

SRI GAYATHRI ENGLISH WORK BOOK

(As per new Syllabus)

Higher Secondary Course - First Year

கல்விச்சுடர்

AMAL RAJ, M.A.,M.Phil.,B.Ed.,

*Valuable Suggestions and Constructive Criticism
are welcome*

**SRI GAYATHRI PUBLICATION
SRI RAJ PUBLICATION
[EDUCATIONAL PUBLISHERS]
19, THIRU NAGAR, (SOUTH) GIRI ROAD, (Extn)
SRINIVASAPURAM, THANJAVUR-9.
Mob : 94427 14154. 94432 57890, 94883 33422**

XI-Work Book

CONTENTS

UNIT - I		Pg.No.
Prose	-	3
Poem	-	9
Supplimentary	-	15
UNIT - II		
Prose	-	21
Poem	-	31
Supplimentary	-	37
UNIT - III		
Prose	-	44
Poem	-	68
Supplimentary	-	73
UNIT - IV		
Prose	-	80
Poem	-	96
Supplimentary	-	103
UNIT - V		
Prose	-	107
Poem	-	120
Supplimentary	-	123
UNIT - VI		
Prose	-	127
Poem	-	141
Supplimentary	-	148

PROSE
THE PORTRAIT OF A LADY

KHUSHWANT SINGH

1. Meanings:

- a. **mantelpiece** – shelf projecting from the wall above a fireplace
- b. **absurd** – inconsistent/ illogical
- c. **fables** – tales/stories
- d. **hobbled** – walked unsteadily
- e. **pucker** – to contract the face into wrinkles
- f. **expanse** – widespread
- g. **monotonous** – unchanging /boring
- h. **snapped** – broke / cut
- i. **seclusion** – isolation
- j. **bedlam** – noisy confusion
- k. **perched** – sat / rested
- l. **rebukes** – scoldings
- m. **dilapidated** – damaged
- n. **pallor** – an unhealthy pale appearance
- o. **shroud** – cloth used to wrap a dead person

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

a. Describe the grandfather as seen in the portrait.

The grandfather was pictured in the portrait as wearing a big turban and loose fitting clothes, a long, white beard covering the best part of his chest. He seemed to be at least hundred years old. He did not look like a person who would have a wife or children but only lots of grandchildren.

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

As the author's parents went to find an opportunity to settle down in the city, he was left with his grandmother in the village.

c. Where did the author study in his childhood?

The author, under the care of his grandmother, did his childhood studies in his village school.

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

The grandmother accompanied the author to school as the school was attached to temple where the children were taught the alphabet and the Morning Prayer while his grandmother spent her time reading the scriptures.

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

The dogs followed the grandmother after school hours for the chapatti thrown by both of them.

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

The grandmother didn't feel sentimental or emotional when the author went abroad for higher education as she was busy in telling the beads of her rosary and reciting prayers as ever.

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

Feeding the sparrows was the happiest time of the day for grandmother.

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

a. Describe the author's grandmother.

The grandmother was a deeply religious and kind-hearted woman. She was not pretty to look at, yet she was beautiful. She was graceful and dignified in her bearing. She had perfect control over her emotions. She used to feed the dogs and birds.

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

Grandmother woke him up every morning and got him ready for school. She would dress him up. She gave him breakfast, got him his slate, ink-pot and accompanied him to school. While he learnt at school, grandmother used to read the scriptures in the temple. When the school was over, they would walk back home together and feed the village dogs on the way.

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

The village school education which was attached to temple taught the children about God and the religious scriptures. But it was not found in the city school. Instead, the city school gave much importance to English, science and music.

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

The grandmother liked the village school education very much as it had value. In other words, the school taught the children both physically, intellectually and spiritually. So she appreciated the value of education in the village. It is proven as she accompanied the author to school in the village. And it is not so in the case of city education and she felt unhappy of it.

e. The grandmother was strong-minded. Justify.

When the author went up to University, he was given a separate room and the grandmother had to be alone. She happily accepted her seclusion. She started to spend her time by spinning and reciting prayers. Secondly, she was neither emotional nor sentimental when he went abroad for higher studies. Further she spent her time by feeding sparrows. Thus, she was strong-woman.

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

She gathered the women of the neighbourhood and getting an old drum started singing. Her overstraining made her ill and she knew that her end was near. But she was peacefully praying and telling her beads. Then her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful pallor spread on her face and she was dead.

g. Describe 'the happiest half-hour of the day' for the grandmother.

For the author's grandmother, there was none other pastime and happy moment than that of feeding the sparrows in the afternoon for half-an-hour. The sparrows could be seen perched on her legs, shoulders and even sitting on her head. She kept always smiling but never shooed them away.

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

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

It is natural that every child gets attached to their grandparent, particularly to the grandmother. Even though the grandmother becomes old, she never gets tired. She is very keen on guiding the little ones physically, intellectually and spiritually till he or she gets settled down. Sometimes parents tend to get angry and emotional but the grandmother is always passive. Even if you question me, I would say that my grandfather motivated and trained me to speak in English fluently and took me in right path. Likewise, many people, if asked, would say their own valuable and memorable past. In "The portrait of a Lady", the author is not at all an exception. His grandmother was the sole reason for his success in his life. The grandmother always accompanied the author to the village school. Her moist imprint on his cheek while going abroad was unforgettable.

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

xxxxx

yyyyy

zzzzzz

02.05.2018

Dear mother,

Well and wish to hear the same from you.

I enjoy staying in the village. My grandmother looks after me very well. She rarely takes care of her health. She takes me to school. As our school is attached to a temple, she always waits there and recites prayer. She takes me back home after the school. Here the village atmosphere is very pleasant and peaceful. When I walk with my grandmother to school I watch the greenery which attracts me. The Cauvery River overflows with plenty of water. The canals, because of it, always have water. It is more helpful for our vegetation. Here our pet animals and birds are lovely. I enjoy watching them as my grandmother feeds them.

Mum, I end up this letter as I have to continue studying. Convey my best wishes to father and my sister.

Yours lovingly,
xxxxxxx
(xxxxxxx)

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

Thousands of sparrows gathered around grandmother's dead body. They did not chirrup and touch the breadcrumbs thrown to them. They seemed to mourn her death in silence and flew away when her body was taken away for cremation. Next morning the sweeper swept the bread crumbs into the dustbins. I have seen pet parrots at home becoming sick or lifeless after its master dies. The domestic dogs, cats or cows can be exemplified. They even give up their lives for the sake of their masters. How grateful the animals are! It is really undeniable. Thus it is apparent that the animals are capable of empathy.

5. GRAMMAR

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

- | | | | | |
|---------------|----------------|---------------|---------------|---------------|
| 1. moist | a. marshy | b. arid | c. slimy | d. sultry |
| 2. frivolous | a. serious | b. sad | c. furious | d. happy |
| 3. omitted | a. isolated | b. rejected | c. contracted | d. included |
| 4. protest | a. promote | b. apprehend | c. accept | d. project |
| 5. serenity | a. simplicity | b. anxiety | c. absurdity | d. stupidity |
| 6. scattered | a. sprinkled | b. multiplied | c. gathered | d. covered |
| 7. monotonous | a. interesting | b. tiresome | c. fragrant | d. satisfying |

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

Reeta hurried along the road, dressed in her ____1____ new dress towards the bus stop. Before ____2____, she had to reach the house of her ____3____. But the first ____4____ of her travel was slow due to traffic jam. Her ____5____ would be regarded with joy. She was ____6____ herself to reach the place. When she finally stepped into the ____7____, she was received with a big hug by her kind aunt. She was in time to join the ____8____ at the village, for a ____9____.

(Answers: 1. spotless 2. sunset 3. grandmother 4. half-hour 5. Homecoming
6. overstraining 7. courtyard 8. gentlefolk 9. singsong)

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

A	B	C
mantel	lashes	mantelpiece
eye	wheel	eyelashes

water	gate	waterproof
bee	knob	beehive
toll	piece	tollfreeS
door	proof	doorknob
spinning	hive	spinningwheel

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

- i. **the thought was almost revolting** - hard to believe
the thought that he scored high marks in all subjects *was almost revolting*.
- ii. **an expanse of pure white serenity** - **(simile)** to describe a lady dressed in spotless white and extremely calm and peaceful

The girl is *an expanse of pure white serenity*

- iii. **a turning point** - a remarkable change
Joining in IIT is a turning point in a student's life
- iv. **accepted her seclusion with resignation** - accepting one's own loneliness without any protest or objection

The old man *accepted her seclusion with resignation* after his wife's death

- v. **frivolous rebukes** - talking to/scolding somebody lovingly
My mother fed my brother with *frivolous rebukes*.

e) Form two derivatives from each of the following words.

- honest** - dishonest, honesty
- manage** - mismanage, management
- differ** - difference, different
- beauty** - beautiful, beautify
- peace** - peaceful, peaceably
- arrange** - disarrange, arrangement
- collect** - recollect, collection
- approve** - disapprove, approval
- narrate** - narration, narrative
- class** - classify, classic

f) Homophones:

Fill in the blanks with suitable homophones:

- i) **brake / break** a) We have a short **break** between the sessions.
b) The car skidded to a halt when I applied the **brake**.
- ii) **waste/waist** a) Shivani wears a belt around her **waist**.
b) We should never misuse or **waste** natural resources.
- iii) **principle/principal** a) Oxygen is the **principal** element present in the earth's crust.
b) Both these machines work on the same **principle**

- iv) **bread/bred** a) Turtles should be **bred** in a healthy environment.
b) I like to have toasted **bread** for breakfast.
- v) **lesson/lessen** a) This medicine will **lessen** your pain.
b) Finally, the manager learnt a **lesson** the hard way.
- vi) **pale/pail** a) The child looks very sick and **pale**.
b) I need a **pail** of water to wash these cups.
- vii) **through/threw** a) Ravi picked the banana peel and **threw** it in the dustbin.
b) The soldiers had to pass **through** a dark tunnel.
- viii) **Corps/corpse** a) The **corpse** was covered with a shroud.
b) A five-day annual training camp for the senior cadets of the National Cadet **Corps** has been organised.

கல்விச்சுடர் 

POEM
ONCE UPON A TIME

GABRIEL OKARA

1. Meanings:

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

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

- i. What do you associate with the title of the poem?**
The title of the poem reminds me a thing in the past.
- ii. What is the relationship between the narrator and the listener?**
The relationship between them is father and son.
- iii. What happens to the poet when he visits someone for the third time?**
He feels himself as an unwelcomed guest when he visits someone for the third time.
- iv. Pick out the expressions that indicate conflicting ideas.**
1. laugh with their hearts Vs laugh with their teeth
 2. shake hands without their hearts Vs shake hands with heart
Vs hands search my empty pockets
 3. feel at home Vs there will be no thrice
 4. conforming smiles like a fixed portrait smile
- vi. How does the poet compare his face with dresses?**
As he wears different dresses in different occasions every day, he wants to wear different faces – home face, office face, street face, host face and cocktail face.
- v. What does the poet mean when he says 'good bye'?**

The poet mean good-riddance when he says 'good bye'.

