over.
The festival _____
3. There is a plane. It is called Jumbo. It can hold a lot of people.
The plane _____
4. I was looking for a pen. I've found it now.
I've found _____
5. I met a girl. Her mother is a teacher of English.
I met a girl _____

G. WRITING SKILL

Letter Writing

We write letters to friends and relatives, officials and business people. The format differs a little for each type of letter. Letters written to friends and relatives are called **personal letters**. Letters regarding office matters are called **official letters**. Letters written in the course of business are said to be **business letters**. Each letter carries four parts.

<p>1. Heading</p>	<p>Sender's address is written on the right hand top. The date is written below the name of the place</p>
<p>2. Salutation</p>	<p>Sir / Dear.....,</p>
<p>3. Body of the letter</p>	<p>Message</p>
<p>4. Subscription</p>	<p>Yours lovingly / sincerely / faithfully and Sender's signature.</p>

Personal letters:

Personal letters are written to friends, family members and relatives. So they are usually written in an informal or light-hearted manner. The letter is mostly conversational in tone.

e.g.

<p style="text-align: right;">YYY. 4th April 2004</p> <p>Dear XXXX,</p> <p>I hope this letter finds you healthy and happy. You must be preparing hard for your final examinations. I plan to spend the vacation at my home town. Why don't you join me? I shall take you round the village. Confirm your visit by return post. Convey my regards to your parents.</p> <p style="text-align: right;">Yours affectionately, YYY</p>

Writing Formal / Business Letters.

Here is a formal letter from Roshini asking her Principal for leave of absence:

Chennai
11 September, 2004.

Ms. Roshini
Class X,
Surya Matriculation School,
College Road,
Madurai-16.

The Principal.
Surya Matriculation School,
College Road,
Madurai-16.

Respected Madam,
I have a small injury on my right foot and am unable to walk.
Kindly grant me leave for two days. (11th and 12th September 2004)
Thanking you,

Yours obediently,

Signature
(Roshini)

Task 1: a. Identify the parts of a formal letter asking for leave of absence.

b. Observe the capital letters, full stops and commas in Roshini's letter.

c. Study the form of the letter.

Task 2. You want to attend your sister's marriage. Write a letter to your Principal requesting him / her to grant you leave for three days.

Here is a business letter that Kishan wrote:

22/3, Mount Road,
Chennai – 600 001

4, October, 2004

Book Selection Centre,
21/20, Bank street
Bombay – 1

Dear Sir,

Sub: Order for -‘A Practical English Grammar’

I would like to order a copy of ‘A practical English Grammar’ by A.J. Thomson and A.V. Martinet. A money order for Rs.150/- i.e. the cost of the book including the postage, has been sent to you. Please send me the book by registered post as early as possible.

Thanking you,

Yours sincerely,

Signature
(Kishan)

Task 1 : a. Identify the parts of a business letter.

b. Study the form of the letter.

Task 2 : Write a letter to a Hotel in a tourist town booking rooms for you and your family for a week during the summer holidays

H. OCCUPATIONAL SKILL

Project Report

A project report is a form of written communication produced after an investigation on a survey on a specific topic. It is written for a specific purpose. Even though a project report contains the writer’s opinions and recommendation it is essentially based on facts and findings collected during the survey.

While preparing a project report the following points should be borne in mind:-

- 1) A suitable title should be given
- 2) The language of the report should be appropriate to its content.
- 3) The language should be simple, direct and clear.
- 4) The content should be logically arranged and presented.

TASK 1: Use the guidelines given below and write a project report on “Awareness of Road rules in Chennai”.

Guidelines:

Introduction:- (The purpose of the project)

Through the Road Safety Patrol (RSP) the government intends to create an awareness of road rules and safety measures among schools and colleges. Your school RSP unit has been asked to take up a project to spread awareness among their peer groups and educate them on road rules.

Body of the report:- (Description of the project)

Participants:- 30 students of Stds. VIII to XII

You may start the report by saying

“About 30 students from Stds. VIII to XII were selected to do the project on Road rules. They were divided into 5 groups and were asked to go to 5 different places close to their school to regulate the traffic.....” Here you can name the 5 places

Co-ordinators:-

Here you may include information about the co-ordinators and mention how they co-ordinated the project activities. You may start by saying:- “The two teachers who organised the activities of the RSP in our school co-ordinated the project.....”

Procedure:-

Write about the way the study / survey was conducted to collect the necessary data for the project.

Findings:-

1. types of congested areas – markets, temples.....
2. Narrow roads
3. Safety on the roads
4. Drivers
5. Pedestrians
6. Two-wheelers, four-wheelers, heavy vehicles, bullock carts.

Recommendations:-

You can make recommendations based on the findings of the survey:-

Example:-

1. Widening the roads/ repairs/filling up the pits
2. More signboards
3. Speed breakers
4. Lanes for the traffic
5. One way regulations
6. Car park facilities around shopping areas.
7. More traffic police
8. Proper Signals
9. Awareness talks through media

Conclusion:-

You may give your final comments based on your survey.

After the concluding section you should give the date and place. Since the Principal is to submit the report his/her signature should be obtained.

Date:-

Signature

Place:

Name of Principal

Language of the Project Report:-

1. Third person
2. Indirect speech
3. Passive voice.

FORMAT

1.Title

2 Introduction

- a. purpose or aim of report
- b. who authorized the action reported?
- c. who constituted the project group?
- d. any other background information

3 The body of the report

- a. detailed description of methods and plans used in the project
- b. detailed account of the facts and findings. Do not include any personal views.

4 Recommendations

- a. recommendations must be listed
- b. impersonal passive voice is used.
- c. imperative sentences should be avoided.

5 Conclusion

Reporter's concluding remarks or evaluatory statements are to be presented in this part of the report.

Task2 : Follow the same format and write a project report on the following:

Use of cell-phones among the youth and its hazards with regard to road safety.

I. CREATIVE SKILL

a. Slogan

A slogan is a catch word or a short memorable advertising phrase which creates an awareness of the subject of the slogan and incites the reader to respond accordingly. An effective slogan is:

a. short b. catchy c. imaginative d. often a play on words

- e.g*
1. Start early reach safely
 2. Be Indian buy Indian
 3. You reach before you start
 4. Let's crack jokes but not crackers
 5. Why be in line when you can be on-line.

Slogans are used:

1. to create awareness
2. to evoke response
3. to highlight a merit

Task 1: Fill in the blanks to create catchy slogans

e.g. Waste water _____

ans: Waste water thirst later

(or)

Waste water recycling makes each end a beginning

- a) Don't light that cigarette _____
- b) Grow a tree _____
- c) The faster you drive _____
- d) A green vegetable a day _____
- e) Today is _____

Task 2: Write a catchy slogan for each of the following

- a) creating awareness of road safety through the wearing of helmets
- b) conserving fuel energy
- c) preventing noise / air pollution

POEM

WITHOUT DUE CARE

Alan Patrick Herbert

Old Mrs. Alice Bird is dead —
“Crossing the road without due care”.
The driver said she lost her head—
“Crossing the road without due care”.
She disobeyed the simple rule,
“Be very careful, quick and cool
When motor-cars are there”;
So she is dead, the silly fool——
“Crossing the road without due care”.

Old Mrs. Bird was much to blame,
“Crossing the road without due care”.
For Mrs. Bird was rather lame
And should have taken SPECIAL care,
She had, it seems, deficient sight,
Her intellect perhaps was slight,
Her nerve required repair,
So she is dead and serves her right—
“Crossing the road without due care”.

Old Mrs. Bird came up to Town
From Chipping -under-Bone,
Where limousines are seldom seen
And one-way streets unknown;
The notices of every kind
She studied with a frown:
“Look Left, Look Right, Before, Behind,

Look Sideways, up and Down!”
And since her eyes were only two
(And both were placed ahead)
She did not quite know what to do,
And so the Woman’s dead.

She meekly stood upon the kerb,
Wishing that she could fly
And hoping she would not disturb
The motors rushing by;
But after wasting quite a space
She tired (I know not why)
Of standing in the selfsame place
And watching cars go by,
Like swallows homing to their mates,
Like sinners followed by their Fates,
Like elephants with urgent dates
The endless motor flew;
And Mrs. Bird at length was heard
To whisper this disgraceful word,
Although no doubt it seems absurd,
“I’m in a hurry too”
She took a step into the road
And cars for miles around,
As if she were a slug or toad,
Made an offensive sound——
A cross between a siren’s hoot
And a rhinoceros roar,
A sound which said, “You bug! You brute!

You imbecile! You bore!”
And Mrs. Bird withdrew, deterred,
To where she was before.
The day went on, and Mrs. B
Still to the kerb was tied,
While those whom she desired to see
Were on the other side,
But as the sun began to sink,
There came a little lull,
A tiny little lull there came,
And Mrs. Bird said, “ Now I think
That I can cross, but all the same
I wish I were a gull.”

I have remarked that she was lame,
She knew no acrobatics,
She could not sprint for half the Mint,
And what is more, the darned old fool,
She quite neglected when at school
The Higher Mathematics;
And so she could not calculate
By algebra or cards
How long it takes a Snitzler “8”
To travel fifty yards
(When doing fifty miles an hour
And hooting fit to frighten,
Containing sixty horses power,
And on the way to Brighton)
Nor could she tell that such a car,
If it stopped, will skid

(You know what country people are)
But that is what it did,
And almost everybody passed
This verdict on the blow—
'Twas not the car that went too fast,
But she who went too slow,
And I agree-but then, to me,
There is no god but Speed;
When England's one great asphalt floor,
Where motors, more and more and more,
Move even faster than before.
And whiz and wheeze and hoot and roar,
Though walking may become a bore
Life will be good indeed.

Old Mrs. Alice Bird is dead—
"Crossing the road without due care".
The driver said she lost her head—
"Crossing the road without due care".
She should have burrowed underground,
Or crossed the road by crane,
Or taken one terrific bound,
Or hired an aeroplane;
For such as she are sure to fall
If they proceed on foot;
'Twere wiser not to cross at all,
But stay where they are put.
She will not very much be missed,
But it upset the motorist;
And we must add her to the list—
"Crossing the road without due care".

Comprehension

Task 1 : Level 1

1. What was Mrs. Alice Bird trying to do?
2. What is the simple rule mentioned in the first stage?
3. Quote the line that occurs frequently
4. Quote the lines where similes are used for describing the cars passing by
5. Did Mrs. Bird succeed in crossing the road? What happened to her?

Task 2 : Level 2

1. Describe Mrs. Alice Bird in two or three lines
2. What kind of a place was Chipping – under-Bone?
3. When Mrs. Alice Bird attempted to cross the road, what was the reaction of the motorists?
4. What were the things that Mrs. Bird did not know regarding a ‘Snitzler 8’ car?
5. Who is the modern city God and why?

Task 3 : Write an essay on :

1. What is the central idea or theme of the poem? How has the poet expressed it?
2. Can Mrs. Alice Bird be accused of “losing her head” while crossing the road? Is she to blame for her fate? Justify your answer.

Task 4 : 1. Observe a fully crowded street with moving vehicles and express your feelings in a paragraph.

2. After conducting a brief survey on the rising traffic and its evils in your neighbourhood, present a report on the fate of pedestrians.

Appreciation of the poem:

Task 1 : Pick out lines from the poem which contain alliterations.

Task 2 : List the lines from the poem which show irony / sarcasm.

UNIT – IV

COMPETENCIES

- A. LISTENING SKILL : Listening to short lectures
- B. SPEAKING SKILL : Narrating events
- C. READING SKILL : Recognising cohesive devices
- D. VOCABULARY : Identifying and using foreign words and phrases
- E. STUDY SKILL : Taking notes
- F. GRAMMAR : Identifying and using the three types of 'if' clause
- G. WRITING SKILL : Writing articles
- H. OCCUPATIONAL : Responding to media
- I. CREATIVE : Preparing brochures

UNIT – IV

A. LISTENING SKILL

Listening to a short lecture

Task 1: Listen to a lecture on the alligator and complete the sentences given below.

JAWS OF LIFE

1. Approximate number of eggs laid: _____
2. Egg clutch covered with: _____
3. Exhaled carbon dioxide form: _____
4. Eggs hatch in : _____
5. Mother alligator's role during hatching: a) infertile eggs are _____
b) fertile egg are _____ open
6. Newborns venture into the water by: _____

Task 2: Listen to a brief lecture and fill in the blanks given below:

1. Animal groups based on structure are called _____
2. Octopuses belong to the same phylum as _____
3. All living creatures evolved from the _____

B. SPEAKING SKILL:

Narration of events

One of the most delightful past times of life is sharing with others what we have heard, seen or experienced. While one way of imparting this is through description, the other is through narration.

Narration confines itself to a time sequence i.e. we talk about what happened from the moment the action started till it reached its completion (flash-backs are occasionally used but in cohesion). As the narration is set in a chronological time frame, past-tense structures and time related devices are used.

Read the following passage and note the tenses and time devices used.

“ I woke up at 5 am today. I completed my daily chores by 5.30am. Soon after that I set out for my morning walk. I usually walked down the Boat Club road, but today I took the Adyar Gate road. On the way, I met an old friend who had studied with me in school. We talked of old times while we walked along and finally parted at the signals after fixing an evening to meet again. By the time I got back home it was 6.30am. As soon as I returned my wife informed me that I had had a call from office asking me to receive our M.D at the airport whose plane would land in fifteen minutes. I had been waiting for an opportunity to have a personal talk with him and here it was! After a hurried breakfast, I dashed off to the airport and was just in time to see the first passenger come out of the exit gate.

Task 1: Narrate an incident that has impressed you a lot.

Task 2: Share some unforgettable moments of your life with your classmates. Start with “I remember the time when”

C. READING SKILL

Pre-reading activities :

Discuss the following questions in the class.

1. How is a turtle different from a tortoise?
2. What is the life span of a turtle and a tortoise?
3. Which would you consider is slower in movement? Why do you think so?
4. If you were allowed to keep one of these as a pet, would you choose a tortoise or a turtle? Why?
5. Do you think the tortoise / turtle would like to be your pet? Why?

OLIVE RIDLEY

S. MuthuKrishnan

Any day in November if one could have the patience to stand on the beach at the Coramandel coast by late night, one would see hordes of turtles moving towards the sandy beach. They would resemble the cobble stones in a street. The whole night they would advance and retreat. Heaving and huffing, these female turtles plow the sand with their noses onto the shore. They come to the shore to lay eggs.

Olive Ridley is one among the eight species of turtles, probably the smallest. They are found in the high seas in the tropics of the Pacific, Atlantic and Indian oceans. Based on the number of females nesting annually, the Olive Ridley is the most abundant. The best way to estimate the size of sea turtle population is to keep an account of female turtle nesting annually. The mass nesting pattern of the Ridleys make them vulnerable. All sea turtles come to the shore to lay eggs, but for most, it is a relatively solitary affair. Olive Ridley and its Atlantic cousin Kemp's Ridley, stage **la arribada**, which means arrival. They always arrive in huge numbers to nest on the shore.

The female Ridleys pour out from the sea and find a place for themselves to nest on the shore. They use their flippers to hollow their nests in the sand. The nest looks like a pot. It is narrow in the mouth and wide at the bottom. Once the nest is dug out the turtle positions itself comfortably and begins to lay eggs. Olive Ridleys nest two to three times in the nesting season. Each nest contains about 110 eggs. Nesting, which always occurs at night, takes between 45 minutes to an hour, after which the female Ridleys return to the ocean. Before leaving they cover the nests with sand. The incubation takes about 55 days and the young hatchlings emerge from the nest. The hatchlings measure 1.5 inches long and weigh less than 30 gm. An adult Olive Ridley measures 30" in length and weighs nearly 45 kilograms.

Olive Ridleys eat an enormous range of marine organisms. They are omnivorous. They feed in waters up to 500 feet deep. They have powerful jaws. The young hatchlings have heart shaped shells, which start out grey but reach an olive green once the turtles are adults. They are migratory, often travelling thousands of kilometres between feeding and nesting grounds. Despite a wide distribution, they have been observed around continents and large islands, where they sometimes occur in large flotillas.

Olive Ridleys are listed as endangered species. They have less than one percent chance of living to maturity. Their life span is believed to be between 50 and 60 years. Olive Ridleys suffer high mortality rate due to various reasons. The first reason is that not all the eggs that are nested are hatched. Nearly one fifth of the eggs get destroyed and the fungus and fly larvae destroy more eggs. Most of the times the poachers collect the eggs before they hatch as it is believed that turtle eggs have medicinal powers. Once they come out, the young hatchlings are killed by birds, crabs and small mammals on land. The hatchlings go towards the sea attracted by the starlight that is reflected by sea waves. Due to increase in urbanization on the sea coast, they are attracted more towards street lights and get crushed when they get onto the road. Once the hatchlings go into sea, they face threat from sharks, gillnets and shrimptraws. They are ground up by dredges, run over by pleasure boats, poisoned by pollution, strangled by trash and drowned by fishline and net.

The conservation of sea turtles was seriously taken up only in 1954 by late Archie Carr in Cost Rica, who set up the largest green turtle rookery in the Carribean. What that one man has started, almost half a century ago has grown into an international army of biologists and volunteers, trying to understand the ways of sea turtles to save them from extinction. The turtles have been elusive creatures right from the beginning. Another herpetologist

remarked, “ I don’t know any branch of science where we have applied so much effort and learned so little’. Costa Rica outlawed the poaching of eggs in 1966. It was found that Mexico alone killed 75,000 Olive Ridleys annually mainly for their leather, until the killing was banned in 1990. At present 115 countries have banned import or export of sea turtle products.

The single most important breeding area of Olive Ridleys in the Indian Ocean along the Bay of Bengal is Orissa. It was in 1993 the biologists learned that large scale nesting of Olive Ridleys was taking place near the mouth of Rushikulya river in Orissa. This area is the location of one of the largest ‘arribada’ sites of Olive Ridleys in India. The peculiarity in India is that most fishing communities along the coast do not consume turtle eggs or meat, as Hindus worship sea turtles as an incarnation of one of their gods. Poachers of sea turtles are mostly from the non – fishing community.

Creating awareness among people and conservation of Olive Ridleys was taken up in Tamil Nadu during 1986. A group of college students established the Sea Turtle Conservation Network in the coast of Bay of Bengal near Chennai, which has been functioning effectively with the support of the government, NGOs and mainly with a few student groups. Often ‘Turtle walks’ are arranged during November – February. The participants of ‘turtle walk’ are taken on a walk of about 6 km on the coast led by a volunteer who identifies the nest. The eggs, which look like soft ping – pong balls, are collected and taken to the sanctuary where they are put in the nests resembling a pot. The work goes on during November & December. In January & February the young hatchlings come out at midnight. They are collected with great care.

The hatchlings are so tiny that they can fit into the palm of an adult. If one could gently touch the tip of the nose of a hatchling one could feel a

sharp needle like projection. The hatchlings use them while coming out of the shell. Hatchlings also have a pouch underneath the body which contains a semi solid yellow substance and this provides food for the first two days. After which time the turtle begins to find its food. They are kept in the open in a basket for an hour or so to get acclimatized to the temperature. They are taken to the shore and dropped gently on the sand. The receding waves take them into the sea. A few of the hatchling tend to move towards the coastal road but they are also picked up and made to be carried away by the waves. The release of hatchlings is over before day break. ‘Turtle walk’ has to be experienced rather than read about. Taken up seriously by the community such programmes may ensure that sea turtles will survive into the next century and beyond.

Glossary :

heaving and huffing	/ ?????????????? /	- doing something with extreme exertion.
vulnerable	/?????? ?????? /	- exposed to danger or attack
incubation	/ ?????????????? /	- hatching period
flotillas	/ ?? ? ??????? /	- large fleet or groups
fungus	/ ?????????? /	- type of plant which feeds on other plants
poacher	/ ?????? ? /	- one who catches birds or animals illegally
dredges	/ ?????????? /	- machines used for clearing or deepening water beds.
elusive	/ ?????????? ? /	- difficult to understand
peculiarity	????????????? ???????	- odd or strange quality
pouch	/?????? /	- small bag
incarnation	/????????????? ????????? /	- birth of a god or goddess as an earthly being

Comprehension:

Task 1 : Answer briefly

1. When do the turtles move towards the shore?
2. How can you estimate the population of sea turtles in an area?
3. Where do you find Olive Ridley turtles in abundance?
4. How does the female Ridley prepare her nest?
5. Describe briefly what takes place on the shore during the nesting nights.
6. Why are Olive Ridleys listed as endangered species inspite of the large number of eggs laid in season?
7. What was Archie Carr's contribution to the conservation of Olive Ridleys?
8. What makes India a peculiar arribada site of Olive Ridleys?
9. How do 'Turtle walks' assist sea turtle conservation?
10. Why is it important to prevent the hatchlings from moving towards the urbanized coastal roads?

Task 2 : Write a Paragraph on:

1. The Sea-turtle hatchling
2. The conservation of sea turtles
3. Turtle walks in Tamil nadu

Task 3 : Refer the Internet / Library and briefly describe each of the eight species of sea turtles, highlighting their distinguishing features and identifications.

A. Synonyms

Task : Choose the appropriate response which conveys a similar meaning to the underlined word / phrase in the main sentence:

- a) The whole night they would advance and retreat
1. We postponed our meeting to 5p.m. but started it at 4.45p.m.

2. The boxer attacked and defended skillfully in the ring.
 3. The lorry made several trips from the camp to the godown and back, carrying provisions for the flood victims.
- b) They face threat from sharks
1. This punishment is too severe.
 2. There is great risk of danger in climbing this steep cliff.
 3. They were filled with fear when the thief brandished a knife.
- c) The fishing communities in India do not consume turtle eggs.
1. The fire destroyed the whole village.
 2. He left the savouries untouched but ate all the sweets.
 3. I thought you had gone out.

B. Antonyms

Task : Choose the option which conveys the opposite idea of the underlined word / phrase in the main sentence.

- a) Olive Ridleys eat an enormous range of marine organisms.
1. This small sized shirt fits me better.
 2. There is a colossal statue at the entrance to the arena.
 3. The deer is a timid animal.
- b) Olive Ridleys are listed as endangered species.
1. Smoking is hazardous to health.
 2. The bully threatened the little boy.
 3. The poisonous reef protects the island from invaders.
- c) The release of hatchlings is over before day break
1. You are at liberty to leave the hall.
 2. He is under detention as a suspect in the crime.
 3. Fastening your seat belts ensures your safety.

