

# **XII – ENGLISH**

**Name :**

**Class : Sec:**

**School :**

<b>S.No</b>	<b>CONTENT</b>	<b>PAGE NO.</b>
<b>I.</b>	<b>PROSE</b>	
1.	UNIT-1 TWO GENTLEMEN OF VERONA (A. J. CRONIN)	1
2.	UNIT-2 A NICE CUP OF TEA (GEORGE ORWELL)	5
3.	UNIT-3 In CELEBRATION OF BEING ALIVE (Dr. CHRISTIAAN BARNARD)	9
4.	UNIT-4 THE SUMMIT (EDMUND HILLARY)	13
5.	UNIT-5 THE CHAIR (KJ. RAJANARAYANAN)	16
6.	UNIT-6 ON THE RULE OF THE ROAD (A. G. GARDINER)	19
<b>II.</b>	<b>POEM</b>	
1.	UNIT-1 THE CASTLE (EDWIN MUIR)	22
2.	UNIT-2 OUR CASUARINA TREE (TORU DUTT)	28
3.	UNIT-3 ALL THE WORLD'S A STAGE (WILLIAM SHAKESPEARE)	33
4.	UNIT-4 ULYSSES (ALFRED TENNYSON)	38
5.	UNIT-5 A FATHER TO HIS SON (CARL AUGUST SANDBURG)	46
6.	UNIT- 6 INCIDENT OF THE FRENCH CAMP (ROBERT BROWNING)	51
<b>III.</b>	<b>SUPPLEMENTARY READER</b>	
1.	UNIT - 1 GOD SEES THE TRUTH BUT WAITS (LEO TOLSTOY)	57
2.	UNIT – 2 LIFE OF PI (YANN MARTEL)	61
3.	UNIT – 3 THE HOUR OF TRUTH (PLAY) (PERCIVAL WILDE)	64
4.	UNIT – 4 THE MIDNIGHT VISITOR (ROBERT ARTHUR)	69
5.	UNIT – 5 ALL SUMMER IN A DAY (RAY BRADBURY)	74
6.	UNIT – 6 REMEMBER CAESAR (PLAY) (GORDON DAVIOT)	78
<b>IV.</b>	<b>VOCABULARY</b>	
1.	SYNONYMS	82
2.	ANTONYMS	87
3.	ABBREVIATIONS AND ACRONYMS	90
4.	COMPOUND WORDS	90
5.	PREFIX & SUFFIX	91
6.	FOREIGN WORDS	92
7.	DEFINITION OF TERMS	94
8.	HOMOPHONES AND CONFUSABLES	95
9.	IDIOMS AND PHRASES	98
10.	QUESTION TAG	99
11.	PHRASAL VERB	102
12.	PREPOSITIONS	104
13.	CLIPPED WORDS:	106
14.	EUPHEMISTIC EXPRESSIONS (POLITE ALTERNATIVES)	106
15.	RELATIVE PRONOUN / CLAUSE	107
16.	BLENDED WORDS	108
17.	SINGULAR AND PLURAL	109
18.	BRITISH ENGLISH & AMERICAN ENGLISH	109
19.	SYLLABIFICATION	111
20.	SENTENCE PATTERN	113
21.	ARTICLES AND DETERMINERS	114

22.	SUBJECT – VERB AGREEMENT (CONCORD)	115
23.	LINKERS / CONNECTIVES/ CONJUNCTIONS	118
24.	PARTS OF SPEECH	120
25.	NON FINITE VERBS	121
26.	CONDITIONAL CLAUSE	123
27.	MODALS / SEMI MODALS	125
28.	TENSES	128
<b>V.</b>	<b>GRAMMATICAL EXERCISES</b>	
1.	REPORTING A DIALOGUE / DIRECT AND INDIRECT SPEECH	131
2.	CONDITIONAL CLAUSE AND ITS INVERSION	135
3.	TRANSFORMATION OF SENTENCES/ KINDS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX)	137
4.	ACTIVE VOICE AND PASSIVE VOICE	144
5.	DEGREES OF COMPARISON	148
<b>VI.</b>	<b>VERBAL AND NON VERBAL REPRESENTATION</b>	
1.	NON – VERBAL COMMUNICATION (BAR DIAGRAM, PIE CHART, TABLE etc)	151
2.	DIALOGUE WRITING	153
3.	DESCRIBING A PROCESS	155
4.	COMPLETION OF PROVERB/MATCH PROVERB WITH THEIR MEANINGS	156
5.	EXPAND THE NEWS HEADLINES	157
6.	SLOGAN WRITING	156
7.	DRAFT A NOTICE	159
8.	DRAFT A MAIL	160
9.	REARRANGE THE WORDS AND PHRASES TO MAKE MEANINGFUL SENTENCES	161
10.	WRITING MESSAGE	162
<b>VII.</b>	<b>COMPREHENSION</b>	
1.	SUMMARY WRITING / NOTE MAKING	163
2.	BIOGRAPHICAL SKETCH	166
3.	REPORT WRITING	167
4.	LETTER WRITING	168
5.	RESPONDING AN ADVERTISEMENT / CURRICULUM VITAE	175
6.	ARTICLE WRITING	179
7.	ESSAY WRITING	181
8.	PARAGRAPH WRITING (GENERAL ESSAY)	183
9.	EXPAND THE PROVERBS/ HINTS DEVELOPING / STORY WRITING	184
10.	SPOT THE ERROR	187
11.	SEMANTIC NETWORK	190
12.	PROSE COMPREHENSION	190
13.	POEM COMPREHENSION	197
14.	FILLING FORMS	198
<b>VIII.</b>	<b>MODEL QUESTION PAPER</b>	<b>200-205</b>

<b>S.No</b>	<b>CONTENT</b>	<b>PAGE NO.</b>
<b>I.</b>	<b>PROSE</b>	
1.	UNIT-1 TWO GENTLEMEN OF VERONA (A. J. CRONIN)	1
2.	UNIT-2 A NICE CUP OF TEA (GEORGE ORWELL)	5
3.	UNIT-3 In CELEBRATION OF BEING ALIVE (Dr. CHRISTIAAN BARNARD)	9
4.	UNIT-4 THE SUMMIT (EDMUND HILLARY)	13
5.	UNIT-5 THE CHAIR (KJ. RAJANARAYANAN)	16
6.	UNIT-6 ON THE RULE OF THE ROAD (A. G. GARDINER)	19
<b>II.</b>	<b>POEM</b>	
1.	UNIT-1 THE CASTLE (EDWIN MUIR)	22
2.	UNIT-2 OUR CASUARINA TREE (TORU DUTT)	28
3.	UNIT-3 ALL THE WORLD'S A STAGE (WILLIAM SHAKESPEARE)	33
4.	UNIT-4 ULYSSES (ALFRED TENNYSON)	38
5.	UNIT-5 A FATHER TO HIS SON (CARL AUGUST SANDBURG)	46
6.	UNIT- 6 INCIDENT OF THE FRENCH CAMP (ROBERT BROWNING)	51
<b>III.</b>	<b>SUPPLEMENTARY READER</b>	
1.	UNIT - 1 GOD SEES THE TRUTH BUT WAITS (LEO TOLSTOY)	57
2.	UNIT – 2 LIFE OF PI (YANN MARTEL)	61
3.	UNIT – 3 THE HOUR OF TRUTH (PLAY) (PERCIVAL WILDE)	64
4.	UNIT – 4 THE MIDNIGHT VISITOR (ROBERT ARTHUR)	69
5.	UNIT – 5 ALL SUMMER IN A DAY (RAY BRADBURY)	74
6.	UNIT – 6 REMEMBER CAESAR (PLAY) (GORDON DAVIOT)	78
<b>IV.</b>	<b>VOCABULARY</b>	
1.	SYNONYMS	82
2.	ANTONYMS	87
3.	ABBREVIATIONS AND ACRONYMS	90
4.	COMPOUND WORDS	90
5.	PREFIX & SUFFIX	91
6.	FOREIGN WORDS	92
7.	DEFINITION OF TERMS	94
8.	HOMOPHONES AND CONFUSABLES	95
9.	IDIOMS AND PHRASES	98
10.	QUESTION TAG	99
11.	PHRASAL VERB	102
12.	PREPOSITIONS	104
13.	CLIPPED WORDS:	106
14.	EUPHEMISTIC EXPRESSIONS (POLITE ALTERNATIVES)	106
15.	RELATIVE PRONOUN / CLAUSE	107
16.	BLENDED WORDS	108
17.	SINGULAR AND PLURAL	109
18.	BRITISH ENGLISH & AMERICAN ENGLISH	109
19.	SYLLABIFICATION	111
20.	SENTENCE PATTERN	113
21.	ARTICLES AND DETERMINERS	114

22.	SUBJECT – VERB AGREEMENT (CONCORD)	115
23.	LINKERS / CONNECTIVES/ CONJUNCTIONS	118
24.	PARTS OF SPEECH	120
25.	NON FINITE VERBS	121
26.	CONDITIONAL CLAUSE	123
27.	MODALS / SEMI MODALS	125
28.	TENSES	128
<b>V.</b>	<b>GRAMMATICAL EXERCISES</b>	
1.	REPORTING A DIALOGUE / DIRECT AND INDIRECT SPEECH	131
2.	CONDITIONAL CLAUSE AND ITS INVERSION	135
3.	TRANSFORMATION OF SENTENCES/ KINDS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX)	137
4.	ACTIVE VOICE AND PASSIVE VOICE	144
5.	DEGREES OF COMPARISON	148
<b>VI.</b>	<b>VERBAL AND NON VERBAL REPRESENTATION</b>	
1.	NON – VERBAL COMMUNICATION (BAR DIAGRAM, PIE CHART, TABLE etc)	151
2.	DIALOGUE WRITING	153
3.	DESCRIBING A PROCESS	155
4.	COMPLETION OF PROVERB/MATCH PROVERB WITH THEIR MEANINGS	156
5.	EXPAND THE NEWS HEADLINES	157
6.	SLOGAN WRITING	156
7.	DRAFT A NOTICE	159
8.	DRAFT A MAIL	160
9.	REARRANGE THE WORDS AND PHRASES TO MAKE MEANINGFUL SENTENCES	161
10.	WRITING MESSAGE	162
<b>VII.</b>	<b>COMPREHENSION</b>	
1.	SUMMARY WRITING / NOTE MAKING	163
2.	BIOGRAPHICAL SKETCH	166
3.	REPORT WRITING	167
4.	LETTER WRITING	168
5.	RESPONDING AN ADVERTISEMENT / CURRICULUM VITAE	175
6.	ARTICLE WRITING	179
7.	ESSAY WRITING	181
8.	PARAGRAPH WRITING (GENERAL ESSAY)	183
9.	EXPAND THE PROVERBS/ HINTS DEVELOPING / STORY WRITING	184
10.	SPOT THE ERROR	187
11.	SEMANTIC NETWORK	190
12.	PROSE COMPREHENSION	190
13.	POEM COMPREHENSION	197
14.	FILLING FORMS	198
<b>VIII.</b>	<b>MODEL QUESTION PAPER</b>	<b>200-205</b>

**TEXTUAL QUESTIONS:**

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

a) **Whom did the narrator meet at the outskirts of Verona?**

The narrator met two brothers, Nicola and Jacopo at the outskirts of Verona.

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

The boys looked very shabby and the driver thought that the fruits might not be neat and clean. So he did not approve of the narrator buying fruits from the boys.

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

Though the boys earned enough money, they did not spend much money on clothes and food because they had to pay every week for the treatment of their sister.

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

The boys did not have any idea of going to the States. They told the narrator they had some other plans for the money they earned.

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

The author saw the boys talking to their sister in the hospital. He avoided going inside the room because he decided not to interfere in the family get-together.

f) **What was Lucia suffering from?**

Lucia was ailing from tuberculosis of the spine.

g) **What made the boys join the Resistance Movement against the Germans?**

The boys lost their father and the house because of the war. When the Germans started ruling them, they hated them. So they joined the Resistance Movement against the Germans.

h) **What made the boys work so hard?**

Their wish to cure their sister of tuberculosis made them work so hard.

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

The boys wanted to keep their family matter with themselves. So they did not disclose their problem to the author.

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

a) **Describe the appearance of Nicola and Jacopo.**

Nicola and Jacopo were brothers. Nicola was 13 and Jacopo seemed to be 12. They looked shabby with a worn jersey and a shortened army tunic. They had brown skin, tangled hair and earnest eyes. The author was strangely attracted towards them.

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

They sold fruit to the tourists. They shined shoes at the public square. They guided the tourists to different tourist centers. They sold newspapers.

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

On every Sunday the boys used to travel to a village Poleta, 30 kilometres from their place. They usually hired cycles to go there. Jacopo asked the narrator to take them to Poleta in his car. He readily accepted and took them to Poleta in his car.

**d) Who took the author to the cubicle?**

When the author and the boys reached a good-looking villa the boys went inside. Out of curiosity the author followed them. He rang the bell and a nurse opened the door. Now he realised that it was a hospital. The nurse took him to the cubicle.

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

The two boys were sitting near a girl of about twenty. She wore a pretty lace jacket. Her eyes were soft and tender. She resembled the two boys. The nurse informed the author that she was Lucia, the sister of those boys and she was being treated for tuberculosis.

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

They lost their father in the War. They had a comfortable life before the death of their father. Shortly after they lost their house in bombing. So the three children were thrown into the street. They all suffered from near starvation and severe cold. For few months they lived in a make –shift shelter they managed to build. Then the girl was affected by tuberculosis.

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

The boys did not want to reveal that they were earning to treat their sister suffering from tuberculosis. When the narrator went to Poleta with the boys he came to know about their problem. Once he asked the boys whether they were earning to emigrate to the States, they said they had some other plan. So the narrator understood they wanted to keep it as a secret. He did not want to spoil their dignity and intrude into their private lives.

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

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

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Sacrifice we make for others and that others make for us, result in blessings for all.*

The narrator was driving through the foothills of the Alps along with his companion. While driving on the outskirts of Verona, two young boys who sold wild strawberries stopped their car. The small boys appeared to be quite shabby and the driver was not keen on buying strawberries from them. Then the narrator's companion got to know that the boys were brothers. The elder one aged 13 was Nicola, and the younger brother, aged 12, was Jacopo. Then the narrator came to know that the boys did many jobs to earn money. They shined shoes, guided the tourists and sold newspaper. Before the War they had a very comfortable life but the war devastated their life. They lost their father and their house. They were thrown into the streets and suffered from starvation and severe cold. Because of this, tuberculosis affected their sister Lucia but it did not crush their spirit. They admitted her in a posh hospital for treatment. They had to pay the hospital bill every week. Their love for their sister was the driving force that made the boys do various jobs.

*Never stop fighting until you arrive at your destined place.*

**b) How was the family affected by the war?**

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Shortly afterward a bomb had destroyed their home and thrown the three children into the streets.*

The narrator was driving through the foothills of the Alps along with his companion. While driving on the outskirts of Verona, two young boys who sold wild strawberries stopped their car. The small boys appeared to be quite shabby and the driver was not keen on buying strawberries from them. Then the narrator's companion got to know that the boys were brothers. The elder one aged 13 was Nicola, and the younger brother, aged 12, was Jacopo. Before the War they had a very comfortable life but the war devastated their life. They lost their father and their house. They were thrown into the streets. They suffered from starvation and severe cold. For months together they lived with a lot of difficulties. They stayed in a make-shift shelter they built over the rubble. Then the boys joined the resistance movement against Germans. By the time their sister was affected by tuberculosis. This made them work a lot to earn money to treat their sister.

*War is what happens when language fails.*

**c) Write a character sketch of Nicola and Jacopo.**

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Yet in both these boyish faces there was a seriousness which was far beyond their years.*

'The two gentlemen of Verona' are the boys in the story, Nicola and Jacopo. Nicola, aged 13, was the elder brother of Jacopo aged 12. Both the siblings were very sincere and self-sacrificing. They were prepared to do anything for helping their sister Lucia to recover from tuberculosis. They lived a hard life and did all sorts of odd jobs. Right from shining shoes, selling fruit, distributing newspapers, to working as tourist guides and running their errands, they still looked contented and maintained their self-respect. They did not have the intention of talking about their struggles and sufferings. They wanted to keep it a secret. During the war period, they started hating Germans and also joined the Resistance Movement for their country's freedom.

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

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Their selfless action brought a new nobility to human life, gave promise of a greater hope for human society.*

J. Cronin wrote this memoir after visiting Verona. The short story's title is inspired by a popular Shakespeare's play. Nevertheless, the main idea of the author is to underline the virtues that make a man a real man. The story captures the sentiment that true humanity is not about letting go, and it is about courage and determination. The two young gentlemen of Verona face their difficulties head on without a single complaint. When the author tried to tell them they were working too much, they simply said they had no complaint. Their love for the agonising sister is amazing. Their dignity of labour is remarkable. Their dedication for their sister is supreme. Their selfless action brought a new nobility to human life and gave promise of a greater hope for human society. Their love and emotional strength are truly commendable. And the boys' maturity and sense of responsibility are also praiseworthy. The author says that in both the boyish face there was a seriousness which was far beyond their age. These boys display exemplary courage amidst extreme poverty and devastation and the author manages to find real inspiration from their lives.



*Make your life a masterpiece; imagine no limitations on what you can be, have or do.*

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

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Age does not define your maturity.*

Taken from the early play by William Shakespeare, the title of this story 'Two Gentlemen of Verona' is gripping. The story is about how two sincere and selfless young boys face hardships for the treatment of their sister suffering from tuberculosis. It conveys the message that as long as people are willing to make sacrifices for the well-being of others, there is hope for humanity. J. Cronin wrote this memoir after visiting Verona. The short story's title is inspired by a popular Shakespeare's play. Nevertheless, the main idea of the author is to underline the virtues that make a man a real man. The story captures the sentiment that true humanity is not about letting go, and it is about courage and determination. The two young gentlemen of Verona face their difficulties head on without a single complaint. Though the heroes of this short story are two boys of the age 13 and 12, their behaviour suits the grown-up men. Their composed life tells the readers they have all the qualities of gentlemen. So the title 'Two Gentlemen of Verona' is very apt for this short story.

*A gentleman inspires others to dream more, learn more, do more and become more*

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

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Your hardest times often lead to the greatest moments of life.*

When man suffers from hardship and difficulty the best or the worst of his will be brought out. Some will try to overcome the adversity with negative elements like anti-social dealings and others will use the positive energy to overcome the adversity. The best or the worst comes out due to the pressure of adversity. In this story, the two boys use their best to overcome their problems. Nevertheless, the main idea of the author is to underline the virtues that make a man a real man. The story captures the sentiment that true humanity is not about letting go, and it is about courage and determination. They lost everything in their life except hope. The hope pushes them to use their positive energy. So this story is an example to prove that adversity brings out the best in people.

*You can't be brave if you have only had wonderful things happen to you.*

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

<b>Title</b>	Two Gentlemen of Verona
<b>Author</b>	A.J. Cronin
<b>Theme</b>	Supreme sacrifice of two boys for their suffering sister

*Yet their devotion had touched me deeply. War had not broken their spirit.*

A.J. Cronin, the author of 'Two Gentlemen of Verona' pictures the two boys – Nicola and Jacopo – with the real characters of gentlemen. The two 'gentlemen' of Verona are the boys in the story, Nicola and Jacopo. Nicola, aged 13, was the elder brother of Jacopo aged 12. Both the siblings were very sincere and self-sacrificing. They were prepared to do anything for helping their sister Lucia to recover from tuberculosis. They lived a hard life and did all sorts of odd jobs. Right from shining shoes, selling fruit, distributing newspapers, to working as tourist guides and running their errands, they still looked contented and maintained their self-respect. They did not have the intention of talking about their family problem and wanted to keep it a secret. During the war period, they started hating Germans and also joined the Resistance Movement for their country's freedom. So I like the characters of these two boys.

*Only through suffering can character be strengthened.*

## UNIT-2 A NICE CUP OF TEA (GEORGE ORWELL)

### TEXTUAL QUESTIONS:

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

Page 37

- a) What seems 'curious' to the author?

The method of preparing is not mentioned in the cooking book. Only a few lines of sketchy instructions are given. This is curious to the author.

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

There are lots of disputes to find out the best way of preparing a nice cup of tea. So it is important.

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

Britain, Erie, Australia and New Zealand have tea as part of their civilization.

Page 38

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

The author prefers Indian tea to China tea.

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

The idiom 'a nice cup of tea' means that something suits someone nicely.

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

Second golden rule is that tea should be made in teapot in small quantities. The teapot should be made of China or earthenware.

- g) How does Army tea taste?

Army tea tastes of grease and whitewash.

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

Tea lovers generally like strong tea.

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

Tea should be directly added to the pot to avoid imprisoning the tea. If the tea is not loose in the pot, it never infuses properly.

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

The cylindrical cup keeps the heat for some time. So he prefers the cylindrical cup. The other types of cup will make the tea cold before we start drinking it.

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

According to the author, tea should be poured first.

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

Creamy milk will give a sticky taste to the tea. So the author advises to remove the cream from the milk.

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

No, the author does not like drinking tea with sugar. Sugar will destroy the flavour of tea. If we add sugar we taste only the sugar, not the tea.

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

Drinking tea without sugar may not be liked by many. In this case he is 'a minority'.

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

The author calls those who would like to drink tea with sugar 'misguided youth'. He advises them to taste tea without sugar for two weeks. Then they will begin to like tea without sugar.

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

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

The author says that one should select Indian or Ceylonese tea. China tea may be economical but there is not much stimulation in it. One does not feel wiser, braver or more optimistic after drinking it.

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

According to the author, tea without sugar gives the real taste. Sugar destroys the taste of tea. It is as good as adding pepper and salt. If we add sugar, we taste only the sugar, and not the tea.

**c) Elucidate the author's ideas about tea pots.**

Tea should be prepared in teapot only. The teapot should be made of china or earthenware. Silver or Britannia ware teapots produce inferior tea and enamel pots are worse; though curiously enough a pewter teapot is not so bad.

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

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

<b>Title</b>	A Nice Cup of Tea
<b>Author</b>	George Orwell
<b>Theme</b>	Distinctive features of preparing a cup of tea

*This is curious, not only because tea is one of the main stays of civilization in this country, but because the best manner of making it is the subject of violent disputes.*

The first impressions from reading George Orwell's essay "A Nice Cup of Tea" include Orwell explaining the correct ways of handling the essences of drinking tea. The central meaning within this essay relates to the methods of preparing the perfect cup of tea. According to him there are eleven points to follow to prepare a nice cup of tea. First of all one should select Indian or Ceylonese tea. Secondly, tea should be made in a teapot in small quantities. The teapot should be made of china or earthenware. Thirdly the pot should be warmed beforehand keeping it on the hob. Fourthly, to make strong tea we should take six heaped teaspoons of tea. Fifthly, the tea should be put straight into the pot without using strainers or muslin bags. Sixthly, the teapot should be taken to the kettle and not the other way about. Seventhly, after making the tea, one should stir it or give the pot a good shake. Afterwards tea leaves can be allowed to settle. Eighthly, one should use a breakfast cup to drink tea.

The cylindrical type of cup will keep the heat longer. Ninthly cream should be removed from the milk before using it for tea. Tenthly, one should pour the tea into the cup first and milk second. If the milk is added second one could regulate the amount of milk. Lastly tea should be drunk without sugar.

*There are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea.*

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

<b>Title</b>	A Nice Cup of Tea
<b>Author</b>	George Orwell
<b>Theme</b>	Distinctive features of preparing a cup of tea

*There are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea.*

The first impressions from reading George Orwell's essay "A Nice Cup of Tea" include Orwell explaining the correct ways of handling the essence of drinking tea. The speaker guides the reader through instructions on how to prepare and drink tea and then talks about many of the faults people currently are doing when drinking their tea. The title of the essay directly refers to the essay's content as well as the idiom which means that something suits someone nicely such as how elegant Orwell describes tea in general. The central meaning within this essay relates to methods of preparing the perfect cup of tea. It is mostly about the author's personal opinion connected with the factual points. Out of eleven points some are accepted factual points and some are his personal opinion. Selection of tea is his opinions. Second point about the teapot seems to be his opinion. Whether to pour tea first or milk first is also his opinion.

*If you fuel your journey on the opinions of others, you are going to run out of gas.*

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

<b>Title</b>	A Nice Cup of Tea
<b>Author</b>	George Orwell
<b>Theme</b>	Distinctive features of preparing a cup of tea

*One should drink out of a good breakfast cup — that is, the cylindrical type of cup, not the flat, shallow type.*

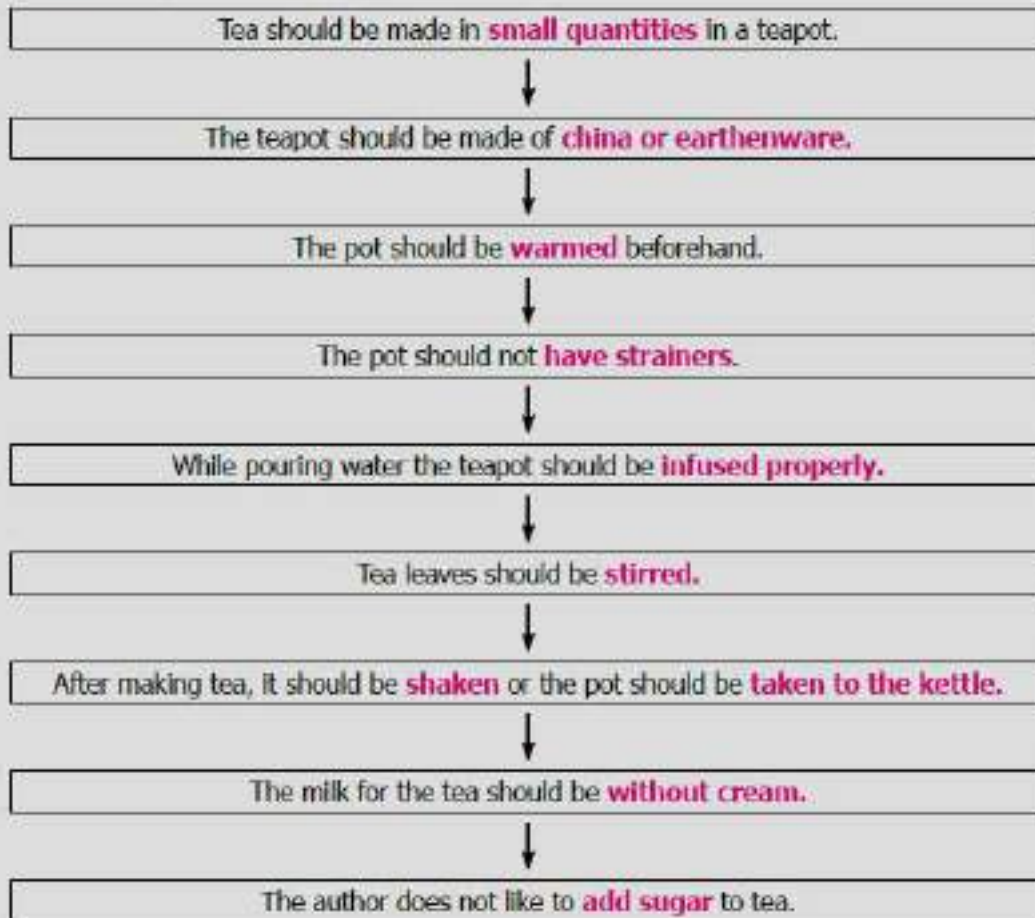
The first impressions from reading George Orwell's essay "A Nice Cup of Tea" include Orwell explaining the correct ways of handling the essence of drinking tea. The speaker guides the reader through instructions on how to prepare and drink tea and then talks about many of the faults people currently are doing when drinking their tea. The title of the essay directly refers to the essay's content as well as the idiom which means that something suits someone nicely such as how elegant Orwell describes tea in general. There are some points which are humorous. His description of the selection of teapot is one such point. Moreover selection of cup and pouring tea before milk are humorous. All true tea lovers not only like their tea strong but like it a little stronger with each year that passes – a fact which is recognized in the extra ration issued to old-age pensioners. The last point of taking tea without milk contributes to humour in the essay.

*A good sense of humour is an escape valve for the pressure of life.*

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

**Golden Rules of Tea Preparation**

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



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

Page 70

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

Dr. Christiaan Barnard thought about the suffering of the people and it troubled him as he neared the end of his career as a heart surgeon.

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

When he was hospitalized after the accident he experienced agony, fear and anger. He questioned himself why that had happened to him.

c. **When and where did the accident occur?**

The accident had happened a few years ago. When he was crossing a street with his wife, a car knocked him down.

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

Dr. Barnard could not do the scheduled surgery and he and his wife could not look after their young baby.

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

Dr. Barnard was angry at his suffering but his father would take it as God's test on a person. Such incident would improve a person to become better.

f. **How was the unattended trolley put to use?**

Two little boys, one blind and another crippled pushed the unattended trolley for fun.

g. **What roles did the duo take up?**

The two boys took the roles of driver and mechanic. The blind boy was the mechanic and the boy with one arm was the driver.

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

The choice of roles was easy because the mechanic was totally blind and the driver had only one arm.

i. **Who encouraged them and how?**

The other patients encouraged them by their laughter and shouts of encouragement.

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

Dr. Barnard compares the entertainment to the Grand Prix of Indianapolis.

k. **What happened in the grand finale?**

In the grand finale the silverwares and plates were scattered and the nurse was angry with the boys who were responsible for that.

Page 71

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

The trolley driver had a hole in his heart and it was closed by Dr. Barnard. The boy came back to the hospital with a malignant tumour of the bone. A few days before the trolley incident, his shoulder and arm were amputated.

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

Dr. Barnard learned from the boys that the business of living is joy in the real sense of the word, not just something for pleasure, amusement and recreation. The business of living is the celebration of being alive.

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

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

To prove that suffering is prevalent in this world he gives the following statistics. Out of 125 million children born this year, 12 million are unlikely to reach the age of one and another six million will die before the age of five.

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

While the doctor couple were crossing the street after a lovely meal together, a car hit him and knocked him into his wife. She was thrown into the other lane and struck by a car coming from the opposite direction.

c. What injuries did they sustain in the accident?

He had eleven broken ribs and a perforated lung. His wife had a badly fractured shoulder.

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

As a doctor Dr. Barnard saw every day patients' suffering to move about in sweat-soaked bed. He could not find any nobility in the crying of a lonely child in a ward at night.

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

Dr. Barnard has always found the suffering of children particularly heartbreaking because of their total trust in doctors and nurses. They believe they will be helped by them. If they are not cured, they accept their fate. They do not make any complaint.

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

The mechanic was a seven year old boy. One day his mother flung a lantern at his father in anger. Unfortunately the lantern missed its mark and broke on the boy's head, resulting in the third degree burns, and loss of eyesight.

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

Because of the boy's mother's mistake the boy became blind. He was a walking horror because he was walking with a disfigured face and long flap of skin hanging from the side of his neck to his body.

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

The trolley driver had a hole in his heart and it was closed by Dr. Barnard. The boy came back to the hospital with a malignant tumour of the bone. A few days before the trolley incident, his shoulder and arm were amputated.

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

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

<b>Title</b>	In Celebration of Being Alive
<b>Author</b>	Dr. Christiaan Barnard
<b>Theme</b>	The business of living is the celebration of being alive

*He suffered severe third-degree burns on the upper part of his body, and lost both his eyes.  
A few days before the race, the other boy's shoulder and arm were amputated.*

Dr. Christiaan Barnard, a South African surgeon, designed artificial heart valves, and wrote extensively on the subject. In this essay Dr. Barnard has ruminated on why people suffer. One day Dr. Barnard had witnessed what he called a "Grand Prix". Two boys, a driver, and a mechanic drove the hospital's breakfast trolley. The blind mechanic provided the motor power, and the driver steered with one arm. The other patients joined in the fun and frolic till the plates were scattered. The mechanic was a seven year old boy. His mother flung a lantern at his father. The lantern missed its mark and broke on the boy's head, resulting in the third degree burns, and loss of eyesight. At that time of Grand Prix, he was a sight to look at. The driver had only one arm. He had been earlier operated upon by Dr. Barnard for a hole in his heart. He was in the hospital now, for a malignant tumour of the bone. His shoulder and arm had been amputated. There was little hope of his recovery.

*Inscrutable are the ways of God.  
As a butterfly is to the wanton boy, so are we to God.*

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

<b>Title</b>	In Celebration of Being Alive
<b>Author</b>	Dr. Christiaan Barnard
<b>Theme</b>	The business of living is the celebration of being alive

*The business of living is joy in the real sense of the word,  
not just something for pleasure, amusement, recreation.*

Dr. Christiaan Barnard, a South African surgeon, designed artificial heart valves, and wrote extensively on the subject. In this essay Dr. Barnard has ruminated on why people suffer. Dr. Barnard had a distorted view of suffering. But the two children taught a profound lesson to Dr. Barnard. In spite of being disabled, they provided a lot of entertainment to the patients of the hospital. He learnt that suffering is necessary, and being alive is important. He also learnt that the business of living is the celebration of being alive. Dr. Barnard has come to understand that the experience of suffering makes a person a better one. One can't appreciate light if one has not known darkness. Similarly warmth can be appreciated if one has experienced biting cold. The two children have shown Dr. Barnard that what you have been left with is more important than what you have lost.

*These children showed me that it's not what you've lost that's important.  
What is important is what you have left.*

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

<b>Title</b>	In Celebration of Being Alive
<b>Author</b>	Dr. Christiaan Barnard
<b>Theme</b>	The business of living is the celebration of being alive

*The choice of roles was easy because the mechanic was totally blind  
and the driver had only one arm.*

Dr. Christiaan Barnard, a South African surgeon, designed artificial heart valves, and wrote extensively on the subject. In this essay Dr. Barnard has ruminated on why people suffer. One morning a nurse had left a breakfast trolley unattended. And very soon this trolley was seized by two fearless boys – a driver and a mechanic. The mechanic provided motor power by galloping along behind the trolley with his head down, while the driver, seated on the mower deck, held on with one hand and steered by rubbing his foot on the floor. The choice of roles was easy because the mechanic was totally blind and the driver had only one arm. They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was a much better entertainment than anything anyone puts on at the Indianapolis 500 car race. There was a grand finale of scattered plates and silverware before the nurse and ward sister caught up with them, scolded them and put them back to bed.

*It opened my eyes to the fact that I was missing something in all my thinking about  
suffering – something basic that was full of solace for me.*



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

Title	In Celebration of Being Alive
Author	Dr. Christiaan Barnard
Theme	The business of living is the celebration of being alive.

*You don't become a better person because you are suffering;  
but you become a better person because you have experienced suffering.*

Dr. Christiaan Barnard, a South African surgeon, designed artificial heart valves, and wrote extensively on the subject. In this essay Dr. Barnard has ruminated on why people suffer. The two boys – one blind and another one with one arm – played with an unattended trolley. It was a casual incident in any hospital. But it changed Dr. Barnard's view on life. It taught him a new dimension of life. Dr. Barnard had a distorted view of suffering. In spite of being disabled, the boys provided a lot of entertainment to the patients of the hospital. He learnt that suffering is necessary, and being alive is important. He also learnt that the business of living is the celebration of being alive. Dr. Barnard has come to understand that the experience of suffering makes a person a better one. One can't appreciate light if one has not known darkness. Similarly warmth can be appreciated if one has experienced biting cold. The two children have shown Dr. Barnard that what you have been left with is more important than what you have lost.

*The most beautiful things in the world cannot be seen or touched.  
They must be felt with the heart.*

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



**Stephen Hawking**

Stephen William Hawking was born on 8th January 1942 (exactly 300 years after the death of Galileo) in Oxford, England. His parents' house was in North London but during the Second World War Oxford was considered a safer place to have babies. When he was eight his family moved to St. Albans, a town about 20 miles north of London. At the age of eleven, Stephen went to St. Albans School and then on to University College, Oxford (1952) Stephen William Hawking (1942 - 2018) was the former Lucasian Professor of Mathematics at the University of Cambridge and author of '**A Brief History of Time**' which is an international bestseller. He was the Dennis Stanton Avery and Sally Tsui Wong-Avery Director of Research at the Department of Applied Mathematics and Theoretical Physics and Founder of the Centre for Theoretical Cosmology at Cambridge. His other books for the general reader include **A Brief History of Time**, the essay collection **Black Holes and Baby Universe** and **The Universe in a Nutshell**.

In 1963, Hawking contracted motor neurone and was given two years to live. Yet he went on to Cambridge to become a brilliant researcher and Professorial Fellow at Gonville and Caius College. From 1979 to 2009 he held the post of Lucasian Professor at Cambridge, the chair held by Isaac Newton in 1663. Professor Hawking received over a dozen honorary degrees and was awarded the CBE in 1982. He was a fellow of the Royal Society and a member of the US National Academy of Science. Stephen Hawking is regarded as one of the most brilliant theoretical physicists since Einstein.

## **UNIT-4 THE SUMMIT (EDMUND HILLARY)**

Page 116

1. **Based on your reading of the text answer the following questions in one or two sentences.**
  - a) **What did Hillary do with his wet boots?**  
Hillary cooked the boots on the stove to remove the frozen ice from them.
  - b) **Name an equipment and a tool carried by the climbers during their expedition.**  
Oxygen cylinder and ice-axe are carried by the climber during their expedition.
  - c) **Why did Hillary become clumsy-fingered and slow-moving?**  
The oxygen was running out so he became clumsy-fingered and slow-moving.
  - d) **What did Hillary find in a tiny hollow?**  
Hillary found two oxygen cylinders left by the previous climbers.
  - e) **When did Hillary feel a sense of freedom and well being?**  
When Hillary removed the oxygen cylinder he felt a sense of freedom and well-being.
  - f) **What did Hillary mean by saying "We had had enough to do the job, but by no means too much"?**  
When they reached their tent they had to do a lot of work but because of the sense of success the work did not seem to be much.
2. **Answer the following questions in two or three sentences each.**
  - a) **How did the mountaineers belay?**  
The mountaineers tied a rope around all the mountaineers and the other end of the rope was attached to a rock.
  - b) **Why was the original zest fading away?**  
The time was passing and the ridge seemed never ending. They were a little tired. So the original zest was fading away.
  - c) **What did Edmund Hillary do to escape the large overhanging ice cornices?**  
To escape the large overhanging cornices, Hillary cut a line of steps down to where the snow met the rocks on the west.
  - d) **What did Tenzing and Edmund Hillary gift to the Gods of lofty Summit? How did they do it?**  
Tenzing gifted to God a bar of chocolate, a packet of biscuits and a handful of lollies. Edmund Hillary gifted to God the crucifix given by Colonel Hunt.
  - e) **What did the photograph portray?**  
The photograph portrayed the North ridge, showing the North Col and the old route which had been made famous by the struggles of those great climbers of the 1920's and 1930's.
  - f) **The soft snow was difficult and dangerous. Why?**  
The soft snow was not firm to get foot-hold. It might slip or it might give way under the foot. So the soft snow was difficult and dangerous.
  - g) **How did the firm snow at the higher regions fill them with hope?**  
The firm snow gave them good foot-hold. They could cut steps up the last steep slopes and they could walk with the crampon shoes to the South Peak. It filled them with hope.
3. **Based on the text, answer the following questions in a paragraph in about 100–150 words each.**
  - a) **How did Hillary and Tenzing prepare themselves before they set off to the summit? (Para 1, 2 and 3)**

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*A few good deep breaths and we were ready to go.  
Still a little worried about my cold feet, I asked Tenzing to move off.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. Hillary and Tenzing drank lemon juice and got ready for the journey. They tested the oxygen cylinders. Hillary's boots were frozen with cold. He kept them over the fire to soften them. They put on three pairs of gloves on their hands – silk, woolen and windproof and windproof over their body. At 6.30 they moved out of the tent with their oxygen cylinders on them. They kept the cylinders on their back, connected the mask and turned the valves. They took a few good deep breaths and were ready for the expedition.

*Life begins at the end of comfort zone..*

**b) Give an account of the journey to the South Col from 28,000 feet. (Para 4 to 8)**

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*I continued making the trail on up the ridge,  
leading up for the last 400 feet to the southern summit.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. Tenzing paved steps towards the ridge and they reached the top of ridge which was about 28000 feet. The snow was soft over the ridge and it made their route dangerous. After several hundred feet they came to a hollow. There they found two oxygen cylinders which had been left by Evans and Bourdillon on their previous attempt. Hillary was happy to find that the cylinders had hundreds of liters of oxygen which they could use for the downward journey. They continued their journey though the snow was a little dangerous. With some difficulties they reached firmer snow higher up. They cut steps on the last steep slopes and walked on with their spike shoes to the South Peak. It was then 9 a.m.

*If it scares you, it might be a good thing to try.*

**c) Describe the feelings of Edmund Hillary and Tenzing as they reached the top of the Summit. (Para 18)**

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*My first feelings were of relief- relief that there were no more steps to cut, no more ridges to traverse, and no more humps to tantalize us with hopes of success.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. The ridge seemed to be never ending. They had to cut hump after hump to move forward. Their original enthusiasm gave place to some great struggle. They saw a narrow snow ridge going up to the top. They made few more beating of the ice axe and they reached the top. They felt relieved from the troublesome journey. They shook hands and embraced each other. It was 11.30. They saw some unclimbed peaks like Makalu, Kanchenjunga and some more peaks in Nepal.

*Fill your life with adventures not things that have stories to tell, not stuff to show*

- d) **The ridge had taken us two and half hours, but it seemed like lifetime. Why?**  
(Para 15 to 17)

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*Our original zest had now quite gone, and it was turning more into a grim struggle.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. To their east side there was a large cornice and a crack was between the cornice and the rock. Tenzing was holding Hillary with the rope and Hillary entered the crack and lifted his body off the ground. Using the power of his whole body Hillary moved backward up the crack. He moved slowly but steadily. Tenzing was leaving the rope and Hillary was moving inch by inch to reach the top of the rock. Then slowly he came out of the crack and reached a wide ledge. Now he felt that nothing would stop him from reaching the top. He stood on the ledge and signaled Tenzing to come up. Tenzing somehow came through the crack and reached the ledge. The ridge seemed to be never ending.

*Life is made for good friends and great adventures.*

- e) **Describe the view from the top. What was the most important photograph?**  
(Para 19 and 20)

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*After ten minutes, I realized that I was becoming rather clumsy-fingered and slow-moving.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. They saw in the east the unexplored and unclimbed Makalu. The great part of Kanchenjunga was seen in the horizon. To the west they could see the unexplored ranges of Nepal. The most important photograph showed the North ridge, showing the North Col and the old route which had been made famous by the struggles of those great climbers of the 1920's and 1930's.

*Life is meant to taste the daring adventure.*

- f) 'There is no height, no depth that the spirit of man, guided by higher spirit cannot attain'. Discuss the above statement in the context of the achievement of Edmund Hillary and Tenzing.

<b>Title</b>	The Summit
<b>Author</b>	Edmund Hillary
<b>Theme</b>	Thrilling experiences of the first explorers reaching Everest

*For a few moments I lay regaining my breath, and for the first time really felt the fierce determination that nothing now could stop us reaching the top.*

The well-organized expedition was launched in the spring of 1953, and a high camp from which to reach the summit was established by mid-May. After a pair of climbers failed to reach the top on May 27, Hillary and Tenzing set out for it early on May 29; by late morning they were standing on the summit. From 1920 onwards many famous climbers tried to climb Mount Everest. They went closer to the goal but they did not achieve this. But Hillary and Tenzing reached Everest summit. At 11:30 a.m. on May 29, 1953, Edmund Hillary of New Zealand and Tenzing Norgay, a Sherpa of Nepal, became the first explorers to reach the summit of Mount Everest, which at 29,035 feet above sea level is the highest point on earth. They too had the same difficulty and danger faced by the previous climbers. Hillary and Tenzing with full hope moved forward facing all the hardships. In some places they had soft snow and they might give way under their foot. But they proceeded further and reached the top. This shows that if man has high spirit he can achieve anything in this world.

*Life is meant to taste the daring adventure.*

## UNIT-5 THE CHAIR (KJ. RAJANARAYANAN)

1. Answer the following questions in one or two sentences each based on your understanding of the story.
  - a) **What was put on the family agenda?**  
How to get a chair was put on the family agenda.
  - b) **Who visited the family?**  
The maternal uncle visited the family.
  - c) **Describe the stool that the narrator's family had.**  
The stool measured a mere three-fourth foot. If a person did not sit properly on it, it would topple over.
  - d) **What was Pedanna's suggestion to their father?**  
Pedanna suggested to her father to buy a chair from the town.
  - e) **What was offered to Maamanaar by their mother?**  
Their mother offered to Maamanaar a tumbler of butter milk mixed with asafetida.
  - f) **Why were the two chairs compared to Rama-Lakshmana?**  
The two chairs were compared to Rama-Lakshmana because the two chairs were identical to each other.

**g) When did the children shy away from the chair?**

The children were afraid to sit on the chair. A dead body of an important person was kept on the chair. So they shied away from the chair.

**h) How did Maamanaar handle the chair at home?**

Every day morning Maamanaar wiped the chair neatly. If it was to be shifted from one place to another he himself carried it. He used to keep it down gently.

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

**a) What happened to the visitor when he sat on the stool?**

The visitor was the sub-judge. So he was offered the stool to sit on. He could not keep the balance well and he fell down with a thud.

**b) Why did the family find it difficult to make a chair?**

In the village they did not have a chair to take as a model. Moreover there was no carpenter in the village who could make a chair. So the family found it difficult to make a chair.

**c) What was grandmother's suggestion of wood? Why?**

Grandmother suggested to have teak wood for the chair. It would be light to carry and it would be sturdy.

**d) How was the chair made and how did the villagers react to it?**

A carpenter was called from the neighbouring village to make two chairs – one for the narrator's family and one for his uncle. When the villagers came to know about the chair they came in group to see that.

**e) When did the children get over the fear of sitting on the chair?**

After the chair had been used to keep the dead body the children were afraid to sit on the chair. The chair was washed well. When a guest came he was asked to sit on the chair and he sat on it. That removed the fear from the children.

**f) Why did Maamanaar hand over the chair to the villagers to retain it?**

The villagers used the chair to keep the dead bodies on the chair. Maamanaar thought that it would not be proper to use it after using it for the dead body. Moreover the villagers needed a chair for that purpose. So he handed over the chair to the villagers.

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

**a) Narrate the humorous incidents that happened in the author's home before and after the arrival of the chair.**

<b>Title</b>	The Chair
<b>Author</b>	Ki. Rajanarayanan
<b>Theme</b>	The first chair of the village

*Sometimes it's the smallest decisions that can change our lives forever.*

Rajanarayanan, popularly known as Ki. Ra is a Tamil folklorist and a prolific writer. His short story 'Naarkali' has been translated to English as 'The Chair'. In this short story he created a situation where people were not much aware of chair. The family members decided to make a chair for the family. But they had neither a chair to take as a model nor a carpenter in the village. The carpenter from a neighbouring village was invited to have a discussion about making a chair. As the discussion was in progress their maternal uncle came to their house. The uncle also wanted to have a chair for himself. So it was decided to make two chairs in black wood. When the chairs arrived one chair was sent to uncle's house. After a few days an important person died. The villagers asked the chair to keep the dead body. After this incident children were afraid to sit on the chair. When a guest came he sat on it. That removed the fear from the children. One night again the neighbours came to their house to get the chair for funeral. Pedanna told them that they had given the chair to his uncle. After many days the narrator visited his uncle's house. He saw his uncle sitting on the floor. His uncle explained that he kept the chair for the purpose of the funeral. The narrator hurried home to convey the news to his family members. But he was not sure whether to take it positively or negatively.

*Just as we were about to caution the sub-judge, he fell down with a thud and rolled over*

**b) Write character sketches of Maamanaar and Pedanna.**

<b>Title</b>	The Chair
<b>Author</b>	Ki. Rajanarayanan
<b>Theme</b>	The first chair of the village

*Don't take a permanent decision for your temporary emotions.*

Rajanarayanan, popularly known as Ki. Ra is a Tamil folklorist and a prolific writer. His short story 'Naarkali' has been translated to English as 'The Chair'. The family discussed the problem of making a chair with a carpenter. As the discussion was in progress their maternal uncle came to their house. He sat down on his usual place and the mother gave his favourite butter milk. He always enjoyed drinking the butter milk made from their milchcow. The cow had been given by the uncle to their mother. The uncle also wanted to have a chair for him. His love for his sister should be mentioned here. His sister respected him. He gifted the cow which he himself had bought. He always kept his dignity. At the end he kept the chair for the use of the villagers because he realised the need for it. Pedanna was the brother of the narrator. He had his opinion on any subject. He suggested that they could get a chair from the town. When the villagers came regularly to have the chair to keep the dead bodies Pedanna took the final decision. Pedanna sent the villagers to his uncle's house and their problem came to an end.