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

- i. saying 'goodbye' for 'good riddance'.
- ii. saying 'glad to meet you' without being glad.
- iii. saying 'it's been nice talking to you' after being bored.

vii. What does he desire to unlearn and relearn?

The poet has learnt to live amidst the false people. He has learnt to fake emotions and build relationships without any sincerity or depth of feeling. He has learnt how to say expected phrases without any meaning behind them. Now he wants to unlearn these unwanted falsities and duplicities. He wants to relearn the true emotions and feelings as he wants to revert back to the time when he was a child like his son; when he was an innocent person.

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

The poet's laugh is reflected in the mirror like a snake's bare fangs as he does not laugh with his eyes and heart but only by showing his teeth. It warns him his laugh is dangerous and deceptive like a snake.

ix. What does the poet long for?

The poet longs for his true self again. In other words, he wishes he could once again be what he used to be.

x. Mention the qualities the child in the poem symbolises.

The child in the poem symbolises the following qualities: innocence – innocent laugh and heart – and honesty in all aspects.

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

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

People utter words of welcome and exchange (g)_____, but those words come only from the tip of their tongues and not from the depth of their hearts. Humans have learnt the art of changing their (h)_____ expressions according to situations merely to ensure social acceptance. They wear (i)_____ and exhibit multiple faces. The narrator admits that he has also changed into a hypocrite. However, he tells his son that though he (j)_____ his expressions, he does all these against his will. He says he wants to become a (k)_____ again and laugh genuinely. He wants to (l)_____ the unreal things and (m)_____ how to laugh as he

had done once upon a time. When he laughs before the (n)_____, he sees no expression. His teeth are bare like that of the (o)_____ of a snake. So, he asks his son to show him how to laugh the way he used to laugh, when he was a kid like him.

(Answers: a. duplicity b. adults c. genuine d. superficially
e. falsity f. personal g. pleasantries h. facial i. masks j. fakes
k. child l. unlearn m. relearn n. mirror o. fangs)

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

- i. *laugh with their eyes* - it means the brightness in the eyes due to hearty laughter. In other words, when we laugh heartily and with true feelings, it gets reflected in our eyes.
- ii. *shake hands without hearts* - It is a handshake that does not show warmth but a routine formality. The poet condemns the society where the men greet one another without any real feelings.
- iii. *like a fixed portrait smile* - It is a smile which remains fixed and lifeless. It does not change with personal feelings and moods.
- iv. *hands search my empty pockets* - Today's world measures relationship in terms of how much money/ power one has. It occasionally gives importance to real love and affection.
- v. *to unlearn all these muting things* - The poet wishes to forget modern trends and return to a more natural style of living. He wants to unlearn the unreal things that he has learnt so far.

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

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

a) Who are 'they'?

They are the people who live fake lives in the modern world

b) Explain: 'ice-block-cold eyes'

Ice block cold eyes refer to people's insensitivity and lack of gentle emotions to fellow beings in the society.

c) Identify the figure of speech used here.

It is a metaphor.

ii. *'Most of all, I want to relearn*

How to laugh, for my laugh in the mirror

Shows only my teeth like a snake's bare fangs!'

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

The poet's laugh is reflected in the mirror like a snake's bare fangs as he does not laugh with his eyes and heart. It warns him his laugh is dangerous, venomous and deceptive like a snake. So, he wants to relearn how to laugh.

b) Whom does the poet want to relearn from?

He wants to relearn from his son.

c) Mention the figure of speech used here.

It is a simile.

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

i. *Once upon a time, son*

They used to laugh with their eyes:

Context: These words are extracted from Gabriel Okara's *Once Upon a Time*. While the poet tells his son about the behaviour of people in the past and in the present, he utters the above words.

Explanation (with reference to the Context): The poet recollects the past when the people moved their fellowmen truthfully, genuinely and wholeheartedly. Their laugh from the heart was meaningful and lovable. When they laughed, the eyes were filled with true emotions and feelings. But it is sad to note its total absence in the modern world.

Comment: It is apparent that many a poet has dealt with this theme. But Okara has depicted the typical society of both the past and the present. It is in the hands of the readers to live a life with true feelings and emotions.

ii. *There will be no thrice.*

Context: This line is an extract from Gabriel Okara's *Once Upon a Time*. While the poet tells his son about the behaviour of people in the past and in the present, he utters the above line.

Explanation: This line reminds me the popular adages "Too much of anything is good for nothing" and "Familiarity breeds contempt". Yes, it is true as far as concerning the modern world where people fake their emotions and feelings. Here the poet visits the people who say to him while departing 'Feel at home' and 'Come again'. But actually they didn't say from hearts. Only their lips does say these words. In reality, they feel unpleasant of the poet's visit while they say these pleasantries.

Comment: It is hypocritical to come across the absence of true love in the minds of the modern people. Readers! Are we, as the modern people, ready to give up our duplicity and falsity?

iii. *I have learned to wear my faces*

Like dresses ...

Context: This passage is an extract from Gabriel Okara's *Once Upon a Time*. While the poet tells his son about the behaviour of people in the past and in the present, he utters these words.

Explanation: On seeing the false behaviour of the modern people, the poet is compelled to learn the unreal things in his life forgetting his childlike qualities. He has learnt to wear and cast off many faces – home face, office face, street face, host face and cocktail face – like dresses which have no warm or sensitivity.

Comment: This passage shows that even a good natured man is forced to behave falsely to survive in the modern society.

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

Context: Okara utters this verse to his son in his poem *Once Upon a Time* while he longs for disappeared childlike qualities in him once again.

Explanation: Having narrated the behaviour of the people in the past as well as in the present, he confesses to his son that he has also been forced to learn the fake emotions and feelings. But now he wants to unlearn the muting things and wants to be innocent and honest when he was a child like his son. It is because 'his laugh with teeth' seems to be bare like the fangs of a snake. This makes him afraid of his bad nature.

Comment: As the poet repents for his false behaviour, he wants to get rid of it. So, it is indispensable to every human to be humane with true feelings and emotions as a child has.

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

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

To be a part of the society we have to learn behaviour that is accepted in society. As we grow up, we behave according to the situation. As a result, our innocence and honesty slowly disappears and we never hesitate to fake our emotions and feelings by wearing masks before others. Likewise, the poet himself undergoes the same experience. He behaves very differently in each and every situation – at home, in the office, as a host, at a party or in the street. He knows very well that he pretends at all situations. None of these different faces that he wears is his real face. Besides, the pleasantries that he pronounces do not really come from heart. For example, when he says, "Glad to meet you" he doesn't really mean "glad". But he doesn't like meeting him or her. Therefore, the poet feels dejected and ashamed of himself as he lacks innocence, truthfulness, politeness and honesty as a grown-up adult.

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

Okara satirises at the false behaviours of the people in the modern society through his poem *Once Upon a time*. As the world has become mechanical, everybody wants to survive by any means. For which, the people have learnt what they should not have learnt. In other words, they have learnt how to pretend friendship and love. They have become business minded. They are ready to laugh or greet without hearts to achieve their goals. They say "Feel at home!" or "Come again" but their hearts do not say. The people like our poet understand the real meaning. As a result, even the good natured people as the poet himself has confessed, are forced to learn to wear many faces to survive. They become like actors changing masks on a stage and acting in a play. It is sad to say that none shows real love and

affection. There is no more innocence or honesty in their behaviour. When they “laugh with their teeth”, their teeth look like bare fangs of a snake. Thus the serious problem prevailing in the modern society is criticised by the poet in the true style of a satire.

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

When I read this adage, Shakespeare’s verses from his play **Macbeth** echo in my mind. Duncan in the play says,

..... *There’s no art
To find the mind’s construction in the face:*

Yes, “Face will no more be the index of the mind”. People in the modern world are artificial in their behaviour. They laugh but they do not laugh. They shake their hands but they do not really want to do. They greet their guests or friends but they are not interested in greeting them. They wear many faces like dresses and act like actors in a drama. Nobody is true. When they laugh, their teeth are bare like fangs of a snake. So everybody pretend one another. If we wear masks, who can see our real faces? If there are no real faces, how can one judge or understand us? So the adage *Face is the index of the mind* doesn’t concur with the views of the poet.

கல்விச்சுடர் 

SUPPLEMENTARY READER AFTER TWENTY YEARS

O.HENRY

Meaning:

1. **avenue** –a wide street
2. **habitual** –regular
3. **nigh** –almost
4. **twirling** –twisting and spinning around
5. **intricate** –complicated
6. **stalwart** –physically strong
7. **swagger** –walk in a confident way
8. **vicinity** –the surrounding area(neighbourhood)
9. **reassuringly** – making someone feel less doubtful
10. **proposition** – theory or system
11. **plodder** – one who toils slowly but steadily
12. **wits** –intelligent people
13. **groove** –a dull routine that does not change
14. **razor-edge** –a critical situation
15. **dismally** –without happiness and cheer
16. **absurdity** –quality of being silly and foolish
17. **egotism** –a feeling of self-importance
18. **outline** –describe
19. **wires** –sends a telegraphic message

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

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

The appearance of the policeman on the beat was impressive. It is nature. He was alert at the people's movements on the main road. He is a fine picture of a guardian of peace.

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

His eyes were very carefully watching the people's movements on the main road. He looks like a guardian of peace. He was gently spinning his stick as he walks.

c) Why were the streets devoid of people?

As the time was 10 o'clock at night, the streets were devoid of people.

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

The man standing near the hardware store told the passing cop that he was waiting for a friend. He added that it was an appointment made by them twenty years ago.

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

There used to be a restaurant named Big Joe Brady's restaurant in the place of the shop twenty years ago.

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

The man, awaiting the arrival of his friend had a pale, square-jawed face with keen eyes and a little scar near his right eyebrow. His scarf pin was a large diamond, oddly set. He is ready to commit crime for money but he values friendship.

g) Why did the friends part ways?

As 'Silky' Bob left to find fortune in the West, the friends parted ways.

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

When they came near a drug store, their faces were apparently visible in the dazzling electric light. Suddenly, Bob could identify the other man's nose which was not Jimmy's. Bob angrily released his arm.

i) Who was the tall man?

The tall man was the policeman in plainclothes

k) What did he give Bob?

He gave Bob a note/ a letter written by his old friend Jimmy Wells.

