

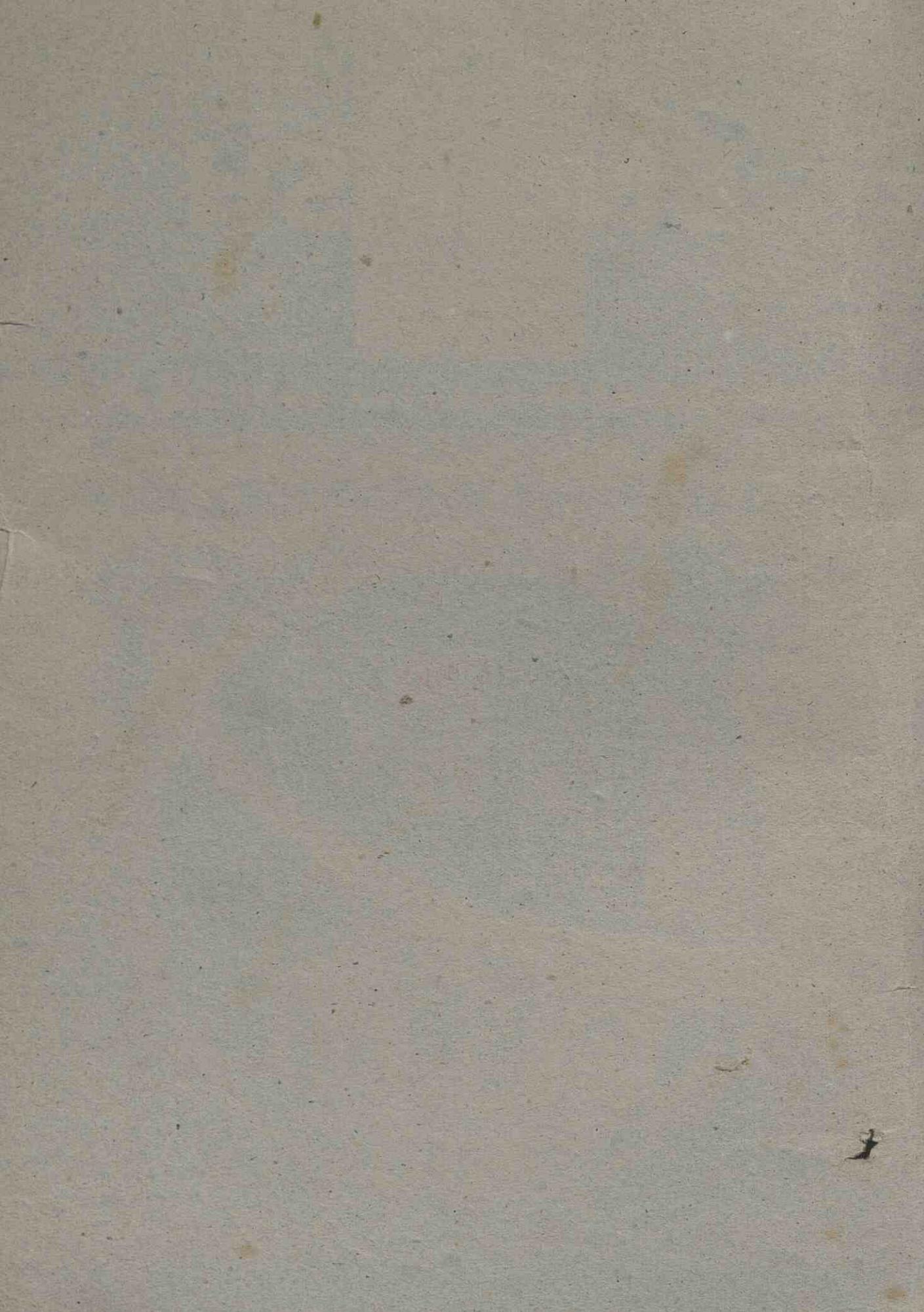
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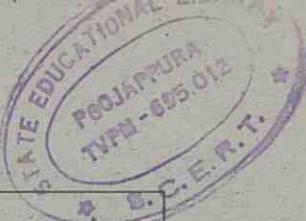
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TB/X/2004/400(E)



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ENGLISH COURSEBOOK

STANDARD X



GOVERNMENT OF KERALA

DEPARTMENT OF EDUCATION
2004

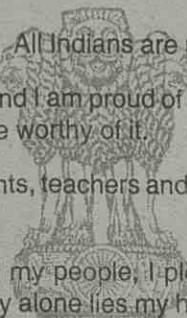
PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage.
I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.



THE NATIONAL ANTHEM

Jana Gana Mana Adhinayaka Jaya He

Bharatha Bhagya Vidhata

Punjab Sindhu Gujarat Maratha

Dravida Utkala Banga

Vindhya Himachala Yamuna Ganga

Uchala Jaladhi Taranga

Tava Subha Name Jage

Tava Subha Ashisa Mage,

Gahe Tava Jaya Gatha

Jana Gana Mangala Dayaka Jaya He

Bharatha Bhagya Vidhata

Jaya He Jaya He Jaya He

Jaya Jaya Jaya Jaya He.

English Coursebook

Standard X

Prepared by:

State Council of Educational Research & Training
(SCERT)

Poojappura, Thiruvananthapuram - 12
Kerala.

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Government of Kerala
Department of Education
2004

ACKNOWLEDGEMENT

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FOREWORD

The teaching-learning materials in English, meant for classes VIII, IX and X, sequenced as an integrated course, have been designed with special emphasis on developing skills of using language and helping pupils to function effectively in language situations. The shift of emphasis in the new approach is from teaching to learning with focus on equipping the learners with essential language skills and building confidence in them to use language as a functional tool. This has necessitated changes in evaluation too.

The English Coursebook for standard X has been prepared as a part of instructional materials for use in the eighth year of the study of English as a second language. The components of the package are: (1) a Coursebook, (2) a Practice Book, (3) a Supplementary Reader, (4) A Teacher's Sourcebook and (5) Audio-cassettes. The standard X Coursebook is so designed as to offer a recap of the teaching items that have gone into the previous texts in addition to other items selected according to their frequency and suitability at the present stage of instruction in English. Therefore it is also a sequel to the Coursebooks that precede it. In view of the change in the curriculum in English visualized by the SCERT for up to the Higher Secondary level, teaching-learning materials have been developed to suit it. They are, of course, different from the traditional fare, in form and content and transactional strategy. The main thrust of teaching/ learning English here is the empowerment of the learner as an efficient user of the language, given the constraints of the vocabulary and sentence structures at his/ her disposal. So the emphasis is laid mostly on developing communication skills in the learner.

The basic assumption on which the course is built is that a language is best learnt through a rich exposure to the language and through plenty of practice in using it for communication. In an acquisition-poor environment in which there are few real-life opportunities for listening to and using English; exposure to the language happens to be limited to the prescribed instructional materials and teacher-talk. It is therefore imperative that these should be made as copious and productive as possible. This set of books offers opportunities to learners for interacting in English through classroom conversations, reading texts, listening activities and writing tasks.

A team of practising teachers, teacher-educators and material producers has come together in producing the present Coursebook for standard X. The team has benefited by the guidance offered by the academic faculty of the Central Institute of English & Foreign Languages, Hyderabad. The SCERT expresses its gratitude to them all, especially to Prof. V. Sasikumar, Mr G. Radhakrishna Pillai and Mr Rajeevan.

Creative criticism and suggestions for improvement are most welcome.

State Council of Educational Research and Training

Kerala, Thiruvananthapuram

2004

Dr P.M. Jaleel

Director, SCERT

CONSTITUTION OF INDIA

Part IV A

FUNDAMENTAL DUTIES OF CITIZENS

ARTICLE 51 A

Fundamental Duties- It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and Institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievements.

TO THE LEARNER

Dear learner,

Hope you have enjoyed learning English in Std IX, by doing some activities both in class and outside. In Std X also, you are going to have interesting experiences in the classroom. As you have been doing till the end of Std IX, here also you have to actively participate in the activities in the classroom as well as outside. You have to go round and talk to your classmates in English. Don't worry about making a few mistakes! You will also get a lot of opportunities to read and write – not just reading the stories and passages in this book or writing answers to the questions given below them. You have to do a lot of other things such as reading a film notice and discuss its story, find out the time of a bus or a train from the timetable, listen to a story on the radio, a conversation on the tape-recorder or a news bulletin on TV and talk about them. You will also have to write a short message or letter to your friend or relative. You can do all these. Start using English as much as possible both in the classroom and outside.

The Coursebook gives you a lot of opportunities to use English. Your teacher will give you enough help and guidance. You can seek the help of anybody who knows English – your parents, brothers, sisters and neighbours; and of course, a good dictionary is one of your best friends. Don't forget to consult your dictionary whenever you are in doubt. If you do not have a dictionary, buy one at the earliest. A list of a few good dictionaries is given at the end of this book as Appendix II. Please ask your parents to buy one for you.

Wish you happy, lively English classes.

Director,
SCERT

TO THE TEACHER

Dear colleague,

The SCERT is happy to introduce a new set of materials for teaching and learning English as a second language in Std X. These materials are slightly different from the ones which you have been using so far, not only in their contents, but in their approach to teaching a second language, as well.

A few important features of this approach are listed below: First, more importance has been given to developing the learner's listening and speaking skills than the one given in the earlier approach. Secondly, using English in the classroom to a great extent, and outside the classroom to a certain extent (both in its oral and written forms) is given greater priority than learning the rules of grammar. It is hoped that constant use of the language with the help of these and other supplementary materials will lead to the mastery of the essential rules of grammar. Thirdly, a language is best learned, when the learners engage themselves in activities in which they are unknowingly forced to use that language. A lot of such activities are in these materials.

Please go through the entire book and try to have a clear idea of what each task or exercise is meant for. Before you start teaching this coursebook, please make sure that you have drawn adequate help and guidance from other sources such as dictionaries, and especially the accompanying Teacher's Sourcebook.

Wish you a happy teaching time.

TO THE PARENT

Dear parent,

In the English classroom, this year, your child will be taking a few steps forward in learning to use English for practical communication. Her/His teacher will give her/him lots of opportunities to listen to interesting stories, talk to each other, read interesting passages, and write short, useful descriptions, letters, etc. She/He will also be doing exercises in learning some basic principles of English grammar, and reciting simple poems. All this will be done through activities in which your child is fully involved.

You have already bought this Coursebook for your child. She/He will also need the Practice Book that goes with this book. Do remember to buy it. She/He will be constantly using it along with the Coursebook. She/He will also need a simple dictionary suitable to this level. Buy one and encourage her/him to use it as often as possible. Please see the list of dictionaries given at the end of this book.

Wish you and your child all the best.

Director,
SCERT

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I Come, let's discuss*.

Which of the following do you most agree with? Discuss in groups of five or six.

D. We support human life. We comfort your eyes and mind. We protect you. Aren't these good enough reasons for loving us?

C. We give you plenty of fruits and valuable wood. We preserve water in the soil and air. Don't you love us?

A. We give you cool refreshing shade. We make the land fertile and help prevent floods.

E. We are precious and valuable to you. We are the unending source of medicines. Don't you love us?

G. We give shelter to birds and animals. We protect you from the terrible heat of the sun. We purify the air around you.

B. We are the lungs of nature. We take in carbon dioxide and give out oxygen. We bring you plenty of rain and help prevent soil erosion.

F. You can't cut us down! Dead or alive, we are useful to you.

Plant a tree and help preserve water!

Living with trees is living in peace.

If you love man, plant a tree!

Give your reasons.

You'll find some of the following expressions useful in your discussion.

- 1 I think he is right.
- 2 I think ...
- 3 I have some other reasons.

4 This is what I have to say.

5 I don't think so.

6 I'd like to agree with that.

7 I agree with you there.

8 I also have the same opinion.

9 I may not accept that.

II Let's read a story.

Here is the story of a young boy and his grandfather who nurture a cherry tree and love it very much. Now read on...

THE CHERRY TREE

Ruskin Bond

1 One day, when Rakesh was six, he walked home from the Mussoorie bazaar eating cherries. They were a little sweet, a little sour; small, bright red cherries, which had come all the way from the Kashmir Valley.

2 Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted¹ the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar.

3 Rakesh lived with his grandfather on the outskirts of Mussoorie, just where the forest began.

4 Grandfather was a retired forest ranger. He had a little cottage outside the town.

5 Rakesh was on his way home from school when he bought the cherries. He paid fifty paise for the bunch. It took him about half an hour to walk home, and by the time he reached the cottage there were only three cherries left.

6 'Have a cherry, Grandfather,' he said, as soon as he saw his grandfather in the garden.

7 Grandfather took one cherry and Rakesh promptly ate the other two. He kept the last seed in his mouth for some

time, rolling it round and round on his tongue until all the tang² had gone. Then he placed the seed on the palm of his hand and studied it.

8 'Are cherry seeds lucky?' asked Rakesh.

'Of course.'

'Then I'll keep it.'

'Nothing is lucky if you put it away. If you want luck, you must put it to some use.'

9 'What can I do with a seed?'

'Plant it.'

So Rakesh found a small spade and began to dig up a flower-bed.

10 'Hey, not there,' said Grandfather. 'I've sown mustard in that bed. Plant it in that shady corner, where it won't be disturbed.'

11 Rakesh went to a corner of the garden where the earth was soft and yielding. He did not have to dig. He pressed the seed into the soil with his thumb and it went right in.

12 Then he had his lunch, and ran off to play cricket with his friends, and forgot all about the cherry seed.

1 stunt (v) : prevent full growth

2 tang (n) : sharp taste or smell

13 When it was winter in the hills, a cold wind blew down from the snows and went *whoo-whoo-whoo* in the deodar trees, and the garden was dry and bare. In the evenings Grandfather and Rakesh sat over a charcoal fire, and Grandfather told Rakesh stories — stories about people who turned into animals, and ghosts who lived in trees, and beans that jumped and stones that wept — and in turn Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull — especially after the stories — but Grandfather wanted all the news...

14 They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop³ wood and light a fire, Rakesh saw the V-shaped formation streaming⁴ northwards and heard the calls of the birds clearly through the thin mountain air.

15 One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted. He stared at it for a moment, then ran to fetch Grandfather, calling, 'Dada, come and look, the cherry tree has come up!'

16 'What cherry tree?' asked Grandfather, who had forgotten about it.

'The seed we planted last year — look, it's come up!'

Rakesh went down on his haunches, while Grandfather bent almost double and peered down⁵ at the tiny tree. It was about four inches high.

17 'Yes, it's a cherry tree,' said Grandfather. 'You should water it now and then.'

Rakesh ran indoors and came back with a bucket of water.

'Don't drown it!' said Grandfather.

Rakesh gave it a sprinkling and circled it with pebbles. 'What are the pebbles for?' asked Grandfather.

'For privacy,' said Rakesh.

18 He looked at the tree every morning but it did not seem to be growing very fast. So he stopped looking at it — except quickly, out of the corner of his eye. And, after a week or two, when he allowed himself to look at it properly, he found that it had grown — at least an inch!

19 That year the monsoon rains came early and Rakesh plodded⁶ to and from school in raincoat and gum boots⁷. Ferns sprang from the trunks of trees, strange-looking lilies came up in the long grass, and even when it wasn't raining the trees dripped⁸ and mist came curling up the valley. The cherry tree grew quickly in this season.

20 It was about two feet high when a goat entered the garden and ate all the leaves.

3 chop (v) : cut into pieces

4 streaming : moving freely

5 peer down : look down very carefully

6 plod (v) : walk slowly with difficulty

7 gum boots : rubber boots

8 drip (v) : produce small drops of liquid

Only the main stem and two thin branches remained.

21 'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again: cherry trees are tough.'

22 Towards the end of the rainy season new leaves appeared on the tree. Then a woman cutting grass cut the cherry in two.

23 When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired.

'May be it will die now,' said Rakesh.

'May be,' said Grandfather.

But the cherry tree had no intention of dying.

24 By the time summer came round again, it had sent out several new shoots⁹ with tender green leaves. Rakesh had grown taller too. He was eight now, a sturdy¹⁰ boy with curly black hair and deep black eyes. 'Blackberry,' Grandfather called them.

25 That monsoon Rakesh went home to his village, to help his father and mother with the planting and ploughing and sowing. He was thinner but stronger when he came back to Grandfather's house at the end of the rains, to find that the cherry tree had grown another foot. It was now up to his chest.

26 Even when there was rain, Rakesh would sometimes water the tree. He wanted it to know that he was there.

27 One day he found a bright green praying mantis perched on a branch, peering at him with bulging eyes. Rakesh let it remain there. It was the cherry tree's first visitor.

28 The next visitor was a hairy caterpillar, who started making a meal of the leaves. Rakesh removed it quickly and dropped it on a heap of dry leaves.

'Come back when you're a butterfly,' he said.

29 Winter came early. The cherry tree bent low with the weight of snow. Field-mice sought shelter in the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy¹¹. His stories began to have unhappy endings.

30 In February it was Rakesh's birthday. He was nine — and the tree was four, but almost as tall as Rakesh.

One morning, when the sun came out, Grandfather came into the garden. 'Let some warmth get into my bones,' he said. He stopped in front of the cherry tree, stared at it for a few moments, and then called out, 'Rakesh! Come and look! Come quickly before it falls!'

9 shoots (n) : new growths from a plant
10 sturdy : strong and healthy

11 grumpy : bad-tempered

31 Rakesh and Grandfather gazed at the tree as though it had performed a miracle. There was a pale pink blossom¹² at the end of a branch.

The following year there were more blossoms. And suddenly the tree was taller than Rakesh, even though it was less than half his age. And then it was taller than Grandfather, who was older than some of the oak trees.

32 But Rakesh had grown too. He could run and jump and climb trees as well as most boys, and he read a lot of books, although he still liked listening to Grandfather's tales.

33 In the cherry tree, bees came to feed on the nectar¹³ in the blossoms, and tiny birds pecked¹⁴ at the blossoms and broke them off. But the tree kept blossoming right through the spring, and there were always more blossoms than birds.

34 That summer there were small cherries on the tree. Rakesh tasted one and spat it out.



12 blossom (n) : a flower

13 nectar (n) : the sweet liquid inside flowers

14 peck at : strike at something with beak

'It's too sour,' he said.

'They'll be better next year,' said Grandfather.

But the birds liked them — especially the bigger birds, such as the bulbuls and scarlet minivets — and they flitted¹⁵ in and out of the foliage¹⁶, feasting on the cherries.

35 On a warm sunny afternoon, when even the bees looked sleepy, Rakesh was looking for Grandfather without finding him in any of his favourite places around the house. Then he looked out of the bedroom window and saw Grandfather reclining on a cane chair under the cherry tree.

'There is just the right amount of shade here,' said Grandfather. 'And I like looking at the leaves.'

36 'They're pretty leaves,' said Rakesh. 'And they are always ready to dance, if there's breeze.'

37 After Grandfather had come indoors, Rakesh went into the garden and lay down on the grass beneath the tree. He gazed up through the leaves at the great blue sky; and turning on his side, he could see the mountain striding¹⁷ away into the clouds. He was still lying beneath the tree when the evening shadows crept across the garden. Grandfather came back and sat down beside Rakesh, and they waited in silence until it was dark.

15 flitted

16 foliage

17 striding

: flew lightly or quickly

: leaves

: moving fast

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14 peck at strike at something with beak

15 flitted

16 foliage

17 striding

flew lightly or quickly

leaves

moving fast

38 'There are so many trees in the forest,' said Rakesh. 'What's so special about this tree? Why do we like it so much?'

'We planted it ourselves,' said Grandfather. 'That's why it's special.'

'Just one small seed,' said Rakesh, and he touched the smooth bark of the tree that had grown. He ran his hand along the trunk of the tree and put his finger to the tip of a leaf. 'I wonder,' he whispered. 'Is this what it feels to be God?'

About the author

Ruskin Bond, one of the finest storytellers in English in India, was born in Kasauli in 1934. He has written several novels, short stories and books for children. *The Room on the Roof*, written when he was 17, won the John Llewellyn Rhys Memorial Prize in 1957. Bond has a simple, straightforward narrative style. His books are equally popular with adults and children. Many of his stories are based at or around Mussoorie in the foothills of the Himalayas where he lives.



Man has a special relation with nature and this is a theme repeatedly found in Ruskin Bond's stories. *The Cherry Tree* relates the story of how a small boy nurtures a cherry tree, grows with it, and develops a special bond with it.

Notes and references

- Mussoorie** : a hill station in Uttarakhand in the foothills of the Himalayas
- cherry** : a tree bearing a small, soft, fleshy, round fruit with a hard seed

haunches : the part of the body between the waist and the knee

blackberry : a fruit from a kind of wild bush

Words, phrases and idioms

stunt(v) : *stop something or someone from growing to their full size or developing properly*

Lack of sunlight will *stunt* the growth of the plant.

stunt (n) : *a dangerous action that is done to entertain people, especially in a film*

bunch (n) : *group*
a bunch of flowers, keys, grapes, etc.

thanks a bunch : *an expression meaning Thank you very much used jokingly when you are not grateful at all*

spade (n) : *a tool for digging*

call a spade a spade : *an expression which means: to say exactly what you think is true*

plod (v) : *walk along slowly, especially with difficulty*

plod on : *keep working steadily, especially at something that is difficult*

I will just plod on for another hour.

gaze (v) : *look at someone/something for a long time in surprise / admiration*

Lying flat on the terrace we gazed up at the stars.

III Read and respond.

Section A (para 1 to 14)

Section B (para 15 to 23)

Section C (para 24 to 32)

Section D (para 33 to 38)

- a Read sections A and B. Choose the correct answer to each of the following questions and put a ✓ against it in the box.

1 Where did Rakesh live with his grandfather?

- in the Kashmir valley
- just outside Mussoorie town
- in the Mussoorie bazaar

2 What did Rakesh do with the last cherry?

- gave it to his grandfather
- kept it in his mouth for long
- threw it away

3 Where did Rakesh plant the cherry seed?

- in a shady corner of the garden
- near the flower-bed
- with the mustard

4 What kind of stories did Grandfather tell Rakesh?

- stories about animals
- stories about mountains
- stories about the supernatural

b Read sections C and D and say whether the following statements are true or false. Put T for true and F for false.

1 Grandfather reminded Rakesh about the cherry seed planted the previous year.

2 Rakesh pulled out the sapling.

3 Rakesh circled the young cherry with pebbles for privacy.

4 The first visitor to the cherry tree was a hairy caterpillar.

c Read section D and answer the questions in a word or a phrase each.

1 Where did Rakesh go during the monsoon?

2 Who was the first visitor to the cherry tree?

3 How did the first cherries taste?

4 Who was feasting on the cherries?

d Answer the following questions in two or three sentences each.

1 What signs of spring did Rakesh notice after the cold winter?

2 Why did Rakesh not pull out the little cherry plant?

3 How did Rakesh take care of the small cherry tree?

4 Why was Rakesh thinner but stronger when he returned to his grandfather?

5 Why was Grandfather grumpy during the winter?

6 Why did Grandfather choose the shade of the cherry tree for taking rest in the afternoons?

7 Why did Rakesh like the cherry tree more than the other trees?

8 'Is this what it feels to be God?' What did Rakesh mean when he said this?

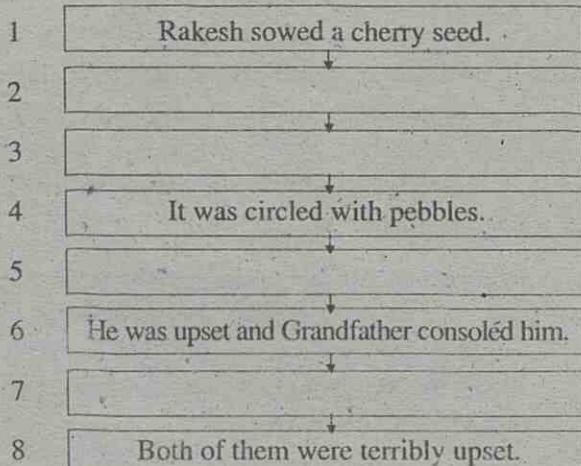
e Read the following passage carefully and answer the questions.

In the evening Grandfather and Rakesh sat over a charcoal fire and Grandfather told Rakesh stories — stories about people who turned into animals, and ghosts who lived in trees, and beans that jumped and stones that wept — and in turn Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull — especially after the stories — but Grandfather wanted all the news...

- 1 What was the weather like in the evening? Was it hot or cold?
- 2 What did Rakesh do for Grandfather?
- 3 Why did Rakesh read the newspaper for Grandfather?
- 4 How did Rakesh find the newspaper?
- 5 Pick out from the passage words that mean the following:
 - a a black substance that we get by burning wood
 - b the spirit of a dead person
 - c not interesting
 - d one after another
 - e shed tears

IV Read and write.

- A** Read sections B and C and fill in the blank boxes to retell how Rakesh and his grandfather were very upset about the near total destruction of the cherry tree.



- B** Using hints from 'A' above, complete the paragraph given below.

Rakesh sowed ____ It grew into _____. He watered it and _____. They loved _____ very much. One day _____ all the leaves. Grandfather consoled him saying _____. A few days later a woman _____. Rakesh and Grandfather concluded _____. This disappointed them.

- C** Answer the following in about 150 words each.

- a Describe how Rakesh and Grandfather brought up the cherry tree with loving care.

The following hints may be helpful to you.

[Introduction] - Rakesh, fond of cherries — plants a seed —

Paragraph I - calls Grandfather to take a look at it — waters and protects — almost dies — removes the caterpillar — Grandfather discovers the first blossom —

Paragraph II - Rakesh grows up — eats small cherries — Grandfather likes to sit under the tree — they sit together under the tree — Rakesh touches its bark —

Conclusion - The cherry tree brings him close to nature —]

- b Write a paragraph on man's relation with nature as seen in the story *The Cherry Tree*.

► You will find a few more related tasks in the **Practice Book**.* Don't forget to do them.

V Let's put it this way.

- a** Talking about things that happened before an event in the past



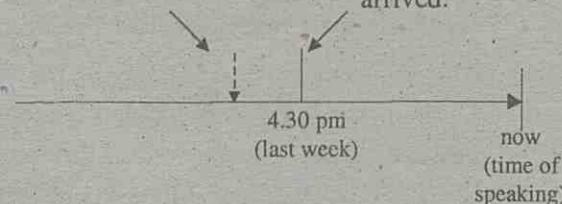
Deepak went to a birthday party last week. Ashish went to the party too. But they did not see each other. Deepak went back home at 4 p.m. and Ashish arrived after 4.30 p.m.

When Ashish arrived at the party, (an event in the past)

* Note to the teacher: The tasks given in the Practice Book are an integral part of this unit. Please see to it that they are done under your guidance.

Deepak had gone home. (*before the event in the past*)

Deepak had gone home, when Ashish arrived.



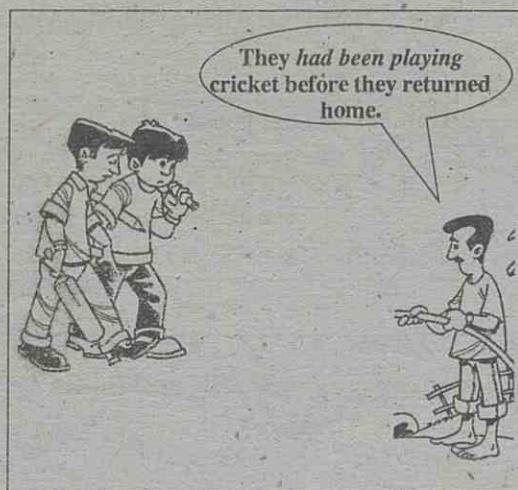
Read the following and complete the sentences using the right form of the verb in brackets.

- 1 Vinod was not at home when you arrived. He (leave) for the hospital.
- 2 When I got home late everybody (go) to bed.
- 3 Sorry, I couldn't reach there in time as my car (break) down.
- 4 We were driving when we saw a car which (fall) into a river.
- 5 The police stopped my bike yesterday. Luckily, I (take) my helmet and driving licence with me.

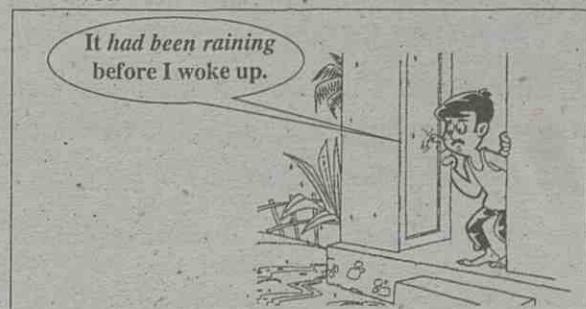
b Talking about an action in progress that happened before an event in the past

Evening

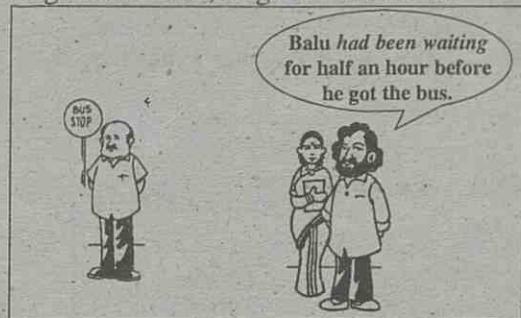
- i The boys came into the house. Their clothes were dirty. They had bats in their hands and their hair was dishevelled.



- ii Oh, it is 7! I think I overslept. The sun is shining bright. The ground seems to be very wet.



- iii Balu went out at 4 p.m. He wanted to catch the 4.10 bus. He waited at the bus stop for a long time. At last, he got the 4.30 bus.

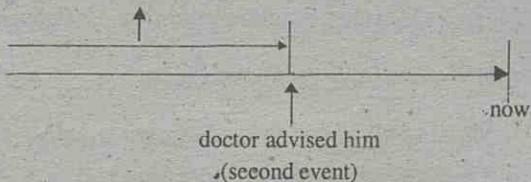


- iv Gopi was a heavy smoker. His doctor advised him to stop smoking. He stopped smoking two years ago.

Gopi had been smoking for fifteen years when his doctor advised him to kick the habit.



*Gopi had been smoking
(first event)*



c Expressing past events/actions and the time of happening

- i Let's study the following sentence from the story.

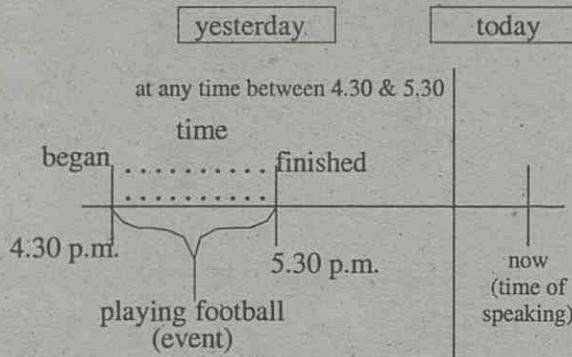
(time of happening) (event)

On a warm afternoon, Rakesh was looking for Grandfather ...

- i This sentence refers to the time when Rakesh was looking for Grandfather.
- ii Consider the following and identify the past events and the time of happening.

Akash and Binu played football yesterday. They began at 4.30 and finished at 5.30. They rested for half an hour. They had a bath at 6.

- Akash was playing football at 5 p.m. yesterday.
- Akash and Binu were playing football at 5 p.m. yesterday.
- They were resting at 5.45 p.m. yesterday.
- They were having a bath at 6.05 p.m. yesterday.



d Expressing past actions / events

Look at this sentence in the story.

One day Rakesh walked home from Mussorie Bazaar.

Here the writer is talking about a past action.

Now, consider these situations.

- I Shyam and Vinod played cricket yesterday. They started at 4 p.m. and finished at 5.30. They *returned* home by 5.40.

Read the following and use the appropriate form of the verb given in brackets. Say the answers aloud before you write them down.

- a I (see) Anju with her parents yesterday. She (not / see) me. So I (not/talk) to her.

- b Vinod (meet) a stranger last week. The man (want) to take his photograph. He (not know) what to do.

Read the following sentences and complete them using the right form of the verb in brackets.

- a I (meet) Ajesh in the park yesterday. He (wait) for me when I arrived. He (sit) on the grass reading a book. While I (walk) in the park someone (pick) my pocket.
- b I (watch) television when the telephone (ring). When I (answer) it and I (learn) that my friends (go) to Delhi that afternoon.

e Talking about actions in the recent past

Look at this sentence from the story.

Rakesh: The cherry tree has come up.

This sentence tells us that Rakesh saw the cherry tree for the first time. He had not noticed it before. Some days ago it was not there.

Read the following conversation between Simi and Tinu.

Simi : What are you searching for, Tinu?

Tinu : I'm looking for my pen.

Simi : Search your bag.

Tinu : I can't find it in my bag.

Simi : In your book?

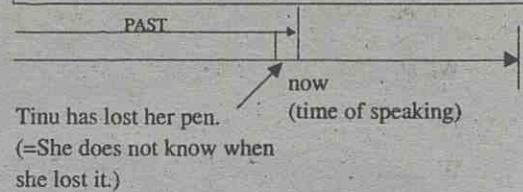
Tinu : I can't find it there, either. It seems I've lost my pen.

Tinu has lost her pen =

She lost her pen (some time ago)

She has not found it yet.

She does not have it now.



Read the following and complete the sentences with suitable forms of the verbs given in the brackets:

(forget, go, improve, read)

- 1 Tintu's English wasn't good. Now, it is better. She ... a lot.
- 2 Last week the bus fare was four rupees. Now it is five rupees. The bus fare ... up.
- 3 What is in the newspaper today? I don't know. I ... (not) it yet.
- 4 He told me his name, but I ... it.

f Talking about an action which began in the past and is still going on

Usha is in class X. She is learning English. She started learning it six years ago and she continues to learn it.

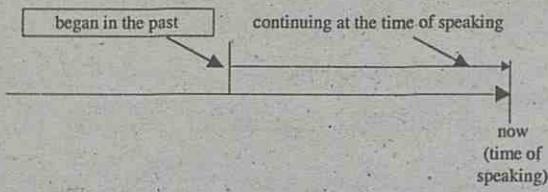
Usha has been learning English for six years.

Tomy is forty-five years old. He lives in a village. He built his house there twenty years ago. He continues to live there.

Tomy has been living in the village for twenty years.

It is raining now. It began raining at 3 p.m. It is still raining.

It has been raining since 3 p.m.



Now, read the following and complete the sentences below. One has been done for you.

- 2 Rini began looking for a job six months ago. She has not got a job so far. She is still looking for one.

Rini for a job for six months.

- 3 Vinod started working in a company on April 10 last year. He is still working there.
- 4 We always go to Mysore for our holidays.

We to Mysore for our holidays.



You will find a few more tasks based on these functions in the **Practice Book**. Try and do them. Your teacher will help you.

VI Say it this way.

Congratulating/ offering and accepting help.

Here is a conversation between Bose and Ashish.

You are very kind

Ashish : Hi, Bose! Congrats on your creditable pass!

Bose : Thank you, Ashish. Have a chocolate, please.

Ashish : Thank you.

Bose : You know, the 'Nature Club' is being inaugurated on Monday. I'm looking for some mango seedlings.