*Pedanna finally thought of an idea. We kept it to the two of us.*

## UNIT-6 ON THE RULE OF THE ROAD (A. G. GARDINER)

### 1. Answer the following questions in one or two sentences each.

a) **Why did the lady think she was entitled to walk down the middle of the road?**

The lady thought that she had liberty to walk wherever she liked.

b) **What would be the consequence of the old lady's action?**

The old lady's action would lead to a great confusion of the traffic. There was every possibility of risk to her life.

c) **What does the 'rule of the road' mean?**

The 'rule of the road' means that in order to preserve the liberties of all, the liberties of everybody must be curtailed.

d) **Why should individual liberty be curtailed?**

Individual liberty should be curtailed for a social order.

e) **How would a reasonable person react when his actions affect other person's liberty?**

A reasonable person would reflect that if the policeman did not interfere with him he would interfere with no one and the result would be utter chaos.

f) **Define 'liberty' as perceived by the author.**

The author defines liberty as a social contract. It is an accommodation of interests.

g) **According to the author, what are we more conscious of?**

We are more conscious of the imperfections of others in the case of accommodating individual liberty to the liberty of others.

h) **What is the foundation of social conduct?**

A reasonable consideration of the rights or feelings of others is the foundation of social contract.

i) **How can we sweeten our life's journey?**

The little habits of common intercourse sweeten our life's journey.

j) **What does the traffic policeman symbolize?**

The traffic policeman symbolizes liberty and not tyranny.

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

a) **What is 'liberty' according to the old lady?**

According to the old lady, walking where she likes is her personal liberty. She thinks that people have got liberty now. She gives importance to individual liberty.

b) **How would 'liberty' cause universal chaos?**

If an individual asserts his liberty and ignores the liberty of others, it would cause universal chaos. If everybody gets in everybody's way nobody would reach anywhere.

c) **Why is there a danger of the world getting 'liberty drunk'?**

Everyone asserts his liberty and does what he likes to do. Everyone gets in everybody's way. Individual liberty is given priority. So there is a danger of the world getting 'liberty drunk'.

d) **'Curtailed of private liberty is done to establish social order' – Do you agree?**

Yes, I agree to the point of view that curtailment of private liberty is done to establish social order. Liberty is a social contract. If everyone has his own way of asserting individual liberty, nobody would get anywhere. There will be utter chaos and confusion everywhere.

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

a) **What do you infer from Gardiner's essay 'On the rule of the Road'?**

<b>Title</b>	On the Rule of the Road
<b>Author</b>	A.G. Gardiner
<b>Theme</b>	Accommodation of our liberty to others' liberty



*There is a danger of the world getting liberty-drunk in these days.*

In the lesson 'On the Rule of the Road', Gardiner emphasises that liberty is not a personal matter but a social contract. According to him, the rule of the road means that the liberties of everybody must be curtailed for the liberties of all to be preserved. If everybody gets in everybody else's way, nobody will get anywhere. Individual liberty would become social anarchy. In matters which do not touch others' liberty we can be as free as we like. We can choose to go down the road in a dressing gown. We can go to bed late or get up early. We need nobody's permission in these matters. It is personal liberty. We can practise our trombone in our house without disturbing our neighbours. But if we do it in the street, the neighbours will raise objections. They will argue that our liberty to blow trombone must not interfere with their liberty to sleep in quiet. So we must accommodate our liberty to the liberties of others.

*"They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."*

b) Explain in your own words, "what freedom means?".

<b>Title</b>	On the Rule of the Road
<b>Author</b>	A.G. Gardiner
<b>Theme</b>	Accommodation of our liberty to others' liberty

*When we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty.*

Freedom means doing what is pleasing to us without interfering in freedom of others. Our freedom is restricted for the cause of social order. Freedom is not a personal matter. It involves the people around us or the people whom we come into contact with. We may have the freedom to dress anyway we like. We have the freedom to choose any religion to practice. In matters that do not infringe on others' freedom, we are absolutely free. We can listen to any song or watch any TV serial but when we tune at high volume, we offend our family as well as our neighbours whose freedom to be in quiet is breached by us. To maintain the freedom of all, the freedom of everybody must be curtailed or restricted. So freedom is a social contract.

*Freedom is not a gift bestowed upon us by other men but a right that belongs to us by the laws of God and nature.*

c) "My right to swing my fist ends, where your nose begins." Elucidate with reference to, 'On the Rule of the Road'.

<b>Title</b>	On the Rule of the Road
<b>Author</b>	A.G. Gardiner
<b>Theme</b>	Accommodation of our liberty to others' liberty

*When we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty.*

Liberty is doing what we desire. We can dye our hair or wax our moustache. We can put on an overcoat and sandals. We can go to bed late or get up early. In these personal matters, we follow our fancy and need not expect anybody's permission. But when we come into contact with other people we cannot do everything we like. What we should do will be qualified by other's liberty. We may swing our fist in any way but our liberty to swing ends where someone's nose begins. We are supposed not to hit or hurt the person coming opposite. We should not disregard his liberty or his feelings. One can blow the trombone in the street but the liberty of his neighbours to sleep calmly should not be breached. So we must accommodate others' liberties to our liberty. This is the foundation of social contract.

*Liberty is maintained by responsible freedom.*

- d) **Civilization can only exist when the public collectively accepts constraints on its freedom of action – Explain.**

<b>Title</b>	On the Rule of the Road
<b>Author</b>	A.G. Gardiner
<b>Theme</b>	Accommodation of our liberty to others' liberty

*In order that the liberties of all may be preserved, the liberties of everybody must be curtailed.*

Civilization can only exist when liberty of the public is restricted. The liberties of everybody must be curtailed for the liberties of all to be preserved. One may choose to go down the street in a dressing gown. One may have a fancy for dyeing his hair or waxing his moustache. But in the presence of people liberties are restricted for the social order. We may blow the trombone provided nobody is disturbed. But if the neighbours argue that our freedom to play on the musical instrument interferes with their liberty to sleep calmly, they are justified. Unless all the people follow the traffic rule without asserting their liberty to choose to go any way they like, there will be utter chaos. None can reach anywhere. So the public must collectively accept constraints on its freedom so that the life journey will be sweet.

*The love of liberty is the love of others; the love of power is the love of ourselves.*

**ENGLISH-POEM**  
**UNIT-1 THE CASTLE (EDWIN MUIR)**

1. Based on your understanding of the poem, answer the following questions in one or two sentences each.
- a) **Who is the narrator in the poem?**  
One of the soldiers is the narrator in the poem.
  - b) **How long had the soldiers been in the castle?**  
The soldiers had been in the castle throughout the summer.
  - c) **Why were the soldiers in the castle fearless?**  
The soldiers were fearless because their gates and walls were strong. Their captain was brave and the soldiers were true to their profession.
  - d) **Where were the enemies?**  
Their enemies were standing half a mile away but their actual enemy was gold.
  - e) **Why does the narrator say that the enemy was no threat at all?**  
The narrator was confident that no one could trick them to enter the castle. So the narrator says that there was no threat at all.
  - f) **Did the soldiers fight with the enemies face to face?**  
No, they did not fight with the enemies face to face.
  - g) **Who had let the enemies in?**  
A wizened warder had let the enemies in.
  - h) **How did the enemies enter the castle?**  
The wizened warder after getting bribery opened the gate. The enemies entered through the tunnels.
  - i) **Why were the secret galleries bare?**  
As the gate was opened to the enemies by the warder, the strong and secret galleries were bare and open to the enemies.
  - j) **What was the 'shameful act'?**  
The wizened warder's act of opening the gate to the enemies was the shameful act.
  - k) **Why didn't the narrator want to tell the tale to anybody?**  
The narrator did not want to tell the tale to anybody because it would spoil the name of all the soldiers.
  - l) **Why did the narrator feel helpless?**  
As the gate was opened to the enemies, the soldiers did not have time to stop them. So the narrator felt that they were helpless.
  - m) **Who was the real enemy?**  
The real enemy was gold.

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

**Stanza 1-3**

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

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

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

Poem	The Castle
Poet	Edwin Muir
Theme	Money makes many things

*Our gates were strong, our walls were thick,  
So smooth and high, no man could win  
A foothold there,*

Edwin Muir, in his poem 'The Castle', describes the confidence of the soldiers in the beginning and the treacherous act of one warder which led to the fall of the castle. It is written in the form of monologue. The whole narration is done by a soldier. They had enough quantity of ration and more arms and other amenities. Moreover their allies were coming to help them. Their gates were very strong and their walls were very thick so no one could enter the castle. Only a bird could fly over the wall and reach the castle. The soldier was confident that no one could bribe them to open the gates because he thought that the captain was brave and the soldiers were true to their profession. But they were cheated by a warder who opened the gate for the enemy to enter the castle. The soldiers did not have any time to fight with the enemies. The famous castle was overthrown. No one can narrate this tale without shame. They could do nothing as they were sold out to the enemy. Their only enemy was gold and they had no weapon to fight against gold.

*Our only enemy was gold,  
And we had no arms to fight it with.*

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

Poem	The Castle
Poet	Edwin Muir
Theme	Money makes many things

*No clever trick  
Could take us dead or quick,  
Only a bird could have got in.*

Edwin Muir, in his poem 'The Castle' describes the confidence of the soldiers in the beginning and the treacherous act of one warder which led to the fall of the castle. It is written in the form of monologue. The whole narration is done by a soldier. In the III stanza the poet describes the strength of the castle. Their gates were very strong and their walls were very thick so no one could enter the castle. Only a bird could fly over the wall and reach the castle. The soldier was confident that no one could bribe them to open the gates because he thought that the captain was brave and the soldiers were true to their profession. In the second part of the IV stanza the poet gives a totally different picture. In the first part the poet asks who could give them a bait. The mood changes in the second part. But they were cheated by a warder who opened the gate for the enemy to enter the castle.

*The famous citadel overthrown,  
And all its secret galleries bare.*

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

Poem	The Castle
Poet	Edwin Muir
Theme	Money makes many things

*We watched the mowers in the hay  
And the enemy half a mile away  
They seemed no threat to us at all.*

Edwin Muir, in his poem 'The Castle' describes the confidence of the soldiers in the beginning and the treacherous act of one warder which led to the fall of the castle. It is written in the form of monologue. The whole narration is done by a soldier. The castle was strong and no one could enter it. They had enough and more arms and provisions to take care of the soldiers. The narrator was confident that no could attack them. But a wizard warder had become a prey to greed. So it was easy for the enemies to bribe him with gold. The castle had a very complicated way to reach the castle. But everything became useless because of the greed of the warder. He opened the gate to the enemies and they could use all the secret ways to reach the castle. This is an example to say that human greed will lead to the fall of mighty citadel.

*The cause was lost without a groan,  
The famous citadel overthrown,  
And all its secret galleries bare.*

*How can this shameful tale be told?  
I will maintain until my death*

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

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

i. Who does 'we' refer to?

'We' refers to the soldiers.

ii. How did the soldiers spend the summer days?

The soldiers spent the summer days watching the mowers and the enemies.

iii. What could they watch from the turret wall?

They could watch from the turret wall mowers in the hay and the enemies who were half a mile away.

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

**i. How safe was the castle?**

The castle was very safe as its gates were strong and the walls were very thick. The walls were so smooth and tall that no one could climb them.

**ii. What was the firm belief of the soldiers?**

The firm belief of the soldiers was that no one could win them.

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

**i. What was challenging?**

The wall was challenging.

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

The strength of the wall is conveyed in the above line.

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

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

The way to the castle was very strong. It was a maze of tunneled stone. But it became very weak and thin because of the treachery of the warder.

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

Ans: abaa

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

**i. Why couldn't they do anything?**

As they were sold out for gold they could not do anything.

**ii. Why did they feel helpless?**

They felt helpless because they had to surrender without fighting.

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

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

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

The poet wants to express the soldier's view on the strength of the castle.

**Explanation :**

The soldiers of the castle were totally stress-free and relaxed. They were confident of their castle's physical strength. The gates were very strong and the walls were thick. Enemies could never break open either the gate or the wall.

- b) *Our captain was brave and we were true...*

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

After expressing the physical strength of the castle, the poet wants to express the strength of the army.

**Explanation :**

The soldiers of the castle were totally stress-free and relaxed. They believed that the castle was absolutely safe because their captain was brave and the soldiers were loyal to him.

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

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

The poet says these words to express that the castle was very safe.

**Explanation :**

The soldiers were watching from the turret wall. They could see the mowers in the hay and the enemies half a mile away. Their castle had a strong gates and the walls were thick and tall. So the enemies seemed no threat to them.

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

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

The poet says these words at the end to emphasis that it was a shameful story.

**Explanation :**

The soldiers were very confident that the enemies could not enter their castle because they had very strong gates and thick and tall walls. But all their strength was lost due to the treacherous act of a wizard warder. He received bribery and opened the gates for the enemies. This tale of shame cannot be told to others.

e) *I will maintain until my death.*

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

The poet utters these words at the last part of the poem when he feels ashamed of being a soldier

**Explanation :**

The soldiers were very confident that the enemies could not enter their castle because they had very strong gates and thick and tall walls. But all their strength was lost due to the treacherous act of a wizard warder. He received bribery and opened the gates for the enemies. This tale of shame cannot be told to others. He has decided not to reveal this to anyone till his death.

f) *Our only enemy was gold*

**Reference :**

This line is taken from 'The Castle' written by Edwin Muir.

**Context:**

The poet says this to explain that they lost the battle because of avarice for gold.

**Explanation :**

The soldiers were very confident that the enemies could not enter their castle because they had very strong gates and thick and tall walls. Moreover they had enough and more amenities and provisions for the soldiers. They thought the enemies could never win over them. But a wizard warder after receiving gold from the enemies opened the gate to the enemies so the castle fell to the hands of the enemies. Their enemy was not human but gold. So they could not fight.

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

lay	hay
wall	all
fear	tier
load	road
thick	quick
win	in

bait	gate
true	through
stone	groan
air	bare
told	sold
death	with

7. Underline the alliterated words in the following lines.

- With our arms and provender, load on load.
- A little wicked wicket gate.
- The wizened warder let them through.

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

- A little wicked wicket gate. - Alliteration
- Oh then our maze of tunneled stone - Imagery
- Grew thin and treacherous as air. - Personification
- How can this shameful tale be told? - Rhetorical Question
- Our only enemy was gold, - Personification

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

An allegory is a complete narrative that involves characters and events that stand for an abstract idea or event. In other words, a story, poem, or picture can be interpreted to reveal a hidden meaning, typically a moral or political one. As per the definition of allegory the poem 'The Castle' can be called an allegorical poem. It is a narrative poem with many characters. The narrator, other soldiers, mowers, enemy and wizard warder are the characters depicted in this poem. It clearly says that if one in a big team is willing to cheat others the whole team will fall. The moral of the poem is human greed will lead to the fall of a mighty army.

## Listening

### The Soldier

If I should die, think only this of me:  
That there's some corner of a foreign field  
That is forever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam;  
A body of England's, breathing English air,  
Washed by the rivers, blest by suns of home.  
And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England given;  
Her sights and sounds; dreams happy as her day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.

- Rupert Brooke



## UNIT-2 OUR CASUARINA TREE (TORU DUTT)

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

The casuarina tree is tall and strong, with a creeper winding around it like a (1) python. The tree stands like a (2) giant with a colourful scarf of flowers. Birds surround the garden and the sweet song of the birds is heard. The poet is delighted to see the casuarina tree through her (3) casement. She sees a grey monkey sitting like a (4) statue on top of the tree, the cows grazing and the water lilies (5) springing in the pond. The poet feels that the tree is dear to her not for its (6) impressive appearance but for the (7) nostalgic memories of her happy childhood that it brings to her. She strongly believes that (8) nature communicates with human beings. The poet could communicate with the tree even when she was in a far-off land as she could hear the tree (9) lamenting her absence. The poet (10) consecrates the tree's memory to her loved ones, who are not alive. She immortalizes the tree through her poem like the poet Wordsworth who (11) sanctified the yew tree of Borrowdale in verse. She expresses her wish that the tree should be remembered out of love and not just because it cannot be (12) forgotten.

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

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

- a) What is the creeper compared to?

The creeper is compared to a python.

- b) How does the creeper appear on the tree?

The creeper has wound itself around the rugged trunk of the casuarina tree, like a huge python. The creeper has left deep marks on the trunk of the tree.

- c) Describe the garden during the night.

During the night a bird produces sweet sound which is like a song. It goes on as it has no end.

- d) How does the poet spend her winter?

She looks through the window. Mostly in winters a gray baboon is seen sitting on the crest of the tree seeing the sunrise with her younger ones leaping and playing in the tree's boughs. The shadow of the tree appears to fall on the huge water tank.

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

Kokila, a bird similar to cuckoo sings in the poet's garden.

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

Toru Dutt says that it is not because of the majestic appearance of the casuarina tree that it is dear to her heart and soul, but because she along with her siblings spent happy moments under it.

- g) Does nature communicate with human beings?

Yes, nature communicates with human beings.

- h) What has Wordsworth sanctified in his poem?

Wordsworth has sanctified the Yew trees of Borrowdale.

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

The poet wishes to consecrate the tree's memory and importance for the sake of those who are now dead.

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

The tree will be remembered out of love and not just because it cannot be forgotten. So the tree will be remembered for ever.

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

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

Casuarina is referred to in the above lines.

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

The tree is so strong that it bears the tight hold of the creeper.

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

Toru Dutt uses the expression because really a creeper climbs on the casuarina tree.

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

i. Who is the giant here?

The casuarina tree is the giant here.

ii. Why is the scarf colourful?

The scarf is colourful because it is made of crimson coloured flowers.

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

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

The poet means that the tree should not be forgotten.

ii. What does the expression 'fain' convey?

'Fain' means eager so it means that the poet is eager to make the tree holy.

iii. What does the poet convey through the expression 'Fear, trembling hope'?

The poet hopes that the memory of this tree will live on in her poem as the memory of trees celebrated by Wordsworth has lived on in that poet's work.

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

Page 36

a) "Dear is the Casuarina to my soul",

**Reference :**

This line is taken from 'Our Casuarina Tree' written by Toru Dutt.

**Context :**

The poet wants to express how important the tree is for her.

**Explanation :**

The poet feels that the tree is dear to her not for its gallant appearance but for the nostalgic memories of her happy childhood that it brings to her. Toru Dutt says that it is not because of the majestic appearance of the Casuarina Tree that it is dear to her heart and soul, but because she along with her siblings spent happy moments under it.

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

**Reference :**

This line is taken from 'Our Casuarina Tree' written by Toru Dutt.

**Context :**

The poet imagines that she hears a murmur which is the lament of the tree.

**Explanation :**

The poet feels that the tree is dear to her not for its gallant appearance but for the nostalgic memories of her happy childhood that it brings to her. The poet laments the loss of loved ones. She already imagines consolation for such a loss. She alludes to an "unknown land" that is nevertheless "well-known to the eye of faith". The murmur which she imagines to hear is like an eerie speech which means strange and frightening.

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

**Reference :**

This line is taken from 'Our Casuarina Tree' written by Toru Dutt.

**Context :**

The poet is eager to sanctify the memory of the tree.

**Explanation :**

The poet feels that the tree is dear to her not for its gallant appearance but for the nostalgic memories of her happy childhood that it brings to her. The poet wishes to consecrate the tree's memory and importance for the sake of those who are now dead - and looks ahead to death, hoping that the tree be spared obscurity.

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

a) *"Like a huge Python, winding round and round  
The rugged trunk, indented deep with scars".*  
Simile.

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

c) *"A gray baboon sits statue - like alone"*  
Simile.

d) *"The water-lilies spring, like snow amassed"*  
Simile.

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

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

a) Describe the reminiscences of the poet, when she sees the casuarina tree.

Poem	Our Casuarina Tree
Poet	Toru Dutt
Theme	Fond memories about the tree

*But gallantly  
The giant wears the scarf, and flowers are hung  
In crimson clusters all the boughs among.*

Toru Dutt begins the poem, 'Our Casuarina Tree' with the description of the tree. The poet says that the creeper has wound itself around the rugged trunk of the Casuarina Tree, like a huge Python. The creeper has left deep marks on the trunk of the tree. The tree is so strong that it bears the tight hold of the creeper. The tree is described as being gallant, and possibly brave, as very few trees could survive in the strangle-hold of this creeper. The poet then goes on to describe the life that thrives amidst every facet of the tree. The tree is metaphorically said as a giant due to its huge size, strength and boldness. The Casuarina Tree is covered with the creeper which bears red crimson flowers. It appears as though the tree is wearing a colorful scarf. Often at night, the garden echoes and it seems to be jubilant and the song (of a nightingale) has no end; it continues till dawn. At dawn when the poet opens her window she is delighted to see the Casuarina Tree. Mostly in winters a gray baboon is seen sitting on the crest of the tree seeing the sunrise with her younger ones leaping and playing in the tree's boughs. The shadow of the tree appears to fall on the huge water tank.

*Every reminiscence is coloured by the way things are today  
therefore by a delusive point of view.*

b) How does nature communicate with the poet?

Poem	Our Casuarina Tree
Poet	Toru Dutt
Theme	Fond memories about the tree

*And to their pastures wend our sleepy cows;  
And in the shadow, on the broad tank cast by that hoar tree, so beautiful and vast,*

Toru Dutt begins the poem, 'Our Casuarina Tree' with the description of the tree. The poet says that the creeper has wound itself around the rugged trunk of the Casuarina Tree, like a huge Python. The creeper has left deep marks on the trunk of the tree. The tree is so strong that it bears the tight hold of the creeper. The tree is described as being gallant, and possibly brave, as very few trees could survive in the strangle-hold of this creeper. Toru Dutt says that it is not because of the majestic appearance of the Casuarina Tree that it is dear to her heart and soul, but because she along with her siblings spent happy moments under it. Toru Dutt has brought out the theme of nature as something that shares feeling with humans that lightens the burden on the heart. The poet continues with a description of how strong the image of the tree is, even when in lands far away.

*"In nature, everything is perfect in its own way.  
Trees can be contorted, bent in weird ways, and they're still beautiful."*

**c) The poet immortalizes the tree. Elucidate.**

<b>Poem</b>	Our Casuarina Tree
<b>Poet</b>	Toru Dutt
<b>Theme</b>	Fond memories about the tree

*though weak the verse  
That would thy beauty fain, oh, fain rehearse,  
May Love defend thee from Oblivion's curse.*

Toru Dutt begins the poem, 'Our Casuarina Tree' with the description of the tree. The poet says that the creeper has wound itself around the rugged trunk of the Casuarina Tree, like a huge Python. The creeper has left deep marks on the trunk of the tree. The tree is so strong that it bears the tight hold of the creeper. The tree is described as being gallant, and possibly brave, as very few trees could survive in the strangle-hold of this creeper. Toru Dutt says that it is not because of the majestic appearance of the Casuarina Tree that it is dear to her heart and soul, but because she along with her siblings spent happy moments under it. The poet continues with a description of how strong the image of the tree is, even when in lands far away. Even in France and Italy (where the poet studied), she can hear the tree's lament. The poet wishes to consecrate the tree's memory and importance for the sake of those who are now dead - and looks ahead to death, hoping that the tree be spared obscurity. She immortalizes the tree through this poem like how Wordsworth sanctified the Yew trees of Borrowdale. She says "May love defend thee from Oblivion's curse"- expressing her wish that love shield her tree against the curse of forgetfulness, that the tree be remembered out of love and not because it cannot be forgotten.

*We immortalize things which are about to be forgotten.  
Poems which stand beyond years immortalized many things*

## Listening

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

1. The poet was tossing in the bed awake because \_\_\_\_\_.

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

Ans: b) he was struggling to sleep

2. The \_\_\_\_\_ were 'sparkling as pearls'.

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

Ans: c) stars

3. The \_\_\_\_\_ gave the poet a motherly smile.

- a) sun
- b) stars
- c) moon
- d) sky

Ans: c) moon

4. \_\_\_\_\_ made the poet's eyelids droop.

- a) nature
- b) rosy lips
- c) songs
- d) tiredness

Ans: d) tiredness

5. \_\_\_\_\_ is the title of the poem.

- a) Wonders
- b) Midnight Wonders
- c) Nature
- d) Midnight dreams

Ans: b) Midnight Wonders

### UNIT-3 ALL THE WORLD'S A STAGE (WILLIAM SHAKESPEARE)

#### 1. Fill in the blanks using the words given in the box to complete the summary of the poem.

Shakespeare considers the whole world a stage where men and women are only (1) actors. They (2) enter the stage when they are born and exit when they die. Every man, during his life time, plays seven roles based on age. In the first act, as an infant, he is wholly (3) dependent on the mother or a nurse. Later, emerging as a school child, he slings his bag over his shoulder and creeps most (4) reluctantly to school. His next act is that of a lover, busy (5) composing ballads for his beloved and yearns for her (6) attention. In the fourth stage, he is aggressive and ambitious and seeks (7) reputation in all that he does. He (8) promises solemnly to guard his country and becomes a soldier. As he grows older, with

(9) maturity and wisdom, he becomes a fair judge. During this stage, he is firm and (10) serious. In the sixth act, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish (11) treble. The last scene of all is his second childhood. Slowly, he loses his (12) faculties of sight, hearing, smell and taste and exits from the roles of his life.

attention	actors	serious	enter	treble	maturity
faculties	promises	reluctantly	reputation	composing	dependent

#### 2. From the understanding of the poem, answer the following questions briefly in a sentence or two.

a) **What is the world compared to?**

The world is compared to a stage.

b) **"And they have their exits and their entrances" - What do the words 'exits' and 'entrances' mean?**

'Exits' means death and 'entrance' means birth.

c) **What is the first stage of a human's life?**

Infant is the first stage of human life.

d) **Describe the second stage of life as depicted by Shakespeare.**

In the second stage he emerges as a school child. He slings his bag over his shoulder and creeps most reluctantly to school.

e) **How does a man play a lover's role?**

As a lover, he is busy composing ballads for his beloved and yearns for her attention.

f) **Bring out the features of the fourth stage of a man as described by the poet.**

Soldier is the fourth stage. Here man seeks fame though it is temporary and short lived. He endangers his life for it. But it is nothing more than a bubble.

**g) When does a man become a judge? How?**

In the fifth stage he becomes a judge. By the time he develops a round belly. He has a formal beard and quotes many proverbs and modern instances.

**h) Which stage of man's life is associated with the "shrunk shank"?**

In the sixth stage man's life is associated with the "shrunk shank".

**i) Why is the last stage called second childhood?**

The last stage ends the eventful history of man. In this stage he is like a child without teeth, sight and taste.

**3. Explain the following lines briefly with reference to the context.**

- a) *"They have their exits and their entrances;  
And one man in his time plays many parts".*

**Reference :**

These lines are taken from 'All the World's a Stage' which is an extract from Shakespeare's 'As You Like It'.

**Context :**

The poet utters these words when he wants to express how man enters the world.

**Explanation :**

In this part Shakespeare says that the world is a stage. Man enters this stage through his birth and he leaves the stage through death. In between birth and death he plays many roles – seven roles.

- b) *"Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation".*

**Reference :**

These lines are taken from 'All the World's a Stage' which is an extract from Shakespeare's 'As You Like It'.

**Context :**

The poet explains how a soldier would be.

**Explanation :**

In this part Shakespeare says that the world is a stage. Man plays many roles on the stage. These lines explain the fourth stage i.e. of soldier. In this stage he takes great care of honour and reputation. He is quick to get into any argument. He tries to get reputation which is as short-lived as a bubble.

- c) *"Is second childishness and mere oblivion;  
Sans teeth, sans eyes, sans taste, sans everything".*

**Reference :**

These lines are taken from 'All the World's a Stage' which is an extract from Shakespeare's 'As You Like It'.

**Context :**

The poet describes the last role of a man in his eventful life.

**Explanation :**

In this part Shakespeare says that the world is a stage. He plays many roles on the stage. These lines explain the last stage of man. In this stage he becomes like a child and it is his second childishness. It is the stage of oblivion. He is forgotten by his people. He is without teeth, sight, taste and everything.

4. Read the poem once again carefully and identify the figure of speech that has been used in each of the following lines from the poem.

a) *"All the world's is a stage".*

Metaphor.

b) *"And all the men and women merely players".*

Metaphor.

c) *"And shining morning face, creeping like snail".*

Simile.

d) *"Full of strange oaths, and bearded like the pard".*

Simile.

e) *"Seeking the bubble reputation"*

Metaphor.

f) *"His youthful hose, well sav'd, a world too wide"*

Alliteration.

g) *"and his big manly voice, turning again towards childish treble"*

Personification.

5. Pick out the words in 'alliteration' in the following lines.

a) *"and all the men and women merely players"*

and – all ; men – merely.

b) *"And one man in his time plays many parts"*

man – many.

c) *"Jealous in honour, sudden and quick in quarrel".*

quick – quarrel.

6. Read the given lines and answer the questions that follow.

a) *Then the whining school-boy, with his satchel*

*And shining morning face, creeping like snail*

*Unwilling to go to school.*

i. Which stage of life is being referred to here by the poet?

The second stage, the school boy is being referred to here by the poet.

ii. What are the characteristics of the stage?

In this stage the boy goes to school with his bag. His face is shining.

iii. How does the boy go to school?

The boy goes to school with his bag unwillingly. He moves towards the school as slowly as a snail.

iv. Which figure of speech has been employed in the second line?

Simile is employed in the second line.

b) *Then a soldier,*

*full of strange oaths, and bearded like a pard,*

*Jealous in honour, sudden and quick in quarrel*

*Seeking the bubble reputation*

*Even in the cannon's mouth.*

i. What is the soldier ready to do?

The soldier is ready to quarrel. 'Quarrel' here means argument.



ii. Explain 'bubble reputation'.

A bubble means empty and it stays only for a short time. Reputation also is as short-lived as a bubble.

iii. What are the distinguishing features of this stage?

In this stage the soldier is full of promises. He has a beard like a leopard. He tries to gain honour and he is quick to take up any argument. Even at the risk of his life he tries to achieve reputation which is as short lived as bubble.

c) *And then the justice,*

*In fair round belly with good capon lin'd,  
With eyes sever and beard of formal cut,  
Full of wise saws and modern instances;*

i. Whom does justice refer to?

Justice refers to man in his fifth stage.

ii. Describe his appearance.

He has a fair belly; he has become fat from eating chicken. He has a serious look and a formal beard.

iii. How does he behave with the people around him?

He behaves with the people around him as a learned man.

iv. What does he do to show his wisdom?

To show his wisdom he quotes many proverbs and modern instances.

7. Complete the table based on your understanding of the poem.

Stage	Characteristic
1st stage, infant	crying
judge	full of proverbs
soldier	sudden and quick to quarrel
6th stage	unhappy
second childhood	sans teeth, eyes and taste
School boy	whining
old man	oblivion

8. Based on the understanding of the poem, answer the following questions in about 100 – 150 words each. You may add your own ideas if required, to present and justify your point of view.

a) Describe the various stages of a man's life picturised in the poem 'All the World's a Stage'.

Poem	All the World's a Stage
Poet	William Shakespeare
Theme	Man plays seven roles in the life of drama

*All the world's a stage,  
And all the men and women merely players;*

Shakespeare considers the whole world a stage where men and women are only actors. They enter the stage when they are born and exit when they die. Every man, during his life time, plays seven roles based on age. In the first act, as an infant, he is wholly dependent on the mother or a nurse. Later, emerging as a school child, he slings his bag over his shoulder and creeps most reluctantly to school. His next act is that of a lover, busy composing ballads for his beloved and yearns for her attention. In the fourth stage, he is aggressive and ambitious and seeks reputation in all that he does. He promises solemnly to guard his country and becomes a soldier. As he grows older, with maturity and wisdom, he becomes a fair judge. During this stage, he is firm and serious. In the sixth act, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish treble. The last scene of all is his second childhood. Slowly, he loses his faculties of sight, hearing, smell and taste and exits from the stage of the world.

*Is second childishness and mere oblivion;  
sans teeth, sans eyes, sans taste, sans everything*

- b) Shakespeare has skilfully brought out the parallels between the life of man and actors on stage. Elaborate this statement with reference to the poem.

Poem	All the World's a Stage
Poet	William Shakespeare
Theme	Man plays seven roles in the life of drama

*All the world's a stage,  
And all the men and women merely players;*

In the beginning of the poem Shakespeare brings out the imagery of a drama stage and he compares the world to the stage. As needed for a drama stage he introduces exits and entrances. In a drama an actor has particular time to enter and exit. In the same way man enters this world through his birth and exits from this world through his death. In a drama different actors play different roles on the stage. But in the world single man plays different roles at different time of his life. The poet introduces him as an infant and takes him through different roles leading to the final stage of death. As the actors on the stage have their own script to act, man has separate script to act in his different stages. As an infant he has a particular script and as an old man he has another script. Shakespeare divides the whole life of man in this world into seven stages and he has given seven roles to him to play in the drama of life.

*You only live once, but if you do it right,  
once is enough - Mae West*

Shakespeare describes the characteristics of the various stages of man. You are in the second stage of life. What do you think of your roles and responsibilities at this stage? Discuss with your partner and share your ideas with the class.

**Speaking** The second stage of Shakespeare's division of man's life. As it is said in the poem in the beginning of my career as a student I too had the same problem. Now I am out of the trouble. Now I love to come to school. What I learn from here is going to be the basis for my future life. I have to fulfill the responsibilities which this stage has. I have to come to school regularly. I should take my classes very seriously. Apart from the lessons I have to develop many of my skills. I should use this opportunity to have a positive attitude. I should utilise all the opportunities given by the school.

## Listening

Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again.

### The World Is Too Much with Us

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;  
Little we see in **Nature** that is ours;  
We have given **our hearts away**, a sordid boon!  
This Sea that bares her bosom **to the moon**,  
**The winds** that will be howling at all hours,  
And are up-gathered now like **sleeping flowers**,  
For this, for everything, we are **out of tune**;  
It **moves** us not. --Great God! I'd rather be  
A Pagan suckled in a creed outworn;  
So might I, standing on this pleasant lea,

Have glimpses that would make me less forlorn;

Have sight of Proteus rising **from the sea**;

Or hear old Triton blow his wreathed horn.

*William Wordsworth*

## UNIT-4 ULYSSES (ALFRED TENNYSON)

1. Complete the summary of the poem, choosing words from the list given below.  
Lines 1 to 32

Ulysses is (1) unwilling to discharge his duties as a (2) king, as he longs for (3) travel. He is filled with an (4) unquenchable thirst for (5) adventure and wishes to live life to the (6) fullest. He has travelled far and wide gaining (7) knowledge of various places, cultures, men and (8) matters. He recalls with delight his experience at the battle of Troy. Enriched by his (9) experience he longs for more and his quest seems endless. Like metal which would (10) rust if unused, life without adventure is meaningless. According to him living is not merely (11) breathing to stay alive. Though old but zestful, Ulysses looks at every hour as a bringer of new things and yearns to follow knowledge even if it is (12) unattainable.

Page 121

fullest	unquenchable	unattainable	experience	knowledge	king
matters	rust	adventure	unwilling	travel	breathing

### Lines 33 to 42

Ulysses desires to hand over his (1) kingdom to his son Telemachus, who would fulfil his duties towards his subjects with care and (2) prudence. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a (3) tender way. Ulysses is happy that his son would do his work blamelessly and he would pursue his (4) quest for travel and knowledge.

prudence	kingdom	quest	tender
----------	---------	-------	--------

### Lines 44 to 70

Ulysses beckons his sailors to (1) gather at the port where the ship is ready to sail. His companions who have faced both (2) thunder and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer (3) world, regardless of consequences. These brave hearts who had once moved (4) heaven and earth, may have grown old and weak physically but their spirit is young and (5) undaunted. His call is an inspiration for all those who seek true knowledge and strive to lead (6) meaningful lives.

world	thunder	meaningful	gather	undaunted	heaven
-------	---------	------------	--------	-----------	--------

2. Answer the following questions in one or two sentences each.

a) 'Ulysses is not happy to perform his duties as a king.' Why?

Ulysses does not want to be an idle king who would meet the people to talk to them about the laws. He knows that he cannot retire from travel.

b) What does he think of the people of his kingdom?

He thinks that the people of his kingdom are savage people.

c) What has Ulysses gained from his travel experiences?

He has seen and known people of many cities. He has come to know the manner, climate, councils and governments of different cities.

e) **'As tho' to breathe were life!' – From the given line what do you understand of Ulysses' attitude to life?**

Ulysses does not like to stay in a place; he is always for adventures. For him life is not merely for breathing.

f) **What does Ulysses yearn for?**

Ulysses yearns for knowledge; he looks at every hour as a bringer of new things.

g) **Who does the speaker address in the second part?**

He addresses the sailors who are willing to join him for adventure.

h) **Why did Ulysses want to hand over the kingdom to his son?**

Ulysses wanted to hand over his kingdom to his son Telemachus, because he wanted to go with the sailors to experience new adventures.

i) **How would Telemachus transform the subjects?**

Telemachus would fulfil his duties towards his subjects with care and prudence. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a tender way.

j) **'He works his work, I mine' – How is the work distinguished?**

Ulysses' work is to go to different places and Telemachus, his son's work is to rule his kingdom.

k) **In what ways were Ulysses and his mariners alike?**

Ulysses and his mariners were old but they had the honour of the old age. They were closer to death but they wanted to do some noble work before their end.

l) **What could be the possible outcomes of their travel?**

The sea in Gulf may wash them down and they may reach the Happy Isles which are known as Greek Paradise. They may see the great Achilles.

### 3. Identify the figures of speech employed in the following lines.

a) *"Thro' scudding drifts the rainy Hyades  
Vext the dim sea..".*

eg. 'Personification' is employed in the above lines.

b) *"For always roaming with a hungry heart"*  
Personification.

c) *"And drunk delight of battle with my peers";*  
Personification.

d) *".....the deep  
Moans round with many voices".*  
Personification.

e) *"To follow knowledge like a sinking star".*  
Simile.

f) *"There lies the port the vessel puffs her sail"*  
Personification.

4. Read the sets of lines from the poem and answer the questions that follow.

a) *"... I mete and dole*

*Unequal laws unto a savage race,  
That hoard, and sleep, and feed, and know not me".*

i. **What does Ulysses do?**

Ulysses meets people and talks to them about the laws.

ii. **Did he enjoy what he was doing? Give reasons.**

He did not enjoy what he was doing. His main goal was to travel for adventure. He called his people a savage race.

b) *"Yet all experience is an arch wherethrough  
Gleams that untravell'd world, whose margin fades  
For ever and for ever when I move".*

i. **What is experience compared to?**

Experience is compared to an arch through which one can see the unknown world.

ii. **How do the lines convey that the experience is endless?**

When we see through the arch, the end fades away and immediately a new sight will emerge. So the experience is endless.

c) *"Little remains: but every hour is saved  
From that eternal silence, something more,  
A bringer of new things; and vile it were"*

i. **How is every hour important to Ulysses?**

Ulysses wants to utilise whatever time is left with him. So every hour is important to him.

ii. **What does the term 'Little remains' convey?**

He is already old so only little time is left with him.

d) *"This is my son, mine own Telemachus,  
To whom I leave the sceptre and the isle  
Well-loved of me",*

i. **Who does Ulysses entrust his kingdom to, in his absence?**

Ulysses entrusts his kingdom to his son, Telemachus in his absence

ii. **Bring out the significance of the 'sceptre'.**

Sceptre is the decorated staff carried by kings. It is the symbol of kingly power.

e) *"That ever with a frolic welcome took  
The thunder and the sunshine, and opposed"*

i. **What do 'thunder' and 'sunshine' refer to?**

'Thunder' and 'sunshine' refer to the easy and difficult situation they meet when they travel.

ii. **What do we infer about the attitude of the sailors?**

Sailors are ready to accept any situation on the way. They have positive attitude.

f) *"Death closes all: but something ere the end,  
Some work of noble note, may yet be done,  
Not unbecoming men that strove with Gods".*

**i. The above lines convey the undying spirit of Ulysses. Explain.**

Ulysses has a strong and determined mind to travel. He will not be frightened of any difficult situation on the way.

**ii. Pick out the words in alliteration in the above lines.**

ere – end; noble – note.

g) *".....for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die".*

**i. What was Ulysses' purpose in life?**

Ulysses' purpose in life was to travel to unknown lands which might lay far away from him.

**ii. How long would his venture last?**

His venture would last till his death.

h. *"One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield".*

**i. Though made weak by time and fate, the hearts are heroic. Explain.**

Ulysses and the sailors may be weak due to the age and their fate but they all have a very strong will.

**ii. Pick out the words in alliteration in the above lines.**

heroic – hearts; weak – will; strive – seek.

**5. Explain with reference to the context the following lines. (ERC)**

a) *"I cannot rest from travel: I will drink  
Life to the lees".*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

The poet expresses the longing of Ulysses who wants to live his life to the fullest.

**Explanation :**

In the poem he describes his intention to travel to unknown places to gain knowledge and experience. Though he is a king he does not show any interest to rule his kingdom. He says he cannot take rest from travel. He wants to live life to the fullest. He gets the fullest satisfaction only from travel.

- b) *"I am become a name;  
For always roaming with a hungry heart"*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

The poet explains what fame Ulysses has gained so far and what he aspires.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. His ship may drift from one place to another because of strong wind. He has earned a name for himself a constant traveller. He always roams around with a hungry heart. Hungry heart stands for his strong desire to travel to unknown places.

- c) *"How dull it is to pause, to make an end,  
To rust unburnished, not to shine in use!"*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

The poet utters these words to stress that Ulysses does not want to spend quiet days.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. He does not want to stop his travel to unknown places. It will be boring for him to give a short gap between travels. He wants to travel continuously. If he stops his travel his life will be rusted like the unused swords become rusted. Only when we use the swords do they shine. In the same way his life will shine only when he travels.

- d) *"To follow knowledge like a sinking star,  
Beyond the utmost bound of human thought".*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

The poet expresses Ulysses' wish to gather knowledge.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. His quest for knowledge goes beyond ordinary people. He wants to follow knowledge like a sinking star. The expression 'sinking star' is ambiguous. Ulysses wants to chase after knowledge and try to catch it as it sinks like a star. Or it may mean Ulysses himself who is moving closer to death. So he is sinking like a star. He wants to gain knowledge which may be beyond the human thoughts.

- e) *"He works his work, I mine".*

**Reference :**

This line is taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

The poet expresses that Ulysses wants to follow his own way.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. Though he is a king he does not want to rule over his kingdom. He has decided to pass the responsibility of ruling the people to his son, Telemachus. Then Ulysses would be free to undertake his journey to different places. Telemachus will do his work as a king and Ulysses will do his work as a traveller.

- f) *"...you and I are old;  
Old age hath yet his honour and his toil";*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

Here Ulysses address his fellow sailors.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. They faced the easy and difficult situations alike. Now all have become old. In their old age they still maintain honour and they have the strength to work hard. This shows the determination of Ulysses and his men.

- g) *"The long day wanes: the slow moon climbs: the deep  
Moans round with many voices".*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

Ulysses talks about his last days and he wants to travel before his death.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. Light fades, and the day wanes. Ulysses calls out that it is not too late to discover a "newer world." He knows that the old age might have made all of them weak but still they have the determination to travel. The sea is waiting for them to take another venture. Ulysses observes the sunset and the arrival of night, but it seems like he's thinking about his own death as well. It reminds us of people mourning a death.

- h) *"It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew".*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

In the last part of the poem the poet brings in the idea of Ulysses' death.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. They can leave this shore and sail beyond the sunset, exploring until he dies. Perhaps they even will reach the Happy Isles and meet Achilles. Although they are weak in age, much vigour remains; they still have "heroic



hearts" Happy Isles means Greek Paradise. Achilles was the greatest Greek warrior. It is believed that Achilles spent his time in Happy Isles after his death.

- i) *"We are not now that strength which in old days  
Moved earth and heaven";*

**Reference :**

These lines are taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

In the last part of the poem the poet brings in the physical weakness of Ulysses in his old age.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. He accepts that they have become old and they lost their strength. Once they had the strength to move heaven and earth which means they were strong enough to do any physical work. Although they are weak in age, much vigor remains; they still have "heroic hearts" which are "strong in will" and want to persevere, explore and discover and never give up.

- j) *"To strive, to seek, to find, and not to yield".*

**Reference :**

This line is taken from the poem, 'Ulysses' written by Alfred Tennyson.

**Context :**

In the last part of the poem the poet talks about the strong will power of Ulysses.

**Explanation :**

In the poem, 'Ulysses' he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. He accepts that they have become old and they have lost their strength. Once they had the strength to move heaven and earth which means they were strong enough to do any physical work. Though they have lost their strength their will is not lost. Their will-power will be with them to work hard, to find something new.

**6. Answer the following questions in a paragraph of about 100 words each.**

- a) **What makes Ulysses seek newer adventures?**

Poem	Ulysses
Poet	Alfred Tennyson
Theme	Hungry heart for travel and experience

*Yet all experience is an arch wherethro'  
Gleams that untravell'd world whose margin fades*

The poem, 'Ulysses' was written by Alfred Tennyson. Ulysses complains that he is idle as a king, stays with his elderly wife and keeps passing enlightened laws to his people. He does not want to stop his travels; he suffered and experienced pleasure both with others and alone and both at sea and on the shore. He is a famous name; he has seen the world and has been honored everywhere. He also has enjoyed battling at Troy with his fellow warriors. He is a part of all that he has met, but this is not the end, for his experience is an archway to new experiences, with the horizon always beyond reach. It is boring to stop and wither away and be useless in his old age; simply breathing is not life. When he is alive there is time for something more. It would be a shame to do nothing for even three days; he does not want to store himself away. His spirit yearns to attain knowledge and follow it like a sinking star.

*To follow knowledge like a sinking star,  
Beyond the utmost bound of human thought.*

b) List the roles and responsibilities Ulysses assigns to his son Telemachus, while he is away.

Poem	Ulysses
Poet	Alfred Tennyson
Theme	Hungry heart for travel and experience

*This is my son, mine own Telemachus,  
To whom I leave the sceptre and the isle*

The poem, 'Ulysses' was written by Alfred Tennyson. In the poem he describes his intention to travel to unknown places to gain knowledge and experience. In contrast, his son Telemachus, who will succeed him as king, seems content to stay in the kingdom and simply rule the people. Ulysses loves him and knows that he will use his prudence to govern wisely, turning the rough people mild, and he is blameless and decent in his common duties. He honors the family's gods. Yet, Telemachus does not have his father's energy. He will do his work well leaving Ulysses to do his work as a traveller. When compared with Ulysses, Telemachus seems a lot less restless. He has "slow prudence," meaning he's patient and willing to make the best decision for the people of Ithaca without being too hasty.

*A rugged people, and through soft degrees  
Subdue them to the useful and the good.-*

c) What is Ulysses' clarion call to his sailors? How does he inspire them?

Poem	Ulysses
Poet	Alfred Tennyson
Theme	Hungry heart for travel and experience

*Free hearts, free foreheads - you and I are old;  
Old age hath yet his honour and his toil;*

The poem, 'Ulysses' was written Alfred Tennyson. In the poem he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem Ulysses addresses his fellow sailors. Ulysses beckons his sailors together at the port where the ship is ready to sail. His companions who have faced both thunder and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer world, regardless of consequences. These brave hearts who had once moved heaven and earth, may have grown old and weak physically but their spirit is young and undaunted. His call is an inspiration to all those who seek true knowledge and strive to lead meaningful lives.

*'T is not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows;*

Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again.

Choose the best option and complete the sentences.