2. State whether the following statements are true or false

- a) The cop suddenly slowed his walk, when he heard the barking of dogs. – **False**
- b) The friends grew up together in the city of New York. – **True**
- c) Both Jimmy and Bob were of the same age. – **False**
- d) The friends parted one night after watching a movie together. – **False**
- e) The friends could not keep in touch because they lost each other's phone numbers. – **False**
- f) Bob wanted to stay for half an hour more than the appointed time. – **True**
- g) Jimmy grew a little taller after he was twenty. - **False**
- h) Bob realised that the tall man was not Jimmy Wells from the shape of his nose. - **True**

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

a) on the beat:

i) moving around hitting every one with a stick

ii) on duty walking around the assigned area

iii) marching with his heart beating fast

b) a guardian of peace:

i) a watchman

ii) a holy man

iii) a policeman

c) arm in arm:

i) with arms linked together ii) with weapons in hands iii) with handcuffs on wrists

d) plainclothes man:

i) a man who wears simple clothes for grand occasions

ii) a policeman in civilian clothes while on duty

iii) a cine artist in ordinary costumes

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

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

Bob and Jimmy Wells dined together that night at Big Joe Brady's restaurant. Bob describes Jimmy as his best friend and finest man in the world. They grew up in New York like two brothers. Bob and Jimmy were 18 and 20 respectively. When they had to depart because of Bob's finding fortune, they promised to meet each other after 20 years in the same place whatever the situation may be.

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

Jimmy is the 'truest and staunchest' man in the world. He would never give up his promise. He works slowly but steadily. In order to value his friendship, he makes his police officer arrest Bob. Jimmy has given importance to both friendship and job. These are the strengths and weaknesses of Jimmy Wells from Bob's point of view

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

Yes. Bob was hopeful of his friend's arrival. He was ready to wait for him for half-an-hour more than the scheduled time. Besides, he knows that Jimmy is the truest friend.

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

The cop noticed Bob pulling out a handsome watch having the lid set with small diamonds. Then he came to understand that Bob had been successful in the West.

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

Bob left New York to make his fortune in the West. He earned much money by committing crimes. He was in the critical situation in the West. He must have undergone corporal punishment. So he had a scar near right eyebrow. He was the fugitive most wanted in Chicago. Besides, he had to compete with the sharpest wits/ intellectual people whoever came on his way. So life in the West was not a bed of roses.

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

He valued his friendship towards Bob very much. But at the same time, Jimmy was sincere and honest as a policeman. He wanted to discharge his duty at once when he identified Bob as a fugitive from Chicago. So, Jimmy didn't arrest Bob. Instead he called another policeman to do it.

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

Jimmy has been more successful between the two. At first, he is a sincere policeman who respects laws. Secondly, he takes step to arrest his own best friend though he respects his love. Thirdly, he hasn't earned much as Bob has.

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

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

Jimmy Wells and 'Silky' Bob were close friends. They grew up in New York City as

two brothers. When Jimmy was 20 and Bob, 18, they had to part ways. It is because Bob had to leave the City to make his fortune. While departing, they promised themselves to meet each other after twenty years. In due course, Jimmy became a police whereas Bob became a criminal. It is ironic to notice that one is for law and the other is against it. In fact, they did not know about each other till then. But they valued their friendship. Bob came all the way to meet his friend Jimmy eagerly as they promised. Bob believed that Jimmy was the truest and staunchest friend who would keep his promise. Jimmy got shocked to notice Bob as a fugitive from Chicago. As a result, Jimmy didn't allow himself to reveal his identity. So he called another policeman to arrest him. It is apparent that Bob is an egoist on one hand and a man of guilt, on the other. Jimmy may be criticized as a betrayer but it is not so. He wanted to be loyal and honest in his duty.

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

The popular saying is "Ends justify the means". If the end result is noble enough, it will justify whatever measures are taken to achieve that goal. For example, if your goal is to save lives, you may cheat, steal, and lie to accomplish your goal. But what does "Means should justify the end" mean? Bob, in this story, is a fugitive from Chicago. He is the most wanted by the police. The reason is that he went to make fortune in the West. But he outlawed to earn money. He became rich illegally. He came to New York City to meet his old friend after twenty years. To his dismay, he was a police. Learning he was a criminal, he wanted to arrest him. But as he was his friend, he called upon another policeman to arrest him. But Jimmy revered their friendship which was proved through his letter. This story therefore depicts that the end doesn't justify the means by rewarding him to be a successful man in his life. But the law punishes him at the end for his means. In other words, he was totally selfish to earn money and boasts himself as a successful man. The means is meagre and so the end is severe.

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

The popular saying is "Tell me your friend and I will tell you who you are". A man is judged by his friendship. Whether a man grows good or bad is in the hands of his friend. But in this story, both Jimmy and Bob were good friends. They grew as two brothers. They were promising in nature. But they became like two poles as one is for law and another is against it. Both of them are not responsible for the means or ends. Bob finds his own end through his bad means in spite of his committed friendship. It is not applicable to say that they lost their track but Bob has lost his character because of his criminality. On the other hand, Jimmy is dutiful and honest because of his goodness. So it is right to say, "As you sow, so you reap rather than the above adage.

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

If my close friend is indulging in wrong activities, I will try to correct him by warning him. If he doesn't hear or listen to me, then I will totally avoid him. But in this story, Jimmy Wells is not found doing like that. Instead he decides to arrest Bob. If I am a close friend speaking to my friend, after listening to his past, I will advise him to give up the bad and follow to the good. As a policeman, Jimmy does his duty sincerely but as a friend.....? Yes, he fails to react to the situation as a friend. But I will react as a friend and show him what a true friendship called. One should think of it and lead a life of honesty. On the other hand, a man who has come all the way to meet me after twenty long years will surely listen to my good. To my dismay, Bob does not hear me even after warning then I will totally avoid him.

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

If I were Jimmy Wells, I would arrest him if he disobeyed to give up the evil. As we are childhood friends, he will hear what I say. We might have lost our tracks after a year of our departure. But on seeing me, he will definitely feel happy. I know he was obedient during our teenage. So I believe now he will be more obedient than ever. I will explain him, "If money is lost, we can earn once again. If character is lost, then everything will be lost". "Nobody can reconstruct it". Further, I believe that a man who has come all the way from the West to meet me will certainly give his ears to me. I will put him right path by getting special permission from the higher authorities. In case if he turns his deaf ear to me, I will surely arrest him as I am an honest policeman.

IDENTIFY 'WHO' SAID TO 'WHOM'

- "I'm just waiting for a friend. It's an appointment made twenty years go."
(a) **Bob to the policeman** (b) the policemen to Bob
(c) Jimmy to Bob (d) Bob to Jimmy
- "Twenty years ago tonight, I dine here at Big Joe Brady's with Jimmy Wells."
(a) Bob to Jimmy **(b) Bob to the policeman**
(c) the policeman to Bob (d) Jimmy to Bob
- "I was eighteen and Jimmy was twenty." -
(a) Jimmy to Bob (b) the policemen to Bob
(c) Bob to the policeman. (d) Bob to Jimmy
- "Haven't you heard from your friend since you left?"
(a) Jimmy to Bob **(b) the policeman to Bob**
(c) Bob to the policeman (d) Bob to Jimmy

REARRANGE THE JUMBLED SENTENCES:

1. a. He thought it was the only place on earth.
- b. He and I were raised here in New York, just like two brothers, together.
- c. I was eighteen and Jimmy was twenty.
- d. You couldn't have dragged Jimmy out of New York.
- e. The next morning I was to start for the West to make my fortune.

Ans: b, a, e, d, a

He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York. He thought it was the only place on earth.

2. a. I came a thousand miles to stand in this door tonight
- b. The waiting man pulled out a handsome watch.
- c. It's worth it if my old partner turns up.
- d. The lids of it set with small diamonds.
- e. I know Jimmy will meet me here if he's alive.

Ans : e, a, c, b, d

I know Jimmy will meet me here if he's alive. I came a thousand miles to stand in this door tonight. It's worth it if my old partner turns up. The waiting man pulled out a handsome watch. The lids of it set with small diamonds.

3. a. Going to call time on him sharp."
- b. "I'll be on my way."
- c. "I should say not!" said the other.
- d. "I'll give him half an hour at least."
- e. "Hope your friend comes around all right."

Ans : b, e, a, c, d

"I'll be on my way." "Hope your friend comes around all right." Going to call time on him sharp." "I should say not!" said the other. "I'll give him half an hour at least."

UNIT II – PROSE

THE QUEEN OF BOXING

M.C. MARY KOM

1. Meanings:

- a. **princely** –very large
- b. **jet lag** – a tired and unpleasant feeling, a person experiences, following a long flight through different time zones
- c. **appetite** –hunger
- d. **lauded** –appreciated
- e. **conviction** – firm faith or belief
- f. **sate** – satisfy
- g. **palate** – sense of taste
- h. **felicitation** – congratulatory address
- i. **adulation** – appreciation
- j. **etched** – imprinted
- k. **speculation** – guess
- l. **haul** – taking a collection

2. Antonym

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

A	B		
amateur	professional	leader	eccentric
compulsory	invaluable	novice	optional
traditional	modern	fanciful	repulsive
expensive	respective	elusive	cheap
hopeful	hateful	desperate	trivial
accepted	fulfilled	refused	ancillary
	unnecessary	supportive	showered
	complex	antique	determined

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

- a) **How did Mary Kom manage to get financial support for her trip to the USA?**
Her father collected Rs.2000/-. Onler, one of her friends collected Rs.8000/- (Rs.5000/- + Rs.3000/-) from two MPs. Having the princely sum (Rs.10000/-), she managed to go for her trip to the USA.
- b) **Why did Mary Kom think that she should not return empty-handed?**
As the people took all the efforts on her behalf to send her to the USA, she thought

that she should not return empty-handed.

c) What was her first impression of America?

She feared whether she could face new opponents and win them

d) Why did she call herself 'lucky'?

She had no match on the day of reaching Pennsylvania. She could take rest well enough to face her opponent in the round. So she called herself 'lucky'.

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

Her loss of appetite and consequently of weight (2kg) made her lose in the finals.

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

She was the only one in the team to get a silver medal. This made her confident that she could beat any competitive player at all crises.

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

In China, she had to use chopsticks to eat her meals. She ended up using both her hands. She practised and managed holding the chopsticks to pick up the food and push it into her mouth. It was her difficult experience while eating Chinese food.

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

Delhi gave her a warm welcome at the airport. She was greeted with garlands and drumbeats and dancing in Imphal. There was a victory ride across town. There was also a felicitation programme in Langol. There were thanksgiving prayers. Words of praise and appreciation were showered on her. She was also shawled in a traditional way.

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

After her wedding, she participated in the Fourth World Women's Boxing Championships in New Delhi in November 2006. She won a gold by defeating Steluta Duta of Romania 22 – 7. Mary Kom considered it was her greatest achievement. Because she felt that she could win at home and retain her world title in that year.