Recognising Cohesive Devices

Unity And Coherence

Any written matter makes interesting reading when the writer's ideas are presented with a unity of thought and developed with the help of supporting ideas. The sentences should be closely knit by linking them together with cohesive devices to present a natural transition of thoughts through a logical structure.

Cohesive devices are expressions, words and phrases which establish the relation between the ideas and ensures coherence or a logical flow of thoughts.

Here are some examples of Cohesive devices.

Device	Examples
Devices of comparison and contrast	in the same way, on the other hand similarly, nevertheless, inspite of, unlike, yet, still
Devices of consequence	Consequently, as a result, therefore, because, so, however
Device of addition	Besides, moreover, in addition to, also, too
Device of example	for example, for instance, as an illustration, specially
Device of time	meanwhile, soon after, now, later, before, as soon as, simultaneously, at the same time, then, first, second etc.

Task 1: Identify the cohesive devices used in the following passage. All are not from the examples given above:

India is a developing nation. Nevertheless she has the potential to become a developed nation and in due time the foremost of those in the

world. In spite of her vast population – which is, incidentally, a large human resource bank – she has not been able to channel it as an effective man power for nation building. Perhaps the problem is not inability but lack of strategy. Unlike other countries, India's culture springs from her people's inherent nature of care and concern for all living things, besides a high sense of gratitude towards them. For instance, we Indians worship trees, animals, the elements – all because we acknowledge their contribution to man's existence. However, with this gratitude, if we, as Indians, would try to give something in return for what we receive, our gratitude would be more meaningful. In addition to worship let us enrich our nation with a better environment while, at the same time, protect the rich fauna and flora. Like wise we should safeguard not only our borders from invaders but also our shores from natural disasters besides our seas from loss of its inhabitants.

In short, with the right approach, right objectives and right strategies India can surely become the best nation on the earth. After all, mentally, spiritually and culturally, Indians are already way ahead of others, aren't we?!

D. VOCABULARY

Foreign words and phrases

Look at the following sentences

1. Please repeat verbatim what you said.
2. He has no alibi to prove his innocence.
3. The employees volunteered en masse to donate a day's salary for the Tsunami victims.

The underlined words mean:

- verbatim - word for word, exactly.
alibi - proof of having been somewhere or with someone at a given time
en masse - altogether

The above words are a few of the many foreign words that have been absorbed into the English language. Words from Latin, French, Italian, German, Spanish, Greek, Roman, and even Hindi and Tamil have become 'English' words and have found a place in the Oxford Dictionary.

Here are a few words with their origin and meaning

genteel (French)	–	elegant, refined
rapport (French)	–	harmony, accord
fauxpas (French)	–	social blunder
bravo (Italian)	–	well done
duet (Italian)	–	musical composition of two voices or instruments
corridor (Italian)	–	hall way

Task 1: Refer the dictionary for the meanings and origin of the following words and phrases

- | | |
|------------------|----------------|
| 1. alias | 6. ad valorem |
| 2. bon homie | 7. roulette |
| 3. fait accompli | 8. versus |
| 4. incognito | 9. status quo |
| 5. adieu | 10. ad interim |

Task 2: Use the above words / phrases in sentences to bring out their meaning.

Task 3: Identify the meanings of the underlined foreign words in the context of the sentence and use them in sentences of your own.

1. Fill in the proforma when you register for the seminar.
2. He has a collection of his favourite star memorabilia.
3. Napoleon was a leader par excellence.
4. Our variety show was a pot-pourri of western and oriental dance and music.
5. The presence of the city's elite at the function drew instant media coverage.

E. STUDY SKILL

Note Taking

While Note Making refers to a summarizing of information from a reading material (book, journal, paper etc) Note-Taking is a brief record of the main ideas brought out in a speech (lecture, discourse etc)

As notes are points jotted as and when the speaker expresses them, the notes may not be in an organised sequence.

Note-taking has to be followed with note-making of the notes taken. The notes which are taken as hyphenated points are rearranged in a cohesive structure.

e.g. Here is a sample of notes taken while listening to the brief lecture given below.

Lecture Passage :

Pollutants such as dissolved metals, industrial chemicals and sewage are posing a serious threat to ocean life. Natural catastrophes may disrupt or sometimes extinguish marine life locally, but that life usually re-appears or flourishes elsewhere. Man's interference with the sea, however, is causing irreversible damage on a global scale. Automobile and airplane exhausts, industrial effluents and radio-active fallout that pollute the air, as well as pesticides spread over the land eventually reach the sea where they compound damage done by oil spills that smother marine life and shut off the sea's oxygen. About five million tons of oil are dumped in the oceans annually, along with three million tons litter from ships. In addition, nearly all the waste and chemical pollution dumped into rivers eventually flows into the oceans.

Notes taken: Pollutants' threat to ocean life- natural catastrophes cause local disruption – man's interference causes irreversible global harm – pollutants: vehicle exhausts, industrial effluents, radioactivity, pesticides – spread overland to sea – oil spills + land pollutants + litter on sea and river extinguish marine life.

Task 1: Listen to a passage on ‘Attention span’ and take notes.

‘We don’t all have the same kind of attention span. We are not all equally attentive and we don’t all pay attention in the same way. Your approach to taking in information is not only influenced by your education, but also depends on your personality, principal interests and attitude to the world. The following attention profiles, although stereo- typical, do nevertheless give you some idea of the differences.

Firstly, there are those who pay meticulous attention to everything. They display excessive attentive behaviour, try to remember at the risk of overloading their memory with worthless details. Those who fit this category tend to be perfectionists and expect others to be like them.

Secondly there are those who are selective and have particular interest in specific fields. Their attention is put to good use. Their attention is selective but of high standard as is their memory.

The third category are those who are inattentive and don’t take much interest in their environment. They often seem to have their heads in the clouds and tend to lose or forget things. Their lack of interest in the environment often goes with an excessive interest in themselves and their feelings. Such people rarely go into anything in depth and have memories that are narcissistic and patchy.

F. GRAMMAR**Conditional Clause**

Read the following dialogue between a mother and her four year old child.

Mother : Look at this pretty flower Geetha!

Geetha : May I pluck it ma?

Mother : No Geetha, if you pluck it, it will fade in a few moments, but if you leave it on the plant it will stay fresh for a whole day.

If it is on the plant all those visitors to this park will see it and enjoy its beauty

A clause constructed with 'if' is a Conditional Clause.

The 'if' conditional clause is a type of adverb clause, classified with the adverb clauses of condition.

There are 3 types of 'if' clauses.

Type 1: Open or Factual condition

The clause is constructed on the pattern, *if simple present tense simple future tense*

e.g. a) If I drop this glass, it will break

b) If you send the message now it will reach him immediately.

In this type of sentence the condition in the 'if' clause may or may not be fulfilled. The present tense refers only to a possible future action. When we are less sure of the outcome, we can use the modal + present tense in the 'if' clause with 'would' or 'will' in the main clause.

e.g. If one could have the patience to stand on the beach at night, one would(will) see hordes of turtles.

Type 2: Hypothetical / Improbable / Unreal / Imaginary condition:

The clause is constructed on the pattern: *if past tense Would*

e.g. a. If the hatchlings were attracted by sound and not by light, they would move naturally towards the sea and not towards the roads of the city.

b. If I had the means I would fence the arribada area to keep out egg poachers and would prevent hatchlings from straying away.

Note: the 'would' in the main clause can be substituted with 'should'; 'could'; 'might'

e.g. a. If I had a first class ticket, I could travel comfortably.

b. If I were an eagle I might build my nest of this high sea-facing cliff.

Type 3: Unfulfilled / Impossible condition:

This is structured on the pattern: if past perfect would have

- e.g. a. If sea turtles had stayed away from areas of human habitation, they would not have decreased in number.
- b. If Mexico had banned killing of Olive Ridleys five years earlier than 1990, three lakhs, seventy five thousand Ridleys would have survived.

Note: We can use:

- a. past perfect continuous tense in the 'if' clause
e.g. If I had been practicing regularly, I would have won the game.
- b. subject between auxillary and verb without 'if'
e.g. Had I known about it, I would have done the work earlier.

Task 1: Identify the type of 'if' clause used in each of the following sentences:

1. Your parents will be unhappy if you lie to them.
2. If I had known how to solve those problems I would have completed my class work on time.
3. I might invite him to my party if I knew him.
4. If Sheila had told me that she needed to borrow money, I would have surely lent her some.
5. Are you sure you won't have this sweet, because, if you don't take it, I'll finish it!
6. He would study abroad if he won a scholarship.
7. Gopal says that if he were a scientist he would invent a machine to help him eat, sleep and study simultaneously!
8. If you do well in the examination you will be easily admitted into the best institution.
9. Had he seen the speeding car approaching he would have swerved away to the left
10. If nature now gave us another living planet would we use it more sensibly?

Task 2: *Imagine you are a team captain of a game and your team is going to play a match. Advise your team in a few sentences on how to play the match using statements of open conditions Type 1*

Task 3: *As a prefect you want the school to introduce some changes in the extra-curricular activities. Express your opinion in 5 sentences using type II conditionals (e.g. if club activities were provided on two days of the week, we would win in more inter school competitions)*

Task 4: *“If our earth had contained only one part water and three parts land*” *Complete the paragraph with five sentences using type 3 ‘if’ clauses.*

Task 5: *Transform the sentences as directed*

1. If you study you will pass (change to type 2)
2. If I had learnt swimming I would have been able to save some flood victims (change to type 1)
3. If you upheld values you would not be corrupt (change to type 3)

G. WRITING SKILL

Writing Articles

Task 1: *Write an article for your school magazine on the following topics*

– Remember to

- a. Start with a catchy introduction.*
- b. Connect your points with cohesive devices.*
- c. Give examples where necessary.*
- d. Give quotations where necessary. Let them be brief and distributed.
Too many and too long a quotation make your article uninteresting.*
- e. Conclude your article effectively*
- f. Give a good and thought provoking title.*

1. A dream I am trying to forget
2. why I like (any person, place or thing of your choice)

3. A school excursion
4. An autobiography of a shoe-lace
5. Teenager life versus child-life.

Task 2: Write about on your Annual day programme for the school magazine.

H. OCCUPATIONAL SKILL :

Responding to media

Read the following news report from the Hindu and do as directed.

STAR TORTOISES RESCUED

Chennai: Wild life officials in Chennai on Sunday rescued 145 adult star tortoises in Edappalayam near Cholavaram here.

The rescued animals were safely housed at the wildlife headquarters office at Velachery. The tortoises were rescued after wildlife warden, Chennai. K.S.S.V.P.Reddy received information that a large number of star tortoises were seen in the open scrubland in Edappalayam. A team of officials led by K.S. Sathyamoorthy, head quarters Range officer (wild life) rushed there and rescued the reptiles.

According to Mr. Sathyamoorthy, it was for the first time that they have seized a large number of adult star tortoises of breeding age. “All these years we used to seize only new born and young star tortoises, collected from the wild. The smugglers are concerned only about the number of specimen as they get more money for more number of specimens, But this seizure is something unique.” He said.

A check by field staff revealed that the rescued tortoises’ shells were very strong which indicated that they were collected from the wild. The rescued reptiles, abandoned at least three days back, were very active and physically strong, he said.

The wild life authorities suspected that the rescued stock could be breeding in the nearby area. Fearing a raid by wild life officials, those who were keeping them abandoned the reptiles in the area.

Task 1: Write a letter to the editor of The Hindu commenting briefly on the above news item.

Task 2: In pairs role-play an interview, by a TV reporter, of a wild life official who was involved in the rescue. Bring out the purpose of the rescue and suggestions to prevent smuggling of animals.

Task 3: Prepare a poster on behalf of the wild life Range Officer beseeching people to stop poaching and smuggling of animals, their young ones or their eggs.

Task 4: Write an essay on how youth could be involved in the preservation of our eco-system.

I. CREATIVE SKILL

Travel Brochure

A brochure is a booklet or pamphlet containing information about a place or thing or an advertisement for it.

A travel brochure gives information about a place along with guidelines to the tourist on matters relating to the best time of visit, the available transport facilities, the accommodation tariffs and the shopping and sight-seeing attraction. As the brochure also serves as an advertisement, it specializes in attractive layouts, picturesque photographs and above all a highly descriptive language. Describing words and phrases (adjectives and adverbs) are used profusely and appropriately, and figurative expressions lend appealing imagination to the exotic places.

Here is an extract from an old travel brochure, when Chennai was called Madras. Note the use of adjectives and idiomatic phrases.

MADRAS

The capital of Tamil nadu, Madras is the zealous guardian of Tamil Culture and the heart of the vibrant Tamil movie industry. Even though it is the fourth largest city in the country, it is less congested than most other Indian cities. The long stretch of coastline, Marina Beach, bathes the city with refreshing sea breeze and is a popular place to relax in the evenings.

Madras was founded in 1639 as one of the first outposts of the East India Company on land granted to the British by the Raja of Chandragiri, the last of the Vijayanagar rulers of Hampi. The city has a number of attractions: museum, art galleries, temples, churches, snake and crocodiles farms and the spectacular cluster of sea-side temples at Mahabalipuram, a two hour drive away.

Task 1: Fill in the blanks with suitable words / phrases from the list given below.

- a. A drive will take you through the most _____ and _____ terrain in the country.
- b. The city is _____ with tree-lined avenues, _____ buildings and _____ bazaars.
- c. It is a _____ little city _____ on the mouth of the backwaters of Kerala.
- d. Up here, with the _____ snowcapped peaks of the Kanchenjunga range as a _____, there is a lot you can do.
- e. Delhi is a city _____ in history and with a _____ of monuments.

lively	studded	beautiful	virgin white
spectacular	charming	imposing	generous sprinkling
backdrop	perched	rich	famous

Task 2: Prepare a brochure on your native / city / town / village bringing out the following information.

- 1 Location
- 2 How to reach there (transport, route etc)
- 3 Important land marks
- 4 Accommodation and Reservation particulars
- 5 Best season for tourists
- 6 Contact address and telephone numbers for further details and enquiry.

POEM

PRAYER BEFORE BIRTH

Louis MacNeice

I am not yet born; O hear me
Let not the bloodsucking bat or the rat or the stoat
Or the clubfooted ghoul come near me.

I am not yet born; console me
I fear that the human race may with tall walls
Wall me, with strong drugs dope me, with wise
Lies lure me, on black racks, rack me, in
Blood-baths roll me.

I am not yet born; provide me
With water to dandle me, grass to grow for me,
Trees to talk to me, sky to sing to me, birds
And a white light in the back of
My mind to guide me.

I am not yet born; forgive me

For the sins that in me the world shall commit,
My words when they speak me, my thoughts
When they think me, my treason
Engendered by traitors beyond
Me, my life when they
Murder by means of
my hands, my death
when they live
me.

I am not yet born; rehearse me

In the parts I must play and the cues I must take
When old men lecture me, bureaucrats hector me,
Mountains frown at me, lovers laugh at me,
The white waves call me to folly and
The desert calls me to doom and
The beggar refuses my gift
And my children curse me.

I am not yet born ; O hear me,

Let not the man who is beast or who thinks is
God come near me.

I am not yet born : O fill me

With strength against those who would freeze my
humanity, would dragoon me into a lethal automation,
would make me a cog in a machine, a thing with
one face, a thing, and against all those who
would dissipate my entirety, would blow
me like thistledown hither and thither
or hither and thither like water,
held in the hands would spill me.

Let them not make me a stone and let them not
spill me.

Otherwise kill me.

*Louis Mac Neice, born at Belfast of Irish parents in 1907, was educated at Marlborough and Merton College, Oxford. In 1930 he was appointed Lecturer in Classics at the Birmingham University. He went to Bedford College, London, in 1936 as a lecturer in Greek. In 1939 he visited America and was lecturer in poetry at Cornell University in 1940, From 1941 to 1949 he was a member of the staff of the B.B.C. writing and producing radio plays and features. His works include **Poems** (1949) and **Ten Burnt Offerings** (1952).*

***Prayer Before Birth** is a reflection on modern life. Every soul that is about to enter human form through birth in the modern world must dread the destiny in store for him.*

I. Glossary

blood sucker	an animal that sucks blood
stoat	a small carnivorous mammal
ghoul	an eastern demon that preys on the dead
console	give comfort to
lure	bait, to entice
rack	an instrument of torture, (v) to torture
dandle	to fondle, to play with
treason	treachery, disloyalty
engendered	produced
rehearse	to practise beforehand
cues	any words or actions that serve as a signal to begin action

bureaucrats	government officials
hector	to treat insolently
dragoon	to compel by force
lethal	deadly, mortal vicious
automation	high degree of mechanization in manufacture
cog	a projection on a toothed wheel
dissipate	scatter or disperse
thistle down	the tufted feather- parachutes of thistle seeds
hither	to this place, here
thither	to that place, there

Task 1 : Answer the following

1. Why does the poet fear the human race?
2. What does the poet expect out of nature?
3. How, according to the poet, would the world make him a sinner?
4. What, according to the poet, are the situations of life where one needs to have a prior training?
5. What is the significance of the refrain "I am not yet born"?
6. Should the advent of life be as depressing as the poet portrays it?
What is your suggestion to the poet?
7. The poet adopts a 'poetic license' in using the following phrases without prepositions. Complete the phrases to bring out their meaning in the poem.

Speak me - Speak _____ me.
Think me - Think _____ me.
Live me - Live _____ me.

Task 2 : Explain with reference to the context:

1. and a white light in the back of
my mind to guide me”
2. Let not the man who is beast or who thinks is
God come near me.
- 3..... let them not spill me.
Otherwise kill me

Task 3 : Answer in a paragraph

1. What are the evils of society referred to in the poem.
2. What is the poet’s opinion of human beings in general?
3. Trace the poet’s transition from fear and hesitation to will and determination.

UNIT - V

COMPETENCIES

- A. LISTENING SKILL: Listening to dialogues and answering questions
- B. SPEAKING SKILL : Reporting of events
- C. READING SKILL : Understanding unfamiliar words
- D. VOCABULARY : Using words and phrases in relevant context
- E. STUDY SKILLS : Taking notes
- F. GRAMMAR : Identifying and using clauses
- G. WRITING SKILL : Developing hints
- H. OCCUPATIONAL : Maintaining a diary
- I. CREATIVE : Interpreting and preparing catalogues

A. LISTENING SKILLS

Listening to a dialogue

Task 1 : Listen to the dialogue read out by the teacher and complete the exercise given below.

Choose the right word / phrase

1. This is about a _____ (battle / match)
2. Lee is on _____ (Lincoln's side / opposite side)
3. Meade and Lee are on the _____ side (same / opposite)
4. Lincoln has to _____ Lee (punish / reward)
5. The passage refers to _____ (civil war in America / a day and night match)

Task 2: Narrate in your own words the incident as revealed in the dialogue.

B. SPEAKING SKILL

Reporting an event

Read the two passages given below and note the differences between them.

- a. An open quiz competition was conducted by Shiksha club for children on Saturday 24th of September at the German Hall.
- b. The Shiksha club conducted an open quiz in September. It was on the 24th of the month—Saturday—and was held at the German hall

The first report (a) is a written report while report (b) is a spoken report

In a spoken report the sentences are short, simple, clear, informal, sequential and most often in the active voice.

Here is another example.

Written report: The last event of the day was the relay race between the old students and the present students. The old students team comprising of Kumar, Suresh, Padmanabhan and Abhinav, had Suresh running the last

lap against Umesh of the present students team. It would have been a neck to neck finish had not Umesh tripped and fallen at the last ten metre point, giving way for Suresh to complete the last dash to the ribbon and win the race.

Spoken report : The relay race between the old students and the present students was the last event. Suresh, Padmanabhan, Kumar and Abhinav were in the old students team. Suresh was on the last lap. Umesh of the present students was running the last lap for his team. Both the teams would have almost finished together but at the last ten metres Umesh tripped and fell. Suresh overtook him. He dashed to the ribbon and won the race

Task 1: Prepare reports on the following events and present it orally in the class.

1. The day's morning assembly.
2. An incident you saw on the way to school.
3. A relative's marriage.

C. READING SKILLS

Pre-reading activities

Here is a quotation from the writings of Ayn Rand, an American novelist of the sixties.

“This question is frequently asked by people who are concerned about the state of today's world and want to correct it. More often than not, it is asked in a form that indicates the cause of their helplessness: “What can one person do?”

1. Do you think it is impossible for one individual to correct a world or national condition?
2. Have you come across any individual or leader in history who has single handedly approached a problem and tackled it by his / her ingenuity? If so name the person and narrate the incident.
3. Do you believe in superstition or spirits? If yes, why? If no, why not?
4. What is your choice of narration
 - a. Do you like to read a story?
 - b. Do you like someone to tell you the story?
 - c. Do you like to see it as a play?
5. Do you like the story to be:
 - a. adventurous
 - b. humorous
 - c. mysterious
6. Share with the class an awesome experience which amazed you.

SAINT JOAN

George Bernard Shaw

SCENE 1

A fine spring morning on the river Meuse, between Lorraine and Champagne, in the year 1429 A.D., in the castle of Vaucouleurs.

Captain Robert de Baudricourt, a military squire, handsome and physically energetic, but with no will of his own, is disguising that defect in his usual fashion by storming terribly at his steward, a trodden worm, scanty of flesh, scanty of hair, who might be any age from 18 to 55, being the sort of man whom age cannot wither because he has never bloomed.

The two are in a sunny stone chamber on the first floor of the castle. At a plain strong oak table, seated in chair to match, the captain presents his left profile. The steward stands facing him at the other side of the table,

if so deprecatory a stance as his can be called standing. The mullioned thirteenth-century window is open behind him. Near it in the corner is a turret with a narrow arched doorway leading to a winding stair, which descends to the courtyard. There is a stout four- legged stool under the table, and a wooden chest under the window.

ROBERT. No eggs! No eggs! Thousand thunders, man, what do you mean by no eggs?

STEWARD. Sir: it is not my fault. It is the act of God.

ROBERT. Blasphemy. You tell me there are no eggs; and you blame your Maker for it.

STEWARD. Sir: What can I do? I cannot lay eggs.

ROBERT. [*sarcastic*] Ha! you jest about it.

STEWARD. No, sir, God knows. We all have to go without eggs just as you have, sir. The hens will not lay.

ROBERT. Indeed! [*Rising*] Now listen to me, you.

STEWARD. [*humbly*] Yes, sir.

ROBERT. What am I?

STEWARD. What are you, sir?

ROBERT. [*coming at him*] Yes: what am I? Am I Robert, squire of Baudricourt and captain of this castle of Vaucouleurs; or am I a cowboy?