- \_\_\_\_\_ works like madness in the poet.  
a) Wander-Thirst    b) Bidding Farewell    c) Eastern Sunrise    d) Western Seas    **Ans: a)**
- A man could choose \_\_\_\_\_ as his guide.  
a) the sun    b) the hills    c) a star    d) a bird    **Ans: c)**
- There is no end of \_\_\_\_\_ once the voice is heard.  
a) walking    b) roaming    c) talking    d) voyaging    **Ans: d)**
- The old ships return, while the young ships \_\_\_\_\_.  
a) drift    b) move    c) sail    d) wander    **Ans: c)**
- The blame is on the sun, stars, the road and the \_\_\_\_\_.  
a) hills    b) trees    c) seas    d) sky    **Ans: d)**

### UNIT-5 A FATHER TO HIS SON (CARL AUGUST SANDBURG)

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

#### Lines 1-25

The poet Carl Sandburg gives a vivid description of a father's worldly (1) wisdom in directing a son who is at the threshold of his (2) manhood. Here the father motivates his son to be like a hard (3) rock and withstand life's (4) challenges and sudden betrayals. (5) Life is like a fertile soil. We can make our life fruitful if we are gentle, and take life as it comes. At times (6) gentleness overtakes harshness. The growth of a (7) tender-flower can split a rock. One should have a (8) deep desire and strong will to achieve. Greed for (9) money has left men dead before they really die. Good men also have fallen prey in quest for (10) easy money. Time for (11) leisure is not a waste. When you seek knowledge never feel ashamed to be called a (12) fool for not knowing, at the same time learn from your (13) mistakes and never (14) repeat it.

deep desire	manhood	gentleness	mistakes	easy	leisure	fool
life	money	repeat	tender-flower	rock	challenges	wisdom

#### Lines 26-44

Page 164

Do (15) introspect often, and do not hesitate to accept your shortcomings, avoid (16) white lies to protect self against other people. Solitude helps to be (17) creative and (18) final decisions are taken in silent rooms. Instead of being one among many, be (19) different if that is your nature. The son may need lazy days to find his (20) inherent abilities, to seek what he is born for. He will then know how free imaginations bring (21) changes to the world, which (22) resents change. During such resentment, let him know that it is time for him to be on his own, and (23) work to achieve like Shakespeare, the Wright brothers, Pasteur, Pavlov and Michael Faraday.

changes	introspect	inherent	work	resents
white lies	creative	final decisions	different	

- Based on your understanding of the poem answer the following questions in one or two sentences.
  - How would the poet's advice help his son who is at the threshold of the manhood?  
The poet's advice would help his son face life's challenges and sudden betrayals confidently.
  - 'A tough will counts.' Explain.  
One should have a deep desire and strong will power to achieve.
  - What happened to the people who wanted too much money?  
The people who wanted too much money were dead years before their burial.

**d) What has twisted good men into thwarted worms?**

The search for more in a dishonourable way has twisted good men into thwarted (frustrated) worms.

**e) How would his being alone help the boy?**

Being alone will help him to be creative and make final decisions.

**f) Where are the final decisions taken?**

The final decisions are taken in silent rooms.

**g) What are the poet's thoughts on 'being different'?**

The poet says that instead of being one among many, his son should be different if it is easy and natural.

**h) Why does the poet advise his son to have lazy days?**

The son may need lazy days to seek his deeper motives and find his inherent talents.

**i) The poet says**

*'Without rich wanting nothing arrives'* but he condemns *'the quest of lucre beyond a few easy needs.'*  
Analyse the difference and write.

One should earn money honestly. He should be satisfied with sufficient money to lead his life. Without the desire for earning money, one cannot satisfy one's basic needs. But the search for money dishonestly should be discouraged. One should not accumulate money beyond essential needs.

**4. Read the lines given below and answer the questions that follow.**

a) *"Life is hard; be steel; be a rock."*

**i) How should one face life?**

One should face life by being like a rock.

**ii) Identify the figure of speech in the above line.**

Metaphor.

b) *Life is a soft loam; be gentle; go easy,  
And this too might serve him."*

**i) Why does the poet suggest to take life easy?**

Life is like a fertile soil. We can make our life fruitful by being gentle and taking life easy.

**ii) Identify the figure of speech in the above line.**

Metaphor.

c) *Tell him solitude is creative if he is strong  
and the final decisions are made in silent rooms.*

**i) Can being in solitude help a strong human being? How?**

Yes. Being in solitude helps a strong human being to introspect and make final decisions.

**ii) Identify the figure of speech in the above line.**

Transferred Epithet.

d) *Tell him time as a stuff can be wasted.  
Tell him to be a fool every so often*

**i) Why does the poet suggest that time can be wasted?**

Time can be wasted for leisure.

**ii) Identify the figure of speech in the above line.**

Repetition.

- e) *Tell him to be a fool ever so often  
and to have no shame over having been a fool  
yet learning something out of every folly  
hoping to repeat none of the cheap follies*

**i) Is it a shame to be a fool at times?**

No, it is not a shame to be a fool at times. But follies should not be repeated.

**ii) What does one learn from every folly?**

One learns some lessons from every folly and hopes not to repeat anyone of the follies.

- f) ----- *Free imaginations  
Bringing changes into a world resenting change.*

**i) How does free imagination help the world?**

Free imagination helps the world by introducing changes.

**ii) Identify the figure of speech.**

Transferred epithet.

**g) Pick out the alliterated words from the poem and write.**

*And this might stand him for the storms  
stand – storms.*

**5. Explain the following lines with reference to the context. (ERC)**

Page 10/

- a) *and guide him among sudden betrayals  
and tighten him for slack moments.*

**Reference :**

These lines are taken from the poem 'A Father to his Son' written by Carl August Sandburg.

**Context :**

This is in the beginning of the advice given by a father to his son.

**Explanation:**

The poet wants to direct his son who is reaching manhood. He motivates his son to be like a hard rock. He can face life's challenges and untoward breach of trust by being firmly resolved. 'Slack moments' refers to a state of depression.

- b) *Brutes have been gentled where lashes failed.*

**Reference :**

This line is taken from the poem 'A Father to his Son' written by Carl August Sandburg.

**Context :**

This line comes when the poet wants to say that life is sometime soft and we may need to be gentle.

**Explanation:**

The poet motivates his son reaching manhood to be steely resolved. This will make him face the challenges of life and sudden betrayals. At times gentleness overtakes harshness. Thrashing may fail to change a man. But a gentle approach will make a brute good-natured.

- c) *Yet learning something out of every folly  
hoping to repeat none of the cheap follies*

**Reference :**

These lines are taken from the poem 'A Father to his Son' written by Carl August Sandburg.

**Context :**

In the course of giving advice to his son, the father utters these words.

**Explanation:**

The poet directs his son who is reaching manhood to be a successful person. From his experience he advises his son to be careful in certain areas. Here he says making mistakes is not something to feel ashamed of. We can learn many things from our mistakes. But we should be careful not to repeat the mistake.

- d) *He will be lonely enough  
to have time for the work*

**Reference :**

These lines are taken from the poem 'A Father to his Son' written by Carl August Sandburg.

**Context :**

The poet wants to say that being in solitude, his son will make some changes.

**Explanation:**

The poet wants his son to know how free imaginations bring changes to the world which resents change. During such resentment he will know that it is time for him to be his own and try to achieve like great people.

**6. Answer the following questions in a paragraph of about 100 words each.**

- a) Explain how the poet guides his son who is at the threshold of manhood, to face the challenges of life.

<b>Poem</b>	A Father to his Son
<b>Poet</b>	Carl August Sandburg
<b>Theme</b>	A father's advice to his son for his better future

*"Life is hard; be steel; be a rock." And this might stand him for the storms*

The poet, Carl August Sandburg motivates his son to be like a hard rock to face the challenges of life and betrayals. He can make his life fruitful if he is gentle and takes life easy. He must have a firm will power and deep desire to achieve. He should earn sufficient money to satisfy his basic needs. But he must remember that too much money has killed men and left them dead before their burial.

He must know that it is not a shame to be called a fool. At the same time, he must learn lessons from the mistakes and avoid repeating the follies. He must introspect often and accept his weaknesses. He must not tell white lies to protect himself. Being alone will help him make wise decisions. He can be different if that is his nature. Finding his inherent talents and deeper motives, he must work to achieve like Shakespeare, Wright Brothers, Pasteur and so on.

*Tell him to be different from other people  
If it comes natural and easy being different*

**b) How according to the poet is it possible for his son to bring changes into a world that resents changes?**

<b>Poem</b>	A Father to his Son
<b>Poet</b>	Carl August Sandburg
<b>Theme</b>	A father's advice to his son for his better future

*Bringing changes into a world resenting change.*

The poet directs his son who is reaching manhood. He motivates him to be as hard as steel to face the challenges of life and sudden betrayals. He tells his son that he may need lazy days to seek his deep motives and find his inherent abilities. He will then know how free imagination can bring changes to the world. It is indeed that the world may disagree to the changes suggested. It may rebel them. But with his firm will power and gentle ironical approach, he can convince the world of desirable changes for a better and brighter tomorrow. The growth of a frail flower can shatter and split a rock. At times gentleness overtakes harshness. Thus according to the poet, it is possible for his son to bring changes into a world that resents changes.

*He will be lonely enough to have time for the work, he knows as his own.*

## Listening

**Listen to the poem read by the teacher or to the recorded version and write a synopsis in about 100 words. The teacher can choose any three stanzas.**

### The first three stanzas

Abraham Lincoln writes a letter to his son's teacher in which he expects the teacher to guide him to face the world confidently. He wants his son to learn that all men are not honest. But at the same time, the teacher can tell him that for every scoundrel, there is a hero who is upright and honest. There is a dedicated leader among greedy politicians. There is a friend who will stand by him when he is surrounded by enemies. Let his son avoid envy and learn how to laugh quietly. He should know that it is easy to win over bullies. Let him know the value of reading books. But he must have free time to think deep on the eternal mystery of nature.

## Speaking

*"Tell him too much money has killed men  
And left them dead years before burial:"*

These are the lines you have just read from the poem.

**Given below is a well-known quotation.**

"Cowards may die many a times  
before their death".

**Study the quotation and identify the adverse human qualities that are worse than 'death' and discuss the underlying message conveyed.**

An aimless life is more than death. One should live for one's family and society. So, life without aim or ambition is worse than death. There are some people who flatter and praise those with power or wealth and they die before their burial. Similarly, the parasites – those who live on others – are a burden on a civilized society. Such people's life is worse than death. Inability to fight against despotic rule and bearing with the bestial cruelties of the oppressor are worse than death. Those who indulge in terrorism and cowardly act of killing the innocent people are dead before their burial.

### UNIT-6 INCIDENT OF THE FRENCH CAMP (ROBERT BROWNING)

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

The poet Robert Browning narrates an incident at the French Camp in the war of 1809 between France and Austria, in a (a) **dramatic** version. He describes the brave action of a (b) **valiant** soldier, whose heroic devotion to duty and his (c) **pride** in it is inspiring and worthy of (d) **admiration**.

During the attack of the French army on Ratisbon, Napoleon was anxious about the (e) **result**. Austrians were defending Ratisbon with great (f) **determination** and courage. Napoleon was watching the war standing on a (g) **mound** near the battlefield.

All of a sudden a rider appeared from the closed smoke and dust. Riding at great speed, jumping and leaping, he approached the mound where Napoleon stood. As he came closer, the narrator noticed that the rider, a young boy, was severely wounded. But the rider showed no sign of pain and smiling in joy, jumped off the horse and gave the happy news of (h) **victory** to the emperor.

He exclaimed with pride that the French had (i) **conquered** Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his plans (j) **soared** up like fire. His eyes (k) **softened** when he saw that the soldier was severely wounded. Like a caring mother eagle, the emperor asked if he was wounded. The (l) **wounded** soldier replied proudly that he was killed and died heroically.

determination	pride	wounded	conquered
result	admiration	mound	soared
dramatic	softened	victory	valiant

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

- a. **Who do you think is the narrator of the poem?**

One of the French soldiers is the narrator of the poem.

- b. **Where was the narrator when the incident happened?**

The narrator was in the French Camp when the incident happened.



**c. Who took the city of Ratisbon by storm?**

The French army took the city of Ratisbon by storm.

**d. Where was Napoleon standing on the day of attack on the city of Ratisbon?**

Napoleon was standing on a little mound near the battle field.

**e. Describe the posture of Napoleon.**

Napoleon was standing with his neck out-thrust, legs wide and arms locked behind.

**f. Who came galloping on a horse to Napoleon?**

A young soldier came galloping on a horse to Napoleon.

**g. What does the phrase 'full galloping' suggest?**

The phrase, 'full galloping' suggests that the horse is running at its fastest.

**h. Why was the rider in a hurry?**

The rider was in a hurry to give the happy news of victory to the emperor.

**i. What did the rider do when he reached Napoleon?**

The rider exclaimed with pride that French had conquered Ratisbon and he himself had hoisted the flag of France.

**j. Why did the rider keep his lips compressed ?**

He wanted to block the flow of blood from his mouth. So he kept his lips compressed.

**k. Where did the rider plant the French flag after Ratisbon was captured?**

After Ratisbon was captured, the rider planted the French flag in the market-place.

**l. What was Napoleon's reaction on hearing the news of victory?**

Napoleon's eyes flashed and his plans soared up like fire when he heard the news of victory.

**m. When did the narrator find that the boy was badly wounded?**

When the boy kept his lips compressed to prevent the flow of blood from his mouth, the narrator found that he was badly wounded.

**n. Why did Napoleon's eyes become soft as a mother eagle's eyes?**

Napoleon's eyes became soft when he found that the young soldier was wounded.

**o. How did the young soldier face his end?**

He faced his end courageously and proudly.

**3. Literary Devices.**

"Alliteration is the repetition of the same consonant sound in successive or nearby words." Note that in alliteration the sound and sense go together.

**a. Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows:**

<i>With neck out-thrust, you fancy how,</i>	- a
<i>Legs wide, arms locked behind,</i>	- b
<i>As if to balance the prone brow</i>	- a
<i>Oppressive with its mind.</i>	- b

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

a) **Legs wide, arms locked behind,  
As if to balance the prone brow  
Oppressive with its mind.**

(i) **Whose action is described here?**

Napoleon's action is described here.

(ii) **What is meant by prone brow?**

Inclined downward is meant by prone brow and also it conveys being serious and thoughtful.

(iii) **What is his state of mind?**

His state of mind is preoccupied with thoughts and anxiety related to the result of the war.

b) **You're wounded!' 'Nay', his soldier's pride**

**Touched to the quick, he said;**

(i) **Why did the boy contradict Napoleon's words?**

The boy contradicted Napoleon's word because he had fought a valiant battle.

(ii) **Why was his pride touched?**

His pride was touched because he was mistaken. He was not wounded but killed.

c) **A film the mother-eagle's eye**

**When her bruised eaglet breathes:**

i) **Who is compared to the mother eagle in the above line?**

Napoleon is compared to the mother eagle.

ii) **Explain the comparison.**

Like the mother eagle worried and caretaking Napoleon shows care and concern for the wounded soldier.

**EXPLAIN WITH REFERENCE TO THE CONTEXT**

i) **Then off there flung in smiling joy,  
And held himself erect**

**Reference:**

These words are taken from the poem 'Incident of the French camp' written by the very famous poet Robert Browning. The hero – war captain restlessly waits for the good news. His anxiety is well expressed by the poet.

**Context:**

He is happy to see a young warrior galloping towards him. The young warrior reached the spot in style and befitting the military style held himself well and smiled.

**Explanation**

The "smiling joy" express the boldness, positivism and the commitment of the young soldier. 'Held himself', the poet has used alliteration to telling effect in the line. The words used are simple but very effective. They also convey urgency and purposefulness. The word 'off' and 'flung' stand for urgency. 'Smiling joy' bears

testimony for the bravery of the young soldier. It also conveys the positive information to Napoleon the great.

**(ii) 'I'm killed, Sire! ' And, his chief beside,  
Smiling, the boy fell dead.**

**Reference:**

These words are quoted from 'Incident of the French camp' by Rober Browning.

**Context**

The theme of the poem is related to relay of information regarding the war and the importance of it.

**Explanation**

The words given above in sumtotal express the heroic deed of the young, chivalrous natured soldier. The words 'Im killed' clearly specify the nature of the death of the individual. In a fight victory or defeat could be the outcome. No war can be won without the sacrificial death of valiant warriors. The young man could be termed a Martyr. His happiness is expressed by the word 'smiling' definitely he would have felt happy dying beside the great leader. The poem through the quoted words express pathos. The young warrior's grit and never – say – die spirit place him in the highest pedestal. The language used is simple free, flowing but very assuring.

**(iii) ' To see your flag – bird flap his vans  
Where I, to heart's desire,  
Perched him!**

**Reference:**

These words are garnered from the poem "Incident of the French camp' penned by Robert Browning.

**Context:**

The young warrior describes in detail how he perched their flag.

**Explanation:**

The boy though wounded and tired does not fail to present the needed details to his leader. The words 'heart's desire; clearly underlines the patriotic fervor of the young man. The word 'him' gives almost a touch of personification. The glee expressed by the young soldier and the intent listening of the leader convey the conversational tone made use of the poet. The word 'perched' makes us understand and feel proud regarding the crowning glory moment. The choosy words flag, flap, vans and perched really picturised a beautiful image in our mind. Certainly we can visualize the flag flapping and flying.

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

a) The young soldier matched his emperor in courage and patriotism. Elucidate your answer.

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!*

The young soldier, though wounded fatally, became determined to convey the happy news of victory to Napoleon. He rode the horse at his fastest. He approached the mound where the emperor was standing. He kept his lips compressed in order to prevent the flow of blood from his mouth. His breast was shot in two but he was courageous enough to conceal his severe wound. He showed little sign of pain. Smiling in joy, he jumped off the horse and gave the happy news of victory to the emperor. He exclaimed with pride that French had conquered Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his eyes flashed. But presently, he became concerned. He asked if he was wounded. The wounded soldier proudly said that he was killed. Indeed he died heroically.

*My plans  
That soar, to earth may fall  
Let once my army leader Lannes  
Waver at the yonder wall*

b) What is the role of the young soldier in the victory of the French at Ratisbon?

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*'Well', cried he, 'Emperor, by God's grace  
We've got you Ratisbon!*

The young soldier fought courageously at Ratisbon. After French army had conquered Ratisbon, he himself hoisted the flag of France. He longed to convey the happy news of victory to the emperor. He wanted to be the first to announce the news of victory. Despite severe wounds he rode on his horse back at his fastest. He concealed his wounds and kept his lips compressed. He showed no sign of pain. He approached the mound where Napoleon was standing. He exclaimed with joy and pride that French had conquered Ratisbon. He fell dead heroically.

*To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!*

c) Napoleon was a great source of inspiration to his army. Justify.

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*Then off there flung in smiling joy  
And held himself erect.*

During the attack of the French army at Ratisbon, Napoleon's army was attacking Ratisbon with determination. He was standing on a mound near the battle field. He had his neck out-thrust with legs wide and arms locked behind. It shows that he was standing majestically though he thought that his plans might fall to earth. Outwardly he did not show any sign of worry or desperation. When the young soldier announced the happy news of victory, his eyes became bright. His plans soared up like fire. Presently his eyes softened when he saw that the soldier was severely wounded. Like a caring mother eagle watching her bruised eaglet he asked the soldier if he was wounded. His posture and action proved that he was august and awe-inspiring. No doubt he was a great source of inspiration to his army.

*'You're wounded!' 'Nay', his soldier's pride  
Touched to the quick, he said:  
'I'm killed, Sire!'*

## Listening

Some words have been left out in the poem below. First, read the poem. Then, fill in the missing words on listening to the reading or the recording of it in full. You may listen again, if required.

### The Drum

John Scott (1731 - 83)

I hate that drum's discordant sound,  
Parading round, and round, and round:  
To thoughtless youth it pleasure yields,  
And lures from cities and from fields, sell their liberty for charms  
Of tawdry lace, and glittering arms;  
And when Ambition's voice commands,  
To march, and fight, and fall, in foreign lands .  
I hate that drum's discordant sound,  
Parading round, and round, and round;  
To me it talks of ravag'd plains,  
And burning towns, and ruin'd swains,  
And all that Misery's hand bestows,  
To fill the catalogue of human woes.

## ENGLISH-SUPPLEMENTARY READER

### UNIT - 1 GOD SEES THE TRUTH BUT WAITS (LEO TOLSTOY)

1. **Answer the following questions in a sentence or two each, based on your understanding of the story.**
  - a) **Why did Aksionov's wife stop him from going to the fair?**

Aksionov's wife saw a bad dream. She saw her husband's hair went grey. So she stopped him from going to the fair.
  - b) **What is the importance of Aksionov's wife's dream?**

In the dream Aksionov's wife saw her husband's hair went grey and it so happened to him in prison.
  - c) **What made Aksionov leave the inn before dawn?**

It was Aksionov's habit to get up early. So he got up early and wanted to travel while it was cool.
  - d) **What were the circumstances that led to Aksionov's imprisonment?**

Aksionov stayed in the next room. He left the inn early. He gave doubtful answers to the questions of the officers. The blood-stained knife was in his baggage.
  - e) **Why did Aksionov give up sending petitions?**

Aksionov did not get any reply for his petitions. He thought he could get mercy only from God. So he gave up sending petitions.
  - f) **Why didn't Makar disclose that he had killed the merchant?**

Makar did not disclose that he had killed the merchant because he did not want to get the punishment for murder.
  - g) **Did Makar feel guilty when he heard Aksionov's story?**

At first he did not feel guilty when he heard Aksionov's story.
  - h) **What made Aksionov think that Makar was the real murderer?**

Makar seemed to know Aksionov somehow, leading the latter to wonder if Makar knew anything about the murder of the merchant. Makar's reply led Aksionov to begin to suspect that it was Makar who had in fact committed the crime.
  - i) **What was Aksionov's realization by the end of the story?**

Aksionov realised by the end of the story that he had been suffering because he was worse than Makar who had killed the merchant.
  - j) **Why did Aksionov's wife suspect him of involvement in the murder?**

Circumstantial evidences and his character in the past were against Aksionov. So she suspected that her husband must have got involved in the murder.
2. **Answer the following questions in three or four sentences each.**
  - a) **Did the police officer have sufficient evidence to convict Aksionov?**

The police officer had sufficient evidence to convict Aksionov. Aksionov stayed in the next room. He left the inn early. He gave doubtful answers to the questions of the officers. The blood-stained knife was in his baggage.
  - b) **What impact did the book "The Lives of Saint" have on Aksionov?**

While imprisoned, he became a boot-maker, thus earning enough money to buy a book called *The Lives of the Saints*. He read this book whenever possible. On Sundays he took a prominent role in the religious services, and he sang in the choir of the prison church. The wardens and guards appreciated his humility, and the other prisoners regarded him with respect, calling him "Grandfather" and "The Saint."

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

Makar was from Vladimir which was the place of Aksionov. When Makar heard that Aksionov was arrested for the murder of a merchant and the bloody knife was found in his baggage he recognised Aksionov. He was surprised and said, "Wonderful. Really wonderful."

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

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

*Leo Tolstoy – two characters – attractive merchant Ivan Dmitrich Aksionov – wild in youth – now settled down – lived with wife and children – decided to go to a fair – could sell merchandise – wife had bad dream – wrongly accused of a murder – sent to prison – Makar Semeyonich the real murderer – sent to prison for another crime – Makar realised – Aksionov punished for his crime – not willing to accept – Aksionov accepted the situation – helped Makar – he asked pardon from Aksionov*

<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story 'God sees the Truth but Waits' presents two characters – Aksionov and Makar Semeyonich. In Russia during the nineteenth century, a young, attractive businessman named Ivan Dmitrich Aksionov lived with his wife and children. Although he had been a bit wild in his youth, he had now settled down and lived a responsible, productive life. One day he decided to make a trip to a fair where he could sell some of his merchandise. Although his wife had had a bad dream about this trip, Aksionov decided to proceed. He was a very plain minded man but unfortunately he was wrongly accused of a murder. He was sent to a prison in Siberia. In the later part Makar was introduced as the real culprit of the murder. This time he was caught for another crime and came to Siberia. Makar realised that Aksionov was punished for his crime but he was not willing to reveal this. Aksionov became very composed and accepted his situation. Once he had a chance to stand against Makar but he did not do it. This touched the heart of Makar and made him ask pardon from Aksionov.

*Always forgive your enemies - nothing annoys them so much.  
- Oscar Wilde*

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

*Aksionov punished wrongly – wife believed evidence – he wept – God knew the truth – expected mercy from God - stopped appealing to the government – sent to the mines in Siberia – 26 years of imprisonment – happiness disappeared – weak – prayed to God*

<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story 'God Sees the Truth But Waits' describes the story of Aksionov, who was wrongly punished for a murder. Although Aksionov strongly said that he was not guilty, he was arrested and charged with the murder. Even his wife wondered if he might have been involved, since the circumstantial evidence was so striking. When his wife suspected him he hid his face in his hand and wept. He said to himself that only God alone seemed to know the truth. It was only to Him alone he could appeal. Only from God could he expect mercy. Then he stopped writing any appeal for mercy to the government. He only prayed to God. After being severely flogged, he was sent to work in the mines in Siberia. During his twenty-six years of imprisonment there, his hair turned white, his happy-go-lucky personality disappeared, and his body began to weaken. He never showed any sign of happiness and he frequently prayed to God.

*Always forgive your enemies - nothing annoys them so much.*

**c) Describe the life of Aksionov in prison.**

*Aksionov punished wrongly – flogged – sent to Siberia – 26 years of imprisonment – lost happiness – prayed to God – a boot maker – bought 'The Lives of the Saints' – interested in religion – sang in choir – appreciated by wardens and guards – was respected – 'Grandfather, Saints' – did not prove his innocence – died in prison*

<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story 'God Sees the Truth But Waits' describes the story of Aksionov, who was wrongly punished for a murder. Although Aksionov strongly said that he was not guilty, he was arrested and charged with the murder. After being severely flogged, he was sent to work in the mines in Siberia. During his twenty-six years of imprisonment there, his hair turned white, his happy-go-lucky personality disappeared, and his body began to weaken. He never showed any sign of happiness and he frequently prayed to God. In prison, he became a boot-maker, thus earning enough money to buy a book called 'The Lives of the Saints'. He read this book whenever possible. On Sundays he took a prominent role in the religious services, and he sang in the choir of the prison church. The wardens and guards appreciated his humility, and the other prisoners regarded him with respect, calling him "Grandfather" and "The Saint." Though he had a chance to prove his innocence he preferred to spend his last days in prison. At last he died in prison.

*Always forgive your enemies - nothing annoys them so much.*

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

<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story 'God Sees the Truth But Waits' describes the story of Aksionov, who was wrongly punished for a murder. Although Aksionov strongly said that he was not guilty, he was arrested and charged with the murder. After being severely flogged, he was sent to work in the mines in Siberia. In prison, he became a boot-maker, thus earning enough money to buy a book called 'The Lives of the Saints'. He read this book whenever possible. On Sundays he took a prominent role in the religious services, and he sang in the choir of the prison church. The wardens and guards appreciated his humility, and the other prisoners regarded him with respect, calling him "Grandfather" and "The Saint." Once a new set of prisoners came and then Aksionov realised that one of the prisoners, Makar, who was the real murderer. But later he decided to accept the punishment. Then he had a chance to stand against Makar but he did not do so. He did not want to see Makar harshly punished and even began to wonder if he had wrongly suspected Makar of murdering the merchant.

*To forgive is to set a prisoner free and discover that the prisoner was you.*

**e) Discuss the meaning and importance of the saying "God Sees the Truth But Waits".**

*Aksionov punished wrongly – wife doubted his innocence – he wept – God knew the truth – expected mercy – God – prayed to God – God allows innocent sufferings – 26 years of imprisonment – God waits to reveal the truth – Makar in the prison – the real culprit – refused to accept – Makar surrenders*



<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story "God Sees the Truth But Waits" presents a good merchant who was punished wrongly for a murder due to circumstantial evidence. Even his wife wondered if he might have been involved, since the circumstantial evidence was so striking. When his wife suspected him he hid his face in his hand and wept. He said to himself that only God alone seemed to know the truth. It was only to Him alone he could appeal. Only from God could he expect mercy. Then he stopped writing any appeal for mercy to the government. He only prayed to God. In this story only God knows the true criminal but He allows the innocent Aksionov to suffer in prison. Aksionov also accepts the imprisonment. He spent nearly twenty six years in prison. God waits to reveal the truth. Now Makar the real culprit came to the same prison but refused to accept his hand in the murder. At the end he was made to surrender. Thus God knows the truth but waits to reveal it.

*Forgiveness is God's command - Martin Luther*

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

<b>Title</b>	God Sees the Truth, But Waits
<b>Author</b>	Leo Tolstoy
<b>Theme</b>	Forgiveness is the best form of revenge

Leo Tolstoy in his short story "God Sees the Truth But Waits" describes a good merchant who was punished wrongly for a murder due to circumstantial evidence. He was sent to Siberia prison and he spent twenty six years there. Then the real culprit Makar came to prison for some other crime. Aksionov understood that he was the culprit but Makar refused to accept it. Once Aksionov had caught Makar trying to dig a tunnel to escape the prison. Aksionov could easily have reported this deed to the authorities, but he chose to keep quiet, even after Makar threatened him. When the tunnel was eventually discovered, no one would identify Makar as the culprit who had been doing the digging. Aksionov did not reveal this to the governor. He forgave Makar. Later that night, Makar came to Aksionov's bed and begged the old man for forgiveness. He confessed that he had indeed killed the merchant and had hidden the bloody knife in Aksionov's belongings. He offered to confess to this crime so that Aksionov could be released from prison and go back to his home and family. Thus it is proved that forgiveness is the best form of revenge.

*Forgiveness is the fragrance that the violet sheds  
on the heel that has crushed it.*  
- Mark Twain

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

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

Pi became an orphan. He was hanging on an oar. He had a tiger in front of him and sharks beneath him. A violent storm was about him.

b) Who was Richard Parker?

Richard Parker was a tiger.

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

Richard Parker was a 450 pound Bengal tiger. Pi thought such a huge animal could not withstand thirst and hunger.

d) Why was the great beast not behaving naturally?

The great beast was not behaving naturally because it must have been sedated or it suffered from sea sickness.

e) Why was Pi not afraid of the hyena?

Pi was not afraid of the hyena because he had the presence of a huge animal, the tiger.

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

Pi was thirsty and his throat was parched. He was going from place to place in the life boat to find out water. Finally he saw many tins of water just below the tarpaulin. He slowly moved towards that and took three tins and quenched his thirst.

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

When he saw the water tins they glittered like diamonds. His heart began to pound. He unrolled the tarpaulin further and took the tins.

h) Why did Pi want to tame Parker?

When the situation came to die, the animal because of its toughness may out live Pi.. He wanted to tame Parker to make it die if the situation came, before him.

i) What saved Pi's life?

Richard Parker, the tiger saved Pi's life.

j) How did Pi reunite with his family?

At the end he left the tiger in a jungle. A ship came to him and he reunited with his family.

2. Answer the following questions in about 50 words.

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

Pi was not afraid of other animals because of the presence of Richard Parker. The tiger was not behaving in the usual way. It was because it might have been sedated or it suffered from sea sickness. He had the will to live because of the presence of Parker. He made him not to think too much about the tragic incidents and his family.

b) Describe the lifeboat.

The lifeboat was three and a half deep, eight feet wide and twenty six feet long. The lifeboat was designed to carry thirty two people. Everything in the lifeboat was painted orange. It had tarpaulin, life jackets, lifebuoy and oars. The words Tsimtsum and Panama were painted on either side of the bow in black Roman capital.

c) How did Pi feel after drinking water?

Pi was suffering from thirst. His throat was parched. He went from place to place to find out water. Finally he found tins of water under the tarpaulin. With some difficulty he opened the tins and drank water. He was delighted and it brought him hope, surprise, disbelief, thrill and gratitude.

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

First he wanted to tame Richard Parker so that if a situation to die came he would make Parker die first. Then he realised that a part of him was glad about Parker and that part did not want Parker to die because if it died he would be left alone.

**3. Answer in a paragraph.**

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

*Pi on his way to Canada – ship wrecked – escaped in a life boat – tiger, orangutan, zebra, hyena – left only with tiger – a protection to him – seemed sedated – seasickness – other animals fear of bigger animal – brought Pi peace – wanted to tame him – tiger should die first – his love for tiger – wanted to live with tiger*

<b>Title</b>	Life of Pi
<b>Author</b>	Yann Martel
<b>Theme</b>	Adventures of a boy on a life boat with a tiger

'Life of Pi' is an abridged version of the famous novel titled 'Life of Pi' written by Yann Martel. Pi was on his way to Canada with his father, mother and animals of his zoo. But unfortunately the ship was wrecked and Pi escaped in a lifeboat. In the same lifeboat he had a tiger named Richard Parker, an orangutan, a zebra and a hyena. At the end he was left with the tiger. Parker's presence was a protection for him from other animals. It behaved as if it was sedated and it suffered from seasickness. Other animals were silent because of the fear of the bigger animal. Pi accepted that Parker calmed him down. He says that one who scared him brought him peace. He wanted to tame him. His attitude was that he tiger should die first. But suddenly he realised that part of him loved the tiger. He did not want to be left alone. So he wanted to live with the tiger.

*Adventures start where plans end.*

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

*Pi on his way to Canada – animals of his zoo – ship wrecked – escaped with few animals – thirsty – moving from one end to other – he might die – discovered water cans – water enough for 124 days – opened the can – poured the water into his throat – he got back his life – liquid of life -*

<b>Title</b>	Life of Pi
<b>Author</b>	Yann Martel
<b>Theme</b>	Adventures of a boy on a life boat with a tiger

'Life of Pi' is an abridged version of the famous novel titled 'Life of Pi' written by Yann Martel. Pi was on his way to Canada with his father, mother and animals of his zoo. But unfortunately the ship was wrecked and Pi escaped in a lifeboat. He managed the fear of the animals but he could not manage the thirst. His throat was parched. He was moving from one end to other to find out water. He thought that if he could not drink water he would die. Finally he discovered that the life boat had enough water in the cans. His heart began to pound at the prospect of drinking water. He unrolled the tarpaulin and found out the water which was enough for him for 124 days. He took a can and opened it with difficulty and poured the water into his throat. He felt that he got back his life with the water. So he says it was the liquid of life. Water is the elixir which gives life to man.

*Live your life by a compass, not a clock - Stephen Covey*

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

If I were lost in the sea like Pi I would like to carry enough water and food. I could have some other things which are needed for first aid if something happens during the struggle. It is always better to have covering over the head maybe with a tarpaulin. I would be happy if I have some system to call the passing ships to come to help me.

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

• As he looked around, he was shocked to find Richard Parker on board.	2
• His search for water took him dangerously close to Richard Parker but nothing could stop him – neither Richard Parker nor the hyena.	4

• Pi left Richard Parker in a jungle and reunited with his family.	10
• Pi came back to life and his senses after drinking the elixir of life.	7
• He understood that it was Richard Parker who helped him survive for 227 days.	9
• He was pinned by weakness having had no food, water or even sleep for nearly three days.	3
• Strangely his thirst overpowered his fear of Richard Parker and he went about exploring for fresh water.	5
• A little later, he succeeded in his search, when he found stacks of cans of drinking water.	6
• Pi was stranded in the Pacific on a lifeboat.	1
• Then, he realized that Parker who scared him earlier brought him peace, purpose and wholeness.	8

**Summary**

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

## UNIT – 3 THE HOUR OF TRUTH (PLAY) (PERCIVAL WILDE)

### 1. Rearrange the following sentences in a meaningful sequence and write the summary of the play.

- a) Baldwin who returned home after meeting Gresham, informed his family that Gresham had offered a hundred thousand, if he would utter the words 'I don't remember' in court, during the trial.
- b) The family members tried to justify Gresham's act and enticed Baldwin into accepting the money.
- c) Thus 'The Hour of Truth' had dawned relieving Baldwin of the heavy burden and guilt.
- d) Baldwin was an honest and upright man, working under John Gresham, in a bank.
- e) To save Baldwin, Mr. Marshall, President of the Third National, visited him and informed him that Gresham had confessed his crime, in order to free him from betraying his trusted friend and testifying painfully against him.
- f) Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham.
- g) Baldwin felt disgusted with himself and the attitude of his family members.
- h) Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him.
- i) Mr. Marshall also offered Baldwin a job in his Bank, to reward him for his honesty and integrity.
- j) The family members who were initially against Gresham, changed their mind on hearing the huge sum offered by him.

#### Summary

Baldwin was an honest and upright man, working under John Gresham, in a bank. Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham. Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him. Baldwin who returned home after meeting Gresham, informed his family that Gresham had offered a hundred thousand, if he would utter the words 'I don't remember' in court, during the trial. The family members who were initially against Gresham, changed their mind on hearing the huge sum offered by him. The family members tried to justify Gresham's act and enticed Baldwin into accepting the money. Baldwin felt disgusted with himself and the attitude of his family members. To save Baldwin, Mr. Marshall, President of the Third National, visited him and informed him that Gresham had confessed his crime, in order to free him from betraying his trusted friend and testifying painfully against him. Mr. Marshall also offered Baldwin a job in his Bank, to reward him for his honesty and integrity. Thus 'The Hour of Truth' had dawned relieving Baldwin of the heavy burden and guilt.

### 2. Answer the following questions in one or two sentences each.

#### a) Why did Baldwin meet Gresham?

Gresham, the president of the bank misappropriated the bank money and he was arrested. Mr. Gresham asked Mr. Baldwin the Governor of the bank and his close friend to meet him to discuss how to come out of this problem.

#### b) What made Martha withdraw her money from the bank?

She read in the newspaper about the wrecking of the bank and she withdrew her money on her own against the wishes of her husband.

#### c) How is Martha's strong conviction in Baldwin's integrity revealed?

Marth told her daughter Evie that her husband Baldwin never did anything wrong. She was sure that Baldwin could not have done anything wrong.

**d) What had Donovan told John?**

Donovan had told John that nobody had any idea that there was something wrong with the bank.

**e) John feels Gresham deserves punishment. Why?**

John feels that Gresham was paying his staff poorly. Even his father was underpaid. So he feels that Gresham deserves punishment.

**f) What was Baldwin's advice to Gresham?**

Baldwin advised Gresham to make good the loss of the customers.

**g) What did Gresham want Baldwin to do?**

Gresham wanted Baldwin to save him from the case.

**h) Explain the significance of the words 'I don't remember'.**

These are the words which Gresham wants Baldwin to tell the court. If Baldwin says that he does not remember certain things, Gresham will not be punished.

**i) Why does John turn wild on hearing that Gresham had offered his father money?**

Gresham did not pay his father well when he was working as a governor of the bank. But now he offered him money to tell a lie. So he turns wild.

**j) When would Baldwin part company with Gresham?**

When Gresham ceases to be honest Baldwin would part company with Gresham.

**k) What does John consider 'a technicality'?**

Nobody loses any money and nobody wants to punish Gresham. John considers this as a technicality.

**l) Why was John filled with shame?**

John was filled with shame because he carried the name of Gresham who would be punished for misappropriation of money.

**m) How much did Gresham offer to pay Baldwin for saving his skin and how did he justify that?**

Gresham offered to pay hundred thousand dollars. Gresham justified saying that Baldwin was underpaid when he was in service and the hundred thousand dollars would be the difference between what he was paid and what he had been worth to the bank.

**n) What was Mr. Marshall's offer to Baldwin?**

Mr. Marshall offered Baldwin a job in the bank, the Third National.

**o) How was Baldwin's honesty rewarded?**

At the end Gresham accepted his guilt so Baldwin need not give witness against his boss. Because of his honesty he got a job in the Third National.

**3. Based on your understanding of the play, complete the Graphic Organiser given below.**

**Title : The Hour of Truth**

**Setting :**

Parlour of a little cottage where a family awaits the return of the head, Mr. Baldwin. Baldwin and his family members discuss the problem in the Bank where Baldwin was working.

**Author : Percival Wilde**

**Characters :**

Baldwin, Martha, Evie, John, Mr. Marshall.

**Theme:**

Tendency to be corrupted by the power of money.

**Climax :**

Gresham accepts his crime. Baldwin's honesty is proved. Mr. Marshall offers him a job in the Third National.

**Values highlighted in the play :**

We should not be carried away by the power of money. Honesty will be rewarded at the end.

**Plot :**

Mr. Robert Baldwin works in the bank of Mr. Gresham, who is now in police custody for misappropriation of depositors' money. He offers Mr. Baldwin, a truthful person, 100000/- dollars as bribe to say three words 'I don't remember' at the time of the trial which is going to take place the next day. The reaction to this offer from all other members of his family is the main plot of the play.

**4. Answer in a paragraph in about 150 words each.**

- a) Trace the bond of friendship between Baldwin and Gresham. Explain why Baldwin wished to attribute some credit to his friend.

*money corrupts – Baldwin honest and upright – working in bank of John Gresham – good friends – Baldwin's son Gresham – Gresham – misappropriation of money – Baldwin to testify against him – Gresham sincere – Baldwin honest – decided to part with friend – promised 100000 dollars – Baldwin's family greedy – wanted to help Gresham – Baldwin kept his honesty.*

<b>Title</b>	The Hour of Truth
<b>Author</b>	Percival Wilde
<b>Theme</b>	Honesty will be ultimately rewarded

Percival Wilde's play "The Hour of Truth" is an intense psychological study. It studies the corrupting influence of money on people. The plot of the play explores greed from different angles. Almost all individuals in this play are tempted by money. This one act play particularly shows how easily people forget their moral values and principles. Baldwin was an honest and upright man, working under John Gresham, in a bank. Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham. Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him. Gresham had been a sincere person and Baldwin was an honest man. Both were good friends but when Baldwin came to know about the misappropriation of money he decided to part with him. Though Gresham promised to give him 100000 dollars for saving him Baldwin did not accept the offer. At the end Baldwin's family wanted to help Gresham because they were greedy enough to get the money from Gresham. But Baldwin kept his honesty till the end.

*Integrity is telling myself the truth. And honesty is telling the truth to other people.*

- b) How did Martha and John react when they came to know that Baldwin had rejected the generous offer made by Gresham?

<b>Title</b>	The Hour of Truth
<b>Author</b>	Percival Wilde
<b>Theme</b>	Honesty will be ultimately rewarded

Baldwin was an honest and upright man, working under John Gresham, in a bank. Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham. Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him.

Baldwin had determined to testify against Gresham. Baldwin's family members were with Baldwin to testify against Gresham. When they heard that Gresham offered to give him hundred thousand dollars their perception changed. Martha was telling him that people would talk against Baldwin if he testified against Gresham. They would say that he ditched his close friend. His son John told him that he would be ashamed if Gresham was punished because he had his name with him. Their change of attitude shows how man changes when money corrupts him.

*Integrity is telling myself the truth. And honesty is telling the truth to other people.*

c) **Is Baldwin really honest or does he maintain his honesty fearing criticism? Why do you say so?**

<b>Title</b>	The Hour of Truth
<b>Author</b>	Percival Wilde
<b>Theme</b>	Honesty will be ultimately rewarded

Baldwin was an honest and upright man, working under John Gresham, in a bank. Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham. Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him. Baldwin was really an honest man. If he had not been so he would have accepted the huge offer given by Gresham. Even if he testified for Gresham he would just say 'I don't remember'. This would not reveal him to the public. Though his family members changed their attitude after knowing the offer, he did not accept their request. There was a possibility of losing his job but still he determined to testify against Gresham. Because of his honesty Mt. Marshall offered him a job in the Third National. So we can say that Baldwin is really an honest man.

*No legacy is so rich as honesty.*

d) **Sketch the character of i) Robert Baldwin and ii) John Gresham**

*Baldwin simple life with family – governor national bank – honest, hardworking – more than 35 years – good relationship with family – kind and loyal – no compromise with morality – did not accept the offer to help Gresham – arrested for misappropriation of money – get promotion at the Third National  
John Gresham president of national bank – corrupt – representative of new America – money minded – misappropriates bank money – selfish – do anything to hide corrupted nature – ready to give bribes – change in the end – powerful and truthful attitude of Baldwin – a new man – will to be honest*

<b>Title</b>	The Hour of Truth
<b>Author</b>	Percival Wilde
<b>Theme</b>	Honesty will be ultimately rewarded

i) **Robert Baldwin** is the protagonist of this play. He leads a simple life with his wife Martha and his son John and daughter Evie. He is working as the Governor of the National Bank. He is an honest, diligent and hardworking employee. He has been working in the bank for more than 35 years. He keeps a good relationship with his family members. He is kind and loyal to others. He is not ready to make any kind of compromise with his morality. When his friend John Gresham was arrested for the misappropriation of bank account. Baldwin was not ready to make any kind of compromise. Baldwin was the only witness. He is not upset when John Gresham offers a bribe of 100000 dollars to say in the court, "I don't remember". It is because of his deep-rooted morality and honesty, he is getting promotion at the Third National.



- ii) **Mr. John** Gresham is the President of a national bank. He is corrupt from the beginning. He is really a true representative of the new American. He has a strong attachment with the money. He misappropriates money from his own bank. His attitude towards money is really selfish. He is ready to do anything for hiding his corrupted nature. He is ready to give and take bribes. But he changes his mind in the end with the firm resolve and truthful attitude of his friend John Baldwin. He becomes a new man. This shows that he has a will to be a man of honesty.

*It takes strength and courage to admit the truth.*

- e) **Who do you think exhibits true friendship – Baldwin or Gresham? Justify your answer.**

*Baldwin honest and upright – in Gresham's bank – Gresham and Baldwin friends – named son Gresham – more than 30 years – Gresham's misappropriation of money – Baldwin to testify against – offer of hundred thousand dollars – Baldwin not ready – ready to part with him – Gresham not honest – accepts his mistake – avoids his friend's appearance in the court – both exhibit friendship*

<b>Title</b>	The Hour of Truth
<b>Author</b>	Percival Wilde
<b>Theme</b>	Honesty will be ultimately rewarded

Baldwin was an honest and upright man, working under John Gresham, in a bank. Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham. Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him. Gresham was ready to offer hundred thousand dollars to Baldwin to save him from the trouble. Though he was his friend Baldwin was not ready to help him. He said that they had been friends so far but now he would part with him because Gresham was not honest. Gresham at the end did not want his friend to come to the court. So he accepted his, guilt. Both of them were good friends and both of them exhibited their friendship in different ways.

*Honesty is more than not lying.  
It is truth telling, truth speaking, truth living and truth loving.*

## Speaking

- a) **Imagine you are Baldwin and your partner is Gresham. Try your best to persuade your partner to confess the truth. Build a conversation describing how both of you would react in such a situation. Work in pairs.**

**Baldwin** : My dear Gresham, please confess in the court. You may be pardoned.

**Gresham** : No, Baldwin. I'll lose my reputation among the clients.

**Baldwin** : Certainly not. Honesty is the best policy. Our clients will definitely sympathize with you when they understand the circumstances.

**Gresham** : Look here! you've nothing to lose by helping me. After all, I will make up the loss without any body's knowledge.

**Baldwin** : Gresham, it is a different thing. You have to run from pillar to post in order to compensate. But by confessing, you will be held in high esteem.

**Gresham** : I doubt it.

**Baldwin** : Please, listen to me. We have been thick friends for the past 30 years. You have done the wrong thing because of forces of circumstances.

I know you are a conscientious man.

Believe me. You will never lose your reputation.

**Gresham** : Ok, dear friend. I'll consider and contact you tomorrow.

**Baldwin** : Hope you will take the right decision.

**b) 'A friend in need is a friend indeed'. Does this hold good in all situations? Share your views with your class.**

No, this doesn't hold good in all situations. When we are confronted with physical tight corners, our friends will try their best to help us. They will take risks also. But when we face financial crunch, they may hesitate. This is because their parents may not support them. Circumstances compel them to act in their own ways.

So we should not expect our friends to help in all circumstances. Realising their inability, we should not hesitate to appreciate them. Without friendship, our life journey will be dull and drab.

**UNIT – 4 THE MIDNIGHT VISITOR (ROBERT ARTHUR)**

**1. Answer in a sentence or two the following questions.**

**a) Mention two features of Ausable that were uncharacteristic of a detective.**

Ausable was very fat and his accent was mixed with American accent.

**b) What was Ausable waiting for?**

Ausable was waiting for a document.

**c) Who was the Midnight Visitor? What was the purpose of his visit?**

Max, another spy was the Midnight Visitor. He came to get the document from Ausable.

**d) How had Max actually entered the room?**

Max actually had entered the room with the master key.

**e) Did Max's presence alarm Ausable?**

Max's presence alarmed Ausable but he did not reveal it on his face.

**f) How did Ausable describe the balcony and the manner in which one could get into his room through it?**

Ausable described that there was a balcony closer to his room and it was placed in such a way that one could enter his room through it. He said that he had already had break-ins through the balcony and he had complained to the management.

**g) Where did Max try to hide himself?**

Max tried to hide himself in the balcony.

**h) Who was Henry? Why had he visited Ausable's room?**

Henry was the waiter and he came to Ausable's room to give the drinks he had ordered.

**i) What happened to Max finally?**

Max fell down and died.

**2. Answer the following questions in about three to four sentences each.**

**a. Who was Fowler? Why did he meet Ausable?**

Fowler was a young writer. He met Ausable to get some ideas about the report on the missile.

**b. Why was Fowler initially disillusioned with Ausable?**

Ausable did not suit any description of a spy. He was very fat and he had a mixed accent with American accent. His room was on the 6th floor. His behaviour was not like that of a spy. So he was initially disillusioned.

**c. Fowler was thrilled when he entered Ausable's room. Why?**

Fowler was thrilled when he entered Ausable's room because he saw a man standing inside the room with the pistol in his hand. He threatened Fowler and Ausable with the automatic gun. He waved the gun at them and asked them to sit down.

**d. How, according to Ausable, had Max entered the room?**

According to Ausable, Max had entered the room from the balcony. He said that there was a balcony which belonged to the next apartment but it was closer to his window. One could easily come to his room through the window.