Ashish : Shall I bring some?

Bose : Why not? Please get them for me. By the by, I have got to make a speech. I'm preparing it.

Ashish : Would you like me to help you?

Bose : You're very kind.

Practise the dialogues with your partner.

- 1 We started waiting for the bus twenty minutes ago. We are still waiting.

We have been waiting for twenty minutes.

VII Listen and do.

 You will now listen to a passage. Listen carefully.

The Earthworm*

You have now listened to a talk on the earthworm.

Now try and answer the following questions:

a Answer the following questions in a word, phrase or sentence.

- 1 What does the speaker call the earthworm?
- 2 Where are the earthworms generally found?
- 3 What do you know about their sizes?
- 4 How long are some of the earthworms found in South America?
- 5 Why are the earthworms of Australia famous?
- 6 Why don't the earthworms multiply in great numbers?
- 7 What do the earthworms keep doing all the time?
- 8 When do the earthworms come out from the soil?
- 9 What are casts?
- 10 What happens to the soil when the earthworm feeds on it?

b Complete the following sentences suitably choosing a, b or c.

- 1 Earthworms come in
 - a many sizes but are not of many kinds.
 - b not many sizes but are of many kinds.
 - c many sizes and are of many kinds.
- 2 The common earthworms are much smaller than
 - a the giant earthworms of Australia
 - b those found in India
 - c their South American cousins.

- 3 The earthworms have
 - a eyes for seeing.
 - b noses for smelling.
 - c neither eyes for seeing nor noses for smelling.

- 4 The earthworms are light-sensitive, for,
 - a they seem to know when it is dark.
 - b they don't come above the ground at night.
 - c they are attracted by light.

- 5 The earthworms keep feeding
 - a all through the day.
 - b only once in a while.
 - c round the clock.

VIII Try and use these words.

a Read the following and fill in the blank choosing the right word from the brackets.
(stunted, reclining, flitting, flashed, plodded)

Manjunath was an old man. He was very fond of gardening. One morning he on through his vast farmlands. The dry weather had the growth of his vegetables. As he was walking he saw little birds in and out of their nest hanging on the branch of a tree in the garden. After some time the old man returned home and sat in his chair. His wife brought him a cup of hot tea. The flitting birds upon his mind, while he was sipping the tea.

b Phrasal verbs and idioms

"Rakesh! Come and look! Come quickly before it falls," Grandfather *called out*.

'*Call out*' means, 'to say something loudly.'

The teacher has *called out* the names of the students.

call off : cancel/ cause not to take place

The match fixed for the afternoon has been *called off* because of rain.

* Note to the teacher: Please see Appendix I. You may also refer to the general guidelines given in the Teachers' Sourcebook.

call (up)on : visit someone for a short time

When you are in our hometown don't forget to *call on* us.

She *called on* the manager on her way to work.

call for : demand

This sort of work *calls for* high-level concentration.

call at : visit a person at a place; stop at a place for a short time.

He called at my office for a discussion.

A passenger train *calls at* all stations.

The Star Liner does not *call at* all ports.

keep going : encourage someone doing something

(spoken phrase) "Well done. That's it. Keep going."

keep away/ back: tell someone not to go near something

(spoken phrase) "Keep back/ away, everyone.

The wall is in bad repair."

"Keep away, all of you, it's going to crash!"

keep on : continue to do something

I have told him to stop but he keeps on talking.

► You will find a few more related tasks in the **Practice Book**. Don't forget to do them.

IX Let's do these activities*.

a. Discuss the problem of indiscriminate felling of trees. The following hints will be helpful to you. You may add some of your own.

for

trees give us cool
refreshing shade

against

should cut down
old trees

they supply us with oxygen and purify the air

trees help regulate the climate and maintain ecological balance

they provide us timber and firewood

they provide shelter to birds and animals

they help make the soil fertile

trees take away a lot of space

should be cut down for building houses and factories

development is our motto

forests can be changed into agricultural fields

some trees are harmful to us

b Portfolio

1 Make a list of trees which can survive in hot weather and collect information about them. You may use the following format.

Sl.No	name of tree	where it is usually found	cost of a seedling
1			
2			
3			
4			
5			

2 collections of articles/ news

Collect

- short write-ups on trees
- short write-ups on forests
- short write-ups on *vanamahotsava*
- pictures of trees
- articles on medicinal trees/ plants
- articles from reference books

* Note to the teacher: You may go through the general guidelines in the Teachers' Sourcebook for transactional strategy for the items.

3 collection of slogans/ captions

- collect as many slogans/ captions on the theme – 'Protection of Plants and Wild Life'

X Read aloud

Read the following passage with proper pauses marking sense groups.

- Grandfather took one cherry | and Rakesh promptly ate the other two | He kept the last seed in his mouth | for some time | rolling it round and round | on his tongue | until all the tang had gone | Then he placed the seed | on the palm of his hand | and studied it|
- That monsoon | Rakesh went home | to his village | to help his father and mother | with the planting | and ploughing | and sowing | He was thinner but stronger | when he came back| to his Grandfather's house | at the end of the rains | to find that the cherry tree had grown another foot | It was now up to his chest|

Your teacher will read out the following words to you. Repeat them after her/ him. Then read the words aloud.

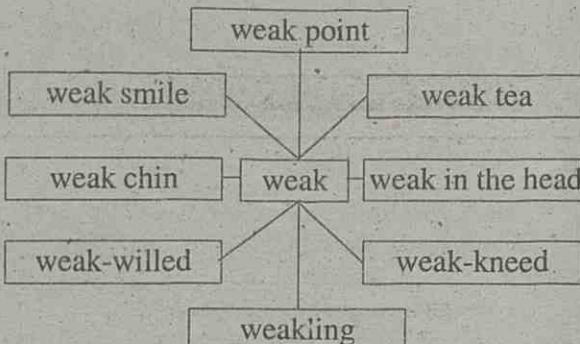
/w/		/v/	
wept	sweet	village	even
weak	away	visit	love
wood	always	very	gave
way	twig	vain	move
wings	quick	vague	live

XI Study skills

- a You know the meaning of the word **weak**, don't you? It means **not physically strong**.

What can be the meaning of the following words?

You may use a dictionary if you need help.



- b Study the following sentences. Tick the appropriate word or phrase given in *italics* to make the sentence correct when you read it. One has been done for you. Use a dictionary if necessary.

- The teacher told us to finish our work *in* / *by* ten minutes.
- We can't leave *by* / *until* the others get back.
- I've been in the army *for* / *since* I was eighteen.
- They have worked here *for* / *since* six months.
- I visit my uncle once *since* / *during* the winter.
- I was at the university *for* / *during* four years.
- She is going back to Delhi *in* / *after* a three-month break.
- He left the office *during* / *throughout* the lunch interval.
- It was hot *during* / *throughout* August; the temperature never went below 30° C.

c Language game

- What do these actions often mean? (There may be more than one answer.) One has been done for you. Mime the action/ physical movement described.
- People often *smile* when they are happy/ polite.
- They often *breathe fast* after _____.
- They *laugh* when someone says something _____.

- 4 They *bite* their nails when they are _____.
- 5 They *blow* their nose when they have a _____.
- 6 They *shake* their head when they want to say _____.

- 7 And *nod* their head when they want to say _____.

- 8 They *cry* when they are _____.

- 9 They *yawn* when they are _____.

- ii There are fourteen words describing parts of the body, either across or down, in this word square. Can you find them? One has been done for you.

C	E	L	B	O	W	A
H	T	I	A	E	N	R
I	O	P	C	Y	A	M
N	E	C	K	E	I	H
I	H	A	N	K	L	E
K	C	H	E	S	T	E
C	H	E	E	K	A	L

Now, arrange them in alphabetical order.

You may try and find out one or two bodily marks that will identify you. Record it for inclusion in your class diary.

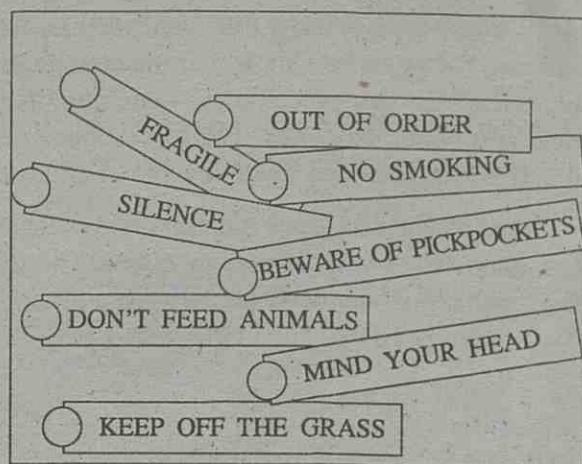
- iii Select a notice suitable for each of these places from the ones given below. You may number them correspondingly in the circle attached to them.

PLACE

- 1 zoo
- 2 a lift that is not working
- 3 in front of a low door

- 4 in a bus stand
- 5 on the outside of a package
- 6 in a reading room
- 7 in a park
- 8 in public places

NOTICES



XII Let's now complete the tasks in the Practice Book.

A few more tasks based on this unit have been given in the **Practice Book**. They also form an integral part of this unit. Don't forget to complete them. Your teacher will help you.

I Let's start.

When do we have summer in Kerala? March, April and May? What's the weather like in summer? How do you know that the season is changing? Do you welcome the rains after the dust and heat of summer? But if you have too much of rain, how would you feel?

What do you do when a thunderstorm breaks out, especially if you are out in the open? Here is a small boy who goes to bed, when suddenly,

a storm breaks out. What are the anguished thoughts that come to his mind?

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main ideas and enjoy the music and rhythm of the poem.

When I have crept into my bed
On a wild and windy night,
When Dad has warmly tucked me in
And turned out every light,

4

I lie and listen to the wind
As it blows in gusts and squalls,
And rattles all the window-frames,
And shakes the very walls.

8

I hear the dreary drops of rain
A-drumming on the glass,
And drowning all the noises of
The vehicles that pass.

12

I think of helpless birds and beasts
Exposed to wind and rain,
Of little shivering homeless things
That seek for warmth in vain.

16

And thoughts of sailors in distress
Longing for dawn to break
Disturb my mind and move my heart
And keep me wide awake.*

20



But when I've breathed a prayer and said,
"Dear Father, please to keep
Thy little children from all harm."
I then can go to sleep.

24

III A few words and phrase to note

wild	: furious, violent
tuck	: to pull up into a fold
gust	: sudden rush of wind
squall (n)	: violent storm with rain or snow
rattle (v)	: make short sharp knocking sound
dreary	: dull, gloomy
distress (n)	: misery, suffering
dawn (n)	: break of day

IV Let's understand the poem.

- a Read the poem carefully and find out who/what the following words refer to

my in line 1
me in lines 3,20
it in line 6
thy in line 23

- b Read the poem again. You find that a boy, the wind, the rain, the birds and beasts are mentioned in the poem. Find the sentences which refer to each of them.

- 1 He went to bed on a windy night.
- 2 It produced a harsh noise.
- 3 It clattered and shook the window frames and walls.
- 4 It was drumming on the glass.
- 5 It drowned all the noises of the vehicles.
- 6 They were helpless and homeless.
- 7 They were exposed to wind and rain.
- 8 They sought warmth but in vain.
- 9 The thoughts of sailors in distress pained him.
- 10 He prayed and said, "Keep all thy children from harm."

- b Mark the following statements: true with a ✓ or false with a ✗ in the box provided.

- The wind blows wild in gusts and squalls.
 There was no heavy downpour.

- The thunderstorm clatters the window-frames and shakes the walls.
- The birds are safe and secure in the nest.
- The thunderstorm troubles the homeless beasts and birds.
- The sailors move into a harbour.
- The thunderstorm makes life miserable for the sailors.
- The gusts and squalls produce such a drumming sound that the boy cannot hear the noise of the passing vehicles.

V Let's enjoy the poem.

- a Let's appreciate the poetic touches and effects.

- 1 Why does the boy say that he *has crept* into the bed?
- 2 How does Dad tuck him in? Is it a sign of loving care on the part of Dad? Would you like to be tucked in by Dad or Mum? Why?
- 3 Is there some other noise that the boy is used to hearing when he goes to bed?
- 4 Why should the lights be switched off?
- 5 Do you feel that you yourself are caught in the wind and rain when the boy describes it to you? Do you start putting yourself in his place?
- 6 What happens to the boy when his mind is disturbed and his heart is moved?
- 7 What does the boy do to bring peace to his mind?

- b Let's comment on the following.

- 1 Does the boy fall asleep as soon as he is in bed? Or does he lie awake and listen?
- 2 How are the birds and beasts affected by the wind and rain?

- 3 Why do the sailors long for daybreak? Is there something desperate about their condition? Do you think dawn can bring them any relief? Why?
- 4 What is the boy's prayer to God?
- 5 Do you think that the boy here feels very strongly for those who are homeless, destitute and poor?
- 6 Have you ever thought of the poor and the homeless who have no roof over their heads? Do you feel pity for such people?
- 7 What do we learn from the boy whose heart aches for the hapless victims of the thunderstorm?

VI Let's study the poet's craft.

a Answer the following.

- 1 Take a look at the rhyme scheme. Do the first line and the second rhyme?
- 2 What vowel sound is repeated in line 1? (*e* in when, crept, bed). Check for assonance elsewhere.

- 3 'wild and windy' in line 2 employs alliteration. Look for other instances of alliteration in the poem.
- 4 What figures of speech are employed by the poet? (*dreary* rain: transferred epithet. The rain is not dreary. It makes life dreary for others. Other examples: *sleepless night*; *weary way*) The rain is a-drumming (personification)
- 5 What images of the terrible wind and rain does the poem present?
- 6 What devices does the poet employ to bring to us the feel of the fierce thunderstorm? (harsh consonant combinations; visual and auditory effects created by the choice of words: *dreary drops* of rain a-drumming, drowning, etc.)

VII Let's follow up.

- 1 Write a short poem of your own on one of these subjects.
(a) a summer evening (b) a thunderstorm
(c) fireworks (d) a rainy day (e)

Unit 2

Two Gentlemen of Verona

I Come, let's discuss.

• What are some of the essential things we need in our lives? What are those things without which we can't live at all? Air, water and food? Do we get food free as we get air? We have got to pay for our food, haven't we?

How do grown-up people make money? They work. What can young people do? Discuss in groups. The following points may help you.

- Parents give us all the money we need.
- My brother gives me some money.
- My sister supports me.
- I sometimes get money from my uncle.
-

Children also sometimes earn money by doing some work or other. What are some of the things children can do and earn money?

II Let's read a story.

Now, let's read the story of two young boys working hard to make some money.
Let's see why they do it.

TWO GENTLEMEN OF VERONA

A.J. Cronin

1 As we drove through the foothills of the Alps two small boys stopped us on the outskirts of Verona. They were selling wild strawberries.

2 "Don't buy," warned Luigi, our cautious¹ driver. "You will get fruit much better in Verona. Besides, these boys....."

He shrugged² his shoulders to convey his disapproval of their shabby³ appearance.

3 One boy had on a worn⁴ jersey and cut-off khaki pants; the other a shortened army tunic⁵ gathered in loose folds about his skinny frame. Yet, gazing at the two little figures, with their brown skins,

1 cautious (adj) : careful to avoid mistakes

2 shrug (v) : raise and then lower the shoulder to show that one does not know or do not care about something

3 shabby (adj) = untidy

4 worn (adj) = old and damaged

5 tunic (n) = a loose armless outer garment

tangled hair and dark earnest eyes, we felt ourselves strangely attracted. My companion spoke to the boys, discovered that they were brothers. Nicola, the elder, was 13; Jacopo, who barely came up to the door handle of the car, was nearly 12. We bought their biggest basket, then set off toward town.

4 Next morning, coming out of our hotel, we saw our friends bent over shoeshine boxes beside the fountain in the public square, doing a brisk⁶ business.

5 We watched for a few moments; then as trade slackened⁷ we went over. They greeted us with friendly faces.

“I thought you picked fruit for a living,” I said.

“We do many things, sir,” Nicola answered seriously. He glanced at us hopefully. “Often we show visitors through the town ... to Juliet’s tomb... and other places of interest.”

“All right,” I smiled. “You take us along.”

6 As we made the rounds, my interest was again provoked⁸ by their remarkable demeanour⁹. They were childlike enough, and in many ways quite artless. Jacopo was lively as a squirrel. Nicola’s smile was steady and engaging. Yet in both these boyish faces there was a seriousness which was far beyond their years.

7 In the week which followed we saw them frequently, for they proved extremely useful to us. If we wanted a pack of American cigarettes, or seats for the opera or the name of a good restaurant, Nicola and Jacopo could be relied upon to satisfy our needs.

8 What struck one most was their willingness to work. During these summer days, under the hot sun, they shined shoes, sold fruit, hawked newspapers, conducted tourists round the town, and ran errands¹⁰.

9 One night, we came upon them in the windy and deserted¹¹ square, resting on the stone pavement¹² beneath the lights. Nicola sat upright, tired. A bundle of unsold newspapers lay at his feet. Jacopo, his head resting upon his brother’s shoulder was asleep. It was nearly midnight.

“Why are you out so late, Nicola?”

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

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

“We are not complaining, sir.”

10 But next morning, when I went over to the fountain to have my shoes shined, I said, “Nicola, the way you and Jacopo work, you must earn quite a bit. You spend

6 brisk (adj) = lively, active

7 slackened (v) = slowed down

8 provoke (v) = cause a sudden reaction

9 demeanour (n) = behaviour

10 run errands (v) = make short journeys, especially to buy something for others

11 deserted (adj) = without people around

12 pavement (n) = footpath

nothing on clothes. You eat little enough — when I see you have a meal it's usually black bread and figs. Tell me, what do you do with your money?"

11 He coloured¹³ deeply under his sunburn, then grew pale. He looked to the ground.

"You must be saving up to emigrate¹⁴ to America," I suggested. He looked at me sideways, spoke with an effort.

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

"What plans?"

He smiled uncomfortably.

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

"Well," I said, "we're leaving on Monday. Is there anything I can do for you before we go?"

12 Nicola shook his head, but suddenly Jacopo said, "Sir," he burst out, "every Sunday we make a visit to the country, to Poleta, 30 kilometres from here. Usually we hire bicycles. But tomorrow, since you are so kind, you might send us in your car."

13 I had already told Luigi he might have the Sunday off.

However, I answered, "I'll drive you out myself."

There was a pause. Nicola was glaring¹⁵ at his young brother in vexation¹⁶.

"We could not think of troubling you, sir."

"It won't be any trouble."

He bit his lip, then, in a rather put out¹⁷ tone, he said, "Very well."

14 The following afternoon we drove to the tiny village set high upon the hillside. I imagined that our destinations¹⁸ would be some humble dwellings¹⁹. But, directed by Jacopo, we drew up²⁰ at a large red-roofed villa, surrounded by a high stone wall. I could scarcely believe my eyes and before I could recover breath my two passengers had leaped from the car.

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

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

A pleasant-looking woman with steel-rimmed spectacles appeared. I blinked²¹ as I saw that she was dressed in the white uniform of a trained nurse.

"I just brought two small boys here."

13 coloured : blushed / turned pale with embarrassment

14 emigrate (v) : go to another country to live

15 glaring (v) : showing anger with a look

16 vexation (n) : anger

17 put out (adj) : offended/ annoyed

18 destination (n) : place to which one travels

19 dwelling (n) : house

20 drew up : stopped

21 blinked : shut and opened the eyes

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

16 She led me through a cool, tiled vestibule into the hospital — for hospital the villa had become. At the door of a little cubicle the nurse paused, put her finger to her lips, and with a smile bade me look through the glass partition.

17 The two boys were seated at the bedside of a girl of about twenty who, propped up on pillows, wearing a pretty lace jacket, was listening to their chatter²², her eyes soft and tender. One could see at a glance her resemblance²³ to her brothers. A vase of wild flowers stood on her table, beside a dish of fruit and several books.

18 "Won't you go in?" the nurse murmured²⁴. "Lucia will be pleased to see you."

I shook my head and turned away. I felt I could not bear to intrude²⁵ upon this happy family party. But at the foot of the staircase I drew up and begged her to tell me all she knew about these boys.

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

a comfortable and cultured life — Lucia had herself been training as a singer — and they had suffered horribly from near starvation and exposure to the cold winter.

20 For months they had barely kept themselves alive in a sort of shelter they built with their own hands amidst the rubble. Then for three years the Germans ruled the city. The boys grew to hate the Germans. When the resistance movement began secretly to form they were among the first to join.

21 When the war was over, and we had peace at last, they came back to their beloved sister. And they found her suffering from tuberculosis of the spine.

She paused, took a quick breath.

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

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

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

22 chatter (n) : rapid talk
23 resemblance (n): likeness

24 murmured : spoke in low voice
25 intrude (v) : interfere in an annoying way

23 I waited outside until the boys rejoined me, then drove them back to the city. They sat beside me, not speaking. For my part, I did not say a word — I knew they would prefer to feel that they had safely kept their secret. Yet their devotion had touched me deeply. War had not broken their spirit. Their selfless action brought a new nobility to human life, gave promise of a greater hope for human society.

(slightly simplified)

About the author

A.J. Cronin (1896-1974) was a doctor by training. He practised medicine in Wales and in London. It was while recovering from a breakdown in health that he wrote his first novel *Hatter's Castle*. It was a huge success. Cronin gave up practising medicine and took to writing as a career. He wrote a number of novels and short stories. Among his best-known novels are *The Citadel*, *The Key of the Kingdom*, and *The Spanish Gardener*. Some of his novels have been made into successful films.



The title of the story is that of one of the early plays of Shakespeare. The story recounts the hard life chosen by two young boys so that they could pay for the treatment of their sister afflicted with tuberculosis. The boys' sacrifice, their sincerity and devotion to the cause and the maturity they display in their actions gives a new hope for humanity.

Notes and references

Juliet's tomb : the place where Juliet, the woman Romeo loved, was buried. *Romeo and Juliet* is a play written by Shakespeare.

Verona	: a city in Italy. Romeo and Juliet are believed to have lived there.
vestibule	: a wide passage
cubicle	: a very small enclosed division of a larger room
tuberculosis	: a serious disease that usually attacks the lungs. It is commonly known as TB

Words, phrases and idioms

set off : *start (a journey)*

Sheila set off early in order to avoid the traffic and to attend the interview in time.

make the rounds: visit places as usual

The tourists went to Ooty, and made the rounds in a day.

rely (up) on : *trust someone or something to do what you need or expect them to*

They think they can rely (up) on Manu not to tell anyone about the incident.

burst out : *laugh/ cry/ speak suddenly*

They burst out laughing looking at the face of the circus clown.

prop up : *prevent something from falling by putting something against it or under it*

The builders are trying to prop up the crumbling walls of the old building.

intrude upon : *interrupt someone or become involved in their private affairs in an annoying way*

It wouldn't look nice to intrude upon other people's privacy.

scarce (adj) : *not enough / much*

Fruit costs a lot in winter because they are scarce then.

dear (adj) : expensive

I bought papayas because apples were too dear.

III Read and respond.

The story may be divided into three sections for convenience.

Section A (para 1 to 8)

Section B (para 9 to 13)

Section C (para 14 to 23)

Section A

[The author and his companion meet the two boys and get to know them. Their readiness to work impresses the visitors.]

Section B

[The author meets the boys late at night. He remarks that they earn a lot. One boy asks him to take them to the country in his car.]

Section C

[They drive to the country. The author comes to know about the boys and their family from a nurse in the hospital where their sister is being treated for tuberculosis.]

- a Read section A. Mark whether the following statements are true with a or false with a .
- 1 The driver approved of their buying fruit from the boys.
 - 2 The author's companion found out that the boys were brothers.
 - 3 The boys' only job was selling fruits.
 - 4 The visitors were fascinated by the remarkable behaviour of the boys.

Answer the following questions in a sentence or two each.

- 1 Where did the author meet the two boys for the first time? What were they doing?
- 2 Why did Luigi, the driver try to stop the author from buying fruit from the two boys?

3 Why were the author and his companion attracted to the boys?

4 Why was the author surprised to see Nicola and Jacopo working as shoeshines?

5 How were the boys useful to the author?

6 Why did the author say that what struck one most was their willingness to work?

b Read section B. Complete the sentences suitably.

1 The author says that the square was deserted because it was _____

2 They wanted to sell newspapers when _____

3 Every Sunday the boys made a trip to the _____

4 When the author agreed to take them to the countryside, Nicola _____

Answer the following questions in a sentence or two each.

- 1 Why were the boys out in the deserted square at night?
- 2 Were the boys quite happy to work? Which sentence tells you this?
- 3 What made the author think that they were earning much?
- 4 Why did Nicola say "just plans" when the author asked them what their plans were?
- 5 Who asked the author to drive them to Poleta? Did the other brother approve of the request? Why?

Read section C. Now complete the following statements by choosing the right option from those given below.

- 1 The boys and the author drove to the tiny village _____
 - a near the river
 - b in the valley
 - c upon the hillside

- 2 When the author was asked to peep into Lucia's room he politely refused because _____

- a he did not want to intrude into their privacy
- b he thought that the boys would object
- c Lucia would not welcome a stranger

- 3 The boys were the first to join the resistance movement against the Germans because _____

- a the Germans ruled the city
- b the Germans had ruined their family
- c the Germans did not rebuild their home

- 4 The author did not speak to the boys on their return journey because _____

- a he thought the boys would prefer to keep the secret
- b he thought the boys were ashamed of their sister's condition
- c he thought they would tell him the truth

Answer the following questions in a sentence or two each.

- 1 Did the boys try to prevent the author from finding out the real purpose of their visit to Poleta? Did they succeed?

- 2 How did the war affect the boys' family?

- 3 How did the boys take care of their sister?

- 4 Do you think the two boys enjoyed what they were doing? Why do you think so?

- 5 How does the story of the *Two Gentlemen of Verona* give promise of greater hope for human society?

IV Read and write.

- 1 Write a paragraph on the early life of the two boys during the war. You may use the following hints:

Father a widower well-known singer killed in war ... bomb blast destroyed house ... boys and sister left to the streets ... suffered horribly ... starvation

- 2 Write a note on the character of Nicola and Jacopo. The following hints will help you:

motherless loss of father sufferings loss of their house ... made their own shelter ... willing to do any job ... their devotion to their sister dedication patriotic ... proud ... did not want sympathy

- 3 Narrate the story of *Two Gentlemen of Verona* beginning with their experiences during the war in about 200 words.

You may use the following hints for your essay.

Nicola and Jacopo .. sons of a well-known singer and widower ... only sister Lucia ... father killed ... house destroyed ... children left to the streets starved horribly a shelter.... built by themselves ... boys did different jobs

The visitors make friends their willingness to work one midnight deserted square ... wanted to sell newspapers earning money ... request author to take them to the country.

Drive to the country ... the boys leave the author waiting ... he follows ... discovers the secret.

Discuss and write.

- 1 Yet in both these boyish faces there was a seriousness which was far beyond their years. Does this sentence signal anything to you?

Now use the following hints. Discuss in your group and write the answers.

Boys simple ... aged 13 and 12 ... sense of responsibility though too young doing any

job... their selfless action and devotion... their sister's treatment... hard-earned money...

- 2 "Just plans, sir." ... Why does Nicola say it in a low voice? Does he want to hide anything?

Use the following hints:

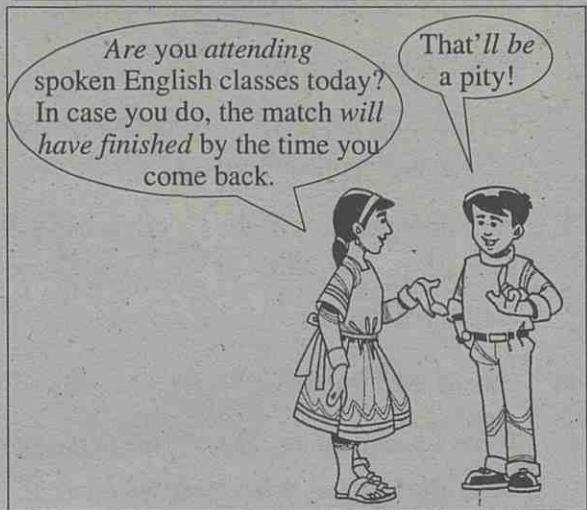
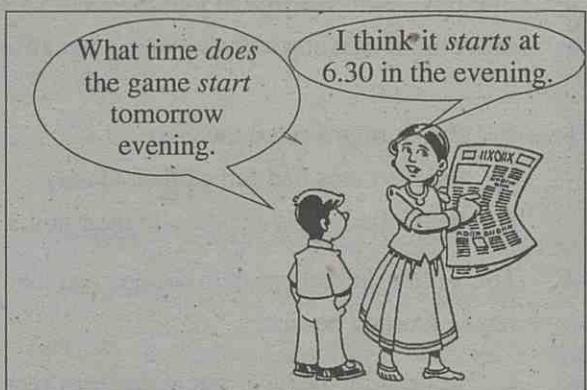
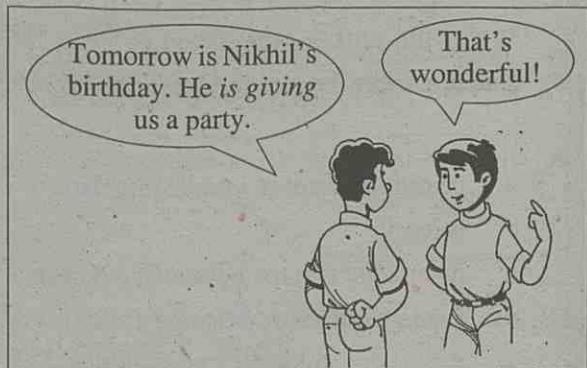
earning money by doing different jobs- eating a little... 'must be saving money' ... the remark of the author ... does not want to reveal secret ...

► You will find a few more related tasks in the **Practice Book.*** Don't forget to do them.

VI Let's put it this way.

a Expressing future

Let's listen to the exchanges. They use different expressions to talk about the future.



Practise the dialogue with your partner

* Note to the teacher: The tasks given in the **Practice Book** are an integral part of this unit. Please see to it that they are done under your guidance.

- a Ranjini is planning to go on a holiday. You ask her about her plans. Use the items in box A to make your enquiries. Let her answer your enquiries using hints given in box B. The first set has been done for you. Don't forget to follow the same pattern.

A

1 (where / go)

Where are you going?

2 How long / stay _____

3 When / go _____

4 Go/alone _____

5 Travel / by car _____

6 Where / stay _____

B

Bangalore

I am going to Bangalore.

5 days

Next Monday

No... with a friend of mine

No... by train

with my uncle

- b Frame answers to the following questions. You may follow the pattern in the example given below.

1 Have you washed the car?

2 Have you met Asha?

3 Have you read the newspaper?

4 Have you had dinner?

(later)

Not yet, I am going to wash it later.

(tomorrow)

Not yet

(this afternoon)

Not yet

(soon)

Not yet

- We use the simple present to talk about future events which are part of a fixed time table or programme.

e.g. The match begins at five in the evening tomorrow.

- We use the present continuous when we speak of what we have arranged to do.

e.g. She is going to Chennai next week.

- We use *going to + verb* when we have decided to do something

e.g. I am going to make tea for all of you.

- When we predict a future happening or situation we use *will + verb*.

e.g. Rain-clouds are gathering. It will rain.

- We use the future continuous to say that an activity will be in progress at a given time in the future.

e.g. The Prime Minister will be flying into London at 4.30 p.m. tomorrow.

- We use the future perfect to say that an action will already be completed at a given future time.

e.g. You will have passed your SSLC exam by next May.

B Reporting questions**i Read the following.**

“Well,” I said, “we are leaving on Monday. Is there anything I can do for you before we go?”

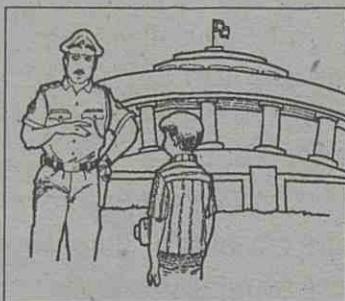
What does the author tell the boys? How do you report this?

The author told the boys that he and his companion were leaving on Monday. He asked them whether there was anything he could do for them before they went.

ii This is an example of reporting questions. Now, look at the following.

Rakesh had a bad experience recently while on a holiday in Delhi. He was out in front of Parliament House when suddenly he was surrounded by a group of policemen. One of them took Rakesh aside and questioned him.

Here are the questions the policeman asked him:



1. What are you doing here?
2. Why are you carrying a camera?

iii Make a sentence from each of the questions given below. The first one is done for you.

1. Where has Rafi gone?
2. Where is the post office?
3. What does this word mean?
4. What time did they leave?
5. Did Sumi receive my letter?

Sumi asked me where Rafi had gone.

The tourist asked me _____

He wanted to know _____

The policemen enquired _____

Do you know _____

3. Don't you see the notice warning people not to enter the area with a camera?
4. Have you been taking photos?
5. What is your name?
6. Do you have an identity card?

[Back from his holidays Rakesh narrated to some of his friends what had happened to him.]

I was standing a few metres away from Parliament House when suddenly a jeep roared up to me and screeched to a halt. I was surrounded by a group of policemen.

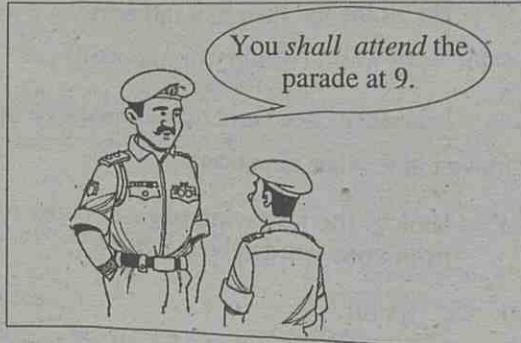
One of them asked me what I was doing there. Then he pointed at my camera and asked me why I was carrying it. I tried to explain that I was on a holiday. Then he wanted to know whether I had not seen the sign warning people not to enter that area with a camera. I told him that I hadn't seen it. Then he asked me if I had been taking photos of Parliament House. I said that I didn't know that photography was prohibited there. Then he wanted to know my name and asked me to produce my identity card.

Quite often we have to tell others what we or someone else said. On such occasions we use reported speech.

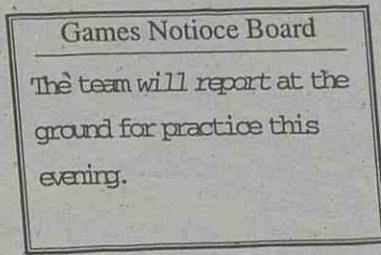
C Expressing commands

Study the expressions given in italics.

1



2



3 Police officer to Sunil:

"Your dog is scaring the people on the road. They are afraid of it. You must keep your dog within your premises."

Officer to his assistant:

"The Managing Director wants a report of the work done at the end of the day. I have to send it to him. You must report to me every day."

'Shall', 'will' and 'must' are used to express commands. 'Will' is generally used with third person (singular) pronouns.

2 Expressing requests

Study the dialogue carefully.

Rani : I am feeling very thirsty. Can I have a glass of water?