STEWARD. Oh, sir, you know you are a greater man here than the king himself.

ROBERT. Precisely. And now, do you know what you are?

STEWARD. I am nobody, sir, except that I have the honour to be your steward.

ROBERT. [*driving him to the wall, adjective by adjective*] You have not only the honour of being my steward, but the privilege of being the worst, most incompetent, drivelling snivelling jibbering jabbering idiot of a steward in France. [*He strides back to the table*].

STEWARD. [*cowering on the chest*] Yes, sir: to a great man like you I must seem like that.

ROBERT. [*turning*] My fault, I suppose. Eh?

STEWARD. [*coming to him deprecatingly*] Oh, sir: you always give my most innocent words such a turn!

ROBERT. I will give your neck a turn if you dare tell me when I ask you how many eggs there are that you cannot lay any.

STEWARD. [*protesting*] Oh sir, oh sir-

ROBERT. No: not oh sir, oh sir, but no sir, no sir. My three Barbary hens and the black are the best layers in Champagne. And you come and tell me that there are no eggs! Who stole them? Tell me that, before I kick you out through the castle gate for a liar and a seller of my goods to thieves. The milk was short yesterday, too: do not forget that.

STEWARD. [*desperate*] I know, sir, I know only too well. There is no milk: there are no eggs: tomorrow there will be nothing.

ROBERT. Nothing! You will steal the lot eh?

STEWARD. No, sir: nobody will steal anything. But there is a spell on us. We are bewitched.

ROBERT. That story is not good enough for me. Robert de Baudricourt burns witches and hangs thieves. Go. Bring me four dozen eggs and two gallons of milk here in this room before noon, or Heaven have mercy on your bones! I will teach you to make a fool of me. [*He resumes his seat with an air of finality*].

STEWARD. Sir: I tell you there are no eggs. There will be none —not if you were to kill me for it – as long as The Maid is at the door.

ROBERT. The Maid! What maid? What are you talking about?

STEWARD. The girl from Lorraine, sir. From Domremy.

ROBERT. [*rising in fearful wrath*] Thirty thousand thunders! Fifty thousand devils! Do you mean to say that girl, who had the impudence to ask to see me two days ago, and who I told you to send back to her father with my orders that he was to give her a good hiding, is here still?

STEWARD. I have told her to go, sir. She won't.

ROBERT. I did not tell you to tell her to go: I told you to throw her out. You have fifty men-at-arms and a dozen lumps of able-bodied servants to carry out my orders. Are they afraid of her?

STEWARD. She is so positive, sir.

ROBERT. [*seizing him by the scruff of the neck*] Positive! Now see here. I am going to throw you downstairs.

STEWARD. No, sir. Please.

ROBERT. Well, stop me by being positive. It's quite easy: any slut of a girl can do it.

STEWARD. [*hanging limp in his hands*] Sir, sir: you cannot get rid of her by throwing me out. [*Robert has to let him drop. He squats on his knees on the floor, contemplating his master resignedly*]. You see, sir, you are much more positive than I am. But so is she.

ROBERT. I am stronger than you are, you fool.

STEWARD. No, sir: it isn't that: it's your strong character, sir. She is weaker than we are: she is only a slip of a girl; but we cannot make her go.

ROBERT. You parcel of curs: you are afraid of her.

STEWARD. [*rising cautiously*] No sir: we are afraid of you; but she puts courage into us. She really doesn't seem to be afraid of anything. Perhaps you could frighten her, sir.

ROBERT. [*grimly*] Perhaps. Where is she now?

STEWARD. Down in the courtyard, sir, talking to the soldiers as usual. She is always talking to the soldiers except when she is praying.

ROBERT. Praying! Ha! You believe she prays, you idiot. I know the sort of girl that is always talking to soldiers. She shall talk to me a bit. [*He goes to the window and shouts fiercely through it*] Hallo, you there!

A GIRL'S VOICE [*bright, strong and rough*] Is it me, sir?

ROBERT. Yes, you.

THE VOICE. Be you captain?

ROBERT. Yes, I be captain. Come up here. [*To the soldiers in the yard*] Shew her the way, you. And shove her along quick. [*He leaves the window, and returns to his place at the table, where he sits magisterially*].

STEWARD [*whispering*] She wants to go and be a soldier herself. She wants you to give her soldier's clothes. Armour, sir! And a sword! Actually! [*He steals behind Robert*].

Joan appears in the turret doorway. She is an able bodied country girl of 17 or 18, respectably dressed in red, with an uncommon face; eyes very wide apart and bulging as they often do in very imaginative people, a long well-shaped nose with wide nostrils, a short upper lip, resolute but full-lipped mouth, and handsome fighting chin. She comes eagerly to the table, delighted at having penetrated to Baudricourt's presence at last, and full of hope as to the results. His scowl does not check or frighten her in the least. Her voice is normally a hearty coaxing voice, very confident, very appealing, very hard to resist.

JOAN [*bobbing a curtsey*] Good morning, captain squire.

Captain: you are to give me a horse and armour and some soldiers, and send me to the Dauphin. Those are your orders from my Lord.

ROBERT. [*outraged*] Orders from your lord! And who the devil may your lord be? Go back to him, and tell him that I am neither duke nor peer at his orders: I am squire of Baudricourt; and I take no orders except from the king.

JOAN [*reassuringly*] Yes, squire: that is all right. My lord is the king of Heaven.

ROBERT. Why, the girl's mad. [*To the steward*] Why didn't you tell me so, you blockhead?

STEWARD. Sir: do not anger her: give her what she wants.

JOAN [*impatient, but friendly*] They all say I am mad until I talk to them, squire. But you see that it is the will of God that you are to do what He has put into my mind.

ROBERT. It is the will of God that I shall send you back to your father with orders to put you under lock and key and thrash the madness out of you. What have you to say to that?

JOAN. You think you will, squire; but you will find it all coming quite different. You said you would not see me; but here I am.

STEWARD[*appealing*] Yes, sir. You see, sir.

ROBERT. Hold your tongue, you.

STEWARD[*abjectly*] Yes, sir

ROBERT [*to Joan, with a sour loss of confidence*] So you are presuming on my seeing you, are you?

JOAN [*sweetly*] Yes, squire.

ROBERT [*feeling that he has lost ground, brings down his two fists squarely on the table, and inflates his chest imposingly to cure the unwelcome and only too familiar sensation*] Now listen to me. I am going to assert myself.

JOAN. [*busily*] Please do, squire. This horse will cost sixteen francs. It is a good deal of money: but I can save it on the armour. I can find a soldier's armour that will fit me well enough: I am very hardy; and I do not need beautiful armour made to my measure like you wear. I shall not want many soldiers: the Dauphin will give me all I need to raise the siege of Orleans.

ROBERT. [*flabbergasted*] To raise the siege of Orleans!

JOAN. [*simply*] Yes, squire : that is what God is sending me to do. Three men will be enough for you to send with me if they are good men and gentle to me. They have promised to come with me. Polly and Jack and –

ROBERT. Polly!! You impudent baggage, do you dare call squire Bertrand de Poulengey Polly to my face?

JOAN. His friends call him so, squire: I did not know he had any other name. Jack-

ROBERT. That is Monsieur John of Metz, I suppose?

JOAN. Yes, squire Jack will come willingly: he is a very kind gentleman, and gives me money to give to the poor. I think John Godsave will come, and Dick the Archer, and their servants John of Honecourt and Julian. There will be no trouble for you, squire; I have arranged it all: you have only to give the order.

ROBERT. [*contemplating her in a stupor of amazement*] Well, I am damned!

JOAN. [*with unruffled sweetness*] No, squire: God is very merciful; and the blessed saints Catherine and Margaret, who speak to me every day [*he gapes*], will intercede for you. You will go to paradise; and your name will be remembered forever as my first helper.

ROBERT. [*to the steward, still much bothered, but changing his tone as he pursues a new clue*] Is this true about Monsieur de Poulengy?

STEWARD. [*eagerly*] Yes, sir, and about Monsieur de Metz too. They both want to go with her.

ROBERT. [*thoughtful*] Mf! [*He goes to the window, and shouts into the courtyard*] Hallo! You there: send Monsieur de Poulengy to me, will you? [*He turns to Joan*] Get out; and wait in the yard.

JOAN. [*smiling brightly at him*] Right, squire. [*She goes out*].

ROBERT. [*to the steward*] Go with her, you, you dithering imbecile. Stay within call; and keep your eye on her. I shall have her up here again.

STEWARD. Do so in God's name. Sir. Think of those hens, the best layers in Champagne; and –

ROBERT. Think of my boot; and take your backside out of reach of it.

The steward retreats hastily and finds himself confronted in the doorway by Bertran de Poulengy, a lymphatic French gentleman-at-arms, aged 36 or thereabout, employed in the department of the provost-marshal, dreamily absent-minded, seldom speaking unless spoken to, and then slow and obstinate in reply; altogether in contrast to the self-assertive, loud-mouthed, superficially energetic, fundamentally will-less Robert. The steward makes way for him, and vanishes.

Poulengy salutes, and stands awaiting orders.

ROBERT. [*genially*] It isn't service, Polly. A friendly talk. Sit down. [*He hooks the stool from under the table with his instep*]. Poulengey, relaxing, comes into the room: places the stool between the table and the window: and sits down ruminatively. Robert, half sitting on the end of the table, begins the friendly talk.

ROBERT. Now listen to me, Poly. I must talk to you like a father.

Poulengey looks up at him gravely for a moment, but says nothing.

ROBERT. It's about this girl you are interested in. Now, I have seen her. I have talked to her. First, she's mad. That doesn't matter. Second, she's not a farm wench. She's a bourgeoisie. That matters a good deal. Now no doubt it seems to you a very simple thing to take this girl away, humbugging her into the belief that you are taking her to the Dauphin. But if you get her into trouble, you may get me into no end of a mess, as I am her father's lord, and responsible for her protection. So friends or no friends, Polly, hands off her.

POULENGEY [*with deliberate impressiveness*] I should as soon think of the Blessed Virgin herself in that way, as of this girl.

ROBERT. [*coming off the table*] But she says you and Jack and Dick have offered to go with her. What for? You are not going to tell me that you take her crazy notion of going to the Dauphin seriously, are you?

POULENGEY. [*slowly*] There is something about her. They are pretty foulmouthed and foulminded down there in the guardroom, some of them. But there hasn't been a word that has anything to do with her being woman. They have stopped swearing before her. There is something. Something. It may be worth trying.

ROBERT. Oh, come, Polly! Pull yourself together, Commonsense was never your strong point; but this is a little too much. [*He retreats disgustedly*].

POULENGEY. [*unmoved*] What is the good of commonsense? If we had any commonsense we should join the Duke of Burgundy and the English king. They hold half the country, right down to the Loire. They have Paris.

They have this castle: you know very well that we had to surrender it to the Duke of Bedford, and that you are only holding it on parole. The Dauphin is in Chinon, like a rat in a corner, except that he won't fight. The English will take Orleans: he will not be able to stop them.

ROBERT. He beat the English the year before last at Montargis. I was with him.

POULENGEY. No matter: his men are cowed now; and he can't work miracles. And I tell you that nothing can save our side now but a miracle.

ROBERT. Miracles are all right, Polly. The only difficulty about them is that they don't happen nowadays.

POULENGEY. I used to think so. I am not so sure now. [*Rising, and moving ruminatively towards the window*] At all events this is not a time to leave any stone unturned. There is something about the girl.

ROBERT. Oh! You think the girl can work miracles, do you?

POULENGEY. I think the girl herself is a bit of a miracle. Anyhow, she is the last card left in our hand. Better play her than throw up the game. [*He wanders to the turret*].

ROBERT [*wavering*] You really think that?

POULENGEY [*turning*] Is there anything else left for us to think?

ROBERT [*going to him*] Look here, Polly. If you were in my place would you let a girl like that do you out of sixteen francs for a horse?

POULENGEY. I will pay for the horse.

ROBERT. You will!

POULENGEY. Yes I will back my opinion.

ROBERT. You will really gamble on a forlorn hope to the tune of sixteen francs?

POULENGEY. It is not gamble.

ROBERT. What else is it?

POULENGEY. It is a certainty. Her words and her ardent faith in God have put fire into me.

ROBERT [*giving him up*] Whew! You are as mad as she is.

POULENGEY [*obstinately*] We want a few mad people now. See where the sane ones have landed us!

ROBERT [*his irresoluteness now openly swamping his affected decisiveness*] I shall feel like a precious fool. Still, if you feel sure-?

POULENGEY. I feel sure enough to take her to Chinon unless you stop me.

ROBERT. This is not fair. You are putting the responsibility on me.

POULENGEY. It is on you whichever way you decide.

ROBERT. Yes: that's just it. Which way am I to decide? You don't see how awkward this is for me. [*Snatching at a dilatory step with an unconscious hope that Joan will make up his mind for him*] Do you think I ought to have another talk to her?

POULENGEY [*rising*] Yes; [*He goes to the window and calls*]

Joan!

JOAN'S VOICE. Will he let us go, Polly?

POULENGEY. Come up. Come in. [*Turning to Robert*] Shall I leave you with her?

ROBERT. No: stay here; and back me up.

Poulengey sits down on the chest. Robert goes back to his magisterial chair, but remains standing to inflate himself more imposingly. Joan comes in, full of good news.

JOAN. Jack will go halves for the horse.

ROBERT. Well!! [*He sits, deflated*]

POULENGEY [*gravely*] sit down, Joan.

JOAN [*checked a little, and looking to Robert*] May I?

ROBERT. Do what you are told.

Joan curtsies and sits down on the stool between them. Robert outfaces his perplexity with his most peremptory air.

ROBERT. What is your name?

JOAN [*chattily*] They always call me Jenny in Lorraine. Here in France I am Joan. The soldiers call me The Maid.

ROBERT. What is your surname?

JOAN. Surname? What is that? My father sometimes calls himself d'Arc; but I know nothing about it. You met my father. He –

ROBERT. Yes, Yes; I remember. You come from Domremy in Lorraine, I think.

JOAN. Yes; but what does it matter? We all speak French.

ROBERT. Don't ask questions: answer them. How old are you?

JOAN. Seventeen: so they tell me. It might be nineteen. I don't remember.

ROBERT. What did you mean when you said that St Catherine and St Margaret talked to you everyday?

JOAN. They do.

ROBERT. What are they like?

JOAN [*suddenly obstinate*] I will tell you nothing about that: they have not given me leave.

ROBERT. But you actually see them; and they talk to you just as I am talking to you?

JOAN. No: it is quite different. I cannot tell you: you must not talk to me about my voices.

ROBERT. How do you mean? Voices?

JOAN. I hear voices telling me what to do. They come from God.

ROBERT. They come from your imagination.

JOAN. Of course. That is how the messages of God come to us.

POULENGEY. Checkmate

ROBERT. No fear! [*To Joan*] So God says you are to raise the siege of Orleans?

JOAN. And to crown the Dauphin in Rheims Cathedral.

ROBERT [*gasping*] Crown the D -! Gosh!

JOAN. And to make the English leave France.

ROBERT [*sarcastic*] Anything else?

JOAN [*charming*] Not just at present, thank you, squire.

ROBERT. I suppose you think raising a siege is as easy as chasing a cow out of a meadow. You think soldiering is anybody's job?

JOAN. I do not think it can be very difficult if God is on your side, and you are willing to put your life in His hand. But many soldiers are very simple.

ROBERT [*grimly*] Simple! Did you ever see English soldiers fighting?

JOAN. They are only men. God make them just like us; but He gave them their own country and their own language; and it is not His will that they should come into our country and try to speak our language.

ROBERT. Who has been putting such nonsense into your head? Don't you know that soldiers are subject to their feudal lord, and that it is nothing to them or to you whether he is the duke of Burgundy or the king of England or the king of France? What has their language to do with it?

JOAN. I do not understand that a bit. We are all subject to the king of Heaven; and He gave us our countries and our languages, and meant us to keep to them. If it were not so it would be murder to kill an Englishman in battle; and you, squire, would be in great danger of hell fire. You must not think about your duty to your feudal lord, but about your duty to God.

POULENGEY. It's no use, Robert: she can choke you like that every time.

ROBERT. Can she, by saint Dennis! We shall see. [*To Joan*] We are not talking about God: we are talking about practical affairs. I ask you again, girl, have you ever seen English soldiers fighting? Have you ever seen them plundering, burning, turning the countryside into a desert? Have you heard no tales of their Black Prince who was blacker than the devil himself, or of the English king's father?

JOAN. One thousand like me can stop them. Ten like me can stop them with God on our side. [*She rises impetuously, and goes at him, unable to sit quiet any longer*]. You do not understand, squire. Our soldiers are always beaten because they are fighting only to save their skins; and the shortest way to save your skin is to run away. Our knights are thinking only of the

money they will make in ransoms: it is not kill or be killed with them, but pay or be paid. But I will teach them all to fight that the will of God may be done in France; and then they will drive the poor soldiers before them like sheep. You and Polly will live to see the day when there will not be an English soldier on the soil of France; and there will be but one king there: not the feudal English king, but God's French one.

ROBERT [*to Poulengey*] This may be all rot, Polly; but the troops might swallow it, though nothing that we can say seems able to put any fight into them. Even the Dauphin might swallow it. And if she can put fight into him, she can put it into anybody.

POULENGEY. I can see no harm in trying. Can you? And there is something about the girl-

ROBERT [*turning to Joan*] Now listen you to me; and [*desperately*] don't cut in before I have time to think.

JOAN [*plumping down on the stool again, like an obedient schoolgirl*] Yes, squire.

ROBERT. Your orders are, that you are to go to Chinon under the escort of this gentleman and three of his friends.

JOAN [*radiant, clasping her hands*] Oh, squire! Your head is all circled with light, like a saint's.

POULENGEY. How is she to get into the royal presence?

ROBERT [*Who has looked up for his halo rather apprehensively*] I don't know: how did she get into my presence? If the Dauphin can keep her out he is a better man than I take him for. [*Rising*] I will send her to Chinon; and she can say I sent her. Then let come what may: I can do no more.

JOAN. And the dress? I may have a soldier's dress, mayn't I, squire?

ROBERT. Have what you please. I wash my hands of it.

JOAN. [*wildly excited by her success*] Come, Polly. [*she dashes out*].

ROBERT. [*shaking Poulengey's hand*] Goodbye, old man, I am taking a big chance. Few other men would have done it. But as you say, there is something about her.

POULENGEY. Yes: there is something about her. Goodbye.

[*He goes out*].

Robert, still very doubtful whether he has not been made a fool of by a crazy female, and a social inferior to boot, scratches his head and slowly comes back from the door. The steward runs in with a basket.

STEWARD. Sir, sir-

ROBERT. What now?

STEWARD. The hens are laying like mad, sir. Five dozen eggs!

ROBERT [*stiffens convulsively: crosses himself: and forms with his pale lips the words*] Christ in heaven! [*Aloud but breathless*] She did come from God.

Glossary:

jest	/??????/	– speak light-heartedly – joke about
bewitched	/ ??? ???? /	– possessed by evil spirits
blasphemy	/???????? ?????????? /	– saying or doing something which shows no respect for god or religion
impudence	/?? ????? ??? /	– impertinence
hiding(n)	/ ?????? /	– thrashing, whipping
blockhead	/ ????????? /	– fool, idiot
siege	/ ?????? /	– when an army surrounds the enemy camp to prevent supplies from entering in
stupor	/ ????????? /	– in a dazed or semi-conscious condition

men-at-arms	/ˈmɛn.ət.ɑːr.mz/	ˈsɔːldjəz	– soldiers
wench	/wɛn.tʃ/	– a young country girl	
to humbug	/ˈhʌm.bʊɡ/	– to cheat	
forlorn	/fɔːl.ɔːn/	– lonely	
check mate	/tʃek.meɪt/	– a final situation in chess when the opponent's king cannot escape	

A. Synonyms

Task : Choose the appropriate response closest in meaning to the underlined word / phrase in the main sentence.

- He was to give her a good hiding
 - Shall we play the game hide and seek?
 - The skin of the dead cow was sold to the cobbler.
 - Children should never be beaten.
- You will really gamble on a forlorn hope?
 - The company took a chance by cutting the price of their product.
 - The children skipped about playfully in the park.
 - He bargained with the shopkeeper and bought it at a high discount.
- I am very hardy
 - She works with great difficulty.
 - She is a tough and a robust person.
 - She rarely comes to school.

B. Antonym

Task : Choose the appropriate antonym for the italicized word in the sentence.

- His men are cowed now.
 - strengthened
 - encouraged
 - elated
 - humble.
- I have the honour to be your steward.
 - goodness
 - insult
 - disgrace
 - stupidity
- She...had the impudence to ask to see me two days ago.
 - boldness
 - worthiness
 - eagerness
 - politeness

C. Idiomatic Phrases

Task : Use the following idiomatic phrases in sentences of your own.

- a. To make a fool of
- b. To give someone a good hiding
- c. To hold one's tongue
- d. To put under lock and key
- e. To thrash the madness out of someone

D. Comprehension

Task : a) Answer briefly

1. Who was Robert de Baudricourt?
2. Why was he angry with his steward?
3. What reason did the steward give for the shortage of milk and eggs in Vaucouleurs?
4. What was the steward's opinion about "The Maid"?
5. What, according to Joan, was the Will of God?
6. Why did Robert at first refuse to comply to the orders?
7. Why did Joan want a horse and armour?
8. What were Robert's suspicions of Polly and what was his advice to him?
9. What made Robert finally agree to Joan's demands?
10. Why was Robert convinced that Joan had come from God?

B. Answer in a paragraph.

1. Give a brief character sketch of the following
 - a. Robert de Baudricourt
 - b. Monsieur de Poulengey
 - c. The steward
2. How is the element of the super natural brought out in this scene?
3. What was the argument between Robert and Polly and how did Polly convince Robert?

C. Write an essay in about 200 words.

1. On that spring morning in 1429 in the castle of Vaucouleur
2. Delineate a character sketch of Joan d' Arc as portrayed in this scene.

D. VOCABULARY

Exclamatory Expressions

Note: The English language is basically a language of polite etiquettes, which reveal the refined Englishman's high level of reserve and restraint. In the past, Literature recorded a display of the emotions of anger, frustration, etc. as only non-verbal expressions **e.g.** Haw! Tch-tch! Mf! Hmph!

However, when such emotions were expressed in verbal forms they were put into the mouths of only sailors or soldiers and sometimes tyrants, dictators or country bumpkins of a low class of society.