**e. How did the three men react to the knocking at the door?**

Fowler jumped at the sudden knocking at the door thinking there must be some danger. Ausable just smiled and said that it must be the police that had arrived. He had arranged for them to protect the document. Max bit his lip nervously and was black with anger.

**f. Was Ausable really waiting for the police? Give reasons.**

Ausable was not waiting for the police. He thought of a plan to escape from Max. He prepared the ground for Max to believe that there was a balcony which could be reached through the window from his room. So when he heard the knock at the door he acted as if he was waiting for the police. Hearing that Max went out through the window and fell down.

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

**a. How did Ausable outwit Max?**

*Ausable spy – Max another spy – Ausable shocked – Max standing in his room – threatened to hand over the document – Ausable composed – said Max broke open the balcony window – Max used master key – had complained to the management about the balcony window – loud knocking – Ausable, police had come – Max, send them away – would hide in the balcony – leapt outside – fell down – no balcony – waiter came*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

Ausable was a spy but he did not look so. Max was another spy who looked like a spy in every aspect. When Ausable entered his room with Fowler he was a little alarmed to see Max inside his room with an automatic pistol in his hand. He threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. Playing rather composed Ausable sat down and complained about the balcony window that he thought Max used to break into his room. Max claimed that he used the master key to get inside. Ausable reiterated that he had complained to the management about the balcony window several times and had had previous break-ins. Suddenly, there was a loud knocking at the door. Ausable said that it must be the police that he had arranged to safe keep the documents. Max believed it and got anxious. He asked Ausable to turn them away while he hid in the balcony. As soon as Max leapt outside the window he yelled out of horror as he crashed to the road below. There was no balcony at all and no police man was there. It was the waiter who had knocked at the door.

*Intelligence outsmarts villiany*

**b. Describe the significance of the balcony.**

*Ausable entered his room – Max was inside – pistol in hand - hand over the document – Ausable composed – complained balcony widow – Max used master key – had complained about the balcony window – loud knocking – Ausable – police had come – Max jumped out of the window – yelled – fell down – no balcony – waiter came – balcony plan of Ausable.*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

When Ausable entered his room with Fowler he was a little alarmed to see Max inside his room with an automatic pistol in his hand. He threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. Playing rather composed, Ausable sat down and complained about the balcony window that he thought Max used to break into his room. Max claimed that he used the master key to get inside. Ausable reiterated that he had complained to the management about the balcony window several times and had had previous break-ins. Suddenly there was a loud knocking at the door. Ausable said that it must be the police that he had arranged to safe keep the documents. Max believed it and got anxious. He asked Ausable to turn them away while he hid in the balcony. As soon as Max leapt outside the window he yelled out of horror as he crashed to the road below. There was no balcony at all and no police man was there. It was the waiter who had knocked at the door. The balcony story was planned by Ausable to escape from Max.

*To expect the unexpected shows a thoroughly modern intellect.*

- c. **Ausable planned to get rid of Max the very moment he noticed him. Explain with supporting evidence from the story.**

*Ausable spy – Max a spy – Ausable entered room – Max standing there – hand over the document – Ausable clever – created a story of balcony – no balcony – water came – said police – Max jumped into non existing balcony*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

Ausable was a spy but he did not look so. Max was another spy who looked like a spy in every aspect. When Ausable entered his room with Fowler he was a little alarmed to see Max inside

his room with an automatic pistol in his hand. He threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. Ausable was very clever the way a detective should be. He made the plan to get rid of Max from the very beginning which is evident from the story of the imaginary balcony. He knew the waiter would come to deliver his drinks. He planned carefully to create an imaginary policeman, which would have compelled Max to jump on the non-existent balcony.

*The difference between stupidity and intelligence is that genius has its limits.*

- d. **Sketch the character of Ausable.**

*Ausable spy – Fowler a writer – Ausable not look a spy – intelligent – entered room – Max standing there – hand over the document – created a story of balcony – someone else broke the balcony window – Max leaped – fell down – no police no balcony – clever plan.*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

Ausable was a spy. Fowler, a young writer came to visit Ausable. Ausable did not look like a spy. He was very fat and he talked with an American mixed accent. He was different from other spies who would walk around at night with pistols. But he was very intelligent. When Ausable entered his room with Fowler he was a little alarmed to see Max inside his room with an automatic pistol in his hand. He threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. In order to escape from Max Ausable created a detailed description of how his office was part of a bigger apartment and how the next room had direct connection with the balcony. His statement that somebody else also broke into his office through that balcony made it a convincing story. As soon as Max leaped outside the window he yelled out of horror as he crashed to the road below. There was no balcony at all and no police man was there. It was the waiter who had knocked at the door. So it is very clear that Ausable was an intelligent spy.

*Small minds are concerned with the extraordinary; great minds with the ordinary.*

**e. Do you think physical appearance matters most for a secret agent? Answer giving reasons in the context of the story 'The Midnight Visitor.'**

*Ausable spy no appearance – Max another spy – looked so – Ausable shocked – Max standing in his room – threatened to hand over the document – Ausable composed – said Max broke open the balcony window – Max used master key – had complained to the management about the balcony window – loud knocking – Ausable, police had come – Max, send them away – would hid in the balcony – leapt outside – fell down – no balcony – no police – waiter came – appearance no help*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

Ausable was a spy but he did not look so. Max was another spy who looked like a spy in every aspect. When Ausable entered his room with Fowler he was little alarmed to see Max inside his room with an automatic pistol in his hand. He threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. Playing rather composed, Ausable sat down and complained about the balcony window that he thought Max used to break into his room. Ausable reiterated that he had complained to the management about the balcony window several times and had had previous break-ins. Suddenly there was a loud knocking at the door. Ausable said that it must be the police that he had arranged to safe keep the documents. Max believed it and got anxious. He asked Ausable to turn them away while he hid in the balcony. As soon as Max leapt outside the window he yelled out of horror as he crashed to the road below. There was no balcony at all and no police man was there. It was the waiter who had knocked at the door. Max' appearance as a real spy did help him. So physical appearance does not matter for a secret agent.

*Wherever smart people work, doors are unlocked.*

**f. The unexpected presence of a criminal wielding a gun triggers different reactions in the two men who entered the room. In this light, discuss the appropriacy of the title.**

*two rival spies – Ausable, Max – Ausable clumsy – Max slender – story full of danger and suspense – Fowler a writer – Ausable expecting a document – entered his room – Max standing there – hand over the document – Ausable composed – midnight visitor changed the story*

<b>Title</b>	The Midnight Visitor
<b>Author</b>	Robert Arthur
<b>Theme</b>	The clever tricks of a spy to trap another spy

The story revolves around three characters, two rival spies named Ausable and Max and one mystery writer Fowler. Ausable is a chubby, lethargic, messy and clumsy man while Max is slender and rugged. The story is a short but intriguing insight into the life of a spy which may not be as glamorous as in the movies but still full of danger and suspense. Ausable meets Fowler, a writer fascinated by spies and secrets. Ausable was expecting a sensitive document to arrive that night and so asked Fowler to follow him through the night. When Ausable entered his room with Fowler he was little alarmed to see Max inside his room with an automatic pistol in his hand. Fowler was thrilled at the sight of the man. Max threatened Ausable to hand over the documents to him as soon as they arrived at his room later that night. Though Ausable is a little alarmed he played rather composed and sits down. All the incidents happened after the midnight visitor's visit to Ausable's room. The story of the balcony and the police was essential because of the presence of the midnight visitor.

*Presence of mind overtakes presence of peril.*

**4. Look at the following expressions used in the story. Match them with their meanings.**

<b>let down</b>	-	to complain or scold
<b>chuckled to himself</b>	-	try one's luck / take a risk
<b>take cheer</b>	-	become enraged
<b>raise the devil</b>	-	disappointed
<b>black with anger</b>	-	laughed softly to himself
<b>take chances</b>	-	to be encouraged

<b>Answers</b>		
let down	-	disappointed
chuckled to himself	-	laughed softly to himself
take cheer	-	to be encouraged
raise the devil	-	to complain or scold
black with anger	-	become enraged
take chances	-	try one's luck / take a risk

5. Based on your understanding of the story, complete the Graphs Organiser (GO) suitably

**Title : The Midnight Visitor**

**Author : Robert Arthur**

**Setting**

In Ausable's room on the 6<sup>th</sup> floor

**Plot**

Ausable, a spy out-wits Max, another spy.

**Characters**

Ausable – spy; Max – spy  
Fowler – writer; Henry – waiter

**Climax**

Max leaps through the window to reach the non-existing balcony and dies.

**UNIT – 5 ALL SUMMER IN A DAY (RAY BRADBURY)**

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

a) **What do children get ready for at the beginning of the story?**

At the beginning of the story the children get ready to see the sun.

b) **How is life in the planet Venus described?**

It had been raining for seven years. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again.

c) **Who is Margot? How is she different from the rest of the children?**

Margot is a girl from U.S. She is thin and her face is pale like snow.

d) **What does Margot like the most - the sun or the rain?**

Margot likes the rain most.

e) **What was Margot waiting for? Why did William say that it was a joke?**

Margot was waiting for the sun. As she said that it was the day predicted by the scientists about the arrival of the sun, William did not believe her and called it a joke.

f) **Why does Margot wish to return to the earth?**

Margot is different from other children and they keep her away. So she wishes to return to the earth.

g) **Why did the children lock Margot in a closet?**

The children did not like Margot who was different from them. They did not like her to join them to see the sun.

h) **Margot could recall what the sun looked like while the other children could not. Why?**

Margot was in U.S. and she had seen the sun but the other children were just two years old when the sun last came out. They had forgotten the colour and the heat of it.

i) **How long did the sun shine on Venus?**

The sun shone on Venus for an hour.

j) **Why did one of the girls wail?**

A rain drop fell on her palm and she was afraid that the sun would soon disappear.

2. Based on your understanding of the story, answer the following in three or four sentences.

a) **What is the significance of the particular day described in the story "All Summer in a Day"?**

The sun had appeared seven years ago in Venus. So the children longed to see the sun. That day, the teacher asked them to get ready to see the sun.

b) **What happens to Margot while the teacher is out of the classroom?**

Margot is teased by William, who pushes her. The boys ask her to get away as they hate her pale snow face, her silence and her thinness. They do not accept her to play any game with them.

c) **How did Margot describe the sun to others?**

She describes the sun as a penny. She says that it is like a fire in the stove.

d) **How did the children react when the sun came out after seven years?**

The children rushed out shouting happily. They were running and they were turning their faces up to the sky and were feeling the sun on their cheeks. They were taking off their jackets letting the sun burn their arms.

e) **Why did William and the other children bully Margot?**

They hated her pale snow face, her waiting silence, her thinness and her possible future. She would play no games with them. She was different from them. So William and other children bullied her.

f) **What were their feelings towards Margot at the end of the story?**

Page 176

They took pity on her as they had denied her joys of watching the sun and playing in the sunlight. They felt sorry for the act of locking her in the room.

g) **What does the title of the story convey?**

The title of the story 'All Summer in a Day' highlights the significance of the presence of the sun in a day in Venus. This is because the sun appears after a gap of seven years. The entire summer is condensed to a day when the sun appears.

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

a) **What is the conflict between Margot and the other children in the story, "All Summer in a day"?**

*Margot from US – remembers the sun – the sun appeared two years back – others forgot the sun – others said Margot is lying – others hate Margot – different from others – so conflict*

<b>Title</b>	All Summer in a Day
<b>Author</b>	Ray Bradbury
<b>Genre</b>	The rare presence of the sun on the Planet Venus

Margot has come from US to Venus. She remembers the sun and the way the sun was and the sky was when she was four in Ohio. But the other children were only two years old when the sun last appeared. They have totally forgotten the colour and the heat of it. Margot remembers and recalls that it is like a penny. But the other children cry that it is not so. Margot says that the sun is like a fire in a stove. But the children cry that she is lying and she does not remember. But she remembers it very well. The children hate her pale snow face, her waiting silence, her thinness and her possible future. She would play no game with them. She is different from the other children. Hence there is a conflict between Margot and the other children.

*Keep your face to the sun and you will never see the shadows.*



**b) How do the children react to the long awaited event in the story?**

*children thrilled seeing the sun – rush out of the class – turn up to sky – feel the sun on the cheeks – allow the sun to burn their body – run among the trees – slip and fall – play hide and seek – look at everything wildly – ran non-stop*

<b>Title</b>	All Summer in a Day
<b>Author</b>	Ray Bradbury
<b>Genre</b>	The rare presence of the sun on the Planet Venus

The children are just thrilled seeing the sun comes out. They rush out of the classroom shouting happily. They run and turn their faces up to the sky. They feel the sun on their cheeks like a warm iron. They take off their jackets and allow the sun to burn their arms. They lie out on the jungle mattresses with laughter. They run among the trees, slip and fall. They push each other and play hide and seek. They squint at the sun until tears roll down their faces. They put their hands up to the yellowness and the amazing blueness. They keep on listening in silence. They look at everything wildly like the animals that escaped from their caves. They keep on running and shouting in circles. They run for an hour non-stop.

*Just living is not enough. One must have sunshine, freedom and a little flower.*

**c) The sun brought about a positive change in the attitude of the children. Illustrate.**

*children anxious to see the sun – seven years ago – locked Margot – rushed out to see the sun – ran here and there – the sun faded – returned to classroom – remember Margot was in the closet – they were serious – realised their unkindness – unlocked the door – change in the attitude*

<b>Title</b>	All Summer in a Day
<b>Author</b>	Ray Bradbury
<b>Genre</b>	The rare presence of the sun on the Planet Venus

The children were anxious to see the sun that had appeared seven years ago. They locked Margot one of their classmates in a room. The moment the sun appeared they rushed out happily. They kept on running and turning their faces up to the sky. They were taking off their jacket and letting the sun burn their arms. Their innocence came to the fore. When the sun faded, they returned to the classroom. Giving a little cry, one of the girls said that Margot was still in the closet where they had locked her. All the children stood as if one had driven them into the floor. They glanced out at the world that was then raining steadily. They could not meet each other's glances. Their faces were pale. They looked serious. They looked at their hands and feet, their faces down. They gradually realised their unkind act and repented in their heart. They walked over to the closet. They unlocked the door slowly and let Margot out. Indeed, the sun brought out a positive change in the attitude of the children.

*If you spend your whole life waiting for the storm, you'll never enjoy the sunshine.*

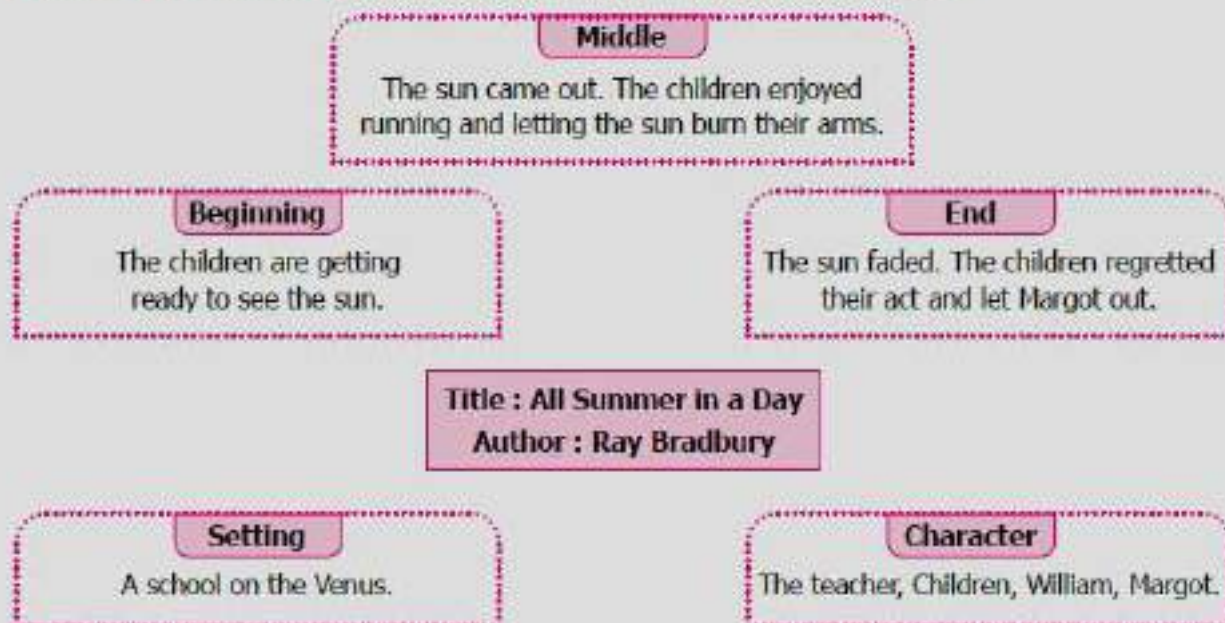
**d) Did the children regret having locked Margot in a closet? Answer citing relevantly from the story.**

*regretted – the sun faded – returned to classroom – Margot in the closet – very serious – realised their unkindness – unlocked the closet – Margot came out – felt sorry – a classmate did not get the chance to see the sun*

<b>Title</b>	All Summer in a Day
<b>Author</b>	Ray Bradbury
<b>Genre</b>	The rare presence of the sun on the Planet Venus

Yes, the children regretted having locked Margot in a closet. When the sun faded, they returned to the classroom. Giving a little cry, one of the girls said that Margot was still in the closet where they had locked her. All the children stood as if one had driven them into the floor. They glanced out at the world that was then raining steadily. They could not meet each other's glances. Their faces were pale. They looked serious. They looked at their hands and feet, their faces down. They gradually realised their unkind act and repented in their heart. They walked over to the closet. They unlocked

**4. Based on your understanding of the story, complete the story map.**



## Speaking

### Pair Work.

Ray Bradbury's "All Summer in a Day" is a piece of science fiction. Discuss plots of similar stories with your partner and share your ideas with the class.

- Alien invasion, abduction, and first contact.
- Changing ages, bodies, size, sex, and species.
- Cloning, genetic engineering, mutations, and evolution.

## Textual Exercises

1. Complete the summary of the play, choosing the appropriate words from the list given below the passage.

Lord Weston was a (1) well-known judge in England. Being pompous and vain, he told his secretary Roger that he had attained glory by hard work and (2) zealous service. He expressed his displeasure over Roger's request for a half-holiday. Suddenly, he discovered a piece of paper with the words (3) Remember Caesar in his pocket, and he feared that the message was a warning conveyed by his enemies who had received legal punishments from him. As the message was sent on the 15th of March, (the day Julius Caesar was assassinated), he was (4) convinced that someone affected by his fair judgement was plotting his murder. Sensing the definite attack, Lord Weston ordered his secretary to (5) shut all the doors and windows. But his wife remained (6) unperturbed by the threat. So, Lord Weston was angered by her (7) callous reaction. He ordered Roger to send the cook and the (8) gardener away. Both Weston and Roger took elaborate precautionary measures to thwart the (9) assassination attempt. Finally, Weston was able to recollect that he had written the message "Remember Caesar" himself as a (10) reminder. Caesar was actually a gardener who had an appointment to visit Weston's garden. The play revolves around Weston's absent-mindedness which is the crux of the play.

callous	unperturbed	well-known	gardener	reminder
zealous service	Remember Caesar	assassination	shut	convinced

2. Based on your understanding of the text, answer the following questions briefly.

- a. How did Lord Weston describe himself?

Lord Weston described himself as the best - known certainly the most impartial judge in England and a favoured servant of his gracious majesty, Charles, the Second.

- b. How did Roger react to Lord Weston's advice?

Roger said that if Weston did not need him that afternoon, he might personally interview the clerk of the Awards Committee and find out why he had not sent that document.

- c. What made Lord Weston think that his life was in danger?

Lord Weston saw the words, 'Remember Caesar' on a scrap of paper which he took out of his pocket. He feared that the message was a warning conveyed by his enemies who had received legal punishments from him.

- d. Why was the speaker keen to know what day it was?

When Weston read the words 'Remember Caesar' written on a scrap of paper, a horrible idea occurred to him. The words reminded him of Caesar's murder and so he was keen to know what day it was.

- e. Mention the immediate steps taken by Lord Weston to protect himself from his assassin.

Weston asked Roger to go downstairs at once and look, bar and chain all the doors.

- f. Do you think that Lady Weston did not care about the threat to her husband? State reasons.

Yes, Lady Weston did not care about the threat to her husband. When Weston said that his life was in grave danger, Lady Weston coolly said that the last time it was in danger, he had been eating meat. When Weston mentioned assassination, he said that he always wanted to be a great man and now he had got his wish.

**g. How did Lord Weston 'defuse' the 'infernal machine'?**

Lord Weston asked Roger to bring the wooden pail of water. He inserted the parcel lengthwise into the pail. He asked Roger to bring the books from the shelf and plunge them into the water. Thus he defused the 'infernal machine'.

**h. Whose life was of 'great value' to England? In what way?**

Roger's life was a great value to England. There were still great things for him to do in the world. He must live and write Weston's life for posterity.

**i. Why did the speaker consider his life less important?**

The speaker had had his life and he was very old as well. So the speaker considered his life less important.

**j. Who reminded Lord Weston about Mr. Caesar?**

Roger reminded Lord Weston about Mr. Caesar.

**k. What was the truth about the crumpled piece of paper?**

Lord Weston made a note 'Remember Caesar' on a piece of paper and put it in his pocket. So it was not thrust into his pocket by any body else.

**l. Bring out the irony in the message "Remember Caesar".**

Lord Weston thought that the message 'Remember Caesar' was a threat to him. The date on which he saw the message was the fifteenth of March, the date of the murder of Caesar. He feared that his life was in grave danger but the message had been actually written by himself. It was about Mr. Caesar, who was to come to see him that morning about rose trees. This is the irony in the message, 'Remember Caesar'.

**3. Based on your understanding of the play, complete the Graphic Organiser (GO) Suitably.**

**Title : Remember Caesar**

**Author : Gordon Daviot**

**Setting**

a house in London - room with fire place, a table of books and papers.

**Characters**

- Lord Weston, a judge
- Lady Weston, Weston's wife
- Roger Chetwynd, Weston's assistant.
- Mr. Caesar

**Climax**

The message, 'Remember Caesar' was written by Lord Weston himself. It was not a threatening message by some criminal but a reminder about the arrival of one Mr. Caesar, who was to come to see Lord Weston about rose trees.

**Humorous elements**

- The message 'Remember Caesar' written by Lord Weston himself grips him with the icy hands of panic.
- It was just a reminder about one Mr. Caesar, who was to come to see the judge about trees.
- Lady Weston's light hearted talk about the message was in contrast with the serious tone of Lord Weston.
- Defusing the infernal machine, a parcel that actually contained new velvet cloak for the judge.

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

- a) "Remember Caesar" is a light hearted comedy. Discuss the statement in a group and identify various aspects such as title, plot and characterisation that contribute to the humour in the play.

*humour and irony – 'Remember Caesar' written on a scrap of paper – Weston misunderstood – fifteen of March – life in danger – Roger – reminds him of Caesar – written by Weston – steps taken – light hearted talk of Mrs. Weston – infernal machine – a parcel of velvet cloak*

<b>Title</b>	Remember Caesar
<b>Author</b>	Gordon Daviot
<b>Theme</b>	Beware of absent-mindedness

'Remember Caesar' is full of humour and irony. The title reminds the readers of the great Roman Monarch, Julius Caesar. The words 'Remember Caesar' written on a scrap of paper, seems to Lord Weston a threatening message. The date of seeing the message is the fifteenth of March, the date of the murder of Julius Caesar. So, Lord Weston jumps to conclusion that his life is in great danger as some one has plotted to murder him. But finally, Roger reminds him about a man by name Mr. Caesar. Weston recollects that he himself has written the message. The precautionary steps taken by Weston and the light-hearted talk of Mrs Weston add humour to the play. When Weston tells Lady Weston that her husband's life is in grave danger, she is cool and calm enough to say that the last time it was in danger, he had been eating meat. Readers burst into laughter when Lord Weston tries to defuse the infernal machine, thinking that it will explode at any time. It is nothing but a parcel of velvet cloak for Weston. Thus the title, plot and characterization contribute humour to the play.

*Blessed are the forgetful for they get the better even of their blunders.*

- b) Compare the character traits of Lord Weston and his wife.

*Weston, famous judge – best known – favourite to Charles II – hard work and zealous service – boasts himself – absent minded – 'Remember Caesar' – forgot – no bribe – no twisting of law – firm – fear to think about 'Remember Caesar' – desperate to save himself – Lady Weston, excellent homemaker – practical simplicity – intelligent – charming – light-hearted – witty remarks – tease her husband – calm and composed – sarcastic*

<b>Title</b>	Remember Caesar
<b>Author</b>	Gordon Daviot
<b>Theme</b>	Beware of absent-mindedness

Lord Weston was a famous judge in London. He described himself as the best-known and certainly the most impartial judge in England and a favoured servant of his gracious majesty, Charles the Second. He was pompous and proud to say that he won his honours by hard work and zealous service. He was absent-minded at times. That is why he had forgotten that he himself had written the message, 'Remember Caesar'. He refused to be bribed. He had never twisted the law to please the mob. He was very firm that he should not please them by dying on the day of their choice. Credulity was his flaw. Fear gripped him when he read the message and he was desperate enough to protect himself.

Lady Weston was an excellent homemaker. She was known for her practical simplicity, intelligence as well as malice. She was charming. She had a light - hearted approach to the problem her husband was facing. Her remarks were frivolous, intended to tease and taunt him. It seemed that she was callous but cool, calm and composed. Sarcasm was her forte.

### c) Group Work

The play revolves around a 'perceived threat' and how Lord Weston and Lady Weston react to it. Let's reverse their roles. Imagine a panic-stricken Lady Weston and a frivolous Lord Weston. Read the following piece of dialogue from the play and rewrite it to suit the changed roles.

Lady Weston : My dear, your wife's life is in great danger.

Lord Weston : The last time it was in danger you had been tasting the home-made sweets. What is it this time?

Lady Weston : '[annihilating his flippancy with one broad side] : Assassination'.

Lord Weston : Well, Well! You always wanted to be a great lady and now you have got your wish.

Lady Weston : What do you mean?

Lord Weston : They don't assassinate nobodies.

Lady Weston : (Showing him the paper) : Read that, and see if you can laugh.

Lord Weston : I'm not laughing. (Trying to read) : What a dreadful scraw!.

Lady Weston : Yes, the venomous scribbling of an illiterate.

Lord Weston : (deciphering) 'Remember Caesar'. Is it a riddle?

Lady Weston : It is a death warrant. Do you know what day this is ?

Lord Weston : Thursday.

Lady Weston : What day of the month?

Lord Weston : About the twelfth, I should guess.

Lady Weston : (with meaning) : It is the fifteenth. The fifteenth of March.

Lord Weston : Oh God! Our marriage day! And we haven't wished each other.

**BLUE STARS HIGHER SECONDARY SCHOOL**  
**XII-STUDY MATERIAL**  
**SYNONYMS**

**DEFINITION:** A Synonym is a word, morpheme, or phrase that means exactly or nearly the same as another word, morpheme, or phrase in the same language ..... The standard test for synonymy is substitution: one form can be replaced by another in a sentence without changing its meaning.

**ENGLISH-VOCABULARY**

**UNIT-1 TWO GENTLEMEN OF VERONA**

**TEXTUAL QUESTIONS:**

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

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

Word	Synonyms		Antonym
cautious	careful	watchful	careless
disapprove	condemn	criticize	approve
brisk	quick	hurried	slow
engaging	attractive	appealing	repulsive
humble	modest	unassuming	arrogant
eager	keen	willing	reluctant
resistance	conflict	opposition	assistance
persuade	encourage	influence	dissuade
scarce	rare	occasional	plenty
nobility	dignity	decency	dishonour

## UNIT-2 A NICE CUP OF TEA

### TEXTUAL QUESTIONS:

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

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

1. But because the best manner of making it is the subject of violent disputes.  
a) agreements      b) applauses      c) conflicts      d) discussions      **Ans: c)**
2. ...tea is one of the main stays of civilization in the country.  
a) a society in an advanced state of social development  
b) a society that has slow progress  
c) a society that has no progress  
d) a society in an average state of social development      **Ans: d)**
3. ...that they only drink it in order to be warmed and stimulated.  
a) motivated      b) discouraged      c) passive      d) admired      **Ans: a)**
4. ...under the spout to catch the stray leaves.  
a) fresh      b) isolated      c) gathered      d) harmful      **Ans: b)**
5. One is liable to put in too much milk.  
a) likely      b) certain      c) eager      d) responsible      **Ans: a)**



## UNIT-3 IN CELEBRATION OF BEING ALIVE

### TEXTUAL QUESTIONS:

consideration	- careful thought
prevalent	- predominant
cripples	- people with some disability preventing them from performing certain normal functions
agony	- extreme physical and mental suffering
perforated	- torn and damaged with holes
ennobles	- (figurative use) makes dignified, morally noble
thrash around (idiom)	- to move about restlessly
sophisticated	- (here) well-advanced
mutating surgery	- surgery involving removal of tissue even at the risk of worsening of the patient's condition
Grand Prix	- (here) one of several international motor-racing events
solace	- comfort or consolation in times of grief or pain
intrepid	- bold and daring
finale	- climax or an exciting end
disfigured	- spoiled or marred in appearance
malignant	- (here, of diseases) very harmful to life
amputated	- cut off by surgical operation
profound	- very great
tumour	- diseased growth in some part of the body

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

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

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

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

Here is an example from the lesson:

<b>fibre</b>	+	<b>tissue</b>	-	<b>fibrous tissue</b>
1. muscle	+	pain	-	<b>muscular pain</b>
2. skeleton	+	system	-	<b>skeletal system</b>
3. nerve	+	disorder	-	<b>nervous disorder</b>
4. digestion	+	enzymes	-	<b>digestive enzymes</b>
5. surgery	+	instruments	-	<b>surgical instruments</b>
6. agony	+	experience	-	<b>agonizing experience</b>
7. glory	+	victory	-	<b>glorious victory</b>
8. fancy	+	idea	-	<b>fanciful idea</b>
9. emotion	+	song	-	<b>emotional song</b>
10. sense	+	issue	-	<b>sensitive issue</b>

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

1. profession (para 1) – career
2. sorrowful (para 2) – gloomy
3. decency (para 5) – nobility
4. destiny (para 6) – fate
5. hijacked (para 8) – commandeered
6. motivation (para 9) – encouragement
7. serious (para 10) – severe
8. significant (para 13) – important

#### **UNIT-4 - THE SUMMIT**

##### **TEXTUAL QUESTIONS:**

- lb** – pound (a unit for measuring weight, equal to 0.454 of a kilogram)
- rope** – links members of climbing party for safety; a party may be referred to as "a rope"
- cornice** – overhanging mass of snow or ice along a ridge, shaped like the curling crest of a wave
- cwm** – an enclosed arm-chair-shaped hollow situated at the head of a valley
- scrambling** – climbing hurriedly on hands and knees
- wriggle** – to move with a twist or turn
- traverse** – to cross a mountain slope horizontally or diagonally; the name given to such a crossing
- tantalize** – tease or taunt
- cramponed** – climbing on ice wearing spike shoes

#### **UNIT-5 - THE CHAIR**

##### **TEXTUAL QUESTIONS:**

- portly** – stocky
- spluttered** – cackled, make a series of short sounds.
- impudent** – disrespectful
- expounded** – explained
- languorously** – lethargically
- hordes** – crowd, masses
- exasperatedly** – annoyingly
- splendour** – magnificence
- paraphernalia** – things, stuffs
- bereavement** – mourning, grief
- gait** – pace

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

1. Just as we thought our chuckles had subsided.  
 a) diminished      b) increased      c) completed      d) submerged
2. Our father rejected it, saying it wouldn't be sturdy.  
 a) weak      b) strong      c) tall      d) good
3. Anna would say with an impudent smile.  
 a) innocent      b) fake      c) disrespectful      d) decent
4. A silver tumbler of buttermilk seasoned with asafetida.  
 a) mixed      b) garnished      c) filled      d) loosened
5. A few people from the house of bereavement stood outside.  
 a) rejoice      b) celebration      c) grief      d) war

Answers				
1. a	2. b	3. c	4. a	5. c

## UNIT-6 ON THE RULE OF THE ROAD

### TEXTUAL QUESTIONS:

confusion	– mess	interfere	– hinder
peril	– risk	contract	– commitment
pedestrians	– persons who walk on the streets	indifferent	– unconcerned
chaos	– confusion	fancy	– desire
anarchy	– lawlessness/ rebellion	shandy	– lemonade
preserved	– maintained	ridiculous	– comical
curtailed	– reduced	conventional	– normal
tyranny	– autocracy	accommodate	– fit in with
insolence	– rudeness	consideration	– scrutiny

## ANTONYMS

**DEFINITION:** An antonym is a word that means the opposite of another word. For instance, the antonym of 'hot' may be 'cold'. The root words for the word 'antonym' are the words 'anti', meaning 'against' or 'opposite', and 'onym,' meaning 'name'.

### UNIT-1 TWO GENTLEMEN OF VERONA

shabby	×	neat	extremely	×	mildly, moderately
worn	×	new	windy	×	calm
loose	×	tight	deserted	×	inhabited
tangled	×	straight	tiny	×	big, huge
earnest	×	frivolous, indifferent	scarcely	×	sufficiently
strangely	×	commonly	pleasant	×	ugly
brisk	×	slow	pretty	×	ugly
seriously	×	casually	early	×	late
hopefully	×	doubtfully	destroyed	×	created
lively	×	dull, gloomy	comfortable	×	uncomfortable
steady	×	unsteady, unreliable	horribly	×	attractively
frequently	×	seldom	exposure	×	cover

### UNIT-2 A NICE CUP OF TEA

curious	×	indifferent	rarity	×	common
violent	×	calm	mysterious	×	clear
dispute	×	agreement	regard	×	disregard
controversial	×	certain	regulate	×	deregulate
virtues	×	vice	acutely	×	randomly
despised	×	loved, liked	sketchy	×	precise

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

1. ...which are not to be despised.

- a) hated                      b) liked                      c) respected                      d) defeated                      **Ans: b)**

2. One does not feel wise, braver or more optimistic.

- a) opportunistic                      b) cheerful                      c) realistic                      d) pessimistic                      **Ans: d)**

3. Not the flat, shallow type...

- a) narrow                      b) wide                      c) deep                      d) direct                      **Ans: c)**

4. Predicting the arrival of visitors...

- a) journey                      b) departure                      c) migration                      d) perusal                      **Ans: b)**

5. ...but they are sufficient to show how sub-utilized the whole business has become.

- a) enough                      b) suffocative                      c) scarce                      d) submissive                      **Ans: c)**

### UNIT-3 IN CELEBRATION OF BEING ALIVE

#### TEXTUAL QUESTIONS:

gloomy	×	happy	particularly	×	commonly
agony	×	comfort	trust	×	disbelief
clouded	×	untroubled	severe	×	mild
nobility	×	dishonour	amputated	×	joined
sophisticated	×	unrefined			

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

1. rare (para 1) - prevalent
2. primitive (para 6) - sophisticated
3. fiction (para 7) - fact
4. fearful (para 8) - intrepid
5. benign (para 11) - malignant
6. diffidence (para 11) - hope
7. boredom (para 12) - pleasure
8. criticize (para 13) - appreciate

### UNIT-4 - THE SUMMIT

frozen	×	warm	grim	×	cheerful
hoisted	×	lowered	sharply	×	gradually
narrowed	×	broadened	concealed	×	opened
hollow	×	raised	disguise	×	real
sparingly	×	carelessly	zest	×	boredom
persisted	×	stopped	urgency	×	ordinary
frequent	×	seldom	cautiously	×	carelessly
firm	×	soft	descending	×	ascending
exhausted	×	replenished	perpetual	×	temporary

## UNIT-5 - THE CHAIR

broader	×	narrower	thrifty	×	extravagant
wretched	×	fine	ancient	×	modern
exactly	×	vaguely	detest	×	love
subsided	×	increased	languorously	×	industrious
lengthened	×	shortened	frequently	×	rarely
stout	×	thin	persuaded	×	dissuaded
rejected	×	accepted	instantly	×	gradually
sturdy	×	weak	excess	×	insufficient
praised	×	cursed			
mum	×	noisy			
stingiest	×	generous			
firmly	×	weakly			

liberty	×	slavery	reasonable	×	unreasonable
confusion	×	clarity	reality	×	unreality
peril	×	safety	indifferent	×	interested
preserved	×	destroyed	harsh	×	kind
curtail	×	lengthen	ridiculous	×	appreciable
anarchy	×	order	conventional	×	unconventional
tyranny	×	democracy			

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

- The anticipation of this imagined separation only increases their fondness for the calf.  
a) expectancy      b) contemplation      c) outlook      d) ignorance
- Fortuitously, a guest visited our house.  
a) luckily      b) peacefully      c) unfortunately      d) happily
- There he was sitting in splendour on his chair.  
a) magnificence      b) pomp      c) effulgence      d) simplicity
- Maamanaar was unmatched.  
a) inferior      b) incomparable      c) excellent      d) supreme
- He greeted me with his usual smile and banter.  
a) flattery      b) small talk      c) chitchat      d) repartee

### Answers

1. d	2. c	3. d	4. a	5. a
------	------	------	------	------

## ABBREVIATIONS AND ACRONYMS:

### DEFINITION:

Abbreviations and acronyms are shortened forms of words or phrases. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Prof.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as radar or scuba).

Abbreviations and acronyms are often interchanged, yet the two are quite distinct. The main point of reference is that abbreviations are merely a series of letters while acronyms form new words.

### TEXTUAL QUESTIONS: PAGE.NO:139

Name of the Agency	Country	Head quarters
RAW— Research & Analysis Wing	India	New Delhi
CIA – Central Intelligence Agency	The USA	Fairfax, Virginia
MI6 – military intelligence section 6	UK	London
Mossad (The Institute for intelligence and special operation)	Israel	Tel Aviv
ASIS – Australian Secret Intelligence Service	Australia	Canberra
MSS – Ministry of State Security	China	Beijing
FSB – Federal Security Bureau of Russian Federation	Russia	Moscow

## COMPOUND WORDS

**DEFINITION:** A combination of two or more words in different parts of speech with a new meaning is called compound word.

### TEXTUAL QUESTIONS: BOOK PAGE NO:118

#### **i) Here are some compound words chosen from the text.**

ice-fall	knife-edge	wind-proof	sleeping-bags
half-way	never-ending	partly-full	ice-axe

**Let us learn a few more with their meaning.**

<b>ice-berg</b>	-	an extremely large mass of ice floating in the sea
<b>ice-cap</b>	-	a layer of ice permanently covering parts of the earth, especially around North and South Poles
<b>ice-floe</b>	-	a large area of ice floating in the sea
<b>ice-sheet</b>	-	a layer of ice that covers a large area of land for a long period of time
<b>ice-rink</b>	-	specially prepared flat surface of ice, where you can ice-skate;

**c. Words can be combined to form compound nouns. Compound nouns often have a meaning that is different, or more specific, than the two separate words. The elements in a compound noun are very diverse parts of speech.**

**Some compound words from the story have been listed below.**

Compound elements	Words
Noun+Noun	Storeroom, buttermilk
Noun + Adjective	Diamond-hard
Adjective+ Noun	Grandmother, milchcow
Adverb+verb	overstep

Identify the correct combination of the following compound words.

haircut – noun + verb  
 headmaster – noun + noun  
 waterfall – noun + verb  
 swimming pool – gerund + noun  
 drawback – verb + adverb

public speaking – noun + gerund  
 output – adverb + verb  
 software – adjective + noun  
 show cause – verb + noun  
 world famous – noun + adjective

**TEXT BOOK: PAGE NO:150**

**PREFIX & SUFFIX**

**DEFINITION:**

- A **prefix** is a letter or a group of letters which is added to the beginning of a root word in order to modify it. Usually the new word formed is the opposite of the given word.  
 eg: **in** + audible - **In**audible
- A **suffix** is a letter or a group of letters added to the end of a root word. By adding suffixes the grammatical function of the word changes.  
 eg: constant + **ly** - constantly
- Words that are derived or formed from the base word by adding prefixes and suffixes are called '**derivatives**'.

**TEXTUAL QUESTIONS: BOOK PAGE NO:7**

Word	Prefix	Suffix
patient	<i>impatient</i>	<i>patiently</i>
honour	<i>dishonour</i>	<i>honourable</i>
respect	<i>disrespect</i>	<i>respectful</i>
manage	<i>mismanage</i>	<i>management, manageable</i>
fertile	<i>infertile</i>	<i>fertility</i>
different	<i>indifferent</i>	<i>differentiate / difference</i>
friend	<i>befriend</i>	<i>friendship, friendly</i>
obey	<i>disobey</i>	<i>obedience</i>

**Form two derivatives from each of the following words.**

**Eg:** honest - dishonest, honesty

manage	manger	management
differ	different	difference
beauty	beautify	beautiful
peace	peaceful	peacefulness
arrange	arranger	arrangement
collect	collector	collection
approve	disapprove	approval
narrate	narrator	narration
class	classic	classical



## FOREIGN WORDS: DEFINITION:

English language has borrowed profusely from other languages like Latin, French, Spanish and German and absorbed and assimilated them.

For example, 'eureka' is not an English word. But it means 'I found out'.

You have come across the French phrases 'en famille' |ən <famille>| and 'bons mots' | bɔn 'mɔ:ts | in the lesson. Now look at the following phrases and their meanings.

- a) viva voce - /ˈvɑ:və vɔ:si/ - a spoken examination
- b) sine die - /ˈsi:nə ˈdi:ɪ/ - without a date being fixed
- c) resume - /ˈrezju:meɪ/ - a brief summary
- d) rapport - /ræˈpɔ:(r)/ - close relationship with good understanding
- e) bonafide - /ˈbɔ:nə ˈfɑ:di/ - genuine

### B. Refer to the dictionary and find out the meanings of the following words/phrase. Use them in sentences of your own.

1. **bon voyage** - wish someone a good and safe journey  
Anita wished her friend **bon voyage** to US.
2. **in toto** - totally, as a whole  
The management accepted our plan **in toto**.
3. **liaison** - regular exchange of information between two groups  
There should be **liaison** between army and police.
4. **ex gratia** - something paid as a gift not as a legal payment  
An **ex gratia** amount of Rs. 15000 was paid to the family of flood victims.
5. **en masse** - something done together  
The management team resigned **en masse**.
6. **en route** - on the way  
We will stop **en route** for lunch.
7. **ad hoc** - not planned, but arranged when necessary  
Decisions may be taken on an **ad hoc** basis.
8. **faux pas** - an embarrassing mistake in a social situation  
The present government is responsible for the **faux pas**.
9. **par excellence** - The very best of a particular thing.  
Virat Kohli is a batsman **par excellence**.
10. **in camera** - a law case conducted secretly or privately  
The trial was conducted **in camera**.
11. **status quo** - maintaining the present / current situation without any change.  
The Reserve Bank Governor wants to maintain the **status quo** in interest rates.
12. **magnum opus** - the most important piece of work by a writer or an artist.  
The film 'Sarkar' is Murugadas' **magnum opus**.
13. **bon voyage** - wishing someone a good journey  
I wished my uncle **bon voyage** as he was leaving for China.
14. **inognito** - in disguise  
Actresses go shopping **inognito**.
15. **deja vu** - a feeling that we have already experienced / come across  
I had a sense of **deja vu** when I saw the film.
16. **a-la-carte** - choosing from a list of dishes  
We chose **a-la-carte** from the menu card.
17. **via media** - making compromise  
The news editors work **via media** for reporting events.

18. **per capita** – calculate something according to the number of people in a particular place or country  
*Per capita* income increases every year.
19. **tete-te** – an intimate and private conversation between two  
We had a pleasant *tete-a-tete* over dinner.
20. **carte blanche** – permission or freedom to do whatever one wants.  
You have the *carte blanche* to choose your workplace.

## **DEFINITION OF TERMS:**

- Definition is a statement of the exact meaning of a word, as in a dictionary. Similarly, there are certain specific words for particular studies and the persons study these subjects.
- A word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study.

	<b>Words</b>	<b>Meanings</b>
1.	Linguistics	The scientific study of a language
2.	Numismatics	The study of money and coins
3.	Electro Dynamics	The study of the way that electric currents and magnetic fields affect each other.
4.	Phonetics	The study of speech sounds
5.	Aesthetics	The study of principles of beauty
6.	Genetics	The study of genes
7.	Statistics	The study of analyzing information shown in numbers
8.	Politics	The study of government and using power in public life
9.	Aeronautics	The study of building and flying air-craft
10.	Informatics	The study of processing data for storage and retrieval

## **HOMOPHONES AND CONFUSABLES:**

**DEFINITION: Homophones** (words that sound the same but are spelled differently, e.g. there, they're and their). **Homographs** (words that are spelled the same but pronounced differently, e.g. bow, moped, invalid). Other **confusables** (e.g. where & were, of & have).

### **b) Homophones and Confusables**

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

**a) emigrate – immigrate**

- My friend wants to **emigrate** from India.
- He wants to **immigrate** to Australia.

**b) beside – besides**

- I was sitting **beside** my friend.
- People choose jobs for other reasons **besides** money.

**c) judicial – judicious**

- The minister is facing a **judicial** enquiry.
- Education should be the **judicious** mixture of skill and knowledge.

**d) eligible – illegible**

- He is **eligible** to enter the university.
- His handwriting is **illegible** so we cannot read the letter.

**e) conscience – conscious**

- As he did not receive any bribery his **conscience** is clear.
- He is **conscious** of the mistake he committed.

**f) industrial – industrious**

- Japan is an **industrial** country.
- Ant is known to be the most **industrious** of all insects.

**g) eminent – imminent**

- Her humbleness stands out in the most **eminent** way among her peers.
- A new trade agreement between India and China is **imminent**.

**h) illicit – elicit**

- He was caught by the police because he sold **illicit** liquor.
- The teacher **elicited** the answer from the student.

**i) prescribed – proscribed**

- Doctor **prescribed** medicine for the child.
- The two organisations were **proscribed** by law.

**j) affect – effect**

- The severe cold **affects** the child.
- The child is cured because of the **effect** of the medicine.

**k) aural – oral**

- The patient received something to assist her **aural** functioning.
- **Oral** medicine is prescribed for the child.

**l) born – borne**

- She has **borne** the adversity with dignity.
- She was **born** in Ireland.

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

wallet	valet	hoard	horde
fairy	ferry	desert	dessert
medal	model	night	knight
wait	weight	sweet	sweat
yoke	yolk	plain	plane
grown	groan	might	mite
earn	urn	quite	quiet

f) Homophones and Confusables

- Homophone is a word which is pronounced like another word but has a different spelling or meaning.  
eg: rite, right

Fill in the blanks with suitable homophones .

i) brake/break

- We have a short break between the sessions.
- The car skidded to a halt when I applied the brake.

ii) waste/waist

- Shivani wears a belt around her waist.
- We should never misuse or waste natural resources.

iii) principle/principal

- Oxygen is the principal element present in the earth's crust.
- Both these machines work on the same principle.

iv) bread/bred

- Turtles should be bred in a healthy environment.
- I like to have toasted bread for breakfast.

v) lesson/lessen

- This medicine will lessen your pain.
- Finally, the manager learnt a lesson the hard way.

vi) pale/pail

- The child looks very sick and pale.
- I need a pail of water to wash these cups.

vii) through/threw

- Ravi picked the banana peel and threw it in the dustbin.
- The soldiers had to pass through a dark tunnel.

viii) corps/corpse

- The corpse was covered with a shroud.
- A five-day annual training camp for the senior cadets of National Cadet Corps has been organised.

Page: 8

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

Page: 72

- i) Nobody can say whether there will be an improvement in the weather.  
(whether / weather)
- ii) Your ring is loose. Do not lose it. (loose / lose)
- iii) We found a packet of biscuit in the old man's shirt pocket. (pocket / packet)
- iv) When the pole vaulter cleared 28 feet it was declared a record feat. (feet / feat)
- v) Explain the quote 'Cut your coat according to your cloth.' (coat / quote)
- vi) The stranger paused for a moment before he passed my house. (paused / passed)
- vii) The weary dancer turned wiry after final performance. (weary / wiry)
- viii) The chain that I presented to my sister was not made of gold; it was just gilt. I am suffering from a sense of guilt. (guilt / gilt)

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

1. She got into the **train** to go to the seminar to **train** the students.
2. When the mother **tears** open the letter from her son, **tears** well up in her eyes.
3. When the **wind** was blowing outside they **wind** the key of his watch.
4. The **light** was on and I saw a **light** figure in the room.
5. He took the **file** to **file** all the papers.
6. I cannot **bear** the noise of the **bear**.