Rani : Of course. Here you are... It is very warm today, isn't it? Could you open the window, please?

Rani : Certainly. May I have some more cold water?

Rini : By all means. Would you like to eat something?

Rani : Can I have one or two idlis?

Rini : Certainly. Eat all you want! Will you post these letters for me on your way?

Rani : Certainly. Now then, would you mind lending me a hundred rupees?

Rini : Okay!

We can make requests with *can/ could/ will/ would/ won't/ may + verb*. *Would you mind + verb + ing, would, could + verb* are more polite than some other forms.

D Do as suggested.

a Rewrite the following sentences using the words given in brackets. One has been done for you.

1 Keep a record of the number of students attending each class. (shall)

Ans: You shall keep a record of the number of students attending each class.

2 The NCC cadets _____ attend parade at 8 am. (shall)

3 Don't mention this to anyone so that others may not know. (will)

4 Notice to passengers. _____ cross the line by the footbridge. (must)

b Frame suitable requests for the situations given below using the words in brackets. One has been done for you.

1 It is cold in here. Ask the waiter to shut the window. (could)

Could you shut the window, please?

2 You want to know the time but you don't have a watch. Ask someone in the street. (could)

- 3 You need someone to help you. Ask a friend (would)
- 4 You are a tourist. You want to go to the railway station but you don't know where the railway station is. You ask a stranger. (could)
- 5 You are carrying a lot of things. You can't open the door yourself. You ask a man standing nearby. (would ... mind)
- 6 You are trying to concentrate on your work. You ask the others to keep quiet. (would)
- 7 You are eating. You want some more rice. Ask your host for more. (may)

E Phrasal verbs

Expressing ideas idiomatically

Read the following sentences.

- 1 We bought their biggest basket, then *set off* toward town.
- 2 One night we *came upon* them in the windy and deserted square.
- 3 He bit his lip, then in a rather *put out* tone he said, 'Very well.'
- 4 I shook my head and *turned away*.

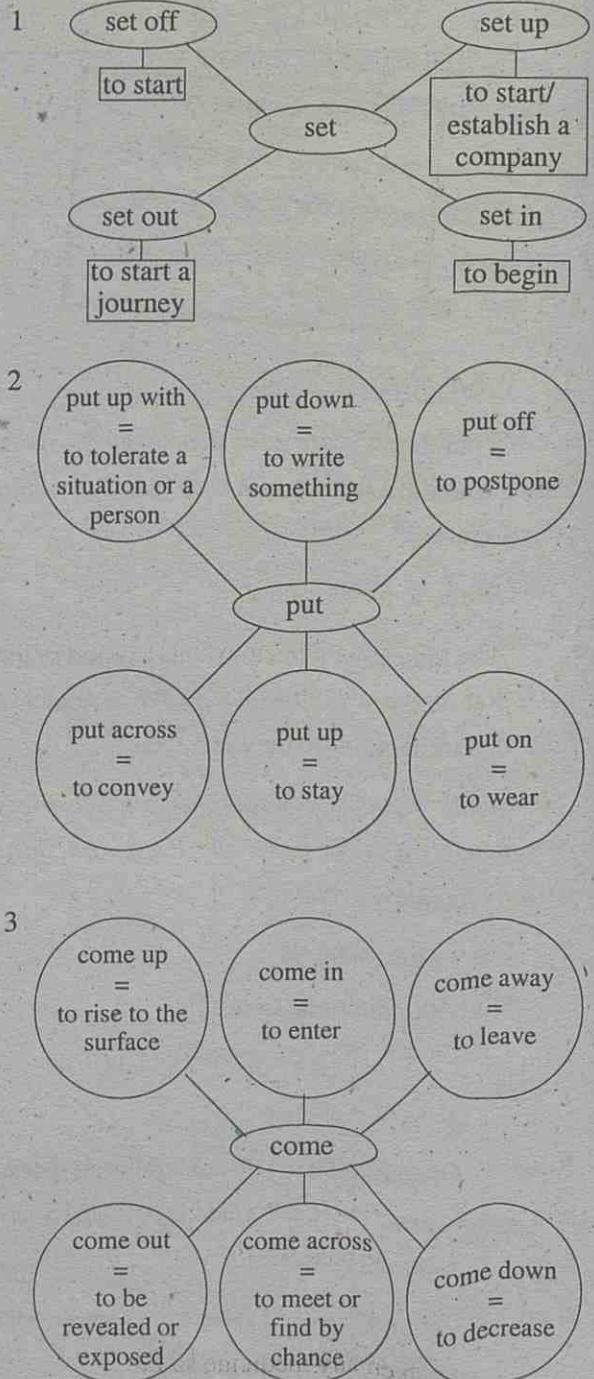
In each of the above sentences the words in *italics* form a phrase. It is a compound and it consists of a verb and a word which has an adverbial function. The verb does not always keep its basic meaning. For example, the meaning of *set* cannot be guessed from *set off* which means 'to start'.

We *came upon* them in the windy and deserted square. (= find someone by chance)

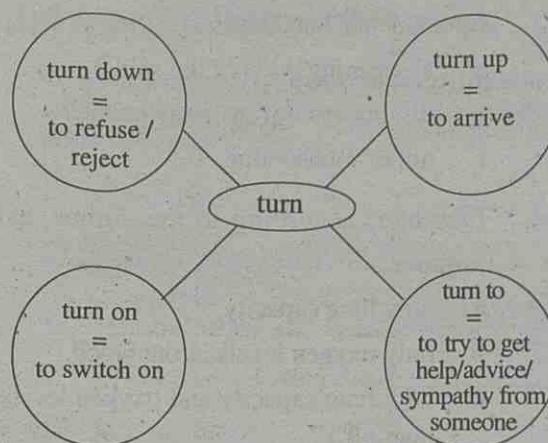
He bit his lip, then in a rather *put out* tone he said 'Very well'. (= angry or annoyed)

I shook my head and *turned away*. (= looked/moved in another direction)

a Look at the following phrasal verbs formed from core words given below.



4



Now, frame suitable sentences of your own using the phrasal verbs given above.

► You will find a few more tasks based on these functions in the **Practice Book**. Try and do them. Your teacher will help you.

VI Say it this way.

a Meenu has a stomach-ache. She is being examined by a doctor. The doctor asks her the following questions.

- 1 What is your problem?
- 2 How long have you been suffering from stomach-ache?
- 3 How often does it occur?
- 4 Have you taken any medicine so far?
- 5 What do you eat?

[Meenu and her mother are back home. Her aunt asks them about their meeting with the doctor.]

Aunt : Have you met the doctor?

Mother : Yes, we have.

Aunt : What did the doctor ask you?

Meenu : She asked me what my problem was. She was very kind to me and wanted to know how long I had been suffering from stomach-ache.

Mother : She also enquired of her how often it occurred and whether Meenu had taken any medicine so far.

Meenu : She asked me what I eat. Then she gave me some medicines and asked me to meet her after a week.

Practise the dialogue with your partner.

b Independence Day celebrations



Chief Officer: Cadets, we will celebrate the Independence Day colourfully this time. Everyone shall be in perfect uniform. We shall have a social service programme too.

Cadet A : Timings, sir?

Officer : You shall be here at 8:00 a.m. Flag hoisting shall be at 8:30. After flag hoisting all the cadets shall move to the Government hospital for cleaning the premises. All cadets shall bring the necessary implements with them. Wish you all the best!

c At a bank

Clerk : Can I help you?



Customer : Thank you. I'd like to open an account.

Clerk : Please be seated.

Customer : Thank you. Could you please tell me how to go about opening an NRI account?

Clerk : Please meet the Assistant Manager. He would help you.

Customer : Thank you.

Clerk : You're welcome.

d Have a nice time

Sheela : Are you doing anything this weekend?

Nikhil : Yes, we are going to Ooty.

Sheela : Who'll be in your party?

Nikhil : All members of my family.

Sheela : When are you leaving?

Nikhil : Saturday morning. Our bus leaves at 5 and reaches there by 12 noon. We are going to stay at Holiday Inn.

Sheela : Have a nice time!

Nikhil : Thank you.

VII Listen and do.



You will now listen to a passage. Listen carefully.

Laughter*

You have now listened to a talk on laughter.

Now here are a few simple tasks for you to do.

a Fill in the blanks to complete the following sentences with the right option from a, b or c:

- 1 Laughter is a kind of
 - a crazy outburst.
 - b emotional release.
 - c foolish activity.
- 2 The speaker says you are sure to find on the shelves of a library or bookstore
 - a many unwanted books.
 - b no books at all.
 - c titles on how to use laughter as medicine.

- 3 Spontaneous laughter is
 - a an opening wide of the soul.
 - b disapproved of by many people.
 - c not of much value.
 - 4 Laughter, according to the author, helps improve
 - a only lung capacity.
 - b only oxygen levels in the blood.
 - c both lung capacity and oxygen levels in the blood
 - 5 Conditions of asthma and bronchitis are
 - a complicated by laughter.
 - b relieved by laughter.
 - c unaffected by laughter.
- b Now answer the following questions:
- 1 What is the common human experience mentioned in the talk?
 - 2 What is stress due to?
 - 3 What are some of the painful human emotions relieved by laughter?
 - 4 How does laughter work on the human physiological system?
 - 5 What are said to produce disease-destroying antibodies?
 - 6 Can you name the body's natural painkillers?
 - 7 How does the mental health of a person improve through laughter?
 - 8 Is laughter helpful in fighting a great many common ailments? Can you name some of them?
 - 9 What is the biggest benefit of laughter?

* Note to the teacher: Please see Appendix I. You may also refer to the general guidelines on Listen and do given in the Teachers' Sourcebook.

VIII Try and use these words/ phrases.

I Pick out words or expressions from the story which mean the following. One has been done for you.

- musical play _____
- visit places as usual _____
- a wide passage _____
- a man whose wife is dead _____
- broken stones _____

II Fill in the blanks choosing appropriate words from the box given below.

- | | |
|--------------|------------|
| • grabbed | • murmured |
| • cautiously | • drew up |
| • deserted | • briskly |

I was walking ... but ... along a jungle track, when I came near a ... old cottage. From where I did not know, two monkeys ... close to me. One of them ... something in the other's ear, or so it seemed to me. In a moment, the bigger monkey ... the packet I had from my hands and the two disappeared into the woods.

IX Do these activities.

A Discuss

What are the hallmarks of a gentleman? In other words, what differentiates a gentleman from others?

You may discuss the questions given in the box below.

- | |
|----------------------|
| Is he well dressed? |
| Is he very polite? |
| Has he good manners? |
| Is he honest? |
| Is he handsome? |
| Is he tall? |
| Is he well educated? |

Here are some more points for you to make your discussion more lively.

- Does a gentleman come from a noble family?
- Does he need to be tall?
- Is not a gentleman one who has great consideration for others and their feelings?
- Does he care not to hurt other's feelings?
- Must a gentleman sympathize with everybody?
- Must a gentleman always agree with others?
- Must he hide his feelings, for example, of anger or hatred?

B Arrange a debate on child labour. A few points both *for* and *against* are given below to help you. Put them in logical order. Add more if you can.

Child labour

against	for
growth of personality affected	some protection against hunger – earn bread for self and other members of the family
physical, mental and spiritual development impaired	learns a job
burden to society	trains to be self-supporting and self-sufficient
may become anti-social	no burden to society
may remain un-educated	not necessarily anti-social
may add to social evils	a boon to society
a curse to society	

C Jacopo and Nicolo chose to do all kinds of odd jobs to save money for the treatment of their sister Lucia. They sold fruits, newspapers, conducted tourists round the town, polished shoes and ran errands. What do you think of doing such work yourselves? What are your views on the dignity of labour?

Use the following hints to write a paragraph on the dignity of labour.

- All jobs are important.
- Doing any work is useful.
- Sitting idle is bad.
- Whatever be your work, do it earnestly.

- Don't think that work like cleaning, and washing, working on a farm and so on are below one's dignity.

C Project

You have already learnt a lot of phrasal verbs. Now, prepare a dictionary of phrasal verbs using the following 'root verbs' after consulting your dictionary. You may add to the list. Make sentences of your own for each of them.

call	come	get
give	go	keep
put	run	set
take	turn	...

X Read aloud

Read the following passage with proper pauses marking sense groups, stress, rhythm and intonation. Your teacher will help you.

a

- Nicola and Jacopo were brothers.
- They were 13 and 12.
- They did | whatever odd jobs | they could do.
- They sold fruits | hawked newspapers |, polished shoes |, conducted tourists around the town | and ran errands for a living.
- They earned money | doing all odd jobs | but they spent very little on food | and wore shabby clothes | and helped their sister | who was undergoing treatment | in a hospital | in the country.

b Your breakfast

Suma : Good morning Indu. How are you?

Indu : Good morning, Suma. I'm fine and how are you?

Suma : Fine. How's everything? Had a scrumptious breakfast?

Indu : Yes indeed! Thanks to my granny. How did you guess?

Suma : The aroma still lingers about you, doesn't it?

Indu : You have a good nose, really. See, I can't always take spicy foods. They don't agree with me.

Suma : Why, I never thought you are on a diet, I mean, a restricted one.

Indu : Don't you frighten me. I only meant I chose what I ate...

Role-play the dialogues given above.

XI Study skills

Look at the following sentences.

Nicola and Jacopo conducted tourists round the town and ran errands.

The meaning of *ran errands* is

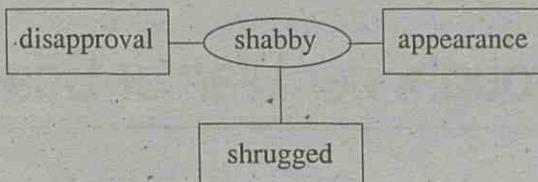
a Now read the following sentences where you come across the word *run*. It has different meanings in different contexts. Look up the words in your dictionary and find out their meanings.

- Mr Suresh is *running* a restaurant in the city.
- Don't touch the machine while it is *running*.
- Indian Railways usually *run* special trains to different places during festival seasons.
- Big drops of tears *ran* down Sumi's cheek.
- He has a *runny* nose because of a bad cold.

b Guess the meaning.

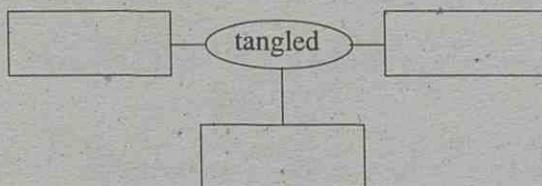
While reading a passage you will probably meet some words that may be unfamiliar to you. You need not always look up these words in your dictionary. Instead, you can try and puzzle out their meaning with the help of clues from the passage itself. Look at the following example.

"He shrugged his shoulders to convey his disapproval of their shabby appearance. (para 2)



The driver shrugged his shoulders. This was a sign of disapproval. So their appearance must have been bad or unattractive. You can puzzle out that *shabby* means 'untidy' or 'poorly dressed.'

Now read para 3 and puzzle out the meaning of the word *tangled*. What are the words that can help you guess the meaning of *tangled*. Fill in the squares below first and then guess the meaning.



The word probably means

XII Let's now complete the tasks in the Practice Book.

A few more tasks based on this unit have been given in the **Practice Book**. They also form an integral part of this unit. Don't forget to complete them. Your teacher will help you.

Poem 2

Home they Brought her Warrior Dead

I Let's start.

Do you love your country? Are you proud of it? Is patriotism a noble sentiment? Do you remember the soldiers who laid down their lives for the nation? (Kargil war). Did many people gather together to pay their last respects to the soldier when his dead body was brought home?

Here is a small but beautiful poem about a soldier's wife. The man had to go away from

home leaving his wife and child. Unfortunately, he got killed in battle.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main idea. Enjoy the music and rhythm of the poem.

Home they brought her warrior dead:

She nor swoon'd, nor utter'd cry:
All her maidens, watching, said,
"She must weep, or she will die."

4

Then they praised him, soft and low,
Call'd him worthy to be loved,
Truest friend and noblest foe;
Yet she neither spoke nor moved.

8

Stole a maiden from her place,
Lightly to the warrior stept,
Took the face-cloth from the face;
Yet she neither moved nor wept.

12

Rose a nurse of ninety years,
Set his child upon her knee-
Like summer tempest came her tears-
"Sweet, my child, I live for thee."

16

Tennyson



III A few words / phrases for us to note

warrior	: soldier, one who goes to war
swoon'd	: lost consciousness, fainted (past tense of <i>swoon</i>)
maiden	: woman attending on a rich lady or lady of high rank
soft and low	: in a soft and low voice
stole	: moved quietly (past tense of <i>steal</i>)
stept	: stepped, walked

face-cloth	: a piece of cloth laid over the face of a dead body..
rose	: got up from her place.
a nurse	: probably she had been nurse to the lady when she was a child.
set	: placed (set, set, set)
like summer tempest	: suddenly and forcefully
sweet my child	: my sweet child

IV Let's understand the poem.

a Which of the following statements will you choose to write a summary of the poem? Put a ✓ against them and a X against those statements which you leave out.

- The dead body of the soldier was brought home to his wife.
- His wife neither cried nor showed any sign of deep sorrow; nor did she fall unconscious.
- She wept bitterly.
- People around her were anxious that she should weep.
- They said if she did not express her sorrow freely in words or tears, she might even die.
- They did not try to make her weep.
- They praised her husband in order to move her to tears.
- They said that he was a faithful friend and a noble enemy.
- When they praised her husband, it had an immediate effect on her and she burst into tears.
- A bright idea struck one of her maidens. She removed the cloth that covered the face of the soldier.
- When she saw her husband's face she wept.
- An old nurse took the soldier's child and placed it on its mother's knee.
- Instantly she burst into tears.
- The nurse said that she would live for the sake of the child.
- When her child was placed on her knee, her tears came like summer tempest.
- Her pent-up grief exploded into tears.
- She said she now lived only for the sake of her sweet child.
- b Write a summary of the poem choosing sentences from those you have marked with a tick. Don't forget to use linking words wherever necessary.

V Let's enjoy the poem.

a Read the poem again and answer these questions.

- 1 How was her warrior brought home?
- 2 How did the lady react when she saw the dead body of her husband?
- 3 Why were her attendants afraid that she would die?
- 4 What did her attendants do to make her weep?

- 5 What did one of her maidens do when the soldier's wife remained in a state of shock?
- 6 Who succeeded where the attendants failed?
- 7 What did the old nurse do?
- 8 How did the soldier's wife respond when her child was placed on her knee?

b Comment on the following.

- 1 What does the last line of the poem suggest? Which weighs more with the lady: her grief at the death of her husband or her love for her child?
- 2 Which proved to be a greater worry to the people — the death of the patriot or the life of his wife? (They thought she was likely to die of shock.)

VI Let's study the poet's craft.

- 1 How does each line in a stanza end? Do the first and the third lines and the second and the fourth lines end with the same sound?
- 2 Is the same rhyme scheme followed throughout the poem?
- 3 A *simile* compares two separate things. Indicate the points of comparison, taking examples, from the poem.
- 4 Read the poem with proper stress, rhythm and intonation.

Rhythm pattern

'Home they 'brought her 'warriōr 'dead
 'She nōr 'swoon'd nōr 'utter'd 'cry
 'All her 'maidēns, 'watchīng 'said,
 'She must 'weep or 'she will 'die.'

- 5 Try and find out whether the same pattern is followed throughout the poem.

VII Let's follow up.

- 1 Write in about 150 words how somebody's presence of mind helped to avert a mishap.
- 2 Have you ever attended the funeral or witnessed the scene of death of someone near and dear to you? Can you try and write a few lines of verse on it?
- 3 Look for poems of a similar theme in English or some other language.

VII About the poet

Alfred Lord Tennyson was born in 1809 and died in 1892. He was one of the most popular among the Victorian poets. His first volume of verse was published in 1827. He continued to write for 65 long years. For nearly half a century he was the unchallenged king of English poetry.



Unit 3

Three Days to See

I Come, let's discuss.

Have you seen blind people making their way in the street?

Have you ever talked to them? Have you ever thought about how different their life is from people who have the gift of sight?

How would you feel if you closed your eyes and walked along a busy road?

II Let's read on.

Here is the story of a brilliant woman who learnt to read and write despite becoming blind, deaf and dumb when she was a little child. Now read on from her autobiography.

THREE DAYS TO SEE

Helen Keller

1 I have often thought it would be a blessing if each human being was stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.

2 Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend, who had just returned from a long walk in the woods, what she had observed. "Nothing in particular," she replied.

3 How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I, who

Don't you think the blind and the deaf need help and encouragement?

Can you imagine the agony of a man who becomes blind later in life?

Can you imagine the joy of a blind man who regains eyesight?

cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry¹ of a leaf. I pass my hands lovingly about the smooth skin of a silver birch², or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature³ after her winter's sleep. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song.

4 At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed

1 symmetry : the attractive regular way in which parts are arranged

2 silver birch : a tree with smooth, white bark

3 awakening Nature : In western countries where seasons change dramatically, winter is like a sleep and spring like an awakening of nature.

by sight. And I have imagined what I should most like to see if I were given the use of my eyes, say, for just three days

5 I should divide the period into three parts. On the first day, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. First I should like to gaze⁴ long upon the face of my dear teacher, Mrs Anne Sullivan Macy. She came to me when I was a child. She opened the outer world to me. I should want to see the outline of her face, so that I could cherish it in my memory. I want to study the face and find in it the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of my education. I should like to see in her eyes that strength of character which has enabled her to stand firm in the face of difficulties. I should also want to see that compassion for all humanity which she has revealed to me often.

6 Oh, the things that I should see if I had the power of sight for three days!

7 The first day would be a busy one. I should call to me all my dear friends and look long into their faces, imprinting upon my mind the outward evidence of the beauty that is within them. I should let

my eyes rest too, on the face of a baby, so that I could catch a vision of the eager, innocent beauty which precedes the individual's consciousness of the conflicts which life develops.

8 And I should like to look into the loyal, trusting eyes of my dogs — the grave, canny little Scottie, Darkie, and the stalwart, understanding Great Dane, Helga, whose warm, tender and playful friendships are so comforting to me.

9 On that busy first day I should also view the small simple things of my home. I want to see the warm colours in the rugs⁵ under my feet, the pictures on the walls, the intimate trifles⁶ that transform a house into a home. My eyes would rest respectfully on the books in raised type which I have read, but they would be more eagerly interested in the printed books which seeing people can read.

10 In the afternoon of that first seeing day, I should like a long walk in the woods and intoxicate⁷ my eyes on the beauties of the world of Nature, try desperately to absorb in a few hours the vast splendour⁸ which is constantly unfolding itself to those who can see. On the way from my woodland⁹ jaunt¹⁰ my path would lie near a farm so that I might see the patient horses ploughing¹¹ the field (perhaps I should see only a tractor!) and the serene

- 4 gaze (v) : look at something or someone for a long time
 5 rug : a piece of thick heavy cloth
 6 trifles (n) : an item of little value or importance
 7 intoxicate : excite

- 8 splendour : great beauty which attracts admiration and attention
 9 woodland : an area covered with trees
 10 jaunt (n) : a short trip
 11 plough (v) : turn over the earth to plant seeds

content of men living close to the soil. And I should pray for the glory of a colourful sunset

11 The next day — the second day of sight — I should arise with the dawn and see the thrilling miracle¹² by which night is transformed into day. I should behold with awe¹³ the magnificent panorama¹⁴ of light with which the sun awakens the sleeping earth.

12 This day I should devote to a hasty glimpse¹⁵ of the world, past and present. I should want to see the pageant¹⁶ of man's progress, the kaleidoscope of the ages. How can so much be compressed¹⁷ into one day?

13 So on this, my second day of sight, I should try to probe¹⁸ into the soul of man through his art. The things I knew through touch I should now see. Oh, there is so much rich meaning and beauty in the art of the ages for you who have eyes to see!

14 The evening of my second day of sight I should spend at a theatre or at the movies. Even now I often attend theatrical performances of all sorts, but the action of the play must be spelled into my hands by a companion. But how I should like to see with my own eyes the fascinating

figure of Hamlet, or the gusty Falstaff amid colourful Elizabethan trappings!

15 The following morning, I should again greet the dawn anxious to discover new delights, for I am sure that, for those who have eyes which really see, the dawn of each day must be a perpetually¹⁹ new revelation of beauty.

16 This, according to the terms of my imagined miracle, is to be my third and last day of sight. Today I shall spend in the workaday world of the present, amid haunts²⁰ of men going about the business of life. And where can one find so many activities and conditions of men as in New York? So the city becomes my destination²¹.

17 I look ahead, and before me rise the fantastic towers of New York, a city that seems to have stepped from the pages of a fairy story. What an awe-inspiring sight, these glittering spires²², these vast banks of stone and steel-structures such as the gods might build for themselves

18 Now I begin my rounds of the city. First, I stand at a busy corner, merely looking at people, trying by sight of them to understand something of their lives. I see smiles, and I am happy. I see serious

- 12 miracle : very surprising and unexpected event
 13 awe : sense of wonder / respect
 14 panorama : uninterrupted view of landscape spread over a wide area
 15 glimpse (n) : a quick, passing view
 16 pageant : procession; continuous series of events
 17 compressed : squeezed together

- 18 probe (v) : examine closely
 19 perpetual : continuing for ever
 20 haunt (n) : place where people go habitually
 21 destination : place you want to go to/ reach
 22 spire : a roof rising steeply to a point on top of a tower

determination, and I am proud. I see suffering, and I am compassionate

19 My third day of sight is drawing to an end. Perhaps there are many serious pursuits²³ to which I should devote the few remaining hours but I am afraid on the evening of that last day I should again run away to the theatre, to a hilariously²⁴ funny play, so that I might appreciate the overtures²⁵ of comedy in the human spirit.

20 At midnight my temporary respite from blindness would cease, and permanent night would close in on me again. Naturally in those three days I should not have seen all I wanted to see. Only when darkness had again descended upon me should I realize how much I had left unseen

21 I who am blind can give one hint to those who see — one admonition²⁶ to those who would make full use of the gift of sight; use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains²⁷ of an orchestra as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile²⁸ sense would fail. Smell the perfume of

flowers, taste with relish each morsel²⁹, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all the facets of pleasure and beauty which the world reveals to you through the several means of contact which Nature provides. But of all the senses, I am sure that sight must be the most delightful.

About the author

Helen Keller was born in Alabama, U.S.A. in 1880. When she was only 19 months old, she had a major illness which left her blind and deaf and therefore dumb as well. The child felt completely cut off from the world till a teacher called Anne Sullivan came into her life, and taught her by communicating through her fingers. Under the able guidance of Mrs Sullivan, Helen Keller began to speak and graduated with honours at Radcliffe College in 1904. Helen Keller published several books. Her life and her writing are a great source of inspiration and a testimony to the will and courage of human beings to overcome all handicaps.



Notes and references

bird in full song : a bird singing at its best

Scottie, Great Dane: different breeds of dogs

Hamlet : the hero of Shakespeare's play *Hamlet*

gusty Falstaff : Falstaff is the most famous comic character in Shakespeare's historical plays. The adjective *gusty* describes vividly Falstaff's vigour and zest for life.

23 pursuit : something you do/ occupy yourself with

24 hilarious : causing wild laughter

25 overture (n) : opening with orchestral music

26 admonition : advice and warning

27 strains (n) : notes of music

28 tactile sense : sense of touch

29 morsel : a very small piece of food

Elizabethan : of the reign of Queen Elizabeth I.

Words, phrases and idioms

shaggy (adj) : *covered with long and even hair*

Its *shaggy coat* helps a sheep preserve its body temperature.

quiver (v) : *tremble with excitement*

When grandmother listened to the devotional song, her lips *quivered* and tears welled up in her eyes.

cherish (v) : *care for tenderly or preserve*

The old man *cherished* the memory of his visit to the holy land.

compassion (n) : *sympathy for the suffering of others*

The President showed great *compassion* to the sick children and sanctioned grants for their welfare.

obvious (adj) : *easily seen or understood; clear*

It is *obvious* that he did not like our remarks and showed it on his face.

chronic (adj) : *lasting for a long time*

There used to be a *chronic* shortage of teachers in our school.

miracle (n) : *something lucky that you did not expect to happen*

Ramu's car was crushed in an accident; it was a *miracle* that the driver escaped unhurt.

pursuit (n) : *the action of chasing*

The city bank has been robbed. The police is in *pursuit* of the criminal who broke into the bank.

accomplish (v) : *succeed in doing something*

Let's *accomplish* the tasks entrusted to us in good time.

admonish (v) : *tell someone that they have done something wrong*

The teacher *admonished* her students for their indifference.

tactile (adj) : *related to touch*

A cockroach has *tactile* antennae with which it can feel objects.

relish (n) : *great enjoyment*

She ate the cake slowly and with *relish*.

glory (n) : *splendour, beauty*

The *glory* of the lakes of Kashmir is unique.

III Read and answer.

The reading passage can be divided for convenience into four sections.

Section A (para 1 to 6)

Section B (para 7 to 10)

Section C (para 11 to 15)

Section D (para 16 to 21)

Section A

The author thinks of the blessings of being able to see and hear. She wonders what she would do if she were able to see and hear.

Section B

On the first day of the return of her eye-sight she would like to see with her own eyes how those who were near and dear to her looked.

Section C

Helen would look at nature and the wide world and its beauty on the second day of her sight.

Section D

On the third day Helen would look at the workaday world. She would visit New York. She would conclude the day's activities by watching a comedy. She would advise those who can see to make the most of their sight.

A Choose the appropriate alternatives to complete the sentences below. Put a ✓ in the box given against them.

1 Helen Keller was eager to see the face of a baby because she wanted (para 7)

- to see only babies.
- to catch its eager innocent beauty.
- to see no grown-ups at all.

2 On the second morning of her sight, she wants to greet the dawn (para 11)

- to watch the miracle of night being transformed into day.
- for every dawn is unique.
- for the chirping of birds is sweet.

3 Helen Keller plans to visit the theatre because (para 14)

- she would like to spend some time at the theatre.
- her friends were there.
- she wanted to watch a comedy.

4 "Now I begin my rounds of the city." The expression, 'rounds of the city' means (para 18)

- the traffic circles in the city.
- round-shaped buildings in the city.
- visits to the different places in the city.

B Here are a few sentences for you to complete by choosing one of the following items marked a, b or c.

1 When she places her hand on a small tree, Helen feels

- a the wind swaying the tree.
- b the smoothness of its bark.
- c the quiver of a bird in full song.

- 2 The innocent beauty of a baby
- a precedes a person's perceptions of the conflicts of life.
 - b lasts for ever
 - c is difficult to perceive.

- 3 'Seeing people' here means
- a those who can see others.
 - b those who are seen by others.
 - c those who are blessed with eyesight.

- 4 To Helen New York is a city
- a of faeries.
 - b like a faery land.
 - c that has stepped from the pages of a faery tale.

- 5 Helen would want us to
- a ignore our senses totally.
 - b make the most of our senses.
 - c use our senses sparingly.

C Say if the following are true or false. Mark the true statements with a T and the false with a F in the box given against them.

1 A blind person understands the value of eyesight better than someone blessed with it.

2 Though blind and deaf, Helen Keller had her own way of seeing the sights and hearing the sounds of nature.

3 Anne Sullivan exercised no great influence on Helen Keller.

4 Helen Keller had four pet dogs.

5 Strength of character helps one to stand firm in the face of difficulties.

6 A long walk in the woods intoxicated Helen's eyes.

7 Helen Keller had great affection for her dogs.

- 8 Man's progress is referred to as 'the kaleidoscope of the ages.'
- 9 The meaning and beauty of the art of ages, according to Helen Keller, must be richer for people who have eyes to see.
- 10 Helen Keller says that many people do not use their senses properly.

IV Read and write.

- A** Read section A and answer the following questions in a sentence or two each.
- 1 Why does Helen Keller say that it would be a blessing if each human being was stricken blind and deaf for a few days? (para 1)
 - 2 What would darkness and silence teach men? (para 5)
 - 3 How did Helen test her 'seeing' friends? What did she find out? (paras 2,3)
 - 4 'Nothing in particular', a seeing person remarked after a long walk in the woods. What does it imply? (para 2,3)
 - 5 What is the first sign of awakening nature, according to Helen Keller? (para 3)
 - 6 What tribute does Helen Keller pay to her teacher Anne Sullivan? (para 5)
 - 7 In what ways did Anne Sullivan educate Helen Keller? (para 5)
 - 8 What according to Helen Keller made her life worth living? (para 5)
- B** Read section B and answer the following questions in a sentence or two.
- 1 Why would Helen Keller call her friends to her on the first day of her eyesight? (para 7)
 - 2 What are so comforting to Helen Keller? (para 8)
 - 3 What are the trifles that transform a house into a home according to Helen Keller? (para 9)

4 How do you know that Helen was aware of the beauties of nature? (para 10)

5 Why does Helen walk by a farm on her way from the woods? (para 10)

6 What is typical of people living close to the soil? (para 10)

C Read section C and answer the following questions in a sentence or two.

- 1 Where does Helen find so much meaning and beauty? (para 13)
- 2 What does Helen Keller say about the people of New York? (para 18)
- 3 What makes you think that Helen Keller is very much fascinated by the theatre? (para 19)
- 4 Why does Helen Keller like to watch comedies? (para 19)

D Read section D and answer the following questions in two or three sentences.

- 1 What is the imagined miracle Helen speaks of? (para 16)
- 2 What is the awe-inspiring sight Helen is referring to? (para 17)
- 3 Why does Helen say permanent night would close in on her? (para 20)
- 4 What sort of people does Helen meet during her rounds in New York? What different responses do they evoke in her? (para 18)
- 5 Why does Helen conclude that of all the senses sight is the most delightful? Do you agree with her? (para 21)
- 2 Answer the following questions in a word/phrase/ sentence.
- 1 According to Helen Keller, what would teach a man the joys of sound? (para 1)

2 "My eyes would rest respectfully on books in raised type". What does Helen mean by 'books in raised type'? (para 9)

3 How does Helen Keller derive pleasure from Nature? (para 10)

4 Is Helen Keller an optimist or a pessimist? What makes her one?

3 Answer in a paragraph.

1 What would Helen Keller do on the first day she has her eyesight?

2 What would Helen Keller like to do on the second day of the restoration of her eyesight?

3 Why would Helen Keller choose to visit New York?

4 What are Helen Keller's words of advice to those who have their sense faculties at their best?

4 Answer in about 150 words.

1 Write a short essay on the dreams cherished by Helen Keller for the three days when she would be blessed with eyesight.

V Put it this way.

i Giving opinion or advice using *should/ would + base form of verb*

Consider the following sentences in the passage.

1 Helen : I should call to me all my dear friends. (para 13)

= the best thing for me to do is to call to me all my dear friends.

= the right thing for me to do is to call to me all my dear friends.

That is, it is her view to call all her dear friends to her. (The time of reference is 'future').

2 Helen : I should also view the small simple things. (para 15)

= the desirable thing for me to do is to view the small simple things too.

= the right thing for me to do is to view the small simple things.

(The time referred to is 'future').

ii Now look at the following sentences. Put them into the pattern of the example, in order to give your opinion or advice. Use the verb in brackets. The first one has been done for you.