In keeping with the style of such writing Bernard Shaw uses some terms in the form of exclamatory expressions, more to highlight the character than the language. The use of the terms thereby lends humour to the character and the play, though some of them are derogatory in use or blasphemous by religion.

- e.g.** a. Thousand thunders!
b. drivelling, jibbering, jabbering idiot
c. Heaven have mercy on your bones!
d. you parcel of curs!
e. you dithering imbecile!
f. by Saint Dennis!
g. Christ in heaven!

Understanding unfamiliar words

Task 1: *Read the following passage. First guess the meaning of the underlined words in their context, then match the word with its meaning given in the list below. Fill up the given columns with the guessed and associated meanings*

Had Napoleon been born a few years earlier, he might well have grown up to be a Genoese general. As it was, he was born Frenchman, and his father managed to (1) wangle a scholarship for little Napoleon to a French military school — the first (2) rung on the ladder to his becoming the greatest French General of all time. And it was Napoleon who made Corsica a part of the (3) centralized French state, which it has remained to this day.

The arrangement has given the Corsicans more years of peace, prosperity and modernity but there has been a (4) determined (5) resurrection and (6) revival of their Corsican language; of the old (7) polyphonic music and ancient handicrafts in the midst of their modern government and business. Like other (8) peripheral outposts, Corsica has also seen the rise of (9) revolutionary groups demanding a return to a highly (10) romanticized past.

Dictionary meaning:

- a. bringing back; recovery
- b. of secondary or minor importance
- c. one main authority or power
- d. involved in a complete or drastic change
- e. exaggerated or distorted
- f. step
- g. bringing to life again
- h. cleverly persuade
- i. resolute, with one's mind firmly made up
- j. combination of melodic patterns

Textual word	guessed meaning	dictionary meaning
1. wangle		
2. rung		
3. centralized		
4. determined		
5. resurrection		
6. revival		
7. polyphonic		
8. peripheral		
9. revolutionary		
10. romanticized		

E. STUDY SKILL

Taking Notes

Task : Listen to a passage on Healing taken from the Reader's Digest read by your teacher and take notes for reference. List the main points and rearrange as for note-making.

After undergoing a bone-marrow transplant for lymphatic cancer two years ago, Mike Coyne, 33, credits his healing to his doctors – and his faith. Prayer provided him with reassurance that everything would be ok. “It gave me strength and peace” says Coyne. That may be why so many of us turn to faith for healing.

According to a survey of 31,000 people by America's National Institute of Health, prayer is the most commonly used form of alternative medicine.

“Spiritual people tend to be optimistic and have more self esteem and social support : factors that improve health”, says researcher Holly Prigerson. She found that bereaved people who used religion to cope needed fewer doctor visits than those who didn’t. Other research has shown that prayer improves heart disease, hypertension and cancer. The idea that faith can heal is controversial, but recent studies report positive results.

In a 2004, American study of 838 hospitalized older adults, those who were more religious had fewer symptoms of depression and better cognitive function than patients that were not spiritual. And in another American study last year doctors reported that poor people in urban areas who believed in a higher power were less likely than their non-spiritual peers to be depressed during hard times.

F. GRAMMAR

Revision of clauses

You have already learnt to identify phrases and clauses; transform a phrase to a clause and vice-versa; differentiate the various types of clauses and their functions; and make sentences using clauses appropriately. The following exercises will help you recollect and refine your ability to strengthen your grammatical skills.

Task 1: Pick out the main clause in each of the following sentences and rewrite each as a complete sentence.

1. Is the girl whom I told you to send back to her father still here?
2. They all say I am mad until I talk to them.
3. I can find a soldier’s armour that will fit me well enough.

Task 2: Underline the subordinate clauses in the following sentences.

1. Three men will be enough if they are good men and gentle to me.
2. I did not know he had any other name.
3. You don’t see how awkward this is for me.

Task 3: Identify the clause linkers in the following sentences.

1. Tell me that before I kick you out.
2. I know that sort of girl that is always talking to soldiers.
3. God is very merciful, and the blessed saints who speak to me everyday.
4. If you get her into trouble, you may get me into no end of a mess.
5. See where the sane ones have landed us!
6. You don't see how awkward this is for me.
7. What did you mean when you said that St. Catherine and St.Margaret talked to you every day?
8. Have you heard no tales of their Black Prince who was blacker than the devil himself?
9. You will live to see the day when there will not be an English soldier on the soil of France.
10. Don't cut in before I have time to think.

Task 4: Identify the subordinate clause and state whether the subordinate clauses in the sentence is a noun, adjective or adverb clause.

In some of the sentences the clause linkers may not have been used.

1. You tell me there are no eggs!
2. We all have to go without eggs just as you have Sir!
3. Do you mean to say that girl who had the impudence to ask to see me is here still?
4. Give her what she wants.
5. It's about this girl you are interested in.
6. If we had any common sense we should join the Duke of Burgundy and the English king.

Task 5: Match the clause in the sentence in set A with the type of clause in set B.

Set A

1. Come when I call you
2. Tell me how you did this.
3. The story, which you wrote is interesting

4. She treated me as if I were a queen.
5. If I had the skill I would speak English well.
6. My mother, who is a teacher, wrote this poem.
7. I can't go in as the gate is locked.
8. The spaceship has gone where no one has gone before.
9. What you say is unbelievable.
10. Although you are weak you are hardworking.

Set B

- a. noun clause as subject
- b. noun clause as object
- c. Relative defining clause
- d. Relative non-defining clause
- e. Adverb clause of reason
- f. Adverb clause of manner
- g. Adverb clause of condition
- h. Adverb clause of time
- i. Adverb clause of place
- j. Adverb clause of concession

Task 6: Convert the subordinate clause in the sentence into a phrase.

1. I like this skirt, which has polka dots on it.
2. I'll wait for you near the stall where Siva sells lottery tickets.
3. Give me a call when you get back home.
4. Though he is lean, he is strong.
5. He led his team to bat after he checked the condition of the pitch.

Task 7: Convert the phrases into subordinate clauses.

1. The little dog laughed on seeing the cow jump over the moon.
2. You have able-bodied servants to carry out my order.
3. I take no orders except from the king.
4. They have promised to come with me.
5. I must talk to you like a father.

G. WRITING SKILL

Developing hints

Task 1: Write a paragraph on Saint Joan using the hints given below.

Joan – daughter of farmer – seventeen years old – hears voices – believes God speaks – to lay siege on English troop – convinces Robert – gets armour, horse, soldiers – meets the Dauphin – lays siege – frees France from defeat – proves power of faith.

Task 2: Expand the following hints into a paragraph.

A woman – walks miles for water everyday – carries two buckets – one has a hole – many days later – bucket with the hole is sad – is never full of water like the other – feels it is of no help to woman – other bucket says – my side of road is dry and empty – your side full of flowers – you water the path – makes weary way beautiful for woman.

H. OCCUPATIONAL SKILL

Diary Entry

A diary is a file maintaining a plan or agenda of action for reference of engagements, appointments or strategies and is a record of the same when completed. While personal diaries record accounts of the day's events and happening in a lengthy format of an essay, an official entry is brief and to the point. If Joan maintained a diary would it be personal or official?

Perhaps her official entry would be:

20th February 1429 : Meeting Polly and Jack to seek participation

21st February 1429 : Polly and Jack have agreed. Suggested meeting Captain Baudricourt

22nd February 1429 : planning visit to castle of Vancouleurs to meet the captain

23rd February 1429 : Captain has refused to see me. Should ask Polly for advice.

- 24th February 1429 : Polly suggests giving up idea of siege. Shall not give up.
- 25th February 1429 : Waiting in Vaucouleur till captain meets me.
- 26th February 1429 : Meeting successful. Robert has agreed to all conditions. Next move: Meet the Dauphin – tentative date 8th March.

Task 1 : Prepare an official diary entry of Polly's activities.

Task 2 : Attempt Joan's personal diary recounting her meeting with Captain Baudricourt. The entry has been started for you.

26th February 1429

Had a blessed day today. I was not only allowed to meet Roger but was also able to convince him. I went there with the voices telling me that they would take care of the preparation. I wonder what they did? Roger was screaming about no eggs loud enough for us to hear it from the court yard.....

I. CREATIVE SKILL

Preparing a Catalogue

A catalogue is a booklet or pamphlet containing a complete list of items, usually in a special order and with a description of each item.

e.g. a library catalogue, an exhibition catalogue, a sales catalogue, a price catalogue. Here is an extract from a publisher's catalogue of books. Note the information provided:

- a. Title
- b. author / publisher
- c. no.of pages
- d. catalogue number
- e. blurbs (for some books)

English Word-formation <i>L. Bauer</i>	28492 9
Gender <i>C.G. Corbett</i>	33845 X
Intonation <i>A. Cruttenden</i>	26028 0
	27805 8
Introduction to the Grammar of English <i>R. Huddleston</i>	29704 4
Mood and Modality <i>F.R. Palmer</i>	31930 7
The Physics of Speech <i>D.B. Fry</i>	29379 0
Second Language Acquisition <i>W. Klein</i>	31702 9
Tense <i>B. Comrie</i>	28138 5
Transformational Grammar <i>A. Radford</i>	34750 5
The Bilingual Family A handbook for parents <i>Edith Harding and Philip Riley</i>	
Paperback	168pp
	31194 2

Task 1: Prepare a catalogue of the text books prescribed for the Std X Matriculation course of study

Task 2: Imagine that you have decided to sell all your unwanted toys, clothes etc. to collect funds for a good cause. Prepare a catalogue of the items categorizing the objects and providing descriptions and selling price. Provide a catalogue number.

POEM

Pre-reading activity

Read the sentences given below

She has a strong will to go ahead with her plans.

He lacks the will to win.

Here 'will' means, a strong mental power to control one's thoughts and actions to succeed.

The great poet Subrahmanya Bharathi stated 'Success is the result of concentration, and concentration means the contraction of the area on which our will is exercised'

Read a poem written by him in English which is given below.

THOUGHTS

Subrahmanya Bharati

' Where there is a will, there is a way.'

But, oh, Heavens! Where is the way to get a will?

Instinct replies "In thyself".

Yes, in myself, in myself, in myself.

I will that I develop a powerful will.

I have willed it.

I have willed that what I will I will achieve.

I have willed to will anything.

I will, will, will, will this is my mantra

I will be strong.

I will grow into strength, I will age into youth.

I will work for Power and Greatness.

I will achieve glory.

I will annihilate the miseries of man.

I will make mankind happier.

I will make the world better.

I will wed Truth and Power. Oh, Heavens!

Grant unto me Truth and Power.

*Many of us are not aware that **Subrahmanya Bharati** could write poems equally well in English and that he has written a number of poems besides letters and essays. A study of Bharati will not be complete without a study of his English works. Though very few in number, the poems cover a wide range of subjects. The prescribed poem is laden with a more serious thought of his vision as to what a citizen of our country should possess. According to Bharati 'Success is the result of concentration, and concentration means the contraction of the area on which our will is exercised'*

Task 1 : Answer the following questions.

1. What is the central idea of the poem?
2. Where does the 'will' lie according to the poet?
3. What is the mantra of the poet?
4. What does he want to work for?
5. ' I will grow into strength, I will age into youth ' – Explain.
6. What does the poet want to do once he gains the will?
7. Do you identify any sound effect in the poem? If so state.

Task 2 : Answer in a paragraph of about 100 words.

1. Why does Bharati want to have a ' will ' and what does he want to achieve with it?
2. Write an appreciation of the poem.

UNIT – VI

COMPETENCIES

- A. LISTENING SKILL : Listening to instructions
- B. SPEAKING SKILL : Reporting a speech
- C. READING SKILL : Understanding instructions
- D. VOCABULARY : Using words and phrases in relevant context
- E. STUDY SKILL : Editing
- F. GRAMMAR : Identifying and differentiating clauses
(clause analysis)
- G. WRITING SKILL : Summarising
- H. OCCUPATIONAL : Playing a role
- I. CREATIVE : Preparing public notices

A. LISTENING SKILL

a) Hearing Or Listening?

All day long you hear sounds around you. An alarm clock buzzes, horns honk and motors roar. School bells ring. Teachers read assignments. The television blares. You hear these sounds but do you listen to them? Just because you do hear does not mean that you listen. Listening means focusing your hearing and paying attention to what is said and also understanding and remembering to use the information later.

The following rules will help you listen more effectively.

Use the acronym TRACK

T – reminds you to think. Think about what the speaker is saying. If you don't quite understand what is being said, ask questions.

R – reminds you to review.

A – reminds you to pay attention

C – reminds you to concentrate

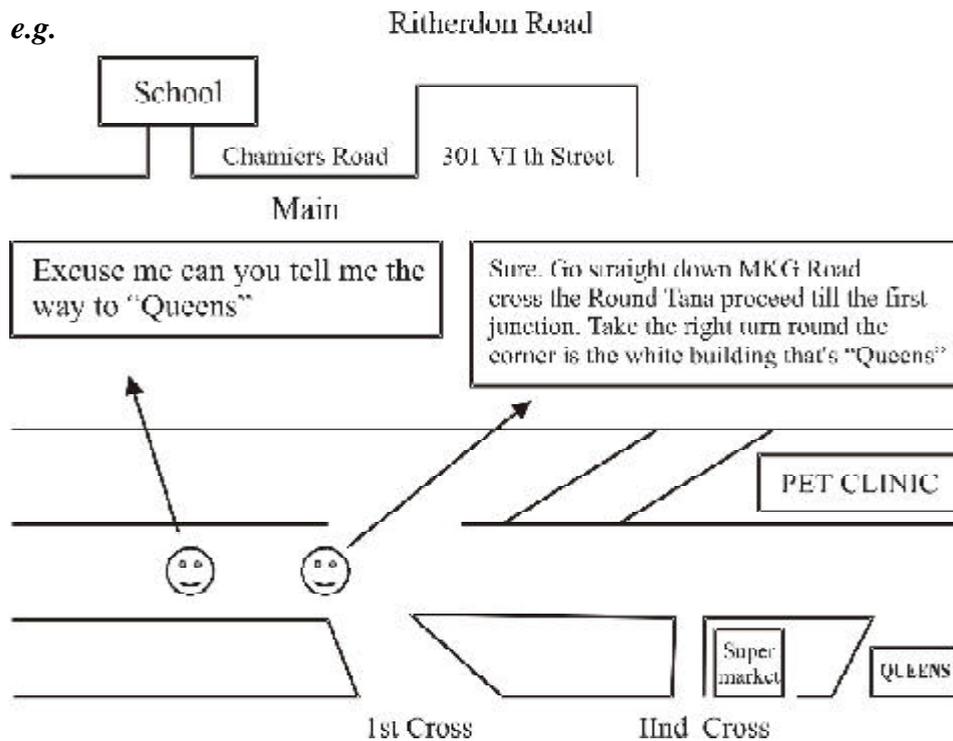
K – reminds you to keep up with the speaker

Stay with the speaker. Do not let your eyes or ears wander towards other sounds. Keep your eyes on the speaker and pay attention to whatever is being said.

Task 1: Bring an article from a newspaper or a magazine for class. Form groups. Each group will do the following in turns.

- a. Plan three questions you might want to ask the groups.
- b. Read the article – give them a minute or two to review mentally what you read.
- c. Test how well they listened. Did they think, review, pay attention, concentrate and keep up?

Task 2 : Pair up with another student in your class who has not been to your home. Student A gives Student B directions to get to her home from school. Student B then listens very carefully and draws a map illustrating the directions she has just heard. Switch roles and repeat the procedure.



B. SPEAKING SKILL

Reporting speech

When a speech is reported the exact words of the speaker are not reproduced. The exact meaning is reproduced with the removal of the quotation marks and suitable changes in the verb and pronoun form. Adverbs like now, today, tomorrow, last week, next year are changed to then, that day, the next day, the previous week, the following year respectively.

Task 1 : Read the dialogues or report the incident.

Kira : Kimmy why are you limping?

Kim : I was playing near the fence. I hurt my knee.

Kiran : Kimmy the wound may get infected. Let's go to the clinic across the river.

Kim : It's all right Kiran

Kiran : No it's not Kimmy. The fence is rusty. Don't invite trouble.

Start with "Kiran asked Kim why he was limping. Kim said that he had been playing near the fence and had hurt his knee....."

Task 2 : Change to indirect speech wherever required.

One day, a rich man set out of the house of one of his peasants, to collect the debt he had given the poor family. However, no one was in the house except a small boy of eight or nine playing alone.

"Child, are your parents home?" the rich man asked. "No, sir", the boy replied. "Then where are they?" asked the rich man. "Well, sir, my father has gone to cut living trees and plant dead ones and my mother has gone to the market place, to sell the wind and buy the moon." "What? What in heavens are you talking about?" exclaimed the rich man commanded. "Quick, tell me where they are and what they are really doing and I will forget all about the debt. Is that clear to you?"

The overjoyed boy said "My father has simply gone to cut down bamboos and make a fence with them for a man near the river. And my mother oh, Sir, you will keep your promise won't you and free my parents of all their debts?"

"Yes, yes I do solemnly swear to do that". The rich man urged the boy to go on. "Well, my mother has gone to the market to sell fans so she can buy oil for our lamps and isn't that what you would call selling the wind to buy the moon?"

Shaking his head, the rich man had to admit inwardly that the boy was a clever one.

C. READING SKILL

Pre-reading Text 1

Read the excerpt from an open letter written by a former national coach to the Indian Olympic hockey team prior to the Sydney Olympics.

My dear boys,

Before I wish you well, I ask you to remember that you have been selected as national players from among the 1,000 million people in India. You now have a responsibility both to your countrymen and hockey

Play an offensive and daring game, understand that togetherness is everything in a team. Play together, stay together, relax together...

Think about your mission at all times and never forget that an individual never wins a hockey gold medal – the team does ...

Remember which uniform you wear and who you represent, so walk tall. Play hard, play competitive hockey. Go out and bring back something that is ours.

Good luck and God speed.

M.K. Kaushik

Task : Answer the questions.

1. On what grounds does the writer feel compelled to advise hockey players?
2. What authority does the writer have to advise the hockey players?
3. What dual responsibility should the players bear in mind?
4. How does the coach bring out the essence of solidarity?
5. “Walk tall” – What does this phrase mean?
6. “Something that is ours” – what is the implication?

Pre-reading Text 2 :

“Great champions are those who are driven to show the world – and prove to themselves, just how good they are” – **Nancy Lopez.**

Jayaraj, an Indian athlete proved that “Perseverance is the absolute pursuit of goal”. Jayaraj’s achievements at the state level in the 400 metres, 1500 metres and 5000 metres earned him a job but did not make him a champion. So, he took up training for the marathon. To become a marathon runner, one should be familiar with pain. In the 1989 International Marathon held at Stockholm, Jeyaraj was the only Indian runner. Pain enveloped him at the 39th kilometre, his legs became non-cooperative and his body pleaded with him “Give up! Give up!” Jayaraj turned to his inner resource – perseverance. A sense of purpose engulfed him to win a silver that the first twenty runners in world marathon are awarded.

Energy can accomplish remarkable things and the person who possesses such tremendous energy becomes the focus as a hero worthy of emulation. Energy blended with perseverance will make one hit the headlines. Perseverance is what makes one a champion. In fact, champions are not born but made.

Task : Answer the questions.

1. How do you feel after reading this passage?
2. Can you mention a few favourite champions in any sport?
3. Mention the key values in this passage that improve your own confidence and self-esteem.

THE FIRST FOUR MINUTES

ROGER BANNISTER

Failure is as exciting to watch as success, provided the effort is absolutely genuine and complete. But the spectators fail to understand – and how can they know – the mental agony through which an athlete must pass before he can give his maximum effort. And how rarely, if he is built as I am, he can give it.

No one tried to persuade me. The decision was mine alone, and the moment was getting closer. As we lined up for the start I glanced at the flag again. It fluttered more gently now, and the scene from Shaw's Saint Joan flashed through my mind, how she, at her desperate moment, waited for the wind to change. Yes, the wind was dropping slightly. This was the moment when I made my decision. The attempt was on.

There was complete silence on the ground... a false start...I felt angry that precious moments during the lull in the wind might be slipping by. The gun fired a second time...Brasher went into the lead and I slipped in effortlessly behind him, feeling tremendously full of running. My legs seemed to meet no resistance at all, as if propelled by some unknown force.

We seemed to be going so slowly! Impatiently I shouted 'Faster!' But Brasher kept his head and did not change the pace. I went on worrying until I heard the first lap time, 57.5 seconds. In the excitement my knowledge of space had deserted me. Brasher could have run the first quarter in 55 seconds without my realizing it, because I felt so full of running, but I should have had to pay for it later. Instead, he had made success possible.

At one and a half laps I was still worrying about the pace. A voice shouting 'Relax' penetrated me above the noise of the crowd. I learnt afterwards it was Stampfl's. Unconsciously I obeyed. If the speed was wrong it was too late to do anything about it, so why worry? I was relaxing so much that my mind seemed almost detached from my body. There was no strain.

I barely noticed the half mile, passed in 1 minute 58 seconds, nor when, round the next bend, Chataway went into the lead. At three-quarters of a mile the effort was still barely perceptible; the time was 3 minutes 0.7 seconds, and by now the crowd was roaring. Somehow I had to run that last lap in 59 seconds. Chataway led round the next bend and then I pounced past him at the beginning of the back straight, three hundred yards from the finish.

I had a moment of mixed joy and anguish, when my mind took over. It raced well ahead of my body and drew my body compellingly forward. I felt that the moment of a lifetime had come. There was no pain, only a great unity of movement and aim. The world seemed to stand still, or did not exist. The only reality was the next two hundred yards of track under my feet. The tape meant finality—extinction perhaps.

I felt at that moment that it was my chance to do one thing supremely well. I drove on, impelled by a combination of fear and pride. The air I breathed filled me with the spirit of the track where I had run my first race. The noise in my ears was that of the faithful Oxford crowd. Their hope and encouragement gave me greater strength. I had now turned the last bend and there were only fifty yards more.

My body had long since exhausted all its energy, but it went on running just the same. The physical overdraft came only from greater will-power. This was the crucial moment when my legs were strong enough to carry me over the last few yards as they could never have done in previous years. With five yards to go the tape seemed almost to recede. Would I ever reach it?

Those last few seconds seemed never-ending. The faint line of the finishing tape stood ahead as a haven of peace, after the struggle. The arms of the world were waiting to receive me if only I reached the tape without slackening my speed. If I faltered, there would be no arms to hold me and the world would be a cold, forbidding place, because I had been so close. I leapt at the tape like a man taking his last spring to save himself from the chasm that threatens to engulf him.