**Choose the appropriate words to complete the sentences. The first one is done for you.**

frame	guide	book	play	print	plan
-------	-------	------	------	-------	------

1. a. We usually **book** tickets for movies in advance.  
b. Thirukural is my favourite **book**
2. a. The **frame** of the photo is broken.  
b. We **frame** questions on all topics.
3. a. My teachers **guide** me towards the path of success.  
b. The tourist **guide** explained the historical importance of the site.
4. a. We enacted a humorous **play** in our school function.  
b. The children **play** in the ground every afternoon.
5. a. My **plan** worked out very well.  
b. We should **plan** our work well in advance.
6. a. The **print** is not clear; we cannot read the sentences.  
b. We **print** wedding cards here.

## IDIOMS AND PHRASES

**DEFINITION:** An idiom is an expression in English language that has a special meaning of its own. It cannot be understood from the meanings of the individual words.

Here are a few idioms that you came across in the play you have just read. For e.g. 'I told him he would have to make good.' The idiom 'to make good' means 'to compensate for a wrongdoing'.

**TEXT BOOK PAGE NO:46,109,117,138.**

**Now match the idioms under column A with their meanings in column B:**

A. IDIOMS	B. MEANINGS	Answer
save one's skin	a sudden unexpected event or news	To protect oneself from difficulty
make both ends meet	to be the most powerful	manage one's expenses within one's income
a bolt out of a clear sky	viewed with suspicion and distrust	a sudden unexpected event or news
go to grave	to protect oneself from difficulty	to exit the world
have the whip hand	manage one's expenses within one's income	to be the most powerful
under a cloud	to exit the world	viewed with suspicion and distrust

**i) Given below are some idiomatic expressions with their meanings. Understand the meaning**

- a) **wait for the dust to settle** – to wait for a situation to become clear or certain
- b) **get/have all your ducks in a row** – to have made all the preparations needed to do something / to be well organized
- c) **fetch and carry (for somebody)** – to do a lot of little jobs for somebody as if you were their servant
- d) **do the math** – to think carefully about something before doing it, so that you know all the relevant facts or figures
- e) **round the corner** – very near

**ii) Fill in the blanks with the right idioms. Choose from the above given idioms.**

- a) The Sherpas are cheerful, gallant men, who fetch and carry tents, oxygen, food etc., for climbers during their ascent of the summit.
- b) The team does the math carefully so as to reach the summit successfully.
- c) When they had to climb through deep new snow the party sometimes had to wait for the dust to settle.
- d) Each member of the team had all their responsibility to get all their ducks in a row.
- e) We could not believe that with a few more whacks of the ice axe in the firm snow we were round the corner to the top.

**iii) Understand the meaning of the given idiomatic expression and choose the right one to complete the sentence.**

- the icing on the cake** – something extra and not essential, but is added to make it even better
- break the ice** – to make people more relaxed, especially at the beginning of the meeting

- a) The conference room was silent though packed. The chairman introduced an interactive session to break the ice.
- b) Our headmistress not only promised us to take us for an excursion, but also announced that on return we would get a holiday. It was like the icing on the cake.

## **QUESTION TAG:**

**DEFINITION:** Question Tags are short questions spoken at the end of the statements. They are used to get confirmation from the listener.

### **RULES:**

1. Negative Subject: None of the clothes were washed, were they?
2. Negative Object: We saw none in the room, did we?
3. Negative Complement: A petty loss like that is nothing, is it?
4. Negative Adverb: Morality is found nowhere these days, is it?
5. Semi-negative words **like, few, hardly, little, rarely, scarcely, seldom, never, no one** are used as follows.  
E.g: (i) Few students attended the class, did they?  
(ii) There is hardly any flower in the tree, is there?  
(iii) Little progress has been made in this project, has it?  
(iv) Rarely does she visit a temple, does she?  
(v) He is scarcely aware of the tragedy, is he?  
(vi) They seldom meet each other now a days, do they?  
(vii) I have never attend the function, have I?
6. A few and a little convey the positive idea. A negative tag is added to them.  
(i) A few boys went to the picnic, didn't they?  
(ii) A little effort has taken to solve the problem, hasn't it?
7. Although the adverb only has a positive approach too it may be taken a negative tag. There were only two horses left in the stable, were there?
8. Statement with **anyone, no one, none, anybody, nobody, somebody, some one, take** the plural pronoun – "they".  
(i) Everybody welcomed the idea, **didn't they?**  
(ii) No body was permitted to enter, **were they?**  
(iii) Somebody can enter the garden, **can't they?**  
(iv) Anybody will answer the question, **won't they?**  
(v) Anyone could have done it, **couldn't they?**
9. After imperative sentences, we must change as follows.  
(i) Please open the door, **will you?** (Request)  
(ii) Inform the police, **won't you?** (Urgent need)  
(iii) Keep silence, **can't you?** (Command)  
(iv) Try this method, **won't you?** (Offer)
10. After negative, imperative sentence, we must use "will you".  
(i) Don't make noise, **will you?**  
(ii) Don't ask silly question, **will you?**
11. Sentence start with '**Let**', We must use shall in the question tag.  
(i) Let's start our work, shall we?  
(ii) Let me go to the library, shall I?
12. If the subject of the sentences start with **everything, anything, something or nothing**. The pronoun it should be used.  
(i) Everything is allright, isn't it?  
(ii) Anything happens in our life, doesn't it?  
(iii) Something will happen today, won't it?  
(iv) Nothing can be done, can't it?



**Task 1**

Add suitable question tags to the following sentences and punctuate properly.

1. **The children are very happy today.**  
The children are very happy today, aren't they?
2. **You have not returned my books yet.**  
You have not returned my books yet, have you?
3. **We enjoyed the trip very much.**  
We enjoyed the trip very much, didn't we?
4. **Let's clean the shelves this weekend.**  
Let's clean the shelves this weekend, shall we?
5. **My mother rarely travels by bus.**  
My mother rarely travels by bus, does she?
6. **Somebody must bell the cat.**  
Somebody must bell the cat, mustn't they?
7. **Anita never comes late to office.**  
Anita never comes late to office, does she?
8. **I am always the winner.**  
I am always the winner, aren't I?
9. **Don't commit this mistake again.**  
Don't commit this mistake again, will you?
10. **There is a pharmacy near that bus stand.**  
There is a pharmacy near that bus stand, isn't there?
11. **Bacteria can never survive in extreme weather conditions.**  
Bacteria can never survive in extreme weather condition, can they?
12. **I am not as smart as you are.**  
I am not as smart as you are, am I?
13. **The boys broke the window pane last evening.**  
The boys broke the window pane last evening, didn't they?
14. **Leaves wither during autumn.**  
Leaves wither during autumn, don't they?
15. **You should add a little salt to the buttermilk.**  
You should add a little salt to the buttermilk, shouldn't you?

**Task 2**

Correct the error found in the question tag in each of the following.

1. The evil doers cannot cross the path of truth, **can't they?** - can they?
2. The vegetables in the fridge are still fresh, **aren't it?** - aren't they?
3. The village head understood the intention of the politician, **doesn't he?** - didn't he?
4. I claim to be a person of faith and prayer, **aren't I?** - don't I?
5. The employees are seldom allowed to meet their boss, **aren't they?** - are they?
6. Let's organize a trip to Goa, **can we?** - shall we?
7. The landlady will charge me for the damage, **shan't she?** - won't she?
8. Both the sisters have left for Canada, **aren't they?** - haven't they?
9. That's definitely not the right thing to do in this situation, **isn't that?** - is it?
10. We needn't apply for a bank loan, **do we?** - need we?
11. The Chief Guest spoke a few words, **did he?** - didn't he?
12. The rhinoceros has a horn made of keratin, **haven't they?** - hasn't it?

**TEXT BOOK PAGE NO:218**

**Find out if the question tag used in each of the following sentences is correct. If it is correct, put a tick (✓) of if it is incorrect, replace it with the correct tag question in the box provided against each sentence.**

1. These children look very weak and tired, aren't they? - **don't they?**
2. Nobody can resolve this issue, can they? – **can they?**
3. We seldom speak to our neighbours, do we? – **do we?**
4. The old woman sells dolls made of sea-shells, **doesn't she?**
5. I have captured some beautiful moments in my camera, aren't I? – **haven't I?**
6. Pragathi put the bunch of flowers in the vase, doesn't she? – **didn't she?**
7. Arun was in a great dilemma at that time, didn't he? – **wasn't he?**
8. I am an expert in cooking, amn't I? – **aren't I?**
9. Let's take this matter to court, can we? – **shall we?**
10. Don't forget to hand over this file to my manager, do you? – **will you?**
11. The pair of shoes near the door is not yours, are they? – **isn't it?**
12. They have a resort in Yercaud, isn't it? – **haven't they?**
13. Our dog scarcely sleeps at night, doesn't it? – **does it?**
14. You do a lot of social service, don't you? – **don't you?**
15. There is a stadium near your office, isn't it? – **isn't it?**

## PHRASAL VERB:

**DEFINITION:** Group of words, which is different in meaning, is called 'Phrasal Verb'. It cannot be interpreted word by word. It functions as a single unit.

Verb + Particle = Phrasal verb.

It can be – Verb + Adverb (or)

Verb + Preposition (or)

Verb + Adverb + Preposition

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

- |                     |  |               |
|---------------------|--|---------------|
| 1. <b>cut off</b>   | – to remove something by cutting<br>The branch was <b>cut off</b> from the main tree.  | <b>Page 7</b> |
| 2. <b>come upon</b> | – meet someone by chance<br>I <b>came upon</b> my English teacher in Chennai.  |               |
| 3. <b>put out</b>   | – stop something burning<br>The firefighters <b>put out</b> the fire.  |               |
| 4. <b>draw up</b>   | – stop<br>A taxi <b>drew up</b> outside the hotel.   |               |
| 5. <b>pass out</b>  | – give something to each member of a group.<br>The examiner <b>passed out</b> the question papers to all the students.                                 |               |
| 6. <b>take off</b>  | – start flying; remove clothing<br>The flight <b>took off</b> at the right time.<br>As soon as I reached my house I <b>took off</b> my coat.           |               |
| 7. <b>turn away</b> | – refuse permission<br>The reporters who came to interview the Prime Minister were <b>turned away</b> .  |               |
| 8. <b>stand by</b>  | – help someone who is in difficulty, to be ready<br>My friends <b>stood by</b> me all the time.<br>A boat was <b>standing by</b> in case of emergency. |               |
| 9. <b>bank on</b>   | – depend on<br>The whole team is <b>banking on</b> him to win the match.   |               |

## b) Phrasal Verbs

**Page 118**

i) Given below are the phrasal verbs with their meanings. Use the given phrasal verbs in sentences of your own.

turn on	- to open
took over	- took lead
set off	- start a journey
put off	- postpone

1. My manager **turned on** a new account with the bank.
2. The son **took over** the company from his father.
3. During our last summer we **set off** to Ooty.
4. The match was **put off** due to rain.

ii) Given below are some Phrasal Verbs which are frequently used in connection with travelling. Guess the meaning and match.

see off	- start off / to begin a journey
stop over	- to go to station or airport to say good bye to someone
set off	- to stay at a place for a short period of time when travelling to another destination

**Answer**

- see off** – to go to station or airport to say good bye to some one  
**stop over** – to stay at a place for a short period of time when travelling to another place  
**set off** – start off / to begin a journey

- |                 |  |
|-----------------|--|
| <b>get in</b>   | - leave a bus, train etc.              |
| <b>get off</b>  | - to go away from home for a vacation. |
| <b>get on</b>   | - arrive inside train, bus etc.        |
| <b>get away</b> | - enter a bus, train, plane.           |

**Answer**

- get in** – enter a bus, train, plane.  
**get off** – leave a bus, train etc.  
**get on** – arrive inside train, bus etc.  
**get away** – to go away from home for a vacation.

- |                  |   |
|------------------|---|
| <b>check in</b>  | - pay the bill when leaving a hotel       |
| <b>check out</b> | - arrive and register at airport or hotel |

**Answer**

- check in** – arrive and register at airport or hotel  
**check out** – pay the bill when leaving a hotel

**stand**

- i) up – Your statement will not **stand up** as proof in the court of law.  
ii) for – My father always **stands for** truth and honesty.  
iii) by – Come what may, I will **stand by** you.

**look**

- i) into – The manager **looked into** the matter seriously.  
ii) at – When the stranger made a curious noise we all **looked at** him.  
iii) through – I have been **looking through** your cookery book for inspiration.

**run**

Page: 113

- i) over – The class was very interesting and it **ran over** the time.  
ii) away – The thief **ran away** when he saw the police.  
iii) into – I **ran into** my class teacher when I visited the Government Exhibition.

**put**

- i) on – She **put on** her dress after her bath.  
ii) up – He could not **put up** with his noisy neighbour.  
iii) off – The umpire **put off** the match on account of dim light.

**PREPOSITIONS:**

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

There are two kinds of prepositions. They are simple and compound prepositions.

- (i) Simple Prepositions:  
(with, up, in, of, off, on, out, at, by, through, till, from, for)
- (ii) Compound Prepositions:  
(formed by prefixing a preposition to a noun, an adjective or an adverb)  
[ about, across, among, along, around, before, behind, below, beneath, beside,

**Preposition between:**

1. **Time :** around, from, since, for, before
2. **Position:** on, under, below, beside, behind, opposite to, over
3. **Direction:** during, till, until, to, into, towards, across, through.

**List of Prepositions and Prepositional Phrases**

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

**Task 1**

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

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

- a) The boy jumped into a narrow stream.
- b) My brother will meet me on Friday morning.
- c) A temple is near/beside a bank.
- d) My friend with his brother will meet me tomorrow.
- e) There is usually a garden in front of a bungalow.
- f) Yuvashree has been studying well since childhood.
- g) A trekker climbed over a mountain meticulously.
- h) There was a skirmish between my brother and sister.
- i) The laudable thoughts were apparent among many scholars in a conference.
- j) It is easy to work under the aegis of a visionary leader.

Edit the following passage by circling the incorrect prepositions and writing the correct preposition against each line.

Dolphins are regarded as the friendliest between the sea creatures. 1. among  
There have been several stories of dolphins helping drowning sailors. 2. about  
The more we learn on dolphins, the more we realize how 3. about  
Amazing they are, they care off the sick, protect the weakest 4. of  
At danger, they communicate very well with each other 5. in

### Prepositional Phrase

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

#### Task 1

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

- With reference to your advertisement in a local newspaper, I am applying for the post of a salesman.
- The assignment will be completed in a few weeks.
- Ravi was appreciated by his teachers.
- We feel sorry for our mistakes.
- The boy studied well in spite of many obstacles.
- Our nation is famous for its glorious culture.
- We are proud of our children.
- My brother will return home in the evening.

#### Task 2

Page 46

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

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

- Instead of Kiran, Rajesh may attend a programme.
- Many tourists visited Ooty in spite of heavy rains.
- Expressing gratitude on behalf of others is common in a vote of thanks.
- On the whole, I had a happy childhood.
- Our teacher always acts in favour of her students.
- On account of his laziness, the boy remained passive for a long time.
- According to Gandhiji, ahimsa means infinite love.
- In case of rain, take an umbrella.

## CLIPPED WORDS:

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

- e.g. aeroplane – plane, examination – exam, demarcate – mark
- Front clipping – e.g. (fountain) pen
- Back clipping – e.g. disco (theque)
- Front and back clipping – e.g. (in) flu (enza)

Write the clipped and unclipped forms of the given words and complete the table.

UNCLIPPED	CLIPPED
chimpanzee	chimp
photograph	photo
microphone	mike
cafeteria	cafe
gasoline	gas
helicopter	copter
telephone	phone
university	varsity

UNCLIPPED	CLIPPED
memorandum	memo
influenza	flu
hippopotamus	hippo
bridegroom	groom
fanatic	fan
demonstration	demo
refrigerator	fridge
perambulator	pram

## EUPHEMISTIC EXPRESSIONS (POLITE ALTERNATIVES)

**DEFINITION:** The term euphemism refers to polite, indirect expressions that replace words and phrases considered harsh and impolite, or which suggest something unpleasant. Euphemism is an idiomatic expression, which loses its literal meanings and refers to something else, in order to hide its unpleasantness.

- The culprit was sent to jail. - house of correction
- Dheeraj is unemployed. - in between work
- I saw a disabled man. - differently abled
- Subsidies are given to the poor. - underprivileged
- Elambrathi has a second-hand car. - pre-owned

S.No.	Euphemistic Expressions	Polite Alternatives	S.No.	Euphemistic Expressions	Polite Alternatives
1.	Passed away	died	2.	Expired	died
3.	Ethnic cleansing	genocide	4.	Collateral damage	accidental deaths
5.	Put to sleep	euthanize	6.	Pregnancy termination	abortion
7.	Letting someone go	firing someone	8.	On the streets	homeless, jobless
9.	Correctional facility	jail	10.	Between jobs	unemployed
11.	Relocation/ Retraining center	prison camp	12.	Economical	cheap
13.	Negative cash flow	broke	14.	Taking an early retirement	got fired
15.	Urban outdoorsman	homeless	16.	Embarking on a journey of self-discovery	jobless

17.	Powder your nose	go to the toilet	18.	Blow chunks	vomit
19.	Over the hill and picking up speed	really old	20.	Big boned	fat or overweight
21.	Portly	heavy or overweight	22.	Vertically challenged	short
23.	Moon landing	bald	24.	Differently abled	handicapped or disabled
25.	One sandwich short of a picnic	not smart	26.	Not the sharpest pencil in the box	not smart
27.	Chronologically challenged	late	28.	Economical with the truth	liar
29.	Rest room	lavatory	30.	Visually challenged	blind
31.	Hearing impaired	deaf	32.	in the low income level	poor

## RELATIVE PRONOUN / CLAUSE:

### DEFINITION:

- A relative pronoun is a pronoun that refers to a noun going before it and also joins two clauses together.
- The chief relative pronouns are – who, what, which, whom, whose, that

She is the girl who got the first prize.

This is what I want.

This is the boy whose mother is the principal of the school.

This is the singer whom everyone praises.

I saw a book, which was written by my friend in a bookshop.

The hunter saw a huge bird that was multi colored.

**Generally 'who' is used for persons only - both for singular and plural.**

I saw a man who was blind.

Blessed are those who seek God.

The soldiers who belonged to Light Brigade fought bravely.

**'Who' may be used for animals.**

**'Which' is used for things and animals – both for singular and plural.**

The time, which is lost, is lost forever.

The lion, which is known as the king of the forest, is a ferocious animal.

The table, which I bought from you, is very useful to me.

**'That' is used for persons and things – both for singular and plural.**

This is the girl that got first rank in her class.

I know the house that she lives in.

I lost the pen that my father gave me.

The plants that are tall should be pruned.

**'That' is used after adjectives in the superlative degree.**

It is the most interesting book that I ever read.

The most beautiful lady that ever lived was Helen of Troy.

This is the best that I can do.

**The word 'as' is used as a relative pronoun after such and sometimes after the same. 'As' is also used as relative pronoun after as followed by an adjective.**

The poor beggar spent money such as rich men have.

We never enjoyed such a party as the present one.

This book is the same as that.

He ate as much as possible.

He bowled as many balls as possible.



### Subject

The person who phoned me last night is my teacher.

The person that phoned me last night is my teacher

The car which hit me was yellow.

The car that hit me was yellow.

### Object

The person whom I phoned last night is my teacher.

### Possession

The student whose phone just rang should stand up.

Students whose parents are wealthy pay extra.

The police are looking for the car whose driver was masked.

The police are looking for the car of which the driver was masked

1. This is the boy who won the race.
2. Show me the book that/which you bought yesterday.
3. Is there anyone who can help me do this homework?
4. That is the house where I was born.
5. The wrong deeds that we do more often remembered than our good ones.
6. My friend whose father works in Agra has come.
7. Most of the friends whom she had invited came for her wedding
8. The film is about a leader who led the freedom struggle.
9. Kumarasamy whose house I live in owns most of the mills in this town.
10. Shakespeare, who lived in the 16th century, is considered to be the greatest dramatist.

## BLENDED WORDS:

**DEFINITION:** A word blend is formed by combining two separate words with different meanings to form a new one. These words are often created to describe a new invention or phenomenon that combines the definitions or traits of two existing things.

### Look at the following sentence from the text.

- "The whole house **spluttered** into giggles before things settled down".
- The word "**spluttered**" is the blended form of splash and sputter.
- A portmanteau is a type of blend word in which the beginning of one word is combined with the final part of another word. Let's take a look at some of the most common portmanteaus in English.

<b>alphanumeric</b>	=	<b>alphabetic + numeric</b>
<b>brunch</b>	=	<b>breakfast + lunch</b>
<b>camcorder</b>	=	<b>camera + recorder</b>
<b>mechatronics</b>	=	<b>mechanics + electronics</b>
<b>newscast</b>	=	<b>news + broadcast</b>
<b>smog</b>	=	<b>smoke + fog.</b>

### Now, Blend the following words.

1. binary + digit = bit
2. electronic + mail = email
3. foreign + exchange = forex
4. motor + pedal = moped
5. parachute + troop = paratroop

## SINGULAR AND PLURAL:

### DEFINITION:

#### SINGULAR:

If something is extraordinary, remarkable, or one of a kind, you can say it is **singular**. In grammar, **singular** means one, as opposed to plural, which means more than one. ...

#### PLURAL:

The **plural** form of a word is the form that is used when referring to more than one person or thing.

### NOTES:

- A **singular** noun names one person, place, thing, or idea, while a **plural** noun names more than one person, place, thing, or idea. ...
- **Singular** nouns ending in 's', 'ss', 'sh', 'ch', 'x', or 'z' need an 'es' at the end to become **plural**. Some nouns are the same in both their **singular** and **plural** forms.

1. Chair	- chairs
2. Box	- boxes
3. Eskimo	- Eskimos
4. Lady	- ladies
5. Radius	- radii
6. Formula	- formulae
7. Child	- children
8. Deer	- deer

9. Loaf	- loaves
10. Hero	- heroes
11. Leaf	- leaves
12. Lorry	- lorries
13. Bat	- bats
14. Clock	- clocks
15. Table	- tables
16. Lamp	- lamps
17. Doll	- dolls
18. Biscuit	- biscuits
19. Knife	- knives

## BRITISH ENGLISH & AMERICAN ENGLISH:

### DEFINITION:

#### DEFINITION:

There are differences in spelling for some words between Americans and British. For example, the word 'colour' is spelt by the Americans as 'color'. The differences may be based on not only spelling but also pronunciation and vocabulary.

b) The most noticeable difference between American and British English is in the vocabulary usage. There are hundreds of everyday words that are different.

For example, British call the front of a car the **Bonnet**, while Americans call it the **Hood**.

c) Some British English words are given in column 'A'. Write their corresponding American English word in Column 'B.'

**British English and American English Words**

British	American
pavement	sidewalk
pull over	sweater
waist coat	vest
chips	french fries
flat	apartment
ground floor	first floor
underground	subway
queue	line
wind screen	wind shield
indicator	turn signal

British	American
time table	schedule
post	mail
holiday	vacation
autumn	fall
lift	elevator
nappy	diaper
full stop	full
loo	rest room
sweets	candies
bin	can

d) Similarly there is a difference in the spelling of certain words between American and British English. In Column 'A' words are spelled in American. Write down the corresponding British English spelling for those words in column 'B'. (The first one is done for you)

A	B
odor	odour
program	programme
parlor	parlour
apologize	apologise
color	colour
check	cheque

A	B
theater	theatre
gray	grey
behavior	behaviour
humor	humour
labor	labour

## SYLLABIFICATION:

### DEFINITION:

A word can be split into various parts which helps in pronunciation. They are called syllables. Syllables are calculated according to the vowel sounds in the word. A syllable is the smallest distinct sound unit. It has a minimum of a vowel sound with or without one or more constant sounds.

1. Syllabification should be governed not by etymology but by pronunciation:

Thus we should divide 'pe-ruse', not 'per-use'

2. To find the number of syllables:

---count the vowels in the word,

---subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels are together in a syllable)

---subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)

---the number of vowel sounds left is the same as the number of syllables.

The number of syllables that you hear when you pronounce a word is the same as the number of vowel sounds heard.

For example:

The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.

The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a diphthong which counts as only one sound, so this word has only two vowel sounds and therefore, two syllables.

3. In words ending in double consonants, the consonant should not be separated in syllabifying their derivatives – fall, fall-en; miss, miss-ing; pass, pass-ive.

4. Dissyllabic terminations that are sounded as one syllable should be so divided:

Such as fam-il-iar, po-ten-tial, re-gion, o-cean etc.

5. Divide between two middle consonants.

Split up words that have two middle consonants. For example:

hap/pen, bas/ket, let/ter, sup/per, din/ner, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

6. Usually divide before a single middle consonant.

When there is only one syllable, you usually divide in front of it, as in:

"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in".

7. Divide before the consonant before an "-le" syllable.

When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble", "mum/ble" and "this/tle". The only exception to this are "ckle" words like "tick/le".

8. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds.

Split off the parts of compound words like "sports-car" and "house-boat". Divide off prefixes such as "un-happy", "pre-paid", or "re-write". Also divide off suffixes as in the words "farm-er", "teach-er", "hope-less" and "care-ful". In the word "stop-ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".

DI SYLLABLES	TRI SYLLABLES	TETRA SYLLABLES	POLY SYLLABLES
Don-key	Pre-si-dent	In-shi-tu-tion	As-so-ci-a-tion
De-tect	Ad-van-tage	Par-ti-cu-lar	Al-li-te-ra-tion
Daugh-ter	Dra-ma-tic	Com-pre-hen-sive	Ap-pre-ci-a-tion
Sna-pid	Ex-pres-sion	In-spi-ra-tion	Ar-gu-men-ta-tive
Doc-tor	Fan-tas-tic	Fa-ci-li-tate	La-bo-ra-to-ry / la - bo - ra - tory
Sur-vey	En-ter-tain	In-tel-li-gent	Ex-ter-mi-na-tion

Child-ren	Do-mes-tic	Si-mul-ta-ne-ous
Sul-len	Dem-on-strate	Mag-ni-fi-cent
Con-tempt	Cu-cum-ber	As-tro-lo-gy
Va-nish	Sta-tis-tics	Ap-pa-ra-tus
Cen-sure	For-mid-able	Ca-ter-pil-lar

Ec-cen-tric	In-gra-ti-tude
Con-fi-dent	In-dus-tri-ous
Ba-na-na	e-ra-di-cate
Ac-ci-dent	Phi-lo-lo-gy
In-te-rest	Cal-cu-la-tion
Con-fi-dence	Su-per-sti-tion
di-li-gence	Em-bo-di-ment
Per-mis-sion	In-tro-duc-tion
For-tu-nate	Bi-o-gra-phy
Dy-na-mic	Geo-gra-phi-cal
Geo-lo-gy	e-lec-tri-cian

## SENTENCE PATTERN:

**DEFINITION:** Sentence patterns are made up of phrases and clauses. A phrase is a group of connected words, but it is not a complete **sentence** because it is missing a subject and/or a verb. Phrases are just one component that makes up a complete **sentence**.

The five elements of a sentence are,

S – Subject V – Verb O-Object A- Adjunct C- Complement

The object (O) is divided into: 1) DO – Direct Object

2) IO – Indirect Object

1. Subject (S): It talks about the thing or person in the sentence. It indicates any word or words before verb.

2. Verb (V): Verb is a word of action, occurrence or phrase expressing existence.

3. Object (O): The action of the verb is directed towards this object.

a) The phrase or word, which answers the question 'What?' is Direct Object (DO)

b) The phrase or word which answers the question 'Whom' is Indirect Object (IO)

4. Adjunct (A): Adjuncts are adverbial expressions of place, purpose and time, etc. It is an addition to a sentence. It gives answers to the questions.

(eg.) \* He went to Delhi. (Where) \* She writes slowly. (How)

\* My friend came home yesterday. (When) \* She entered the church to pray. (Why)

5. Complement (C): It completes the sense of the sentence. Usually it follows the 'be' form verbs (is / am/ was/ are/were) or become, elected, appointed, make, sound, grew, appeared, christened, call, suppose, prove, think, consider, find, believe, guess, judge, baptize, call, etc.,

1. You must speak truth always.  
a. SVIODO      b. SVOA      c. SVOC
2. He went on foot.  
a. SVC      b. SVA      c. SVO
3. Japan is a mountainous country.  
a. SVC      b. SVA      c. SVO
4. My sister is clever.  
a. SVC      b. SVA      c. SVO
5. Honey is sweet.  
a. SVC      b. SVA      c. SVO
6. They chose him the pilot.  
a. SVIODO      b. SVCA      c. SVOA
7. I met him yesterday.  
a. SVIODO      b. SVCA      c. SVOA
8. He is always honest.  
a. SVCA      b. SVAC      c. SVIODO
9. Suddenly the car stopped.  
a. ASV      b. SVA      c. SVO
10. She is now a teacher in Chennai.  
a. SVOCA      b. SVACA      c. SVOAC
11. They have drunk coffee.  
a. SVC      b. SVA      c. SVO
12. I have written a novel.  
a. SVC      b. SVA      c. SVO
13. Reading makes him a complete man.  
a. SVCA      b. SVOC      c. SVIODO
14. They paid him a huge amount.  
a. SVCA      b. SVAC      c. SVIODO
15. They named the child Mohan.  
a. SVOA      b. SVAC      c. SVIODO
16. The pupil is brilliant.  
a. SVC      b. SVA      c. SVO
17. The teacher teaches us Mathematics.  
a. SVAC      b. SVOA      c. SVIODO

18. He is a dentist.  
a. SVC      b. SVA      c. SVO
19. We celebrate Ramzan every year.  
a. SVOC      b. SVOA      c. SVIODO
20. I won a gold medal.  
a. SVC      b. SVA      c. SVO

## ARTICLES AND DETERMINERS:

### DEFINITION:

- Articles are words such as English "the" and "a", which combine with a noun to form a noun phrase. Articles typically specify grammatical definiteness of the noun phrase, but in many languages they carry additional grammatical information such as gender, number, and case. "a" and "an" are indefinite articles and "the" is definite article. The articles are not a separate part of speech. They are Demonstrative Adjectives.
- A determiner, also called determinative, is a word, phrase, or affix that occurs together with a noun or noun phrase and serves to express the reference of that noun or noun phrase in the context.

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

### TEXT BOOK PAGE NO: 221

Fill in the blanks with appropriate articles or determiners.

- We met some Americans at the restaurant.
- Monisha has many films in her hands.
- I am the eldest in my family.
- There are only few chocolates left for you.
- Can you get me some butter?
- They haven't got more roses in their garden.
- Samuel hasn't got any homework today, so he is playing cricket.
- Please give me a hammer and a nail.
- My mother is an honest woman.
- She bought a useful gadget.
- Please give me an ice cube.
- We need some light in the room.
- Why are you reading the book?
- My boss wanted a draft of the report in a day.
- Many handout is available online.

**Task 1**

Complete the following exercise using a / an / the / 'o' (no article) in the underlined space where appropriate. Change capital letters to small letters at the beginning of a sentence if necessary.

According to (1) the National Weather Report, cyclones are winds circulating (2) 'o' counter clockwise in (3) the Northern Hemisphere and clockwise in (4) the southern Hemisphere. Cyclones are usually accompanied by (5) 'o' stormy weather. Tomadoes and hurricanes are types of cyclones. (6) The hurricane is (7) a cyclone that forms over (8) the tropical oceans and seas. (9) The hurricane rotates in (10) the shape of (11) an oval or a circle. (12) The Hurricane Andrew, which hit (13) the coasts of Louisiana and Southern Florida in August 1992, caused (14) 'o' extreme devastation. It was one of (15) the most devastating hurricanes ever to hit (16) the U.S. Fourteen people died of (17) the Andrew's effect.

**Task 2**

Complete the following sentences using appropriate determiners.

1. Only a few people can afford to buy a flat in Chennai.
2. She earns so little that she could not make a decent living.
3. Some information that she gave proved false.
4. How much sugar do you want?
5. I am very tired today, as I had many guests today.
6. Some of my students have become doctors.
7. Little do I know about his personal life.
8. How many pages did you read?
9. Some fertilizer used these days spoils the soil.
10. During my student life I used to give little trouble to my teachers.

**SUBJECT – VERB AGREEMENT (CONCORD)****DEFINITION:**

Concord is an agreement in number and person between the subject and verb in a sentence. Usually, singular subject takes singular verb and plural noun takes plural verbs. When more than one subject comes, we should not get confused. For that these rules may be useful.

**Rules for Subject → Verb Agreement**

Twenty may seem like a lot of rules for one subject, but you'll quickly notice one ties into the next. In the end, it'll all make sense. (In the following examples, the agreeing subject is in bold and the verb is in italics.)

1. Subjects and verbs must agree in number. This is the cornerstone rule that forms the background of the concept.

The dog growls when he is angry.

The dogs growl when they are angry.

2. Subordinate clauses that come between the subject and verb don't affect their agreement.

The dog, who is chewing on my jeans, is usually very good.

3. Prepositional phrases between the subject and verb usually do not affect agreement.

The colors of the rainbow are beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.



There is a problem with the balance sheet.

Here are the papers you requested.

5. Subjects don't always come before verbs in questions. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Where are the pieces of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

The cow and the pig are jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

Red beans and rice is my mom's favorite dish.

8. If one of the words "each," "every," or "no" comes before the subject, the verb is singular.

No smoking or drinking is allowed.

Every man and woman is required to check in.

9. If the subjects are both singular and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is singular.

Either Jessica or Christian is to blame for the accident.

10. The only time the object of the preposition decides plural or singular verb forms is when noun and pronoun subjects like "some," "half," "none," "more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

All of the chicken is gone.

All of the chickens are gone.

11. The singular verb form is usually reserved for units of measurement or time.

Four quarts of oil was required to get the car running.

12. If the subjects are both plural and are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," the verb is plural.

Not only dogs but also cats are available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or," "nor," "neither/nor," "either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Either the bears or the lion has escaped from the zoo.

Neither the lion nor the bears have escaped from the zoo.

14. Indefinite pronouns typically take singular verbs (with some exceptions).

Everybody wants to be loved.

15. The exceptions to the above rule include the pronouns "few," "many," "several," "both," "all," and "some." These always take the plural form.

Few were left alive after the flood.

16. If two infinitives are separated by "and," they take the plural form of the verb.

To walk and to chew gum require great skill.

17. When gerunds are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by "and," they take the plural form.

Standing in the water was a bad idea.

Swimming in the ocean and playing drums are my hobbies.

18. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

The herd is stampeding.

19. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

The Burbs is a movie starring Tom Hanks.

20. Final rule: Remember, only the subject affects the verb! Nothing else matters.

Jacob, who owns sixteen houses, is on his way to becoming a billionaire.

Task 1

I. Choose the correct option and complete the sentences.

- |  |           |
|--|-----------|
| 1. Manoj _____ (was, were) present along with his parents.               | Ans: was  |
| 2. Each of these boys _____ (has, have) passed.                          | Ans: has  |
| 3. Neither Lekha nor Leela _____ (has, have) been selected.              | Ans: has  |
| 4. Every man, woman and child _____ (was, were) happy.                   | Ans: was  |
| 5. One of the machines _____ (is, are) defective.                        | Ans: is   |
| 6. A number of books _____ (is, are) missing.                            | Ans: are  |
| 7. Seker or his brothers _____ (has, have) done it.                      | Ans: have |
| 8. To make a promise and then not to keep it _____ (is, are) dishonesty. | Ans: is   |
| 9. One or the other of those men _____ (has, have) lodged a complaint.   | Ans: has  |
| 10. Each leaf and each flower _____ (was, were) stripped off the tree.   | Ans: was  |

Task 2

II. Identify the errors in each of the following sentences and rewrite them Correctly.

- Either Shyam or Ram have to pay the fine.  
Either Shyam or Ram **has** to pay the fine.
- Abdul as well as Karim deserve praise.  
Abdul as well as Karim **deserves** praise.
- Ten thousand rupees a month are an insufficient income.  
Ten thousand rupees a month **is** an insufficient income.
- Many a student were awarded at the function.  
Many a student **was** awarded at the function.
- Neither Veena nor her sisters has been informed of the accident.  
Neither Veena nor her sisters **have** been informed of the accident.
- Mithra as well as her daughters enjoy singing.  
Mithra as well as her daughters **enjoys** singing.
- You, who is my friend, should help me.  
You, who **are** my friend, should help me.
- My scissors is missing.  
My scissors **are** missing.
- A variety of pleasing objects charm the eye.  
A variety of pleasing objects **charms** the eye.
- Sixty miles are a long distance.  
Sixty miles **is** a long distance.

## LINKERS / CONNECTIVES/ CONJUNCTIONS:

### DEFINITION:

- Connectives are words that join or link ideas in a sentence. They can also be used to connect ideas together in separate sentences and to link ideas between paragraph.
- A conjunction is a word that joins together word, phrases, clauses or sentences. There are two types of conjunctions, namely coordinating conjunctions and subordinating conjunctions.

### 1. Coordinating Conjunctions

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

### 2. Subordinating Conjunctions

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

### Types of Connectives:

#### 1. Adding connectives:

As well as, moreover, too, also, besides, furthermore, in addition, etc.

#### 2. Sequencing connectives:

First, second, third, after, eventually, finally, meanwhile, now, subsequently, next, etc.

#### 3. Conditional connectives:

If, unless

#### 4. Comparing connectives:

Similarly, likewise, like, whereas, equally, in the same way, etc.

#### 5. Contrasting connectives:

6. Unlike, instead of, otherwise, whereas, on the other hand, nevertheless, in spite of, despite, notwithstanding, etc.

#### 7. Cause and effect connectives:

Consequently, therefore, thus, because, due to, as a result of

#### 8. Qualifying connectives:

But, however, unless, although, if, except

#### 9. Illustrating connectives:

Such as, for example, for instance, in the case of

### 10. Place connectives:

Beneath, near, beyond, below

### 11. Temporal connectives:

During, earlier, later, meanwhile, whenever

### 12. Emphasizing connectives:

especially, in particular.

#### Task 1

Page 47

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

- I could not complete my paper in the examination because (because, but) I was slow in answering the questions.
- It started raining, so (yet, so) we could not play.
- As (As, If) I got up early, I managed to reach school on time.
- Though (Though / Whereas) he committed a mistake, he apologised and (and / since ) promised that he would not repeat it.
- This is how (how / what) it must be done.
- The vendor saw the train moving slowly from the platform, therefore (therefore / until) he got in.
- I was not well, so ( but / so) I did not attend the class.
- (If / Although) Although she can drive, she travels by bus.
- (If / Unless) Unless you register your name, you cannot participate in the competitions.
- (As soon as / Besides) As soon as my father arrived home, I narrated the incident.
- Be quick to hear and (then / and) slow to speak.
- I am neither (neither / either) an ascetic in theory nor (nor / or) in practice.
- We fail to harness the rain water; consequently (consequently, nevertheless) we suffer.
- My brother will certainly clear GRE; for (yet / for) he works very hard.

Page 48

#### Task 2

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

- The well was deep. Therefore, the fox could not get out of the well. (because)  
Because the well was deep the fox could not get out of the well.
- The work was over. We went home. (when)  
When the work was over, we went home.
- A library is a public place. We see a number of books kept there for reading. (where)  
A library is a public place where we see a number of books kept for reading.
- The culprit was caught. Immediately, he was taken to the police station. (as soon as)  
As soon as the culprit was caught, he was taken to the police station.
- The boys were stealing mangoes from a grove. At that time, the owner of the grove came in. (while)  
While the boys were stealing mangoes from a grove, the owner of the grove came in.
- Artificially flavoured juices are hazardous to health. Moreover, they lead to kidney problems. (and)  
Artificially flavoured juices are hazardous to health and they lead to kidney problems.
- Adit has been promoted. Ranjan has been promoted. (as well as)  
Adit as well as Ranjan has been promoted.
- Caesar was declared emperor. The conspirators killed him. (After)  
After Caesar was declared / had been declared emperor, the conspirators killed him.

### Task 3

Fill in the blanks with appropriate correlative conjunctions.

- She is such an understanding person that everybody likes to be with her.
- Suraj owns both a typewriter and a computer.
- Vani is not only a good singer but also a good dancer.
- Amit did not know whether his father met his class teacher or not .
- I would rather starve than beg.

### PARTS OF SPEECH:

**DEFINITION:** In English many words in the same form can be used in different parts of speech. There are 8 parts of speech: 'noun, pronoun, verb, adverb, adjective, conjunction, preposition and interjection'.

### TEXT BOOK PAGE NO:39

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

S.No	Word with meaning and part of speech	Sentence	Noun/ Verb/ Adj. form	Sentence
1	Word : wise Meaning : clever Parts of speech : adjective	My brother is wise.	wisdom	My brother showed great <b>wisdom</b> in business.
2	Word : harm Meaning : damage Parts of speech : verb	We should not harm others.	harmful	What we do should not be <b>harmful</b> to others.
3	Word : stimulate Meaning : kindle Parts of speech : verb	Tea stimulates our thinking.	stimulation	We take tea for <b>stimulation</b> .
4	Word : argue Meaning : discuss Parts of speech : verb	We argued to finalise place for our team.	argument	We should not indulge in unnecessary <b>argument</b> .
5	Word : strong Meaning : sturdy Parts of speech : adjective	The wall is very strong.	strength	The <b>strength</b> of the building depends on the quality of steel and cement.
6	Word : destroy Meaning : abolish Parts of speech : verb	Very old things should be destroyed.	destruction	The <b>destruction</b> of old building is being done by the workers.

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

NOUN	VERB	ADJECTIVE	ADVERB
amusement	amuse	amusement	amusingly
appreciation	appreciate	appreciable	appreciably
success	succeed	successful	successfully
pride	pride	proud	proudly
hope	hope	hopeful	hopefully

## NON FINITE VERBS:

**DEFINITION:** Non-finite verb (also known as a verbal) is the term to describe a verb that does not show tense. In other words, it is a verb form, which does not function as a verb.

There are three verbals- gerunds, infinitives and participles.

All these are formed from verbs, but are never used alone as action words in sentences. Instead verbals function as nouns, adjectives, and adverbs.

- The **gerund** ends in -ing and is actually a verb form but it functions as a noun too.
  - Jumping** is fun. (subject to a verb)
  - My son enjoys **skiing**. (Object to a verb)
  - Mrs. Kala has a unique way of **teaching**. (Object to a preposition)
  - It is no use **crying**. (In Opposition to a pronoun)
- The **Infinitive** is the base form of a verb with 'to' -( to + verb). Usually it functions as a noun, although it can also function as an adjective or an adverb.
  - To jump** is fun. (noun : Subject of the verb 'is')
  - My son likes **to ski**. (noun : direct object of the verb 'like')
  - I have a suggestion **to offer**. (adjective modifying suggestion)
  - The manager called her **to give** a last warning. (adverb modifying the verb 'called')
- A **participle** is a verb that ends in -ing (Present participle) or -ed, \_d, \_t, \_en, \_n, (past participle) Participles may function as adjectives, describing or modifying nouns.
  - The **dancing** parrots entertained the crowd.
  - The **wrecked** sailboat washed up on shore.

### Task 1

Underline the gerunds in the following sentences.

- Boys love playing cricket.
- I love eating ice creams.
- Jessie enjoys bothering others.
- Painting is an interesting hobby.
- Dancing gives me joy.

## Task 2

Use the gerundial form of the verb in the brackets and fill in the blanks.

1. **Exercising** (exercise) is good for health.
2. **Flying** (fly) a kite is fun.
3. **Shopping** (shop) is my favourite hobby.
4. My friend waited for the **meeting** (meet).
5. Huckleberry Finn was responsible for **signaling** (signal).

## Task 3

Fill in the blanks with the correct infinitives.

1. Deva forgot **to post** the letter.
2. The doctor advised the patient **to take** his medicines without fail.
3. Rajesh went to the airport **to receive** his friend.
4. The bear climbed up the tree **to drink** the honey.
5. The boys went to the forest **to watch** birds.
6. I tried hard **to make** both ends meet.
7. The archaeologists are trying **to study** the ruins of Keelady.
8. Solar energy is used **to generate** electricity.
9. **To get** concession, you have to apply well in advance.
10. We have plans **to go** to London during summer vacation.

## Task 4

Combine each of the following pairs of sentences using participles. The first one is done for you.

**Example:** I didn't know what to do. I phoned the police.  
Not knowing what to do, I phoned the police.

1. **The baby cried. She was feeling sleepy.**  
Feeling sleepy the baby cried.
2. **He lived alone. He had forgotten everybody.**  
Having forgotten everybody he lived alone.
3. **She walked out. She was smiling.**  
She walked out smiling.
4. **The child says he needs attention. He shouts loudly.**  
Shouting loudly the child says she needs attention.
5. **I threw the pen. It was broken.**  
Throwing the pen caused it to break.  
I threw the broken pen.
6. **His coat is tattered. It needs mending.**  
His tattered coat needs mending.
7. **I heard the noise. I turned around.**  
Hearing the noise I turned around.
8. **He was dissatisfied. He quit his job.**  
Being dissatisfied he quit his job.

9. The politician entered the campus. He was accompanied by many comrades.

Accompanied by many comrades the politician entered the campus.

10. The girl entered the room. She was singing a song.

Singing a song the girl entered the room.

**TEXT BOOK PAGE NO: 220→221.**

**Fill in the blanks using suitable gerunds.**

1. My friend is good at playing the saxophone.
2. They don't like working on Saturdays.
3. They started late, so they were afraid of playing the train.
4. She enjoys watching horror movies.
5. Climbing on the wall can prove dangerous.
6. Drinking a two wheeler without a helmet may prove fatal.
7. Wearing uniform to school is compulsory.
8. Planting trees is a must, to prevent soil erosion.
9. Seema apologized for being / coming late.
10. Conducting an event successfully is a challenge.

**Rewrite changing the gerund in each of the following sentences to infinitives without changing the meaning.**

1. Teach me swimming. – to swim
2. Giving is better than receiving. – to receive
3. Seeing is believing. – to believe
4. I like reading. – to read
5. He managed reaching there in time. – to reach
6. Walking in the sun is harmful to the eyes. To walk
7. Stealing is a crime. – to steal
8. What I hate most is running across traffic. – to run
9. Sitting here is wasting time. – to sit
10. Exercising is good for health. – to exercise.

**CONDITIONAL CLAUSE:**

**DEFINITION:** In English grammar, a conditional clause is a type of adverbial clause that states a hypothesis or condition, real (factual) or imagined (counterfactual)

There are four types of conditions

1. Zero condition
2. Open condition
3. Improbable condition
4. Unfulfilled condition

**ZERO CONDITION :**

If you heat ice it melts

We use the so-called zero conditional when the result of the condition is always true, like a scientific fact. Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute certainty. We are not thinking about the future or the past, or even the present. We are thinking



about a simple fact. We use the Present Simple tense to talk about the condition. We also use the Present Simple tense to talk about the result.

Look at these example sentences:

<b>if condition Present Simple</b>	<b>result Present Simple</b>
If I miss the 8 o'clock bus,	I am late for work.
If I am late for work,	my boss gets angry.
If people don't eat,	they get hungry.
If you heat ice,	does it melt?

#### **OPEN CONDITION :**

If I win the lottery I will buy a car. – for real possibility

We are talking about the future. We are thinking about a particular condition or situation in the future, and the result of this condition. There is a real possibility that this condition will happen.

<b>Present Simple</b>	<b>will + base verb</b>
If I see Mary,	I will tell her.
If Tara is free tomorrow,	he will invite her.
If they do not pass their exam,	their teacher will be sad.
If it rains tomorrow,	will you stay at home?

#### **IMPROBABLE CONDITION :**

If I won the lottery I would buy a car – for unreal possibility

We are thinking about a particular condition in the future, and the result of this condition. But there is not a real possibility that this condition will happen. We use the Past Simple tense to talk about the future condition. We use would + base verb to talk about the future result. The important thing about the second conditional is that there is an unreal possibility that the condition will happen.

If I married Mary,	I would be happy.
If Ram became rich,	he would build a big bungalow.

#### **Task 1**

**Read the following sentences and fill in the blanks.**

- If I **were** (be) a spider, I **would weave** (weave) webs.
- If Raj **were** (be) a sculptor, he **would make** (make) beautiful idols.  
(or) If Raj **is** a sculptor he **will make** beautiful idols.
- If Mary had an umbrella, she **would lend** (lend) it to me.
- Rex would have played with me, if he **had had** (has) time.
- If I were you, I **would accept** (accept) this offer.
- We **will select** (select) story books for kids, if we allot time for storytelling.

If it snowed next July, would you be surprised?

If it snowed next July, what would you do?

#### **UNFULFILLED CONDITION :**

If I had won the lottery I would have bought a car:- for no possibility

With this conditional we talk about the past. We talk about a condition in the past that did not happen. That is why there is no possibility for this condition. We use the Past Perfect tense to talk about the impossible past condition. We use would have + past participle to talk about the impossible past result. The important thing about the third conditional is that both the condition and result are impossible now.