Vocabulary

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

1. RSC – Referee Stopped Contest
2. USA – United States of America
3. AIBA – Association Internationale de Boxe Amateur
4. IELTS – The International English Language Testing System
5. GST – Goods and Service(s) Tax
6. TNPSC – Tamilnadu Public Service Commission
7. STD – Subscriber Trunk Dialling
8. ISD – International Subscriber Dialling
9. MBA – Master of Business Administration
10. MHRD – Ministry of Human Resource Development

11. GPS – Global Positioning System
12. NSS – National Service Scheme
13. PTA – Parent-Teacher Association
14. NGO – Non-Governmental Organisation
15. ICU – Intensive Care Unit
16. IIM – Indian Institute of Management
17. MRI – Magnetic Resonance Imaging
18. ECG – Electro Cardio gram
19. NCC – National Cadet Corps
20. LED – Light Emitting Diode
21. CPU – Central Processing Unit
22. CBSE – Central Board of Secondary Education
23. GDP – Gross Domestic Product
24. LCD – Liquid Crystal Display
25. NRI – Non-Resident Indian
26. IIT – Indian Institute of Technology
27. ITI – International Techno Group Incorporated
Industrial Training Institute

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

§ The boxers were not unbeatable as I had earlier thought.

§ The greatest disadvantage for me was my loss of appetite.

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

unfortunate	irrespect	irrational	indirect	uncomfortable
irregular	inactive	disagree	disobedient	discontinue
indecent	illegitimate	unaware	infinite	unnecessary

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

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

Soon after the Bangkok championship, Mary Kom was selected in the 48kg category for the International Boxing Association (originally called the AIBA). Her father managed to collect Rs. 2000/- for her trip. Onler, one of her friends helped her collect Rs. 5,000/- and Rs.3000/- from two MPs respectively. With this princely sum of Rs. 10000/- in her hands, she left to the USA. They were the last team to arrive in Pennsylvania. So, they had to go straight to the sporting arena from the airport. Unlike her team-mates, she was lucky enough to rest well to face her opponent in the round. She reached finals by defeating Nadia Hokmi of Poland by RSC and Jamie Behal of Canada. In the finals she lost to Hula Sahin of Turkey by 13 – 5 due to her loss of appetite and weight. She got totally disappointed. She

went to her room and cried. But the kind coaches consoled her and appreciated her on the silver win. It is noteworthy that she was the only one in the team to get a medal. This championship made her confident that she could take on any boxer.

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

Kom was born in Kangatheh village, of rural Manipur in eastern India. She came from a poor family. Her parents, the tenant farmers, worked in *jhum* fields. She learnt boxing in her school days. She wanted to save her family from poverty. She was even ready for street fights. Her father feared that boxing would spoil her chances of marriage. Mary Kom was selected in the 48kg category for the International Boxing Association (originally called the AIBA) in 2001. All the people took much efforts for her trip to the USA. The silver in Pennsylvania and the prize money from the government solved the immediate financial worries. She needed a long-term security and steady income. Manipur government offered her the post of Sub-Inspector in 2005. She earned Rs.15000/- as a salary. This ended up her financial crisis permanently. Her sufferings and challenges apparently depict that lack of adequate financial resources and sponsorships often affect sportspersons.

3. Why was Mary Kom named the 'Queen of Boxing' and 'Magnificent Mary?'

M. C. Mary Kom is a boxer and the winner of five World Boxing Championships and an Olympic Bronze Medal in 2012. She won the first medal of silver in Pennsylvania, USA, in 2001. She won several golds from 2001 to 2004. After her wedding, she participated in and won a gold in the Third and Fourth World Women's Boxing Championships in October 2005 and in November 2006. She won a gold by defeating Steluta Duta of Romania 22 – 7 in 2006. Mary Kom considered it was her greatest achievement and most memorable. Because she felt that she could win at home and retain her world title in that year. She is the only woman boxer to have won a medal in each one of the six World Championships. Further, she was honoured with the Padma Shri in 2010 and the Padma Bhushan in 2013 for her wonderful achievements in the field of sports. So the media named her the 'Queen of Boxing' and 'Magnificent Mary?'

C. Idioms related to Sports

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

- | | | |
|------------------------------|---|---|
| i) <i>throw in the towel</i> | – | e. to give up |
| ii) <i>in our corner</i> | – | d. on your side in an argument or dispute |
| iii) <i>on the ropes</i> | – | a. state of near collapse or defeat |
| iv) <i>below the belt</i> | – | b. unfair or unsporting behaviour |
| v) <i>square off</i> | – | c. prepare for a conflict |

Listening Activity

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

- i) Who faced the first ball in the 49th over?
a) Kulasekara **b) Yuvraj** c) Dhoni d) Sachin
- ii) Which batsman hit a sixer?
a) Kulasekara b) Bajji **c) Dhoni** d) Yuvraj
- iii) Where was the match held?
a) Chennai b) Delhi c) Calcutta **d) Mumbai**
- iv) Who were popularly called 'The Finishers'?
a) Dhoni and Yuvaraj b) Bajji and Malinga
c) Gambhir and Yuvaraj d) Perara and Malinga
- v) How many runs did India need to win the match in the last four overs?
a) 30 b) 21 c) 37 **d) 27**

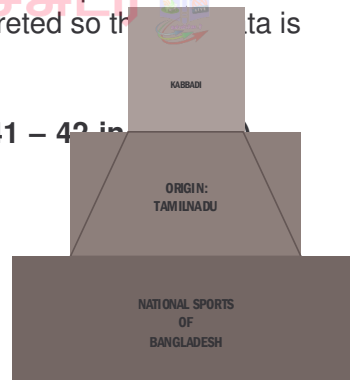
ENCODING & DECODING

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

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

COMPREHENSION (Refer p.nos. 41 – 42 in

i) Visual representation of the first paragraph



ii) Represent the other paragraphs in a visual form or your choice. (flow chart, mind-map, pie-chart etc.) [for Self Evaluation]

iii) Choose the correct option.

- 1. A contact sport usually involves a _____ contact between players.
a) violent b) gentle **c) physical**
- 2. Kabbadi is a game played between _____.
a) seven teams of two players **b) two teams of seven players**
c) four teams of seven players
- 3. A single _____.

a) player on offence is referred to as a raider.

b) offence is referred to as a raider.

c) raider is an offence by the player.

iv) Answer the following.

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

Points are scored for each player tagged by the raider.

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

A raider concedes a point to the opponent team when the team stops him.

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

Yes. A player can be revived when he or she is out of the game. When a raider is stopped by the opponent team from breathing and uttering the words like 'kabbadi, kabbadi', he is considered out. The team immediately score a point and ultimately, the player from the team can be revived. As the team scores, so the number of players can be revived.

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

Yes. I know. Pallankuzhi is called *Ali guli mane* in Kannada, *Vamanaguntalu* in Andhra Pradesh and *Kuzhipara* in Kerala.



Modal Auxiliaries

A. Choose the correct word to complete the following sentences.

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

a) needn't b) may c) ought

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

a) won't b) must c) used to

3. _____ I have some more juice, please?

a) Could b) Needn't c) Would

4. I _____ believe my eyes. Is Santhosh the one who is standing over there?

a) couldn't b) mustn't c) can't

5. Dinesh _____ be the richest person in the village. He's just bought two luxury cars.

a) may not b) ought c) must

6. Imran _____ have studied more for the final exam than playing.

a) would b) should c) can

7. My house _____ decorating as I'm tired of the old furniture.

a) could b) may c) needs (This is not a modal)

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

a) would b) should c) ought to

9. _____ I use your mobile phone? It's an emergency.
 a) Must **b) May** c) Won't
10. In schools, students _____ wear uniforms. It is compulsory.
 a) should **b) must** c) may
11. Nirmala's daughter _____ write perfectly when she was seven.
 a) might **b) could** c) mustn't
12. I _____ let you know when I have more information about the matter.
 a) would **b) shall** c) can't

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

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

- (a) Chemical goggles **should** be worn in this area.
 (b) The people **must** be aware of dangerous falling material(s).
 (c) Loitering in this area **will** never be entertained.
 (d) The floor is slippery. You **should** walk carefully.
 (e) You **should** buckle up for safety while driving.
 (f) You **may** use the *Right to Know* information.
 (g) You **can** use the fire exit.
 (h) Only **can** Authorized Personnel be permitted.
 (i) Trespassers **will** be prosecuted.
 (j) You should **close** the doors when it is not in use.
 (k) You **can** use this door only for exit.
 (l) To be safe, you **should** bend your knees while lifting.



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

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

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

(7)_____ (not feel) my heart. I walked into the reading room as a happy healthy man but crawled out as a decrepit wreck.

Answers: (1) could (2) should (3) may (4) must (5) would (6) could (7) could

PREPOSITIONS

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

Look at the following sentences.

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

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

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

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

(a) This seat is not very comfortable to sit **in**.

(b) My father gave me some pictures to look **at**.

(c) Was it worth waiting **for**?

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

கல்விச்சுடர் 

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

- (i) In case **of** difficulty, you should refer **to** a dictionary and then respond **to** the question.
- (ii) The clothes that he has put **on** are very impressive. He is going **to** his hometown to pay homage **to** the village head.
- (iii) The nearest hospital **to** this place is **at** a distance of twenty kilometers. You can reach it either **by** car or **by** a bicycle.

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

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

Answer: 1. to 2. about 3. of 4. in 5. through
6. through 7. of 8. from

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

- (i) The new machines are quite different **from** the old ones. They are able to work **at** a much faster pace, a substantially reduced risk **for** the environment.
- (ii) The students discussed the problem **among** themselves. However, they did not arrive **at** any conclusion. They went **to** their class teacher and discussed **with** her. She gave a solution **to** it and they were happy.

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

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

Answer: 1. of 2. at 3. above 4. off 5. in
6. of 7. with 8. of 9. of 10. from 11. in

E) Solve the crossword using the clues given on page 54.