My effort was over and I collapsed almost unconscious, with an arm on either side of me. It was only then the real pain overtook me. I felt like an exploded flashlight with no will to live: I just went on existing in the

most passive physical state without being quite unconscious. Blood surged from my muscles and seemed to fill me. It was as if all my limbs were caught in an ever-tightening vice. I knew that I had done it before I even heard the time. I was too close to have failed, unless my legs had played strange tricks at the finish by slowing me down and not telling my tiring brain that they had done so.

The stop-watches held the answer. The announcement came-‘Result of one mile...time 3 minutes’- the rest lost in the roar of excitement. I grabbed Brasher and Chataway, and together we scampered round the track in a burst of spontaneous joy. WE had done it – the three of us!

We shared a place where no man had yet ventured-secure for all time, however fast men might run miles in future. We had done it where we wanted, when we wanted, how we wanted, in our first attempt of the year. In the wonderful joy my pain was forgotten and I wanted to prolong those precious moments of realization.

I felt suddenly and gloriously free of the burden of athletic ambition that I had been carrying for years. No words could be invented for such supreme happiness, eclipsing all other feelings. I thought at that moment I could never again reach such a climax of single-mindedness. I felt bewildered and over-powered. I knew it would be some time before I caught up with myself.

Glossary

genuine	/ ʒəˈnjuːn /	– authentic
lull	/ lʊl /	– calm
resistance	/ rɪˈzɪstəns /	– withstand against
propelled	/ prəˈpel /	– drove or pushed forward
deserted	/ dɪˈzɜːt /	– left without help or support abandoned
impelled	/ ɪmˈpel /	– driven or urged to do something

overdraft	/ ʊvərdraʊt /	– draw upon non-existing energy
haven	/ ˈhævən /	– a place of safety
faltered	/ ˈfɒltəd /	– lost strength or momentum
chasm	/ ˈtʃæzəm /	– a deep crack or opening in the earth
fell	/ fel /	– cut down, knock down
vice	/ vɪs /	– firm grip
scampered	/ ˈskæmpəd /	– ran with quick light steps
spontaneous	/ spɒnˈteɪniəs /	– impulsive, immediate
eclipsing	/ ɪkˈlɪpsɪŋ /	– overshadowing

Task 1 : Answer briefly.

1. What is it that spectators at a race fail to understand?
2. A voice from the crowd changed Roger Bannister. Whose voice was it and what did he say to change the athlete’s mood?
3. What caused the runner to continue to race after all his energy had been exhausted?
4. How does Roger Bannister describe his final attempt to get to the tape at the end of the race?
5. Describe Roger Bannister’s feeling on finishing the race.
6. What was the new record achieved by the team?
7. Describe the author’s emotions on having excelled at the race.
8. What kind of relief did Roger Bannister feel at the end?
9. What is the specific climax that the athlete speaks about after the victory?

Task 2 : Answer in a paragraph.

1. Describe the pain and agony felt by Roger Bannister during the course of the race.
2. Describe in detail the finish of the race and the joyous triumph.
3. We can be greatly encouraged to believe in ourselves and persevere our goals when we face difficulties through this winning encounter of Roger Bannister – Do you agree? Give reasons.

Task 3 : Answer in 200 words.

1. Describe the magnificent race from the confident beginning to the exciting but painful finish.
2. 'Perseverance is what makes a champion.' Discuss with regard to your forthcoming examination, drawing inspiration from the lesson.

Task 4 : Use the following words in sentences with relevant context.

1. effortlessly
2. detached
3. pounced
4. supremely
5. recede
6. haven of peace
7. roar of excitement
8. eclipsing all feelings
9. made a decision

D. VOCABULARY

Words and Phrases

Task : 1 (a) Fill up the blanks with appropriate words from the list given below.

On May 6, 1954, at the Oxford race _____ sporting history was made by a young medical student, Roger Bannister. He ran one mile in 3 minutes 59.4 seconds. Today his _____ has been beaten by more than 13 seconds.

Apart from good health, top athletes _____ their bodies to perfection for their particular sport, and they tune them like machines. At training centres,

doctors analyse athletes, _____ by using the _____ of mechanical engineering. By making the body's movement more _____, they can make it _____ more. While running on a treadmill, their maximum intake of oxygen is _____. A good diet is required to keep an athlete's body in _____ good condition.

Better training _____ mean that athletes today are stronger, faster and more _____ than their _____ 30 years ago.

tune	monitored	efficient	track
achieve	facilities	record	prime
performances	predecessors	principles	agile

(b) Match the phrases with their meanings:

- | | |
|--------------------------|--|
| hair's breadth | - cheering experience |
| brain wave | - favourable beginning |
| finger in many pies | - secret cause of shame especially in a family |
| head start | - dangerously fast |
| heart warming experience | - a very small distance or margin |
| skeleton in the cupboard | - extremely close relationship especially in something underhand |
| at breakneck speed | - an inadvertent or trivial error |
| bat an eyelid | - sudden bright idea |
| hand in glove | - blink in surprise |
| slip of the tongue | - to be involved in several activities at the same time |

Task 2 : Read each sentence carefully. Explain what you think each underlined word means. Give reasons for your answers.

1. People cannot vote in the same election twice. Such an act is illegal.

2. When it lost tax money, the city faced financial problems.
3. Ms. Sanchez hopes to be elected next week. She is a candidate for Mayor.
4. When farmers have crops left over, the government sometimes buys the surplus.

Task 3 : Read each sentence carefully and bring out the meaning of the underlined word.

1. The city council studied the data on a new highway plan. They used the information to help them decide how to vote.
2. The governor greeted the foreign visitors. He enjoyed the opportunity to welcome them personally.
3. The commission for commerce controls the buying, selling and transportation of large amounts of goods.
4. Julie did a lot of calculations. She figured out what her new tax bill should be.
5. Chris worked hard on a campaign slogan. He wanted a catchy phrase that people would remember.
6. The judge tries to consider all sides of a question. He is well known for making impartial judgements.
7. This law protects consumers who buy products through the mail.
8. If you spend more than you earn, your economic situation will not be good.

Task 4 : Write six sentences. Use one of the new words you learned in this lesson in each sentence.

Task 5 Which of the two words in the parentheses would you use? Why?

1. The manager _____ the papers on his desk (lay, laid)
2. He hopes to _____ a change in the tax laws. (affect, effect)
3. Several aides _____ to greet their leader. (raised, rose)
4. The vice-president _____ with the discussion. (preceded, proceeded)

Task 6 : Complete the sentence using the correct word from the parenthesis.

1. The sudden rains _____ the rescue work. (affected, effected)
2. The _____ praised our performance. (principle, principal)
3. The story of Alexander has been appearing on T.V. as a Sunday _____
(series, serial)
4. He was _____ coming late last month. (continuously, continually)
5. You shouldn't _____ in things that don't concern you.
(interfere, intervene)
6. There has been a _____ of diseases after the earthquake
(break out, outbreak)
7. The _____ of the Fashion Show is "Come Summer in the Hills."
(topic, theme)
8. The new pens are available at the _____ shop round the corner.
(stationary, stationery)
9. The _____ down to a game of cards. (set, sat)
10. Did the _____ change to green when you crossed the road?
(sign, signal)
11. The bank says you can pay the interest now and the _____ later.
(principal, principle)
12. The mother _____ the children with the nurse. (let, left)
13. All the guests _____ from their seats. (raised, rose)
14. Some forgotten papers _____ about on the lawn. (lay, laid)
15. Don't _____ the meeting even if the chief guest is late.
(uphold, hold up)

E. STUDY SKILL

Editing

Editing is done to ensure that the spelling, grammar, word usage, sentence structure and overall style meet the expected standard of the language in which the text is to be published.

A film, a song or tape recording also needs editing by way of deleting, inserting or re-arranging materials.

Task 1 : Edit the following paragraph. Underline the error using the following symbols to indicate the correction required.

	-	insert
	-	delete
u.c	-	use capital (upper case)
l.c	-	use small letter (lower case)
	-	close space
	-	open space
	-	change order of word
	-	change letter / word
//	-	start a paragraph

Elenar Roosevelt was a well known first lady. The wife of Franklin Delano Roosevelt. Because President Roosevelt had been crippled by polio. He could not walk without heavy braces. As a result his wife travelled for him. She visited critical places and reported to him. She represented him at any function. After the death of her husband. She continued to work for the people of United States. She served as a delegate to the United Nations General Assembly. She was known throughout the world. Upon her death in 1962 Elenaor Roosevelt was praised as “First lady of the world”.

F. GRAMMAR

Clause Analysis

a). Simple Sentence :

A simple sentence contains only one main clause and it has no subordinate clauses. A simple sentence can have a compound subject and a compound verb or both.

- e.g. 1. The bell rang.
 2. You and I need some rest.
 3. She rode up the path to school.

TASK: Underline the subject once and the verb twice. Notice that some of the subjects and verbs are compounds.

- e.g. 1. Mountain bikes have fifteen to twenty one gears.
 2. A rider uses high gears to keep the bike at speed during level riding
 3. Flat levels and smooth surfaces are the right terrains for using the middle and high gears.
 4. Consumers compare and buy.
 5. I ate a good breakfast this morning.

b) Compound Sentences

A compound sentence has two or more main clauses. Each main clause of a compound sentence has its own subject and predicate. The main clauses of a compound sentence are usually joined by a comma and a co-ordinating conjunction, such as *and, but, or, nor, yet, or, for*.

- e.g. : 1. Consumers demand and manufactures supply.
 2. Consumers demand and manufacturers supply, and the cycle continues.
 3. Crocodile brains are quite complex, and crocodile hearts are almost mammalian.
 4. Engineers dam rivers, clear swamps, and build new towns to benefit people, but this “progress” does not help the crocodiles in their fight for survival.

C) Complex Sentences

A complex sentence consists of one independent clause and one or more subordinate clauses.

- e. g :
1. This is the event that he describes in the book
 2. Andrea, who plays basketball, won a trophy.
 3. I like a writer whose style is distinctive.

Task : Distinguish between the compound and complex sentences:

1. If the climber slips, the belayer helps prevent falls.
2. Unless a person practices his or her skills won't improve.
3. After I conquered the smaller slopes, I took on the higher slopes.
4. Suddenly, a tree appeared in front of me, and I swerved to avoid it.
5. Before you travel, you should check the weather.
6. In many places, crocodiles are protected by law but now face another problem.
7. As soon as any major new design is announced, architectural critics review it features and predict its overall effects.

Clause Analysis:

When analysing a complex or compound sentence we break it up into several clauses. A simple sentence is a clause (main clause) by itself as it has only one finite verb.

The table given below gives an example of clause analysis.

Main Clause	Subordinate Clause	Kind of sentence
1. No one tried to persuade me		Simple
2. This was the moment	When I made my decision - adverb clause of time	Complex
3. Brasher went into the lead (main clause 1) (and) I stepped in effortlessly behind him,(main clause2)		Compound

Task : Analyse the following sentences (Remember that the number of finite verbs correspond with the number of clauses in each sentence.)

1. Their hope and encouragement gave me strength.
2. My effort was over and I collapsed almost unconscious, with an arm on either side of me.
3. I met a lady who had travelled much and who talked with great vivacity about her experiences.
4. Don't you think that actions speak louder than words?
5. The orange has no secret faults as its outside is a mirror of it inside.
6. Recent studies have proved that honey contains many of the antioxidants that are found in fruits and vegetables.
7. Wildlife conservation is an issue that has attracted worldwide attention.
8. Books should always be kept in good condition so that many children could read them.
9. Margie attended classes everyday because her mother said little girls learned better if they learned at regular hours.
10. It is important to provide toys that will encourage children to use their imagination and develop their creativity.

G. WRITING SKILL

Precis

'Precis' is a French word meaning 'precise'. It is "to extract main points from a given passage and to clearly express the meaning in as few words as possible". Why should we learn the art of Precis writing? It makes a pupil think clearly and is a good intellectual exercise. A keen student who is taught so much information prepares brief but comprehensive gists of his notes and lectures to refresh his memory.

e.g : "The young leading the young is like the blind leading the blind; they will both fall into the ditch. The only sure guide is he who has often gone the road which you want to go. Let me be that guide who has gone on

all the roads, and who can consequently point out to you the best. If you ask me why I went on any of the bad roads myself, I will answer you very truly that it was for want of a good guide. Ill example invited me one way, and a good guide was wanting to show me another way. But if anybody capable of advising me, had taken the same points with me, which I have taken and will continue to take with you, I should have avoided many follies and inconveniences which undirected youth led me into.

Main Points:

1. The young leading the young are not a safe guide in life.
2. Only an experienced guide can show us the best way in life.
3. The author himself has made mistakes in his youth for lack of a guide.
4. Had he had an experienced guide he would not have defaulted.

The Need Of An Experienced Guide In Life

The young cannot safely guide the young in life. Only an experienced guide can show the best way. The author himself travelled wrong roads for want of a good guide. Had an experienced person directed him, he would have kept away from youthful follies.

Prepare a precis of the ‘Quality of Thoughts’ (Page 74)

H. OCCUPATIONAL SKILL

Role play

Task : What kind of role models have athletes set up for us?

Milkha Singh, P.T.Usha and Anju George had reached Olympic heights, but victory had narrowly evaded them. Yet, can they stand out as role models for us to emulate? Discuss.

You are ambitious, focused on the correct priorities and inspired to program further, may be by some of the achievers listed above. You are the topper in your class and you are being congratulated. The dialogue below is a role play.

The Principal Mrs. Sharma:- Good morning Lata and hearty congratulations on having secured the highest total in the school.

- Lata : Thank you Madam, I am grateful to God and to you and my teachers for their support, able teaching and encouragements.
- Class Teacher : May I add my felicitation and express my own joy and pride at your very laudable achievement. I am proud of you my child.
- Lata : Madam, my heart is filled with joy and gratitude.
- Classmates : Lata, you have done us proud. Tell us how you did you achieve this rank?
- Lata : To be honest, it was prayer and day to day study of the lesson taught then and there and written practices also.
- Friends : Did you spend time and money on coaching classes on every week end?
- Lata : No! No!. I felt I would be too fatigued by running from pillar to post. Besides, I believe in attention and concentration sincerely in the class.
- Friends : What are the other tactics you followed?
- Lata : A healthy diet, self discipline, sufficient hours of sleep, trust in God, confidence.
- Friends : You make it sound as if the victory you had achieved is within reach for all of us. We will certainly try to emulate your model, wish us all the best.

Task 1: Group Activity :

Role play a visit to a Senior Citizen Home or a Home for less privileged children where your conversation is compassionate, helpful and understanding.

Task 2: Role-play a birthday party emphasising on social games, etiquette performances.

I. CREATIVE SKILL

Public notices

Public notices contain activities and events that impact citizen's lives such as governmental actions or requirements, election notices, annexation and land use changes, judicial and executive sales, disposal of property and personal losses.

Public notices are published in newspapers to disseminate effectively important information throughout the communities.

PUBLIC NOTICE

e.g 1 Rose Day

Can-stop, an outreach Programme of Sundaram Medical Foundation to help cancer patients by providing counselling and home visits, will observe Monday as Rose Day. Volunteers will visit hospitals and distribute hand made roses to patients.

e.g. 2 My son, A. Arasakumaran, son of Thiru A. Aramurugan, born on 10th March 1998 (native place : Chennai) residing at No. 10, 6th Cross St., Ram Nagar, Chennai - 25, shall henceforth be known as A.A. Arasu

Chennai - 16th Feb. 2005

A.Kumari
(Mother)

Task : Prepare notices giving information on :

- a) Change of your name.
- b) A dance competition in the city.

POEM

INTRODUCTION

Poetry is a special form of writing, in its appearance, in use of words and its musical qualities.

Poets create images, tell stories and explore feelings and experiences. They also use rhythm and rhyme to create musical effect in a poem.

The language of poetry is not the language of everyday speech. To fully appreciate and convey the poem you could use the following strategies:-

What does the poem convey to us?

- a) Use your senses – What images is the poet creating?
- b) Listen – feel the rhythm and learn the sounds.
- c) Connect – Use your own experiences if possible to link with the feelings of the poet.
- d) Respond – how does the poem make you feel as you read? What does the poem say to you?

Pre-reading Activity

In any contest or sport in life there are winners as well as losers. The winners are congratulated and feel very happy. What do you think, are the feelings of the losers? Have you failed in something in your life? How did you feel then? How has it influenced your life?

SAY NOT, THE STRUGGLE NAUGHT AVAILETH

Say not, the struggle naught avaieth,
The labour and the wounds are vain,
The enemy faints not, nor faileth,
And as things have been they remain.

If hopes were dupes, fears may be liars;
It may be, in yon smoke concealed,
Your comrades chase e'en now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking,
Seem here no painful inch to gain.
For back, through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright.

ARTHUR HUGH CLOUGH

Arthur Hugh Clough (1819 – 61) was born in Liverpool. A clever boy, he loved reading. He won a scholarship and entered Oxford. He wrote many fine lyrics like 'All is well'. This poem 'Say not the Struggle Naught Avaieth' is one his best loved poems. In the midst of constant change and religious unrest, the poet gives his reader a message of strength and

determination to persevere for a good cause. This poem inspired Sir Winston Churchill during the dark days of World War II.

GLOSSARY

- | | |
|-------------|------------------------------------|
| 1. naught | - nothing |
| 2. dupes | - easily tricked or fooled |
| 3. comrades | - a friend, close companion |
| 4. fliers | - a reckless gamble or speculation |
| 5. creeks | - a small stream |
| 6. inlet | - a narrow strip of water |

Task 1 : Answer the following :

1. Why should we not yield to fears on the battlefield?
2. How does the rhyme scheme of this poem help the poet to convey the main idea?
3. Pick out the archaic words used by the poet.
4. Pick out the words which describe the battlefield.
5. Bring out the central theme of the poem.
6. The poet felt that poetry must “touch some deep question, some vital feeling in human nature” – Do you feel he has touched your life? Express your appreciation of the poem highlighting his language, theme and imagery.

Task 2 : Answer the following :

1. ‘The enemy faints not, nor faileth’
 - a) Whose words are these?
 - b) What is the mood of the speaker as conveyed in this line?
 - c) Name the figure of speech used here.
2. ‘Your comrades chase e’en now the fliers
And, but for you, possess the field’

- a) Who are the comrades and who are the fliers?
 - b) Why does the poet say 'but for you'?
 - c) What is the expansion of the word 'e'en' and why is it used so?
3. 'In front, the sun climbs slow, how slowly,
But westward, look, the land is bright'
- a) Why does the poet repeat the word 'slowly'?
 - b) What does east and west symbolise here?
 - c) Paraphrase the second line.

Task 3 : Summarise the poem in a paragraph.

UNIT – VII

COMPETENCIES

- A. LISTENING SKILL : Listening and understanding interviews and news on T.V.
- B. SPEAKING SKILL : Talking about plans
- C. READING SKILL : Appreciating Literature
- D.VOCABULARY : Identifying and using figures of speech
- E. STUDY SKILL : Drafting and Editing
- F. GRAMMAR : Transformation of Sentences
- G. OCCUPATIONAL : Preparing a dialogue
- H. CREATIVE SKILL : Reponding to a prospectus

A. LISTENING SKILL

Task 1 : Listen to the following dialogue and answer the questions:

1. Where did Tagore study Bengali?
2. Who was Tagore's Bengali master?
3. By what method was he taught Bengali?
4. Why was the coaching stopped?
5. What value did Tagore learn from his Bengali master?

Task 2 : Listen to the recorded T.V. news item and write down the answers for the following questions:

1. What is the importance of the Royapuram Station?
2. What was its condition earlier?
3. How long had it remained in that condition?
4. What was the special care taken?

Task 3 : Listen to a news item on your radio or T.V. and note down the points.

B. SPEAKING SKILL

Talking about plans :

Task 1 : Read the conversation given below:

Rajesh - Hi, Ramesh what are your plans for the forthcoming winter holidays?

Ramesh - I have decided not to go anywhere. I am going to devote the entire period to a thorough revision of my lessons. I shall take up one subject a day and read the text of all the lessons in detail. Whenever I come across a problem or derivation, I shall write it again so that I get the practice. I will be going to my school to do the practicals in science once again. Rajesh, you are in class nine and you do not have the public examinations. What are your plans?

Rajesh - We are going on a week's tour to a few places in south.....

Task 2: Imagine yourself as Rajesh, spell out your plans.

C. READING SKILL

Pre-reading activity

1. Have you ever heard your father talking of his childhood days?
2. What are the differences between your childhood days and his?
3. How has modern life changed your activities?

Within and without

Rabindranath Tagore

Luxury was a thing almost unknown in the days of my infancy. The standard of living was then, as a whole, much simpler than it is now. Apart from that, the children of our household were entirely free from the fuss of being too much looked after. The fact is that, while the process of looking after may be an occasional treat for the guardians, to the children it is always an unmitigated nuisance.

We used to be under the rule of the servants. To save themselves trouble they had almost suppressed our right of free movement. But the freedom of not being petted made up even for the harshness of this bondage, for our minds were left clear of the toils of constant coddling, pampering and dressing-up.

Our food had nothing to do with delicacies. A list of our articles of clothing would only invite the modern boy's scorn. On no pretext did we wear socks or shoes till we had passed our tenth year. In the cold weather a second cotton tunic over the first one sufficed. It never entered our heads to consider ourselves ill-off for that reason. It was only when old Niyamat, the tailor, would forget to put a pocket onto one of our tunics that we complained, for no boy has yet been born so poor as not to have the wherewithal to stuff his pockets; nor, by a merciful dispensation of providence, is there much

difference between the wealth of boys of rich and of poor parentage. We used to have a pair of slippers each, but not always where we had our feet. Our habit of kicking the slippers on ahead, and catching them up again, made them work none the less hard, though effectually defeating at every step the reason of their being.

Our elders were in every way at a great distance from us, in their dress and food, living and doing, conversation and amusement. We caught glimpses of these, but they were beyond our reach. Elders have become cheap to modern children; they are too readily accessible, and so are all objects of desire. Nothing ever came too easily to us. Many a trivial thing was for us a rarity, and we lived mostly in the hope of attaining, when we were old enough, the things which the distant future held in trust for us. The result was that, what little we did get we enjoyed to the utmost; from skin to core, nothing was thrown away. The modern child of a well-to-do family nibbles at only half the things he gets; the greater part of his world is wasted on him.