If I had seen Mary,	I would have told her.
If Tara had been free yesterday,	I would have invited her.
If they had not passed their exam,	their teacher would have been sad.
If it had rained yesterday,	would you have stayed at home?
If it had rained yesterday,	what would you have done?

Rewrite the following sentences using 'If' without changing the meaning.

**Example :** Unless you go for a walk regularly, you cannot reduce your weight. (Use 'If')

If you do not go for a walk regularly, you cannot reduce your weight.

a) **Sindhu would not have won the world championship, unless she had had single-minded devotion.**

Sindhu would not have won the world championship if she had not had single-minded devotion.

b) **You will not reach your goal, unless you chase your dream.**

You will not reach your goal, if you do not chase your dream.

c) **Unless we plant more trees, we cannot save our planet.**

If we do not plant more trees, we cannot save our planet.

d) **The rescue team would not have saved the victims unless they had received the call in time.**

The rescue team would not have saved the victims if they had not received the call in time.

e) **The palace cannot be kept clean, unless we appoint more people.**

The palace cannot be kept clean if we do not appoint more people.

f) **The portraits would not have been so natural unless the artist had given his best.**

The portraits would not have been so natural if the artist had not given his best.

g) **The manager would not have selected Nithiksha unless she exhibited good accounting skill.**

The manager would not have selected Nithiksha if she had not exhibited good accounting skill.

h) **The policeman would not have arrested the man unless he had violated the rules.**

The policeman would not have arrested the man if he had not violated the rules.

i) **Mr Kunaal would not sponsor my higher education unless I studied well.**

Mr Kunaal would sponsor my higher education if I did not studied well.

j) **Kavin will not stop flying kites unless he understands the risk involved in it.**

Kavin will not stop flying kites if he does not understand the risk involved in it.

k) **Tanya would not know the answer unless she referred to the answer key.**

Tanya would know the answer if she refer to the answer key.

l) **My village cannot achieve 100 % literacy rate, unless the elders of the village cooperate with the education department.**

My village cannot achieve 100 % literacy rate, if the elders of the village do not cooperate with the education department.

**MODALS / SEMI MODALS:**

**DEFINITION:** Modal Auxiliary is a special auxiliary which is used to denote a particular mood or expression of the subject. There are 13 Modal Auxiliaries (four of which are quasi-modals/ marginals).

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

dare	need	must
------	------	------

should	will	ought to
--------	------	----------

can	may	shall
-----	-----	-------

<b>Shades Meter</b>
---------------------

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

### Task 1

Fill in the blanks with modal auxiliaries.

- The candidates **must** answer five out of ten questions.
- How **dare / can** you open my bag?
- Tajudeen **will** finish this work by Monday.
- Can / Shall** I go to school today?
- I wish you **would** tell me the truth.
- Poonam **could** not catch the bus yesterday.
- People who live in glass houses **should / must** not throw stones.
- You **need** not go to the market as I have brought vegetables.
- Must** you have taken all this trouble?
- You **must** be joking.

- k) I tried to climb up the tree, but could not.
- l) Hima Das ran so fast that she would win the medal.
- m) You can lead a horse to water, but you cannot make it drink.
- n) I would like to have a cup of coffee.
- o) My grandfather used to / would visit this temple when he was young.

**Task 2**

**Complete the following sentences with modals using the clues given.**

- a) You must / ought to help the needy. (moral obligation)
- b) If I were you, I would not behave like that. (conditional Sentence)
- c) I will never tell a lie. (determination)
- d) My uncle might / may have reached by now. (possibility)
- e) The patient is critical. He must be taken to the hospital. (compulsion)
- f) I used to / would to play hockey when I was a student. (past habit)
- g) You should / must not attend my class. (order)
- h) He might come today. (remote possibility)
- i) You must follow the traffic rules. (regulation)
- j) He will play the match. (willingness)
- k) You need not waste time on it. (necessity)
- l) Had the doctor come in time, he might / would have saved the patient. (probability)

**TEXT BOOK PAGE NO. 216**

**MODAL AUXILIARIES:**

**Complete the following news item choosing the best phrases given below:**

Can't be	Can't have	Could take	May get	May not have
Might be	Must be	May be	May not be	Ought not

As a result of the flooding, as many as 5,000 families a) may be homeless, although the figure is only an estimate. 'The emergency services are working hard, but I'm sure they b) may get more than 20 helicopters for rescue operation. It c) could take days to reach everyone and take them to safety,' said an aid worker in the area. 'Conditions for those families still waiting to be rescued d) must be dreadful. There e) can't have any clean any clean water to drink. Worryingly, more rain is forecast, so the floods f) might be worse in the next few days. The emergency services g) may not have time to reach everyone before the waters rise again.

## TENSES:

**DEFINITION:** Tenses of verbs are used to express time. They indicate the time and state of the action.

Verbs come in three tenses: past, present, and future.

- The past tense is used to describe things that have already happened (e.g., earlier in the day, yesterday, last week, three years ago).
- The present tense is used to describe things that are happening right now, or things that are continuous.
- The future tense is used to describe things that are going to happen. (e.g., tomorrow, next day, next week etc).

## PRESENT FORMS:

Contexts Used	Example
<b>Simple present:</b> a) Habitual action. b) Universal truths. c) A future action already planned. d) Conditional sentences.	He <u>gets</u> up at 6'O clock everyday. All that <u>glitters</u> is not gold. The Chief Minister <u>visits</u> the school tomorrow. If you <u>walk</u> regularly you will be healthy.
<b>Present Continuous:</b> a) An action that continues at present. b) A definite future action.	He <u>is reading</u> now. He <u>is attending</u> the interview next week.
<b>Present perfect:</b> a) An action just completed. b) An action that has happened some→times ago.	I <u>have finished</u> the home work. I <u>have read</u> this book.
<b>Present Perfect Continuous:</b> An action that has happened in the past and continues to the present and future. (Usually used in the sentences with <u>since</u> & <u>for</u> ).	I <u>have been working</u> in this office since 2000. We <u>have been discussing</u> this problem for the past 2 hours.

## PAST FORMS:

<b>Simple Past</b> a) A completed action in the past. b) Habitual actions of the past.	The baby <u>demanded</u> everyone's attention. In primitive times, stone implements were <u>employed</u> to kill animals.
<b>Past Continuous:</b> An action going on at a particular time in the past.	When I called him he <u>was drinking</u> coffee. While I stopped him, he <u>was driving</u> the car.
<b>Past perfect:</b> When two actions are referred, the first action is told in past perfect.	When I entered the room, the boys <u>had left</u> . If he <u>had attended</u> the meeting, he would have met him.
<b>Past Perfect Continuous:</b> An action continued in the past.	He <u>had been doing</u> business in the city till he became an actor.

## FUTURE FORMS:

<b>Simple Future:</b> An action that will take place in the future.	I <u>shall write</u> the exam tomorrow. He <u>will come</u> back soon.
<b>Future Continuous:</b> An action going on at sometime in the future.	He <u>will be taking</u> charge tomorrow. By this time next week, she <u>will be travelling</u> in a plane.
<b>Future Perfect:</b> An action that will be completed, when two future action are referred.	He <u>will have closed</u> the shop, when you go there.
<b>Future Perfect Continuous:</b> An action that will be completed and will continue in the future.	By the time he leaves this city, he <u>will have been finishing</u> his course.

## Tenses

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

The following tasks are for strengthening your understanding.

Page 11

### Task 1

Tick the correct options and complete the dialogue.

- A: Hello, What do you watch / are you watching?
- B: A programme about the Jalian WalaBagh Massacre, which I recorded last night. I study / I'm studying about it this term.
- A: All that I know / I've known about it is that hundreds of people died / had-died in it.
- B: Yes, it was much, much worse than anyone has expected / had expected. It went on / has-gone-on for hours. Do you want / Have-you-wanted to watch the programme with me?
- A: No, thanks, I've got to do some veena practice. I've just remembered / I-just-remembered that we've got a concert tomorrow, and I don't have / haven't-had time to practise my new piece this week.
- B: OK. I've already done / I-already-did my practice, so I've got time to watch TV. See you later.

### Task 2

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

- Tell (tell) me exactly what happened (happen) last night.
- Mrs. Mageshwari is my maths teacher. She has been teaching (teach) me for four years.
- I had never (never) think of a career in medicine before I spoke to my Biology teacher but now I seriously (seriously) it.

- d) Oh no! I **have forgotten** (forget) to bring my assignment! What am I going to do? This is the second time I **have done** (do) this!
- e) I can't remember what my teacher **said** (say) yesterday about our homework. I **did not listen** (not listen) properly because Hussain **was talking** (talk) to me at the same time.
- f) Last year we **went** (go) on a school trip to Kanyakumari. We **had** (have) a very interesting time.
- g) At the moment I **am thinking** (think) about what course to pursue next year but I **haven't make** (not make) a final decision yet.
- h) I **get** (get) up at 7 every morning but this morning I **slept** (sleep) for a long time and I **did not get** (not get) up until 8.

### Task 3

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

- a) Every one **was sleeping** when the earthquake hit the small town. (sleep)
- b) Evangelene **quit** her job a couple of years ago. (quit)
- c) Where **did you spend** your last holidays? (you spend)
- d) I think Suresh **will leave** for Tiruvallur next morning. (leave)
- e) I was angry that I **made** such a mistake. (make)
- f) My mother was tired yesterday because she **had not slept** well the night before. (not sleep)
- g) Her parents **will be** in Coimbatore for two weeks from today. (be)
- h) Nothing much **had happened** when I got to the meeting. (happen)
- i) Scientists predict that by 2050, man **will have landed** on Mars. (land)
- j) Sh! Someone **is listening** to our conversation! (listen)
- k) The plane **will take** off in a few minutes. (take)
- l) They **were talking** about me when I interrupted their conversation. (talk)
- m) Justin and his parents **are living** in an apartment right now because they can't find a cheap house. (live)
- n) Rajini Prem's family **is** in Chengalpet now. (be)
- o) Yusuf **goes** to the movies once in a while. (go)
- p) This **has been** an easy quiz so far. (be)
- q) Our team **did not win** any games last year. (not win)
- r) We **saw** a wonderful film in the cinema last night. (see)
- s) Hurry up! The movie **has already begun**. (already, begin)

Page 12

TEXT BOOK PAGE NO:216.

Correct the errors in the following passage.

Taking a career aptitude test. There is (are) dozens of career aptitude tests online that asks (ask) a series of questions. There is (are) formulated to find out what kind of work would suits (suit) you the best. These tests analyzes (analyse) your strengths, weakness, interests, and personality to help you narrow down your career choice. You can also does an Internet search for "career aptitude tests" and takes (take) several so you can compare the results. Once you have an idea of what field you want to work in, consider all the options within that field. For instance, if you would wants (want) to work in healthcare, you could (can) be a nurse or a doctor, you can also considers (consider) paramedical careers in physiotherapy, occupational therapy and micro→biology.

## ENGLISH – GRAMMATICAL EXERCISES

### REPORTING A DIALOGUE / DIRECT AND INDIRECT SPEECH:

**DEFINITION:** Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words.

#### Examples

- She says, "What time will you be home?"
- She said, "What time will you be home?" and I said, "I don't know! "
- "There's a fly in my soup!" screamed Simone.
- John said, "There's an elephant outside the window."

#### Indirect speech

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

*She said. "I saw him." (direct speech) = She said **that she had seen him.** (indirect speech)*

#### There are four types of sentence

1. Declarative or Assertive or Statement sentence
2. Interrogative or Question (Yes/No type and Wh type)
3. Imperative sentence
4. Exclamatory Sentence

#### Each sentence has its own method of changing

Direct speech has → Main Clause + Quote → MC + Q

#### Example:

David said to Gita, "My mother is happy today".

#### + The main clause (MC) has the following:

- Speaker • Reporting Verb - Tense • Listener

**Example:** David said to Gita.  
(speaker) (verb) (listener) (simple past)

#### + We have to find out from the Quote (Q) the following

- Kind of sentence • Reported verb • Tense • Pronoun • Phrase or word for time

**Example:** "My mother is happy".

Kind of sentence → Assertive  
Reported verb → is  
Tense → Simple Present  
Pronoun → My – I person



**Rule No 1**

If the direct speech has MC next to Q, it should be written in MC + Q form.  
 The actual form is – David said to Gita, " My mother is happy today"  
 But sometimes it may be written as "Gita, my mother is happy today", said David.  
 In this case it should be written before changing to indirect speech as  
**Example:** David said to Gita, "My mother is happy today."

**Rule No 2**

From MC identify the tense of the reporting verb, speaker's person and listener's person (if the sentence has)  
**Example:** David said to Gita, "My mother is happy today."

David                  said to                  Gita,  
 III                          simp. past                  III

**Rule No 3**

From Quote (Q) identify the kind of sentence, tense of the verb, the personal pronoun, and the word or phrase of time (if the sentence has)  
**Example:** "My mother is happy today."

It is an assertive sentence

My mother is happy today.  
 I                  simp. present                  word of time

Now we have to change the tense and persons of the reported side or inside inverted comas according to the tense and persons of the reporting side or outside inverted comas.

**David said to Gita, "My mother is happy today."**

- 'My' stands for 'David' – and it is third person, So 'My' the first person should be changed into III person – 'His'
  - The verb 'is' should be changed into simple past because the reporting verb is simple past. So 'is' should be changed to 'was'
  - 'today' should be changed into 'that day'. Since it is an assertive sentence the link word is 'that'
- So the answer is 'David said to (told) Gita that his mother was happy that day.'

**Changes in the tense**

Outside inverted comas	Inside inverted comas	Change
Past Tense	Present Tense	Past Tense
Past Tense	Past Tense	Past Perfect
Past Tense	Present Perfect	Past Perfect
Past Tense	will	would
	shall	would
	can	could
	may	might
	must	must / had to
Present Tense	Whatever Tense	No change

**Change in word or phrase of time**

now	becomes	then
here	"	there
ago	"	before
thus	"	so
today	"	that day
tomorrow	becomes	the next day/the following day
yesterday	"	the day before/the previous day
last night	"	the night before/the previous night
this	"	that
here	"	there
these	"	those
next week	"	the following week

### Interrogative or question

Yes / No question	→ whether or if
'Wh' question	→ No linker
Imperative	→ to
Exclamatory	→ Change the sentence into assertive and the linker is 'that'

- + We change the tense form of the Reported speech if the Reporting verb is in Past Tense.
- + There is no need to change the tense for of the reporting speech if the Reporting verb is present or future tense.

**Example:** • He says, "I am unwell." • He says that he is unwell.  
• He said, "I am unwell" • He said that he was unwell

**Note :** If you find Say/ Says / will say, don't change the tense.

### Yes / No question

- + The link word is 'whether' or 'if'  
Indirect form should always be in the form of statement.  
**The teacher said to the boy, "Are you preparing well for the examination?"**  
The teacher asked the boy if he was preparing for the examination.

### Step 1

- + The question should be changed into a statement form.  
"Are you preparing well for the examination?" will be changed into  
"you are preparing well for the examination"  
Then the rule for the change should be followed.  
Now we have to change the tense and persons of the reported side or inside inverted comas according to the tense and persons of the reporting side or outside inverted comas.
- + Since it is a question 'said to' may be changed into asked.  
**The teacher asked the boy whether/if he was preparing well for the examination.**  
**The police said to the man, "Do you know anything about the theft?"**  
The statement form is 'You know anything about the theft.'  
The pronoun 'you' stands for 'the man'  
The police asked/inquired the man whether he knew anything about the theft.

### INTERROGATIVE SENTENCE

'Wh' question does not have any extra link verb in indirect speech. The 'wh' word itself will act as the link word.  
**The teacher said to the students, "Why do you make such a noise?"**  
The statement form is "Why you make such a noise."  
The teacher asked the students why they made such a noise.

### IMPERATIVE SENTENCE

Imperative sentence has understood subject. So the sentence begins with the verb. The link word is 'to' and the verb becomes an infinitive.  
**The mother said to the boy, "Go to the shop and buy some sugar."**  
The mother told the boy to go to the shop and buy some sugar.

### EXCLAMATORY SENTENCE

Exclamatory sentence should be changed into statement before changing into indirect speech.  
**The tourist said, "What a wonderful building the Taj is!"**  
The reporting verb should be always 'exclaimed'.  
The statement form is "The Taj is a very wonderful building."  
The tourist exclaimed that the Taj was a very wonderful building.

## Task 1

Read what these people say and rewrite as sentences.

- |  | Answer  |
|--|---|
| 1. I am very busy.                     | <u>Raja</u> said that he was very busy.                                   |
| 2. I have completed my work.           | <u>Satya</u> said that she had completed her work.                        |
| 3. I don't like to go out.             | <u>Johnson</u> said that he did not like to go out.                       |
| 4. I have just come back from Chennai. | <u>Rehana</u> said that she had just come back from Chennai.              |
| 5. I am learning English.              | <u>Akshita</u> said that he was learning English.                         |
| 6. I bought a pen yesterday.           | <u>Madhu</u> said that he had bought a pen the previous day.              |
| 7. We will go for shopping tomorrow.   | <u>Joseph and Mary</u> said that they would go for shopping the next day. |
| 8. We can't attend the party.          | <u>Afsar and Ayesha</u> said that they could not attend the party.        |
| 9. How are you?                        | <u>Satish</u> asked how he was.   |
| 10. I am fine. Thank you.              | <u>Victor</u> said that he was fine and he thanked him.                   |

## Task 2

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

- a) **Priya** : Where are you going?  
**Vijay** : I am going to the Railway station.  
**Priya** : Why are you going there?  
**Vijay** : I want to receive my uncle who is coming from Bangalore.  
**Priya** asked Vijay (a) where he was going?  
**Vijay** replied (b) that he was going to the railway station.  
**Priya** further inquired (c) why he was going there?  
**Vijay** stated that (d) he wanted to receive his uncle who was coming from Bangalore.
- b) **Teacher** : Why are you late?  
**Divya** : I missed the bus.  
**Teacher** : You should have reached the bus stop on time.  
**Divya** : My grandmother is ill. So, I had to take her to the doctor.  
**Teacher** : I am sorry. What ails her?  
**Divya** : She has high fever.

The teacher asked Divya why she was late. Divya replied that (a) she had missed the bus. The teacher told her that (b) she should have reached the bus stop on time. Divya said that her grandmother was ill so she had to take her to the doctor. The teacher felt sorry and further asked her (c) what ailed her. Divya explained that she (d) had high fever.

## Task 3

Rewrite the following passage in indirect speech.

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

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

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

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

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

Pradeep got out of bed with much excitement. He remarked to his sister Varshini that it was going to be a lovely sunny day. Varshini begged him to let her sleep a bit longer. She suggested why he did not go and help mother in cooking since he was feeling so enthusiastic. Pradeep said that he would and asked the mother whether he would help her. She said that he could and added that there were idlis and vadas on the table and asked him to have his breakfast. He thanked his mother and said that he would surely help her by eating them.

**Change the following sentences into indirect speech.**

- a) The pilot said to the passengers, “The plane will land in Delhi at 9 p.m.”
- b) The Principal said, “Young students must think about the ways to control the use of plastic bags in the school campus”.
- c) Gowtham said to me, “I was very ill last week, but I am better now.”
- d) Priya said, “I want to give my sister a present.”
- e) Madhu said to me, “I am so happy you have completed your project.”
- f) The manager said, “I will speak to you on Friday.”
- g) Mani said to his coach, “I shall improve, if you guide me.”
- h) My mother said to me, “You can go swimming tomorrow.”
- i) Sandeep said to John, “Would you like to watch a movie with me?”
- j) Geetha asked Angel, “Will you help me to pack my bag?”
- k) The librarian said to the students, “You are not allowed to scribble anything on the library books.”
- l) The motorist said to me, “Can you direct me to the post office?”
- m) Umar said to his mother, “Could you make me a cup of coffee?”
- n) The little boy said to me, “Alas! My dog is dead.”
- o) Grandmother said to her grandson, “May God bless you.”

**Answers:**

- a) The pilot told the passengers that the plane would land in Delhi at 9 p.m.
- b) The Principal said that young students had to think about the ways to control the use of plastic bags in the school campus.
- c) Gowtham told me that he had been very ill the week before but he was better then.
- d) Priya said that she wanted to give her sister a present.
- e) Madhu told me that he/she was so happy I had completed my project.
- f) The manager said that he/she would speak to me on Friday.
- g) Mani told his coach that he should improve if he guided him.
- h) My mother told me that I could go swimming the day after./ the following day.
- i) Sandeep asked John if/whether he would like to watch a movie with him.
- j) Geetha asked Angel if / whether she would help her to pack her bag.
- k) The librarian told the students that they were not allowed to scribble anything on the library books.
- l) The motorist asked me if/whether I could direct him to the post office.
- m) Umar asked his mother if/whether she could make him a cup of coffee.
- n) The little boy exclaimed with sorrowful to me that his dog was dead.
- o) Grandmother blessed her grandson that god might bless him.

**CONDITIONAL CLAUSE AND ITS INVERSION:**

**DEFINITION:** Inversion of conditional clause happens in sentences where “if” is replaced by “had”, “were” and “should”.

## EXAMPLES:

If Alice were here she could perform in the programme.

**Were Alice** here she could perform in the programme.

If Jack had not wasted so much time he could have completed the project.

**Had Jack** not wasted so much time he could have completed the project.

If Bob studies well he can get good marks in the exam.

**Should Bob** study well he can get good marks in the exam.

If Alice were here she could help you

**Were Alice** here he could help you.

If Gita had studied harder she could have stood first.

**Had Gita** studied harder, she could have stood first.

If you should come to me I can give my notes to you

**Should you** come to me I can give my note to you.

### Task 2

**Rewrite the following sentences using 'If' without changing the meaning.**

Page 125

**Example :** **Unless you go for a walk regularly, you cannot reduce your weight. (Use 'If')**

If you do not go for a walk regularly, you cannot reduce your weight.

**a) Sindhu would not have won the world championship, unless she had had single-minded devotion.**

Sindhu would not have won the world championship if she had not had single-minded devotion.

**b) You will not reach your goal, unless you chase your dream.**

You will not reach your goal, if you do not chase your dream.

**c) Unless we plant more trees, we cannot save our planet.**

If we do not plant more trees, we cannot save our planet.

**d) The rescue team would not have saved the victims unless they had received the call in time.**

The rescue team would not have saved the victims if they had not received the call in time.

**e) The palace cannot be kept clean, unless we appoint more people.**

The palace cannot be kept clean if we do not appoint more people.

**f) The portraits would not have been so natural unless the artist had given his best.**

The portraits would not have been so natural if the artist had not given his best.

**g) The manager would not have selected Nithiksha unless she exhibited good accounting skill.**

The manager would not have selected Nithiksha if she had not exhibited good accounting skill.

**h) The policeman would not have arrested the man unless he had violated the rules.**

The policeman would not have arrested the man if he had not violated the rules.

**i) Mr Kunaal would not sponsor my higher education unless I studied well.**

Mr Kunaal would sponsor my higher education if I did not studied well.

**j) Kavin will not stop flying kites unless he understands the risk involved in it.**

Kavin will not stop flying kites if he does not understand the risk involved in it.

**k) Tanya would not know the answer unless she referred to the answer key.**

Tanya would know the answer if she refer to the answer key.

**l) My village cannot achieve 100 % literacy rate, unless the elders of the village cooperate with the education department.**

My village cannot achieve 100 % literacy rate, if the elders of the village do not cooperate with the education department.

## ADDITIONAL:

**Type→1: Exercise: Of the two sentences given below form a single sentence using 'If' clause:**

1. The sun was bright. The pictures came out well.  
If the sun had not been bright, the pictures would have not come out well.
2. He did not explain the problem. I was not able to help him.  
If he had explained the problem, I would have been able to help him.

**Type→2: Exercise: Rewrite the sentences making an inversion in the conditional clause.**

1. If you should be interested, I could buy a season ticket for the music festival.  
Should you be interested, I could buy a season ticket for the music festival.
2. If you should need my help again, just give me a ring.  
Should you need my help again, just give me a ring.

**Type→3: Exercise: Rewrite the sentence using 'if'.**

1. Should you be interested, I could buy you a season ticket for the music festival.  
If you should be interested, I could buy you a season ticket for the music festival.
2. Should you need my help again, just give me a ring.  
If you should need my help again, just give me a ring.

**Type→4: Exercise: Rewrite the sentences as instructed.**

1. If you should be interested, I could buy you a season ticket for the music festival.  
(Begin with 'should')  
Should you be interested, I could buy you a season ticket for the music festival.
2. If you should need my help again, just give me a ring. (Begin with 'should')  
Should you need my help again, just give me a ring.

**TRANSFORMATION OF SENTENCES/ KINDS OF SENTENCES (SIMPLE, COMPOUND, COMPLEX)**

### **SIMPLE SENTENCE**

- A simple sentence consists of one independent clause. (An independent clause contains a subject and a finite verb and expresses a complete thought.)
  - I like coffee.
  - Mary likes tea.
  - The earth goes round the sun.
  - Mary did not go to the party.
  - Because of illness she could not attend the party
  - In spite of his richness he was not happy.

## COMPOUND SENTENCE

- + A compound sentence has two (or more) independent clauses joined by a conjunction or semi-colon. Each of these clauses could form a sentence alone.
  - I like coffee and Mary likes tea.
  - Mary went to work but John went to the party.
  - Our car broke down; we came last.

There are seven coordinating conjunctions: **and, but, or, and so, for, yet, so**

## COMPLEX SENTENCE

- + A complex sentence consists of an independent clause plus a dependent clause. (A dependent clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and a verb, but does not express a complete thought.)
  - We missed our plane because we were late.
  - Our dog barks when she hears a noise.
  - He left in a hurry after he got a phone call.
  - Do you know the man who is talking to Mary?

Here are some common subordinating conjunctions: **after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while**

Here are the five basic relative pronouns: **that, which, who, whom, whose**

### Transformation of sentences - Important Models.

Model	Simple	Compound	Complex
1.	Despite, in spite of	but, yet, nevertheless	though, although, even though
2.	on account of, because of, due to, owing to, thanks to	so, and so	as, because, since
3.	in case of, in the event of	and	if
4.	in case of not, in the event of not	or, or else, otherwise	unless
5.	V + ing, Having + past participle	and	when / as / after / before
6.	too .... to	very .... and so	so that ... (can't / couldn't)
7.	Besides	not only .... but also	who / which

### a) Simple Sentence

#### Task 1

Pick out the finite verbs in the following sentences.

Page 122

- |  |                            |
|--|----------------------------|
| a) You can solve this problem in different ways.                                       | – can solve                |
| b) The professor has been working on the last chapter of the book since March.         | – has been working         |
| c) Despite being a celebrity, Ravi mingles easily with everyone.                       | – mingles                  |
| d) You must speak clearly to make yourself understood.                                 | – must speak               |
| e) The chairman being away, the clerk is unable to approve the proposal.               | – is                       |
| f) Getting down from the car, the Chief Guest walked towards the dais amidst applause. | – walked                   |
| g) The old man struggled to walk without support.                                      | – struggled                |
| h) In case of emergency, please contact this number.                                   | – contact                  |
| i) The sun having set, the temperature fell rapidly.                                   | – fell                     |
| j) But for your help, I could not have completed the assignment.                       | – could not have completed |

Read the following passage and identify the simple sentences.

Sunflowers turn according to the position of the sun. In other words, they 'chase the light'. Have you ever wondered what happens on cloudy, rainy days when the sun is completely covered by clouds? If you think the sunflower withers or turns its head towards the ground, you are completely mistaken. Do you know what happens? Sunflowers turn to each other to share their energy. Learning from Nature, we too should support and empower each other.

### TYPE-I

Simple	Compound	Complex
In spite of .../ Despite.../For all.../ Unmindful of .../ Notwithstanding....	...but.../...yet.../ .....still.....	Though.../ Although.../ Eventhough.../

1. In spite of her poverty, Roja is always cheerful. (S)  
Roja is poor yet she is always cheerful. (CD)  
Though Roja is poor, she is always cheerful. (CX)
2. In spite of his popularity, Raja is not a great actor. (S)  
Raja is popular but he is not a great actor. (CD)  
Though Raja is popular, he is not a great actor. (CX)

### TYPE-II

Simple	Compound	Complex
Due to.../Owing to.../ Because of ... On account of.../ Being .../ By dint of.../	.....and so.....	As.../Since.../Because...

1. Being clever, Raji solved the problem easily. (S)  
Raji was clever and so she solved the problem easily. (CD)  
As Raji was clever, she solved the problem easily. (CX)
2. Owing to his hard work, Harish became rich. (S)  
Harish worked hard and so he became rich. (CD)  
As Harish worked hard, he became rich. (CX)

### TYPE-III

Simple	Compound	Complex
...too...to+infinitive	....very...and so +subject + cannot / could not ...	...so....that + subject + cannot (present tense)/ could not (present tense)

1. Kavi is too tired to work. (S)  
Kavi is very tired and so she cannot work. (CD)  
Kavi is so tired that she cannot work. (CX)
2. The coffee is too hot for me to drink. (S)  
The coffee is very hot and so I cannot drink. (CD)  
The coffee is so hot that I cannot drink.(CX)

### TYPE-IV

Simple	Compound	Complex
On+Verb +ing	....and at once.../...and immediately ...../and	When/As soon as /No sooner did.../than....

1. On hearing the news, kumar left by car. (S)  
Kumar heard the news and he left by car. (CD)  
When kumar heard the news, he left by car. (CX)
2. On reaching home, Stella started cooking. (S)  
Stella reached home and at once she started cooking. (CD)  
When Stella reached home, she started cooking. (CX)

### TYPE-V

Simple	Compound	Complex
Having + Past participle / After + Present participle	.....and then.....	After +subject +had + verb3

1. Having finished my work, I left the place. (S)  
I finished my work and then I left the place. (CD)  
After I had finished my work, I left the place. (CX)
2. After writing the thesis, he submitted it. (S)  
He had written the thesis and then he submitted it. (CD)  
After he had written the thesis, he submitted it. (CX)



### TYPE-VI

Simple	Compound	Complex
In the event of .../In case of .....	.....and .....	If.....

1. In case of your working hard, you can pass. (S)  
You must work hard and you can pass. (CD)  
If you work hard, you can pass. (CX)
2. In the event of your working hard, you will score very good marks. (S)  
Work hard and you will score very good marks. (CD)  
If you work hard, you will score very good marks. (CX)

### TYPE-VII

Simple	Compound	Complex
In the event of .....not.../ In case of.....not.....	...must/ should.....+ or/ or else/ otherwise....	Unless.....

1. In case of her not singing well, she will not win the prize. (S)  
She must sing well otherwise she will not win the prize. (CD)  
Unless she sings well, she will not win the prize. (CX)

### TYPE-VIII

Simple	Compound	Complex
....to...../in order to.../ so as to.....	.....very.....and so.....	...so that +subject + can/could

1. I work hard in order to become a successful businessman. (S)  
I work hard and so I can become a successful businessman. (CD)  
I work hard so that I can become a successful businessman. (CX)
2. She runs five miles daily so as to reduce her weight. (S)  
She runs five miles daily and so he can reduce her weight. (CD)  
She runs five miles daily so that he can reduce her weight. (CX)

### TYPE-IX

Simple	Compound	Complex
Subject + verb + object	S+V+O -and +it is/was	SVO+ Rel. Pronoun +sub-ordinate clause

1. I bought an old house. (S)  
I bought a house and it was old. (CD)  
I bought a house which was old. (CX)
2. I bought a platinum watch. (S)  
I bought a watch and it was platinum. (CD)  
I bought a watch which was platinum. (CX)

### TYPE-X

Simple	Compound	Complex
Subject +verb +to + infinitive	subject + will /would + verb + and + it is....	Subject +verb + that + subject + will/would +verb

1. I hope to score centum in English. (S)  
I will score centum in English and it is my hope. (CD)  
I hope that I will score centum in English. (CX)
2. I wish to become an IPS officer. (S)  
I will become an IPS officer and it is my wish. (CD)  
I wish that I will become an IPS officer. (CX)

**TYPE-XI**

Simple	Compound	Complex
.....for.....	.....and so.....	....as.....

- Gandhiji was praised by all for his honesty. (S)  
Gandhiji was honest and so he was praised by all. (CD)  
Gandhiji was praised by all as he was honest. (CX)
- Mr.Raja is respected by all for his simplicity. (S)  
Mr.Raja is simple and so he is respected. (CD)  
Mr.Raja is respected as he is simple. (CX)

**TYPE-XII**

Simple	Compound	Complex
Subject + verb + complement / subject + verb + object	Clause 1 + and + clause 2	Subject + who /which+ sub-clause + verb + obj / verb +comp

- My friend Mr.Raja is a teacher. (S)  
Mr.Raja is my friend and he is a teacher. (CD)  
Mr. Raja who is my friend is a teacher. (CX)
- Our neighbour Mr.Ram is a businessman. (S)  
Mr.Ram is our neighbour and he is a businessman. (CD)  
Mr.Ram who is our neighbour is a businessman. (CX)

**TYPE-XIII**

Simple	Compound	Complex
Subject + verb + object	Clause 1 (subordinate clause in complex sentence) +and + clause 2 (main clause in complex sentence)	Subject + Verb+ that + sub clause

- He confessed his guilt. (S)  
He was guilty and he confessed it. (CD)  
He confessed that he was guilty. (CX)
- I can prove my innocence. (S)  
I am innocent and I can prove it. (CD)  
I can prove that I am innocent. (CX)

**TYPE-XIV**

Simple	Compound	Complex
must ... to +infinitive...	... then only....can....(or)....or else...cannot .....	...so that ....can.....

- We must eat to live. (S)  
We must eat, then only we can live. (CD)  
We must eat so that we can live. (CX)
- You must work hard to succeed. (S)  
You must work hard, then only you can succeed. (CD)  
You must work hard so that you can succeed. (CX)

**TYPE-XV**

Simple	Compound	Complex
Besides being.../ Besides + verb +ing	....not only....but also .....	.....

- Besides robbing the old man, the thief wounded him severely. (S)  
The thief not only robbed the old man but also wounded him severely. (CD)
- Besides being a good painter, Mr.Raja is a good orator. (S)  
Mr.Raja is not only a good painter but also a good orator. (CD)
- Besides working in a factory, she attends evening seminar classes. (S)  
She not only works in a factory but also attends evening seminar classes. (CD).

**TEXT BOOK PAGE NO:219**

1. Besides being a singer, she is also a dancer. (Rewrite as a compound sentence).  
She is a singer and also a dancer.
2. Praveen ran into the field so that he might congratulate the winners. (Rewrite as a simple sentence).  
On account of running into the field, Praveen might congratulate the winners.
3. The mountain was steep but he was able to climb it. (Rewrite as a complex sentence).  
Though the mountain was steep, he was able to climb it.
4. Smita carried out the survey and presented her report. (Rewrite as a simple sentence).  
Having carried out the survey, Smita presented her report.  
On carrying out the survey, Smita present her report.
5. Unless you have a valid passport you cannot leave the country. (Rewrite as a compound sentence)  
You must have a valid passport or else you cannot leave the country.
6. This is not the way to answer. (Rewrite as a complex sentence)  
This is not the way how to answer.

**TEXT BOOK PAGE NO:220**

Combine each of the following pairs of sentences into a single sentence.

1. I met a man at the party. He is the Chairman of a computer form.  
I met the Chairman of a computer form at the party.
2. Mahatma Gandhi stood for Ahimsa. The whole world knows it.  
The whole world knows that Mahatma Gandhi stood for Ahimsa.
3. Concentrate on your strengths. You will reap success in your life.  
If you concentrate on your strengths, you will reap success in your life.
4. Consider all the facts once again. Then make your decision.  
Before making your decision, consider all the facts once again.
5. A number of books are missing from the library. Measures should be taken to retrieve them.  
A number of books are missing from the library so that measures should be taken to retrieve them.

## b) Complex Sentence

Page 123

### Task 1

Look at the following complex sentences. Circle the Main clauses and underline the Subordinate clauses.

- Nobody knows when the power supply will resume.
- Please tell me what the time is.
- The man who directed the film was my schoolmate.
- I believe that all men are basically good.
- No one knows when he will return.

### Task 2

Pick out the complex sentences in the following passage.

A man saw a lion in the bush, as he was walking through the forest. He did not know what to do. He was helpless. He was too scared to turn around and run. He just knelt down as if he were getting ready to pray. He closed his eyes, thinking that the lion would pounce on him anytime. Out of the corner of his eye, he saw the lion on its knees too. Shocked, he asked the lion what it was doing. The lion replied that he was praying before he started his meal.

## c) Compound Sentence

Two Main clauses connected by a conjunction form a compound sentence.

### Task 1

Identify the two Main clauses and conjunction in each of the following sentences.

- It started raining suddenly and people ran for shelter.**
  - It started raining suddenly
  - people ran for shelter
  - conjunction – and
- Understand the concept well, otherwise you cannot solve the problem.**
  - understand the concept well
  - you cannot solve the problem
  - conjunction – otherwise
- Fifty candidates appeared for the interview, but only five were selected.**
  - Fifty candidates appeared for the interview
  - only five were selected
  - conjunction – but
- Ramesh did not know Spanish, so he wanted a translator.**
  - Ramesh did not know Spanish
  - he wanted a translator
  - conjunction – so
- He is a good actor, still he is not popular.**
  - He is a good actor
  - he is not popular
  - conjunction – still

## Task 2

Pick out the compound sentences in the following passage.

The food we eat has to be digested and then thrown out of the body. The air we breathe in, has to be thrown out, to help us survive. But we hold negative emotions like insecurity, anger and jealousy within ourselves for years. If these negative emotions are not eliminated, the mind grows corrupt and diseased. Let us do away with hatred and lead a healthy life filled with peace and joy.

Page 124

## Task 3

Complete the sentences choosing the right endings.

We were thoroughly disappointed	–	to find out his address
Hardly had he stepped out	–	we could not go further
They wanted	–	since our team did not get a prize
Since we had run out of petrol	–	was his reckless driving
The cause of his injury	–	when it began to rain

## Answer

We were thoroughly disappointed since our team did not get a prize.

Hardly had he stepped out when it began to rain.

They wanted to find out his address.

Since we had run out of petrol we could not go further.

The cause of his injury was his reckless driving.

## ACTIVE VOICE AND PASSIVE VOICE:

**DEFINITION:** An action of a subject in relation to an object, is expressed in two ways. These two ways of expressing action of an subject are known as voices.

In Active voice, the subject acts upon the object. In Passive voice the object is acted upon by the subject. The meaning does not change in both the voices but the sequence of the words along changes. The sequence of the subject and object of the sentence is reversed while converting from Active to Passive.

## RULES:

- The object of the Active Verb is made the Subject of the Passive verb. The Subject of the Active Verb is made the object of some Preposition (generally 'by')
- The verb of the Active Voice must have the past participle form of the Finite verb.
- The tense of the Verb does not change.
- Only Transitive verbs can be changed into passive voice.
- When the verbs expressing command, order, advice or request are changed into Passive Voice, 'Let' is placed at the beginning of the subject. Also place 'Passive Infinitive' without 'to' after 'be'. The form of the Passive Voice will be – Let + Subject + be + Verb in third form. Subject is placed between 'Let' and 'be'+ verb in third form.
- While changing Present Infinitive into Passive Voice, put 'to+be+verb in third form' (Past Participle in place of infinitive form) e.g. A letter has to be posted by me.
- Some vague and indefinite subjects like 'everyone', 'they', 'people', 'someone', 'somebody', 'everybody', 'anybody', etc., are dropped when the sentence is changed into Passive voice. e.g: Prizes were distributed at the end of the function.
- The use of 'by' is considered superfluous when the special interest of the speaker is not in the active subject but in the predicate. For example – 'French is spoken in many parts of the world'.
- "They say" can be changed into 'It is said'.

### Sentences with the following four tenses of verbs cannot be transformed into Passive Voice.

- Present Perfect Continuous. E.g. Anita has been playing squash since childhood.
- Past Perfect Continuous. E.g. My family had been running textile business for years.
- Future Continuous: E.g: Students will be giving dance performance tomorrow.
- Future Perfect Continuous: E.g. They will have been discussing the sensitive issues for five days.

### Rules for Application:

**Rule 1:** The object of a sentence always answers the question 'What'. Find out the object.

**Rule 2:** Identify the verb and the use V3 (ie) Past Participle.

**Rule 3:** Then find out by 'whom' the work is done and add the word 'by' after the verb.

**Rule 4:** Write the subject or the pronouns after the word 'by'.

**Rule 5:** Then write the remaining part of the sentence.

### Tips to change from active to passive

Tips - 1	Tips - 2
I → by me	me → I
We → by us	us → We
You → by you	you → You
He → by him	him → He
She → by her	her → She
It → by it	it → It
They → by them	them → They

## Change of verbs from Active to Passive voice

Tense	Active Voice	Passive Voice
Simple Present	V <sub>1</sub> / V <sub>1+s</sub>	am/is/are + V <sub>3</sub> (Past Participle)
Simple Past	V <sub>2</sub>	was/were+V <sub>3</sub>
Simple Future	shall/will+V <sub>1</sub> (can, could, should, would, may, might, must)	shall/will be + V <sub>3</sub> (can be, could be, should be, would be, may be, might be, must be + V <sub>3</sub> )
Present Continuous	am/is/are + V+ing	am/is/are+being+V <sub>3</sub>
Past continuous	was/were+V+ing	was/were+being + V <sub>3</sub>
Future continuous	shall/will+be+V+ing	No passive voice
Present Perfect	have/has+V <sub>3</sub>	have/has+been+V <sub>3</sub>
Past Perfect	had + V <sub>3</sub>	had + been + V <sub>3</sub>
Future Perfect	will have + V <sub>3</sub>	will have been + V <sub>3</sub>

### TEXT BOOK PAGE NO. 77

#### Task 1

Change the following sentences into Passive Voice.

- a) **The Governor inaugurated the exhibition at ten o' clock.**  
The exhibition was inaugurated by the Governor at ten o' clock.
- b) **The crowd expected their leader to arrive early in the morning.**  
Their leader was expected by the crowd to arrive early in the morning.
- c) **Who taught her Computer Science?**  
By whom was she taught Computer Science?
- d) **They unanimously named Ravi the captain of team.**  
Ravi was named the captain of the team by them unanimously.
- e) **The President gave the commander an award.**  
The commander was given an award by the President.  
An award was given (to) the commander by the President.
- f) **Do not tell a lie.**  
Let a lie not be told.
- g) **Please open the door.**  
You are requested to open the door.
- h) **It is time to stop the work.**  
It is time for the work to be stopped.

- i) **They say he is a spy.**  
It is said that he is a spy.
- j) **One should keep one's promise.**  
Promise should be kept.
- k) **People burn a great deal of wood in winter.**  
A great deal of wood is burnt by people in winter.
- l) **Where had you kept the book?**  
Where had the book been kept by you?
- m) **When did you feel the tremors?**  
When were the tremors felt by you?
- n) **How did you do the experiment?**  
How was the experiment done by you?
- o) **Whose car did someone park in front of your gate?**  
Whose car was parked in front of your gate?

### Task 2

Change the following sentences into Active Voice.

- a) **The smuggler has been nabbed by the police.**  
The police had nabbed the smuggler.
- b) **By whom were you interviewed?**  
Who interviewed you?
- c) **Why were you scolded by your parents?**  
Why did your parents scold you?
- d) **Not a word was spoken by the convict in self-defence.**  
The convict did not speak a word in self-defence.
- e) **Good news is expected shortly.**  
People expect good news shortly.
- f) **The mail has just been received.**  
He has just received the mail.
- g) **Sundari has been taken to hospital by her husband.**  
Sundari's husband has taken her to hospital.
- h) **Our television is being repaired now.**  
Someone is repairing our television now.
- i) **Sweets have not been distributed to children by the organisers.**  
The organisers have not distributed sweets to children.
- j) **Prizes were being given by the chief guest.**  
The chief guest was giving prizes.
- k) **Nobody has been seen in the library this week.**  
He has not seen anybody in the library this week.
- l) **Nobody would have known the truth if you had not disclosed it.**  
(This is active voice. The passive voice is given below)  
If the truth had not been disclosed by you it would not have been known to anybody.
- m) **You are advised to help the poor and needy.**  
Help the poor and needy.
- n) **You are requested to make a cup of tea for the guest.**  
Please make a cup of tea for the guest.



## DEGREES OF COMPARISON:

**DEFINITION:** A form of an adjective that indicates a different degree of the attribute the adjective denotes, the positive, comparative and superlative forms.

### Degrees of Comparison:

#### 1. The Positive Degree:

Telling about only one thing.

e.g. No other person is so strong as he.

This shirt is as dark as that.

#### 2. Comparative Degree:

When two objects are compared, one is referred as superior or inferior in comparison with the other.

e.g. He is stronger than any other person.

This pencil is longer than that one.

#### 3. Superlative Degree:

This is the highest degree of comparison. Here more than two things or persons are compared.

e.g: He is the strongest person.

Mohan is the strongest in the class.

### Basic types of application in comparison:

Types	Positive	Comparative	Superlative
Type I	not + so + Adj. + as or as+Adj. + as	Adj. + er+than or not Adj+er+than	No superlative
Type II	No other + noun + is/ was ... as Adj. + as	Adj. + er+than+any other	the + Adj. + est
Type III	very few+Plural noun+as+Adj.+as	Adj.+er+than.... many other	One of the Adj.+est

Type	Superlative Degree	Comparative Degree	Positive Degree
I.	the best	better than any other	No other.... so good as
II.	not the best	no better than some other	Some.... at least as good as
III.	One of the best (of)	better than mother others	very few.... so good as
IV.	none one of the best	Some others better than	not so good as some others

### Task 1

Page 159

Transform each of the following sentences using the comparative degree without changing the meaning.

#### 1. Very few Indian languages are as ancient as Tamil.

Tamil is more ancient than many other Indian languages.

#### 2. Hurricanes are as dangerous as tornadoes.

Tornadoes are not more dangerous than hurricanes.

#### 3. This is the most challenging task I have ever undertaken.

This is more challenging than any other task I have ever undertaken.

4. **E-mail is the fastest means of communication.**

E-mail is faster than any other means of communication.

5. **Compulsive gambling is the worst habit a man can develop.**

Compulsive gambling is worse than any other habit a man can develop.

### Task 2

**Rewrite each of the following sentences using the superlative degree retaining the meaning.**

1. **Shakespeare is greater than many other dramatists of the world.**

Shakespeare is one of the greatest dramatists of the world.

2. **Some people think that nothing is as important as money in life.**

Some people think that money is the most important thing in life.

3. **The peacock is more colourful than any other bird found in India.**

The peacock is the most colourful bird found in India.

4. **Very few people in this town are as generous as Mr. Mohan.**

Mr. Mohan is one of the most generous people in this town.

5. **No other planet in our solar system is as cold as Neptune.**

Neptune is the coldest planet in our solar system.

6. **I cannot do anything better for you than this.**

This is the best thing I can do for you.

### Task 3

**Replace the comparative adjectives in the following sentences with their positive forms.**

1. **Rural life is certainly more peaceful than urban life.**

Urban life is certainly not so peaceful as rural life.

2. **The pen is mightier than the sword.**

The sword is not so mighty as the pen.

3. **Train journey is more comfortable than bus journey.**

Bus journey is not so comfortable as train journey.

4. **My mother can speak more sweetly than anyone else.**

No other person can speak so sweetly as my mother.

5. **Gold is not more useful than iron.**

Iron is as useful as gold.

**Identify the error in each of the following sentences and correct them approximately.**

1. Oxygen is more heavier than hydrogen.

2. Very few indoor games are more interesting than chess.

3. Henry is the most strongest of all the players in the players in the team.

4. Faster you, sooner you get tired.

5. Diamond is more precious than any gem.

6. Mr. Sridhar is wiser than all men in our family.

7. The Biology lab in our school is spacious than the Chemistry lab.

8. This is one of the busier streets in our town.

9. The sparrow is the most unique bird.

10. Beema is stronger among the five Pandava brothers.

11. An ounce is lesser than a gallon.

12. Let me introduce my oldest daughter to you all.

13. Of the two sisters, Helen is the prettiest.

14. This is the most least mark I have ever scored.

**Answer:**

1. Oxygen is heavier than hydrogen.

2. Very few indoor games are as interesting as chess.

3. Henry is the strongest player in the team.

4. The Faster you run, sooner you get tired.

5. Diamond is more precious than gem.

6. Mr. Sridhar is wiser than all other men our family.

7. The Biology lab in our school is more spacious than the Chemistry lab.

8. This is one of the busiest streets in our town.

9. No error

10. Beema is stronger than all other five Pandava brothers.

11. An ounce is less than a gallon.

12. Let me introduce my eldest daughter to you all.

13. Of the two sisters, Helen is one of the prettiest.

14. This the most least mark, I have ever scored.

## NON – VERBAL COMMUNICATION

Figures, Graphs and diagrams are self explanatory. They fall under non-verbal presentations. This exercise aims to train the students in that skill.