Across

2. We fought **against** the measure. (7)
7. The cat jumped **over** the table. (4)
9. The cat climbed **up** the tree. (2)
10. My story is shorter **than** yours. (4)
11. Cats are **unlike** dogs. (6)
13. Put the cookie **in** the jar. (2)
14. Let's walk **through** the park. (7)
16. The vegetables were planted **beside** the apple tree. (6)
17. Banu sings **like** a bird. (4)
18. My story is **about** my pets. (5)
19. Subash is the president **of** our class. (2)
20. We live **by** the river. (2)
21. Let's walk **into** class together. (4)
22. The bank is **opposite** the park. (8)
23. We live **within** the city limits. (6)
25. I saw John waving **about** the crowd. (5)
28. I am more cautious **since** the fall. (5)
29. I have a present **for** you. (3)
31. We strolled **along** the river. (5)
32. He ran **between** us. (7)
33. The leaves had collected **beneath** the trees. (7)

Down

1. I put the book **upon** the table. (4)
2. Please treat us **as** equals. (2)
3. Desert will be served **after** dinner. (5)
4. My house is **near** the school. (4)
5. We walked **to** the store. (2)
6. No eating **during** class. (6)
8. The book fell **off** my desk. (3)
11. I will not leave **until** the speech is finished. (5)
12. The store is open everyday **but** Sunday. (3)
15. The dog is **outside** the house. (7)
16. The cat is hiding **below** my bed. (5)
19. The cat jumped **over** the dog. (4)
20. He is hiding **behind** the bookcase. (6)
22. Dinner is **on** the table. (2)
24. I put my hands **inside** my Pockets. (6)
26. We will eat **before** the play. (6)
27. The cat is sleeping **under** the bed. (5)
29. This letter is **from** my aunt. (4)
30. We ran **past** the other kids. (4)

POEM

CONFESSIONS OF A BORN SPECTATOR

F. OGDEN NASH

Meanings :

- a. **jockey** –horse rider
- b. **prize ring** – enclosed area in which boxing matches are fought
- c. **tackle** – approach
- d. **gaudy pomp** – showy dress
- e. **maim** – injure
- f. **romp** – play in a rough and noisy way
- g. **limp** –weak
- h. **bashful** –shy and reluctant
- i. **lashes** –beats with a whip
- j. **steed** –a large, strong horse
- k. **swap** –exchange
- l. **zealous** –enthusiastic
- m. **prudence** –wisdom
- n. **gnarled** –rough and twisted
- o. **physique** –body
- p. **drink to you** – drink to wish good luck or celebrate success
- q. **gambol** –run or jump happily

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

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

The players play very violently by making one another injure. So the poet feels glad that he does not play any game.

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

No. I don't think so. The narrator is ready to do anything except competing with them.

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

The poet admires the talents of all athletes and he finds pleasure and satisfaction in appreciating them. He, thus, feels satisfied just watching the heroic deeds of others.

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

When there is a great conflict between poet's wisdom and ego with a view to exchanging the places with them, his wisdom wins by reasoning out the violence in the play. This violent or rough behaviour makes him think not to become one of the players or exchange positions with the runners.

- e. Are the athletes conscious of the feelings of others? Why do you say so?**
No. They are not conscious of the feelings of others. It is because they are zealous. They play rough game injuring other players in order to win.
- f. Why would the referee ask whether there was a doctor in the stands? What stands is he referring to?**
As the athletes are injured during the rough game, the referee would ask whether there was a doctor in the stands. *Stands* refer to a place in the stadium where the doctors and other players sit and watch.
- g. Why does the poet prefer to buy tickets worth their weight in radium? Bring out the significance of the metal referred to here.**
Instead of competing with the athletes, he prefers to buy tickets worth their weight in radium. The poet is magnanimous of offering radium for buying tickets to watch their enthusiastic play enthusiastically. This is the significance of the metal referred to here.

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

In the poem 'Confessions of a Born Spectator,' Ogden Nash talks about how people choose different sports in their lives or decide to become athletes. While admiring the talents of athletes and sportsmen, the poet (i) _____ that he is glad that he is neither a sportsman nor an athlete. Children have different (ii) _____ and wish to play various games. Each child has in mind something in particular, but the narrator is (iii) _____ he is not one of the players. Though the narrator (iv) _____ the talents of all athletes, he derives satisfaction from watching them, but does not wish to (v) _____ places with them. He also sometimes regrets that (vi) _____ athletes play rough games without caring for the feelings of their sporting rivals. He feels that good sense and caution win over ego. The narrator wholeheartedly offers (vii) _____ the modest (viii) _____ of athletes. Ultimately the narrator is (ix) _____ that he himself is not an athlete.

**Answers: (i) confesses (ii) aims (iii) glad (iv) admires
(v) Exchange
(vi) zealous (vii) thanksgiving (viii) physiques
(ix) satisfied**

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

- a. How does the poet establish the victory of common sense over ego?**
The poet is an admirer of the talented athletes or players. Many a man chooses different games as they aspire. Though they are sportive, they are ruffians. For they injure their fellow player to win the games. On seeing this violent attitude, the poet is glad that he is not either an athlete or player. When he is an inner conflict

between his wisdom and ego, his wisdom often wins. In other words, he defeats his ego of becoming an athlete or a player. Because, if he becomes as the one, then he will also turn out to be dishonest player sans empathy. So he prefers to be a gentle spectator forever.

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

When the athletes play in the field, they never hesitate to injure other players. They aim at winning the game illegally and not understanding the feelings of their fellow players. To become a champion, the athletes never mind to knock down the other players. They even break their spinal bones, knees or crack their wrists. They beat their strong horse to cross the line to win. The victimised player's eyes sometimes become swollen. On watching their dreadful acts, he does not wish to exchange places with the athletes even if they are runners.

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

The athletes behave like ruffians injuring one another while playing. They never empathise over their fellow players. They knock down the players mercilessly to such an extent that their spinal bones, knees or wrists get broken or cracked. In order to win, they beat their strong horses to cross the line. The victim's eyes sometimes begin to swell. Whosoever watch the sports, they will be shocked to notice these offensive acts. Therefore the poet prefers to be a born spectator rather than to be an athlete or a player. He wants to advocate the players to be genuine and gentle during the play. Without hurting the fellow players physically or mentally, they should try to win the game.

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

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

i. Whom does the poet admire?

The poet admires at the athletes

ii. For what reasons do the athletes sweat?

They sweat as they play rough game. In other words, they do not have straightforwardness but crooked. Actually they are hired by the sponsors.

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

i. What pleases the ego?

The ego pleases the poet to exchange the places with the athletes.

ii. Why are athletes often rough during play?

To become a champion, the athletes often rough during play.

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

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

The sponsors hire the players who play for money not for patriotism. They have to win in order to be hired later and vice versa. So the sponsors call doctors from stands when the players are injured.

ii. **Why does the poet make such an observation?**

He is worried on seeing the ill-nature of the selfish players. They are not patriotic but mercenaries. Even the doctors are not humane as they expect a call from sponsors. So none is honest. So, the poet makes such an observation to depict the pathetic condition of humanity without humaneness prevailing on the earth.

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

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

The literary device used in this line is *onomatopoeia*. (The word *onomatopoeia* comes from the combination of two Greek words, *onoma* meaning “name” and *poiein* meaning “to make”.) So onomatopoeia literally means “to make a name (or sound).” The word is simply used for a sound effect, to make writing or storytelling more expressive and vivid. In this poem, the poet uses snaps and cracks for sound effects and so they are onomatopoeic words.

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

(i) *I am just glad as glad can be*

That I am not them, that they are not me...

Context: These lines are extracted from the opening stanza of Ogden Nash’s *Confessions of a Born Spectator*. While the poet talks about the people’s preferences in opting for different sports in their lives, he utters these words.

Explanation with reference to the Context: Different people aspire for different games or sports – a jockey, basketball or hockey. Some people even hate to enter the “prize ring” – an enclosed area in which boxing matches are fought. At this moment, he is glad to be neither a player nor an athlete. They are also not like them.

Comment: It is praiseworthy that the poet, as a born spectator, confesses to the readers without any hesitation.

(ii) *They do not ever in their dealings*

Consider one another’s feelings...

Context: These are the words extracted from Ogden Nash’s *Confessions of a Born Spectator*. Here he narrates the barbaric behaviour of the athletes during their play.

Explanation with reference to the Context: As the players or the athletes are hired, they do not have feel for their fellow players. They play rough game to win

the championship and injure the other players.

Comment: It is praiseworthy that there are good natured people, like narrator, live in the world. They live the honest life even though they love games and are as enthusiastic as a player.

(iii) ***Athletes, I'll drink to you,***

Or eat with you,

Or anything except compete with you...

Context: This passage is from Ogden Nash's *Confessions of a Born Spectator*. On seeing the atrocities of the hired athletes who rough game, he says these verses.

Explanation with reference to the Context: In the concluding stanza, the poet says that he will do anything with them – drink with them, eat with them, buy tickets worth their radium and watch their running or playing happily – but he will never compete with them. The reason behind is that the athletes are merciless and play rough game by injuring the other players severely. So he prefers to be a spectator forever.

Comment: It is explicit that the poet loves games very much. At the same time, he gives much importance to honesty and always prefers to be a spectator.

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

- | | | |
|------------|---|---------|
| a. enter | - | center |
| b. jockey | - | hockey |
| c. admire | - | hire |
| d. pomp | - | romp |
| e. feeds | - | deeds |
| f. score | - | floor |
| g. please | - | these |
| h. fist | - | wrist |
| i. demands | - | stands |
| j. radium | - | stadium |

C. Underline the alliterated words in the following lines.

(i) For this **most modest** physiques...

most, modest

(ii) **They** do not ever in **their** dealings...

they, their

do, dealings

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

One infant grows up and becomes a jockey

Another plays basketball or hockey

This one the prize ring hates to enter

That one becomes a tackle or center...

aa bb

6. Listening Activity.

Choose the most appropriate option and complete the sentences.

1. Tejaswini Sawant is an Indian_____.
a) shooter b) boxer c) cricketer
2. She represented India at the 9th South Asian Sports Federation Games in_____.
a) 2001 b) 2002 **c) 2004**
3. In 2006, she won a Gold medal in the_____.
a) Commonwealth Games b) Olympic Games c) Asian Games
4. She became a world champion in the 50m Rifle Prone game held in_____.
a) Germany b) Russia c) India
5. Tejaswini was the first Indian woman shooter to win a_____ medal at the World Championship in the 50mrifle prone game.
a) gold b) silver c) bronze

7. Speaking Activity (For SELF-EVALUATION)

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

- a. Tell the class about your ambition in life and the way you are working towards achieving your goal.
- b. Your friend competes with you in academics and sports. Think of the situation wherein you would not be affected by his/her victory and the ways in which you would encourage your friend to succeed.

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

- a. Why do accidents usually happen in the playground? Give your own examples and explain.
- b. Everybody is special and everybody is a hero. Each one has a story to tell. In the light of this observation, present your views.
- c. Would you like to exchange your place with someone else? Why/why not?
- d. What sort of encouragement should an athlete in India be given? Give a few suggestions.
- e. You are the School Pupil Leader. Mention some qualities that can be drawn from the field of sports to improve your leadership skills.

SUPPLEMENTARY READER
A SHOT IN THE DARK

HH MUNRO (SAKI)

Meanings:

- a. **embarked** – boarded
- b. **espied** – caught sight of
- c. **ineffectually** – in vain
- d. **ruefully** – regretfully, sorrowfully
- e. **pantomime** – exaggerated behaviour
- f. **quid** – (British) one pound sterling
- g. **exchequer** – national treasury
- h. **crest** – a symbol representing a family, reproduced on writing paper
- i. **tackle** – equipment required for a task or sport
- j. **discrepancy** – difference
- k. **soi-distant** – self styled
- l. **astuteness** – cleverness
- m. **sedately** – in a dignified manner
- n. **sumptuous** – expensive looking
- o. **chaise** – horse-drawn carriage
- p. **expounded** – explained
- q. **volubility** – fluency, talkativeness
- r. **blonde** – pale yellow hair
- s. ***Honoriam** /hɒ'no:riə/ – (Latin) honour, a woman of reputation
- t. ***mater** /'meɪtə/ - (Latin) mother
- u. ***courant** -/ku'ra:nt/ - animal represented in the act of running

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

a. Why did Philip Sletherby visit Brill Manor?