Our days were spent in the servants' quarters in the south-east corner of the outer apartments. One of our servants was Shyam, a dark chubby boy, with curly locks, hailing from the District of Khulna. He would put me into a selected spot and, tracing a chalk line all round, warn me with solemn face and uplifted finger of the perils of transgressing this ring. Whether the threatened danger was material or spiritual, I never fully understood, but a great fear used to possess me. I had read in the Ramayana of the tribulations of Sita for having left the ring drawn by Lakshman, so it was not possible for me to be sceptical of its potency.

Just below the window of this room was a tank with a flight of masonry steps leading down in the water; on its west bank, along the garden wall, an immense banyan tree; to the south - a fringe of coconut palms. Ringed

round as I was near this window, I would spend the whole day peering through the drawn venetian shutters, gazing on this scene as on a picture-book. From early morning our neighbours would drop in one by one to have their bath. I knew the time for each one to arrive. I was familiar with each one's bathing habit. One would stop his ears with his fingers as he took his regulation number of dips, after which he would depart. Another would not venture on a complete immersion but be content with only squeezing his wet towel repeatedly over his head.

A third would carefully drive the surface impurities away from him with a rapid play of his arms, and then on a sudden impulse take his plunge. There was one who jumped in from the top steps without any preliminaries at all. Another would walk slowly in, step by step, muttering his morning prayers the while. One was always in a hurry, hastening home as soon as he was through with his dip. Another was in no sort of hurry at all, taking his bath leisurely, followed by a good rubdown, and a change from wet bathing clothes into clean ones, including a careful adjustment of the folds of his waist-cloth, ending with a turn or two in the outer garden, and the gathering of flowers, with which he would finally saunter slowly homewards, radiating the cool comfort of his refreshed body, as he went. This would go on till it was past noon. Then the bathing-place would be deserted and become silent. Only the ducks remained, paddling about after water snails, or busy preening their feathers, the livelong day.

Going out of the house was forbidden to us, in fact we had not even the freedom of all its parts. We perforce took our peeps at nature from behind the barriers. Beyond my reach there was this limitless thing called the Outside, of which flashes and sounds and scents used momentarily to come and touch me through its interstices. It seemed to want to play with me through the bars with so many gestures. But it was free and I was bound—

there was no way of meeting. So the attraction was all the stronger. The chalk line has been wiped away today, but the confining ring is still there. The distant is just as distant, the outside is still beyond me; and I am reminded of the poem I wrote when I was older:

The tame bird was in a cage, the free bird was in the forest,
They met when the time came, it was a decree of fate.
The free bird cries, 'O my love, let us fly to the wood'.
The cage bird whispers, 'Come hither, let us both live in the cage.'
Says the free bird, 'Among bars, where is there room to spread one's wings?'
'Alas', cries the cage bird, 'I should not know where to sit perched in the sky'.

The parapets of our terraced roofs were higher than my head. When I had grown taller; when the tyranny of the servants had relaxed; when, with the coming of a newly married bride into the house, I had achieved some recognition as a companion of her leisure, then did I sometimes come up to the terrace in the middle of the day. By that time everybody in the house would have finished his meal; there would be an interval in the business of the household; over the inner apartments would rest the quiet of the mid-day siesta; the wet bathing clothes would be hanging over the parapets to dry; the crows would be picking at the leavings thrown on the refuse heap at the corner of the yard; in the solitude of that interval the caged bird would, through the gaps in the parapet, commune bill to bill with the free bird!

My father hardly ever stayed at home, he was constantly roaming about. His rooms on the third story used to remain shut up. I would pass my hands through the venetian shutters, and thus opening the latch get the door open, and spend the afternoon lying motionless on his sofa at the south end. First of all it was a room always closed, and then there was the stolen

entry, this gave it a deep flavour of mystery; further the broad empty expanse of terrace to the south, glowing in the rays of the sun, would set me day-dreaming.

There was yet another attraction. The water works had just been started in Calcutta and in the first exuberance of its triumphant entry it did not stint even the Indian quarters of their supply. In that golden age of pipe water, it used to flow up to my fathers third story rooms. And turning on the shower tap I would indulge to my hearts content in an untimely bath,- not so much for the comfort of it, as to give rein to my desire to do just as I fancied. The alternation of the joy of liberty, and the fear of being caught, made that shower of municipal water send arrows of delight thrilling into me.

It was perhaps because the possibility of contact with the outside was so remote that the joy of it came to me so much more readily. When material is in profusion, the mind gets lazy and leaves everything to it, forgetting that for a successful feast of joy its internal equipment counts for more than the external. This is the chief lesson which his infant state has to teach to man. There his possessions are few and trivial, yet he needs no more for his happiness. The world of play is spoilt for the unfortunate youngster who is burdened with an unlimited quantity of playthings.

Looking back on childhood's days the thing that recurs most often is the mystery which used to fill both life and world. Something undreamt of was lurking everywhere, and the uppermost question everyday was: When, Oh! when would we come across it? It was as if nature held something in her closed hands and was smilingly asking us: "What d' you think I have?" What was impossible for her to have was the thing we had no idea of.

Well do I remember the custard apple seed which I had planted and kept in a corner of the south verandah, and used to water everyday. The

thought that the seed might possibly grow into a tree kept me in a great state of fluttering wonder. Custard apple seeds still have the habit of sprouting, but no longer to the accompaniment of that feeling of wonder. The fault is not in the custard apple but in the mind.

How intimately did the life of the world throb for us in those days! Earth, water, foliage and sky, they all spoke to us and would not be disregarded. How often were we struck by the poignant regret that we could only see the upper story of the earth and know nothing of its inner story!

GLOSSARY

unmitigated nuisance	/ ʌnˈmɪtɪɡeɪtɪd ˈnjuːsəns /	– completely annoying experience
coddling	/ ˈkɒdlɪŋ /	– treating with extreme care
trivial	/ ˈtrɪvɪəl /	– very ordinary
transgressing	/ ˌtrænzˈɡresɪŋ /	– going beyond
tribulations	/ ˌtrɪbjuːˈleɪʃnz /	– troubles
sceptical	/ ˈskeptɪkəl /	– doubtful
potency	/ ˈpɒtənsi /	– power
saunter	/ ˈsɔːntər /	– walk in a leisurely way
perforce	/ ˈpɜːrs /	– of necessity
interstices	/ ˌɪntərˈstɪsɪs /	– cracks, chinks
siesta	/ ˈsiɛstə /	– period of sleep in the afternoon
lurking	/ ˈlɜːkɪŋ /	– lying hidden
poignant	/ ˈpɔɪnənt /	– keenly distressing

Task 1 : Answer briefly

1. What does the author say about servants controlling him in his childhood?
2. What type of dress did the author wear during his childhood?
3. ‘Elders have become cheap to modern children’-Explain

4. What does the author mean by saying 'many a trivial thing was for us a rarity'?
5. How did the servant Shyam restrict Tagore's movements?
6. How does the author describe the tank where people bathed?
7. Why did the caged bird decline the invitation of the free bird?
8. Why did the author prefer to take an untimely bath?
9. What does the author say about real joy?
10. 'The fault is not in the custard apple but in the mind'-Explain

Task 2. Answer in 200 words.

1. Write an essay on the simple pleasures experienced by Tagore in his boyhood.
2. How does Tagore compare his boyhood with that of the modern child?

APPRECIATION OF LITERATURE

Task : Read the two passages given below :

1. A letter from a soldier from the battle field

Dear Shyam,

Hope you are fine. The other day when I was on duty, I was close to the fence that marks the boundary of our country. On the other side I saw a soldier of our neighbouring country sitting on a rock and reading letters. He did not notice me. He was crying. I saw the tears rolling down his cheeks. But I could not console him as there was a fence between us. I could identify myself with him. After all he is another human being!

Yours affectionately,
Mahesh

2. **Border Guards**

On the other side
of the impregnable fence
enmeshed with warlord's gory
threats and counter threats
whimpers my counterpart
over a letter from home
(his wife's illness? His son's death)
his recoilless gun sitting negligently
between his knees.

My fingers bleed to think
of the fences' spikes
that will not let me caress
the anguished face
of this other man
my country's alleged enemy
but my soul's brother
in loneliness.

- **Shive K Kumar**

We note that the letter conveys an incident and how the writer felt at that time. The letter may not arouse the same emotion in the reader, whereas the reading of the poem makes us experience the same emotion of the poet. The poet has communicated his feelings not facts; emotion not information.

Literature is writing which expresses and communicates thought, feelings and attitudes towards life. The quality one has in mind by reading literature is permanence. Literature should 'hold the mirror up to nature'. It should be 'life enhancing' or 'a criticism of life'. It could be a part of our own experience and reflect the society. There should be originality and some times an old idea may be presented in some quite new light. One should read for the pleasure of reading and should enjoy the piece of writing.

Given below are a few excerpts. Experience the variety of emotions.

O, wonder!

1. How many goodly creatures are there here!
How beauteous mankind is! O brave new world!
That has such people in it! - Shakespeare
2. That is the land of last consent,
I see it shining plain,
The happy highways where I went
And cannot come again. - A.E. Housman
3. The broad sun above laughed a pitiless laugh
'Neath our feet brake the brittle bright stubble like chaff - Browning
4. And fare thee well, my only love!
And fare thee well awhile!
And I will come again, my love,
Tho' it were ten thousand miles . Robert Burns
5. Careless for an instant, I closed my child's fingers in the Jamb. She held
her breath, contorted the whole of her being, foetus wise, against the
Burning fact of the pain. And for a moment
I wished myself dispersed in a hundred thousand pieces
Among the dead bright stars. David Holbrook

D. VOCABULARY

You have already come across a few words in the earlier lessons associated with the distinct qualities of a poem.

While appreciating a poem the following terms should be understood and they should be identified in the poem.

Sound Effects

- Alliteration - the repetition of initial consonant sounds
Sweet spring slipped softly
- Assonance - the repetition of vowel sounds
- Consonance - the repetition of internal consonant sounds
the jagged edge of forgotten memories
- onomatopoeia - the imitation of a sound
the hum and buzz of the bee
- rhyme - the repetition of a sound at the end of each line in the next line or some other line in a stanza
I look where no one dares
And I stare where no one stares
And when the night is nigh
Lambs bleat my lullaby
- Rhythm - repeating pattern of sound regularly in a stanza
The music / in my / heart / I bore
Long after / it was / heard / no more

Figures of speech:

- Simile - A comparison of two seemingly unlikely items in common quality using the words like or as
And still as any stone he lay
- Metaphor - It is an implied simile. A comparison without using words like or as
Pleasure is a moth
Joy is a butterfly
- Personification - Inanimate, objects, animals or ideas are attributed with human qualities.
Fear strode beside her
- Symbol - It is a person, object or situation that, in addition to literal meaning, represents something else.
- Transferred epithet - It occurs when the adjective of one idea is attributed to another idea for effectiveness
green days, weary way etc.

E. STUDY SKILLS

Drafting and Editing

When we propose a material (be it prose or play) we jot down points and pieces of information and try to make a paragraph of it. This is called Drafting

When we revise the draft, we correct all types of errors like spelling, grammar, logical sequence etc. and put the material in the final form. This process is called Editing.

e.g. : original materials – points noted down

william wordsworth – born in 1770 – pioneer of romantic revival – His love of nature boundless – greatest poet of the country – wanted to establish communion of man and nature – for him nature was the greatest teacher – died in 1850 – poems are popular for simplicity and charm.

Drafting

william wordsworth (1770-1850) was a pioneer of the Romantic revival during nineteenth century. His love of nature was boundless. He was the greatest poet of the country, who wanted to establish communion of man and nature. Nature was the greatest teacher for him. His poems are popular for their simplicity and charm.

Editing

William Wordsworth (1770 – 1850) was a pioneer of the Romantic Revival during the nineteenth century in England. His love of nature was boundless. He was the greatest poet of the country, who wanted to establish a communion between Man and Nature. Nature was the greatest teacher for him. His poems are popular for their simplicity and charm.

Task 1: Given below are notes a person has taken down. Present them in the form of a paragraph after drafting and editing.

Most north Indian bazaars – Mussoorie – has clock tower – like other works in summer – stops in winter – repaired – once in a year clock tower – painted – last year purple – this year pink- it is a land mark more than a clock.

F. GRAMMAR

Transformation of sentences – Revision

I. Any sentence of a particular type may be changed into another type.

The basic type of sentences are: Assertive, Interrogative, Imperative and Exclamatory. Let us have a revision

Assertive sentences make a statement and end with a period.

e.g. This is my car.

Interrogative sentences ask a question and end with a question mark.

e.g. Is this your pen?

Can you get me a glass of water?

Where are the boys?

Imperative sentences give a command or make a request.

e.g. Bring me the file.

Close the windows, please.

Exclamatory sentences express a strong feeling and end with an exclamatory mark.

e.g. What a beautiful gift!

How nice you are!

What a sad ending!

Task 1: Rewrite the following sentences as per the given instructions.

1. It is a very tall building (into exclamatory)
2. This is my pet dog (into interrogative)
3. You have to answer the questions (into imperative)
4. How clever he is! (into assertive)
5. He will report at nine (frame a wh-question)
6. I cannot mend this cycle (frame a question using 'can')

II. Any direct conversation when reported needs a bit of modification in the structure

e.g.

1. Seetha said, 'I will not be available for the next two days'.
Seetha said that she would not be available for the next two days.
2. The teacher said, 'Can you complete the essay in an hour?'
The teacher asked whether we could complete the essay in an hour.
3. The policeman said to the scooterist, 'Where are the papers?'
The policeman asked the scooterist where the papers were.
4. My father said to the servant, 'Bring the keys'.
My father told the servant to bring the keys.
5. My grandmother said, 'Have your bath in cold water, it is good'.
My grandmother advised me to take bath in cold water, as it was good.
6. The news reader announced, 'The examinations, scheduled to begin this Monday, have been postponed'.
The news reader reported that the examinations, scheduled to begin that Monday, had been postponed.
7. The leader said, ' Well, you have done your duty, but what about the others?'
The leader complimented us on having done our duty, but questioned what the others had done.
8. The elderly man said, ' Be careful, there are pick-pockets in the bus. Keep your purse safe.'
The elderly man warned / cautioned us to be careful as there were pick-pockets in the bus and advised us to keep our purse safe.'

Task 1 : Rewrite in the reported form

1. The conductor asked, 'Do you have a ticket?'. The passenger said, 'Yes, here it is.'

2. The customer asked the shop keeper, ‘ Where can I get the latest edition of Websters Dictionary’?
3. The policeman said to the tourist, ‘The post office is less than a kilometre from here. Go straight and turn right’
4. The doctor said to the patient, ‘Turn around and take a deep breath. Did you take anything cold yesterday? It is better that you drink hot water’.
5. The teacher said, ‘monsoon has been active this year. Last year the monsoon failed.’

Task 2 : Rewrite in the direct form

1. The students requested the teacher for a model question paper and promised that they would do well in the next examination.
2. The conductor expressed his doubt that the boy was not below five years and insisted that the escort pay a fine.
3. The servant stated that he had completed the work and wanted to know if he could go home.
4. The master told his servant that he would not listen to any argument and ordered him to finish the work before evening.

III. We can also convert a sentence from one degree of comparison to its two corresponding forms. Remember that the essential meaning of the sentence should be the same.

- | | |
|--------------------|--|
| Positive degree | - He is as tall as his brother. |
| | - Kavitha is not so fair as her sister. |
| Comparative degree | - The Alps chain is longer than most other mountains of the world. |
| | - The Ganges is longer than the Kaveri. |
| Superlative degree | - Kapildev is one of the best bowlers in world cricket. |
| | - Everest is the tallest peak. |

e.g. 1. No other novel was so popular as ‘Tom Sawyer’ – positive degree
All other books were less popular than ‘Tom Sawyer’ – comparative degree
‘Tom Sawyer’ was the most popular book – superlative degree

2. Only a few mountains in India are as tall as the Nangaparbat – positive
The Nangaparbat is taller than most other mountains in India – comparative
The Nangaparbat is one of the tallest mountains in India – superlative

Task 3 : Rewrite the sentences as per directions.

1. No other boy in the school is so popular as Ramesh. (into comparative)
2. Rajdhani Expresses are faster than all other trains (into superlative)
3. Yesterday was one of the hottest days of the year. (into comparative)
4. He runs as fast as a race horse. (into comparative)
5. Bombay is more populous than Chennai (into positive degree)
6. Mr. Raman is one of the best teachers in the school (into positive degree)

IV. Transforming sentences from Active voice to Passive voice and vice versa also come under the category of Transformation of sentences.

- Active voice:
1. I cancelled the ticket.
 2. You have broken my pen.
 3. Bring me the newspaper.
 4. He is pressing his shirt.
 5. Can you repeat what you said?
 6. They awarded a scholarship to the top ranking student.

In all the above sentences the verb is a transitive verb i.e. the verb has an object. Look at the passive form of the sentences given

1. The ticket was cancelled.
2. The pen has been broken by you.
3. Let the newspaper be brought.
4. His shirt is being pressed.
5. Can your statement be repeated?
6. A scholarship was awarded to the top ranking students.

Task 4 : Rewrite the sentences as per directions

1. We have booked the ticket. (into passive voice)
2. I have been watching you since yesterday (into passive voice)
3. My father cancelled his tour (into passive voice)
4. Please, listen to me (into passive voice)
5. Let the fans be switched off (into active voice)
6. The shops will be closed next Monday (into active voice)
7. It cannot be postponed (into active voice)
8. Where was the shirt stitched? (into active voice)

V. Rewriting a simple sentence into a compound sentence and complex sentence also come under the transformation of sentences, which have been discussed in the earlier chapters. Given below are a few tasks for practice.

Task 5 : Rewrite the sentences as per directions

1. He had to work hard to win the race. (into compound sentence)
2. He not only cared for the orphan but also adopted him as his son (into simple sentence)
3. Against the wishes of his father, he went abroad (into complex sentence)
4. He asked us for the reason for our coming early (into complex sentence)
5. He did not tell us the reason for his absence (into complex sentence)
6. They observed everything and started the discussion (into simple sentence)

G. OCCUPATIONAL SKILL

Dialogue

Read the following dialogue

- Student : Can I have a pen?
Shop keeper : What do you want – a fountain pen or a gel pen?
Student : I want a fountain pen
Shop keeper : Well, here are a few.
Student : Don't you have a cheaper variety?

Shop keeper : Yes, of course. How many do you want?

Student : Give me these two. Thank you.

The dialogue is between a student and a shopkeeper. Everyone comes across situations like this in day to day life. The conversation is simple in language and easily understandable.

Look at the following dialogue between a writer and his fan.

Kala : Good morning sir. Really it is nice to meet you!

Writer : Thank you. What makes you so excited?

Kala : Sir, I am a regular reader of all your books.

Writer : Thank you.

Kala : What brought you to this field?

Writer : Just a love for expression. Whatever I thought was good, I wanted to share it with others.

Kala : How many books have you published?

Writer : I don't have a count.

The exchanges should be casual and brief.

Task : Given below are a few situations. Build up a dialogue

1. You go to the passport office and want to collect details about getting a passport. Write the dialogue.
2. Build up a dialogue between a young man and a police officer when the young man approaches him to file a complaint about the theft of his scooter.
3. Build up a dialogue between a young lady and a professor, when the lady seeks his advice regarding the course of study.
4. Write a dialogue that would take place between a passenger (who seeks accommodation in the train) and the conductor

H. CREATIVE SKILL

Responding to a Prospectus

Given below is the prospectus of an institution. Go through the prospectus and answer the questions.

ABC School of Commerce
4, High Gates Avenue
XYZ City

ABC School of Commerce is a self financing institution, running courses at undergraduate and post graduate levels in commerce in the medium of English. The school offers both part time and full time courses.

Diploma courses offered : Diploma in Commerce

Diploma in Office Management

Diploma in Accountancy

Duration : 18 months in three semesters – Regular student

: 24 months in four semesters – Part-time

Minimum qualification: A pass in Higher Secondary Examination

Post Graduate Diploma: PG Diploma in Financial Management

: PG Diploma in Office Accounting

Duration : 24 months in four semesters – Regular

students only

Minimum qualification: A degree in Commerce

Courses commence from 1 July 2005

Cost of Application: Rs.100/-

For details contact the office or send Rs.100/- towards application with a self addressed stamped envelope.

1. What are the two levels of courses offered?

2. What is the minimum qualification required for admission in the two courses?

3. What is the duration of the course at PG level?

4. How should one get an application form?

5. How many courses in total are conducted by the institute?

Task : Write a letter to the Director seeking application for the course of your choice.

POEM

Pre Reading activity

Task : Read the given poem

She dwelt among the untrodden ways
Beside the springs of dove,
A maid whom there were none to praise
And very few to love.

A violet by a mossy stone
Half hidden from the eye.
Fair as a star, when only one
Is shining in the sky.

She lived unknown, and few could know
When Lucy ceased to be;
But she is in her grave, and, oh
The difference to me.

- **William Wordsworth**

The death of the girl makes the poet sad and the reading of the poem evokes sympathy in the mind of the reader. Such a quality is known as 'pathos'.

THE STONE

Wilfrid Wilson Gibson (b. 1878)

“And will you cut a stone for him,
To set above his head?
And will you cut a stone for him –
A stone for him?” she said.

Three days before, a splintered rock
Had struck her lover dead –
Had struck him in the quarry dead,
Where, careless of the warning call,

He loitered, while the shot was fired –
A lively stripling, brave and tall,
And sure of all his heart desired
A flash, a shock,
A rumbling fall . . .
And, broken 'neath the broken rock,
A lifeless heap, with face of clay;
And still as any stone he lay,
With eyes that saw the end of all.

I went to break the news to her,
And I could hear my own heart beat
With dread of what my lips might say;
But some poor fool had sped before
And flinging wide her father's door,
Had blurted out the news to her,
Had struck her lover dead for her,
Had struck the girl's heart dead in her,
Had struck life, lifeless at a word,
And dropped it at her feet:
Then hurried on his witless way,
Scarce knowing she had heard.
And when I came, she stood, alone
A woman, turned to stone:
And, though no word at all she said,
I knew that all was known.

Because her heart was dead,
She did not sigh nor moan,
Her mother wept;
She could not weep.

Her lover slept:
She could not sleep.
Three days, three nights,
She did not stir:
Three days, three nights,
Were one to her,
Who never closed her eyes
From sunset to sunrise,
From dawn to evenfall:
Her tearless, staring eyes,
That seeing nought, saw all.