**PIE CHART:** A pie chart is a circular statistical graphic which is divided into slices to illustrate numerical proportion. In a pie chart, the arc length of each slice is proportional to the quantity it represents.

**BOOK PAGE NO: 41**

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

**10 Fastest -Growing Occupations from 2018-2028**



- |   |       |
|---|-------|
| 01. Wind & Solar Energy Technicians .....   | 106 % |
| 02. Personal Care & Home health Aides ..... | 85 %  |
| 03. Physician Assistants & Nurse .....      | 70 %  |
| 04. Statisticians & Mathematicians .....    | 35 %  |
| 05. Media persons & Journalists .....       | 45 %  |
| 06. Application Software Developers .....   | 55 %  |
| 07. Bicycle repairers & Mechanics .....     | 40 %  |
| 08. Teachers & Lecturers .....              | 35 %  |
| 09. Sportsmen & Coaches .....               | 25 %  |
| 10. Chefs & food analysts .....             | 20 %  |

**Answer :**

The chart shows the 10 fastest growing occupations from 2018 to 2028. The most popular profession will be in the wind and solar energy field. The technician course in the field will grow by 106%. Next comes Personal Care & Home health Aids. It has 85% growth. Physician Assistants and Nurse stand third with 70% growth. Next comes Software Developers with 55% growth. Media persons and Journalists are still in a good position with 45%. Bicycle repairers & Mechanics surprisingly come next with 40%. Statisticians, Mathematicians, Teachers and Lecturers have a poor place compared to many other professions. They all have 35%. Then come Sportsmen & Coaches and Chefs & food analysts, with 25% and 20% respectively. So the highest is Wind and Solar energy technician and the lowest is Chief and food analyst.

Trace the trekking trail to reach the summit with the given detail and write an interesting paragraph in about 100 words.

### The Summit of Mount Everest



Khumbu Glacier was the base camp. It is at a height of 17500 feet. They had a short stop at 19400 feet and then proceeded to 20200. On the way they had ice fall and it gave some trouble to them. They continued their trekking and reached Western CWM which is at a height of 21200. This was their 4th stop. Then they took right turn and reached 22000. This led to their 6th place which is at a height of 23000 feet. To reach the 7th place they crossed Lhotse face. The 7th stop was 24000 feet high. They proceeded further and crossed Geneva Spur and reached the height of 26000 feet. Then they further moved and reached 27500. With great difficulty they reached South Summit which is at a height of 28700. Now they were closer to our goal. Then they reached the top which is above 29035 feet. They were successful in their mission.

b) Read the following information given in the table below and answer the questions.

A nice choice from Chennai to the National capital			
RAJADHANI EXPRESS TIMETABLE			
Shortest Route between Chennai and Hazrat Nizamuddin 8 Halts & 324 intermediate stations in between			
Station Name	Departs	Day	Speed
Chennai Central	06.05	1	75
Vijayawada	11.55	1	76
Warangal	14.40	1	77
Balharshah	18.00	1	78
Nagpur	20.45	1	74
Bhopal	02.10	2	89
Jhansi	05.31	2	99
Gwalior	06.32	2	85
Agra Cantt	07.57	2	76
Hazrat Nizamudin	10.25	2	-

a) The number of stations between Chennai Central and Hazrat Nizamudin is \_\_\_\_\_.

- i) five  
ii) ten  
iii) eight  
iv) eleven

Ans: iii) eight

b) The train is expected to reach \_\_\_\_\_ around 8.45 PM.

- i) Warangal  
ii) Vijayawada  
iii) Bhopal  
iv) Nagpur

Ans: iv) Nagpur

c) Between \_\_\_\_\_ the train runs at its maximum speed.

- i) Bhopal and Gwalior  
ii) Bhopal and Jhansi  
iii) Bhopal and Hazrat Nizamudin  
iv) Bhopal and Agra

Ans: ii) Bhopal and Jhansi

d) Almost \_\_\_\_\_ the train reaches Vijayawada.

- i) the day after  
ii) around early morning  
iii) late night  
iv) around noon

Ans: iv) around noon

Page 154

e) People prefer the Rajadhani Express to travel from Chennai to reach the capital because \_\_\_\_\_.

- i) It reaches the destination on the same day.
- ii) the charge is reasonable.
- iii) the train halts at ten stations.
- iv) It is the shortest route from Chennai to New Delhi.

**Ans: iv) it is the shortest route from Chennai to New Delhi.**

f) The destination of Rajadhani Express is \_\_\_\_\_.

- i) Hazarat Nizamudin
- ii) New Delhi Junction
- iii) Old Delhi
- iv) Rajkot

**Ans: i) Hazarat Nizamudin**

### DIALOGUE WRITING:

Dialogue is a conversation between two people on any topic.

Important points to be remembered before writing a dialogue.

- Start with a greeting.
- Use short sentences without any grammatical mistakes.
- Choose informal style.
- Be spontaneous and natural.

### 3. A salesman and a customer at an electronic shop.

- Salesman : Yes sir, what can I do for you?  
Customer : The CD player in my lap has some problem.  
Salesman : Do you have your lap with you now?  
Customer : Yes I have. Here it is.  
Salesman : Let me check it. We can't use it.  
Customer : Do you have a new one?  
Salesman : Yes I have.  
Customer : Shall I see that?  
Salesman : Do you want to keep it inside or do you want one to fix outside?  
Customer : I want to have it inside.  
Salesman : You can select it.

### 4. A father and his daughter about the advantages of the habit of newspaper reading. Page 75

- Father : My dear, get today's news paper from the portico.  
Daughter : Here it is. Why dad everyday morning your life starts with the newspaper?  
Father : Yes dear, this is a way to know what is happening around us.  
Daughter : TV news can also give it to us.  
Father : Newspaper will give the news and the views of many people like activists, scientists and the reporters.  
Daughter : Does it make any difference dad?  
Father : Yes of course. Editor's column gives the view of that newspaper. Many columnists write article on economy, education, science and so on.  
Daughter : Oh, it is very informative to talk to you.  
Father : If you are interested to read the newspapers there are items for your age group.  
Daughter : Surely I will do it father.

**c) Extend the conversation with two more relevant exchanges.**

1. Receptionist : Good evening, sir. Welcome to Chennai.  
Traveller : I would like to book a deluxe room in your hotel for 3 days.  
Receptionist : Single room or double room?  
Traveller : Double room though I am single.  
Receptionist : Sir, give me your ID card.  
Traveller : Here it is.
2. Student : Good morning, sir. May I come in?  
Teacher : Good morning, why are you late today?  
Student : Sir, I missed my school bus.  
Teacher : How did you miss it?  
Student : Sorry sir, my uncle came home from US. So I started a little late from home.  
Teacher : OK. Hereafter no excuses.

**DESCRIBING A PROCESS:**

DEFINITION: Describing a process involves outlining the procedure of an activity. The description may be in the form of (a) a guideline to be followed before actually doing / performing the task or (b) recounting the actual process. (Care should be taken to maintain the sequence of steps).

**BOOK PAGE NO:188-189**

**Task 1**

**Preparation of apple juice**

**You plan to delight your parents and sister, serving them chilled apple juice. Here is the process: (Complete the sentences with the right form of the verbs)**

Four or five apples **are taken** (take) and **washed** (wash) well. They **are wiped** (wipe) dry and cut into pieces of medium size. The seeds **are removed** (remove). Then the apples **are put** (put) into the mixer. Some milk **is added** (add). The apples **are crushed** (crush) and a fine liquid **is obtained** (obtain). This liquid **is filtered** (filter) and the juice **is stored** (store) in the refrigerator. It is **taken** (take) out whenever needed, and after adding sugar, it **is served** (serve) in cups.

**Task 2**

**Installing a computer**

**The description of installing a computer in your study room is given in the form of jumbled sentences. Rearrange the sentences in the right order and form a coherent paragraph.**

1. Once you connect the CPU, connect the keyboard and mouse.
2. Before turning on the power, check that all parts are connected to the CPU.
3. First open the box and take out the computer parts.
4. Plug both the computer and the monitor with a power cord.
5. Set the computer on a table or flat surface.
6. Finally turn on the power.

**Answer :**

First open the box and take out the computer parts. Set the computer on a table or flat surface. Once you connect the CPU, connect the keyboard and mouse. Plug both the computer and the monitor with a power cord. Before turning on the power, check that all parts are connected to the CPU. Finally turn on the power.

### Task 3

Attempt a description of the following processes, in about 100 words each, either using the imperative or the passive.

#### 1. Preparing your favourite dish

##### Preparing a favourite dish

- Take a bowl and mix fennel seeds, mustard seeds, cumin seeds and asafoetida.
- Heat oil in another pan.
- Add the seed mixture.
- Add small pieces of onion when crackling sound is heard.
- Saute till the onions turn pink.
- Add paneer, turmeric, chilli and pepper.
- Stir for sometime.
- Add coriander and salt.
- Bring them to a boil.
- Serve Achaari Paneer hot.

#### 2. Organising a birthday party in your house

##### Organising a birthday party in the house

- Prepare a list of friends, relatives and neighbours to invite.
- Collect their phone numbers.
- Order a big birthday cake and milk chocolates.
- Arrange for tea according to the number of people invited.
- Buy colour papers or festoons.
- Decorate the hall where the party will be held.
- Invite the people two days before the birthday party.
- Buy ready-made garments and wear them on the birthday.
- Cut the cake and distribute the pieces of cake and chocolates.
- Serve tea after getting blessings.

#### 3. Sending a letter by courier service

##### Sending a letter by courier service

The letter is put in an envelope which is stuck with gum. The address of the receiver is written on the front side. The address of the sender is written on the reverse side of the envelope. It is taken to a courier service office. It is weighed. Money is paid according to the weight of the envelope. The bill with the details of the envelope is obtained.

#### 4. Obtaining a demand draft from a bank

##### Obtaining a DD from a bank

- Collect a DD application.
- Fill in the details such as the sender's address and the beneficiary's address.
- Mention the exact sum of money to be sent and add the commission amount.
- Mention the mode of payment either in cash or by cheque.
- Mention the place where the DD can be encashed.
- Affix your signature and hand over the form to the clerk.
- Obtain a counterfoil and wait for your Demand Draft.



## COMPLETION OF PROVERB/MATCH PROVERB WITH THEIR MEANINGS:

DEFINITION: Proverbs are popularly defined as short expressions of popular wisdom. The wisdom is in the form of a general observation about the world or a bit of advice, sometimes more nearly an attitude toward a situation.

No.	Proverbs	Meanings
1.	All are not thieves that the dogs bark at.	Do not judge one at the physical appearance.
2.	All's fair in love and war	In certain situation everything is right if it leads to success.
3.	All roads lead to Rome.	All paths or activities lead to the centre of things.
4.	All work and no play makes Jack a dull boy.	Working all the time will not make you successful.
5.	As you make your bed, so you must lie on it.	You must accept the unpleasant result of something you have done.
6.	Actions speak louder than words.	People's actions show their real attitude than their mere words.
7.	A friend in need is a friend indeed.	A person who helps at a difficult state can be relied on.
8.	All good things must come to an end.	Nothing great will last forever.
9.	All's well that ends well.	If the outcome of a situation is happy, this compensates for any previous difficulty or unpleasantness.
10.	All that glitters is not gold.	Appearance is deceptive.
11.	Well begun is half done.	A good beginning almost assures success.
12.	Bend the willow while it is young.	Influence young people while they are young and impressionable.
13.	Better late than never.	It is better to do something or arrive after the expected time than not do it or arrive at all.
14.	Birds of the same feather flock together.	People who have similar characters or interests come together
15.	Bitter pills may have blessed effects.	There are some unpleasant things that actually turn out to be good.
16.	Blood is thicker than water.	Family relationships and loyalties are the strongest and most important ones.
17.	Beauty is in the eyes of the beholder.	Different people have different ideas and views about what is beautiful; not all people have the same idea.

### Match the proverb with its meaning.

I	Proverb		Meaning	Answer
1.	No sweet without sweat.	a.	Tension leads to imperfection.	
2.	Haste makes waste.	b.	Think well before doing anything.	
3.	Look before you leap.	c.	No pain, no gain.	

II	Proverb		Meaning	Answer
1.	One flower makes no garland.	a.	A steady growth leads to progress.	
2.	Rome was not built in a day.	b.	Accept the result of your action.	
3.	As you sow so shall you reap.	c.	A single person can't be powerful	

**Choose the correct option and complete the proverb.**

1. Don't bite the hand that \_\_\_ you. a)helps b)**feeds** c)holds d)protects
2. All roads lead to \_\_\_\_ a) Egypt b) Turkey c)Greeck d) **Rome**
3. An idle mind is the \_\_\_ workshop. a) fool's b)angel's c) **devil's** d) leader's
4. Ignorance is \_\_\_ a)**bliss** b)cure c) gift d) evil
5. A fool and his \_\_\_ are soon parted. a)friends b) **money** c) knowledge d) family

**EXPAND THE NEWS HEADLINES:**

Students should expand each headline into a complete sentence by modifying them and rewriting the statements in complete sentences.

Passive voice is often used to report the news objectively.

Infinite phrases which show future tense are used.

Tips:

- |                   |                    |
|-------------------|--------------------|
| What happened?    | Where it happened? |
| What it happened? | Who are involved?  |
| Whv it happened?  | How it happened?   |

Look at the newspaper items given below. Use the information in the headlines to complete the sentence.

**1. HEAVY RAINS LASH CHENNAI**

Heavy rains threw normal life out of gear.

**2. NEET CLASSES TO BEGIN ON SEPT. 20th**

The centre coordinator informed the candidates that the NEET classes will begin on September 20th.

**3. 12 INJURED AS BUSES COLLIDE**

About twelve people were injured as two private buses collided at the Dindigul bus terminus today.

Page: 79

**E. Expand the following news headlines in a sentence.**

**1. Municipal elections in December**

Municipal elections will be held in December.

**2. Telephone customers to get video phone**

There is a chance for telephone customers to get video phones.

**3. Card license to replace paper driving license**

Within a short time card license will replace paper driving license.

**4. ATM without security guard to close**

The Central Government asked the banks to close down the ATMs without security guard.

## SLOGAN WRITING:

Generally, slogans are written to advertise a product or to create an awareness among the public for a social cause.

### Tips for writing an effective slogan

1. Explain the company's commitment.
2. Be consistent.
3. Keep it short and simple.
4. Give them a rhythm, rhyme and ring.
5. Stay honest.
6. Make it timeless.
7. Be unique and different.

TEXT BOOK PAGE NO:160

Look at the pictures given below, and write slogans to advertise the products. Suggest your own brand name for each of the products.

Page 160



Toothpaste	Water purifier
 <p><b>SMILEY TOOTHPASTE</b> Whitens teeth, Freshens breath.</p>	 <p><b>GANGA WATER PURIFIER</b> For germ free drinking water Your health is our concern.</p>
Camera	Laddus
 <p><b>CAMMY DIGITAL CAMERA</b> Nourish live memories Cherish sweet memories.</p>	 <p><b>YUMMY LADDUS</b> Pure ghee; no preservatives A delight for the young and the old.</p>

**Write slogans to create awareness of the following topics using the tips given above.**

- **Junk food** - Ready to feed doctor's pocket, Take junk food.
- **Labour Day** - Salute those who toil and soil for us.
- **Save Water** - Water is a boon of nature, Save it to fight drought.
- **Yoga** - For a healthy, brisk and bustling life.
- **Blood Donation** - Donate blood to save precious life.

### **DRAFT A NOTICE:**

A notice is a written or printed piece of information which is given to a large group of people. It is displayed on noticeboards and at strategic locations.

Tips:

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

1. You are Evangeline, Head-girl of ABC School, Madurai. You have been asked to inform students of class XI and XII about conducting workshop on précis writing. Draft a notice for the students' Notice board with all the required details in not more than 50 words. Put the notice in a box.

**Government Hr. Sec. School, Mirjur**

**Workshop on Précis Writing**

**1st February 2018**

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

(Sd/-)

**Evangeline**

**(Head-girl)**

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

**GOVT. HR. SEC. SCHOOL**  
Tirunelveli - 1.

**ATTENTION**  
**STUDENTS OF CLASS 11**  
**EDUCATIONAL TOUR**  
**20th June, 2020**

---

PROPOSED PLACE – KODAIKANAL  
PROPOSED DATES – 7 & 8 JULY

Interested students can enrol their names to  
Mr. Shankar, English teacher on or before 4 July.

xxx  
(Class Leader)

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

**Mahatma Gandhi HSS, Tirunelveli.**  
**Inauguration of NSK Laughter Club**

20 June 2020

This is to inform the students of I & II year Higher Secondary class that it has been proposed to start NSK LAUGHTER CLUB in our school. Its inauguration will be at 4.30 pm on 28 June 2020. It will be conducted in our school playground. All the Higher Secondary students are invited to attend the function.

Sd/-  
SPL.

### DRAFT A MAIL:

**DEFINITION:** E-mail is a less formal method of communicating but has replaced the conventional letter, as a means of communication. E-mails can be forwarded to a number of people without your knowledge, so one should consider it as an unsealed letter.

**Why is the e-mail so popular?**

- (i) It makes communication almost instant.
- (ii) It is less laborious to write.

**When writing an e-mail, please note,**

- (i) Short forms, symbols, recognizable abbreviations can be used.
- (ii) Receiver's/sender's address, date, need not be used as they are already programmed in the computer.
- (iii) The communication should resemble a message / formal / informal letter, depending on the purpose and the receiver.

1. You are the Principal. Draft a mail to [dhoni@abcmail.com](mailto:dhoni@abcmail.com) to invite him to the annual sports day celebration.

To: [dhoni@abcmail.com](mailto:dhoni@abcmail.com)

Cc: [anandv@notmail.com](mailto:anandv@notmail.com), [sumathy@zahoo.com](mailto:sumathy@zahoo.com)

Subject: Invitation – Annual Sports Day

Dear Sir,

We are happy and honoured that you have agreed to be the Chief Guest on our 34<sup>th</sup> Annual Sports day on 5<sup>th</sup> January, 2018. Our students are thrilled about this and they eagerly look forward to seeing you on that great day. We expect your esteemed presence by 5 p.m. at the stadium. Please find attached a copy of our invite.

Regards,

Principal, ABC GHSS.

2. Write an email to your uncle thanking him for the gift that he had sent from abroad.

To: [dinesh123@gmail.com](mailto:dinesh123@gmail.com)

Sub: Thanking for gift-reg

My dear Uncle,

Received your gift on my birthday. It is very useful for me. All of us felt your absence. Hope we will meet soon. Convey my regards to aunt.

Yours lovingly,

RAM.

#### REARRANGE THE WORDS AND PHRASES TO MAKE MEANINGFUL SENTENCES:

#### TEXT BOOK PAGE NO:220

#### Unscramble the sentences.

1. rupees / lunch / to buy / it/ twenty / costs
2. become / my / is / a doctor / dream / to
3. eight years / to win / it / took / the world cup
4. as / a / I / want / collector / to see / you
5. divine / is/to forgive
6. the human personality / is to enable / of education / the aim
7. to reduce stress / in our lives / an excellent way / laughing / is
8. always / my grandmother / with me / went to / school
9. an integral part / sports / of education / should be
10. all over the world / keeps / of our company / travelling / to attend conferences / the chairperson
11. in Tamil nadu / Krishnaswami Narayan / born on October 10 / at Chennai / 1906 / was
12. truth and honesty / always / stands for / my father
13. the exam / you / if / you / would have passed / had studied
14. R.L.Stevenson / is / novelist / “Treasure Island”/by the famous / written / it
15. am confident / I / that/into the wide world/ are being sent/you
16. that / remember / always / become/ can / you / thinking/by/big/big
17. Della/shocked/when /Jim was/at/looked / he
18. has been stoled / watch / it/ my/hasn't/ yet/ recovered / and / been
19. teacher / will / the / answer / us / papers / give/ next / week / the
20. gave / to / Balaji / children /thanked / sweets / they/him/and/ the /all
21. have/the / correctly/ You/question/you/will/gift/answered/and/so/I/give/a

#### Ans:

1. It costs twenty rupees to buy lunch.
2. My dream is to become a doctor.
3. It took eight years to win the world cup.

4. I want to see you as a collector.
5. To forgive is divine.
6. The aim of education is to enable the human personality.
7. Laughing is an excellent way to reduce stress in our lives.
8. My grandmother always went to school with me.
9. Sports should be an integral part of education.
10. The chairperson of our company keeps travelling all over the world to attend conferences.
11. Krishnaswami Narayan was born on October 10, 1906 at Chennai in Tamil nadu.
12. My father always stands for truth and honesty.
13. If you had studied, you would have passed the exam.
14. It is "Treasure Island" written by the famous novelist R.L.Stevenson.
15. I am confident that you are being sent into the wide world.
16. Always remember that you can become big by thinking big.
17. Jim was shocked when he looked at Della.
18. My watch has been stolen and it hasn't been recovered yet.
19. The teacher will give us the answer papers next week.
20. Balaji gave sweets to all the children and they thanked him.
21. You have answered the question correctly and so I will give you a gift.

**WRITING MESSAGE:**

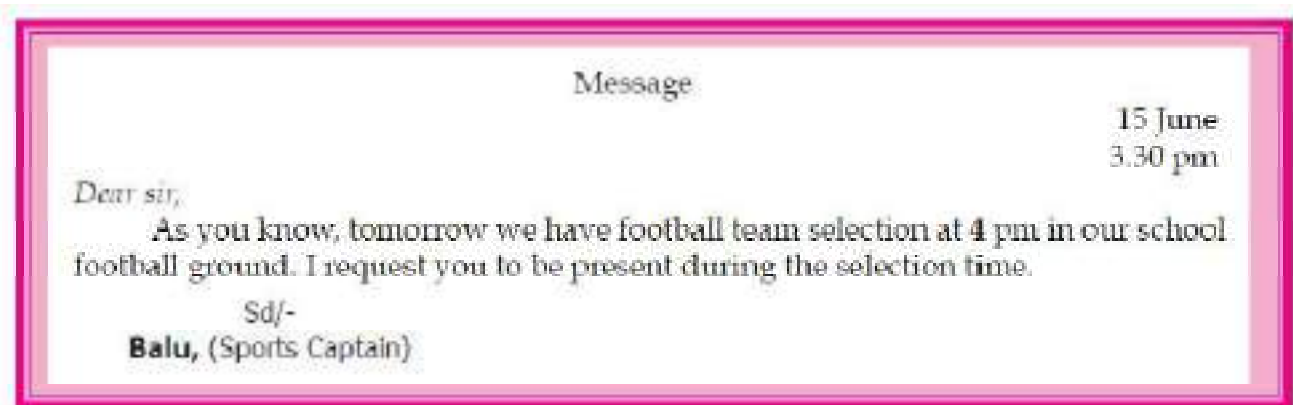
**DEFINITION:** A Message is a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly.

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

2 p.m.  
15 Feb.

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

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



## COMPREHENSION - SUMMARY WRITING / NOTE MAKING

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

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

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

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

### Steps for note – making:

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

### Steps for Summary Writing:

1. Read the passage.
2. Identify the important points – use Note Making.
3. Write the rough copy based on important points.
4. Avoid examples, quotations, numerical dates and exact sentences from the passage. The number of words can be approximately one-third of the original passage words.
5. Write the fair copy, with a title, neatly without over-writing, erasing and cancelling.
6. Check the points, underline those important points in the fair copy. Then cancel the rough copy.

### EXERCISES:

#### TASK

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

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

Traditional Games were not just games, they were designed in such a way that one can develop lot of skills like logical thinking, building strategy, concentration, basic mathematics, aiming, and a lot more. Nowadays we develop these skills by paying money to centres that conduct personal development courses. Traditional Games act as learning aids. They teach us many things while playing, like to learn to win and lose,



develop sensory skills, count, add, improve motor skills, identify colour, improve hand-eye co-ordination and finally to have fun, either by playing the game or watching a game being played.

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

### Note Making

1. Difference between past and present childhood games
  - a. games of skill
  - b. rich culture and heritage
2. Traditional games' importance
  - a. develop skills and logical thinking
  - b. now pay and receive these skills
  - c. learn to win and lose
3. Values of the traditional games
  - a. environmental friendly
  - b. learn our culture and history
  - c. pride to our culture

### Summary

#### **Difference between past and present childhood games**

There is a difference between the games played by the children of the past generation and the present generation. In the past, children played native games like Kabbadi, Goli and Gilly. But now most of the children play games like cricket, tennis and football. In the past they played indoor games like dhaayakattam, pallanguzhi etc. Children get cultural and heritage values from our old games. The traditional games develop lot of skills and logical thinking, sensory skills, motor skills and hand-eye coordination. The traditional games give values more than the modern games. Our old games are environmental friendly and we learn our culture and history from them. The traditional games are our pride to our country's culture.

#### **Write a summary or Make notes of the following passage.**

There are basically two types of auctions: ascending-bid auctions and descending-bid auctions. Ascending-bid auctions start out with a low bid for an object. The price of the object is gradually raised until only one bidder remains. By contrast, descending-bid auctions start out with a high bid and the price is progressively lowered until a customer expresses a willingness to purchase the object. Both procedures have a number of variants. For example, in some types of auctions a professional auctioneer declares the suggested bids. In other types of auctions, however, the customers make their own bids. Another variant, used at places such as eBay or Yahoo Auction, is called a "buyout option". A high price for an item is declared. Anyone willing to pay that price is guaranteed a purchase. This variant seems to appeal consumers who dislike uncertainty: for a fixed price they are guaranteed an object. "Buyout options" are most commonly used if the seller has a stock of several copies of the same item. Both ascending-bid and descending-bid auctions can be conducted in either open or closed formats. In open formats, all participants know what exactly how much an object is going for. For example, at many Japanese fish markets, wholesalers gather around the fish to be purchased and raise their hands as the auctioneer names progressively higher prices. In closed auctions, participants are unaware of how much other participants are willing to pay for an object. For example, a case in which participants used sealed envelopes to place their bids on a piece of real estate represents this type of auction. Though open auctions generally yield higher prices, closed formats are sometimes preferred in situations in which the privacy of the prospective buyers is considered paramount or the need to document precisely how much each party bid is high.

## Note Making :

### Auctions

1. Two Types of Auctions
  - (a) Ascendg.-bid auctns.
  - (b) Descendg.-bid auctns.
2. Procedure
  - (a) Ascendg. start-low bid and gradly.raisd.
  - (b) Descendg. start-high bid and progressvly lowered.
  - (c) Both have no. of variants
    - (i) Professnl. auctioners. declare the bids.
    - (ii) custmrs. make their own bids.
    - (iii)High price-anyone willing - a purchaser
3. Both conducted - either open or closed.
  - (a) Open formats - know what extcly.
  - (b) Closed auctns. - unaware - how much.
4. Prices yielded
  - (a) Open auctns - yield highr. prices
  - (b) Closed auctns. - preferred instituatns. of privcy. of buyrs.

(OR)

## Summary Writing

### Rough Copy :

#### Auctions

Basically, there are two types of auctions : ascending bid auctions and descending bid auctions. Ascending bid auctions start with a low bid and gradually increase until one bidder remains finally to buy an object. Whereas, the descending-bid and progresses to towards a low price until a customer comes forward the purchase the object. Both these procedures have a number of variants. Sometimes professionals or customer auctioners declare the bids. Another variant is a high price is declared for an object and anyone who is willing to purchase that, is a purchaser. Both auctions can be conducted in either open or closed. In open formats, all are aware of the exact price of an object. But in closed auctions, participants are unaware of how much other participants are willing to pay for an object. Open auctions generally yield higher prices, but closed auctions are preferred in the case of privacy of the prospective buyers.

### Fair Copy :

#### Auctions

Basically, there are two types of auctions : Ascending - bid auctions and descending - bid auctions. Ascending - bid auctions start with a low bid and gradually increase until one bidder remains. Whereas, the descending - bid auction starts with a high bid and progress towards a low price to purchase an object. Both these procedures

have a number of variants. Sometimes professionals or customers declare the bids. These auctions are conducted in either open or closed. In open formats, all are aware of the exact prise of an object which yield higher prices. But in closed auctions, participants are unaware of how much other participants are willing to pay, as their privacy is considered paramount.

## BIOGRAPHICAL SKETCH:

**DEFINITION:** A biographical sketch is a brief summary of a person's life and his achievements. It should include a description of the person's physical appearance, education, work, achievements and other special traits. The main focus of a biographical sketch is to portray the person in an admirable way.

### Steps to write a Bio-sketch:

1. Use the third person in your description.
2. Write down personal details like name, age, physical appearance etc.
3. Highlight his/her education and work.
4. Mention his/her special contribution.
5. Make a list of the person's achievements.

**Write a biographical sketch on the author in not more than 80-100 words based on the information given below.**

Page: 82

Name	Arthur C. Clarke
Pen names	Charles Willis, E.G.O' Brien
Birth	16 Dec 1917, England
Career	Novelist, Television host, inventor and film screen writer.
Genre	Science Fiction, Television series, film screen play
Awards and Honours	1961, Kalinga Prize - an award given by UNESCO for popularising science Hugo and Nebula Awards Chairman of the Interplanetary Society Highest Civil Honour of Sri Lanka – 'Sri Lankabhimanya 2005'
Titles	Clarke, Robert Heinlein and Isaac Asimov – 'Big Three' of Science Fiction 'The Prophet of the Space Age'
Famous Works	Childhood's End 2001: A Space Odyssey Rendezvous with Rama

Arthur C. Clarke wrote under his pen names Charles Willis and E.G.O' Brain. He was born on 16th December 1917 in England. He played different roles in literature, as a novelist, television host, inventor and film screen writer. He wrote different genres like science fiction, television series and film screen play. He received many awards and honours. In 1961 he received Kalinga Prize, an award given by UNESCO for popularising science. Other awards are Hugo and Nebula awards. He was the chairman of the Interplanetary Society. He received the highest civil honour of Sri Lanka, 'Sri Lankabhimanya 2005'. Clarke, Robert Heinlein and Isaac Asimov are called 'Big Three' of Science Fiction. He is also called 'The Prophet of the Space Age.' His famous works are Childhood's End, 2001: A Space Odyssey and Rendezvous with Rama.

## REPORT WRITING:

DEFINITION: A report is written for a clear purpose.

- A report is written for a clear purpose.
- Reports can be academic, technical or business related.
- The first step is to collect relevant material or information.
- The next step is to organize the collected information and put it together in an outline.
- Proper planning will make it easier to write a report.
- A report can be written about an incident, accident, a natural calamity, coverage of an official function, the visit of a dignitary etc.

40. Write a report of this event in about 100 words. You are Vatsav / Varshini, the Headboy / Headgirl of GHSS, Trichy. Recently your annual day celebration.

### REPORT GOLDEN JUBILEE CELEBRATION

Vatsav

11th August, 2018.

On 10th August, 2018, a colourful and memorable Golden Jubilee Annual Day event was organized in our school. This event was held in the auditorium of our school. Many eminent personalities and educationists graced the occasion. The District Collector, who was the Chief Guest, inaugurated the function. It began with a prayer, hailing the goddess of knowledge and wisdom. This was followed by a colourful welcome dance by the students of kindergarten. The Principal welcomed the gathering, after which all the invitees were felicitated. The cultural programme, which followed, was a truly mesmerizing show. The cultural programme included items such as singing, dancing, poetry recitation, skits, mimicry and mono act shows. The audience sat enthralled by the show. In his address, the Chief Guest praised the efforts of the students and teachers alike. This was followed by prize distribution to teachers and students, for their achievements. The programme concluded with the vote of thanks proposed by the School Pupil Leader

## LETTER WRITING:

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

### Types of Letters:

1. Formal letters.
2. Informal Letters.

### Various parts of a formal letter.

1. The heading
2. The inside address
3. The salutation
4. The body
5. The closing
6. The signature
7. The address on the envelope.

### Various parts of an informal letter.

1. The heading
2. The salutation
3. The body
4. The closing
5. The signature
6. The address on the envelope.

### Useful Tips:

#### Before writing a letter:

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

#### Writing the letter (for formal letters):

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

#### The format of letters:

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

### TEXT BOOK PAGE NO:18

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

Sir,

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

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

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

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

Yours truly,  
Srivatsav.

### Questions:

a) **Who is the sender of the letter?**

Srivatasav is the sender of the letter.

b) **Who is the receiver?**

Editor of a daily is the receiver.

c) **What is the issue?**

Motorcycle racing is the issue.

d) **What is the request of the sender?**

The request of the sender to the authorities concerned is to take appropriate measures to put an end to the motorcycle racing.

e) **Who will take steps after reading it?**

The traffic police will take steps after reading it.

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

Dear Sundar, (Greeting),

Hope you are doing well. (enquire about his well being). I would like to say that I have chosen Computer Science in the Higher Secondary Course. Firstly I want the course to help me for my future. (reason for your choice of group). I wish to become a Software Engineer... (state your ambition). We come to hear a lot of instances of wrong ideas and anti-social elements spoiling the society. (discuss recent unhealthy happenings in social media and the society). These have made me select the course so that after knowing the system well I will be able to find out something to stop such things. (demand or need of this profession). I have plans to pursue MS in US. (higher studies or specialization).

All the best for your CA preparation. Convey my regards to all at home.

Yours lovingly,  
(your name)

### Task

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

24, Arunai Colony,  
Yercaud.  
July 8, 2020.

Dear Grandma,

I hope you are doing well and your knee pain is ok now. I thank you for the wonderful time I had with you during my summer holidays. The place itself is wonderful but your affection and concern made my life very pleasant. Our walk around the garden is memorable and I will cherish such experience throughout my life. You made me plant 10 saplings and I watered them every day. The green fields around the house are still in my mind. It was a fine experience to watch the harvesting process. It was a real learning for me. Now I miss you a lot. I am waiting for my next chance to be with you.

Yours lovingly,  
Ramesh.

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

Date : July 8, 2020

From

Prof. Rajendran,  
H O D English,  
St. Mary's College of Arts and Science,  
Tirunelveli.

To

Principal,  
Alpha Higher Secondary School,  
Erode.

Respected Sir,

I was very happy to receive the invitation from you to inaugurate Literary Club in my school. It is my pleasure to visit my alma mater after 22 years. I am sure I will have nostalgia when I visit the school. I am happy to accept the invitation and it is my pride to visit my alma mater.

Thank you.

Yours faithfully,  
Rajendran.

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

From

Kannan G,  
21, Amirtha Colony,  
Thiruchengode.  
July 21, 2020.

To

The Headmaster,  
Govt. Higher Secondary School,  
Thiruchengode.

Respected sir,

Sub: Requisition for duplicate mark sheet - Reg.

I was a student of your school in 2012 doing my Std XII – First Group. My name is G. Kannan, my class no. was 12 and my Exam register no was 6759231. I am sorry to inform you that I lost my mark sheet when I was travelling to Chennai. I made a complaint to the police and the FIR copy is attached with this letter. I request you to give a duplicate mark sheet.

Thank you.

Yours faithfully,  
Kannan.

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

From

Rajkumar S,  
34, II Cross Street, NSN Colony,  
Virudhunagar.  
July 15, 2020.

To

The Manager,  
AZ Company, Market Street,  
Virudhunagar.

Sir,

I bought a juicer from your shop on 13th July 2019. Now I have found out that it is very defective and I cannot use it at all. The actual problem is in its motor. So I want to exchange this and give me a new piece. I will give the details about the juicer.

Date of purchase	–	July 13, 2019
Receipt No.	–	J 92340
Model	–	45562
Warranty	–	one year

Please do the needful to exchange the juicer.

Thank you.

Yours faithfully,  
Rajkumar.

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

From

S. Saravanan,  
12 – III cross street,  
NSK Township,  
Salem.  
March 8, 2020.

To

Dean of Studies,  
VST College of Technology,  
Salem Main Road,  
Karur.



Sir,

I have completed BE in Aeronautical Engineering. Now I am interested to pursue a course in Pilot Training. I am happy to know that you have a training centre in your college. I would like to know some details about the course.

- \* Duration of the course
- \* Fees structure
- \* Any scholarship available. If so what are the requirements?
- \* Hostel facilities
- \* Placement details

Will you please send me the details at the earliest?

Thank you,

Yours faithfully,

Saravanan.

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

From

N. Malika,  
24 – III Cross Road,  
N S K Coaching Centre,  
Nagercoil.  
June 22, 2019.

To

The Manager,  
Waves Furniture Company,  
Bridhavan Road,  
Tirunelveli – 3.

Sir,

We are in need of some furniture for our coaching centre. I am giving the details of the required furniture.

- Office tables: 3" x 4" with three drawers in the right side - 2
- Executive chairs - 2
- Students' writing table - 40
- Chairs for the students - 40

We will send you a cheque on the receipt of the consignment. Delivery can be done via parcel service. We should be much obliged if you could send us the furniture at the earliest.

Yours faithfully,

Malika.

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

From

G. David,  
12 – Selvanagar,  
K T Colony,  
Salem 12.  
June 11, 2020.

To

The Managing Director,  
Rainbow Industries,  
Coimbatore – 17.

Sir,

Sub : Application for the post of Personal Secretary - Reg.

Ref : Your ad/in the Hindu dated 10<sup>th</sup> June.

I completed my MBA with HR as my specialization in 2015. I have come to know that you have a vacancy for the post of Personal Secretary. As I have qualification and experience for the post I would like to apply for the post. I am giving a short resume of mine.

#### **Resume**

Name	:	G. David
Mobile No.	:	9444788736
Educational Qualification	:	B.A English Literature from University of Madras – 2013 MBA from Madras University – 2015
Experience	:	1. SNF Industries, Erode for 2 years 2. Gupta Metal Services, Madurai for 1 year 3. Fine Boards Info, Trichy – till now
Other qualification	:	Tally completed Computer knowledge in Microsoft Office, Word, Excel, PPT.

If I am given a chance to work under you I will do my best to the satisfaction of my superiors.

Thank you.

Yours faithfully,  
David.

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

From

V. Andrews,  
7 – West Street,  
Arasar Colony,  
Erode - 2.  
July 14, 2020.

To  
The editor,  
The Hindu,  
Coimbatore - 1.

Sir,

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

Many roadside vendors occupy the road side for their business. It is accepted that they too need a place to sell their goods and earn their living. But it should not be at the risk of others' life. In our area most of the vendors have taken the parking zone for their business. So the two wheeler riders have no proper place to park their vehicles. They park their vehicles in such a way that it gives trouble to the pedestrians and other cars and autos. So the municipal authorities should take necessary action to solve this problem.

Thank you.

Yours faithfully,  
Andrews.

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

32, Weavers' Colony,  
Salem – 13.

August 14, 2020.

Dear Aunt,

I am sorry to hear that you have been admitted in hospital for the treatment of jaundice. It is heartening to know that you are improving day by day. These days jaundice is not a very dangerous disease. The important point is that it should be diagnosed properly. In your case it was done well and your case is not the B type. So you need not worry about it. I am sure you will be out of hospital within few days. Of course you have to be careful about your food hereafter. Your liver should not be affected again. I am sure people at home will take care of you. You have to take rest some time. You can come home and stay with us for a month or so. If you have any financial crunch please let me know. It will be taken care of. We all pray for your speedy recovery.

Yours lovingly,  
James.

## RESPONDING AN ADVERTISEMENT / CURRICULUM VITAE:

**DEFINITION:** Classified advertisements generally appear in the newspapers. Some advertisements display the information regarding the new products in the market, while some seek persons for various job vacancies or students for admission for various courses etc. Such advertisements are responded by application letters with bio-data.

### Tips for responding to the advertisements to apply:

1. Read the passage of advertisement at least twice or thrice.
2. Underline the purpose and required particulars to apply.
3. Imagine you are the applicant. So see that, you have the required qualifications.
4. Note down the name of the post and prepare with required qualification.

### Respond to the following advertisements.

#### Classified Advertisement

**WANTED 100 part-time Graphic Artists**

**Experienced in Photoshop and InDesign- Salary negotiable.**

**Apply to: MM Graphics, Triplicane, Chennai - 5 or Mail your Resume to [mmg@xmail.com](mailto:mmg@xmail.com)**

#### Part-time Graphic Artist

From

P. Saravanan,  
87, Gandhi Road,  
Annamalai Colony,  
Thirupur.  
June 8, 2020.

To  
MM Graphics,  
Triplicane,  
Chennai - 5.

Dear Sir,

Sub : Application for the post of part-time Graphic Artist - req.  
Ref : Your ad in the Hindu dated 1<sup>st</sup> June 2020.

I have come to understand that you are in need of 100 part-time Graphic Artists for your company. I have taken certification in Photoshop and InDesign. I would like to apply for the post. I have five years experience in this field and even now I am doing the same job. If I am given the job I assure you that I will prove myself as a good-employee. I have attached copies of all my certificates. Please consider my application for the post.

Thanking you in advance.

Yours sincerely,  
Saravanan.

#### Block Advertisement



**Female IELTS Teachers Required**  
Postgraduates in English with a minimum of 3 years experience.  
Must be bold and confident  
Good salary, transport and food allowance provided.  
Apply to: Arv Institute of Languages, 149B, Bose Road, Coimbatore.  
Ph: 98400 xxxxx Email: arvbe@ymail.com

#### Female IELTS Teachers

From

Gita Doss,  
122, Kavin Road, Hasthampatty,  
Salem - 7.  
November 28, 2020.

To

ARV Institute of Languages,  
149B, Bose Road,  
Coimbatore.

Dear Sir/Madam,

Sub : Application for the post of IELT Teacher.  
Ref : Your advt in the Hindu dated 20<sup>th</sup> November 2020.

I saw your advertisement in the newspaper asking for female IELTS teachers and I would like to be considered as a candidate for the post. I have taken 8 bands in IELTS exam and at present I am handling classes for IELTS, TOEFL, and GMAT. I am a postgraduate in English. I finished M.A. English in 2010 and I have M.Phil. also. I have more than 3 years' experience in coaching IELTS students. I have attached copies of all my certificates.

I assure you that if I am appointed, I will do my best.

Thanking you in advance.

Yours sincerely,  
Gita.

46. Read the following advertisement and respond to it with a resume / bio-data / CV considering yourself fulfilling the conditions specified: [Write XXXX for your name and YYYY for your address]

Wanted English teacher - post graduate with computer knowledge, and good communication skills. Minimum 2 Years of Experience is mandatory. Apply to : Post Box No : 1998 C/o. The Hindu Chennai - 02.

From

XXXX

YYYY

To

Post Box No : 1998  
C/o. The Hindu  
Chennai - 02.

Respected sir,

Sub: Application for the post of post graduate english teacher – reg.

Ref: Your advertisement in “The Hindu” dated August 8, 2018

With reference to the advertisement, I would like to apply for the post of “post graduate english teacher” in your esteemed Institution. I am a young and dynamic Post Graduate in English with a flair for knowledge and wisdom. I have a creative and pleasing personality. Moreover I am well-versed in communicative skills and computer knowledge.

Thanking you,

Date: 18.02.19

Yours faithfully,

Place: YYYY

XXXX

**MY BIO-DATA**

1. Name: XXXX

2. Father's Name: Mr. XXX

3. Mother's Name: Mrs. XXX

4. Date of Birth: 11.10.1992

5. Age: 26 years

6. Gender: Female

7. Nationality: Indian

8. Educational Qualification:

Name of the course	Name of the Board/ University	Years of passing	Marks obtained	Percentage /Class
X	State Board	2008	458/500	1 <sup>st</sup> class
XII	State Board	2010	1068/1200	1 <sup>st</sup> class
B.A.,(English)	Madurai Kamaraj University	2013	568/600	1 <sup>st</sup> class
M.A.,(English)	Madurai Kamaraj University	2015	570/600	1 <sup>st</sup> class
B.Ed.,	Tamilnadu Teacher Education University	2016	1000/1100	1 <sup>st</sup> class
M.Phil.,	Madurai Kamaraj university	2017	600/700	1 <sup>st</sup> class

9. Additional Qualification: C, C++, Java

10. Languages Known: English, Tamil, Hindi

11. Working Experience: 5 years as a \_\_\_\_\_ in \_\_\_\_\_ company, YYYY

12. Salary Expected: Rs.25,000/- a month

13. Hobbies: Dancing, Drawing

14. E-mail Id: [raja2018@gmail.com](mailto:raja2018@gmail.com)

15. Awards and Rewards: Best outgoing student of XII

16. Reference: My previous employer

17. Contact Number: 9876543210

18. Postal Address: YYYY

The above said particulars are true to the best of my knowledge and belief. If I am appointed I assure you, sir that I will work to your entire satisfaction.

Thanking you,

Place: YYYY

Date : 18.02.19

Yours Faithfully,

XXXX

Address on the envelope

To

Post Box No: 1998  
C/o. The Hindu,  
Chennai-02

## ARTICLE WRITING:

**DEFINITION:** Writing creative, unique, professional and fruitful articles is rewarding if one perfects the art.

It includes magazine articles, website content articles, blogs, Journals and Newspaper articles.

Format of Newspaper Article: 1. Headlines or title 2. Byline (Byline is the name of the writer) 3.

Introduction 4. Develop cause, effect, relationship with examples to support your views 5.

Compare and contrast views, points of view or information 6. Conclusion with suggestions and predictions .

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

### Notes:

#### a. Introduction

- (i) Plastic – synthetic material – doesn't decompose in soil
- (ii) Inevitable role of plastic – man's day-to-day life

#### b. Human Health Hazard

- (i) Leeching of plastic into food – micro plastic entering food chain
- (ii) Human body's inability to deal with this unnatural substance
- (iii) Reaction of micro plastic in human body and ill-effects

#### c. Adverse Effects on Plants and Animals

- (i) Plastic particles choking waterways – affect aquatic animals
- (ii) Ingestion by aquatic and terrestrial animals - blocking of intestines and respiratory passages

#### d. Environmental Degradation

- (i) Manufacturing process & burning of plastics – pollute atmosphere
- (ii) Plastic – non-biodegradable – interferes with soil microorganisms – affects soil fertility

#### e. Conclusion

- (i) Suggestions for restricted use – alternatives for one-time use of plastics
- (ii) Segregation of plastic waste – for recycling

### Introduction

Plastic is a synthetic material. The main problem with the plastic is that it does not decompose in soil. So it even blocks water to seep in. Its presence in the soil spoils the soil and the soil becomes barren. But is it that easy to abolish plastic with a rule against it? It has an inevitable role to play in the life of man. It has become a part of man's day-to-day life.



### **Human Health Hazard**

Though it is useful to man it is a health hazard. The micro part of plastic enters our food. It becomes like a leech in our food. It produces indigestion problem to aquatic and terrestrial animals. Its presence inside our body blocks intestines and respiratory passages.

### **Environmental Degradation**

Manufacturing process and burning of plastics pollute atmosphere. It is non-biodegradable so it interferes with soil micro-organism and affects soil fertility.

### **Conclusion**

Total ban on plastic may affect the livelihood and the facility of our public. But we cannot allow the plastic to be used as we do now. So we can go for restricted use of plastic. The plastic companies may be restricted to make one-time use plastics. All the plastic waste should be segregated into different types and used for recycling.

2

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

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

#### **Hints:**

**a) Introduction – ‘Cleanliness is next to Godliness’ – brief explanation**

**b) Personal Hygiene**

- (i) Frequent washing of hands & regular bathing
- (ii) Brushing of teeth, trimming of nails & hair
- (iii) Wearing clean clothes

**c) Keeping diseases at bay**

- (i) Avoid street food
- (ii) Keep food containers covered
- (iii) Drink boiled water
- (iv) Wash fruits and vegetables in flowing water

**d) Keeping living areas, surroundings and the environment clean**

- (i) Disposal of domestic organic waste on a daily basis and hazardous waste in designated places
- (ii) Regular sweeping, mopping and dusting
- (iii) Disinfection of toilets and bathing areas
- (iv) Avoid littering of public places
- (v) Avoid spitting, urinating and defecating in public places

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

**a) Introduction**

‘Cleanliness is next to Godliness’. This adage shows the importance of cleanliness. Cleanliness is important for healthy life. If we keep ourselves and our place clean we can avoid many diseases. Through the practice of the proper cleanliness we can keep ourselves physically and mentally clean, which really makes us good, civilized and healthy human beings. Cleanliness brings feeling of physically, mentally and socially well-being and helps to make good personality and thus good impression on others.

**b) Personal Hygiene**

Our personal hygiene is important. Most of the time we neglect this. We should wash our hands frequently and regular bathing is necessary to maintain our hygiene. Then brushing of teeth should be done every day before we take our first food. Cutting of nails and hair is also essential. We should always wear clean clothes.