Philip Sletherby, the political aspirant, visited Brill Manor to meet Honoria Saltpen-Jago. She was a person of some social importance in London. She had remarkable influence in the country of Chalkshire. He was delighted at meeting Honoria at a small and friendly luncheon party and was invited by her to stay at her country house for the week-end.

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

Sletherby was obviously 'on approval'. If he could secure the goodwill of his hostess he might count on her nominating him as a politician.

c. Why did his travel companion curse and mutter?

His travelling companion is Bertie, the second son of Honoria. He had come away without sovereign-purse, with four quid in it, all my worldly wealth for the moment. So he cursed and muttered.

d. Describe Bertie's problem.

The sovereign-purse was in his pocket. When he was about to leave, he wanted to seal a letter. His crest was happened to be on his sovereign-purse. So he whipped it out to stamp the seal with. After sealing, he forgot to take the purse. So he was searching for it and he was upset that he needs at least three pounds to continue his trip.

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

Bertie told Sletherby that his crest was a demi-lion holding a cross-crosslet in its paw. But Sletherby suspected that the young man plays foul as he had noticed a greyhound courant on her notepaper given to him. So Sletherby felt that there was a tinge of coldness in his voice.

f. Compare the two crests.

The Saltpen's crest was a demi-lion holding a cross-crosslet in its paw where as Jago's crest was a greyhound crest.

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

Sletherby, having suspected foul play by Bertie, said that he did not mind to lend him three pounds or three shillings. But he added that the discrepancy about the crests put him on his guard.

h. What caught his attention about the car door?

The two crests - a demi-lion holding a cross-crosslet in its paw and a greyhound courant - were displayed on the door panel. This caught his attention about the car door.

i. Describe Honario Saltpen-Jago.

Honario Saltpen-Jago is a brilliant woman, level-headed, a clear thinker, knows exactly when to take up an individual or a cause, exactly when to let him or it drop. She is an influential lady of high rank, but spoils herself and her chances by being too restless. She has a good appearance. But she made that idiotic change.

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

While describing the appearance of Honario Saltpen-Jago, K.C. referred to her altered hairstyle. Sletherby sat dumbstruck on learning that Mrs. Honario Saltpen Jago had changed her dark brown hair to a blonde, just five weeks ago. Sletherby further realized that Bertie had not lied to him, but that he had mistaken him for a fraud.

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

Phillip Sletherby was travelling by train to Brill Manor.

- a. The young man introduced himself as Bertie, the son of Saltpen Jago.
- b. Bertie needed three pounds desperately and asked Sletherby to lend it to him.
- c. All the time Sletherby was gazing at the door panel of the car, on which were the two crests – a demi-lion and a greyhound courant.

- d. He was received by Claude People. K.C., who had kept on talking about various things.
- e. Bertie had left his purse behind, after sealing an envelope with the crest on the purse.
- f. Bertie stated that it was the Jago crest. He further added that his mother's hair was dark brown similar to his.
- g. While describing the appearance of Honario Saltpen-Jago, K.C. referred to her altered hairstyle.
- h. Sletherby realized that Bertie had not lied to him, but that he had mistaken him for a fraud.
- i. He explained that the Saltpen crest was that of a demi-lion.
- j. Sletherby sat dumbstruck on learning that Mrs. Honario Saltpen Jago had changed her dark brown hair to a blonde, just five weeks ago.
- k. Sletherby pointed out to him that his mother's letter had a greyhound courant crest.
- l. His companion in the train was a young man who was searching for something frantically.
- m. Suspecting foul play, Sletherby did not give him any money, as he knew Mrs. Saltpen-Jago was a blonde.

l, a, e, b, i, k, f, m, d, c, g, j, h



Philip Sletherby was travelling by train to Brill Manor. His companion in the train was a young man who was searching for something frantically. The young man introduced himself as Bertie, the son of Saltpen Jago. Bertie had left his purse behind, after sealing an envelope with the crest on the purse. Bertie needed three pounds desperately and asked Sletherby to lend it to him. He explained that the Saltpen crest was that of a demi-lion. Sletherby pointed out to him that his mother's letter had a greyhound courant crest. Bertie stated that it was the Jago crest. He further added that his mother's hair was dark brown similar to his. Suspecting foul play, Sletherby did not give him any money, as he knew Mrs. Saltpen-Jago was a blonde. He was received by Claude People. K.C., who had kept on talking about various things. All the time Sletherby was gazing at the door panel of the car, on which were the two crests – a demi-lion and a greyhound courant. While describing the appearance of Honario Saltpen-Jago, K.C. referred to her altered hairstyle. Sletherby sat dumbstruck on learning that Mrs. Honario Saltpen Jago had changed her dark brown hair to a blonde, just five weeks ago. Sletherby realized that Bertie had not lied to him, but that he had mistaken him for a fraud.

3. **Explain the following phrases selected from the story in your own words and work with a partner to make sentences using these phrases:**
 - a) **on approval** - *the act of approving* - They bought the house

- b) **a rustic holiday** - *on approval* of the bank.
a countryside holiday – We enjoyed this *rustic holiday* well.
- c) **a double-distilled idiot** - an absolute idiot – He is a *double-distilled idiot*
- d) **a tinge of coldness** - becoming unfriendly – His *tinge of coldness* makes me angry.
- e) **making up for lost time** - to do something very fast to compensate for a slow start – None can *make up for lost time*.

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

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

The travelling companion of Sletherby was a young man of about two-and-twenty (22), with dark hair and fresh complexion. He was engaged in searching furiously for some unidentifiable object. From time to time, he dug a sixpenny bit out of a waistcoat pocket and stared at it regretfully. Then he restarted the useless searching operations. A cigarette-case, matchbox, latchkey, silver pencil case, and railway ticket were turned out on to the seat beside him, but none of these objects seemed to afford him satisfaction. He cursed again, rather louder than before.

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

Bertie sought the financial help – three pounds or three shillings – from Sletherby by identifying himself as the second son of Honoria. On the other hand, Sletherby cross-examined him about the crest that Bertie had. Bertie replied that the crest he possessed had a demi-lion holding a cross-crosslet in its paw. But he had noticed that the Saltpen's letter sent to him had a greyhound courant. So he suspected Bertie that he was not the son of Saltpen. Furthermore, he enquired Bertie about the resemblance of his mother. He, in turn, said that she resembled like him. She had the same dark brown hair and high colour. It ran in her family. But he had recently met her at luncheon party. She was a pronounced blonde. This made his suspicion grow. Thus Sletherby exhibited caution by questioning Bertie in two aspects.

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

Sletherby cross-examined Bertie on two aspects – one is crest and the other is his mother's resemblance. Bertie's statement that Saltpen crest which he had was a demi-lion holding a cross-crosslet in its paw. But Sletherby had a letter sent to him in which a greyhound courant image was displayed. As stated by Bertie, this was called as Jago crest. Secondly, Bertie said that his mother resembled like him. She has the same dark brown hair and high colour. But Sletherby had seen her recently. She was a pronounced blonde. So these two statements made him suspect totally. As a result, Sletherby did not help Bertie financially as he demanded him. When Claude People, K.C. picked up Sletherby from the sta-

tion by car, he could see two crests displayed on the car panel. Further, K.C. described her appearance. He was dumbfounded on learning that Saltpen-Jago had changed her dark brown hair to a blonde. Sletherby realized that Bertie had not lied to him, but that he had mistaken him for a fraud. Therefore, Sletherby's judgement of Bertie turned out to be a wrong one.

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

Yes. Absolutely. If I were Sletherby, I would apologise to Bertie for my brutality. We can suspect or judge people. But when we come to know that they are not guilty then we have to apologise to them for our rude behaviour. As a human, we have to believe one another. Whether he is good or bad, we have to help them at the time of need. I come to know through the description of Claude People K.C. that Bertie has not lied to him. And he is not a fraud. If I happened to meet Bertie once again, I would apologise to Bertie for my rude behaviour.

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

The travelling companion of Sletherby, a young man of about two-and-twenty (22), was with dark hair and fresh complexion. He was engaged in searching furiously for some unidentifiable object. The young man introduced himself as Bertie, the second son of Mrs. Saltpen-Jago. He forgot to take his sovereign-purse. So he sought the financial help from Sletherby to continue his journey. The discrepancy about the two crests aroused suspicion in him. Further, Bertie's description about the resemblance of his mother – the same dark brown hair and high colour as he has – added more suspicion to Sletherby as she had a pronounced blonde. K.C.'s description about her appearance made him dumbstruck. Sletherby realized that Bertie had not lied to him, but that he had mistaken him for a fraud. He did not give him the money he demanded. So, 'Seeing is believing' is humorously disproved in the story.

IDENTIFY 'WHO' SAID TO 'WHOM'

1. "Oh, you're staying with Mrs. Saltpen-Jago for the week-end, are you?"
(a) **A Club acquaintance to Sletherby** (b) Sletherby to A Club acquaintance
(c) Saltpen to Sletherby (d) Sletherby to Saltpen
2. "What a coincidence! My mater, you know." -
(a) Saltpen to Sletherby (b) **Bertie to Sletherby**
(c) Sletherby to Bertie (d) Sletherby to Saltpen
3. "What is your crest, by the way?"
(a) Saltpen to Sletherby (b) Bertie to Sletherby
(c) **Sletherby to Bertie** (d) Sletherby to Saltpen
4. "Ah, here we are; here's the car waiting for us, and very nice, too!"

- (a) **Claude people K.C. to Sletherby** (b) Bertie to Sletherby
 (c) Sletherby to Claude People K.C. (d) Sletherby to Bertie
5. "It will put me out of no end of a hole."
 (a) Slertherby to Saltpen. (b) Saltpen to Sletherby
 (c) Sletherby to Claude People K.C. (d) **Bertie to Sletherby**

REARRANGE THE JUMBLED SENTENCES.

1. a. Honaria Saltpen-Jago was a person of some social importance in London
 b. The Country of Chalkshire was of immediate personal interest to Philip Sletherby.
 c. It was held for government in the present parliament.
 d. He was bound for Brill Manor, the country residence of his newly achieved acquaintance, Mrs. Saltpen-Jago.
 e. Philip Sletherby settled himself down in an almost empty railway carriage

Ans : e, d, a, b, c

Philip Sletherby settled himself down in an almost empty railway carriage. He was bound for Brill Manor, the country residence of his newly achieved acquaintance, Mrs. Saltpen-Jago. Honaria Saltpen-Jago was a person of some social importance in London. The Country of Chalkshire was of immediate personal interest to Philip Sletherby. It was held for government in the present parliament.