1 Tom is riding his motorbike. He is not wearing a helmet. That is dangerous.

He should wear a helmet.

2 I am feeling tired. I haven't eaten anything yet.

I (eat) my breakfast.

3 His salary is very low. It is insufficient.

He (look) for a better job.

4 You made a mistake. You have offended them.

You (apologise)

5 Susan is her friend. She forgot to invite her. She (invite) Susan.

6 Sanal crossed the road in haste. He had a narrow escape from being hit.

Sanal (be) more careful while crossing the road.

7 Meera's baby was crying all night. She (take) the baby to the doctor.

8 What a beautiful view!

You (take) a photograph of it.

9 Jeevan gets up at 6.30. He is always late for the 7.30 train.

He (get) up early.

iii Describing the result (outcome) of an imagined event.

Consider the following sentence in the passage.

- 1 Helen : "The first day would be a busy one."
- This sentence does not refer to a past action/ event.
 - It shows the result of an imaginary event in this case, of Helen getting back her vision.
 - The time referred to here is the future.
 - In this particular case, the imagined event is not likely to happen.

iv Now read the following sentences and use the right form of the verb in brackets to complete them.

- 1 It's long since we had a holiday. It
(be) nice to have a holiday, but we can't afford it.
- 2 You ought to go and watch the film. You
(enjoy) it.
- 3 Why don't you call on your friend? She
(be) very pleased to see you.
- 4 Smitha hasn't written to me so far.
She had promised me that she
(write) to me.
- 5 I am not tired. So I am not going to bed.
I
(not/get) any sleep.
- 6 She is very late today.
She said she
(not/be) late hereafter.
- 7 I'm surprised that they didn't call me.
They told me they
(call) me next time.

VI Say it this way.

We often have to ask people what their plans are for the day/ week and we also offer them our suggestions. We agree or disagree to a suggestion.

Here are two dialogues. Practise them with your partner in the class.

A Plans for the evening

- Joshi : What're you doing tonight?
- Rohit : I think I should take my family to the movies. Do you know what's on?
- Joshi : *The Titanic* is on at the Star.
- Rohit : It should be good, but do you think my mother would like it?
- Joshi : Perhaps not. Then you should go to the Palace where they're showing something different. Won't you pass the newspaper?
- Rohit : Here you are.
- Joshi : Oh! No good films anywhere. I think you should put off the programme.

B On the phone

When we speak on the phone, we often use certain words and phrases which form part of a telephonic talk.

- Hari : Hello, Can I speak to the Headmaster, please?
- H.M : Speaking.
- Hari : My son Dennis of Std X A is not able to go to school today. He is not well. I should take him to hospital.
- H.M : Oh! I'm sorry to hear that. What's happened to him?
- Hari : He suddenly took ill this morning.
- H.M : Did he? Better take him to the doctor.

IX Do these activities

Conduct a seminar on the problems of the disabled. You may consider the following points and add some of your own.

Blind	Deaf & Dumb	Physically handicapped
<ul style="list-style-type: none"> unable to move freely unable to see things around need help in moving around unable to read unable to run unable to watch TV few entertainments suffer from inferiority complex 	<ul style="list-style-type: none"> unable to hear voices/ sounds unable to communicate orally need hearing aids diffident about mixing freely with others suffer from inferiority complex 	<ul style="list-style-type: none"> loss of (the use of) arm, leg or finger life becomes difficult partly/ fully dependent on others lame hearing impaired suffer from inferiority complex

X Read aloud.

Read the following with proper pauses marking sense groups, stress, rhythm and intonation. Your teacher will help you.

a A trip by train

Last Friday | I took my wife | and little daughter Sudha | to see the Taj Mahal at Agra. | We took the Taj Express. | Sudha was very excited because | she had never travelled by train before. | She sat near the window | and looked at the trees and houses flying by. | At one station | a fat woman of about fifty | came into our compartment | and sat facing us. |

When the train left the station | the woman opened her bag| took out a tube of lipstick | and began to dab it on her lips. | "Why are you doing that?" | asked Sudha | "To make my face beautiful" | said the woman | "But your face is still ugly!" | said Sudha. |

b Mode of Transport

Preeti : Hello Rajan, you're here very early today, aren't you?

Rajan : Yea, my cousin dropped me on his way.

Preeti : You are very lucky. You see, I make it on foot every day.

Rajan : I know. But then, you don't live too far off. It's about a kilometer or so to your place, isn't it?

Preeti : Yea, you're right but it is no fun walking every morning in the sun that gets very warm!

Rajan : Walking has its pleasures too. You can chat with friends and move leisurely along...

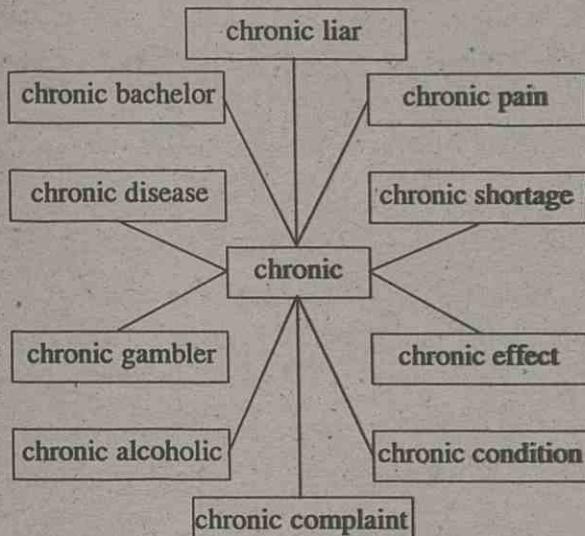
XI Study skills

A The following information was collected by a team of experts from a survey carried out by a Gramapanchayat. Write a paragraph using the information.

category	men	women	total
deaf people	20	10	30
dumb people	10	8	18
blind people	18	5	23
physically handicapped	15	18	33

B You know the meaning of the word 'chronic'. (lasting for a long time)

What can be the meaning of the following phrases? Refer to the dictionary and find out. You may use them in sentences of your own.

**Language Game**

The following are news headlines. They have names of some places hiding in them. Find them out. One has been done for you.

- | | | |
|---|---------------------------|----------|
| 1 | MAD RASCAL ARRESTED | (Madras) |
| 2 | PEOPLE DUB LINGUIST MAD | (.....) |
| 3 | POLICE RAN GOONDA GANG | (.....) |
| 4 | PANDEL HITS HIGH NOTES | (.....) |
| 5 | SOBER LINESMAN SAVES TIME | (.....) |
| 6 | BAD AMEN FOR A MATCH | (.....) |
| 7 | ALL ON DON SAM | (.....) |

Select a notice for each of the places listed below.

<i>place</i>	<i>notice</i>
1 inside a library	STICK NO BILLS
2 in public places	NO THOROUGHFARE
3 near a school	NO SMOKING PLEASE
4 at the entry point of a road	BEWARE OF DOGS
5 on a private property	TENDER EXACT CHANGE
6 on a glassware pack	SILENCE
7 on a wall	LESS LUGGAGE, MORE COMFORT
8 on a sales window	SPEED THRILLS BUT KILLS
9 at the gate	SPEED NOT TO EXCEED 25 KILOMETRES
10 in a railway carriage	FRAGILE/ WITH CARE

You may add to the list.

XII Let's now complete the tasks in the Practice Book.

A few more tasks based on this unit have been given in the Practice Book. They also form an integral part of this unit. Don't forget to complete them. Your teacher will help you.

Poem 3

David and his Mother

I Let's start.

Do you think your mother is the most important person in your household? Is your father as important as or perhaps more important than your mother? Do you think your father takes an interest in everything that you do at home? Or do you feel that your mother is more involved with you than your father? Would you agree that your mother is the leading light at home for you children, and also for your father? How would the loss of one's mother or her mere absence affect one?

When Mother is sad and full of care,
And her face has lost its cheery air,
Her sadness all things seem to share;
For there is no solace anywhere,
And nought seems good and all seems bad
When Mother is sad.

But when Mother is glad and full of grace,
With a happy look on her pleasant face,
Of that happy look I can find a trace
In every person and every place
And I am a joyous, careless lad
When Mother is glad.

When Mother's away, we all agree
That the home is quite devoid of glee
The joy's gone out of the world for me,
And life's as drab as drab can be.
I find no comfort night or day
When Mother's away.

But when Mother's at home there's a high demand
For the ready help of her gentle hand;

Now here is a poem that tells you how David's mother lights up the home and fills everybody with cheer. See if you share the feelings of David.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main ideas and enjoy the music and rhythm of the poem.

6

12

18



And you could not find, in all the land,
A bonnier home or a jollier band.
I do not envy the wealth of Rome
When Mother's at home.

24

When Mother is ill and takes to her bed,
I suffer alike from an aching head,
And an aching heart that is heavy as lead.
The very sunshine is cold and dead,
And life itself is dark and chill
When Mother is ill.

30

But when Mother is well and going strong,
With a cheery smile and a lively song,
My heart keeps singing all day long,
And all goes right and nothing goes wrong.
For life comes under her magic spell
When Mother is well.

36

II A few words/ phrases to note

full of care	: worried, unhappy
air	: appearance
solace	: comfort, relief from sorrow
nought	: nothing
trace	: bit, part, fraction
devoid of	: without
glee	: joy, delight
drab	: dull, not interesting
bonny	: healthy, happy
wealth of Rome	: great riches

III Let's understand the poem.

a

- 1 Is this poem all sunshine and no sorrow? Is there a play of light and shadow in it? In that case, what comes first and what follows? (sadness and gladness)

- 2 How many pairs of situations are given in the poem? (e.g. Mother sad/ Mother glad)
3 What are the three conditions that make David sad and what are the other three conditions that make him glad? (Mother sad/ glad, Mother away/ at home; Mother ill / well)
4 Take out from each stanza words and phrases that reflect sunshine and cheer and put them down in one column and those that speak of sadness and despair in another.
5 Answer the following questions to construct a summary of the poem. You may pick and choose details from the poem to make your summary interesting.

b

- 1 Who does David speak to us about? (his mother)

- 2 What place does Mother occupy at home? (the centre stage)
- 3 Is everyone else sad, too, if Mother is sad? Does her sadness seep into everything around? Does everything that is good appear to be good any longer?
- 4 Does the picture change when Mother is cheerful? Is her cheerfulness infectious? Does it colour everything around? Do children play about, then, in complete freedom?
- 5 Does the house turn totally cheerless if Mother is not at home? Do the children grow gloomy? Does life turn terribly dull for them? Do they become very uncomfortable?
- 6 What does everyone do when Mother is back? (gather around her for companionship and help)
- 7 What happens when Mother falls ill? (everyone else feels they are ill too) What does David himself begin to have? (headaches and heartaches.) Does life lose all its warmth for him?
- 8 What is it like when Mother is well and smiling? Does she lend her magic touch to everything? Does she cheer up everybody?

IV Let's enjoy the poem.

- a Let's appreciate the word-pictures and images.
- 1 How do you know when Mother is in good spirits?
 - 2 When does Mother's face lose its cheery air?
 - 3 What effect does Mother's sadness have on all things?
 - 4 Does David find solace anywhere when Mother is sad?

- 5 How does Mother's gladness infect everybody and everything around?
- 6 How does Mother's absence affect David? How does he connect it to life around him?
- 7 What is the atmosphere like when Mother is at home?
- 8 Is Mother in great demand? Can you quote the line that states it?
- 9 Which line says that to David Mother is more invaluable than anything else?
- 10 How does the son share the suffering his mother undergoes when she is ill?
- 11 When does life grow dark and chill for David?
- 12 When does Mother have a lively song on her lips?
- 13 What is the magic spell that David speaks of?

V Your comments, please.

- a How do you respond to David when he tells you about his mother? Choose your answer/ answers from the following.
- 1 I think David is telling us something very true.
 - 2 I have felt so myself.
 - 3 I never have the patience to watch Mother and how her ways affect us or things around us.
 - 4 What David tells us of his mother is more true of my father/ uncle/brother/ sister/ grandma/ grandpa/ somebody else.
 - 5 I shall now try and find out if this is true of my mother/ father.
- b The very sunshine is 'cold and dead'. We know for certain that sunshine is never cold and dead. Then why does David say so?
- 1 Is David trying to tell us a lie and does he expect us to contradict him?

- 2 Does it show the depth of his disappointment?
- 3 Does it show that all sweet things in life can turn sour under certain conditions?

VI Let's study the poet's craft.

- 1 Mark the rhyming words:

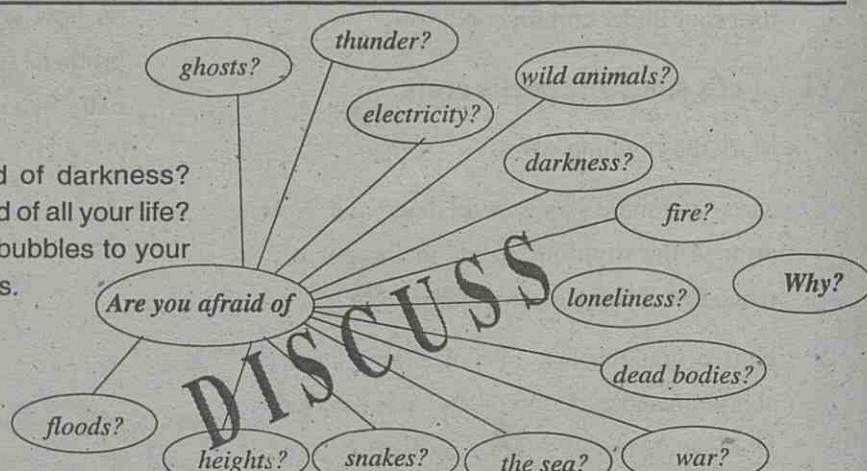
- care - air; share - anywhere; bad - sad. Now arrange the rhyming words in the poem in pairs. See if there is a regular pattern.
- 2 Notice that the last line of each stanza is shorter than the other lines. What is its effect? Does it state David's view with decisive force?
 - 3 Every two stanzas form a 'pair'. Find out if they compare and contrast the theme.

VII Let's follow up.

Can you write a few lines in a stanza or two on how you feel for your mother / father / brother / sister who loves you, helps you and makes you ever so happy.

I Come, let's discuss.

Have you ever been afraid of darkness?
What have you really been afraid of all your life?
Put the questions given in the bubbles to your group and discuss your answers.



II Let's read a story.

Children may not be as bold as grown-ups in facing difficulties. Even grown-ups may feel ashamed of themselves when they remember how frightened of things they were once! Of course, there are children who are very bold and brave.

But what about Swami? Let's read his story.

THE HERO

R.K Narayan

1 For Swami events took an unexpected turn. Father looked over the newspaper he was reading under the hall lamp and said, "Swami, listen to this: 'News is to hand¹' of the bravery of a village lad who, while returning home by the jungle path, came face to face with a tiger ... " The paragraph described the fight the boy had with the tiger and his flight² up a tree, where he stayed for half a day till some people came that way and killed the tiger.

2 After reading it through, Father looked at Swami fixedly and asked, "What do you say to that?"

3 Swami said, "I think he must have been a very strong and grown-up person,

not at all a boy. How could a boy fight a tiger?"

4 "You think you are wiser than the newspaper?" Father sneered. "A man may have the strength of an elephant and yet be a coward³; whereas another may have the strength of a straw, but if he has courage he can do anything. Courage is everything, strength and age are not important."

5 Swami disputed the theory. "How can it be, Father? Suppose I have all the courage, what can I do if a tiger should attack me?"

1 to hand : (here) received

2 flight : fast movement
3 coward : someone who is not at all brave

6 "Leave alone⁴ strength, can you prove you have courage? Let me see if you can sleep alone tonight in my office room."

7 A frightful⁵ proposition⁶, Swami thought. He had always slept beside his granny in the passage, and any change in this arrangement kept him trembling and awake all night. He hoped at first that his father was only joking. He mumbled weakly, "Yes," and tried to change the subject; he said very loudly and with a great deal of enthusiasm, "We are going to admit even elders in our cricket club hereafter. We are buying brand-new bats and balls. Our captain has asked me to tell you...."

8 "We'll see about it later," Father cut in⁷. "You must sleep alone hereafter." Swami realized that the matter had gone beyond his control: from a challenge it had become a plain command; he knew his father's tenacity⁸ at such moments.

"From the first of next month I'll sleep alone, Father."

9 "No, you must do it now. It is disgraceful sleeping beside granny or mother like a baby. You are in the second form and I don't at all like the way you're being brought up," he said, and looked at his wife, who was rocking⁹, the cradle¹⁰. "Why do you look at me while you say it?" she asked, "I hardly know anything about the boy."

- | | |
|---------------|--|
| 4 leave alone | : (here) stop talking about |
| 5 frightful | : causing shock or fear |
| 6 proposition | : a suggestion for consideration; what is proposed |
| 7 cut in (v) | : interrupt |
| 8 tenacity | : firmness |
| 9 rock (v) | : move regularly backwards and forwards |

"No, no, I don't mean you," father said.

10 "If you mean that your mother is spoiling him, tell her so; and don't look at me," she said, and turned away.

11 Swami's father sat gloomily gazing at the newspaper on his lap. Swami rose silently and tiptoed¹¹ away to his bed in the passage. Granny was sitting up in her bed, and remarked, "Boy, are you already feeling sleepy? Don't you want a story?" Swami made wild gesticulations¹² to silence his granny, but that good lady saw nothing. So Swami threw himself on his bed and pulled the blanket over his face.

12 Granny said, "Don't cover your face. Are you really very sleepy?" Swami leant over and whispered, "Please, please, shut up, granny. Don't talk to me, and don't let anyone call me even if the house is on fire. If I don't sleep at once I shall perhaps die." He turned over, curied, and snored under the blanket till he found his blanket pulled away.

13 Presently Father came and stood over him¹³. "Swami, get up," he said. He looked like an apparition¹⁴ in the semi-darkness of the passage, which was lit by a cone of light¹⁵ from the hall. Swami stirred and groaned as if in sleep. Father said, "Get up, Swami." Granny pleaded, "Why do you disturb him?"

- | | |
|-------------------|---|
| 10 cradle | : small bed for a baby |
| 11 tiptoe (v) | : walk on the tips of one's toes |
| 12 gesticulations | : movement of the hands to express something |
| 13 stood over him | : stood near, watching him |
| 14 apparition | : spirit or a dead person moving in bodily form |
| 15 cone of light | : light similar to a cone in shape |

14 "Get up, Swami," he said for the fourth time, and Swami got up. Father rolled up his bed, took it under his arm, and said, "Come with me." Swami looked at his granny, hesitated for a moment, and followed his father into the office room. On the way he threw a look of appeal at his mother and she said, "Why do you take him to the office room? He can sleep in the hall, I think."

15 "I don't think so," Father said, and Swami slunk¹⁶ behind him with bowed head.

16 "Let me sleep in the hall, Father," Swami pleaded. "Your office room is very dusty and there may be scorpions¹⁷ behind your law books."

17 "There are no scorpions, little fellow. Sleep on the bench if you like."

"Can I have a lamp burning in the room?"

"No. You must learn not to be afraid of darkness. It is only a question of habit. You must cultivate good habits."

"Will you at least leave the door open?"

18 "All right. But promise you will not roll up your bed and go to your granny's side at night. If you do it, mind you, I will make you the laughing-stock¹⁸ of your school."

16 slunk : moved quietly as if one is ashamed

17 scorpion : insect with a curving tail which stings poisonously

18 laughing-stock : someone who has done something stupid that everyone laughs at him

19 strain (n) : a tendency in one's character

19 Swami felt cut off from humanity. He was pained and angry. He didn't like the strain¹⁹ of cruelty he saw in his father's nature. He hated the newspaper for printing the tiger's story. He wished that the tiger hadn't spared the boy, who didn't appear to be a boy after all but a monster²⁰...

20 As the night advanced and the silence in the house deepened, his heart beat faster. He remembered all the stories of devils and ghosts he had heard in his life. How often had his chum²¹ Mani seen the devil in the banyan tree at his street-end. And what about poor Munisami's father who spat out blood because the devil near the river's edge slapped his cheek when he was returning home late one night. And so on and on his thoughts continued. He was faint with fear. A ray of light from the street strayed in²² and cast shadows on the wall. Through the stillness all kinds of noises reached his ears - the ticking of the clock, rustle²³ of trees, snoring sounds, and some vague²⁴ night insects humming. He covered himself so completely that he could hardly breathe. Every moment he expected the devils to come up to carry him away; there was the instance of his old friend in the fourth class who suddenly disappeared and was said to have been carried off by a ghost to Siam or Nepal ...

20 monster : a creature unnatural in shape and size

21 chum : a good friend

22 stray in (v) : come in

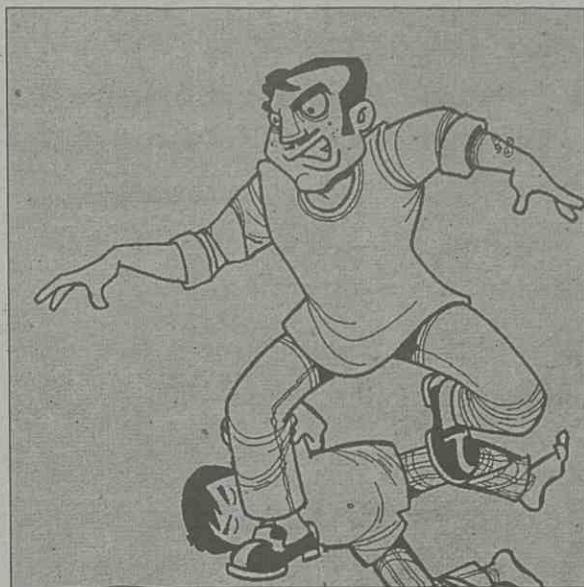
23 rustle (n) : slight sound like that of moving leaves

24 vague : not clearly known

21 Swami hurriedly got up and spread his bed under the bench and crouched²⁵ there. It seemed to be a much safer place, more compact²⁶ and reassuring²⁷. He shut his eyes tight and encased²⁸ himself in his blanket once again and unknown to himself fell asleep, and in sleep was racked²⁹ with nightmares³⁰. A tiger was chasing him. His feet stuck to the ground. He desperately tried to escape but his feet would not move; the tiger was at his back, and he could hear its claws scratch the ground... scratch, scratch, and then a light thud³¹... Swami tried to open his eyes, but his eyelids would not open and the nightmare continued. It threatened to continue forever. Swami groaned in despair.

22 With a desperate effort he opened his eyes. He put his hand out to feel his granny's presence at his side, as was his habit, but he only touched the wooden leg of the bench. And his lonely state came back to him. He sweated with fright. And now what was this rustling? He moved to the edge of the bench and stared into the darkness. Something was moving down. He lay gazing at it in horror. His end had come. He realized that the devil would presently pull him out and tear him, and so why should he wait? As it came nearer he crawled out from under

the bench, hugged it with all his might, and used his teeth on it like a mortal³² weapon ...



23 "Aiyo! Something has bitten me," went forth an agonized³³, thundering cry and was followed by a heavy tumbling³⁴ and falling amidst furniture. In a moment Father, cook, and a servant came in, carrying light.

24 And all three of them fell on the burglar³⁵ who lay amidst the furniture with a bleeding ankle ...

25 Congratulations were showered on Swami next day. His classmates looked at him with respect, and his teacher patted his back. The headmaster said that he was a true scout³⁶. Swami had bitten into the flesh of one of the most notorious

26 cor : lower the body by bending the knees and back

27 reas. : small but neat

28 encase (v) : making one feel confident

29 rack (v) : cover completely

30 nightmare : disturb

: frightening dream

31 thud

: a low sound made by a heavy object hitting something else

: causing death

: painful

: fall down suddenly

: someone who gets into houses, to steal things

36 scout

: a boy who does public service

house-breakers of the district and the police were grateful to him for it.

26 The Inspector said, "Why don't you join the police when you are grown up?"

Swami said for the sake of politeness, "Certainly, yes," though he had quite made up his mind to be an engine driver, a railway guard, or a bus conductor later in life.

27 When he returned home from the club that night, Father asked, "Where is the boy?"

"He is asleep."

"Already!"

"He didn't have a wink of sleep the whole of last night," said his mother.

"Where is he sleeping?"

"In his usual place," Mother said casually³⁷. "He went to bed at seven-thirty."

28 "Sleeping beside his granny again!" Father said. "No wonder he wanted to be asleep before I could return home - clever boy!"

29 Mother lost her temper³⁸. "You let him sleep where he likes. You needn't risk his life again..." Father mumbled as he went in to change, "All right, molly-coddle³⁹ and spoil him as much as you like. Only don't blame me afterwards..."

30 Swami, following the whole conversation from under the blanket, felt tremendously⁴⁰ relieved⁴¹ to hear that his father was giving him up.

About the author

R.K.Narayan is perhaps the best known among Indian writers in English. He was born in 1906 and was educated in schools in Chennai and Mysore. His stories are set in an imaginary countryside called Malgudi. Among his famous books are *Swami and Friends*, *Bachelor of Arts*, *Waiting for the Mahatma*, *The Guide*, *An Astrologer's Day and Other Stories*, *Malgudi Days* and the autobiographical *My Days*. As a narrator of stories, R.K. Narayan has few equals among Indian writers in English. Using simple words and a direct narrative style, Narayan holds the attention of his readers.



In *The Hero*, Narayan narrates an interesting and amusing incident in the life of his boy-hero Swami. The story throws light on the character of father and son and signifies the role played by chance in shaping the life of man.

Words, phrases and idioms

Section 2 (para. 9)

... second form ... is equivalent to the present Std VII

Section 4 (para. 20)

... fourth class is equivalent to Std IV

Section 5 (para. 26)

... make up one's mind means decide.

coward (n) : someone who is not at all brave.

Cowards run away when they see the enemy approaching.

37 casually : not seeming to take much interest

38 lost (her) temper: became angry

39 molly-coddle (v): treat someone with too much kindness or protection

40 tremendously : very greatly

41 relieve : remove anxiety

cowardice / cowardliness (n) : *lack of courage.*

cowardly (adj)

hero (n) : *a man who is admired for doing something brave*

heroic (adj); heroism (n); heroine (fem)

proposition : *what is proposed; (here) his father's command*

It was a hard proposition for Swami to sleep alone in the office room.

tenacity (n) : *firmness*

The *tenacity* of the union leader made the management accept their demands.

tenacious (adj) tenaciously (adv)

slink (v) : *move quietly and secretly to avoid attention*

He *sunk* into the kitchen to steal a piece of cake.

slink - slunk - slunk

vague (adj) : *not clear*

I have only a *vague* memory of my childhood days.

vagueness (n) vaguely (adv)

compact (adj) : *small, but fitting neatly into the space available*

The cellphones are *compact* devices.

compactly (adv) compactness (n)

reassuring (adj): *making you feel less worried and frightened*

It is *reassuring* to know that there is always someone around to help you.

reassure (v) reassurance (n)

rack (v) : *to make someone suffer great mental or physical pain (usually: be racked by/ with)*

Mary was *racked* by a feeling of guilt.

burglar (n) : *someone who gets into houses, shops, etc. to steal things*

burglary (n) burglar / burglarize (v)

agonized (adj) : *painful*

He had an *agonized* expression on his face when he lost the match.

agonising (adj) agonisingly (adv) agony (n)

III Read and answer.

For convenience, the whole story is divided into 5 sections

Read section 1 (para 1-6)

- 1 Put a ✓ in the box against the most appropriate choice.

1 Father was reading the newspaper	<input type="checkbox"/>
a at night	<input type="checkbox"/>
b in the morning	<input type="checkbox"/>
c when the lad returned home	<input type="checkbox"/>
d when Swami was eating dinner	<input type="checkbox"/>
- 2 The boy waited on the tree

a to watch the people coming	<input type="checkbox"/>
b for half a day	<input type="checkbox"/>
c to meet the tiger face to face	<input type="checkbox"/>
d to kill the tiger	<input type="checkbox"/>
- 3 The act of courage described in the report refers to

a Father	<input type="checkbox"/>
b Swami	<input type="checkbox"/>
c a village boy	<input type="checkbox"/>
d a tiger	<input type="checkbox"/>
- 4 Which of the following has a meaning opposite to *coward*?

a brave	<input type="checkbox"/>
b courage	<input type="checkbox"/>
c hero	<input type="checkbox"/>
d fearful	<input type="checkbox"/>

II Give short answers to the following.

- 1 What item of news was Father reading out?
- 2 'Swami disputed the theory.' What was the theory?
- 3 What did Father want Swami to prove? How did he want Swami to prove it?

III Mark the true statements with a ✓ and false with a ✗ in the boxes given.

- 1 Swami was returning home by a jungle path.
- 2 The boy in the news had a fight with the tiger.
- 3 Strong men are courageous.
- 4 Swami was both strong and courageous.

Read section 2 (para 7-12).

IV Mark the true statements with a ✓ and false with a ✗ in the boxes given.

- 1 Swami used to sleep in the passage.
- 2 Wherever he slept, he slept well.
- 3 Father insisted on Swami's sleeping beside his granny.
- 4 Swami slept in the passage with the permission of his father.

V Give short answers to the following.

- 1 Swami used to sleep beside someone. Who was it?
- 2 What, according to Father, was shameful about Swami?
- 3 Why did Swami throw himself on his bed and pull the blanket over his face?
- 4 What did Swami do first to silence his granny?
- 5 Was he really sleepy when he went to bed?

Read section - 3 (para 13-19).

VI Put a ✓ in boxes against the most appropriate answers to the following.

- 1 'Father looked like an apparition in the semi-darkness'. This means
 - a Father looked in the semi-darkness for ghosts.

- b Father looked at his son as if he were a ghost in the semi-darkness.
- c Father appeared like a ghost in the semi-darkness.
- d Father discovered something like a ghost in the semi-darkness.

2 The passage where Swami lay was

- a pitch dark.
- b well-lit.
- c partly dark.
- d partly lit and partly dark.

VII Give short answers to the following.

- 1 On what condition did Father leave the door open?
- 2 What did Father want Swami to learn?
- 3 What did Swami think of the boy in the news?
- 4 What did Swami feel about Father's decision?

Read Section 4 (para 20-21).

VIII Mark the true statements with a ✓ and false with a ✗ in the boxes given.

- 1 Swami was quite calm and comfortable as the night advanced.
- 2 Swami did not believe in ghosts.
- 3 The devil slapped Munisami's cheek for spitting blood.
- 4 The tiger Swami saw in the nightmare was running after him.

IX Give short answers to the following.

- 1 What troubled Swami's sleep?
- 2 What noises did Swami hear at night when he slept alone?
- 3 Who did Swami fear would attack him?
- 4 What did Swami fear the devils would do to him? What made him think so?

5 Where did Swami shift his bed to? Why?

6 What was Swami's nightmare about?

Read Section 5 (para 22-30).

X Put a ✓ in the box against the most appropriate response to the following.

1 Who let out a agonized thundering cry?

- a Father
- b Swami
- c the burglar
- d granny

2 Who among the following fell down?

- a Swami
- b Father
- c the burglar
- d the servant

3 Swami did not think of becoming

- a an engine driver
- b a policeman
- c a railway guard
- d a bus conductor

XI Give short answers to the following.

- 1 What made Swami attack the burglar first?
- 2 Why did everyone congratulate Swami?
- 3 Why did his classmates look at him with respect?
- 4 Why were the police grateful to him?
- 5 Why do you think Swami went to bed at seven-thirty in the evening after the burglar-incident?
- 6 When was Swami greatly relieved? Why?

XII Read the whole story again and make a list of the characters in it.

Who do you think is the most lovable among them? Why?

XIII You have seen different people doing different things in the course of the story. You may write down *who did the following* in the box provided. An example is given for you.

- read the newspaper
- used to sleep in the passage
- rocked the cradle
- told stories
- feared darkness
- saw devil in the banyan tree
- spat blood
- slapped the cheek
- saw nightmares
- chased Swami
- injured the ankle

XIV Rearrange the following sentences in the order of their occurrence to form a narrative. Don't forget to use the linkers given in the box.

but, so, soon, though,
then, therefore, however

A

- 1 Father retorted that courage was more important than strength and age.
- 2 Father read out the news about the fight of a boy with a tiger.
- 3 Swami said that the boy in the news might be a grown-up.
- 4 Father asked him to prove his courage by sleeping alone in the office room.
- 5 He had always slept beside his granny in the passage.
- 6 Swami disputed that theory.
- 7 He did not succeed.

- 8 Swami tried to change the subject by talking about his cricket club.

B

- 1 He pulled his blanket over his face. 2
- 2 Swami escaped from his father and threw himself on his bed.
- 3 Father came and asked him to get up.
- 4 There he was left alone.
- 5 Though granny came to his rescue, Swami could not avoid going to the office room.
- 6 The thought of the devils and ghosts disturbed Swami very much.

C

- 1 He sweated with fright. 2
- 2 Hearing the noise, Father, the cook and the servant came and saw a notorious burglar lying wounded on the floor.
- 3 He feared that the devil would kill him.
- 4 He saw something like a devil moving down.
- 5 Swami was disturbed by nightmares.
- 6 Without waiting for it to tear him up, Swami attacked it with all his might, and it fell down.

IV Read and write.

- A** Answer the following questions in two or three sentences each.

- 1 What remark did Swami make about the person who fought the tiger?
- 2 What proved to be a frightful proposition to Swami?
- 3 Why did Swami start talking about the cricket club? Did he succeed in his trick?

- 4 What were Swami's objections to sleeping alone in his father's office?
- 5 Why did Father make his son sleep alone in his office room?
- 6 What did Swami feel when Father finally decided to make him sleep alone?
- 7 What made Swami a hero overnight?
- 8 How did his friends and teachers treat Swami after the day of the burglar incident?

- B** Write a paragraph on each of the following. You may make use of the hints in the box.

- 1 What were Swami's thoughts when he was lying alone in his father's office?

hints

- devil and ghosts
- Mani's experience
- Munisami's father getting slapped late one night
- spitting of blood
- disappearance of Swami's friend
- being carried off by a ghost

- 2 What was the nightmare that troubled Swami?

hints

- troubled sleep
- tiger chasing
- feet stuck to the ground
- trying to escape
- feet not moving
- a scratch, then a thud
- eyes not opening

- C** Answer in about 120 words.

Narrate the events that made Swami a hero overnight.

The sentences to be rearranged in exercise (XIV) will help you to prepare your answer.