The fourth night when I came from work,
I found her at my door.
“And will you cut a stone for him?”
She said and spoke no more:
But followed me, as I went in,
And sank upon a chair;
And fixed her grey eyes on my face,
With still, unseeing stare.
And, as she waited patiently,
I could not bear to feel
Those still, grey eyes that followed me,
Those eyes that plucked the heart from me,
Those eyes that sucked the breath from me
And curdled the warm blood in me,
Those eyes that cut me to the bone,
And pierced my marrow like cold steel.

And so I rose, and sought a stone;
And cut it, smooth and square:

And, as I worked, she sat and watched,
Beside me, in her chair.

Night after night, by candlelight.

I cut her lover's name:

Night after night, so still and white,

And like a ghost she came;

And sat beside me in her chair;

And watched with eyes aflame.

She eyed each stroke;

And hardly stirred:

She never spoke

A single word:

And not a sound or murmur broke

The quiet, save the mallet-stroke.

With still eyes ever on my hands,

With eyes that seemed to burn my hands,

My wincing, overwearied hands,

She watched, with bloodless lips, apart,

And silent, indrawn breath:

And every stroke my chisel cut,

Death cut still deeper in her heart:

The two of us were chiselling,

Together, I and death.

And when at length my job was done,

And I had laid my mallet by,

As if, at last, her peace were won,

She breathed his name; and with a sigh,

Passed slowly through the open door:

And never crossed my threshold more.

Next night I laboured late, alone.

To cut her name upon the stone.

Task 1 : Answer briefly

1. What was the stone cutter asked to do?
2. How did the lover of the girl die?
3. How did the girl react on hearing the news of her lover's death?
4. How did she behave for three days?
5. What did she do on the fourth day?
6. How did the girl behave when the stone cutter was at work?

Task 2 : Explain

1. A woman turned to stone:
And, though no word at all she said,
I knew that all was known.
 - i) Why did the woman "turn to stone"?
 - ii) What does the underlined portion mean?
 - iii).How does the woman differ from others of her type?
2. The two of us were chiselling,
together, I and death.
 - i) Who are the 'two'?
 - ii) What was the narrator doing?
 - iii) What does the poet convey by these lines?
3. And like a ghost she came;
And sat beside me in her chair;
And watched with her eyes aflame.
 - i) What is the 'figure of speech' used in the first line?
 - ii) Explain 'eyes of flame'?
 - iii) What quality of the lady draws the admiration of the poet?

Task 3 :

1. *'And still as any stone he lay' – What figure of speech is used in this line?*
2. *Pick out the line where the poet uses personification.*
3. *Pick out the similes in the poem.*

Task 4 : Give an appreciation of the poem highlighting the element of pathos as handled by the poet.

UNIT – VIII

COMPETENCIES

- A. LISTENING SKILL - Listening to a quiz programme
- B. SPEAKING SKILL - Expressing opinion
- C. READING SKILL - Appreciating literature
- D. VOCABULARY - Identifying and using abbreviations and acronyms
- E. GRAMMAR - Synthesizing sentences
- F. WRITING SKILL - Writing an argumentative essay
- G. CREATIVE COMPETENCY
 - a) Writing an essay
 - b) Writing a caption

A. LISTENING SKILL

Listening to a Quiz programme

Task1: Listen to a part of a quiz programme and fill in the required information in the notes given below:

1. Team D represents the school _____
2. The answer to the first question is _____
3. The second question refers to _____ proposal on _____ motion.
4. The year of publication of Copernicus' scientific work _____
5. Henry Cavendish identified _____

Task 2: Listen to a quiz programme presented on your television / radio and answer the following questions.

1. Who was the quiz master?
2. Who were the participants – Name them
3. How many questions were presented in the programme?
4. Who gave most of the correct answers?
5. Who came first and with how many points?

Task 3: With the help of your teacher organise a literary quiz in the class. Select 3 or 4 teams of 3 members each. The remaining students in the class will be the audience who will list the answers given by the teams to each question in the following format.

Question No.	Team which responded	Answer given	Right / Wrong	Points

B. SPEAKING SKILL**Expressing opinions***Read the following dialogues aloud.*

1: A : The roads are filthy because the government is slack in its duties.

B : No, no. you are wrong. It is because people have no civic sense.

2: A : The roads are filthy because the government is slack in its duties.

B : Possibly, but don't you think it is also because people have no civic sense?

Note Speaker B's response in the two dialogues. While in dialogue 1 he is blunt and critical of A's opinion, in Dialogue 2 he is polite and expresses his opinion without running down A's opinion.

We use certain phrases and expressions when giving / requesting for an opinion or agreeing / disagreeing with someone's opinion.

e.g.1: Asking someone for his opinion:

- ? What do you think of the _____
- ? What's your honest opinion of _____
- ? How do you feel about _____
- ? What would you say _____
- ? Would you agree that _____

e.g.2: Giving opinion

I think _____ / I don't think _____

Personally I think / don't think _____

In my opinion _____

As far as I am concerned _____

e.g. 3: Stating someone else's opinion

According to _____

_____ says that _____

e.g 4: Agreeing

- Yes, I agree with you
- Yes, I think you are right.
- Yes, its better to _____
- Yes, indeed _____
- Yes, as you say _____

e.g. 5: Partially agreeing

- Yes I partly agree with you, but _____
- I agree to some extent, but _____
- Possibly / perhaps, but don't you think _____
- You could be right, but I'm not sure that _____
- Yes that's true, but don't forget _____

e.g. 6: Disagreeing

- I'm afraid, I totally disagree with you on _____

Task 1: Use the clues given earlier to rewrite the sentences without using the underlined words and phrases.

1. According to my doctor I should be able to get back to school tomorrow.
2. Yes, that's true but I am not sure that he did it on purpose.
3. In my opinion, Physics is more interesting than Chemistry.
4. As far as I am concerned, a couple of hours of diligent revision each day is enough to help me score 80% and above in the exam.
5. Yes, it's better to use nuclear energy for peaceful purposes than for war.

Task 2: In teams of two make short dialogues with three utterances each on the following and role play.

1. A. The Tsunami victims still need a lot of financial help.
B.
2. A. It can be dangerous if fourteen year olds ride motorbikes.
B.

- 3. A. When the eating of meat is stopped, the killing can be stopped too.
B.
- 4. A. Movie makers produce their movies only for the adolescent's viewing pleasure.
B.
- 5. A. Our school is the best one in this locality.
B.

Task 3: Complete these sentences in at least three different ways to ask people their opinion

- 1. _____ the time allotment for the inter school debate?
- 2. _____ this poem?
- 3. _____ the government's decision to close down poorly maintained schools?
- 4. _____ the new policy on education?
- 5. _____ the spending spree of my sisters at the shopping mall?

Task 4: Discuss the following topics in class using appropriate expressions to present your opinion.

- 1. The need for a dress code in academic institutions.
- 2. Environmental protection is not the students' responsibility.
- 3. Fast foods are no substitute for regular foods.
- 4. Cloning is the death knell for Nature.
- 5. Science education transforms a common man into a proper man.

C. READING SKILLS

Pre-reading Activity

Answer the following

- 1. Look around you and try to name the inventors / discoverers of at least five items
- 2. Can you live without discomfort if these items are taken away?

3. Would you like to invent or discover something? Why?
4. How would you want to be recognized after your invention / discovery has become well known?
5. Who would you place as your role model to become famous?

ALBERT EINSTEIN

Nalini Parthiban

“A hundred times everyday I remind myself that my inner and outer lives are based on the labour of other men, living and dead, and that I must exert myself in order to give, in the same measure as I have received and am still receiving” – Albert Einstein.

Words humbly spoken by a man who had reason enough to puff himself up with pride and who could have said with haughty arrogance, “ I have changed a dormant snail paced earth into a gigantic powerhouse of surging progress enough to conquer the universe!”. No, this man with his twinkling but searching eyes, shoulders drooped with the unseen burden of undiscovered mysteries of nature and physics, could only become more and more humble with every discovery he made for the betterment of the world, in which we are living in comfort today.

This man, Albert Einstein, the discoverer of the special and general theories of relativity, was born on the 14th of March 1879 in Ulm, Germany to Hermann and Pauline Einstein of Jewish lineage. Hermann, who was a feather-bed salesman at that time, moved his family to Munich the following year to start an electrical business. Albert spent his days in Munich setting into a program of self education and reading as much of science as he could. At the age of five, when Albert was sick in bed, his father brought him a device that stirred his intellect. It was the first time he had seen a magnetic compass. He noticed that no matter in which direction he kept the compass, the needle inside always faced the magnetic north direction. “A wonder” he

thought. The invisible force that guided the compass needle was evidence to Albert that there was more in this world than was visible. The magnetic compass, probably, sparked the genius in Albert and informally initiated him to traverse the path of Copernicus, Galileo, Newton and their like on the quest to investigate the natural world.

In 1894, Hermann Einstein's business ran into rough weather, so he again shifted his family to Pavia, Italy, but left Albert behind to finish school. Within months, however, Albert left school, not liking its authoritarianism and joined his family in Italy. Here he attempted to skip high school by taking an entrance exam to the Swiss Polytechnic but he failed the arts portion. His family then sent him to Aarau, a town in Switzerland, to finish high school.

After finishing school in 1876, at the age of seventeen, Albert enrolled in Zurich's federal polytechnical school, known as ETH, from where he graduated in 1900.

After a short stint as a tutor in Schaffhauser, Switzerland, Albert Einstein took up a job at the Swiss Patent Office in Bern. It was while he held this job that he wrote three papers which not only established him as one of the world's leading scientists but also started two conceptual revolutions that changed the understanding of time, space and reality itself.

In the year 1905, when he was twenty six years old, his Special Theory of Relativity was born. On June 30th Einstein submitted his first paper "On the Electrodynamics of Moving Bodies" to the leading German Physics Journal "Annalen der Physik". He laid out his theory applying it to mass and energy and formulated what is now the famous equation of atomic power, $E = mc^2$ by which he showed that mass was equivalent to energy. Other papers followed. "Does the Inertia of a Body Depend on its Energy Content", "A New Determination of Molecular Dimensions", "On Motion

of Small Particles Suspended in Liquids at Rest by the Molecular Kinetic Theory of Heat” and “On a Hewntic Point of View Concerning Production and Transformation of Light” in which Einstein challenged the wave theory of light suggesting that light could be regarded as a collection of particles. This helped to open the door to a whole new world of what today we know as Quantum Physics and what has given us devices like light detectors and television cameras!. It was for this work that Einstein was awarded the Nobel Prize for Physics in 1921. Surely 1905 was indeed Einstein’s “Annus Mirabilis” – A miraculous year!.

After his ground-breaking papers in 1905, Einstein’s scientific reputation was established. But it was not until 1909 that he was offered a position at the University of Zurich which enabled him to leave the Swiss Patent Office. Two years later he moved to the German University in Prague but came back to Zurich in 1912 to work as a Professor of Thoeretical Physics in ETH. In 1914 he accepted a research position with Prussian Academy of Science in Berlin.

The next two decades was Einstein’s most productive period. Inspite of the war, Einstein, along with other scientists and mathematicians, could work undisturbed with scientific discussions and exchanges. Thus was realized the new theory of curved space time : the General Theory of Relativity.

In 1933, unwilling to live in Germany under the new Nazi Government, Einstein left Germany and four years later renounced his citizenship to become an American citizen. He spent the last twenty years of his life at the Institute of Advanced Study in Princeton, New Jersey, in the United States and died of a heart failure at the age of 76 on April 16, 1955.

Einstein was no child prodigy or a born genius. He said of himself “ I have no special gifts, I am only passionately curious.” Even as a child he

had patience and determination that kept him at things longer than most. Other children built houses of cards up to four storeys tall before the cards would teeter and the whole structure would come tumbling down. Albert systematically and methodically built this card house to 14 storeys. Later he would say, “It’s not that I am so smart, its just that I stay with problems longer”. He believed that the most beautiful reward for one who has striven his whole life to grasp some little bit of truth was to see others having a real understanding for and pleasure in his work. His advice to the students at Princeton reveals the idea upon which he formulated himself to become one of the greatest thinkers this world has produced. “Never regard your study as a duty, but as, enviable opportunity, an enviable opportunity to learn to know the liberating of beauty in the realm of the spirit for your own personal joy and for the profit of the community to which your later work belongs”.

Speculations about the universe in which men live are as old as human thought and art, as old as the view of the purple headed mountains or the twinkling stars above. Yet it was Einstein who shifted cosmological problems from speculative philosophy and poetry to physics making way to create a new world of technology that flowed directly from advances in Basic Science.

Einstein has left a rich and lasting legacy to the world, the kind of legacy that is formed by, in his words “the years of anxious searching in the dark, with their intense longing, their alternations of confidence and exhaustion and the final emergence into the light”. He adds, “Only those who have experienced it can understand it”.

Glossary

initiated	/ ɪˈnɪʃɪeɪt /	- put into operation; caused to begin
traverse	/ ˈtrævər /	- travel across an area
quest	/ kwest /	- search
authoritarianism	/ ɔːθərɪˈtɪəriənɪzəm /	- belief in complete obedience to authority
conceptual	/ kɒnˈseptʃəl /	- based on concepts
quantum physics	/ ˈkwæntəm ˈfɪzɪks /	- based on the assumption that in radiation / the energy of electrons exists in units that cannot be divided
ground-breaking	/ ˈɡraʊndˌbreɪkɪŋ /	- discovery of something new
reputation	/ ˌrɛpəˈtʃən /	- what is generally said or believed about somebody
patent office	/ ˈpæ.tənt ˈɒfɪs /	- government department granting document of sole right over an invention or process
renounced	/ ˈrɛnəʊns /	- gave up voluntarily
passionately	/ ˈpæʃənətli /	- with strong feelings
teeter	/ ˈtiːtər /	- stand or move unsteadily
speculation	/ ˌspɛkjʊˈleɪʃən /	- forming of opinions without having definite or complete knowledge or evidence
alternation	/ ˌɔːl.tərˈneɪ.ʃən /	- occurrence or appearance of one after the other
cosmological	/ ˌkɒsmɒləˈdʒɪkəl /	- pertaining to the science of the universe and its development
exhaustion	/ ɪkˈzɔːstɪən /	- extreme tiredness

Comprehension

Task 1 : Answer the following.

1. Where was Albert Einstein born?
2. Where did he do his schooling and graduation?
3. What was the title of the paper which brought out Einstein's theory of atomic power?
4. Why did Einstein become an American citizen?
5. What according to Einstein was the cause of his success?

Task 2 :

1. Write a paragraph on Einstein's childhood.
2. Write an essay on Einstein the Scientist versus Einstein the man.

Task 3: State whether the following are true or false

1. Einstein left school because he did not like learning – True / False
2. Einstein contributed to Physics, the wave theory of light – True / False
3. Einstein won the Nobel prize for his theory which expanded the use of quantum physics in day to day life – True / False
4. Even as a child Einstein was a genius and prodigy – True / False
5. Einstein's most useful contribution to science was his theory of relativity – True / False

Task 4: Choose the response closest in meaning to the italicized word in the sentence.

1. The president *initiated* the proceeding of the meeting with his speech
 - a. Geetha copied her friend's hairstyle.
 - b. The teacher helped the children in their speeches.
 - c. The children started the entertainment with a prayer song.
2. The sages *renounced* their families in the pursuit of spiritual fulfillment.
 - a. My dad has given up spending money on lottery tickets.
 - b. The Principal said that the school was closed because of rain.
 - c. We exchanged our old clothes for new ones.

3. Little toddlers *teeter* when they attempt to walk.
- The ballet dancer was steady on her toes.
 - A house built on sand is sure to have a shaky base.
 - Stand straight and salute the flag.

Task 5 : Choose the response opposite in meaning to the italicized word in the sentence.

- I am only passionately *curious*
 - He does not care to learn his lessons.
 - Rahul is disinterested about knowing the instructions he must follow.
 - He is uninterested in a career which needs effort and perseverance.
- Albert *systematically* built his card house.
 - He arranged his books neatly in his bag.
 - He does all his work in a haphazard manner.
 - He is irregular in his schedules.
- Education is a power which *liberates* man from ignorance.
 - There are many who allow themselves to be shackled by superstition.
 - You are now free to go wherever you want.
 - You cannot leave till you finish.

Appreciating literature

Task 1: Here is a poem by Sudeep Sen on Hiroshima, the place where atomic power and its consequence was first displayed. Read the poem and give a critical comment on the idea brought out. Give importance to the theme, the idea presented and the language.

Remembering Hiroshima Tonight (for Phillis Levin)

It is full moon in August
the origami garlands surrounding the park
glitter as the stars, plutonium – twinkle
remember the fallout of that sky.

Tonight everyone walks around the solemn arcade
where lovers were once supposed to be.

In the distance the crown of Mt.Fuji sits clear
On the icy clouds, frozen in time with wisdom.

Suddenly the clouds detonate and all the petals blossoming
Translucent, wet, coalesce; a mushroom

Peeling softy in a huge slow motion
But that's only a dream

Tonight, real flowers are blooming
In the ancient Japanese moonlight

D. VOCABULARY

A. Abbreviation

Here is an entry in a reporter's notepad of an information about a scientist.

Dr. A. Shyam Ph.d in Biochemistry, I.I.T Delhi. Research project done in U.S.A. joined AIIMS Research Dept. two years later. For further info., ref.,C.V., or SMS / e.mail Karthik.

The underlined words are abbreviations. An abbreviation is the short form of a word or phrase formed by omitting some of the letters in the word or using the first letters in the group of words.

e.g. Shortened form:-

Dr.	-	Doctor
Info	-	information
ref	-	refer / reference
yrs	-	years
Ph.d	-	Doctor of Philosophy
e-mail	-	electronic mail

e.g. First letter of a group of words:-

I.I.T.	-	Indian Institute of Technology
U.S.A.	-	United States of America
AIIMS	-	All India Institute of Medical Sciences
C.V.	-	Curriculum vitae(record of a persons education and employment)
SMS	-	Satellite Messaging Service

Task 1: Write the expanded form of the abbreviations used in the sentences.

1. My dad used his bonus pay to buy a T.V. for himself and a P.C. for me.
2. Krishnan hopes to do an M.B.A. course after he completes B.Com.
3. Starlight Ltd. produces more VCRs than Moonbeam Co. does.
4. She prefers BBC for news but D.D. for sports.
5. May I meet the M.D. please, or the CEO? I have an appointment at 2 p.m.

Task 2: Expand the following abbreviations.

- | | |
|------------|----------|
| 1. Bldg. | 2. e.g. |
| 3. M.P. | 4 I.A.S |
| 5. mg. | 6. LPG |
| 7. Cell Ph | 8. NH 45 |
| 9. PTI | 10. ONGC |

Task 3: Abbreviate the underlined words

1. The United Arab Emirates has called for a summit meeting of the members of the Organisation of Petroleum Exporting Companies.
2. The secretary of the Tamilnadu Cricket Association inaugurated the training camp.
3. The candidate for the post should be a Master of Computer Applications, with a Bachelor's degree in Education.
4. There are major assets in his bio data namely his association with leading companies like Tamilnadu Small Industries Ltd, Neyveli Lignite Corporation, Housing and Urban Development Corporation.
5. Address your queries to Miss Chitra, care of Mister Suresh Prasad, 15th Street, Chennai – 600 015, or meet in person between 9 ante meridian and 6 post meridian from February to April 2006.

B. Acronym

Acronyms are formed with the initial letter or syllable of a group of words. Acronyms differ from abbreviation in that they can be pronounced and used as a word. Full stops are not used in acronyms but may be used in abbreviations.

- e.g.
- | | |
|-----|---|
| FCI | - Food Corporation of India(abbreviation) |
| WHO | - World Health Organisation (acronym) |
| MKU | - Madurai Kamaraj University (abbr.) |
| CAT | - Common Admission Test (Acron.) |
| CPU | - Central Processing unit (abbr.) |
| CAD | - Computer aided designing (acron.) |

Task 1; Give the expanded form of the acronyms used in the following sentences:

1. The British Council conducts the IELTS exam in the various states of India.
2. The unauthorized aircraft was located on the radar and immediately intercepted.

3. The UNESCO and UNICEF assisted undeveloped nations to become developing ones.
4. Laser Technology has widely improved surgery techniques in hospitals.
5. An awareness programme on AIDS was organised by SAIL for its workers.

Task 2: Work in pairs and :

a. Identify the abbreviations and acronyms in the following sentences.

b. Underline the abbreviations and circle the acronyms.

c. Expand the abbreviations and acronyms.

1. He filed an FIR at the Police Station saying that some creatures from a UFO attacked him.
2. As per their MOU, the school will send 30 students to them on scholarship for the UG and PG courses provided they took the TOEFL or GRE Papers.
3. Due to India's successful space research activities, Indians now opt for placements in ISRO or DRDO instead of NASA
4. When filing your IT returns please quote your PAN No.
5. We enjoy scuba diving in Seychelles.

Task 3: Identify atleast 10 common abbreviations and acronyms (not mentioned in the activities above) from the day's edition of the paper / magazine and state their expanded form.

E. GRAMMAR

Synthesis of sentences

Look at the following sentence

“Hermann who was a featherbed salesman at the time, moved his family to Munich the following year to start an electrical business”.

1. Hermann was a featherbed salesman at the time.
2. He moved his family to Munich the following year
3. He wanted to start an electrical business there.

Look how these sentences are combined to make a single sentence.

1. Albert finished school in 1896.
2. He was seventeen years old at that time
3. He enrolled in Zurich's Federal polytechnical school.
4. It was known as ETH.
5. He graduated from there in 1900.

"After finishing school in 1896, at the age of seventeen, Albert enrolled in Zurich's Federal Polytechnical School, known as ETH, from where he graduated in 1900".

We synthesize sentences by retaining the sentence(s) with the main idea(s) as the main clause (s) and converting the rest into subordinate clauses / phrases / adjectives / participles / adverbs / infinitives etc as may be appropriate to the sentence and idea.

Look at this sentence:

This is my book – It is a history book.

If the first sentence is the main idea, the second sentence is trimmed to a single adjective to make the sentence.

"This is my history book". or "This history book is mine."

If the second sentence is the main idea, then

The sentence would be.

"My book is a history book"

Read the following examples.