2. a. Not a soul knows me there
 b. I'm stopping at a little country near Brondquay for three day's fishing.
 c. It will pull me out of no end of a hole.
 d. My week-end bill, and tips and cab to and from the station and my ticket on to Brill that will mount up to two or three quid, won't it?
 e. If you wouldn't mind lending me two pound ten or three for preference, I shall be awfully obliged

Ans : b, a, d, e, c

I'm stopping at a little country near Brondquay for three day's fishing. Not a soul knows me there. My week-end bill, and tips and cab to and from the station and my ticket on to Brill that will mount up to two or three quid, won't it? If you wouldn't mind lending me two pound ten or three for preference, I shall be awfully obliged. It will pull me out of no end of a hole.

3. a. There was a tinge of coldness in his voice.
 b. "Not a very common one," said the youth.

- c. When your mother wrote to me, giving me a list of trains, she had, if I remember rightly, a greyhound courant on her notepaper.
- d. What is your crest, by the way? Sletherby asked carelessly.
- e. A demi-lion holding a cross-cross let in its paw.

Ans : d, b, e, c, a

What is your crest, by the way? Sletherby asked carelessly. "Not a very common one," said the youth. A demi-lion holding a cross-cross let in its paw. When your mother wrote to me, giving me a list of trains, she had, if I remember rightly, a greyhound courant on her notepaper. There was a tinge of coldness in his voice.

கல்விச்சுடர் 

UNIT III – PROSE FORGETTING

ROBERT LYND

Meanings:

- a. **vintage** - wine of high quality produced in a particular year
- b. **antipathy** - strong dislike
- c. **fortunes** - huge sums of money
- d. **reluctant** - unwilling
- e. **delinquent** - a young person who is regularly involved in wrongdoing
- f. **exploits** - daring or heroic acts or actions, feats
- g. **abstracted** - lacking concentration on what is happening around
- h. **prosaic** - dull
- i. **mediocre** - not very good, ordinary
- j. **fallible** - capable of making mistakes
- k. **sieve** - strainer or filter
- l. **audacious** - bold and daring
- m. **eccentric** - tending to act strangely
- n. **indignant** - being very angry
- o. **quivering** - trembling, shivering
- p. **vexation** - irritation, annoyance

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

a) What does Lynd actually wonder at?

Robert Lynd actually wonders at the efficiency rather than the inefficiency of human memory.

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

A person, in his ordinary life, remembers almost everything that he is expected to remember. For example, he remembers appointments for lunch and dinner, the names of actors, actresses, cricketers, footballers, murderers, the weather in a long-past August and the name of the provincial hotel.

c) How do psychologists interpret forgetfulness?

While interpreting forgetfulness, psychologists say that people forget things because they wish to forget them.

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

According to Robert Lynd, the matter of posting letters is the commonest type of forgetfulness.

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

When the author says the letter in his pocket leads an unadventurous life, what he means is that his forgetfulness of posting letters leads to answer a number of

embarrassing questions being asked. This seems to him as a long chain of circumstances which compel him to show the non-posted letters from his pocket.

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

Books, walking-sticks and umbrella are the articles the writer forgets most often.

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

The sportsmen are the citizens of 'dreamland'. Because their imagination is still filled with a vision of the playing-field. They either think of their yester performance or the forthcoming event. As a result, they are abstracted from the world outside them. They fail to take their ball or bat with them when they leave the train.

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

Both their minds are filled with matter more glorious. Both of them are highly imaginative.

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

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

On reading the publication of a list of articles lost by railway travellers for sale, people wondered about the absentmindedness of their fellow-beings.

b) **What are our memories filled with?**

Our memories are filled with telephone numbers and addresses of our friends, the dates of the good vintages, appointments for lunch and dinner, the names of actors, actresses, cricketers, footballers, murderers, the weather in a long-past August and the name of the provincial hotel.

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

A methodical man can always remember to take medicine prescribed by his doctor. Thus when a man is methodical, the human memory work with less than its usual capacity.

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

As a rule, medicine is supposed to be taken before, during, or after meals and the meal itself should be a reminder of it. So, taking medicine should be one of the easiest actions to remember.

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

Unlike methodical men, people they forget to medicines as they dislike taking medicines. As a result, the diseases in them are incurable for a long period. Consequently, the chemists enjoy the privilege of earning a lot of money on their forgetfulness.

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

The imagination of sportsmen is still filled with a vision of the playing-field. They either think of their yester performance or their forthcoming event. They are abstracted from the world outside them. As a result, they fail to take their ball or bat

with them when they leave the train. Whereas the ordinary serious-minded fellows, due to their consciousness, never forget to take back all his bags and trunks when they arrive at their destination.

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

Robert Lynd considers the absent-mindedness of the people like anglers and poets as a virtue or a matter of gloriousness. Their loss of memory is really a tribute to the intensity of their enjoyment in thinking about their day's sport.

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

An absent-minded father took his baby in a perambulator. He left the perambulator outside to drink a glass of beer in a public house on the way. Meanwhile his wife who came for shopping accidentally, got shocked on seeing their baby left alone in the perambulator. She immediately took away the baby with the perambulator. She expected that her husband would arrive with a pale face and explain the baby's disappearance. To her dismay, no sooner did he arrive home than he asked for lunch. He had forgotten that he had taken the baby with him.

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

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

கல்விச்சுடர் 

xxx

yyy

zzz

14.05.2018

Dear Umar,

Well and wish to hear the same from you. It is my pleasure to say that we have won the championship in the cricket match held in Chennai. I thank you very much for lending your cricket bat to participate in the match. I am happy to inform you that I scored 99runs and 2 wickets using your bat. When came by train to our native. I kept the bat under the seat and was very conscious to take it back when I would leave. Throughout my travel, I was recollecting from my memories about my victorious performance in the past match. Unfortunately, I forgot to take it back when I got down from train. I sincerely regret and apologise to you for my unforgivable mistake and absent-mindedness. I assure you that I will buy a new one and give it to you within a fortnight.

Convey my regards to your parents.

Your lovingly,

xxxxx

(XXXXXX)

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

Sympathising or ridiculing someone for he is intensely forgetful depends upon his explanation. We have to identify what type of a person he/she is. i.e. whether he is like a sportsman, a methodical man, an angler, a poet, a father. We have to find out the solution for their forgetfulness or absent-mindedness. A methodical man will rarely forget things. A sportsman is always abstracted from the world outside them. An angler or a poet's absent-mindedness is a kind of virtue and forgivable. The author says that their forgetfulness is that matter of gloriousness. But a father who forgets a child can't be forgiven as he must take care his child forever. As psychologists say that people forgive things because they wish to forget them. Then everybody sails on the same boat but in different manner. The ultimate end is "forgetting". So a father who forgets his baby just because of a glass of beer can't be sympathised but must be ridiculed for his irresponsibility. Whereas the people like sportsman should be sympathised.

A. Homonyms and Heteronyms

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

i. Homographs

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

e.g. park – a piece of public land for recreation / park – to leave a vehicle in a particular place bat – a sport equipment for hitting the ball / bat – a mammal

ii. Homophones

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

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

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

e.g. lead – a metal / lead – guide

minute – a period of time / minute – very small

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

- i) Nobody can say **whether** there will be an improvement in the **weather**.
- ii) Your ring is **loose**. Do not **lose** it.
- iii) We found a packet of biscuits in the old man's shirt pocket.
- iv) When the pole vaulter cleared 28 **feet**, it was declared a record **feat**.
- v) Explain the **quote** 'Cut your **coat** according to your cloth.'
- vi) The stranger **paused** for a few minutes before he **passed** my house.

- vii) The **weary** dancer turned **wiry** after the final performance.
viii) The chain that I presented to my sister was not made of gold; it was just **gilt**. I am suffering from a sense of **guilt**.

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

1. train : I was **trained** to stop the **train**.
2. tear : Don't **tear** her book otherwise she will shed **tears**
3. wind : As there is heavy **wind**, please wind up the place.
4. light : I saw in the **light** that the colour of the shirt is **light** blue.
5. file : Please **file** those bills in your **file**.
6. bear : The black **bear bears** my cycle.

For further perceptions:

- | | |
|--|---|
| 1. accept to receive | 14. accent pronunciation common to a region |
| except with the exclusion of | ascent the act of rising or climbing |
| 2. advice recommendation (noun) | assent consent, agreement |
| advise to recommend (verb) | 15. assistance help |
| 3. adverse unfavorable | assistants helpers |
| averse opposed to | 16. beside close to; next to |
| 4. affect to influence (verb); emotional response (noun) | besides except for; in addition |
| effect result (noun); to cause (verb) | 17. boar a wild male pig |
| 5. aisle space between rows | bore to drill a hole through |
| isle island | 18. board piece of wood |
| 6. allude to make indirect reference to | bored uninterested |
| elude to avoid | 19. born brought into life |
| 7. allusion indirect reference | borne past participle of "to bear" (carry) |
| illusion false idea, misleading appearance | 20. breath air taken in (noun) |
| 8. already by this time | breathe to take in air (verb) |
| allready fully prepared | 21. brake device for stopping |
| 9. altar sacred platform or place | break destroy; make into pieces |
| alter to change | 22. buy to purchase |
| 10. altogether thoroughly | by next to; through the agency of |
| all together everyone/everything in one place | 23. canvas heavy cloth |
| 11. a lot a quantity; many of something | canvass to take a survey; a survey |
| allot to divide or portion out | 24. capital major city |
| 12. angel supernatural being, good person | capitol government building |
| angle shape made by joining 2 straight lines | 25. choose to pick |
| 13. are plural form of "to be" | chose past tense of "to choose" |
| our plural form of "my" | 26. clothes garments |
| | cloths pieces of fabric |

27.	coarse	rough	(adj.+noun)
	course	path; series of lectures	45. fair
28.	complement	something that completes	light skinned; just, honest; a carnival
	compliment	praise, flattery	fare
29.	conscience	sense of morality	46. farther
	conscious	awake, aware	at a greater(measurable) distance
30.	corps	regulated group	further
	corpse	dead body	47. formally
31.	council	governing body	conventionally, with ceremony
	counsel	advice; to give advice	formerly
32.	dairy	place where milk products are processed	previously
	diary	personal journal	48. forth
33.	descent	downward movement	forward
	dissent	disagreement	49. fourth
34.	dessert	final, sweet course in a meal	number four in a list
	desert	to abandon; dry, sandy area	50. gorilla
35.	device	a plan; a tool or utensil	animal in ape family
	devise	to create	51. guerrilla
36.	discreet	modest, prudent behaviour	soldier specializing in surprise attacks
	discrete	a separate thing, distinct	52. hear
37.	do	a verb indicating performance or execution of a task	to sense sound by ear
	dew	water droplets condensed from air	here
	due	as a result of	51. heard
38.	dominant	commanding, controlling	past tense of "to hear"
	dominate	to control	52. herd
39.	die	to lose life; one of a pair of dice	group of animals
	dye	to change or add colour	53. hoard
40.	dyeing	changing or adding colour	a hidden fund or supply, a cache
	dying	losing life	54. horde
41.	elicit	to draw out	a large group or crowd, swarm
	illicit	illegal, forbidden	53. hole
42.	eminent	prominent	opening
	imminent	about to happen	54. whole
43.	envelop	to surround (verb)	complete; an entire thing
	envelope	container for a letter (noun)	54. human
44.	everyday	routine, commonplace, ordinary (adj.)	relating to the species homo sapiens
	every day	each day, succession	55. humane
			compassionate
			56. its
			possessive form of "it"
			57. it's
			contraction for "it is"
			58. knew
			past tense of "know"
			59. new
			fresh, not yet old
			60. know
			to comprehend
			61. no
			negative
			62. later
			after a time
			63. latter
			second one of two things
			64. lead
			heavy metal substance; to guide
			65. led
			past tense of "to lead"
			66. lessen
			to decrease
			67. lesson
			something learned and/or taught
			68. lightning
			storm-related electricity
			69. lightening
			making lighter
			70. loose
			unbound, not tightly fastened
			71. lose
			to misplace
			72. maybe
			perhaps (adv.)
			73. may be
			might be (verb)