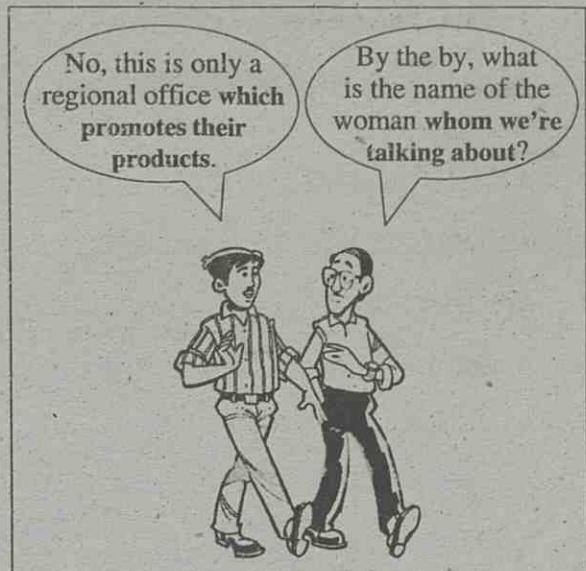
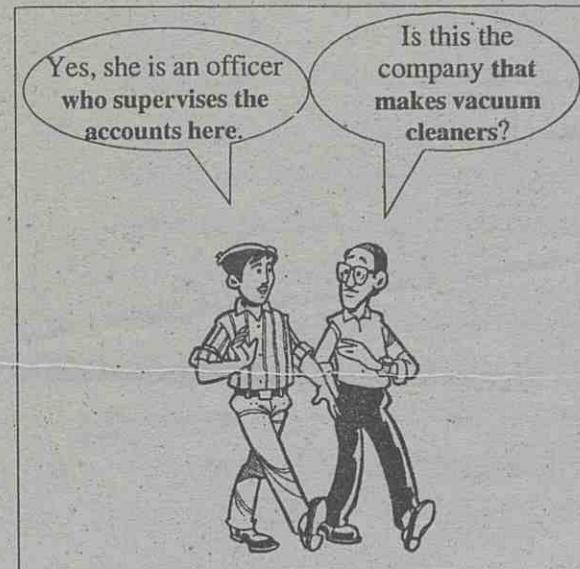
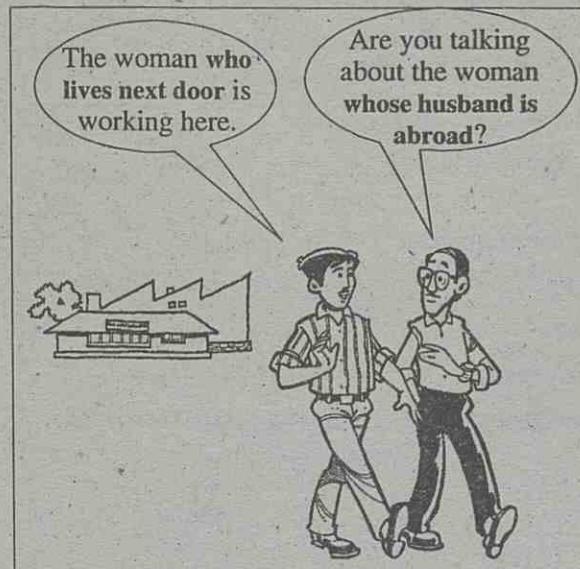
V Put it this way.

A Defining persons, things or places

“... the paragraph described the fight *the boy had with the tiger* and his flight up a tree, *where he stayed for half a day*...”

“... he looked at his wife, *who was rocking the cradle*.”

Here, ‘the fight’, ‘a tree’ and ‘his wife’ are qualified by clauses called adjectival or relative clauses. Now listen to the following conversation.



Now look at the sentence below.

The **woman** **who** **lives next door** is working here.

The clause in italics defines or identifies the preceding noun. It is a defining relative clause. ‘The woman is working here’ alone will not help you to identify which woman we are talking about.

To form relative clauses, relative pronouns *who*, *whom*, *whose*, *which* and *that*, and relative adverbs *when*, *where* and *why* are used.

When the relative pronoun refers to the object, you can leave it out.

The boy **whom** *I wanted to see* was absent

I wanted to see **the boy**.

whom (=the boy) object
'I' is the subject

The boy **whom** *I wanted to see* was absent.

The dress **which** *she bought* doesn't fit her.

Complete the following using appropriate items chosen from the box. One has been done for you. You may make necessary changes.

- 1 An architect is someone who designs a building
- 2 A burglar is a person
- 3 A coward
- 4 An atheist
- 5 A customer
- 6 An advocate
- 7 A culprit
- 8 A cobbler
- 9 A pediatrician
- 10 A pedestrian

- is not brave.
- buys things from a shop.
- is guilty of crime.
- breaks into a house to steal things.
- designs buildings.
- walks along the street.
- treats children.
- pleads cases.
- does not believe in God
- makes shoes.

Frame six meaningful sentences with items chosen from the table

The letter	who	goes to the railway station	is my friend.
The man	that	plays cricket	is called Station Road.
The street		came yesterday	cannot command
People		take physical exercise	is from my brother.
		cannot obey	live longer.

<input type="checkbox"/>	_____

B Giving additional information

Read the following letter carefully.

Peace Home,
Broad Street,
Kochi - 10,
10 June 2004.

Dear Anoop,

Sorry for the delay in writing to you. As you wish to know a little more about my brothers, who are abroad, I am writing about them now.

My elder brother, who lives in London, is a cardiologist. The younger one, who is in Dubai, works in a factory. Recently the latter wrote to me about his job, which was somewhat dull and uninteresting to him. I told him he had better resign his job, which was not at all to his liking. My elder brother, who had called him from London, however, told him not to give up the job. But the younger one, who is very optimistic, thinks that he will get a better job in Dubai itself.

How are you getting on with your new job? I look forward to hearing from you.

With warm regards.

Yours sincerely,
Mohan.

Look at the clauses in italics in the letter above. They are non-defining relative clauses.

Please note:

- Non-defining relative clauses do not define or identify the preceding nouns.
- They only give additional information.
- Even if they are left out, the rest of the sentence will make sense.
- They are separated from the rest of the sentence by commas.
- Relative pronoun is not generally omitted.
- The relative 'that' is not normally used in these clauses.
- Non-defining relative clauses are not common in spoken English.

Consider the following sentences and answer the questions that follow. Note that some of the relative clauses in them are marked by commas.

- 1 The travellers *who knew about the floods* took another road.
 - 2 The travellers, *who knew about the floods*, took another road.
- Which sentence means that only some travellers knew about the floods - (1) or (2)?
- Which sentence means that all the travellers knew about the floods - (1) or (2)?
- 3 The boys *who wanted to play* were disappointed when it rained.
 - 4 The boys, *who wanted to play*, were disappointed when it rained.

Which sentence implies that only some of the boys wanted to play - (3) or (4)?

Which sentence implies that all the boys wanted to play - (3) or (4)?

C Reporting requests, commands, etc.

Granny said, "Don't cover your face..."

Swami leant over and whispered, "Please, please shut up granny. Don't talk to me and don't let anyone call me..." (para 12)

Look at the expressions in italics. They are imperatives. They ask or tell you to do something. Now listen to the following dialogue carefully.

Deepa : Granny, may I leave you now?

Granny: Just a moment, darling. *Get* me a tablet from that shelf, please.

Deepa : Yes, granny. Here you are.

Granny: *Give* me a glass of water too.

Deepa : Certainly, Granny.

Granny: Thank you. Now, *make* a cup of black coffee for me, will you? I'd like to drink something hot.

Deepa : Yes, Granny. Just a minute.

Granny: But remember, *don't put* any sugar.

Deepa : I know, Granny. You *take* a rest. Coffee will be ready in two minutes

Mother: Why have you come back so late from Granny's home?

Deepa : Mummy, I was about to leave, but granny told me *to get* her a tablet. Then she wanted me *to give* her a glass of water.

Mother: But that couldn't have taken much time.

Deepa : Then she asked me *to make* a cup of black coffee for her. She was too weak to get up. When I was about to go to the kitchen, she reminded me *not to put* any sugar in the coffee. I told her *to take* a rest and assured her that coffee would be ready in two minutes.

Please note:

To report imperative sentences, use an appropriate reporting verb + object + *to infinitive* of the verb in the quoted sentence.

Any of the following reporting verbs can be used, depending on the spirit of the sentence:

tell, ask, advise, request, beg, command, order, encourage, implore, invite, recommend, remind, insist, warn, urge, etc.

In the following paragraph a few expressions are left out. Insert them appropriately, selecting them from the box. One has been done for you.

step into, (not) take, sit, look, (not) close, go in, (not) stoop down, wait

The photographer asked me to wait there. Then he went in, but soon he came back. He advised me to enter the dressing room if I wanted to make myself up. But he warned me not to stay too much time. Then he told me to look. In the studio, he asked me to stand erect and not to move. He reminded me to look into the camera. Then he warned me not to blink my eyes.

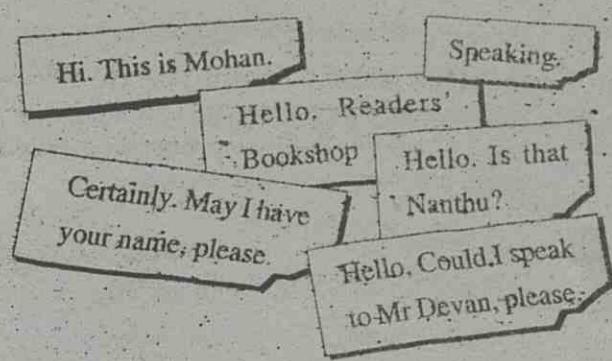
VI Say it this way.

We often call people on the phone. Let's listen to the following telephone conversation.

(A dials the number and listens.)

B: Good morning, Hotel Blue Bird.

A: Could I speak to the booking clerk?



- B: Just a moment, please. I'll put you through.
- C: Good morning. Can I help you?
- A: I'd like to reserve a room for the 15th and the 16th of this month, please.
- C: Hold on, please. Let me check. You want a single or a double room?
- A: Single. Do all your rooms have a bath?
- C: Yes, they do, sir. But I'm afraid we're fully booked on the 15th.
- A: How about the 16th and the 17th?
- C: Yes, we still have a few rooms. The tariff is Rs.400/- a day. Would you like to make a reservation?
- A: Yes, please.
- C: May I have your full name and credit card number?



On the phone

Look at the remarks given in boxes below. They are made by persons making or receiving a call.



Use appropriate remarks from the boxes given above and write short dialogues for

- 1 inviting your friend to a dinner,
- 2 expressing thanks for the dinner, and
- 3 enquiring about a book.

A sample is given below for you.

- A: Hello, could I speak to Mr Ravi, please?
- B: I'm afraid he's not in at the moment.
- A: Never mind. Can I leave a message?
- B: Certainly. May I have your name, please?
- A: I'm Chicku. Please tell Ravi to wait for me at 5 this evening.

VII Listen and do.

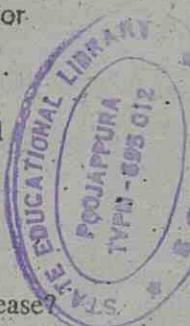
 You will now listen to a passage. Listen carefully.

The Price of Flowers

You have now listened to a talk - *The Price of Flowers*.

Now try and answer the following questions:

- a Say whether the following statements are true or false. Put a against true statements and a against false ones.
- 1 Maggie was 40 years old.
 - 2 Maggie had no interest in India.
 - 3 Maggie worked in an office.
 - 4 Maggie's father was alive.
 - 5 Frank loved his sister very much.



- 6 Maggie gave Laxman Singh a shilling to buy flowers.
- b Listen to the talk once again and now, try and answer the following questions in a word, phrase or a sentence each.
- 1 What was Laxman Singh?
 - 2 Where did Laxman Singh meet Maggie?
 - 3 What was Maggie's interest in India?
 - 4 Why was she worried?
 - 5 Why was Maggie dressed in black?
 - 6 What did Laxman Singh promise to Maggie?
 - 7 Why did Maggie give a shilling to Laxman Singh?

VIII Try and use these words.

Phrasal verbs

“...and don't look at me”, she said and turned away. (section2). Look at the expression *turn away*. In this context it means ‘to refuse to give someone sympathy or support’.

Note: Phrasal verbs have one or more meanings, depending on the context. A few phrasal verbs are given below with their common meanings. A sample sentence is also given for each. You can write your own sentences in the space provided.

Turn	against	stop being friendly towards somebody	1 After his divorce he tried to <i>turn</i> the children <i>against</i> their mother. 2
	away	to refuse to let someone in for want of space	1 About hundred people were <i>turned</i> <i>away</i> as the theatre was full. 2
	down	to refuse an offer or invitation	1 Babu <i>turned</i> <i>down</i> the company's offer of a job. 2
	off	to stop the supply of water, gas, electricity, etc. by turning or pushing a tap or switch	1 Don't forget to <i>turn</i> <i>off</i> the light when you leave the room. 2
	on	to start the supply of water, gas, electricity, etc. by turning or pushing a tap or switch	1 Could you <i>turn</i> <i>on</i> the TV for me, please? 2
	out	to happen in a particular way or to have a particular result	1 I hope that everything will <i>turn</i> <i>out</i> fine. 2
	over	1 to turn a page in a book 2 to change the channel on a TV	1 Please <i>turn</i> <i>over</i> the page. 2 I hate this programme. Can we please <i>turn</i> <i>over</i> ?
	up	to arrive at a place	1 Shaji <i>turned</i> <i>up</i> late as usual. 2

I Fill in the blanks using appropriate words from the box.

- | | |
|-----------------|------------------|
| ◆ monsters | ◆ vague |
| ◆ flight | ◆ gesticulations |
| ◆ lad | ◆ rustling |
| ◆ rocking | ◆ coward |
| ◆ tremendous | ◆ relieved |
| ◆ tumbled | ◆ agonized |
| ◆ congratulated | |

Hanuman wanted to appear as a little _____ before Sita, held captive by Ravana in the Asoka grove. He had only a _____ idea where she was likely to be. When he finally located her, _____ of women were sitting around Sita guarding her. It was a cool and pleasant night with the leaves of trees _____ softly in the breeze. No birds were seen in _____. Watching the monstrous guards, Hanuman wondered what their _____ meant. Some of them were _____ with laughter. Hanuman was no _____. He moved closer to his Lord's wife,

though he _____ down once or twice, hitting rocks in his path. He was now able to see how _____ Sita was. It took _____ courage on the part of the monkey-warrior to contain his feelings, but he was _____ that he was able to spot Sita. He _____ himself that his mission, after all, was a success.

II Match the words in box A with their appropriate meanings in box B.

A	B
1 proposition	<input type="checkbox"/> firmness
2 cut in	<input type="checkbox"/> spirit of a dead person
3 tenacity	<input type="checkbox"/> thief
4 apparition	<input type="checkbox"/> a frightening dream
5 chum	<input type="checkbox"/> what is proposed
6 nightmare	<input type="checkbox"/> causing death
7 mortal	<input type="checkbox"/> good friend
8 burglar	<input type="checkbox"/> interrupt

IX Do these activities.

- 1 Copy the conversation between Father and Swami from your text. Add your own bits, wherever you feel necessary. Role play it in the class with your partner.
- 2 "Courage is everything, strength and age are not important" Do you agree? Discuss in groups.
- 3 You come across pieces of conversation between Father and Mother in the story. They are different in their attitudes to Swami, aren't they? Do you agree with Mother or with Father? Open a debate in groups. The following points will help you.
 - a affectionate to Swami
 - b blamed him
 - c scolded him
 - d concerned about his timidity
 - e has responsibility
 - f cruel to a little boy

g spoiling him

h angry with him

i risking his life

j sympathetic to him

k considerate to him

l

4 Project:

Here is a project for you. Try and collect a few stories and identify the heroes in them. You may study them and prepare a project. You can refer to books and interview your friends for the purpose.

X Read aloud.

Read the following speech aloud, with pauses at the slanting bars.

Mark Antony's speech.

Friends, | Romans, | Countrymen, | lend me your ears.]

I come to bury Caesar, | not to praise him.]

The evil that men do | lives after them;
 The good | is oft interred with their bones,
 So let it be with Ceasar. | The noble Brutus |
 Hath told you | Caesar was ambitious.
 If it were so, | it was a grievous fault,
 And grievously hath Caesar answered it.
 Here, | under leave of Brutus, and the rest,
 For Brutus is an honourable man,
 So are they all; | all honourable men, - |
 Come I to speak in Caesar's funeral.
 He was my friend, | faithful, and just to me;
 But Brutus says | he was ambitious, |
 And Brutus | is an honourable man. | ...

William Shakespeare
 (Julius Caesar)

XI Study skills

I "We'll see about it later," Father cut in. Here 'cut in' means 'interrupt'.

Here are a few more expressions using 'cut'. Refer to your dictionary and find out the meanings of those expressions.

- 1 Most modern machines have safety *cut outs*.
cut out =
- 2 He had to *cut short* his speech, because the audience were threatening him.
cut short =
- 3 Swami felt *cut off* from humanity.
cut off =
- 4 He has *cut down* on his smoking.
cut down =
- 5 He *cut across* the lawn, in great haste.
cut across =

II Refer to your dictionary, and fill in as many columns as possible with the different forms of the word given in the table. One has been done for you.

<i>Noun</i>	<i>Adjective</i>	<i>Verb</i>	<i>Adverb</i>
fright	frightful	frighten	frightfully
gesticulation			
		hesitate	
	mortal		
			politely
		relieve	
tenacity			

III Here are a few situations, and a box with expressions referring to certain 'feelings'. Fill in the small boxes given against the situations with the most appropriate expression. You may refer to a dictionary.

One has been done for you.

annoyed	depressed	excited
sleepy	embarrassed	upset
relaxed	frightened	jealous
silent	nervous	angry

- 1 After a long journey you reached home late at night. sleepy
- 2 You've lost your wedding ring.
- 3 You are sitting and chatting with your friends after a good meal.
- 4 Someone deflated the tyres of your bike.
- 5 When you introduced your friend you gave his name wrongly.
- 6 It's your fifth birthday tomorrow.
- 7 Your neighbour is much more popular than you.
- 8 You're about to make a public speech for the first time.

- 9 You look down into a deep ravine from the top of the hill.
- 10 Your neighbour keeps borrowing things from you.
- 11 Nobody talks in the hall.
- 12 You've heard that the factory where you work is going to close down.

- IV You have come across the word 'cradle'. It is a small bed for a baby.

You know 'grave' is the burial ground.

Then, what do you mean by '*from the cradle to the grave*'? If you cannot guess the meaning, ask your friend or look it up in a dictionary. Write the meaning in the space provided and use it in a sentence of your own.

XII Let's now complete the tasks in the Practice Book.

A few tasks based on this unit have been given in the **Practice Book**. They form an integral part of this unit. Don't forget to do them. Your teacher will help you.

I Let's start.

What do you do when you are very sad? Wait till the sadness goes away? Or, when you look back, won't you remember how something engage your attention and you forgot all about your sadness?

Aren't there many ways of forgetting our sorrows? What do some people do to overcome their misery? Don't some people go away from the scene of their sadness? For example, on a journey?

Behold her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.

No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
A voice so thrilling ne'er was heard
In spring time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old unhappy, far off things,

In this poem, the poet recalls a strange and wonderful experience that he had in a countryside. Now listen to one of William Wordsworth's famous poems.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main ideas and enjoy the music and rhythm of the poem.

8



16

And battles long ago:
 Or is it some more humble lay,
 Familiar matter of to-day?
 Some natural sorrow, loss or pain,
 That has been, and may be again? 24

Whate'er the theme, the Maiden sang
 As if her song could have no ending;
 I saw her singing at her work,
 And o'er the sickle bending;
 I listened, motionless and still;
 And, as I mounted up the hill,
 The music in my heart I bore,
 Long after it was heard no more. 32

William Wordsworth

III A few new words to note

b hold (old use)	:	look at
y on (old use)	:	over there
h ighland lass	:	a young woman who lives in the mountainous regions in the north-west of Scotland
m elancholy strain	:	sad song
v ale profound	:	deep valley
c haunt	:	sing, chant
w eary	:	tired
b ands	:	groups of people
h aunt	:	a place frequently visited
No Nightingale ... s ands:		even the song of the nightingale, which comforts tired travellers resting in some Arabian oasis, would not be so soothing as the girl's song.

H ebrides	:	the most remote group of islands that lie to the north-west of Scotland
p laintive numbers	:	sad song
h umble lay	:	ordinary song

IV Let's take a closer look at the poem.

- a Read the poem carefully and mark the true statements with a and the false statements with a .
- 1 The Highland girl who sings is alone in the valley.
 - 2 The song is a joyous song.
 - 3 The valley is overflowing with her song.
 - 4 The song of the Highland lass is sweeter than the song of the nightingale.
 - 5 The cuckoo sings better than the Highland girl.
 - 6 The poet has heard her sing sometime in the past.

- 7 He has no idea what she is singing about.
- 8 The poet stood listening to the song motionless and still.
- 9 The poet carried the music in his heart.

b Read the poem again and try to answer the following questions.

- 1 Can you take out the words the poet uses to describe the girl? What do they emphasise?
- 2 What could be the theme of the girl's song?
- 3 What was the girl doing?
- 4 What was the immediate reaction of the poet when he heard the song?
- 5 What song is said to welcome tired travellers resting in the Arabian oasis?
- 6 What breaks the silence of the Hebrides?
- 7 What, according to the poet, might be the theme of the song? What is common to the themes he suggests?
- 8 Was the poet able to understand the theme of the song? Which lines tell you this?
- 9 Where do you think was the poet while he listened to the song?
- 10 What place has nature in providing the background to the song of the Highland lass?
- 11 What does the poet carry with him long after the song was heard no more?

V Let's enjoy the poem.

a Let's bring out the beauty of the poem.

- 1 Does the girl sing in the beautiful backdrop of the Highlands?
- 2 Why does she sing all by herself? Does her singing lighten her work?
- 3 Why does the poet imagine that her song is about old 'unhappy far off things'?

- 4 Bring out the beauty of the two comparisons in stanza 2.

[hints: 1 The weary travellers in an oasis are comfortable after a long journey. If they have the song of the nightingale to gladden their hearts, the pleasure is greater.

2 At the end of the cold winter, the coming of spring is marked by the voice of the cuckoo. Its song is most thrilling. But the pleasure the song of the solitary reaper brings is greater.]

b Let's comment on the poem.

- 1 "Stop here or gently pass." Why does the poet say so? Choose your answer from the following.
 - a The poet is worried that the girl would stop singing if she saw a stranger in the lonely place.
 - b Someone who passes by has no time to stop and enjoy the song. Let him move away without disturbing the girl.
 - c It would be an insult to the girl if the passer-by did not stop and listen to her song.
- 2 "The music in my heart I bore". Can you say this is a poem of recollected memory? What are the specific clues to the answer?

VI Let's examine the poetic touches and effects.

- 1 Is the rhyme scheme different for stanza 1 and stanza 4? Does it differ from stanzas 2 and 3?
- 2 "The vale profound is overflowing with the sound." What figure of speech is it?
- 3 What different images of country life do you get in the poem?

- 4 What are some of the most melodious lines in the poem?
- 5 Can you say how the poet gives ecstatic expression to his emotions? (choice of words, tone, sensuous images, subjectivity (making the poet's responses to the girl's song deeply personal), association of ideas, etc.)

VII Let's follow up.

Can you recall some touching experience in your life that pained you or lifted a heavy weight of sorrow off your chest? Attempt to write a short poem on the experience.

VIII About the poet

William Wordsworth (1770-1850) was a major English Romantic poet. He was poet Laureate of England (1843-50). He was a great lover of nature. He wrote poems on simple and humble things in life.



Unit 5

On the Rule of the Road

I Come, let's discuss.

Do you always follow the rule of the road, for example, when you walk along the road / cross the road / ride a bicycle or park it / go in a procession...?

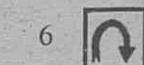
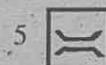
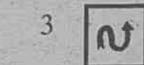
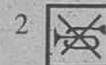
Quite often you do, and sometimes, you don't. When you do not follow the rule of the road you might, by chance, meet with an accident. If you want to follow the rule of the road you ought to know the traffic signals and a lot of other things too.

Why do you observe the rule of the road? Does it make it easier for you — and the others — to use the road more conveniently? Discuss.



This sign means *school ahead/drive slowly*.

Some road signs are given below. Can you say what these signs indicate? Discuss with your partner.



II Let's read on.

Do you think the rule of the road is also guide for orderly life? Here is a passage entitled *The Rule of the Road* by A.G. Gardiner.

ON THE RULE OF THE ROAD

A.G. Gardiner

1 That was a jolly story which Mr Arthur Ransome told the other day in one of his messages from Petrograd. A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril¹ to herself. It was pointed out to her that the pavement was the place for foot-passengers, but she replied: "I am going to walk where I like. We've got liberty now". It did not occur to the dear old

lady that if liberty entitled the foot-passenger to walk down the middle of the road it also entitled the cab-driver to drive on the pavement, and that the end of such liberty would be universal² chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

2 There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well

1 peril : serious danger

2 universal : total, spreading everywhere

to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved; the liberties of everybody must be curtailed. Often you may have to submit to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.



3 Liberty is not a personal affair only, but a social contract. It is an accommodation of interests³. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the street in a dressing gown, with long hair and bare feet, who shall say me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or wearing a frock-

coat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may be a Protestant or a Catholic or whether you may marry the dark lady or the fair lady.

4 In all these and a thousand other details you and I please ourselves and ask no one's leave⁴. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But once we directly step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the trombone⁵ from midnight till three in the morning. If I went on to the top of Helvellyn to do it I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets, the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet. There are a lot of people in the world and I have to accommodate my liberty to their liberties.

5 I got into a railway carriage at a country station the other morning and started reading a Blue-Book. I was not reading it for pleasure. The truth is that I never do read Blue-Books for pleasure. I read them as a barrister reads a brief,

3 accommodation of interests: making slight changes or sacrifices to suit other people

4 leave (n) : permission

5 trombone : large musical instrument resembling a trumpet

for the very humble purpose of turning an honest penny out of them. Now, if you are reading a book for pleasure it doesn't matter what is going on around you. I think I could enjoy Tristram Shandy or Treasure Island in the midst of an earthquake.

6 But when you are reading a thing as a task you need reasonable quiet. That is what I didn't get, for at the next station in came a couple of men, one of whom talked to his friend for the rest of the journey in a loud and pompous⁶ voice. As I wrestled with clauses and sections in the Blue-Book, his voice rose like a gale⁷, and his family history, the deeds of his sons in the war, and his criticisms of the generals and the politicians submerged my poor attempts to hang on to my job. I shut up the Blue-Book, looked out of the windows, and listened wearily⁸ to his thundering voice. It was like a barrel-organ⁹ groaning out some banal song of long ago.

7 If I had asked him to be good enough to talk in a lower tone I dare say he would have thought I was a very rude fellow. It did not occur to him that anybody could have anything better to do than to listen to him, and I have no doubt he left the carriage convinced that everybody in it had, thanks to him, had a very illuminating journey, and would carry away a pleasing impression of his

encyclopaedic range. He was obviously a well-intentioned person. The thing that was wrong with him was that he had not the social sense. He was not "a clubbable¹⁰ man".

8 A reasonable consideration for the rights or feelings of others is the foundation of social conduct. I believe that the rights of small people and quiet people are as important to preserve as the rights of small nationalities.

9 Let us take the trombone as an illustration again. Hazlitt said a man who wanted to learn that fearsome¹¹ instrument was entitled to learn it in his own house, even though he was a nuisance to his neighbours, but it was his business to make the nuisance as light as possible. He must practise in the attic, and shut the window. He had no right to sit in his front room, open the window, and blow his noise into his neighbours' ears with the maximum of violence. Now think of another person who has brought a very blatant gramophone, and on Sunday afternoon sets the things going, opens the windows and fills the street with *Keep the Home Fires Burning* or some similar banality. What are the right limits of social behaviour in a matter of this sort?

10 If you like the gramophone you are entitled to have it, but you are interfering

6 pompous : self-important

7 gale : strong wind

8 wearily : with annoyance

9 barrel-organ : a musical instrument

10 clubbable : sociable

11 fearsome : very frightening to look at

with the liberties of your neighbours if you don't do what you can to limit the noise to your own household. Your neighbours may not like *Keep the Home Fires Burning*. They may prefer to have their Sunday afternoon undisturbed, and it is as great an impertinence¹² for you wilfully to trespass on their peace as it would be to go unasked into their gardens and trample¹³ on their flower beds.

11 I suppose the fact is that we can be neither complete anarchists nor complete socialists in this complex world — or rather we must be a judicious mixture of both. We have both liberties to preserve — our individual liberty and our social liberty. I shall not permit any authority to say that my child must go to this school or that, shall specialize in science or arts, shall play rugger or soccer¹⁴. These things are personal. But I cannot have the liberty to be a nuisance to my neighbours or make my child a burden and a danger to the commonwealth.

12 It is in small matters of conduct, in the observance of the rule of the road, that we pass judgement upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the

little habits of commonplace social exchanges that make up the great sum of life and sweeten or make bitter the journey. I hope my friend in the railway carriage will reflect on this. Then he will talk in a way that will permit me to read my Blue-Book undisturbed.

(slightly abridged and adapted)

About the author

A.G. Gardiner (1865 - 1946) is one of the most popular essayists of 20th century. He wrote his essays under the pseudonym 'Alpha of the Plough'. He was the editor of the liberal paper *Daily News* for many years. His essays are uniformly elegant, graceful and humorous. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner. *The Pillars of Society*, *Pebbles on the Shore*, *Many Furrows* and *Leaves in the Wind* are some of his best known writings. The present extract is from *Leaves in the Wind* (1918).

Notes and references

the rule of the road: in the literal sense means the rules of traffic prescribing how foot-passengers and vehicles should make use of the road for greater safety and convenience. In a wider sense it has implications for life too. Every individual may sacrifice some of their liberties so that the essential liberties of others are preserved. Gardiner remarks that a reasonable consideration for the rights or feelings of others is the foundation of smooth social conduct.

Arthur Ransome : the correspondent of the Daily News in Russia

12 impertinence : rudeness

13 trample (v) : walk on something and damage it

14 rugger or soccer: both are football games. Rugger is Rugby football where the players are permitted to carry the ball and to hold an opponent doing this

Petrograd : known as St. Petersburg, a city in Russia

got liberty now : the woman refers to the new freedom brought by the Russian Revolution of 1917

Helvellyn : the highest mountain in England (949 metres)

Blue-Book : a parliamentary or privy council report, an official publication in blue cover

Tristram Shandy : a humorous novel by Lawrence Sterne, published in the 18th century

Treasure Island : a novel of adventure by R.L Stevenson, published in 1883

Hazlitt : William Hazlitt (1778-1830) the English essayist and critic

Keep the Home Fires Burning : a popular song

Words, phrases and idioms

peril (n) : danger

The journey through the mountains was fraught with *peril*. (full of danger)

perilous (adj) : Some of the country roads here are quite *perilous* for motorcyclists.

curtail (v) : reduce

During a war the personal liberties of citizens are often *curtailed*. **curtailment** (n)

chaos (n) : confusion

A serious accident caused traffic *chaos* on the highway yesterday.

A mad elephant created *chaos* in the street.

anarchy (n) : a situation in which people do not obey rules and laws

France was in a state of *anarchy* soon after the Revolution. **anarchic** (adj)

ridiculous (adj) : very silly or unreasonable

It is *ridiculous* to expect a two year old child to be able to read!

Do I look *ridiculous* in this colourful dress?

harsh (adj) : very strict and unkind

Mad with anger, he spoke *harsh* words to his brother.

conventional (adj) : traditional, customary; old-fashioned

I find his paintings rather dull and *conventional*.

In many countries, it is *conventional* to wear black at funerals.

odd (adj) : strange

His grandfather was an *odd* man. He always wore a hat inside the house.

oddity (n)

wrestle with : try hard to deal with something that is difficult

The government is *wrestling with* difficult economic problems.

banal (adj) : ordinary; uninteresting

His ideas were quite *banal*. No one listened to his long lecture. **banality** (n)

blatant (adj) : (here) noisy

wilfully (adv) : intentionally

You *wilfully* disobey the law if you refuse to pay taxes.

judicious (adj) : reasonable; done in a careful way

We should make *judicious* use of the natural resources available to us.

trespass : *go into somebody's land or property without permission*

"*Trespassers will be prosecuted.*"

III Read and respond.

i Here are some instances of what certain people do. Say which of them lead to the first situation and which of them lead to the second situation. Explain your answer in two or three sentences. One has been done for you.

Situations

- 1 Individual liberty becomes social anarchy.
- 2 Curtailment of private liberty makes your liberty a reality.

Actions

- 1 A cab-driver drives on the pavement.

Answer :

This leads to the first situation. If a cab-driver drives on the pavement, foot-passengers won't be able to walk safely on the pavement. Thus individual liberty becomes a threat to society leading to social anarchy.

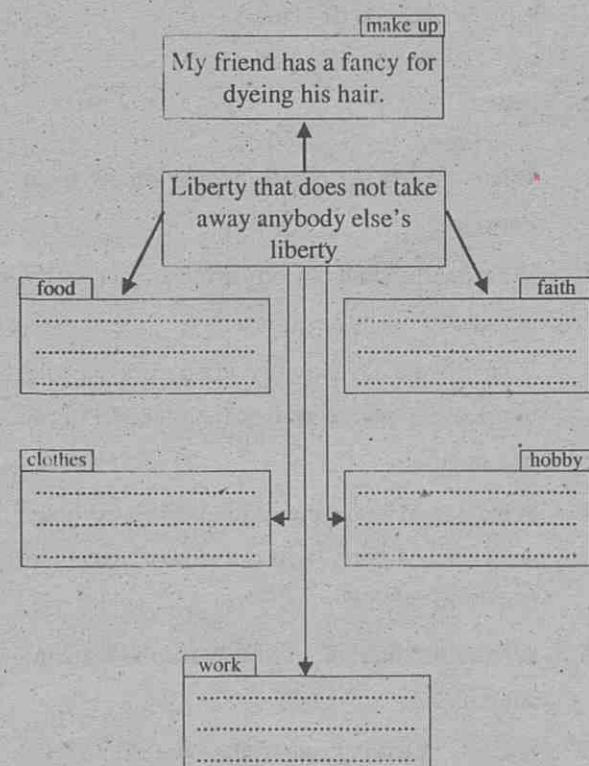
- 2 Foot-passengers take the liberty to walk down the middle of the road.
- 3 A man practises *tabala* in a closed room from midnight till three in the morning.
- 4 A person talks in a loud and pompous way in a railway carriage.
- 5 A parent decides to send his son to Fagin's Academy for pick-pockets.
- 6 Children play cricket in the street.
- 7 A man tries to jump the queue and buy tickets for a film.

ii State whether the following statements are true or false.

- 1 Individual liberty can lead to social anarchy.
- 2 Curtailment of personal liberty gives others greater freedom to enjoy their liberty.
- 3 You have the liberty to laugh at me, but I don't have the liberty to be indifferent to you.
- 4 A person's liberty to practise trombone in the night might interfere with the liberty of other people to sleep in quiet.

- 5 The author reads the Blue-Book for pleasure.
- 6 The man who talked to his friend in a loud and pompous voice in the railway carriage is a clubbable man.

iii Give five instances of the use of one's liberty which do not clash with anybody else's liberty. Here is an instance for you.



iv Match the items in column A with those in B.

A	B
1 The stout old lady with a basket in her hand	when everybody gets into everybody else's way.
2 The lady argued that she was	when everybody enjoys their liberty without consideration for others.
3 Universal chaos is the end result	walked down the middle of the road.
4 Individual liberty becomes social anarchy	which is an accommodation of interests.
5 Liberties of all can be preserved	only when a social order is maintained through sacrificing private liberty.
6 Liberty becomes a reality	by curtailing some of the liberties of everybody.
7 Liberty is a social contract	free to walk anywhere she liked.

v Answer the following questions in two or three sentences each. (The passage is conveniently divided into the following sections.)