**c) Keeping diseases at bay**

We should keep the diseases away from us. For this we should follow certain rules. We should avoid junk food though they may be tasty. Our food should be kept in closed containers. We should drink only boiled water. Fruits and vegetables should be washed in flowing water before using them.

**d) Keeping living areas, surroundings and the environment clean**

Our living areas and surroundings should be kept clean. Domestic organic waste should be disposed of on daily basis. The health hazardous waste should be kept in the designated places so that it would not disturb anyone. Our area should be swept, mopped and dusted regularly. Disinfection lotion should be used in the toilets and bathing area. Littering of public places should be avoided. We should avoid spitting, urinating and defecating in public places.

**e) Conclusion**

Hygiene is a collective responsibility and it is a collective exercise. Everyone’s involvement is needed. If we can ensure a healthy and happy community we can celebrate our life.

**ESSAY WRITING:**

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

An essay should have

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

**Structure of an essay.**

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

Write an essay of about 200 words each.

### 1. The Profession you would like to choose

In olden days, choosing a profession was not at all a cause of worry. A farmer's son became a farmer, a potter's son a potter, a king's son a king and so on. But in the modern era, it is skill and knowledge, not the caste or community of a person which decides what profession to choose.

The choice of a right profession is one of the most dreadful tasks a child has to face in his transition from childhood to adolescence. My desire is to become a software engineer when I grow up. My interest in this field has been since my primary school days. I have always had a fascination for computers. I love playing computer games very much. It was this interest in computer games that sparked off my curiosity about how software code is written, how graphics and animation are done. The basic skill required for a software engineer is to have a sense of logic, commonsense and a mind that can think in many dimensions simultaneously and the knack of solving problems.

I am well aware of the pros and cons of becoming an IT engineer. A software professional has to work under tremendous pressure, work late nights and has to meet almost impossible deadlines, He might get no time for family and friends. And as one moves up the ladder, the pressure would only increase.

On the brighter side, this job provides the best salary in the industry. Apart from regular salary hikes, one also gets ample opportunity to travel abroad and in the process makes a lot of money. More than the money, there are a lot of learning opportunities. Also there is a deep sense of satisfaction in helping to build systems that make people's lives easier.

My plan is to do my bachelor and master degrees in engineering from the best engineering college in the country and then bag a job in a reputed company like Microsoft or Google. Hope that god willing, everything turns out fine and I get a chance to pursue the career of my choice and live the life of my dreams.

Success depends on judicious choice.

### 2. The importance of a balanced diet

A balanced diet is a key to healthy lifestyle. A balanced diet should contain all right foods in right quantities like carbohydrates, high fiber content, water, proteins, fats, vitamins and minerals. If you want to lead a healthy lifestyle, eating healthy food is crucial. A balanced diet is not all about eating the right food, but having it at correct time in right proportions. The following article will deal with the importance of a balanced diet for a healthy lifestyle.

Fluids are very essential for human body to lead healthy lifestyle. Nearly 80% of human cell is filled by water; water is a co-factor in many of the metabolic activities and reaction.

We should maximize the intake of fresh fruits and vegetables which will help avoid many health disorders. Our balanced diet should contain all five elements which are bitter, pungent, sour, sweet, and salty. Avoid eating processed food and packed food which may wipe out nutrients. Healthy eating starts with smart eating. Most people do not recognize the importance of chewing as it is essential to digest many of components.

We should make sure that we eat slowly rather than swallowing. We must avoid eating when we don't have appetite, and if we want to stay active and healthy. Excess food may lead to overweight in the long run.

We should avoid eating while working or watching TV which could disturb our concentration. It may lead to heartburn and colitis, if we eat with stress. If we want to know more about health, we can read health related magazines and search through various health related websites.

Having a balanced diet is like breathing fresh air.

### 3. A memorable journey

The most memorable journey I have enjoyed is the train journey towards New Delhi. It is a two-day journey from Madurai. During last summer vacation, with my parents and my uncle, I went by train, which explored deep insight into the different cultures and languages of the people. As soon as I occupied the seat, two passengers seated across engaged me in a lively conversation. They were from Kerala and talked about their purpose of visit. On the way, the train stopped at Vijayawada. I had an occasion to have a chat with a few Telugu-speaking people. I saw some of them dressed in a different style. They were very polite and kind to me.

I was extremely happy when the train passed through Nagpur, where I bought delicious oranges. Though I could not understand Hindi, I talked with them in Tamil. With a smile, one of the vendors thrust oranges in my hands. I accepted them and gave some money that pleased him. At the end of the second day, we reached New Delhi. The journey broadened my knowledge about our country.

A long journey is an everlasting experience

#### PARAGRAPH WRITING (GENERAL ESSAY):

**DEFINITION:** Paragraphs are made up of sentences but not random sentences. There should be a central topic around which the other sentences are organized in a coherent manner. A good paragraph should focus on one idea. A coherently written paragraph takes its readers on a clear path.

A good paragraph usually consists of three parts, the topic sentence, supporting sentences, and a concluding sentence.

#### Paragraph Writing

Write a paragraph of about 150 words on the following topics.

Page 161

##### a) The teacher I like the most

Our teachers are all our role models whom we are fortunate to follow. Among them is our English teacher, Ms. Gita who is patience personified. She radiates confidence and compassion. Her command over English is outstanding and we are spell-bound by her oratorical skill. She teaches us English adopting innovative techniques. She teaches grammar using audio-visual aids that make us understand difficult concepts easily. Her smile is infectious and our dullness and tiredness will vanish the moment she enters our class room. She is pro-active and guides us. She handles the late bloomers patiently. Many a time I have seen her helping some poor boys by rendering financial support. She actively involves herself in community service programme. She talks to the parents politely and gives them tips to improve their children's knowledge. In the evenings, she plays tennis with the girls. She encourages girls to participate in competitions. So I like my English teacher the most as she is an inspiration to the students.

##### b) The values of discipline

Discipline is observance of strict rules that control an activity or situation. It is essential in any atmosphere for maintaining orderliness. The objectives of any institution or organisation can be realised only through a disciplined approach. There will arise utter chaos if discipline is thrown to the winds. Discipline makes learning smooth in educational institutions. It makes the subordinates perform their duties in accordance with the directions of their senior officers. The progress of the country depends on its disciplined citizens. Law and order is maintained by the disciplined police. The army should carry out the order of the commanders in a disciplined way. It is essential for stress-free family life. There is no doubt that discipline builds harmony, strengthens unity and fosters co-operation.

### c) Need for Moral Education in schools

The decay and degeneration being witnessed in the present day society is mainly due to lack of moral values among people. Disregard for law, disrespect for the elderly, selfishness, greed, corruption etc. are eating into the vitals of a civilized society. To remove all these negative qualities from the society, it is important that the schools come forward to inculcate moral values in the children. Today's children are tomorrow's citizens. So, they must learn moral values and adopt them in their day-to-day life so that others will be put to shame and change their way of life. As parents and other agencies have little patience to teach them moral values, the need should be felt by the schools only. Since in the formative years it is easy to impress the children, schools should explore all the avenues to prioritise moral education.

### d) The importance of good health

'Sound mind in sound body' goes the saying. Without good health we cannot lead our lives happily. Ill-health brings pain and suffering. It prevents one from achieving one's goal because all the time worrying about health will be spoiling one's health. We become mentally depressed when we are ill. Even day-to-day activities cannot be taken up on account of failing health. Good health is an asset to a person who may be hit with financial problems. Swami Vivekananda says that we can be nearer to God by playing football rather than by reading the BhagavatGita. Inner peace can be attained out of good health. Good health creates a positive outlook and instills confidence. It builds up stamina, agility and vigour and vitality. Good health leads to a brisk and bustling life. To keep the body in good health is a duty otherwise we shall not be able to keep our mind and body strong.

### e) The importance of Reading

"Think before you speak but read before you think" is a famous quote on the importance of reading. Books are our never failing friends. They make us cheerful, enthusiastic and energetic. We wipe out our ignorance by reading books. We become better informed and make wise choices. Reading books makes us effective communicators. We acquire problem-solving and decision – making skills. They motivate us to do our best in everything. Creativity is stimulated by reading the books of great minds. Our sorrows and sufferings are lessened by reading books. We come into communion with great souls and our character is elevated and ennobled. Margret Fuller says, "Today a reader, tomorrow a leader." The book titled 'Civil Disobedience' changed the thinking of Gandhiji and gave him the most potent weapon, non-violence. Reading has been instrumental in social transformation over the years. As Bacon says, 'Reading makes a man.'

#### EXPAND THE PROVERBS/ HINTS DEVELOPING / STORY WRITING:

**DEFINITION:** Story writing is an activity that involves creativity. IT is a delightful form of composition in a narrative style. The purpose of writing a narrative piece is to educate, motivate or entertain. It can be a fictional story or narration of a real-life incident or experience.

TEXT BOOK PAGE NO: 84

## Task 1

Expand the following outlines into complete stories and supply a suitable title for each.

### Exercises

Page 84

1. Big cotton merchant – owned a factory – many employees – one day a heap of cotton stolen – no clue – merchant's secretary assured to find out - asked him to host dinner - invite all workers – merchant agreed – middle of feast – secretary suddenly shouted – cotton sticking to hair of thieves – the guilty dusted their heads – tried to clear – caught in the trap – punished.

#### A Clever Plan

Once there lived a cotton merchant. He was a very rich man having a big factory. Many employees were working there. Most of them were very loyal to the owner. They were paid well. But few of them were not very happy with their financial condition. Anyway the work was moving smoothly.

One day it was found that a heap of cotton was stolen. It was difficult to say who the culprit was. The owner did not know what to do. He almost came to think that it was not possible to get the culprit. But it was clear that some of the workers must have stolen the cotton.

The merchant's secretary was a clever man. He was thinking of many plans to find out the culprit. Suddenly a plan struck him. He asked the merchant to host a dinner for all the workers. The merchant agreed and all the workers were invited to the dinner. At the scheduled time all the workers came and they started eating the rich food arranged by the merchant.

In the middle of the feast the secretary shouted that the cotton was sticking to the hair of the thieves. All the workers were looking around except few of them. A few of the workers slowly tried to dust their head. They thought they could clear their heads before anyone noticed them. But the watchful secretary was careful to see all of them. So they were caught and punished.

2. Mr. X, a rich businessman – runs a company - always very busy with office work – one day his son – 10 years old – approaches dad and asks – how much he earns in one hour – father gets furious – boy persuades – father says Rs. 500 – immediately son asks for Rs. 300 – father shouts – wasting money on toys - son leaves to his room crying – father feels bad – thinks might need some stationery – enters boy's room and gives money – boy becomes happy – takes some crumpled notes – under his pillow – counts everything together – total Rs.500 – gives it to dad – wants to buy – one hour of his time – father realizes his mistake – feels sorry and guilty – hugs son – closes all office files - takes him on a picnic – decides to spend more time with near and dear ones.

#### Love is greater than money

There was a rich businessman Mr. X. He had a big company and spent most of his time for its development and earning money. He thought his only purpose of living was to earn money for himself and for his family. He had a 10 year old son. One day his son came to him and asked him a surprising question. He asked him how much he earned in one hour. The businessman was very angry to hear such a question from a 10 year old boy. The boy asked again and again so he said that he earned Rs.500 per hour.

The boy asked him to give him Rs.300. The father thought that the boy was asking the money to buy some useless things like toys. He did not want his son to waste money like that. So he shouted at him. The boy was very sorry to get the shouting from his father and went to his room crying.

After sometime the father felt sorry for having shouted at his son. He entered the boy's room and gave him money thinking that it would make him happy. The boy after receiving the money took some more crumpled notes which he had kept under his pillow. He counted the money and found that he had Rs.500. He went to his father and gave him the money. His father was wondering what the boy was up to.

The boy told him that he wanted to buy his one hour so that he could spend the time with him. The father was puzzled. He realised his mistake of not giving time to his family. He felt sorry and guilty. He hugged his son, closed his office files and took him on a picnic. He decided to spend more time with his near and dear ones.

## Task 2

Continue and complete the following stories and suggest suitable titles for the same.

### 1. The Rich and The Poor

A rich man had a neighbour who was suffering from acute poverty. The rich man was proud of his wealth and treated his poor neighbour with disrespect and derision. One day, a fortune-teller told the rich man that all his wealth would be possessed by his neighbour within a month. The rich man became greatly worried and spent sleepless nights. He did not know how to safeguard his wealth round the clock. Suddenly he thought of a plan. He disposed of everything he had and with all that money, he bought a large, precious diamond. He sewed up the diamond in his turban. He proudly said to himself, "Now, there's no way. My poor neighbour can never secure my wealth. The words of the fortune-teller will prove false.".....

The rich man was walking around happily with the diamond in his turban. The poor man was suffering without enough food. But he was not much worried about his plight. The rich man's turban attracted the attention of many people. They talked about the size and the way the turban was worn. Some people made some insulting comments also. For a few days he did not mind anything about the comment. One day he was passing by the poor man. At that time another villager told the rich man that a lizard was sitting on his turban. He raised his hand above the turban and pushed down the lizard. When he saw the lizard on the ground he was happy and walked away. But without his knowledge the diamond fell near the poor man who took it without knowing the value of it and kept it in his house. When the old man reached his house he realised that the diamond was missing. He had no idea where it had fallen. He was worried about the loss but he could not reveal it to anyone. Thus he lost all his wealth to the poor man.

### 2. Importance of Debit Card

Page 86

Four friends decided to go to a restaurant for dinner. They ordered an extra-large pizza with grated cheese and other choice toppings. The next 20 minutes seemed to be too long a time. Their eyes widened and their mouth watered, when the server brought the steaming hot pizza and placed it on the table. They could barely control the drool. Simultaneously, all the four hands pulled at a slice from the plate, their faces beaming with a victorious grin. Silence prevailed as they were absorbed in the taste of their favourite food. They relished every mouthful to the core and savoured the taste of each topping with a smile of approval. Soon, the plate was empty and clean with no trace. The boys dabbed their mouths and wiped their hands with tissues. Mission accomplished, they leaned back with immense joy and satisfaction not knowing, it would be short-lived. The waiter arrived with

the bill. Joseph, who had brought the others to the restaurant for a treat casually slipped his hand into his pocket to get his wallet. He gave a soft shriek accompanied by an expression of dismay and utter disbelief. He exclaimed, "It's not there! Someone has pinched my wallet! What are we to do now?".....

Others could only laugh at Joseph. Whatever was the case, Joseph was the one to find out the way for this. But others also had the responsibilities to offer some help to him. Sunder was the one to react first. He asked for the suggestions from others. But two of them should not control their laughter to think about the mental tight corner. Irfan suggested that they should pool the money they had. Joseph assured them that he would accept it as a loan and pay them as soon as he went home. One by one came forward to put in what they had. Unfortunately after counting the money they found out it was not enough. Joseph thought that he could take the money directly to the manager and request him for two hours to pay the remaining money. As he was walking towards the manager's counter with a gloomy face, suddenly he remembered that he had kept the debit card in his shirt pocket. He felt his life came back to him. He immediately gave the debit card at the counter and finished the matter. The other friends congratulated him on saving the situation.

#### SPOT THE ERROR:

**Error may occur in many areas of a sentence.**

- ✦ So we have to read the sentence very carefully before answering this question. We are supposed to spot the error and write the sentence with the correction. Errors are generally tested in the following areas:
  - Articles
  - Prepositions
  - Numbers (singular and plural)
  - Usage of wrong words
  - Usage of tenses
  - Usage of conjunctions
  - Usage of adverbs and adjectives.
  - Word order
  - Question tags
  - Conditional clauses
  - Conjunctions
  - Concord (agreement of the verb with its subject)

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

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



**TEXT BOOK PAGE NO:217**

**Spot the errors in the following sentences. Correct and rewrite them.**

1. Neither Ramya is a singer nor a dancer.
2. Scarcely had the workers stepped out, than the building collapsed.
3. No sooner did the power resume, when the children screamed in joy.
4. My friend can type so fast as I.
5. Sitha had no other assignment, but that of collecting the data.
6. Rekha cooks like her mother does.
7. Professor Usha is not only a writer but an orator.
8. Your neighbours are not so wicked like you think.
9. The girl both won an award and a scholarship.
10. Three years have passed when my cousin resigned his job.

**Answer:**

1. Ramya is neither a singer nor a dancer.
2. Scarcely had the workers stepped out when the building collapsed.
3. No sooner did the power resume than the children screamed in joy.
4. My friend can type as fast as I.
5. Sitha had no other assignment so that of collecting the data.
6. Rekha cooks as her mother does.
7. Professor Usha is not only a writer but also an orator.
8. Your neighbours are not so wicked as you think.
9. The girl won an award and a scholarship.
10. Three years had passed when my cousin resigned his job.

**TEXT BOOK PAGE NO:221**

**Spot the errors, if any.**

1. She wants to continuing her studies abroad.
2. It was a shame breaking up.
3. It will be waste throwing the food away.
4. She made me to cry.
5. My company has delayed to give pay rise due to economic problems.
6. There's someone to talk on the phone, but they cannot hear me.
7. My friends and I were sitting in a café and to talk.
8. To carry a heavy pile of books, she tripped and fell.

**Answer:**

1. She wants to continue her studies abroad.
2. It was a shame to break up
3. It will be a waste to throw the food away
4. She made my cry.
5. My company has delayed giving pay rise due to economic problems
6. There's someone to talk over the phone, but cannot hear me.
7. My friends and I were sitting in a café to talk
8. Carrying a heavy pile of books, she tripped and fell.

**TEXT BOOK PAGE NO: 81**

**Correct the error found in the question tag in each of the following.**

1. The evil doers cannot cross the path of truth, **can't they?** – can they?
2. The vegetables in the fridge are still fresh, **aren't it?** – aren't they?
3. The village head understood the intention of the politician, **doesn't he?** – didn't he?
4. I claim to be a person of faith and prayer, **aren't I?** – don't I?
5. The employees are seldom allowed to meet their boss, **aren't they?** – are they?
6. Let's organize a trip to Goa, **can we?** – shall we?
7. The landlady will charge me for the damage, **shan't she?** – won't she?
8. Both the sisters have left for Canada, **aren't they?** – haven't they?
9. That's definitely not the right thing to do in this situation, **isn't that?** – is it?
10. We needn't apply for a bank loan, **do we?** – need we?
11. The Chief Guest spoke a few words, **did he?** – didn't he?
12. The rhinoceros has a horn made of keratin, **haven't they?** – hasn't it?

**Task 2**

Page 188

**II. Identify the errors in each of the following sentences and rewrite them Correctly.**

1. Either Shyam or Ram have to pay the fine.  
Either Shyam or Ram **has** to pay the fine.
2. Abdul as well as Karim deserve praise.  
Abdul as well as Karim **deserves** praise.
3. Ten thousand rupees a month are an insufficient income.  
Ten thousand rupees a month **is** an insufficient income.
4. Many a student were awarded at the function.  
Many a student **was** awarded at the function.
5. Neither Veena nor her sisters has been informed of the accident.  
Neither Veena nor her sisters **have** been informed of the accident.
6. Mithra as well as her daughters enjoy singing.  
Mithra as well as her daughters **enjoys** singing.
7. You, who is my friend, should help me.  
You, who **are** my friend, should help me.
8. My scissors is missing.  
My scissors **are** missing.
9. A variety of pleasing objects charm the eye.  
A variety of pleasing objects **charms** the eye.
10. Sixty miles are a long distance.  
Sixty miles **is** a long distance.

## SEMANTIC NETWORK

**DEFINITION:** A group of words belonging to a particular field are called a 'register' and many registers form a 'semantic network'. It is a network of related words in a particular field.

### d) Semantic Network

Page 119

i) Match the following with their right field, choosing appropriately from the box given.

Machinery	Sports	Transportation	Geography	Weather	Travel
snow-board	– sports		snow-storm	– weather	
snow-mobile	– transportation		snow-bird	– travel	
snow-chains	– machinery		snow-belt	– geography	

## PROSE COMPREHENSION:

### DEFINITION:

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

1. Read the passage carefully and try to grasp its main theme.
2. Pay attention to the meanings of words (connotation), phrases and sentences.
3. Grasp the manner in which the writer has developed his ideas and thoughts.
4. Read all the questions in the sequence and conceptualize the answers.
5. Read the passage again focusing on the content and answer the questions appropriately. Find accurate solutions for vocabulary exercises too.
6. Go through your answers to check spelling, punctuation and grammar.

## TEXTUAL PAGE NO:42

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

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

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

progression. Rapid advancement in science and technology and globalisation has widened the scope of career options in the twenty-first century. Let us consider some popular careers.

### **Fashion Designing**

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

### **Culinary Arts**

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

### **Paramedical sciences**

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

### **Media, Journalism and Advertising**

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

### **Hotel Management**

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

### **Sports Management**

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

**a) When do students start thinking about their career path?**

Students start thinking about their career path at the higher secondary level.

**b) How can students build a strong career?**

Students should remember that to build a strong career they must take a decision after a thorough understanding of the prospective field and their underlying interest. They should develop their communication skill.

**c) What are the integral aspects of a successful career?**

Ability, attitude and interests are the integral aspects of a successful career.

**d) What is meant by 'culinary art'?**

Cooking and hospitality in hotels are meant by 'culinary arts'.

**e) Why is media a popular career option?**

This is the information era. So the print and entertainment media have become very popular.

**f) Name some paramedical courses mentioned in the passage.**

Optometry, pathology, nursing, physiotherapy, and dentistry are the paramedical courses mentioned in the passage.

**g) Why is the Hotel Industry seen as the fastest growing in India?**

The number of international travellers both for business and leisure is increasing. Hospitality and service industry offers career options such as house-keeping, front-desk executives, tourism management, etc.

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

No, one need not be a player to opt for a career in the field of sports. The field of sports offers various career options such as technical trainers, commentators, sports journalists, dieticians, referees, etc.

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

Traditional.

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

International travellers.

**TEXT BOOK PAGE NO:75-76**

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

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

Cyborgs include people with cardiac pacemakers, contact lenses, bionic ears and eyes, prosthetics and so on. In other words, a cyborg is partly human and partly machine. The technological innovations in the field of medicine and healthcare augment humans with machines, producing a beta version of the human body. The advent of brain machine interfaces is certain to blur the boundary between humans and machines.

Scientists are working hard to find a technique for age reversal too. People do not want to die, so mankind is striving to get to the final frontier, which is development of machines and devices that would accord man immortality.

The needs of humans are not limited. As time passes, food habits change, thinking patterns change, and even appearances change. We are about to travel by driverless, fully automated vehicles. Computers and smart phones have become our masters. The more we depend and merge with technological advancements, the more the humanness in us slowly erodes. Intelligence is sought to be infused into machines and robotics are designed in such a way to give man a virtual human companion. The field of artificial intelligence is overtaking the human brain and many fear that it could even harm the human race. Despite certain limitations and potential threats, many believe that cyborgs will be the next step in the evolution of mankind. The amalgamation of man and machine is sure to add a new dimension to the life of mankind and this will prove to be the 'biggest evolution in Biology' since the emergence of life, four billion years ago.

**a) Account for the popularity of characters with supernatural powers.**

We experience excitement when we read about the supernatural powers. Many characters are assigned with supernatural powers.

**b) Who is referred to as a 'Cyborg'?**

The term 'Cyborg' refers to a person whose body is implanted with technological devices to supplement and substitute body function.

**c) What is expected to happen with the advent of the brain machine interface?**

The advent of the brain machine interface will reduce the boundary between humans and machines.

**d) The needs of humans are not limited. How is this statement elaborated in the passage?**

As time passes, food habits change, thinking patterns change, and even appearances change.

**e) How can a machine turn into a virtual companion for humans?**

When intelligence is infused into machines it will turn into a virtual human companion for humans.

**f) Explain the flipside of the rapid technological advancement.**

The field of artificial intelligence is overtaking the human brain and many fear that it could harm the human race.

**g) Identify the word in para 1 which means 'everlasting life'.**

Immortality.

**h) Which of the following words is synonymous with 'amalgamation'?**

a) recreation      b) integration      c) exploration      d) proposition      **Ans: b)**

**i) Which of the following options is the antonym of the word 'advent'?**

a) drawback      b) dispute      c) departure      d) danger      **Ans: c)**

**j) Find out the word which is the antonym of 'natural' in para 2.**

Machine.

### **Cyber Safety**

Technology is a double edged sword. In this day and age, it is not possible to restrict the children totally from using the digital technologies. But some sort of checks and balances should be maintained at all times.

Given below is a text on "Cyber safety" developed from the inputs received from Crime-Branch Crime Investigation Department (CBCID), Tamilnadu dated: 05.12.2018. Read the text and answer the questions that follow.

#### **Question 1: How should teenagers guard against cyber crimes?**

**Answer:**

- Desist from interacting with strangers on social media and never meet strangers in person pursuant to social media chat/interaction.
- Avoid having your picture as profile picture. Even if you choose to have one, do so while restricting those persons who can see your profile picture.
- Do not download software's/Apps from unknown sources. Do not download unnecessary apps in the devices.
- Be a member of social media group or whatsapp group only if you know majority of members in it and also if it is relevant to be part of the group. Do not believe and blindly share message in social media without verifying the facts.
- Keep front camera of mobile phones, laptops etc., closed when not used. For Example, Stickers may be used to close the camera and to avoid remote access of front camera.

#### **Question 2: What should we do to ensure Safe Surfing?**

**Answer:**

- Use a secure browser.
- Do not surf unsecure websites. A website with URL starting with https:// is a secure website. If the website URL starts only as http://, it is unsecure.
- Avoid clicking on links from unknown mails/pop ups.
- Do not enter passwords when connected to a public network (WiFi in Railway station or Airports)
- Always use a computer in which updated Anti Virus is installed.

#### **Question 3: What are the details not to be revealed in public domain ?**

**Answer:**

- Any Passwords
- Bank account /credentials
- Credit card/Debit card details
- Personal mobile number
- Date of Birth
- Any details which would help to track your routine activities

#### **Question 4: What should parents do to ensure the safety of children in cyber space ?**

**Answer:**

- Set a fixed time during which children are allowed to surf the internet.
- Always place the computer in that part of the house, which is visited most often by everyone. Don't keep the computer in a secluded part.
- Talk with the children and educate them on the websites that they are allowed / not allowed to visit.
- Be "Friends" with the children's social media account so that their activities are monitored.

- Install an Anti Virus with parental control in the computer.
- Make it a habit to check browsing history/hidden files, apps installed etc., on the computer/ device to monitor activity of the children.

**Question 5: Should children be discouraged from playing online games?**

**Answer:**

- Encourage children to play outdoor games.
- Monitor closely if they are found playing a single game for long hours.
- to games such as
- Decreasing Academic activity
- Less time spent with family
- Loss of interest in things previously enjoyed.
- Lack of sleep / Sore Eyes
- Headaches
- Create awareness about the ill-effects of dangerous online games.

**Questions**

1. Which of the following should one avoid while using social media? Tick against the correct options.

- \* Interacting with strangers on social media
- \* Avoid posting your picture as profile picture
- \* Forwarding Whatsapp messages without verifying facts
- \* Use a secure browser
- \* Entering passwords while using public network

2. How can we identify insecure websites?

3. Mention any three details that should not be revealed in public domain.

- 1.
- 2.
- 3.

4. What should parents do to ensure cyber safety for their wards ? (Any three points)

5. Why is it not advisable to play online games?

6. Pick out words which mean the same as

- a) stop doing something (para 1)
- b) place or fix (para 2)
- c) not protected (para 2)
- d) keep a check on (para 3)

**What you need to know about "Ethical Hacking"**

Hacking generally refers to unauthorized intrusion into a computer or a network. The person engaged in hacking activities is known as a hacker. This hacker may alter system or security features to accomplish a goal that differs from the original purpose of the system. Hackers employ a variety of techniques.

**How to safeguard?**

To safeguard against hacking of personal data, it is suggested that the system should be installed with upto date Anti Virus. If the data is confidential in nature it is suggested that the system itself should be disconnected and made into a standalone the system. Don't click on popup windows as they would download harmful .exe files. Confidential Data such as Banking username, password, Aadhaar number, Pan number, Account number etc., should not be stored in the browser.



## Questions.

1. Which of the following should one avoid while using social media? Tick against the correct options.

Page 185

- Interacting with strangers on social media
- Avoid posting your picture as profile picture
- Forwarding Whatsapp messages without verifying facts
- Use a secure browser
- Entering passwords while using public network

2. How can we identify insecure websites?

If the website URL starts only as http:| we can identify that it is insecure.

3. Mention any three details that should not be revealed in public domain.

1. Any passwords.
2. Credit Card / Debit Card details.
3. Bank Account / Credentials.

4. What should parents do to ensure cyber safety for their wards ? (Any three points)

- The parents should set a fixed time during which children may be allowed to surf the internet.
- They should not keep the computer in a secluded part.
- They should make it a habit of checking browsing history/ hidden files / apps installed etc., on the computer / device to monitor the activity of their children.

5. Why is it not advisable to play online games?

It is not advisable to play on-line games as it will distract their attention from studies and lead to addiction, homicide or suicide.

6. Pick out words which mean the same as

- a) stop doing something (para 1) - desist
- b) place or fix (para 2) - installed
- c) not protected (para 2) - insecure
- d) keep a check on (para 3) - monitor

## TEXT BOOK PAGE NO.220

Complete the conversation with the words from the box.

Man: Could you show the way to the hospital?

Woman: Sure. I will guide you (1) to reach the hospital. In about 15 minutes you will get there. Start by taking the GST Road for about 10 minutes. Remember, (2) to drive carefully. The road is usually very busy. After 10 minutes you will reach a grey wall. From there you have (3) to turn right and go straight. As you drive along you will notice a bank. It is also important for you (4) to pay attention to the road as there is a school nearby. Once you cross the school, you will get (5) to know the whereabouts of the hospital.

**POEM COMPREHENSION:**

**1. Read the following poem and answer the questions that follow (TB) :**

**Rock Me to Sleep**

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

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

- i) The poem is addressed to.....  
a) child                      b) mother                      c) me                      d) time
- ii) In line 12, the poet wants .....  
a) toil                      b) tears                      c) dust                      d) childhood
- iii) Why is the poet weary?
- iv) The poet wants his mother to .....
- v) What does the poet want the time to do?

**Answer:**

- i) b) mother      ii) d) childhood      iii) The poet is weary because of toil and of tears
- iv) rock him to sleep      v) The poet wants the time to flow backward.

**2. Read the following poem and answer the questions that follow (TB):**

**Thinking**

"If you think you are beaten, you are,  
If you think you dare not, you don't.  
If you like to win, but you think you can't,  
It is almost certain you won't.  
If you think you'll lose, you're lost,  
For out in the world we find,  
Success begins with a fellow's will.  
It's all in the state of mind.  
If you think you are outclassed, you are,  
You've got to think high to rise,  
You've got to be sure of yourself before  
You can ever win a prize.  
Life's battles don't always go  
To the stronger or faster man.  
But soon or late the man who wins,  
Is the man who thinks he can."

**Walter Wintle**

- i) In line 8, the phrase "state of mind" suggests...  
a) state                      b) mind                      c) mode                      d) attitude
- ii) What begins with a fellow's will?  
a) success                      b) world                      c) thought                      d) battle
- iii) In line 9, the word 'outclassed' means .....
- iv) Who is the winner?
- v) Life's battles always go to the stronger. Is this statement from the poem true or false?

**Answer:**

- i) d) attitude      ii) a) success      iii) b) excelled      iv) One who thinks he can is the winner      v) False



## FILLING FORMS:

**DEFINITION:** On several occasions we are required to fill in forms for different purposes. We need to fill in forms for a job, an examination, passport, driving licence, etc. There are also forms to be filled in for sending a telegram, opening a bank account etc. Applications forms should be filled in with great care, providing all the details asked for. Incomplete application forms may be rejected.

### Steps to fill up forms:

1. Take a photo copy of the application.
2. Use a pencil to fill up the application in the rough copy.
3. All the entries in the application should be filled in English / Regional language as required.
4. Use capital letters wherever necessary.
5. Give your full address with pincode.
6. Write neatly and legibly.
7. Don't overwrite or score out.
8. Give only the details required.
9. Don't forget to sign/get attestations.
10. Mention the date of applying.
11. Double check before filling the original form and fair it up in ink.
12. Take a photo-copy of the filled in form and keep it safe for future reference.

**UTHIRA is an event conducted by the NSS unit of ABC Hr Sec School. Imagine you are a volunteer and help a parent fill in the following registration form. (Invent necessary details)**

Blood Donation Application Form 			PAGE 1	
<input checked="" type="checkbox"/> First Time Donor	<input type="checkbox"/> Repeat Donor	Date of Donation (dd/mm/yy).....		
<u>For Repeat Donor</u>				
What did you donate last time ?:				
<input type="checkbox"/> Whole Blood <input type="checkbox"/> Apheresis please specify : <input type="radio"/> Single Donor Red cell <input type="radio"/> Single Donor Platelets <input type="radio"/> Plasmapheresis				
Did you encounter any problems in your last donation ?: <input type="checkbox"/> No problems				
<input type="checkbox"/> problems : <input type="radio"/> Fainting <input type="radio"/> Bruise <input type="radio"/> Difficulties in finding vein				
<input type="radio"/> Deferred due to ..... <input type="radio"/> Others .....				
ID CARD NUMBER	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/> <input type="text" value="6"/> <input type="text" value="7"/> <input type="text" value="8"/> <input type="text" value="9"/> <input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/>	Blood Group	Rh	
OTHER CARD ID	<input type="text" value="0"/> <input type="text" value="9"/> <input type="text" value="8"/> <input type="text" value="7"/> <input type="text" value="6"/> <input type="text" value="5"/> <input type="text" value="4"/> <input type="text" value="3"/> <input type="text" value="2"/> <input type="text" value="1"/> <input type="text" value="0"/> <input type="text" value="2"/> <input type="text" value="3"/>	A <sup>+</sup>		
Donor Number.....				
Date of birth (dd/mm/yy) .....		Age .. 23 .. year	Sex .. Male ..	Weight .. 45 .. kg.
(Age between 17-70) If 17 years old, do you have parents or guardian signed consent form ? <input type="checkbox"/> Yes <input type="checkbox"/> No.....				
≥60-70 years old, Do you have medical certificate? <input type="checkbox"/> Yes <input type="checkbox"/> No.....				
Present address <input checked="" type="checkbox"/> Same address <input type="checkbox"/> Changed as follows : .....				
5, CAR STREET, TIRUNELVELI - 01				
Post Code .....		Telephone .....	Mobile Phone .. 94421 58484	
E-Mail address.....				
Occupation : <input type="checkbox"/> Student <input type="checkbox"/> Gov. official, soldier, police, State Enterprise <input type="checkbox"/> Company, employee				
<input type="checkbox"/> Monk, priest <input checked="" type="checkbox"/> Others, specify .. Shopkeeper				
Name: Mr. / Ms. / Mrs. .. V. MANI				
			(last name)	
			(first name)	
(Please fill out the questions on page 2)				
Signature .. <i>V. Mani</i> .. 				

For your own safety and the safety of the patient who will receive your blood, please answer the following questions to the best of your knowledge by marking  in the correct box

PAGE

2

**Category 1 (For women only)**

- |   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| 1. Pregnant ? .....                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do breast-feed ? .....                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Gave birth or miscarriage in the last 6 months ? ..... | <input type="checkbox"/> | <input type="checkbox"/> |

**Category 2**

- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| 4. Had diarrhea in the last 7 days ? .....  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. Had unintendedly lost weight in rapidly the last 3 months? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6. Had dental treatments in the last 3 days ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. Had major surgery in the last 6 months or minor surgery in the last 7 days? .....  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8. Do you drink alcohol or others ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9. Had a history of drug use or had you been imprisoned in the last 3 years ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. Had a blood transfusion in the past 1 year ? .....  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11. Did you visit any area with malaria in the last 1 year or have you had malaria in the last 3 years ? .....  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12. Have menstruation ? (to be answered by female only) .....   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 13. Do you feel fit enough and have enough rest last night ? .....  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14. Had high-fat diet in the last 6 hours ? .....   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15. Did you take aspirin, muscle relaxants or NSAIDS or any other medicine(s) ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16. Did you take antibiotics or any other medicine(s) ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17. Have you or any in your family member ever had hepatitis ? .....  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18. Have asthma, epilepsy, chronic skin disease, chronic cough, tuberculosis, allergies, high blood pressure, heart/kidney/thyroid disease, cancer, bleeding disorder etc.? ..... | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 20. Have ear/ body piercings, tattoos made or removed or acupuncture? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 21. Did you get any vaccinations in the last 2 months ? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Did you receive serum injection in the last 1 year? .....   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 22. Others .....  | <input type="checkbox"/>            | <input type="checkbox"/>            |

I hereby certify that I have answered the following questions truthfully and that, to the best of my knowledge, my blood is safe for donation. I have been informed that my blood will be tested for syphilis, hepatitis B and C, as well as HIV/AIDS. I hereby voluntarily donate blood to the National Blood Centre of the Red Cross Society without expecting any type of remuneration. The blood may be given to any patient or for research purpose as deemed suitable by the National Blood Centre of the Thai Red Cross Society. I certify that the staff of the National Blood Centre is not responsible for any untoward effects that may occur after this blood donation. I shall be pleased to donate blood again. Donor signature.....*V. Mani*.....

Reason for allowing donor to donate blood in this case.....*To help those in need*.....  
 Doctor/Staff signature.....*Dr. Vetri*.....

**For staff**

Donor Number..... No. of Donation.....

**In case of no donor ID card for repeat Donor**

First donation(dd/mm/yy)..... Place.....

Last donation(dd/mm/yy)..... Place.....

Blood pressure.....mm. Hg

Pulse  normal  abnormal

Heart/Lung  normal  abnormal

Hemoglobin  pass  not pass

Hb.....mg/dL  pass  not pass

Unit Number

Deferred due to.....

On medication that effects platelet counts

Under volume

High volume

Discarded

Remarks .....

Registrar..... Blood bag preparation staff..... Blood collector .....

Blood sample collector ..... Rechecked by.....

# Language – Part II – English

www.kalviexpress.in

Time Allowed : 3.00 Hours

Maximum Marks : 90

**Instructions :** (1) Check the question paper for fairness of printing. If there is any lack of fairness, inform the Hall Supervisor immediately.

(2) Use **Blue** or **Black** ink to write and underline and pencil to draw diagrams.

## PART - I

Answer all the questions.

20x1=20

Choose the most appropriate answer from the given four alternatives and write the option code and the corresponding answer.

Choose the most appropriate synonyms of the underlined words in the following sentences.

- ..... that they only drink it in order to be warmed and stimulated.  
(a) admired (b) motivated (c) comforted (d) welcomed
- It was a great thrill to look straight down this enormous rock face.  
(a) huge (b) rough (c) steep (d) lofty
- ..... the end of such liberty would be universal chaos.  
(a) mystery (b) destruction (c) confusion (d) harmony

Choose the most appropriate antonyms of the underlined words in the following sentences.

- One night, we came upon them in the windy and deserted square.  
(a) crowded (b) secured (c) fertile (d) desolate
- Suffering seems so cruelly prevalent in the world today.  
(a) unbelievable (b) unavoidable  
(c) unfair (d) uncommon
- It seemed vital to her that they do so .....  
(a) jovial (b) social (c) trivial (d) partial
- Choose the correct singular form of "Bacteria".  
(a) Bacterian (b) Bacteri  
(c) Bacteriae (d) Bacterium
- Choose the suitable meaning for the idiom found in the following sentence.  
Eleventh hour preparation will not help the students.  
(a) till 11 p.m. (b) at the last moment  
(c) much in advance (d) late at night

9. Fill in the blank with the most suitable Preposition.  
The tea should be put straight \_\_\_\_\_ the pot.  
(a) over (b) on (c) into (d) in
10. Choose the correct American English word for 'queue'.  
(a) straight (b) level (c) line (d) order
11. Choose the correct expansion of the acronym TOEFL.  
(a) Testing of Energy, Fuel and Liquid.  
(b) Test of Engineering for Fundamental Learners.  
(c) Testing of Education for Foreign Learners.  
(d) Test of English as a Foreign Language.
12. Choose the correct question tag for the following statement.  
The story tries to relate history to science, \_\_\_\_\_ ?  
(a) is it (b) Isn't it (c) does it (d) doesn't it
13. Identify the Sentence Pattern of the following sentence.  
The birds are flying gracefully in the sky.  
(a) SVOA (b) SVAA (c) SVOC (d) SVCA
14. Fill in the blank with a suitable Relative Pronoun for the following sentence.  
Ram \_\_\_\_\_ house we live in, is an engineer.  
(a) whom (b) which (c) who (d) whose
15. Form a new word by adding a suitable prefix to the underlined word.  
It is rather an expensive compliment.  
(a) non- (b) un- (c) in- (d) dis-
16. Choose the disyllabic word.  
(a) benefit (b) again  
(c) weight (d) strength
17. Choose the clipped form of "Perambulator".  
(a) Pram (b) Peram (c) ramtor (d) rambul
18. Choose the right meaning of the idiom 'a bolt out of a clear sky' from the options given.  
(a) a much-awaited information  
(b) a deafening noise of bomb blast  
(c) a flash of bright lightning  
(d) a sudden unexpected event
19. One who represents the government of his country in a foreign country is a/an \_\_\_\_\_.  
(a) envoy (b) martyr  
(c) ambassador (d) patriot
20. Replace the underlined word with a suitable phrasal verb.  
The fire was extinguished by the fire brigade.  
(a) put off (b) put on  
(c) put out (d) put in

**PART - II**  
**SECTION - 1**

Read the following sets of Poetic lines and answer any four sets.

4x2=8

21. "A gray baboon sits statue - like alone"  
(a) Where did the baboon sit ?  
(b) Mention the figure of speech employed here.
22. "..... Free imaginations  
Bringing changes into a world resenting change."  
(a) How does free imagination help the world ?  
(b) Identify the figure of speech.
23. "Our gates were strong, our walls were thick,  
So smooth and high, no man could win."  
(a) How safe was the castle ?  
(b) What was the firm belief of the soldiers ?
24. "Legs wide, arms locked behind,  
As if no balance the prone brow  
Oppressive with its mind."  
(a) What is meant by 'prone brow' ?  
(b) Pick out the words in alliteration.
25. "This is my son, mine own Telemachus  
To whom I leave the sceptre and the isle  
Well loved of me."  
(a) Who does Ulysses entrust his kingdom to, in his absence ?  
(b) Bring out the significance of the sceptre.
26. "All the world's a stage  
And all the men and women merely players."  
(a) What is the world compared to ?  
(b) Identify the figure of speech employed in the first line.

**SECTION - 2**

Do as directed.

3x2=6

Answer any three Questions.

27. Change the direct speech into Reported form.  
Vidhya said to Kanya, "Would you like to come to the party with us tomorrow ?"
28. Change into other voice form.  
I shall have completed my project next week.
29. If I had come earlier, I would have attended the interview. (Begin with 'Had').
30. Smitha carried out the survey and presented her report. (Rewrite as a simple sentence).

**PART - III**  
**SECTION - 1** [www.kalviexpress.in](http://www.kalviexpress.in)

Explain any two of the following with reference to the context.

2x3=6

31. "LIKE a huge Python, winding round and round  
The rugged trunk, indented deep with scars."
32. "... I am become a name;  
For always roaming with a hungry heart."
33. "I'm Killed, Sire" And, his chief beside,  
Smiling, the boy fell dead.

**SECTION - 2**

Answer any two of the following questions in not more than 30 words.

2x3=6

34. What were the various jobs undertaken by Nicola and Jacopo ?
35. How did the boy who played the mechanic lose his eyesight ?
36. How would liberty cause universal chaos ?

**SECTION - 3**

Answer any three of the following.

3x3=9

37. Study the following table, and write three sentences on your inference about the data.

**Average Annual rainfall in the Southern States of India in the year 2012**

S.No.	States of India	Average rainfall in mm
1.	Tamil Nadu & Pondicherry	1996
2.	Andhra Pradesh	3580
3.	Karnataka	5160
4.	Kerala	3055



38. Write any three precautions to be taken at home, before a cyclone hit.
39. Build a dialogue between a beggar and a social reformer with a minimum of 3 exchanges.
40. Rearrange the following jumbled proverbs correctly.
- a road / never / a turning / without / there is
  - the last straw / broke the / it was / that / camel's back
  - the child / and / spare / spoil / the rod

#### PART - IV

Answer the following.

7x5=35

41. Answer the following in a paragraph of about 150 words.
- Summarise George Orwell's distinctive ideas in "A Nice Cup of Tea."
- OR
- How did Hillary and Tenzing prepare themselves before they set off to the summit?
42. Answer the following in a paragraph of about 150 words.
- 'Human greed led to the mighty fall of the citadel' - Explain.
- OR
- The young soldier matched Napoleon in courage and patriotism. Elucidate your answer.
43. Answer the following in a paragraph of about 150 words, by developing the hints.
- Robert Baldwin an honest man - fraud in a bank - Gresham arrested - pressurised Baldwin - to falsely declare - offered huge bribe - Baldwin refused - family members tempted - ashamed of greed - stood for justice - Gresham confessed - Baldwin rewarded.
- OR
- Life on Venus - other planet - raining for seven years - school children - nine years old - forgotten the sun - appeared once in 7 years - Margot from Earth - came five years before - children hated her - locked her in a room - sun came - only for two hours - rained again - unlocked the door - let Margot out - missed the chance.

44. (a) Either **Make Notes** or **Summarize** the following passage.

Soybeans belong to the legume family. The beans are the seeds of the leguminous soybean plant. They can be grown on a variety of soil and in a wide range of climates. Soybeans are versatile as they can be used as whole beans, soy sprouts or processed as a variety of food items, such as soy milk, tofu, soy sauce, soy oil and soy dairy alternatives. They are also used for making candles and bio-diesel.

Soy is an excellent source of high quality protein; is low in saturated fats and is cholesterol-free. It is also rich in vitamins, especially Vitamin B complex, minerals such as magnesium, calcium, iron, potassium and copper. In recent times it has been highly recommended because of its ability to lower the levels of Low Density Lipoprotein (LDL), a bad cholesterol.

The Food and Drug Administration (FDA) has confirmed that foods containing soy protein are likely to reduce the risk of coronary heart disease.

An easy way to take soy is as soymilk now available with added flavour. Soymilk does not contain lactose (milk sugar) and can be drunk by those who are allergic to normal milk. To get soymilk, soybeans are soaked in water, ground and then strained. If you don't mind the trouble, you can also make it at home.

OR

- Write a paragraph of about 150 words on the hazards of using mobile phone.

46. (a) Read the following sentences, **spot the errors** and correct them.

- (i) It will be a waste throwing the food away.
- (ii) Kailash never does any work behind 10 p.m.
- (iii) Neither Suresh nor Kamalash are intelligent.
- (iv) Nithya has taken half day leave.
- (v) One of my uncle lives in Canada.

OR

(b) Fill in the blanks appropriately.

- (i) Usha \_\_\_\_\_ (buy) a laptop recently. She \_\_\_\_\_ (use) it at the moment. (use the verb in the correct form)
- (ii) My sister \_\_\_\_\_ dance so well, when she was in school. (use a semi-modal verb)
- (iii) The bugle is \_\_\_\_\_ in our school \_\_\_\_\_. (band / 'banned)

47. (a) Develop the hints into a story of 150 words.

Once a bee - fell into a pond - pigeon flew past - dropped a leaf - bee climbed or leaf - escaped - a hunter - aimed at pigeon - the bee stung - lost his aim - pigeon escaped.

OR

(b) Read the following passage and answer the questions given below.

"The Little Tramp", the unforgettable character Charlie Chaplin invented, was born purely by accident in 1915. While rushing to a film shoot in California, he grabbed clothes what other people had left behind in the changing room. And when he emerged, he found, he had created a personality everybody loved a little guy in a bowler hat, a close-fitting jacket, a cane, a pair of outsized shoes and a brush-like moustache.

Before long, Chaplin found himself a star. That puzzled him, for he saw himself essentially as a shy British Music Hall Comedian. The U.S., acknowledged him as its king of silent film comedy. Soon, so did crowds all over the world.

But life wasn't always a laugh for Charles Spencer Chaplin. Both his parents were Music Hall artists, who separated when Charlie was very young. His childhood was very sad, for his mother never earned enough to look after her children. Sometimes, Chaplin had to sleep on the streets.

Charlie took his first bow on the stage, when his mother made her last appearance. It happened when her voice broke during a song. Her son stepped on stage and sang a popular song. That's when a star was born.

**Questions :**

- (a) Which unforgettable character did Charlie Chaplin invent ?
- (b) Describe the personality created by Charlie, whom everybody loved.
- (c) What did Charlie see himself as ?
- (d) Give one reason to show that Charlie's early life was very sad.
- (e) Find the word in the passage that is opposite in meaning to
  - (i) "bold" and
  - (ii) "tragedy"