This is Charles Dicken's novel (converted to an adjective)

(or)

This is a novel which was written by Charles Dickens (adjective clause)

Task 1: Underline the main clauses in the following sentences

1. I must finish my homework by seven o' clock today.
2. He has brought the bat which he won in the tournament.
3. Please lend me your copy of Harry Potter after you have read it.
4. How do you come to school on a rainy day when the roads are flooded?
5. Our school's Science Lab with its well equipped sets of apparatus, which are not heavy or fragile, is spacious and clean.

Task 2: Combine the sentences to make a single sentence with

a. Two main clauses

b. One main clause only with subordinate clause / phrase etc.,

1. The history test was difficult, I did the test well.
2. Self image is dependent on how a person sees himself. Self image is dependent on how a person believes others see him / her.
3. It was the end of the week. It was time to leave the camp. The children were sad to go.
4. Pythagoras was a mathematician. He lived in the 6th century B.C. He believed that anagrams have divine significance.
5. Children learn to read at an early age. They go on to flourish at school. There is a clear link between the two. Emily Butt says so. She is a spokesman for Booktrust.

Task 3: Synthesize the following sentences

1. For two grim years Einstein could find only odd jobs. He finally got a post as a patent examiner.
2. The First World War broke out. Einstein rejected Germany's aggressive war aims. He supported the formation of a pacifist group.
3. Albert Einstein wrote a letter to Franklin D.Roosevelt. Einstein warned Roosevelt. There was a possibility of Germany's building an atom bomb. Einstein urged Roosevelt to start nuclear research.
4. Albert was two years old. His mother promised him a special gift. Albert was overjoyed. He thought she would give him some new fascinating toy.
5. Albert's mother presented him with his new baby sister 'Maja'. Albert looked at her quizzically. He did not respond immediately. After some time he did respond. He said, "Where are the wheels?".

F. WRITING SKILL

Argumentative writing.

Argumentative or persuasive writing aims at influencing the reader into believing or doing what the writer wishes. The writer aims at convincing the reader that his view is correct.

An argument has to offer reasons in support of, or against, an opinion expressed in a form of a statement. For this, the writer should:-

a. Find out all the facts about the subject in order to be able to argue for or against a certain point of view. (Remember, an expository writing seeks to inform readers but an argumentative writing persuades them to accept a view)

b. Know the reader's reactions. The writer must ask himself

How can I influence the reader?

What do they believe in now and how do they act?

What kind of an argument will appeal to them?

Argumentative writers make use of the following devices to persuade readers and forestall possible criticism.

1. Assertive argument: Where the writer gives general reasons in support of his / her view point. This form of argument is accepted or rejected in accordance with the readers own experience.
2. Illustrative argument: The writer uses examples / illustrations to support his / her statements. This is one step above assertive writing and may not be strong enough for acceptance.
3. Factual argument: Here the writer presents the evidence of facts of actual existence, or events that have actually happened to make the argument indisputable.
4. Refutation or Counter argument: Refutation is the main purpose of an argument i.e. to disprove or answer another person's argument. Refutation points out the weaknesses in another person's logic or evidence.

In an argumentative composition you should first be clear about what you are arguing for and limit yourself to the time and space available to you. As you argue in support of your assertion, answer possible counter claims by refutation as and where needed. Unlike expository or narrative composition, an argument requires controlled organization of thoughts.

Connectives like thus, therefore, moreover, however, besides, on the other hand, on the contrary, as a result, help to build a logical relationship in your composition.

Task 1: a) form teams and conduct debates in the class on the following topics.

b) make notes of the points brought out in the debates and write argumentative essays on the topics. Use the devices mentioned above.

1. Five level grading is a better system of evaluation than marks.
2. Free choice of any subject in the higher secondary course

G. CREATIVE SKILLS

a) Essay writing

The word 'Essay' is derived from the French word 'essayer' meaning to 'attempt'. A writer aims at

- a. Communicating information (factual)
- b. Describing incidents (narrative)

or

- c. Expressing views (reflective)

Writing communicates a personal view of a particular subject and reflects the writer's own opinions even if the information is taken from another source such as the textbook or the teacher.

It is useful to remember the following suggestion when writing an essay.

1. Present points in support of the topic from the less important to the most important.

2. Give supportive details as examples – statistical, specific references of incidents, case studies – to convince the reader.
3. Use language precisely and accurately to draw the reader's attention, attract and arouse his interest.
4. Structure the essay with introduction and concluding paragraphs and subtitles for the paragraph's detailing points.
5. Use reliable quotations with names of the source mentioned.

Task 1: Write essays on the following:

1. Scientific discoveries cause more harm than good.
2. Do we need space travel and space research?
3. More intelligent, less humane.

b) Caption writing

Captions are single sentence headings or titles accompanying a picture or a photograph. A caption leads the viewer to:

- a) notice relevant aspects
- b) imagine the sequence of the scene
- c) respond to the emotion of the picture
- d) share the artists / photographers mood, humour etc.

News caption

News caption are those which accompany a photograph of an event in a newspaper / magazine. These captions briefly report the incident.

e.g. 'The Principal flags off the students Rally on Children's Day.'

'A delegation from the World Bank interacting with the media at Jammu.'

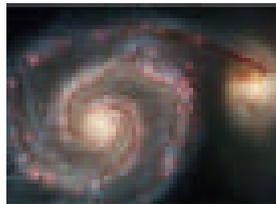
Note the use of simple present tense and present participle in the sentences.

Creative captions

Captions which aim at inciting response to a mood or emotion depend on style and expression of the language.

e.g. 'Born free' (picture of birds in a nest)

Task 1 : Provide news captions for the following pictures



Task 2 : Provide creative captions for the following pictures



POEM

Pre - Reading Activity

MY WIFE

Trusty, dusky, vivid, true
With eyes of gold and bramble-dew,
Steel-true and blade straight,
The great artificer
Made my mate.

Honour, anger, valour, fire;
A love that life could never tire,
Death quench or evil stir,
The mighty master
Gave to her.

Teacher, tender comrade, wife,
A fellow-farer true through life,
Heart-whole and soul-free
The august father
Gave to me.

-R.L.Stevenson

Task 1 : i) Who is the poet talking about?

ii) Is the poem in praise of God or the poet's wife ? Give reasons for your answer.

iii) What does the poet admire in his wife?

ROMANCE

Robert Louis Stevenson (1850 – 1894)

I will make you brooches and toys for your delight
Of bird-song at morning and star-shine at night,
I will make a palace fit for you and me,
Of green days in forests and blue days at sea.

I will make my kitchen, and you shall keep your room,
Where white flows the river and bright blows the broom,
And you shall wash our linen and keep your body white
In rainfall at morning and dewfall at night.
And this shall be for music when no one else is near,
The fine song for singing, the rare song to hear!
That only I remember, that only you admire,
Of the broad road that stretches and the roadside fire.

*Robert Louis Stevenson was affectionately called 'tositala' – teller of tales. Robert Louis Stevenson was born in Edinburgh, Scotland, on November 13, 1850. He was more interested in writing and in 1878 he published **An Inland Voyage** which described a canoe trip through France and Belgium. Critics recognized the grace of the young writer's style, but the public paid little attention to his writing. Stevenson's work earned him great popularity because of his clear and careful style, and his extraordinary power as a story teller. The prescribed Poem "**Romance**" gives us a clear idea of his spirit of adventure, love of nature and his desire to have the company of his wife.*

The word 'Romance' comes from the medieval times of France when the knights set out to rescue 'damsels in distress'. These journeys were long and adventurous, and inevitably the knight would marry the damsel and live happily ever after. Hence the word 'Romance' comprises the idea of adventurous love and the permanency in the relationship.

Meanings:

brooch – a large ornamental pin with a clasp

broom – a shrub of the legume family, with many, usually yellow flowers.

admire - to regard with wonder, delight and approval, to have high regard for

Comprehension

Task 1 : Answer briefly

- a. To whom is this poem addressed?
- b. What feelings are expressed in all the verses?
- c. Describe the images illustrated in each verse?
- d. List out the things he wants to get ready.
- e. How does the poet express his universal feeling?
- f. Comment on the rhyme scheme of the poem.

Task 2 : Read the lines given below and answer the questions

1. I will make a palace fit for you and me,
of green days in forests and blue days at sea.

- i) Explain 'green days'
- ii) What does the poet mean by 'bluedays at sea'?
- iii) What makes these ideas 'romantic'

2. I will make my kitchen and you shall keep your room,
where white flows the river and bright blows the broom.

- i) What is 'broom'
- ii) Explain 'white flows the river'
- iii) Explain the meaning of the above lines.

3. That only I remember, that only you admire,
of the broad road that stretches, and the roadside fire.
Explain the imagery in these lines.

III. 1. What is the central theme of the poem? Does it encourage you, for plans in your future?

2. Would you desire, from your creator a real and lasting romance as your gift in later life, especially when today, mere temporary relationships are being highlighted by some people through media and literature?

ANNEXURE UNIT –I

Task 1 : (page 2)

One thing that sets birds apart from all other warm-blooded animals, except bats is their power of flight. However, not all living birds can fly, although all of them are descended from flying ancestors. Some non-flying birds are very similar in appearance.

Ostriches of Africa, emus of Australia, cassowaries of Australia and New Guinea, and rheas of South America look very much alike, but their similarities are due more to adaptations to similar environments than to close family relationships.

Incidentally, the flightless ostrich is the largest living bird today. Males may be eight feet tall and weigh as much as 300 pounds. They can run as fast as 30 miles per hour. Penguins another kind of flightless birds. The chicken-sized Kiwi of New Zealand is another species that has lost the use of its wings.

UNIT –III

Task 1 :ROAD SAFETY CONCERN (page 66)

“Once again, this necessary loss of lives on our roads is unacceptable and it seems that tougher law enforcement measures are required to force road users to change their attitudes towards road safety. Road users refuse to exercise responsibility for their own safety and the safety of others on the road and we cannot afford to lose more lives at an enormous financial cost, let alone the pain and suffering endured by the family of the victims. We need to desperately stop the ongoing carnage that is ravaging our people. Many children are left without parents and others without friends and families. As we approach the Easter holidays, I once again appeal to all road users to help us to stop road deaths by being more vigilant and law abiding or be prepared to face the consequences of your action”.

Task 2 : There is a story of a man who thought he had a right to do what he liked. One day this gentleman was walking along a busy road, spinning his walking stick round and round in his hand, and trying to look important. A man walking behind him objected.

“You ought not to spin your walking stick round and round like that!” he said.

“I am free to do what I like with my walking stick,” argued the gentleman.

“Of course you are,” said the other man, “but you ought to know that your freedom ends where my nose begins.”

UNIT – IV

Task 1 : (page 99)

With 70 odd teeth and a notoriously nasty bite, female alligators demonstrate a delicate touch when the time comes for their eggs to hatch. After laying about three dozen eggs, a female covers her clutch with mud and leaves, then protects them. As the embryos incubate in the sun, they exhale carbon dioxide, which seeps into the nest, forming a weak acid that coats the shell. Slowly the shell thins. After nine weeks, some hatchlings can poke their snouts through the shell and emerge, while others emit grunts that elicit help from the mother. Gently grasping an egg in her mouth, she rolls it on her tongue, feeling for signs of life. After tongue-testing one of her eggs and feeling no movement inside, a female alligator knows its infertile so she eats it. If she senses something stirring, though, she gently cracks the shell open, then tilts her head forward to let her baby emerge. With their stomachs still heavy with egg yolk, newborn alligators aren't strong swimmers and, lacking agility, are vulnerable to predators. So when venturing into water, they often hitch a ride with mother, who can keep a close eye.

Task 2 : For purpose of classification and study, every form of animal life that lives on earth – or has lived – has been placed according to its structure in various basic groups called phyla. Some of the creatures in one phylum have travelled such evolutionarily different paths from others of the same phylum that it is hard to realize now that they are related. Octopuses, for example belong to the same phylum as clams. Barnacles which appear to be more closely related to clams, are actually cousins of lobsters. It is a remarkable fact that certain phyla seem to inhabit every region of the sea. What may be even more remarkable is that every animal phylum on land evolved from animals that lived in the ocean. We have, in truth, come from the sea.

UNIT – V

Page 124

- General Grant : I wasn't expecting you, Sir,
 Abraham Lincoln : No, but I couldn't keep away. How's it going?
 Grant : Meade sent word an hour ago that Lee was surrounded all but two miles, which was closing in.
 Lincoln : That ought to settle it eh?
 Grant : Unless anything goes wrong in those two miles. Sir, I'm expecting a further report from Meade every minute.
 Lincoln : Would there be more fighting?
 Grant : It will probably mean fighting through the night, more or less. But Lee must realize that its hopeless before the morning.
 (an orderly enters)
 Orderly : A dispatch Sir! From General Meade Sir
 (gives Grant a letter and leaves)
 Grant : (opening the letter) Yes! They've closed the ring. Meade gives them ten hours. That will be six o'clock in the morning.
 Lincoln : We must be merciful, Bob Lee has been a gallant fellow.

Unit – VII

Task 1 : Page 180

- Teacher - The dialogue you are going to listen to is purely imaginary based on Rabindranth Tagore's article.
-Courtesy 'Recollection of my early life- Tagore
- Reporter - Sir, Your proficiency in English is well known to the world. How did you gain proficiency in Bengali, your mother tongue.
- Tagore - When I was at school, we had special coaching at home arranged by my father. Nilkamal Babu was our Bengali teacher
- Reporter - How long did you have this coaching?
- Tagore - It is not the duration that matters. Our teacher taught us Bengali by introducing an epic and we thus advanced in Bengali much further.
- Reporter - Did the home learning of Bengali affect the study of other subjects?
- Tagore - Not at all, my father stopped the coaching one day thinking that the study of Bengali had gone a bit too far.
- Reporter - How did your teacher react to that?
- Tagore - Nilkamal Babu was greatly disappointed and said that we would learn the value of what he had taught
- Reporter - Did you learn the value?
- Tagore - Indeed. It was because we were taught in our own language that our minds quickened. It does not happen when you do not study in your mother tongue.

Task 2 : Union minister of Railways declares open the renovated Royapuram Railway Station in the city. The Royapuram railway station, the oldest in southern Railway had been in a dilapidated condition for decades. This has been restored to its original glory recently. It will be inaugurated by the Union Railway minister to day. Railway engineers have taken care not to alter the heritage features of the building.

UNIT VIII

Task 1 : page 205

Quiz master - Good morning and welcome to the fifth qualifying round of the Inter-school Science Quiz competition for Matriculation schools. The teams are, Team A from Sharon Matriculation School, Trichy; Team B from Kanagi Matriculation school, Madurai, Team C from S.S.S. Matriculation school, Salem; and Team D from the Quest Matriculation school from Chennai. The 1st Question is for Team A. Who first came out with the idea that “All is number” in nature and nature is harmonious?

Team A - Pythagoras

Q.M. - That’s right. Full points for Team A, Team B- your question. In which year did Galileo propose that bodies fall with uniformly accelerated motion?

Team B - 1604

Q.M. - Correct answer! 1604, it is! five points to you. Now Team C, your question. In 1543, a famous scientific work was published called “on the revolution.” Whose work was this?

Team C - Galileo?

Q.M. - Question passes to Team D _____ Team A? ___ B?_____

- Team B - Copernicus
- Q.M. - Copernicus indeed! Three points to Team B! Team D, its your question now. Who identified Hydrogen in 1766?
- Team D - Cavendish
- Q.M. - Could you state his full name?
- Team D - Henry Cavendish
- Q.M. - That's better. Five points for Team D. We have come to the end of the 1st round. Score keeper, please read out the scores.
- Score keeper - Team A has 5 points
Team B has 8 points
Team C has yet to open its account and Team D has five points.

WRITING A POEM

Poems come in all sizes, shapes and forms. They may be pro-found or lighthearted, simple or complex. Anything may be the subject of a poem – a tree, a memory, a piece of machinery. Whatever their forms and subjects, however, all poems share several distinct qualities:

1. A poem communicates its meaning largely through images-specific, concrete details that appeal to the senses.
2. Poems often use symbols. A symbol is a person, object, or situation that, in addition to its literal meaning, represents something else.
3. Poetry often contains figures of Speech. A Simile compares two seemingly unlike items using the words 'like' or 'as.' A Metaphor links two unlike things without using such words. Personification lends human qualities to inanimate animals, objects or ideas.

4. Most poems use sound effects, which can include repetition, rhyme and rhythm. Other sound effects are onomatopoeia, the imitation of a sound by a word; alliteration, the repetition of initial consonant sounds; consonance, the repetition of internal consonant sounds; and assonance, the repetition of vowel sounds.

5. Every poem has an overall pattern that gives it form. Some poems have set patterns of rhyme and rhythm and may be divided into stanzas, or groups of lines. Others, called free verse, have no set rhythm, rhyme, or stanza pattern.

The following poems are for appreciation and paraphrasing

I. VISION OF THE FUTURE- RING OUT, WILD BELLS

Ring out, wild bells, to the wild sky,

The flying cloud, the frosty light:

The year is dying in the night;

Ring out, wild bells, and let him die.

Ring out the old, ring in the new,

Ring, happy bells, across the snow:

The year is going, let him go;

Ring out the false, ring in the true.

Ring out the grief that saps the mind,

For those that here we see no more;

Ring out the feud of rich and poor,

Ring in redress to all mankind.

Ring out a slowly dying cause,
And ancient forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the want, the care, the sin,
The faithless coldness of the times;
Ring out, ring out my mournful rhymes,
But ring the fuller minstrel in.

Ring out false pride in place and blood,
The civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

Ring out old shapes of foul disease;
Ring out the narrowing lust of gold;
Ring out the thousand wars of old,
Ring in the thousand years of peace.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

Alfred Lord Tennyson

II. PEACE

My heart loves Peace.
But once I fought against God. I raised my head like a tower.
My arms were of steel, of fire.
My pride was great, for folly hath pride.
And I hurt the weak for pleasure.
I preached that woman was a slave,
For I knew brother man was the same.

I cast small stones at birds, for joy of breaking wings.
I deemed it no stealth to steal from the shrine,
For I deemed that this God was but stone.
But no, but no.
This God is real, for He smote at pride,
And the proverb says: — The fear of God is the beginning of wisdom.

Subrahmanya Bharati

III. PORTRAIT OF A TRUE GENTLEMAN

“It is almost a definition of a gentleman
to say he is one who never inflicts pain
The true gentleman, carefully avoids
Whatever may cause a jar or a jolt
In the minds of those with whom he is cast:
All clashing of opinion, or collision of feeling,
All restrain, or suspicion, or gloom, or resentment
His great concern being
To make every one at their ease and at home
He has his eyes on the distant,
And merciful towards the absurd
He can recollect to whom he is speaking;
He guards against unreasonable allusions
Or topics, which may irritate;
He is seldom prominent in conversation
And never wearisome
He makes light of favors while he does them,
And seems to be receiving when he is conferring
He never speaks of himself
Except when compelled,

Never defends himself by a mere resort
He has no ear for slander or gossip
O scrupulous in imputing motives
To those who interfere with him,
And interprets everything for the best,
He is never mean or little in his disputes
Never mistake personalities
Or sharp saying for arguments
Or insinuates evil, which he dare not say out.
From a long sighted prudence,
He observes the maxim of the ancient sage,
That we should ever induct ourselves towards our enemy
As if he were one day to be our friend
He has too much good sense to be affronted at insults,
And resigned on philosophical principles
He submits to pain because it is irreparable
To bereavement because it is irreparable
And to death because it is his destiny

- Newman

IV. EDUCATING A CHILD

Educate my child such that he gladly
Accepts victory and defeat equally in life
He understands that a dollar earned
By handwork is more than five dollars
Tell him not to be ashamed of the tears
That fall on being unsuccessful.
Also tell him to have strong faith in himself
Even if the whole world is against him.

He should not become just another man in the crowd
If possible teach him
How to laugh at the time of misery
And rise above the feelings of happiness and sorrow
Give him courage to be patient and
Teach him patience for bravery
Teach him the lesson of taking
Pride in his own deeds;
Then only he will be able
To believe in the greatness of humanity

- *Abraham Lincoln*

V. WOMAN EMPOWERMENT

The birth of a girl child, what should it bring?
A life, joyful and happy:
But what does it bring?
A sad life of sorrow and misery.
What is the future for her?
In this dark world, occupied by the distinguished man.
A life by day or by night.
Woman, you have woken up and found your true place.
In today's world of maze
Now, here she is shining bright
Gingerly, but surely ascending the throne of radiating light,
Woman, behold your future empire,
Ruled by your dynamic will
Your fame will engulf this earth like a raging fire
And you woman, will glow steadily and still.

- **ILAKYA DEVADAS**

VI. T.V. TROUBLE

Cable T.V brought me nothing but trouble
The power of my glasses doubled
My studies began to jumble
My marks began to tumble
Before exam I wanted western music,
Later I had to face the music
The match was thrilling,
But my marks were declining
'Switch off the T.V, my mother yelled, I obeyed
My marks doubled,
So, dear friends avoid the addict
Let our marks be a credit
India saw leadership in Mrs. Indira Gandhi
An undeterred spirit in Sarojini Naidu and
An unconditional love in Mother Teresa
Though women like Kalpana Chawla
Dared to dream of touring space,
Our village folks of today
Can only at it gaze,
With a puzzling thought;
Can the battle be ever won?
To reach fame and glory would be fun
We only need inspiration and perspiration of one
To ignite the fire of empowerment of the nation

If only confidence and courage could become their fashion
Empowerment of woman would be no more a dream.
A dream well dreamed,
A vision well seen,
A plan well laid out,
Needs courage, love and above all
The co-operation and willingness
Of our dear Indian women.
An Indian woman admired for her love
Can become a role-model for generations, but how?
Just step out and say
“I know I can do it”.

-S.NISHA

VII . THE CIRCUS

The sky is a wide circuit-tent
Pitched in the Long Ago,
While time is the advertisement
of a long circus-show
The Manager behind the blue
Is very very proud
To see the air-performer who
Is balancing a cloud!
A golden lion is the sun
Who gives the world a treat
From dawn until the day is done
With his diurnal feat!

And, O, the moon so full and slow,
Is like a silver mare.
Which at the Master's shout of 'Go!'
Goes speeding through the air.

The lightning is an acrobat
Who, with yellow swoop
Of light that is worth gazing at,
A-sudden, loops the loop.

While through a still eternity
The stars keep whirling round
Performing cycle-tricks, but we
Can never hear a sound!

The wind, he is the circus-clown
You cannot photograph
While he goes moving up and down
To make the whole world laugh!

No other audience He craves
Who doth the show control
Than the applauding ocean-waves
And my one watching soul!

- Harindranath Chattopadhyaya