Section I - Para 1,2,3

Section II - Para 4,5,6,7

Section III - Para 8,9,10

Section IV - Para 11,12

Section I

- 1 What did Mr Arthur Ransome report from Petrograd?
- 2 What did the stout old lady do? Can you justify her action? Why?
- 3 What did the old lady say when someone told her that the pavement was the place for foot-passengers?
- 4 What would be the consequence if everybody used their liberty without considering the liberty of others?
- 5 When does individual liberty turn into social anarchy?
- 6 Broadly speaking, what does the rule of the road mean?
- 7 When does our liberty become a reality?

Section II

- 8 When does personal liberty of action become qualified by other people's liberty?
- 9 Why does the author say that it would be good to practise trombone on the top of Helvellyn and not out in the streets?
- 10 What distracted the author when he was reading the Blue-Book in a railway carriage?
- 11 What does the author say about the man who talked in a loud and pompous voice?

Section III

- 12 Why does the author say that the man in the railway carriage was not a clubbable man?
- 13 What do you think is the foundation of smooth social conduct?

Section IV

- 14 Why does the author say that we can be neither complete anarchists nor complete socialists in this complex world?
- 15 How, according to the author, do we declare that someone is civilized or uncivilized?

IV Read and write.

- a How does Gardiner show that liberty is not a personal affair but a social contract?

or

Do you agree that we have to preserve both the liberties — individual liberty and social liberty?

Form convenient groups and discuss. The hints given below will help you.

Individual liberty curtailed to preserve social liberty — example of old lady walking where she liked — does not realize such liberty would create social anarchy — matters which do not touch any one else's liberty — Blue-Book incident in a railway carriage — reasonable consideration for the rights and feelings of others is the foundation of social conduct — rights of small people and quiet people are as important to preserve as the rights of small nationalities — difficult to decide who should surrender their liberty to whom — have to preserve individual and social liberties — have to show that we are civilized

V Put it this way.

Expressing condition

Read the following sentences from the passage *On the Rule of the Road*.

- 1 If I have a fancy for dyeing my hair, ... I shall follow my fancy and ask no man's permission.
- 2 If I do it out in the streets, the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet.

Now look at the following picture and read the dialogue between Mother and Vimal.



- Mother : No, Vimal, don't do that. If you pull its tail, the cat will scratch you.
- Vimal : No, mother, it won't. If it turns back on me, I will let it go.
- Mother : If you waste time playing, you won't be able to do your homework.
- Vimal : Yes, I *have* my homework to do. But it seems I have lost my pen. If I have no pen, how do I do my homework? Nirmal, can you get me a pen?
- Nirmal : Sorry, I'm a bit busy. But if I go out, I will buy you a pen.

This structure is often called the first conditional (Type 1). It indicates that the possibility in the if clause is real. We also use this structure when there is a possibility that the situation in the 'if clause' is true in the present.

More examples:

- 1 If it *rains*, we *will put off* the match.
- 2 If we *put off* the match, we *may fix* it for next week.
- 3 If we *fix* it for next week, we *can sell* more tickets.
- 1 Make a few connected sentences with the hints given in the picture. One has been done for you.
- 1 If you play cricket on the road, the ball may hit passing vehicles.



2 If the ball ...

3 If a vehicle ...

2 **Put the correct form of the verb given in brackets and complete the following sentences.**

e.g. If we ... (run) out of oil, we ... (need) other forms of energy.

If we run out of oil, we will need other forms of energy.

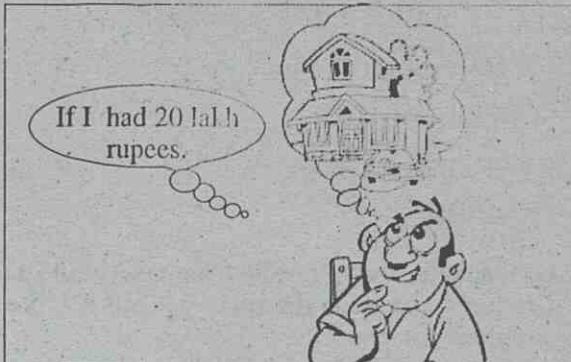
1 Pollution ... (increase) if we ... (use) too much oil and coal.

2 If pollution ... (increase), more and more trees ... (die).

3 The climate ... (change) if more and more trees ... (die).

Now look at the following sentence from the passage.

If I went on the top of Helvellyn to do it, I could please myself.



Here Mr Balan thinks about an unlikely situation. He fancies about it.

This structure is often called the 'second conditional' (Type II). We use this structure to talk about unreal present or an unlikely future situation. We also use sentences like these to talk about unlikely present or future situations.

If I had 20 lakh rupees, I would buy a car and a big house in town (but I don't have 20 lakh rupees.)

If I did not feel so tired, I would come out with you. (But I feel very tired.)

If I did not go to the party, he would be offended.

The past form of the verb: did not go does not have a past meaning in sentences like these; it shows hypothetical present or future.

3 Take a look at the picture below and complete the sentences suitably.



1 What would the woman do

if she knew the man had doubtful intentions?

a She _____ him to go away. (tell)

b She _____ her purse away. (move)

c She _____ the police. (call)

2 What would the man do

if he knew that the police was there?

a He _____ to take the purse away. (not try)

- b He _____ away. (run)
 c He _____ somewhere. (try to hide)

4 Look at the picture below and read the following:



[From Delhi Arun came to Thiruvananthapuram by the morning flight. He came home by a taxi from the airport. He had not informed his wife that he was coming. It was a surprise to her.]

If he had informed her, she would have received him at the airport.

If she had gone to the airport by car, he would not have hired a taxi.

This structure is often called the third conditional (Type III). We use this structure to talk about unreal past situations. The verb in the if-clause is in the past perfect tense. The time is past and the condition could not be fulfilled because the action in the if-clause did not happen.

If the weather had been nice yesterday, I would have gone to the beach. (But the weather was not nice and I did not go to the beach.)

If I had worked hard, I would have passed the examination.

5 Put the verbs in the correct form: the past perfect, or would (n't) have + past participle. One has been done for you.

I If I (not /be) so busy yesterday, I would have invited you to tea.

If I had not been so busy yesterday, I would have invited you to tea.

- 2 If you had been to the film, you (enjoy) it.
 3 She would have stayed at the hostel if she (have) the opportunity.
 4 If he had been more careful, he (not /meet) with the accident.

Note the following:

Time 1:45

If we leave at 2.00 we will arrive at 3.15 (we are likely to leave at two.)

Time 1:50

If we left at 2:00 we would arrive at 3:15. (But we won't leave at 2:00. It is not possible for us to get ready in 10 minutes.)

Time 3:40

If we had left at 2:00, we would have arrived at 3:15. (But we started late so we could not arrive in time. Alas! We missed the train.)

iv Expressing possibility



- Liju : There is someone on the line.
 Reemy : It may be Sally. (Perhaps it is Sally.)
 Liju : We are not sure what we are going to do tomorrow. Perhaps Sally will tell us.

Reemy : We *right* go to the beach. (Perhaps we will go to the beach.) "Where is Simon?"

Liju : He *could* be in the dining room. (Perhaps he is in the dining room. I'm not sure.)

Please wait. Let me answer the phone.

We use 'may', 'might' or 'could' to talk about present or future possibility. 'Might' is normally a little less sure than 'may'. 'Could' is normally less sure than 'may' or 'might'.

You will see a few tasks based on the above items in the Practice Book. Try and do them. Your teacher will help you.

VI Say it this way..

Agreeing and disagreeing

Planning a trip

Satheesh : Why can't we visit Chennai this time?

Leena : It's really a nice place to visit. But I'm afraid our trip will be expensive.

Rajeesh : Leena is right. Shall we go to some other place? Let's go to Kodaikanal.

Satheesh : That's a good idea. But we have been there before.

Ligi : Why not Malampuzha, then?

Leena & Satheesh : Ah! that's wonderful.

Now, practise the dialogue with your partners.

VII Listen and do.



You will now listen to a story. Listen carefully.

The Cat, the Tortoise and the Law of Gravity*

You have now listened to a talk on The Cat, the Tortoise and the Law of Gravity.

Now try and answer the following questions:

I Choose the correct answer from those given:

1 The tortoise's claim was that

- a he could run faster than the cat.
- b he could travel 100 metres as fast as the cat.
- c he could quote the law of gravity anytime.

2 The tortoise's calculations went wrong because

- a he wasn't as agile as the cat.
- b the tower was taller than he had thought.
- c the cat jumped faster than the tortoise.

3 The tortoise led the cat to the top of the tower because he hoped to

- a teach the cat how the law of gravity worked.
- b show the cat how high the tower was.
- c equal the cat in speed.

4 The tortoise had to spend a long time in hospital because:

- a the law of gravity did not work.
- b his shell and bones had broken as a result of the fall.
- c the cat had pushed the tortoise down from the tower.

II Say if the following statements are true or false:

1 The teacher failed to convince the tortoise about the law of gravity.

2 The cat was happy with the idea of jumping down from a height of 100 metres.

3 The cat refused to jump from the top of the tower.

4 The cat and the tortoise hit the ground at the same time.

5 The tortoise could not get to the ground safe despite all he had learnt about gravity.

* Note to the teacher: Please see Appendix I. You may also refer to the general guidelines given in the Teachers' Sourcebook.

- 6 The knowledge of the law of gravity and its applications helped the tortoise to defeat the cat.

III Answer the following questions in a phrase or sentence each.

- 1 What gave the tortoise the courage to challenge the cat?
 - 2 Why did the cat agree to have a competition with the tortoise?
 - 3 Had the tortoise known the workings of the law of gravity?
 - 4 What do you learn from this story?

VIII Try and use these words.

Choose the right word from the computer print-out and complete the passage suitably.

- generous
- chaos
- sociable
- pavement
- odd
- gale
- trampled
- ridiculous
- trespass

and invited us for a cup of tea. We thanked her and left for the botanical gardens after the gale had subsided.

IX Do these activities.

- a One who plays a violin is a violinist. Similar definitions of six other professionals are given in six strips of paper kept in a box. Pupils in the class may be divided into six groups. Each group may pick a strip. They have to find one word for the definition. They have to say it and mime the action. Your teacher will mime the role of a violinist.

- one who controls a cricket match
 - a person who specialises in dental care
 - one who takes pictures on a video camera
 - a person who takes photographs
 - one who plays the 'tabala'
 - a group of musicians who play different musical instruments together

b Portfolio

The author cites instances of someone playing the trombone, playing the gramophone, talking loudly in the railway carriage, in the passage. Give instances of people doing things without any consideration of the feelings of others. Write any two such instances in your collection book. Give a suitable title.

X Read aloud.

That was a jolly story | which Mr Arthur Ransome told | the other day | in one of his messages | from Petrograd. A stout old lady | was walking with her basket | down the middle of a street | in Petrograd | to the great confusion of the traffic | and with no small peril to herself. | It was pointed out to her | that the pavement was the place for foot passengers | but she replied: | "I am going to walk where I like. | We've got liberty now". | It did not occur to the dear old lady | that if liberty entitled the foot-passenger |

to walk down the middle of the road | it also entitled the cab-driver to drive on the pavement | and that the end of such liberty | would be universal chaos. | Everybody would be getting in everybody else's way| and nobody would get anywhere | Individual liberty | would have become | social anarchy.

XI Study skills

- a *Say and speak* are words which have more or less the same meaning with some slight differences. Some synonyms or near synonyms of *say / speak* are given below. Now, fill up the blanks in the following statements with suitable words from the box. You may refer to a dictionary, if necessary.

answered	asked	cried
drawled	exclaimed	explained
grumbled	muttered	pleaded
shouted	stammered	whispered

- 1 The tourist _____ the policeman for directions.
- 2 Lazily, he _____ out the answer to my question.
- 3 He _____ some completely incoherent words.
- 4 “Fif... fif ... fifty, sss... sent, pl ... please”, he _____.
- 5 She came close and _____ in my ear.
- 6 He _____ unhappily to himself after he was scolded by the teacher.

- 7 The prisoner _____ to the Judge to spare his life.
 - 8 The sergeant _____ out his commands to the recruits.
 - 9 She _____ all the questions correctly.
 - 10 The boy _____ why he was late to school.
 - 11 “Wow!” he _____ in surprise.
 - 12 “Ouch!” he _____ out in pain.
- b When an abbreviation includes the first and the last letters of a word, the full stop is usually omitted. (e.g. *Mr Mrs*). There is no rule about this and it is certainly not wrong to add a full stop (*Mr. Mrs.*). For other abbreviations full stops may or may not be used. Some abbreviations are given below. Refer to a dictionary and find out their full forms.

M.A. B.A. Oct. D.T.P. S.O.S.
 P.T.O. Prof. Incl. hr. Maths. a.m.
 Co-op. e.g. esp. Lt. V.I.P. Supdt.
 tech. I.S.D. S.T.D.

XII Let's now complete the tasks in Practice Book.

A few tasks based on this unit have been given in the **Practice Book**. They form an integral part of this unit. Don't forget to do them. Your teacher will help you.

Poem 5

Come Live with Me

I Let's start.

You have heard of shepherds, haven't you? What sort of folk are they? Do you think shepherds have nothing else to do except graze sheep? Aren't they like other people? Do they have a life just as easy or as difficult as ours? Do they have hopes and aspirations as we have? Do you think their needs are simpler and fewer than ours? Have you ever wondered about their customs and manners and their social life? Do they go through the various stages of courtship and love as most urban people do?

Come live with me, and be my love,
And we will all the pleasures prove
That hills and valleys, dales and fields,
And all the craggy mountains yields.

4

There we will sit upon the rocks,
Seeing the shepherds feed their flocks
By the shallow rivers, to whose falls
Melodious birds sing their madrigals.

8

And I will make thee beds of roses
With a thousand fragrant posies,
A cap of flowers and kirtle
Embroider'd all with leaves of myrtle.

12

A gown made of finest wool
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of the purest gold;

16

A belt of straw and ivy buds,
With coral clasps and amber studs,
And if these pleasures may thee move
Come live with me, and be my love.

20

If a shepherd invites a maiden from the town to be his love, would she accept him?

II Let's listen.

Your teacher will recite/ read out the poem to you. Listen carefully and try to gather the main ideas and enjoy the music and the rhythm of the poem.



The shepherd swains shall dance and sing
 For thy delight each May-morning;
 If these delights thy mind may move,
 Then live with me, and be my love.

24

Christopher Marlowe

III A few words to note

yield (v)	: provide, offer
madrigal	: a song, often about love, to be sung by several people
posy	: a small bunch of flowers
embroider	: decorate; deck
kirtle	: (old use) a long gown worn by women
myrtle	: a bush with shiny leaves and sweet-smelling white flowers
lined slippers :	footwear with lining inside for strength and support
ivy	: an evergreen creeper
coral	: a pinkish orange rock-like substance formed in the sea, sometimes used in jewellery
clasp	: a small metal device used to fasten a belt, a bag or a piece of jewellery
amber	: a hard clear yellowish brown substance used for making ornaments
stud	: a small piece of jewellery worn in the ear
move (v)	: cause to have strong feelings such as sadness, sympathy, happiness or admiration
swain	: (old use) a country youth
thy	: (old use) your

IV Let's understand the poem.

a Read the poem carefully and try to answer these questions.

1 Is it obvious that the poem deals with the lives of shepherds? What are the clues, if any, that tell us so?

- 2 Do we get a hint that the girl he is inviting to be his love is a city girl?
- 3 What does the shepherd offer her if she chooses to live with him? Will she miss some of the pleasures of city life?
- 4 How does the shepherd expect to make up for the losses the city girl is likely to suffer in case she goes away with him to the countryside?
- 5 Is the young shepherd very sure that his lady love will accept his offer? Do you think his offer is somewhat diffident? Why?
- b Read the poem again and try and answer these questions.
- 1 Do you think the shepherd is aware of the difference between the simple joys of the countryside and the pleasures of the city? Does he try to offer the urban girl a few things that are usually available only in the city? (stanzas 4 and 5)
- 2 Do you get hints of an alliance or combination that cannot work out? Can you attach coral clasps and amber studs to a belt of straw and ivy buds? (stanza 5)
- 3 Do you think the shepherd is passionately in love with the girl or is he merely taking a chance? Why does he repeat the words of the first line of the poem at different places?
- 4 Though this is supposed to be a pastoral poem, does it really praise a simple and happy life? Or does it bring out its contradictions?

V Let's enjoy the poem.

- a Let's bring out the beauty of the poem.
- 1 Do you think the very first line of the poem strikes a conditional note?
 - 2 What does the shepherd want to prove in the company of the girl?
 - 3 What does the shepherd think are the sources of fun and pleasure for him?
 - 4 What provides the background music to the waterfalls?
 - 5 What sort of a bed has the shepherd in mind for his love?
 - 6 Why does he speak of a gown and fair-lined slippers? Does he want to reassure the girl that she will miss nothing she was used to back at home?
 - 7 Does the shepherd feel that the pleasures he has in store for her are enough to move anyone?
 - 8 What is the most impressive of the entertainments he offers his love?
 - 9 Why does the shepherd appeal to the girl's mind, rather than to her heart? Does he fear that the girl might hastily say no to him?
- b Let's comment on the following.
- 1 What are the objects the shepherd mentions as joyous and typical of his home? List them and say if his world is limited to them.
 - 2 Give instances of the idle life the shepherd promises to give his love.
 - 3 Do lined slippers which buckles of purest gold, coral clasps and amber studs sound too far-fetched for a shepherd? Don't they belong to the fashionable world of the sophisticated city

folk? Do you think the shepherd is rather unrealistic in his claims? Why?

- 4 Does it appear that there is an attempt here to marry the simple with the complex which is an impossible proposition? How do features of a rural life presented here contrast with features of city life?
- 5 There is always a tendency on the part of the village folk to imitate the townsfolk. Why are certain items of cloth and footwear mentioned in the poem? What do they highlight?

VI Let's examine the poetic touches and effects.

- a Let's take a look at the poet's art/ craft.
- 1 Do you think the poem is a set of six stanzas or a set of 12 couplets? The rhyme scheme gives you the clue. (aa, bb, cc, dd, ee, ff)
 - 2 The metre employed here, as you may know, is *iambic pentameter* with minor variations: each foot is marked by an unstressed syllable followed by a stressed syllable. Can you point out a few variations? For example the first line: **Come live with me and be my love** (the stressed syllables are shown in bold).
 - 3 Iambic pentameter, being closest to the speech rhythm of everyday life, suits the character of the shepherd who makes no claims to be very clever but is rather foolish in asking a city girl to join him to partake of his simple joys.
 - 4 The images in the poem are noteworthy. Roses and myrtles represent love; flocks by shallow rivers indicate simplicity. The dress material the shepherd refers to marks a contradiction — the impossible combination of two ways of life.
 - 5 Alliteration is quite liberally employed by the poet: **live and love, we and will, pleasures and prove.** Can you find more example?

- 6 The peculiar rhyme of *prove* and *love* was typical of Marlowe's times. The endings were pronounced alike in his time.

VII Let's follow up.

- 1 Imagine you like someone intensely and you want to tell him/ her what joys you want to share with him/ her. Try your hand at composing a few lines in the manner of the poem we have just read and enjoyed.
- 2 There are many other poems in English which you can compare and contrast with *Come Live with Me*. For example, there is *To His Coy Mistress* by Andrew Marvell. Look for poems on the same or a related theme in your mother tongue (for instance *Ramanan* by Changampuzha) or any other language you know.
- 3 Can you write a few lines in a stanza or two on how you feel for your mother/ father/ brother/ sister who loves you, helps you and makes you ever so happy.

VIII About the Author

A contemporary of Shakespeare, Christopher Marlowe, (1564-93) was a brilliant playwright and poet. Marlowe's poetry has an unequalled lyrical quality. His development of blank verse influenced Shakespeare. Among his plays are *Tamburlaine the Great*, *Dr Faustus* and *Edward II*. Marlowe was charged with atheism. While awaiting trial, he was killed in a tavern brawl.



I Come, let's discuss.

Are you in the habit of worrying about small things?

What is it that worries you often?

Do you have worries that never go away?

II Let's read on

Here is someone who is terribly worried about something he has done.

Read the story and find out what it is.

THE SNEEZE

Anton Chekhov

1 One beautiful evening, Ivan Tcherviakoff, a minor official, was sitting in the opera-house¹ watching a famous opera. As he sat there, he felt extremely relaxed and happy. But suddenly his face grew wrinkled, his eyes rolled, and he held his breath — he took off his glasses, bent forward, and ha-choo! he sneezed.

2 Now, sneezing is not prohibited² to anyone. Peasants sneeze, and chiefs of police sneeze, and even politicians sneeze; everyone sneezes. Naturally, Tcherviakoff did not feel embarrassed³ at what he had done. He wiped his nose with his handkerchief and glanced about him politely to make sure that he had not disturbed anyone by his sneezing. And then he felt deeply ashamed. He saw that an old man who was sitting in front of him was painfully wiping his bald spot

What do you do when you are worried too much about small things? Is it possible for you to stop worrying by analysing the cause of the worry? What happens if you are endlessly worried about something? Do your worries sometimes get on your nerves? What do you do to get over a chronic worry?

and the back of his neck with his glove and muttering⁴ something. He was, Tcherviakoff recognized, General Brizjaloff of the Department of Highways.

3 'I sneezed on him,' thought Tcherviakoff. 'He is not my chief, but still it is awkward. I must apologize.'

Tcherviakoff cleared his throat, shifted himself forward, and whispered in the general's ear, 'I beg your pardon, Your Excellency! I sneezed on you. I accidentally....'

'Never mind, never mind...'

'For Heaven's sake, excuse me. I I didn't mean to'

'Oh, sit down, please! Let me listen to what is being said.'

1 opera-house : theatre where plays are presented

2 prohibit (v) : prevent by law

3 embarrassed : uncomfortable

4 mutter (v) : speak quietly and in a low voice that is not easy to hear

4 Tcherviakoff was terribly confused. He smiled idiotically⁵ and began watching the opera again. He looked at the stage, but no longer felt happy. Anxiety was beginning to trouble him. During the next interval, he approached General Brizjaloff and murmured, 'I sneezed on Your Excellency. Excuse me. You see, Idid not do it to ...'

5 'Oh, enough of that! I had already forgotten about it and you keep on at the same thing!' said the general, impatiently twitching⁶ his lower lip.

6 'He says he has forgotten it, but there is malice⁷ in his eye,' thought Tcherviakoff, glancing at the general suspiciously. 'He won't even speak. I must explain that I didn't mean itthat sneezing is a law of natureor else he might think I was spitting. If he doesn't think so now, he will later.'

7 On reaching home Tcherviakoff told his wife about the incident. She was alarmed⁸ at first; when she learned that Brizjaloff was not her husband's chief, she felt reassured⁹.

'Still, you must go and apologize,' she said. 'He might think you don't know how to behave in society.'

'That's just it!' said Tcherviakoff.. 'I have apologized, but he acted so curiously. He didn't say anything

sensible. But, then, there was no time for conversation.'

8 The following day Tcherviakoff shaved, wore his new uniform and went to Brizjaloff's office to explain things to him. In the general's reception-room, there was a large crowd of petitioners. Sitting at a large table in the centre of the room was the general, who had already begun his reception. After he had interrogated¹⁰ several of the petitioners, the general raised his eyes to Tcherviakoff.



'Yesterday, at the opera-house, if you remember, Your Excellency.....' the little official began, 'I sneezed and accidentally spattered¹¹ you. Excuse'

'You are talking about the same thing again? What nonsense! What can I do for you?'

5 idiotically (v) : foolishly

6 twitch (v) : make a sudden uncontrolled movement

7 malice (n) : the wish to harm others

8 alarmed (v) : worried

9 reassured (v) : less worried

10 interrogate (v) : ask someone a lot of questions

11 spatter (v) : scatter drops of liquid on a surface

9 Tcherviakoff turned pale. 'He won't speak to me!' he said to himself. 'That means he is angry. I must explain the whole thing to him'.

10 When the general had finished his interview with the last petitioner and was leaving, Tcherviakoff stepped up to him and murmured, 'Your Excellency! If I dare to trouble you, it is only, I can assure you, from a feeling of repentance¹². I did not sneeze on purpose. Your Excellency must know that'

The general made a tearful face and waved his hand in despair. 'You are simply joking, sir!' he said disappearing behind the door.

11 'He says I am joking!' thought Tcherviakoff. 'But there is no joke about this at all. He is a general and he can't understand what a common man like me is going through! I am not going to beg that man's pardon again! I'll write him a letter, but I'll not come here again.'

12 Tcherviakoff could not stop thinking about the incident as he walked homewards. He did not write that letter to the general. He thought and thought, but could not think of anything to write. He decided to go back to the general the following day and explain everything in person.

12 *repetance* (n) : feeling sorry for and wishing that you had not done something bad

13 *mumble* (v) : speak something unclearly so that the words are difficult to understand

14 *quake* (v) : shake with anger

15 *horrified* : shocked greatly

13 'I came yesterday and troubled Your Excellency,' he mumbled¹³, as he faced the general, 'but not with the idea of joking, as Your Excellency remarked. I wanted to ask for your forgiveness because when I sneezed — I did not dream of joking. How could I dare do such a thing? To joke would be to show no respect for persons.'

'Get out!' roared the general, suddenly quaking¹⁴ and growing red in the face.

'What?' whispered Tcherviakoff. He was horrified¹⁵ to see the general so angry.

14 Something seemed to break inside Tcherviakoff. He stumbled through the door and out into the street. He could not see or hear a thing, and he crawled along the pavement. He walked home mechanically and when he reached there, he lay down on a sofa without taking off his uniform, and died.

About the author

One of the most brilliant among Russian dramatists, Anton Chekhov (1860 - 1904), combined in him 'a philosophic mind and a humanitarian gentleness of temper.' He has always shown an understanding heart. His observations were keen. He rendered his themes with sympathy and pity. Some of his one-act plays are hilarious while some other plays are full length tragedies. Exiled from Moscow in his last days Chekhov died young at the age of 44.



The Sneeze is typical of Chekhov's short stories.

Words, phrases and idioms

hold your breath: *breathe in and close your mouth to keep the air in your lungs*

I held my breath to watch the player net the winning goal.

not to be sneezed at: *good enough to be considered carefully*

An offer of one lakh rupees is not to be sneezed at.

stumble through: *walk in a way which does not seem controlled*

He stumbled through the rubble and hurt his ankle.

III Read and answer.

A Choose the correct answer to each question from the alternatives and put a in the box.

1 After sneezing, Tcherviakoff looked about him because

- he wanted to see if someone had noticed him.
- he wanted to see if he had disturbed anyone.
- he wanted to see if the General had noticed his presence.

2 Tcherviakoff felt deeply ashamed after sneezing, because

- he found that he had sneezed on General Brizjaloff.
- he saw General Brizjaloff looking at him angrily.
- others were disturbed due to his loud sneezing.

3 Tcherviakoff was terribly confused because

- he found that everyone in the house was looking at him.

the General asked him to sit down and let him listen to the opera.

the General had taken the sneezing incident very seriously.

4 The General impatiently twitched his lower lip because

- he had lost track of the plot of the opera as Tcherviakoff kept on sneezing.
- he found the opera very dull and wanted to leave early.
- he was irritated when Tcherviakoff brought the sneezing incident to him again and again.

5 The General thought Tcherviakoff was joking, because

- Tcherviakoff kept on apologizing for such a small thing.
- Tcherviakoff had a humorous way of saying things.
- the General thought that Tcherviakoff was the clown of the opera-house.

B Mark the true statements with a and false with a in the boxes given.

1 Tcherviakoff was very unhappy when he felt like sneezing.

2 Tcherviakoff's wife thought that he should apologize to the General.

3 Tcherviakoff did not get an opportunity to explain things to his satisfaction when he went to the General's office.

4 Tcherviakoff was a minor official in the Department of Highways.

5 Tcherviakoff worried too much about a minor incident and that proved to be his ruin.

6 The General took the sneezing incident seriously and initiated action against the offender.

C Answer the following questions in a sentence or two each.

- 1 Why did the General become angry when Tcherviakoff went to meet him in his office the last time?
- 2 Why were Tcherviakoff and his wife very particular that he should apologize to the General?
- 3 "He is a general and he can't understand what a common man like me is going through." What does this sentence tell us about Tcherviakoff's state of mind?
- 4 Why did the General remark that Tcherviakoff was joking?
- 5 "Get out," roared the General. Why did the General roar at Tcherviakoff?
- 6 What did Tcherviakoff do when the General roared at him?

IV Read and write.

a A journalist who prepared the story of Tcherviakoff on his computer for his newspaper finds that the different paragraphs got mixed up and he had to put them back in order. You may try and help him by putting the paragraphs in the right sequence.

- 1 Tcherviakoff waits at Brizjaloff's office till the General ends his day's business. When he was about to leave Tcherviakoff says he has a feeling of repentence for what he had done. The General waves his hands in despair and wondered if Tcherviakoff was joking.
- 2 Tcherviakoff speaks in a whisper in the General's ear begging his pardon. The General tells Tcherviakoff not to mind and let him listen to the opera.
- 3 Tcherviakoff goes to Brizjaloff's office to explain things to the general. He tells

Tcherviakoff it is nonsensical to talk about the same thing. Brizjaloff asks Tcherviakoff if he could do anything for the man.

- 4 Not being able to write a letter to the general Tcherviakoff goes back to the General the next day to explain everything in person. He mumbles that he was not joking when he spoke. The General roars at Tcherviakoff and orders him to get out.
- 5 At the interval Tcherviakoff goes to Brizjaloff repeatedly apologising for his unintentional act. The General says he had already forgotten it but Tcherviakoff was keeping on at it.

b

- 1 You find bits of short exchanges between Tcherviakoff and Brizjaloff. Copy them down and role-play them in your group.
- 2 Try and report the pieces of the dialogue. Remember, you have to reflect the attitude or mood of the speaker with suitable expressions that describe them. You may use some of them given in the boxes below and also add others to the list:

softly	gently	quietly
timidly	angrily	impatiently
foolishly	proudly	shamefully
anxiously	apologetically	idiotically
firmly	mildly	slyly

whisper	mumble	roar
say	speak	reply
add	enquire	ask
remark	exclaim	mutter

- a Write short paragraphs of four or five sentences on each of the following.
- 1 Do you think General Brizjaloff was angry with Tcherviakoff for having sneezed on him? Support your answer.

- 2 What clues tell you that General Brizjaloff did not expect Tcherviakoff to come to him and explain things?
 - 3 What effect did the incident at the opera house have on Tcherviakoff?
 - 4 Do you think General Brizjaloff was responsible for Tcherviakoff's death? Why?
 - 5 Suppose you meet the worried Tcherviakoff after the sneezing incident. What advice would you give him? Construct a dialogue between you and Tcherviakoff.
- b Imagine that Brizjaloff comes to know of Cherviakoff's death from newspapers. His meetings with Tcherviakoff come to his mind. Retell the story of *The Sneeze* from the General's point of view. You may begin like this:

One evening, I was sitting in the opera-house watching the performance ...

- c Answer the following in about 150 words.

Are you familiar with the idiom *make a mountain out of a molehill*? Review the incident that led to Tcherviakoff's death in the light of the idiom.

V Put it this way.

A "In the General's reception room, there was a large crowd of petitioners." This sentence can be rewritten without changing its meaning as: "A crowd of petitioners was there". Perhaps, you will expect a plural verb after 'petitioners'. But the word forms part of the phrase 'crowd of petitioners'. The real subject is 'a crowd'. Study the following sentences.

Three thousand rupees is not a big amount.

Two litres of paint is not enough to paint this room.

You will have noticed that expressions used to refer to quantities, amounts or a group of people usually take singular verbs even if the noun is plural.

Now read the following passage.

Eskimos are a race of people living in the cold northern areas of North America. Many Eskimos no longer live as they used to. Most of them live in



houses and they work in factories and for American oil companies. A great many Eskimos have become Americanised. They wear Western clothes and they go to school. A few of them speak English. Both men and women visit markets and buy food. Some of them even buy frozen meat and vegetables.

The verb of a sentence agrees with the subject. If the subject is singular, the verb is also singular. This agreement between the subject and the verb in a sentence is called CONCORD.

- i Now complete the following sentences using one of the alternatives given in brackets.
- 1 Rs.6000 to spare _____ nothing for Ramu. (is, are)
 - 2 Much water _____ flowed under the bridge. (have, has)
 - 3 Raghu, as well as his friends, _____ arriving by the evening train. (is, are)
 - 4 There are 7 boys watching T.V. One of them _____ my cousin. (is, are)

NO SMOKING

- 5 The Government _____ prohibited smoking in public places. (have, has)

- B Giving information about 'time' or 'reasons' and 'results'.

Let's study the following sentence.

Seeing that Rakesh was upset,

(= *Grandfather saw that Rakesh was upset*)

Grandfather consoled him.

(= *So he consoled Rakesh*)

Grandfather consoled Rakesh because he was upset. (reason)

Consider the following sentences.

1 Hearing a loud noise, the baby began to cry. (*The baby heard a loud noise. So it began to cry.*)

= When the baby heard a loud noise it began to cry. (time, reason and result)

2 Feeling tired, Anju went to bed.

(*Anju felt tired. So she went to bed*)

= Anju went to bed because she felt tired. (reason)

3 Having finished his lessons, Akash went out to play. (*Akash finished his lessons. Then he went to play.*) (*Akash had finished his lessons before he went out to play.*)

= When Akash finished his lessons he went out to play. (time)

Sentences 1,2 and 3 are of the same pattern. It is called *participial construction*.

Rewrite the following sentences as shown below.

1 Anand wanted to rest because he had been driving his car for five hours.

Having driven his car for five hours, Anand wanted to rest.

2 Kavitha took off her shoes before she walked into the house.

3 We saw Siraj when we arrived at the party.

4 Sneha did not spend much time shopping because she knew exactly what she wanted.

5 Vinod runs very fast because he is slim.

6 When Hridya had spoken to the manager she telephoned me.

Consider the following sentences.

'Grandfather's eyesight being rather weak, Rakesh would read to him from the newspaper.' (reason)

This sentence means,

Grandfather's eyesight was rather weak (Here we are talking about grandfather's poor eyesight) So, *Rakesh would read to him from the newspaper.* (Here we are talking about why Rakesh would read to him)

Now study the following sentences.

1 It being a holiday, we went out for a walk. (reason)

= *It was a holiday. So we went for a walk.*

(*We are talking about the day.*) (*We are talking about what we did.*)

2 Biju's father being a doctor, he knows something about medicines. (reason)

= *Biju's father is a doctor. Biju knows something about medicines.*

(*We are talking about Biju's father.*) (*We are talking about Biju.*)

3 The leader having been arrested, the followers left the place.

The leader had been arrested. Then the followers left the place.

● These sentences (1,2 and 3) form a special pattern. It is called *Absolute Construction*.

Study the following situations and describe them using absolute constructions:

1 The weather was fine. There were plenty of visitors to the park.

- 2 Petrol is very expensive these days. So Hari has decided to sell his car.
 - 3 Vinod's family had a hard time because expenses went up as never before.

C Reporting

Your school is in need of a new computer room. But there are no funds for building it. The school parliament and the PTA discuss the matter. Your class leader takes notes on the discussion. Read some of the opinions given below and report them to your class.

member opinion

Headmaster : Well, then, gentlemen, there aren't many ways open to us to raise money at the moment except, of course, asking for contributions.

Teacher : Teachers're willing and ready to
donate five thousand rupees, from
their side.

PTA President: We'll collect some money from the people.

Class leaders:

Vinod : Why not organise a magic show to raise money?

Suman : We'll try and collect about one thousand rupees from our class.

Fousiya : My father has agreed to donate one thousand rupees to the funds.

Anitha : My uncle's an engineer in the PWD. I can seek his help.

Say the answers aloud before you write them down.

- 1 The Headmaster said that
..... money.

2 The teacher said that

- 3 The PTA President promised to
..... the people.

4 Vinod suggested that
..... to raise money.

5 Suman said that
..... from their class.

6 Fouzia said that
..... to see them.

7 Anitha said that

Here are a few sentences taken from the story *The Cherry Tree*. Report them.

- 1 Rakesh : Then I'll keep it.

2 Grandfather : I have sown mustard in that bed.

3 Rakesh : The cherry tree has come up.

4 Grandfather : It is a cherry tree. You should water it now and then.

5 Grandfather : They will be better next year.

D Reporting exclamatory sentences

"You're talking about the same thing again? What nonsense!....." Brizjaloff said.

This can be reported as:

Brizjaloff expressed his surprise that Tcherviakoff was talking about the same thing again. He exclaimed that it was dreadful nonsense.

Look at the sentences above.

When exclamatory sentences are reported, the word order changes. The sentences themselves become statements. The verb used is *exclaim/ wonder*.

Now study the following situations and complete the sentences. The first one has been done for you.

1

Vinu : Ramu has won the first prize in the elocution competition.

Ravi : Wonderful!

Ravi exclaimed that it was wonderful that Ramu had won the first prize in the elocution competition.

2 Don visits Ooty and explains things to Binu.

Don : The Botanical Garden is marvellous.

Binu : What about the lake?

Don : It's really beautiful!

Don that the lake is really beautiful.

3 The tourists took a look at the paintings at the Exhibition Hall.

"What lovely paintings!" the tourists said.

The tourists exclaimed that

4 Deepa : Anju Bobby George won a medal in Long Jump.

Leela : Fantastic!

Leela exclaimed that

VI Say it this way.

Here are two dialogues. Practise them with your partners in the class.

A Lalu is talking to his friend Rahim over phone. Rahim is in Dubai. Lalu's wife Sita is with Lalu.

Lalu (over phone): Hello, Rahim! A happy news. Sita has got a job in SANDERS.

Rahim : Great!

Lalu (to Sita): Rahim exclaims it's great that you've got the job.

Rahim (over the phone): What shall I bring for you?

Lalu : A mobile phone.

Rahim : Of all things!

Lalu (to Sita): Rahim wonders why I chose a mobile phone of all things.

B

Akhil : Hi, Did you watch the cricket match on TV yesterday?

Nikhil : Yes, I did. All the members of my family were quite excited.

Akhil : But, unfortunately, India lost the match.

Nikhil : That's right. But, one of the umpires was not just, I'm afraid.

Akhil : But, do you think the spinners were effective?

Nikhil : Yes, I think so. Mostly they were.

Akhil : But some of the players were not in good form.

Nikhil : Quite so. Yet, the Selection Committee has decided to retain the same team for the one-dayer.

VII Listen and do.



You will now listen to a passage. Listen carefully.

The Mumbai Police

You have now listened to a talk on The Mumbai Police.

Now try and answer the following questions:

a Now answer the questions that follow:

- 1 What is the strength of the Mumbai police?
- 2 What are the non-policing duties to which the Mumbai police are diverted?
- 3 How many policemen are said to have died of stress?
- 4 What does the Mumbai Police Act guarantee its forces?

- 2 Petrol is very expensive these days. So Hari has decided to sell his car.

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A Lalu is talking to his friend Rahim over phone. Rahim is in Dubai. Lalu's wife Sita is with Lalu.

Lalu (over phone): Hello, Rahim! A happy news. Sita has got a job in SANDERS.

Rahim : Great!

Lalu (to Sita): Rahim exclaims it's great that you've got the job.

Rahim (over the phone): What shall I bring for you?

Lalu : A mobile phone.

Rahim : Of all things!

Lalu (to Sita): Rahim wonders why I chose a mobile phone of all things.

B

Akhil : Hi, Did you watch the cricket match on TV yesterday?

Nikhil : Yes, I did. All the members of my family were quite excited.

Akhil : But, unfortunately, India lost the match.

Nikhil : That's right. But, one of the umpires was not just, I'm afraid.

Akhil : But, do you think the spinners were effective?

Nikhil : Yes, I think so. Mostly they were.

Akhil : But some of the players were not in good form.

Nikhil : Quite so. Yet, the Selection Committee has decided to retain the same team for the one-dayer.

VII Listen and do.



You will now listen to a passage. Listen carefully.

The Mumbai Police

You have now listened to a talk on The Mumbai Police.

Now try and answer the following questions:

- a Now answer the questions that follow:
- 1 What is the strength of the Mumbai police?
- 2 What are the non-policing duties to which the Mumbai police are diverted?
- 3 How many policemen are said to have died of stress?
- 4 What does the Mumbai Police Act guarantee its forces?

5. What do you know about the housing problems of the Mumbai police?
6. Why are the future housing problems not bright?
7. What are some of the basic facilities which Mumbai police stations lack?
- b. Complete the following with a suitable option from a, b or c.
1. Some of the duties to which the Mumbai police are diverted can be done by
- non-governmental organizations.
 - casual labour.
 - private security agencies.
2. The police-population ratio of the Mumbai police
- is as good as that of London's.
 - not as good as that of London.
 - compares favourably with that of London.
3. Free housing and water are guaranteed by law to
- policemen up to the rank of the inspector.
 - all police personnel regardless of their rank.
 - only certain unknown categories of police officers.
4. The conditions under which the Bombay police work are
- rather poor.
 - not too bad.
 - as good as can be.
5. The speaker says that some of the facts he has about the Bombay police are
- interesting and encouraging.
 - neither interesting nor encouraging.
 - totally disturbing.

VIII Try and use these words.

- A. Here is a passage for you to read. Replace the missing words in the blanks choosing them from the list.

The doctor was _____ when they caught him for smoking in public. He _____ to himself it was foolish of him to have smoked in the open. For, he knew smoking in public is _____. The police _____ him. They let him off with a fine when he said he _____ for what he had done.

- prohibited
- repented
- interrogated
- embarrassed
- muttered

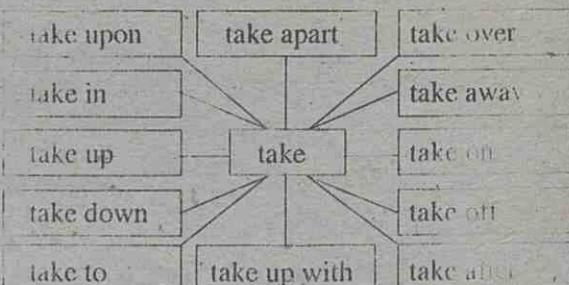
- B. Fill in the blanks with one of the alternatives given in brackets.

1. The moving car _____ mud on the travellers. (spattered, spat)
2. I was suffering from cold. I happened to _____ Arjun. (sneezed at, sneezed on)

- C. Can you guess the meaning of the sentences given below? If not, refer to a dictionary and find out their meanings.

1. I *took to* Paul as soon as I met him. This means: *I began liking Paul.*
2. Glenn has *taken up* pottery as a hobby. means: _____
3. Mohan *took it upon* himself to sell the car while I was away.
- means: _____

- D. Write down the meaning of the phrasal verbs given below. Use them in sentences of your own.



IX Do these activities.

Who is a worrier? Do you think worrying about little things in life is of any use? Form groups and discuss how worrying too much about petty things is harmful. Here are some points for you. Add a few more of your own.

- 1 Worrying takes away your concentration.
- 2 It puts you in a bad frame of mind.
- 3 It dampens your cheerfulness.
- 4 You get irritable.
- 5 You become inactive.

Now begin:

◆

◆

◆

◆

◆

◆

◆

b Crossword puzzle

Discover the hiding words. Use the hints given:

Y	X	E	R	O	N	S
R	A	R	K	W	P	N
C	B	T	A	U	L	E
L	M	Y	C	Q	U	E
D	B	C	W	V	G	Z
F	I	L	O	Q	V	E
H	Z	B	E	L	C	H

downward — sudden uncontrolled burst of air out of the nose

upward — a to eat or drink quickly by swallowing in large amounts
b to weep

diagonally — a a short repeated sound you make in your throat without intending to, usually because you have been eating or drinking too quickly

b to open mouth widely and breathe deeply in and out when you are bored or sleepy

across - right to left - to make loud noises as you breathe while you are sleeping

across - left to right - to force air out of your lungs through your throat with a loud sound

c Project

Imagine you visit the following places.

- a hospital where your friend is admitted for treatment
- a neatly-maintained park
- a modern zoo
- a busy street with heavy traffic
- a tourist spot

You may see a lot of sign boards / instructions / directions there. List as many as you can and arrange them under convenient titles. You may also explain what the signs mean in one or two sentences.

e.g. KEEP LEFT You are directed to drive / walk along the left side of the road.

NO PHOTOGRAPH You are warned against taking photographs.

Prepare a project.

X Read aloud.

- a The teacher will read this passage aloud with the right pauses and intonation. You repeat it after your teacher.

'Somewhere in Si'beria | '40 'million 'years a'go| the 'Sabre-toothed 'tiger 'flourished. It be'came ex'tinct | 'only a'bout '10,000 'years a'go. Its de'scendants are | the 'true 'tigers. The 'true 'tigers be'gan to ex'tend their 'range | 'moving 'southward| in 'search of 'more 'suitable 'habitats | as suc'cessive 'phases of 'Ice 'Age | 'made 'Northern 'Asia unin'habitable.

To 'day | 'deep in the 'snows of the 'Soviet 'Far 'East | 'two 'hundred 'tigers 'still 'roam. A 'few 'thousands of their 'relatives | pa'trol sur'viving 'pockets of 'forest | from 'India to Indo'nesia. Wher'ever the 'tiger 'lived | it 'exercised a 'deep and 'lasting 'effect on the indigenous 'people | who con'sidered it as 'god and pro'tector of the 'forest.

- b Here is a passage for you to practise. Say it aloud with proper stress, pauses and intonation.

Your breakfast

Suma: Good morning Indu. How are you?

Indu : Good morni. Suma. I'm fine and how are you?

Suma: Fine. How's everything? Had a scrumptious breakfast?

Indu : Yes indeed! Thanks to my granny. How did you guess?

Suma: The aroma still lingers about you, doesn't it?

Indu : You have a good nose, really. See, I can't always take spicy foods. They don't agree with me.

Suma: Why, I never thought you are on a diet, I mean, a restricted one.

Indu : Don't you frighten me. I only meant I chose what I ate...

XI Develop your study skills.

- A 'Sneeze' means to have a 'sudden uncontrolled burst of air out of the nose.' Now, match the words in 'A' denoting some physiological function with their meanings in 'B'.

A	B
belch	1 to force air out of your lungs through your throat with a loud sound
cough	2 to allow air from the stomach to come out noisily through the mouth

gasp	3 to take a short breath through the mouth
gulp	4 to open the mouth wide and deeply breathe in and out without conscious effort especially when one is bored or sleepy
snore	5 to make loud noises, as you breathe while you're sleeping
yawn	6 to eat or drink quickly by swallowing in large amounts

- B The word **mutter** is used in the passage to mean *to speak quietly and in a low voice that others cannot hear*. The following are some words related to speaking. Find out their meanings and write them down against them. See how they differ in meaning from one another.

blabber	_____
blurt	_____
gibber	_____
mumble	_____
murmur	_____
mutter	_____
utter	_____
whisper	_____

- C A five-letter word in English beginning with the letter **b** means *to constantly worry*. It ends in **d**. Can you find it out?

b ___ d

XII Let's now complete the tasks in the Practice Book.

A few tasks based on this unit have been given in the **Practice Book**. They form an integral part of this unit. Don't forget to do them. Your teacher will help you.

Poem 6

Light the Lamp of Thy Love

I Let's start.

Have you ever stood in prayer in a temple, church, mosque or at home? Perhaps you have. Why do you pray? What do you actually do when you pray? Would you say you are placing your case before an Almighty Power? Do you present to Him a list of things you want to come to you as gifts from Him? Do you think you can have favours from Him without deserving them? How can you qualify yourself for His many gifts? Do you think there is a need for you to be a better human being in the eyes of God or, at least, in your own eyes? If you grow more loving, won't

you make the world a happier place? If you try and serve people, won't you be helping yourself and others?

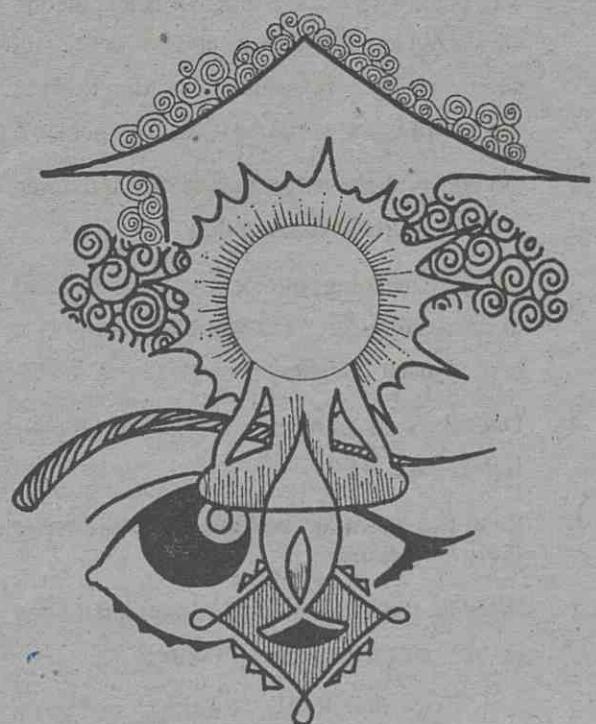
We have before us a poem by Rabindranath Tagore originally written in Bengali and translated into English in his *Cosmic Chants* by Paramahansa Yogananda.

II Let's listen.

Your teacher will recite / read out the poem to you. Listen carefully and try to gather the main idea and enjoy the music and the rhythm of the poem.

In my house, with Thine own hands,
Light the lamp of Thy love!
Thy transmuting lamp entrancing,
Wondrous are its rays.
Change my darkness to Thy light, Lord!
Change my darkness to Thy light,
And my evil into good.
Touch me but once and I will change,
All my clay into Thy gold
All the sense lamps that I did light
Sooted into worries
Sitting at the door of my soul,
Light Thy resurrecting lamp!

Rabindranath Tagore



III A few words to note

- thine : (old use) your
 thy : (old use) your
 transmuting : able to change into something else
 entrancing : capable of putting you under a magic spell; (entrance: put into a trance); note the pronunciation: in-traans
 wondrous : (poetic use) wonderful, fascinating
 clay : (here) the human body supposed to be built out of clay.
 sense-lamps : the five senses of eyes (sight), ears (hearing), nose (smell), tongue (taste) and skin (touch)
 sooted : coated with soot (carbon); darkened
 resurrecting : capable of giving life back to you when you are dead; (here) reforming

IV Let's understand the poem.

- a **Read the poem carefully and try to answer these questions.**
- 1 Do you think it is a young person like you who is praying in the poem? Or is it someone who is old enough to make choices in life and decide what is best for him/ her without asking others? In other words, is it an adult person?
 - 2 Do you think the prayer clearly falls into three (or four) parts? What are they?
 - 3 What are the things the speaker wants the Lord to do for him/ her? Do you think the prayer here is just a few pleas?
 - 4 Does the speaker have a confession to make? If yes, what is it?
- b **Read the poem again. Now try and answer these questions.**
- 1 What is the subject of the first part of the prayer? Is it the speaker's house?
 - 2 What does the speaker want the Lord to do for him/ her in the first place?

- 3 Is the lamp described here an ordinary lamp?
- 4 What does 'darkness' stand for?
- 5 What does 'light' represent?
- 6 Does the speaker admit that there is evil in him/ her? Does he/ she think it doesn't matter?
- 7 What is the magic touch the speaker asks for? What will be its effect?
- 8 Does the speaker have a poor opinion of the sense-lamps?
- 9 What did he/ she do with the sense-lamps? What was the consequence?
- 10 What does the door of the soul suggest? An entry into an inner house, into your heart?
- 11 Is it a new and different lamp that the speaker wants to light there?

V Let's enjoy the poem.

- a **Let's appreciate the poetic touches and effects.**
- 1 What is quite so wondrous about the lamp the speaker talks of? What does it transmute? How does it entrance? (It is fascinating for it has power to change you.) Now, have you heard of the philosopher's stone? What is its unique power? (It turns base metals into gold.)
 - 2 Is the speaker sincere in his/ her prayer? How do you know? For instance, is he/she talking about something in which he/ she is unlikely to be deeply interested?
 - 3 Does the speaker trust the Lord to whom he/ she makes the prayer? What are your clues?
 - 4 What kind of a relationship do you think exists between the speaker and the Lord? In what light does the speaker see Him?
 - 5 Is it a cruel, angry God that the speaker is appealing to? Does the speaker expect his/ her prayers to be granted?

- 6 What does the lamp resurrect? Does it reshape your life which, at present, is not what you want it to be? In other words, how does it inspire you?

b Let's comment on the following.

- 1 Does the speaker put himself/ herself into the hands of the Lord to shape his/ her life?
- 2 What is the transformation that the speaker longs for? (Change his/ her darkness to light, evil into good)
- 3 Why does the devotee say a mere touch of the Lord is enough for him/ her? (Trust in Him and His powers)
- 4 Have you come across the image of the clay anywhere else? (the Bible)
- 5 What is the main theme of the poem? Is it of love? If so, what kind of love?

VI Let's study the poet's craft.

- 1 Do you find any rhyme scheme followed in the poem?
- 2 Are there instances of assonance in these lines? (*my - thine*: the vowel *ai* is repeated in the first line. Again it is repeated in *light* and *thy* in the second line). Check for assonance in the other lines.
- 3 There is alliteration in *house and hands*, as the first sound of the words (**h**) is repeated. Find out other instances of the use of alliteration.
- 4 What are the figures of speech used by the poet? 'The lamp of Thy love' is a metaphor. Similarly, ignorance is darkness to the speaker. His body is clay. The transformed personality is gold. The senses are lamps, too. They are, then, compared to sooted lamps. This is an example of simile. Soul has doors. The comparison is with a house.

- 5 Look at the arrangement of the stressed and unstressed syllables that gives the lines their mellow rhythm.

VII Let's follow up.

- 1 You have studied the poem *Lead Kindly Light* by Cardinal Newman in Standard IX. Compare and contrast *Light the Lamp-of Thy Love* with it. (You can look at the theme, the speaker's attitude, his/ her desire to be a better human being, the prayers he/ she makes to the Lord, and so on. You can also say why the two poems are enjoyable).
- 2 Here is another poem from *Cosmic Chants*. Read it.

Who Is in My Temple?

Who is in my temple?
All the doors do open themselves;
All the lights do light themselves,
Darkness, like a dark bird
Flies away, oh, flies away.

Now form your own groups and discuss the main idea, the music, the images, etc. in the poem. Try and compose a poem of your own on a prayer you would make to the Lord or to your own father/ mother/ someone else.

VIII About the Author

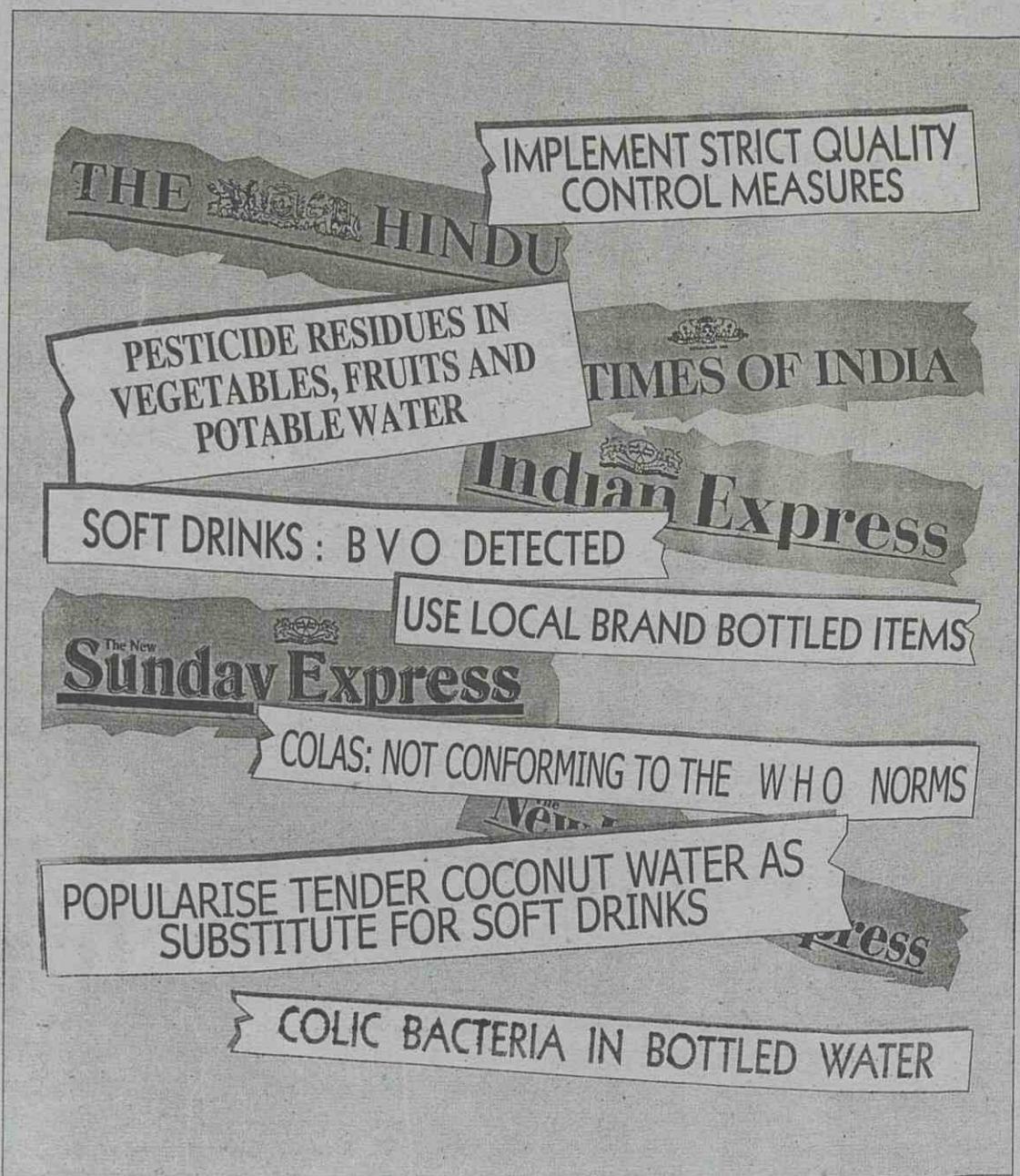
Rabindranath Tagore (1861-1941) is well-known as a poet, painter, mystic and educationist. His *Gitanjali* won him the Nobel Prize for Literature. You may have read some of his poems, plays and stories. Paramahansa Yogananda, the author of the famous *Autobiography of a Yogi*, has translated this poem of Tagore's into English and included it in his *Cosmic Chants* which is a book of hymns set to music.



I Come, let's discuss*.

Water is essential for life. But how many of us do care for this gift of nature? Let's discuss in small groups some of the issues relating to the preservation of water.

Now, let's look at the newspaper headlines given below. Read them. You can use the material to support your views.



II Let's an article.

Now here is a passage on water -- *The Elixir of Life*. It is all on water, the source of all life. Read and think about what Sir C.V. Raman says.

THE ELIXIR OF LIFE

C.V.Raman

- 1 Man has through the ages sought in vain for an imaginary elixir of life, the divine *amrita*, to confer immortality. But the true elixir of life lies near to our hands, for it is the commonest of all liquids, plain water!
- 2 I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt. On one side was visible a sea of billowing¹ sand without a speck² of green or a single living thing anywhere visible on it while on the other side lay one of the greenest, most fertile and densely³ populated areas to be found anywhere on the earth, teeming with life and vegetation. What made this wonderful difference? Why, it is the water of the River Nile flowing down to the Mediterranean from its sources a couple of thousands of miles away.
- 3 Geologists tell us that the entire soil of the Nile valley is the creation of the river itself. It was brought down as the finest silt in its flood waters, from the highlands of Abyssinia and from remote

Central Africa, and laid down through the ages in the trough through which the Nile flows into the sea. Egypt, in fact, was made by its river. Its ancient civilization⁴ was created and is sustained⁵ by the life-giving waters which come down year after year with unfailing regularity.

- 4 I give this example and could give many others to emphasise⁶ that this common substance⁷ which we take for granted in our everyday life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance⁸ in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.
- 5 There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream trickling over the rocks or a little pond by the wayside where the cattle quench their thirst of an evening. The rainfed tanks that are so common in South India — alas often so sadly neglected⁹ in their maintenance — are a cheering sight when they are full.

1 billowing : spreading over a large area.
 2 speck : a very small mark
 3 densely : thickly
 4 civilization (n) : the culture and way of life of society or country at a particular period

5 sustained : kept alive
 6 emphasise (v) : state that something is more important or worth giving attention to
 7 substance (n) : thing, material
 8 significance (n) : special importance
 9 neglected (v) : not given enough care or attention

They are, of course, shallow, but this is less evident¹⁰ since the water is silt-laden and throws the light back, and the bottom does not therefore show up. These tanks play a vital role in South Indian agriculture. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over one of



them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

6 One of the most remarkable¹¹ facts about water is its power to carry silt or finely-divided soil in suspension¹². This is the origin of the characteristic¹³ colour

of the water in rainfed tanks. This colour varies with the nature of the earth in the catchment area¹⁴ and is most vivid immediately after a fresh inflow following rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are carried to great distances. Such particles are, of course, extremely small, but their number is also great.

7 The flow of water has undoubtedly played a great part and a beneficent¹⁵ one in the geological processes by which the soil on the earth's surface has been formed from the rocks of its crust. The same agency, however, under appropriate conditions, can also play a destructive part and wash away the soil which is the foundation of all agriculture, and if allowed to proceed unchecked can have the most disastrous¹⁶ effects on the life of the country. The problem of soil erosion is one of serious import in various countries and especially in many parts of India. The conditions under which it occurs and the measures by which it can be checked deserve the closest study.

8 Soil erosion occurs in successive¹⁷ steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth

10 evident (adj) : easily seen or understood

11 remarkable (adj): something worth mentioning or surprising

12 suspension (n) : (here) water which contains very small pieces of sand and other particles

13 characteristic (adj): forming typical or noticeable

14 catchment area : the area that a river, lake or dam gets water from

15 beneficent (adj) : helpful, advantageous

16 disastrous (adj) : dangerous, doing great harm

17 successive (adj): happening one after the other

is only too painfully apparent in the formation of deep gullies and ravines which make all agriculture impossible. Sudden bursts of excessively heavy rain resulting in a large run off of surplus water are the principal factors in causing soil erosion. Contributory causes are the slope of the land, removal of the natural protective¹⁸ coat of vegetation, the existence of ruts along which the water can flow with rapidly gathering momentum¹⁹, and the absence of any checks to such flow. Incredibly²⁰ large quantities of precious soil can be washed away if such conditions exist, as is unhappily too often the case.

9 The menace which soil erosion presents to the continuance of successful agriculture is an alarming one in many parts of India, calling urgently for attention and preventive action. The terracing of the land, the construction of bunds to check the flow of water, the practice of contour cultivation and the planting of appropriate types of vegetation are amongst the measures that have been suggested. It is obvious that the aim should be to check the flow of water at the earliest possible stage before it has acquired any appreciable momentum and correspondingly large destructive power.

10 Water is the basis of all life. Every animal and every plant contains a substantial²¹ proportion of free or

combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees. The preservation and utilisation of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are closely connected with each other. It is clear that the adoption²² of techniques preventing soil erosion would also help to conserve²³ and keep the water where it is wanted, in other words, on and in the soil, and such techniques²⁴ therefore serve a double purpose.

11 It is evident however that in a country having only a seasonal rainfall an immense quantity of rainwater must necessarily run off the ground. The collection and utilization of this water is, therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of

18 protective (adj) : keeping safe

19 momentum (n) : speed

20 incredibly (adj) : unbelievably

21 substantial (adj) : large in size, value or importance

22 adoption (n) : putting into practice

23 conserve (v) : prevent loss / waste

24 technique (n) : way of doing an activity requiring skill

which now mostly run to waste, is a great national problem which must be considered and dealt with on national lines. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous²⁵ country by courageous and well-planned action.

12 Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished²⁶ from wild and untamed jungle, is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste.

13 The measures necessary to control the movement of water and conserve the supplies of it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and barges through canals and rivers. We hear much about programmes of rails and road construction, but far too little about the development of internal waterways in

India. Then, again, the harnessing of water supplies usually also makes possible the development of hydro-electric power. The availability of electric power would make a tremendous²⁷ difference to the life of the countryside and enable rural economy to be improved in various directions. In particular, it would enable underground water to be tapped to a greater extent than at present, and thus help to overcome the difficulties arising from irregularity or inadequacy of other sources of supply.

14 In one sense, water is the commonest of liquids. In another sense, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life. The investigation²⁸ of the nature and properties of water is, therefore, of the highest scientific interest and is far from an exhausted²⁹ field of research.

About the author

Sir C. V. Raman (1888 - 1970) had a keen interest in science even from his boyhood days. For his famous discovery called the *Raman Effect* he was awarded the Nobel Prize for Physics in 1930. King George knighted him for his contributions to Physics. The Government of India awarded him the Bharat Ratna and the Soviet Union honoured him with the International Lenin Prize in 1957.



25 prosperous (adj): making great progress, successful

26 distinguished : with specially noticeable qualities: marked out

27 tremendous : very great

28 investigation : careful study or examination of a problem.

29 exhausted : finished: used up

Written in a lucid style on a fascinating subject, *The Elixir of Life* is both scientific and aesthetic.

Notes and references

Egypt : Known as the cradle of ancient civilization, Egypt is famous for its pyramids. Sahara the largest desert in the world is in Egypt. Egypt is called the Gift of the Nile, the longest river in the world.

Words, phrases and idioms

in vain : *unsuccessful, useless*

We arranged tables and chairs out in the garden but it started to rain and all our efforts were in vain.

immortality (n) : *the state or quality of living or lasting for ever*

elixir (n) : *a liquid substance with a magical power to cure*

Livogen was a health product which claimed to be the elixir of youth.

silt (n) : *sand or earth which is carried along by flowing water*

teeming with : *containing large numbers of*

The small pond is teeming with fish.

fertile : *able to produce a large number of good quality crops*

quench one's thirst : *satisfy (one's thirst) by having a drink*

When it is hot it is good to quench your thirst with fresh water.

gather momentum : *gain speed*

Many attempts to arrange a protest march against price-rise failed to gather momentum.

harness : *put to work to achieve something*.

Dams are constructed to harness free-flowing water for better use in agriculture and power production.

scrub jungle : *an area covered with short trees and bushes*

precious : *of great value because of being rare, expensive or important*

Clean water has become a very precious commodity in many parts of the world.

gullies : *long deep hollows*

ravine : *deep narrow valley with steep sides*

afforestation : *the process of planting many trees to develop a forest*

III Read and respond:

I *Read the passage and answer the following questions in a word, phrase or sentence. The number of the paragraph in which the answer occurs is given against each question.*

1 A Sanskrit word is used to mean the elixir of life. Locate the word. *Para 1*

2 Where was the author standing one day? *Para 2*

3 On the other side lay one of the greenest, most fertile and densely populated areas. Which area is referred to here? *Para 2*

4 How long, do you think, is the River Nile? *Para 2*

5 Why is it said that the entire soil of the Nile valley is the creation of the river itself? *Para 3*

6 They play an important role in South Indian agriculture. What is referred to here? Why? *Para 5*

7 What is carried away by swiftly flowing water? *Para 6*

8 When does the colour of the water become most vivid? *Para 6*

- 9 Which problem of serious import is highlighted in the passage? *Para 7*
- 10 What, in the view of the author, is fundamental to human life? *Para 10*
- 11 What, according to C.V Raman, is a great national problem? *Para 11*
- 12 Give one word for 'the systematic planting of suitable trees and development of forests'. *Para 12*
- 13 What would make a tremendous difference to the life of the countryside? *Para 13*
- 14 What is responsible for the unique power of water to maintain animal and plant life? *Para 14*

II *Choose the most appropriate answer from the options given below for each statement and put a ✓ against it.*

- 1 It is evident that in a country having only a seasonal rainfall an immense quantity of rainwater must necessarily run off the ground.
It means that:
- large quantity of water flows away without being put to use.
 - very little water is wasted.
 - water is conserved.
 - a large quantity of water is utilised.
- 2 Investigation of the nature and properties of water is of the highest scientific interest because:
- water is the commonest of all liquids.
 - water has unique power to maintain animal and plant life.
 - water helps produce hydroelectric power
 - water is one of the cheapest of resources
- 3 Connected with the conservation of water supplies is the problem of afforestation. This statement means:
- water conservation requires removal of forests.

- afforestation helps conserve water.
 - water conservation is connected with systematic plantation of trees.
 - afforestation has nothing to do with water conservation.
- 4 The problem of soil erosion and inadequate or irregular rainfall are closely connected with each other. Therefore:
- soil erosion has to be checked
 - soil erosion is not connected with rainfall
 - rainfall creates the problem of soil erosion
 - soil erosion helps rainfall
- 5 C.V.Raman says in '*The Elixir of Life*' that
- water is as good as *amrita*.
 - the true elixir of life is water
 - the true elixir of life is beyond our reach
 - the true elixir of life is available in the Libyan desert.

IV **Read and write.**

- a** *Answer each of the following questions in two or three sentences*
- 1 Why does C.V.Raman describe water as the elixir of life?
- 2 'Egypt, in fact, was made by its river'. Do you agree? Why?
- 3 What does the author compare 'water in a landscape' to?
- 4 What is the most remarkable fact about water, according to C.V. Raman?
- 5 Describe how the colour of water varies in a rainfed tank?
- 6 What is soil erosion? How can it be checked?
- 7 What is the cheapest form of internal transport in a country?
- 8 Why does the author say that investigation of the nature and properties of water is of the highest scientific interest?

- 9 What is the difference between 'civilized forests' and 'wild jungle'?
- 10 What does the water in a landscape reflect and how?
- 11 Is the author satisfied with the internal waterways in India? What does he say about them?
- 12 What are the benefits of the availability of electric power?
- 13 Are you happy with the way people use water in your locality? Support your answer.
- 14 Write a short paragraph about the movement of particles in flowing water based on the *Elixir of Life*.
- 15 Who is a geologist? What is the nature of his work?

- b** *Write down the answer to the following questions in about 150 words each.*
- 1 Justify the title *The Elixir of Life* to the article by C.V.Raman?
 - 2 Prepare a short speech for an elocution competition on the importance of water and the need for maintaining its sources.
 - 3 Rain water is a natural source. But do we try to collect it? Can't we harness rain water in a better way? Write a short essay on rain water harvesting. You may collect points from persons connected with the project or newspapers and magazines.

► You will find a few more related tasks in the **Practice Book**.* Don't forget to do them.

V Let's put it this way.

Stating regular actions, general truths

Look at the following sentences from the text.

- 1 Water is the commonest of all liquids.
- 2 The rainfed tanks play a vital role in South Indian agriculture.
- 3 Water is the basis of all life.

They state some general truths. They are in the simple present tense.

a Practise the conversation given below:



Deepa : I work in a bank here.

Mrs Menon : That's why we often meet here. I come by this train every day.

Deepa : That's it. I stay in a hostel nearby.

Mrs Menon : How long have you been working in this bank?

Deepa : For the last two weeks. By the by, when do you start from home to catch this train?

Mrs Menon : I start at 7 or so. I reach the station by 7.30. My son drops me there by scooter. He also picks me up in the evening.

* Note to the teacher: The tasks given in the **Practice Book** are an integral part of this unit. Please see to it that they are done under

b The verbs in italics refer to present actions. Now, compare the three different forms of the verb.

simple present	present continuous	present perfect continuous
i Leena <i>eats</i> a banana every day.	But now she <i>is eating</i> an orange.	She <i>has been watering</i> plants since 8 in the morning.
ii They <i>play</i> football in the evening.	At present, they <i>are playing</i> basketball.	They <i>have been playing</i> basketball for two hours.

We use the *simple present* tense to state habitual actions, a present state, universal truths, etc. as in *Water boils at 100° C.*

We use the *present continuous* for a present action that spreads over a period of time. The action has started but it hasn't ended at the time of speaking.

We use the *present perfect continuous* for an action over a period of time up to now, the period leading up to the present.

i Now let's put the verbs in brackets in the following sentences in their correct form. An example is given for you.

- 1 Joy usually (drink) coffee but now he (drink) tea.
Joy usually *drinks* coffee, but now he is drinking tea.
- 2 The kettle (boil) now. Shall I make tea?
- 3 How you (get) to work? I usually (go) by bus but tomorrow I (go) in my friend's car
- 4 Why you (walk) so fast? You usually (walk) quite slowly.
- 5 I (hurry) because I (meet) my mother at 4 o'clock and she (not like) to be kept waiting.

ii Now, try and complete the paragraph using appropriate forms of the verbs given in brackets.

Lali _____ (get back) at 5 in the evening from school. She _____ (take) a cup of tea. She then _____ (take a look) at the newspapers. She _____ (read) the sports page with great enthusiasm. She _____ (step) out and _____ (chat) with her friend and neighbour. Back at home she _____ (watch)

the news on the TV. Members of her family also _____ (join) her and _____ (exchange) views on things. They _____ (sit) together for an hour or so.

iii Now write a few sentences on what you usually do after you return from school.

B The following sentences are taken from the reading passage *The Elixir of Life*. Study these sentences closely.

Egypt was made by its river.

The great tracts of land *have been formed* by silt.

Large quantities of the precious fluid *are thus lost* to the country.

Its ancient civilization *was created* and *is sustained* by the life giving waters.

The above sentences are in the *passive form*. When do we use passive forms? Discuss

Give the corresponding active forms of the verbs in italics in the sentences given above.

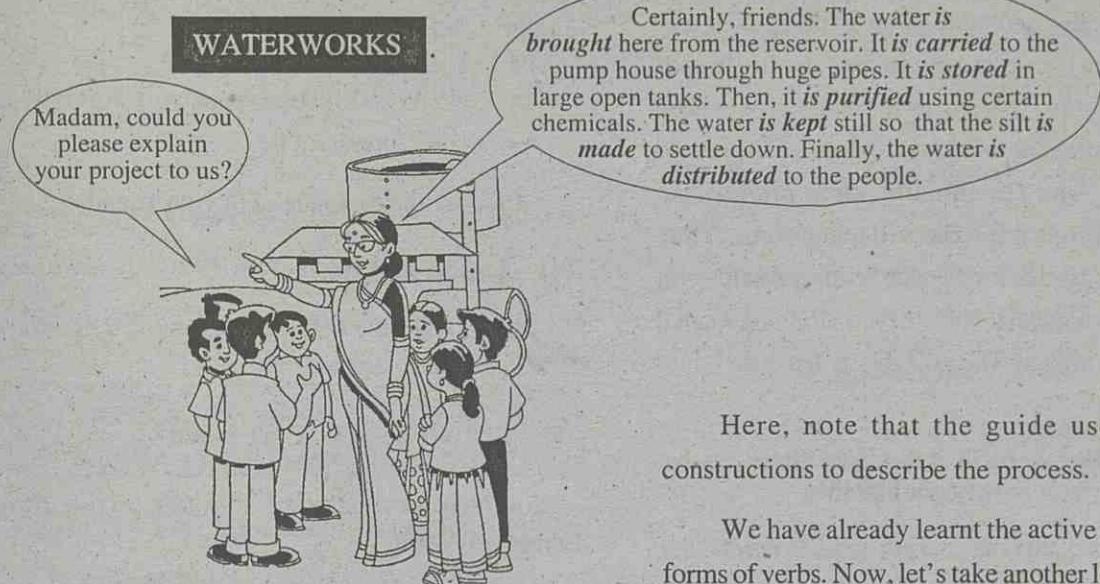
Compare the two sentences given below.

Silt has formed the great tracts of land. (Active)

The great tracts of land have been formed by silt. (Passive)

In the first sentence 'silt' is highlighted. In the second 'great tracts of land' is highlighted. The focus is shifted by the use of the two forms of the verb.

B Read the following conversation and role-play it.



Here, note that the guide uses passive constructions to describe the process.

We have already learnt the active and passive forms of verbs. Now, let's take another look at them.

Tense	Active voice	Passive voice	Passive form
simple present	The villagers collect water from wells.	Water is collected by the villagers.	is/am/are + p.p
present continuous	Manju is writing a letter now.	A letter is being written by Manju.	is/an/are + being + p.p
present perfect	Mary has completed the painting.	The painting has been completed by Mary.	has/have + been + p.p
simple past	Shakespeare wrote many plays.	Many plays were written by Shakespeare.	was/were + p.p
past continuous	My mother was watering plants.	Plants were being watered by my mother.	was/were + being + p.p
past perfect	Lal had completed the work.	The work had been completed by Lal.	had + been + p.p
simple future	I will write a detailed letter to him.	A detailed letter will be written to him.	will + be + p.p

- a Now read the passage and identify a few sentences used in the passive form. Write down the active forms of the verbs in brackets.

Example

Egypt, in fact, was made by its river. (made)

..... large amounts of solid matter can be transported in this way (can transport)

This can be readily seen (can see)

b Read the following paragraph.

When they *conducted* an expedition into a valley about ten years ago, Benny and his friends *discovered* a big stream in the middle of a deep forest. They *had faced* many difficulties in order to reach the point. Eventually, they *planned* an irrigation project for the villagers there. They *constructed* a check dam across the stream with the help of engineers. Now they *are digging* a canal towards the village. The villagers *will use* the water for farming.

Turn the verbs in italics into their passive forms. You may begin like this:

An expedition was conducted into a valley by Benny and his friends about ten years ago. A stream...

► You will find a few more tasks based on these functions in the **Practice Book**. Try and do them. Your teacher will help you.

VI Say it this way.

Agreeing to/ Accepting a suggestion; Regretting

Father : Oh my! The lights are off!

Raji : It's the time for regular 'power cut'. They say that this year we have not had much rain. Dams are almost dry.

Father : That's it! Raji, is our water tank filled?

Raji : Sorry, Papa, I forgot to fill the tank.

Mother : What is the matter? Can I join you, Papa and daughter?

Raji : Welcome. But Mummy, we have got to wait for half an hour for the power to come back. Then only can we switch on the motor to fill the tank.

Mother : Both of you often waste a lot of water.

Raji : Why we two? Yesterday, Mummy, you too forgot to close the tap, didn't you?

Mother : Ha-ha ... Can we have our dinner now!

Raji : In candlelight!

Father : Why not! Dinner in soft light is a pleasure, isn't it?

Practise the dialogue with your friends.

VII Listen and do.

You will now listen to a passage. Listen carefully.

The Water we Need*

You have now listened to a talk on the *The Water we Need*.

a Now try and answer the following questions:

- 1 People can survive without food for
- 2 Without water, they will die within
- 3 WHO estimates that a person needs litres of water for cooking and eating.
- 4 A person, according to WHO, uses litres of water to stay clean and healthy.

b Listen to the passage once again and fill in following blanks .

Approximate consumption of water by individuals

category	quantity
i no tap or stand pipe litres
ii single household tap litres
iii several household taps litres

Details of water used when water is in plenty

purpose	quantity
i cleaning teeth at the tap litres
ii to flush a toilet litres
iii when you use a basin litres
iv full bath from tub litres
v bath under a shower litres

c Listen to the passage once again and answer the following questions.

- 1 Which takes more water, taking your bath in a tub or a shower?
- 2 When do we consume more water, when it is readily available at home or when you have to fetch it from far?
- 3 A village woman walks several miles to fetch the same amount of water that a person in the city uses to brush his teeth with. Do you think wasting water is justifiable?

VIII Try and use these words.

A Select suitable adjectives from the list to fill in the gaps in the following passage on gold.

unique, characteristic, indestructible, amazing, precious, costly, enormous

Gold is among metals since it possesses certain properties not found in any other metal. It is a rare metal with a yellow colour. The only liquid which can dissolve gold is a mixture of hydrochloric acid and nitric acid. One can, therefore, say that gold is nearly It has certain qualities which make it a metal. People show their wealth by wearing gold ornaments for which they pay price.

B Complete the paragraph using an appropriate item from those given below. You may put the corresponding number given against it.

- had played a great part (1)
- to gather momentum (2)
- overcoming their difficulties (3)
- quenching their thirst (4)
- came down (5)

It was very hot for weeks. There was no rain. Animals in the wild had no means of The rivers dried up. They in their lives in

providing them with life-giving water. But now they are totally dry. The animals in the jungle had no means of Their efforts to find other sources of water began But suddenly one day the heavens opened up and heavy showers !

C Read the following groups of words. Three of them carry more or less the same meaning. Locate the word which has a different meaning and circle it.

a vital, disastrous, important, significant

b apparent, tremendous, clear, evident

c fundamental, basic, principal, subsidiary

d menace, fertile, disaster, threat

D Make antonyms adding the prefixes 'in-', 'im-' 'ir-'.

regular mortality credible

visible adequate destructible

b Read paragraph 5 of the reading passage quickly and list the adjectives and adverbs used in it.

adjectives	adverbs
remarkable	finely
.....
.....
.....
.....

IX Do these activities.

A Read the paragraph given below. Sit in groups and discuss how you could minimise pollution of water and prevent its misuse in your locality. Note down your points.

Water pollution is an age-old problem. The undesirable changes in the physio-chemical and biological properties of water may be harmful to man and animal. In the past the effects of water pollution were supposed to be a local problem. But

now water pollution has become a global problem. This is partly due to population explosion and partly due to the rapidly increasing industrialisation.

Now you write a short paragraph of your own on the control of water pollution and misuse of water. (150 words)

B Come, let's debate.

Do soft drinks simply quench our thirst? Or do they lead to ill health?

You will find clues given below for and against the use of soft drinks. Study these clues and conduct a debate on the issue. You may add your own points.

A	B
<p>The Centre for Science and Technology reported: they contained pesticide residues.</p> <p>The soft drink companies use the ground water available at the site of their production plant. They use up water.</p> <p>Reports say that ground water too has been contaminated.</p> <p>Impure water is used.</p> <p>Other options exist.</p> <p>We may drink <i>ilaneer</i>, tender coconut water. Government should popularise it as a substitute for soft drinks.</p> <p>Why cannot we use local brands instead of multinational brands?</p> <p>Government should implement stricter quality control measures.</p> <p>Public may reject soft drinks.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Multinationals say: 'strictly conforming to the WHO norms.'</p> <p>Nowadays, no foodstuff is entirely free from toxic chemicals. New utensils also produce chemicals.</p> <p>Existence of pesticide residues in vegetables, fruits and potable water.</p> <p>Human body is marginally equipped to tolerate minor traces of toxic chemicals.</p> <p>Companies provide large scale employment and boost local economy.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

a Portfolio

Collect as many newspaper reports as possible on drought / scarcity of water all over the world and make it an interesting file. Write down the source and the date of the items in your collection.

b Here is a sentence from *The Elixir of Life*. Read it silently and then list the objects you would select to draw a picture of the scene described in it.

'There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream trickling over the rocks or a little pond by

the wayside where the cattle quench their thirst of an evening'.

- c Try to split the above sentence into simple sentences without changing the meaning.

X Read aloud.

a Functional stress

Note the shift of stress from one syllable to another according to the function of words. Read the following sentences aloud. Your teacher will help you.

as nouns

- 1 The sport has a strict code of **conduct**.
- 2 A **convict** is a person who has been found guilty of a crime.
- 3 Mr John obtained an **import** licence.
- 4 Many **deserts** are covered with sand.
- 5 The Collector issued **permits** to ply private vehicles too.

as verbs

- 1 Copper **conducts** electricity better than other materials
- 2 The court **convicts** persons who break laws.
- 3 The country has to **import** petroleum products.
- 4 The owl seems to have **deserted** its nest.
- 5 Permit me to rest for a while.

b Mind your pronunciation!

Practise the pronunciation of the following words.

as nouns /s/	as verbs /z/
advice	advise
excuse	excuse
abuse	abuse

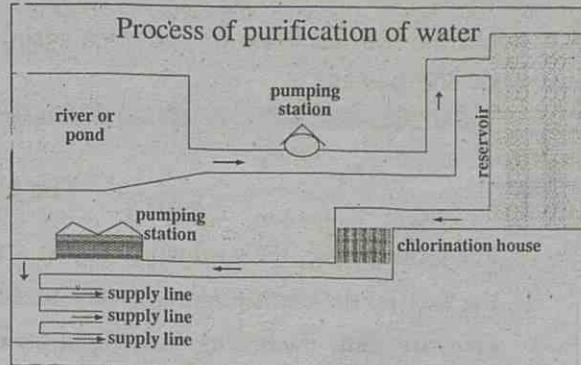
XI Study skills

- a The word **beneficent** is used in the lesson as an adjective to mean *helping people and doing good acts*.

With the help of a dictionary find out the meanings of these 'related' words:

benefactor (n)	_____
beneficiary ()	_____
beneficent ()	_____
benefit ()	_____
beneficial ()	_____
benevolent ()	_____
benovolence ()	_____

- b Look at the flow chart given below and write a paragraph describing the process involved in the purification of water and its supply to the public. As far as possible use passive forms. Use the following linkers suitably. (*first, then, thereafter, after that, afterwards, finally*.)



XII Let's now complete the tasks in the Practice Book.

A few tasks based on this unit have been given in the **Practice Book**. As you know, they form an integral part of this unit. Don't forget to complete them. Your teacher will help you.

APPENDIX I

Passages for Listening Comprehension
(for the Teacher)

The passages given below are meant for developing your learners' listening skills. As you know, language learning begins with listening to others' speech. Therefore, you have to speak to your learners on useful and relevant topics so that they can listen to your talk and comprehend the message. This means, these passages are meant not for reading out in the class. You have to read and rehearse the passage many times before you go to the class. Then present the passage in class in the form of a speech. It would be better if you record it on a tape and present it in the class. You can even use the technique *read, look up and say* to make it more natural.

While in the class, present the passage as naturally as possible, with appropriate facial expressions, gestures, voice modulation and intonation so that the learners will get the feel of listening to a natural talk.

Ask the learners to close their books while listening to you and then let them answer your questions in a word, phrase or part of a sentence. Sometimes a 'Yes' or 'No' will be enough for an answer. Don't insist on full, grammatical sentences as answers.

Let the learners listen to you once again, before they attempt the writing tasks based on the passage.

1

The Earthworm

For most people, the earthworm is just a worm - slimy and ugly and of no interest. But the fact is, the earthworm is a very useful worm. In fact, it's the farmer's best friend. Here are some interesting facts about the earthworm. You must have seen the earthworm crawling in your garden, or when you dig up the soil. That's the common kind of earthworm. But there are more than a thousand kinds of earthworms! Some are very small. Some are very big. Some varieties of earthworms found in India and South America can be as long as 2 metres. There are giant-sized earthworms in Australia - about 3.5 metres long! Compare that with the height of a tall man, which is about 1.8 meters!

The common earthworms are usually much smaller. But there are millions and millions of them! There will always be huge numbers of them, if we let them be. But what really happens is that we use different kinds of chemicals to kill the insects that are harmful to the plants. These chemicals kill the insects. They also kill earthworms!

Earthworms are hearty eaters. They eat all the time. They eat the whole day. They eat the whole night. They never stop eating. The strange thing is that earthworms do not have eyes for seeing. Nor do they have noses for smelling. So they eat anything they

can find as they go through the dark ground. Earthworms cannot see. But they seem to be able to sense light and darkness. They always come above the ground at night. There, they throw out the waste food they have eaten during the day. These are called 'casts'. You can see these casts on the ground as little mounds of clay. The casts make the soil richer and more fertile. That's the way the lowly earthworm helps the farmer!

2

Laughter

Have you heard someone say something like, "I had to laugh or I knew I was going to cry?" This is a common human experience. Search the shelves of any library or bookstore these days and you will see the titles are many on how to use laughter as medicine.

Does laughter really serve any useful purpose? Yes, it does. It is a type of emotional release, like turning on a tap under high pressure, to let water rush out. Stress is caused by unreleased adrenalin, and laughter must serve to diffuse it. When you are in the midst of spontaneous laughter, you feel it is a sort of opening wide of the soul.

Laughter is a therapy. The natural physiological process of laughter releases the painful emotions of anger, fear and boredom. Laughter lowers blood pressure, and reduces stress hormones. It also increases muscle flexion and boosts immune function. Laughter triggers the release of endorphins, the body's natural painkillers and produces a sense of general well-being. Thus, through laughter, the mental health of a person becomes stronger. It improves lung capacity and oxygen levels in the blood, thereby improving conditions of asthma and bronchitis. It is also known to help insomnia, migraines, allergies and ulcers.

Perhaps the biggest benefit of laughter is that it is free and has no known negative side-effects!

(Adapted from The New Indian Express)

3

The Crow

As children, all of us have heard the story of the clever crow which dropped stones into the pot of water. And all of us would have dismissed it as just an amusing story!

The chimpanzee is considered as the most proficient toolmaker in the animal world. It looks as though the remarkable talent of a crow has challenged the chimpanzee's fame. The crows make and use a range of tools. For example, crows can make a hook from an ordinary piece of wire, which they use to extract food from cracks and crevices.

But the crow has now shown that it can do cleverer things. It can design and manufacture a tool from materials with which it has no previous experience. These

skills came to light through a small experiment. Two crows were given a choice between a straight wire and a hook to extract a bucket of food from the bottom of a plastic pipe. The male bird made off with the hook. The female bent the tip of a straight wire to make a replacement. To bend the wire the crows sometimes hold it in their feet, and then pull the tip with the beak.

Crows make hooks from twigs and leaves. They generally don't get materials like wires that bend and retain their shape. The bird's ability to make the right tool for the job from unfamiliar materials suggests that crows have some understanding of the properties of the material and what might be achieved with a hook. Crows seem to have acquired a grip on basic physics and engineering. They have learnt that they need to drop walnuts with thicker shells from greater heights in order to break them open. They seem to know that nuts dropped on asphalt and concrete surfaces need not be dropped from a great height. But if the crow is flying above soft earth, it will fly higher before dropping the nut.

Possibly then, the old story of the crow and the pot of water may well be true!

(Adapted from The Hindu)

4

The Price of Flower

Laxman Singh, an ICS officer on training, met Maggie a girl of 14 at a restaurant in London. She had a brother, Frank who was a soldier in India. Frank loved his sister very much and he used to send letters and gifts from India. She had great affection for her brother. As the war was going on she did not get any letter from India. Naturally, she was worried. This explained her interest in India and Indians.

Their aquaintance grew to friendship.

One evening Laxman Singh got a message from Maggie urging him to meet her. On reaching her house, Laxman Singh was surprised to see Maggie all in black. She handed over a telegram to him. Tears rolled down her cheeks.

Laxman Singh completed his training. He went to Maggie's to bid farewell. 'Are you leaving tomorrow?' She asked. 'Yes, Maggie', said Laxman Singh.

'Frank is buried at Fort Munroe near the border', the girl's eyes filled with tears as she spoke.

'When I go to that part of the country I shall visit your brother's grave and write to you', said Laxman Singh.

There was gratitude in her eyes. She took a shilling out of her pocket and put it down saying, 'please buy flowers with this shilling when you go and lay them on my brother's grave for me'

5

The Cat, the Tortoise and the Law of Gravity

A cat and a tortoise were having an argument. 'I'm very fast and you're very slow,' said the cat. 'All right', said the tortoise, 'we'll have a competition'.

'I'll win,' said the cat at once.

'We shall see,' replied the tortoise, quietly smiling to himself. 'I bet you that I can travel 100 metres in the same time as you.'

The cat agreed, sure that he could move much faster than the tortoise. They shook hands, and the tortoise led the cat to the top of a tower which was exactly 100 metres high. You see, the tortoise had learned the law of gravity at school. One day his teacher had said 'Force = Mass x Acceleration.' 'What does that mean?' the tortoise had asked. 'It means,' said the teacher, 'that two bodies of different mass will fall at the same speed, and will reach the ground at the same moment.'

The tortoise had thought long and deep over it. He found that he could travel as fast as anyone else using the force of gravity.

The cat looked down anxiously at the ground far below them. 'What are we going to do?' he asked in a small voice. 'We're going to jump when I count three,' replied the tortoise. '1-2-3, go!'

They jumped and, thanks to the law of gravity, fell together and hit the ground at the same moment exactly. The cat landed gracefully on his feet, but the tortoise landed on his back, breaking his shell and most of his bones. He was in hospital for a long time afterwards.

6

The Mumbai Police

Let me give you some facts about the Mumbai police. Some of them are interesting and encouraging. But some are disturbing. The Mumbai police has a strength of 39,000 - officers and policemen together. But, unfortunately, not all of them are available to do genuine police duty. About 5,000 of them are engaged in duties which are, strictly speaking, not police duties. Such non-policing duties include guarding banks, protecting forests, escorting prisoners and working as telephone orderlies. All this can be done by private security staff. They do not need the service of the police! Otherwise, the police-population ratio of Bombay 1:268. That is, there is one policeman for 268 citizens. This is quite a high ratio. It compares favourably with London's 1:284. And the London police is reputed to be one of the best in the world. If the 5000 policemen are pulled out from nonessential duties, it will help relieve the strain on the rest of the force. The Mumbai police are under great stress. Stress was the cause of 16 deaths in the police, recently. Just think of the

conditions in which the police personnel live in Mumbai. The Bombay Police Act guarantees every policeman up to the rank of the inspector free housing and water. But there is acute housing problem in the city, and the police suffer more than the others. Constables have to live in slums or rented accommodation on the outskirts of the city. Those who do get quarters aren't much better-off. Most live in dilapidated huts which leak and have not been painted for years. Nor are future housing prospects bright, with police land now being parcelled off to private builders. Even police stations do not have basic facilities such as furniture, telephones, fans, toilets, drinking water and stationery. No one can be expected to work efficiently under these conditions!

(based on a Report in The Times of India)

7

THE WATER WE NEED

Clean water is essential for health, indeed water is essential for life itself. People can survive without food for upto two months. But without water, they will die within three days. The World Health Organization estimates that a person needs five litres of water every day for cooking and eating, but a further 25 to 45 litres are needed for each person to stay clean and healthy.

The amount of water consumed depends very largely on whether it has to be carried to the house or not. Clearly, if there is no household tap and it is necessary to walk even a short distance to a stand pipe, this will greatly reduce the amount of water used by the people living in these circumstances. In situations where there is no tap or stand pipe available at all and people rely on fetching water from a river, lake or spring, for example, it is estimated by the WHO that the approximate consumption is 25 litres. In situations where there is a single household tap consumption is 47 litres and where there are several household taps this rises to 165 litres.

Compared to the people living in less favourable conditions, the people with a ready supply of clean water consume more water. For example, a person cleaning his teeth with a tap running for three minutes uses 27 litres of water. It takes 22 litres of water to flush a toilet. On the contrary, if you fill a basin with water to wash your face, you are using about four litres. Having a full bath tub uses around 110 litres while having a shower uses rather less, about 90 litres. A village woman may have to walk several miles to fetch and carry the same amount of water that a person in the city uses when he brush his teeth!

APPENDIX II

A FEW USEFUL REFERENCE BOOKS

FOR TEACHERS

a Dictionaries

- 1 Oxford Advanced Learner's Dictionary
- 2 Longman Dictionary of Contemporary English
- 3 Cambridge International Dictionary of English
- 4 Collins Cobuild English Dictionary

b Grammar

- | | | |
|----------------------|---|---|
| 1 Eastwood | : | Oxford Guide to English Grammar |
| 2 Eastwood | : | Oxford Practice Grammar |
| 3 Allsop | : | Student's English Grammar |
| 4 Turton | : | ABC of Common Grammatical Errors |
| 5 Swan | : | Practical English Usage |
| 6 Wood | : | Current English Usage |
| 7 Thomson & Martinet | : | A Practical English Grammar (Text + 2 Exercise Books) |
| 8 Quirk, and others | : | A University Grammar of English |
| 9 Hornby | : | Guide to Patterns and Usage in English |
| 10 Shaw | : | Collins Cobuild English Grammar |

FOR LEARNERS

a Dictionaries

- 1 Oxford Study Dictionary
- 2 Oxford Pocket Dictionary
- 3 Longman Active Study Dictionary
- 4 The New Method English Dictionary
- 5 Oxford Elementary Learner's Dictionary
- 6 International Reader's Dictionary
- 7 Collins Ringbinder Dictionary

b Grammar

- | | | |
|----------|---|---|
| 1 Murphy | : | Essential English Grammar |
| 2 Murphy | : | Intermediate English Grammar |
| 3 Shaw | : | Collins Cobuild English Grammar Exercises |

APPENDIX III

LESSON GRID (Coursebook and Practice Book)

1	2	3	4	5			
Unit	Reading	Listening	Speaking	Writing			
No	Passage	Functions	Passage	Textual	Communicative		
1	The Cherry Tree	• Identifying • Comparing • Contrasting	The Earthworm	• Congratulating • Thanking/responding • Offering • Requesting	You are very kind (conversation)	• Words, Phrases • Sentences • Paragraphs • Essay type • Extended writing	• Narrating • Reporting • Describing
	A Stormy Night (poem)						
2	Two Gentlemen of Verona	• Narrating • Analysing • Suggesting	Laughter	• Reporting questions • Expressing commands • Planning future events	Independence Day Celebration At a bank Have a nice Time	• Words, Phrases • Sentences • Paragraphs • Sequencing • Linking	• Narrating • Describing
	Home they Brought her Warrior Dead (poem)						
3	Three Days to See	• Narrating • Comparing • Contrasting • Interpreting	The Crow	• Directing • Enquiring • Imagining • Planning something	Plans for the Evening	• Phrases • Sentences • Paragraphs • Essay type • Extended writing	• Narrating • Describing
	David and his Mother (poem)						
4	A Hero	• Narrating events and characters • Requesting • Enquiring	The Price of Flowers	• Asking for information • Offering help • Enquiring • Polite refusal • Inviting	On the Phone	• Sentences • Paragraphs • Short Essay	• Narrating events • Describing events
	The Solitary Reaper (poem)						
5	On the Rule of the Road	• Agreeing • Stating one's opinion • Challenging	The Cat the Totoise, and the Law of Gravity	• Agreeing • Disagreeing • Suggesting	Planning a Trip	• Words, phrases • Sentences • Paragraphs • Sequencing • Essay type	• Applying textual information • Describing • Narrating
	Come Live with Me (poem)						
6	The Sneeze	• Narrating • Describing	The Mumbai Police	• Expressing wonder • Regretting	Conversation	• Phrases • Sentences • Paragraphs • Essay type	• Narrating • Describing • Developing
	Light the Lamp of Love (poem)	• Contrasting • Identifying					
7	The Elixir of Life	• Describing • Illustrating • Comparing • Contrasting	The Water We Need	• Accepting • Rejecting suggestions • Regretting • Seeking permission	Oh! The Lights off Conversation	• Words, Phrases • Sentences • Paragraphs • Essay type	• Describing • Narrating • Describing a process

6 Grammar		7 Word study	8 Pronunciation	9 Study skills	10 Activities	11 Practice Book
Functions	Structures					
<ul style="list-style-type: none"> Talking about events in the past Talking about an action which began in the past and still going on, etc. 	<ul style="list-style-type: none"> Simple past Recent past Present perfect Present perfect continuous Past perfect 	<ul style="list-style-type: none"> A few new words A few Phrasal verbs 	<ul style="list-style-type: none"> Passage for Reading aloud A few words for speech practice 	<ul style="list-style-type: none"> Dictionary work Vocabulary extension Locating words 	<ul style="list-style-type: none"> Language Games Crossword puzzle Debate Portfolio 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Reporting questions Expressing future in different ways Expressing commands Expressing requests 	<ul style="list-style-type: none"> Reported speech questions will/ shall + verb be going to + verb Present continuous Simple present will, shall, must Modals - can, may, will, would, would ... mind + ving 	<ul style="list-style-type: none"> A few new words, phrases and idioms Phrasal verbs 	<ul style="list-style-type: none"> Reading aloud Role-play Sentences with proper pauses, stress and intonation 	<ul style="list-style-type: none"> Phrasal verbs Guess the meaning Locating words 	<ul style="list-style-type: none"> Discussion Debate Project 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Advising or giving opinion Describing the result of an imaginary event 	<ul style="list-style-type: none"> Should Would + base form of verb 	<ul style="list-style-type: none"> words, phrases idioms phrasal verbs 	<ul style="list-style-type: none"> Passage for reading aloud Conversation 	<ul style="list-style-type: none"> Dictionary work information transfer 	<ul style="list-style-type: none"> Seminar Language games 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Expressing purposes Defining persons, things, places. Giving additional information Reporting requests and commands 	<ul style="list-style-type: none"> Infinitive Defining relative clause Non-defining relative clause Reporting requests and commands 	<ul style="list-style-type: none"> A few new words and phrases idioms 	<ul style="list-style-type: none"> A speech for reading aloud 	<ul style="list-style-type: none"> Dictionary work Vocabulary extension 	<ul style="list-style-type: none"> Project Dialogue developing Discussion Debate 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Expressing conditions Expressing possibility 	<ul style="list-style-type: none"> Conditional clauses Type I, II and III may, might, would 	<ul style="list-style-type: none"> A few new words and phrases 	<ul style="list-style-type: none"> Passage for reading aloud with proper pauses, stress and intonation 	<ul style="list-style-type: none"> Dictionary work Compound words Abbreviations 	<ul style="list-style-type: none"> Portfolio Word building Language games 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Reporting Agreement Giving information about time, reasons, result, etc. 	<ul style="list-style-type: none"> Reported speech Concord Participial and Absolute construction 	<ul style="list-style-type: none"> words, phrases idioms Phrasal verbs 	<ul style="list-style-type: none"> Passage for reading aloud 	<ul style="list-style-type: none"> Dictionary work Synonyms 	<ul style="list-style-type: none"> Debate Language game Crossword puzzle Project 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items
<ul style="list-style-type: none"> Talking about the present time Describing a process - how it is done 	<ul style="list-style-type: none"> Simple present Present continuous Passives - all forms 	<ul style="list-style-type: none"> A few new words and phrases Phrasal verbs 	<ul style="list-style-type: none"> Words for practice Nouns and verbs 	<ul style="list-style-type: none"> Dictionary work Note making Information transfer 	<ul style="list-style-type: none"> Debate Portfolio 	<ul style="list-style-type: none"> About 20 Tasks Vocabulary Structural items Reading comprehension Writing Study skills + Other items

APPENDIX IV

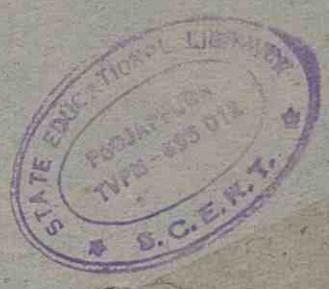
KEY TO PHONETIC SYMBOLS

VOWELS AND DIPHTHONGS

/ ɪ: /	as in	see /sɪ:/	/ ɜ: /	as in	tur /fɜ:(r)/
/ ɪ /	as in	sit /sɪ/	/ ə /	as in	ago /ə'gəʊ/
/ e /	as in	ten /ten/	/ eɪ /	as in	page /peɪdʒ/
/ æ /	as in	hat /hæt/	/ əʊ /	as in	home /haʊm/
/ a: /	as in	arm /a:m/	/ aɪ /	as in	five /faɪv/
/ ɒ /	as in	got /gɒt/	/ aʊ /	as in	now /nau/
/ ɔ: /	as in	saw /sɔ:/	/ ɔɪ /	as in	join /dʒɔɪn/
/ u /	as in	put /pʊt/	/ ʊə /	as in	near /nɪə(r)/
/ u: /	as in	too /tu:/	/ eə /	as in	hair /heə(r)/
/ ʌ /	as in	cup /kʌp/	/ ʊə /	as in	pure /pjuə(r)/

CONSONANTS

/ p /	as in	pen /pen/	/ s /	as in	so /səʊ/
/ b /	as in	bad /bæd/	/ z /	as in	zoo /zu:/
/ t /	as in	tea /ti:/	/ ʃ /	as in	she /ʃi:/
/ d /	as in	did /dɪd/	/ ʒ /	as in	vision /'vɪʒn/
/ k /	as in	cat /kæt/	/ h /	as in	how /hau/
/ ɡ /	as in	got /gɒt/	/ m /	as in	man /mæn/
/ tʃ /	as in	chin /tʃɪn/	/ n /	as in	no /nəʊ/
/ dʒ /	as in	June /dʒu:n/	/ ŋ /	as in	sing /sɪŋ/
/ ʃ /	as in	fall /fɔ:l/	/ l /	as in	leg /leg/
/ v /	as in	voice /vɔɪs/	/ r /	as in	red /red/
/ θ /	as in	thin /θɪn/	/ ɿ /	as in	yes /jes/
/ ð /	as in	then /ðen/	/ w /	as in	wet /wet/



ENGLISH ENGLISH ENGLISH