64. meat	animal flesh	reign	to rule
meet	to encounter	rein	strap to control an animal (noun); to guide or control (verb)
mete	to measure; to distribute		
65. metal	a hard organic substance	80. raise	to lift up
medal	a flat disk stamped with a design	raze	to tear down
mettle	courage, spirit, energy	81. rational	having reason or understanding
66. miner	a worker in a mine	rationale	principles of opinion, beliefs
minor	underage person (n); less important (adj.)	82. respectfully	with respect
67. moral	distinguishing right from wrong; lesson of a fable or story	respectively	in that order
morale	attitude or outlook usually of a group	83. reverend	title given to clergy; deserving respect
68. passed	past tense of "to pass"	reverent	worshipful
past	at a previous time	84. right	correct; opposite of left
69. patience	putting up with annoyances	rite	ritual or ceremony
patients	people under medical care	write	to put words on paper
70. peace	absence of war	85. road	path
piece	part of a whole; musical arrangement	rode	past tense of "to ride"
71. peak	point, pinnacle, maximum	86. scene	place of an action; segment of a play
peek	to peer through or look furtively	seen	viewed; past participle of "to see"
64. pique	fit of resentment, feeling of wounded vanity	87. sense	perception, understanding
72. pedal	the foot lever of a bicycle or car	since	measurement of past time; because
petal	a flower segment	88. sight	scene, view, picture
peddle	to sell	site	place, location
73. personal	intimate; owned by a person	cite	to document or quote (verb)
personnel	employees	89. stationary	standing still
74. plain	simple, unadorned	stationery	writing paper
plane	to shave wood; aircraft (noun)	90. straight	unbending
75. precede	to come before	strait	narrow or confining; a waterway
proceed	to continue	91. taught	past tense of "to teach"
76. presence	attendance; being at hand	taut	tight
presents	gifts	92. than	besides
77. principal	foremost (adj.); administrator of a school (noun)	then	at that time; next
principle	moral conviction, basic truth	93. their	possessive form of "they"
78. quiet	silent, calm	there	in that place
quite	very	they're	contraction for "they are"
79. rain	water drops falling; to fall like rain	94. through	finished; into and out of
		threw	past tense of "to throw"
		thorough	complete

95. to	toward	100. weather	climatic condition
too	also; very (used to show emphasis)	whether	if
two	number following one	wether	a neutered male sheep
96. track	course, road	101. where	in which place
tract	pamphlet; plot of ground	were	past tense of "to be"
97. waist	midsection of the body	102. which	one of a group
waste	discarded material; to squander	witch	female sorcerer
98. waive	forgo, renounce	103. whose	possessive for "of who"
wave	flutter, move back and forth	who's	contraction for "who is"
99. weak	not strong	104. your	possessive for "of you"
week	seven days	you're	contraction for "you are"
		yore	time long past
		105. bare	unadorned
		bear	to carry; an animal

B. Clipped Words

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

What are clipped words?

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

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

UNCLIPPED	CLIPPED	UNCLIPPED	CLIPPED
1. aeroplane	plane	10. telephone	phone
2. examination	exam	11. university	varsity
3. demarcate	mark	12. memorandum	memo
4. chimpanzee	chimp	13. influenza	flu
5. photograph	photo	14. hippopotamus	hippo
6. microphone	mike	15. bridegroom	groom
7. cafeteria	cafe	16. fanatic	fan
8. gasoline	gas	17. demonstration	demo
9. helicopter	copter	8. refrigerator	fridge

Now, refer to a dictionary and match the professions with their relevant job descriptions.

A	B
1. pathologist	(i) studies languages and their structure
2. ornithologist	(ii) studies atmosphere, weather and climate

- | | |
|-------------------|---|
| 3. entomologist | (iii) studies the matter that constitutes the Earth |
| 4. archaeologist | (iv) studies earthquakes |
| 5. sociologist | (v) studies reptiles and amphibians |
| 6. geologist | (vi) studies functioning of human society |
| 7. linguist | (vii) studies artefacts and physical remains |
| 8. seismologist | (viii) studies the human mind and behaviour |
| 9. herpetologist | (ix) studies insects |
| 10. meteorologist | (x) studies diseases |
| 11. psychologist | (xi) studies birds |

Answers: 1. (x) 2. (xi) 3. ((ix) 4. (vii) 5. (vi) 6. (iii)
 7. (i) 8. (iv) 9. (v) 10. (ii) 11. (viii)

Fill in the blanks choosing the words from the box. Refer to a dictionary if required. One has been done for you.

e.g. My brother buys a load of books at the book fair every year. He is a great lover of books and has a huge collection at home. He is a ***bibliophile***.

- i. Peter always refuses alcohol, when it is offered to him at parties and takes a soft drink instead. He says he always has and always will abstain from alcohol and it is a matter of principle for him. We can call Peter a **teetotaler**.
- ii. Aruna always looks at the bright side of things. Even in the face of misfortune, she firmly believes that everything will work out for the best in the end. What can we call Aruna? **Optimist**
- iii. The rich industrialist donated a huge sum of money to set up a public library in his native village. He is a **philanthropist** and a social reformer.
- iv. The Chairperson of our company keeps travelling all over the world to attend conferences and we call her a **Globetrotter**.
- v. Antony has the amazing ability to use both his hands, equally well. He can write, draw and perform various other tasks with equal speed and efficiency with his left as well as his right hand. Antony is **ambidextrous**.
- vi. Due to some disturbing incidents in her childhood, Neetu grew into a reclusive adult. She tends to keep aloof and avoids all kinds of social activities. Neetu is a **misanthrope**.
- vii. Tharini serves as interpreter at meetings between statesmen from different countries. She is also a much sought-after tour guide, as she is well-versed and fluent in multiple languages. Tharini is a **polyglot**
- viii. My grandparents are in their nineties. I am glad that this **nonagenarian** couple are active, cheerful and in good health.

- ix. Richard Burton was a gifted theatre artist. He donned several roles with ease and is especially famous for the Shakespearean parts he played on stage. Mr. Burton is a born **thespian**.
- x. The Chairman of this concern seems to derive pleasure from inflicting pain on others. He humiliates and hurts his subordinates for no reason. He is a real **sadist**.

c) Find the antonyms of the following words in the puzzle and shade them with a pencil. The first one has been done for you.
 seldom admitted methodical reality virtue vile indignant relish fact

Y	V	P	I	N	X	T	F	I	Y	L	M	I	J	I	G	D	W	K	R
H	O	X	J	W	F	K	R	L	W	I	A	Q	M	Z	Y	H	H	M	X
F	A	N	T	A	S	Y	R	E	J	S	R	D	M	C	Q	E	S	N	C
T	M	C	X	A	U	E	E	Y	L	H	A	T	E	E	P	D	E	F	F
O	H	Z	V	C	D	T	Q	V	J	A	F	I	N	A	E	E	D	Q	N
U	F	H	C	R	L	D	D	X	D	O	O	G	N	F	N	N	G	C	G
L	B	I	O	R	O	F	M	G	Q	A	E	X	I	N	Z	I	A	F	D
V	L	S	C	O	N	F	C	L	T	Q	H	E	E	M	Y	E	L	M	T
R	I	U	G	T	O	N	O	P	T	M	D	W	C	Q	J	D	E	G	C
D	K	L	Y	Z	I	L	D	L	H	Q	G	Q	I	D	L	E	G	T	O
E	F	D	L	R	T	O	D	E	K	B	V	M	V	A	S	P	H	M	V
L	N	X	T	M	C	C	N	A	E	V	I	R	R	A	F	R	W	S	F
I	X	M	N	H	I	H	F	S	E	N	C	L	J	P	A	K	R	O	P
G	M	N	E	X	F	C	A	C	K	Y	S	F	G	U	O	T	J	Y	N
H	M	P	U	X	P	Q	I	D	K	C	Q	J	I	Q	F	C	F	G	U
T	O	A	Q	J	H	V	D	Q	Z	R	D	I	F	N	T	X	O	I	I
E	W	P	E	L	X	Q	N	J	E	X	S	Y	B	K	E	W	A	W	O
D	I	N	R	B	U	M	Z	H	U	V	H	V	D	J	N	X	O	D	G
U	C	H	A	P	H	A	Z	A	R	D	D	I	A	V	Q	N	I	F	S
W	W	D	N	W	X	J	D	K	L	I	O	L	Q	H	H	Q	D	X	U

Spot the word

- seldom x often
- admitted x denied
- methodical x disorderly
- reality x fantasy
- virtue x vice
- vile x good
- indignant x delighted
- relish x hate
- fact x fiction

Listening Activity

A. First, read the incomplete sentences given below. Listen to two interesting anecdotes about two scientists that your teacher will read aloud or play on the recorder. Then, based on your understanding, complete the sentences suitably.

- Edison travelled to New Jersey by _____ . **Answers: train**
- The station master enquired Edison if _____ . **he has left anything behind.**
- Edison raced back to the car, when he saw _____ . **the face of the bride**
- Albert Einstein was working in _____ . **Princeton University**
- One day, when he was going back home, he _____ . **forgot**

his home address

- vi. Einstein asked the cab driver if he knew _____ . **his home**
vii. The driver was so good that he _____ . **dropped Einstein at his home and forget to collect his fare from him.**

Speaking Activity

Work with a partner and take turns to share your views and suggestions with the class.

- i) **You are travelling in a train. When the Train Ticket Examiner enters your compartment, much to your shock, you realize you have forgotten to bring your train ticket. How will you handle the situation?**

There is a slogan uttered in Indian Railways: **Go green, save the earth**. Railways never demands the passengers to take printouts of the train tickets online. Because burning carbon is one of the causes for global warming. Instead, it encourages to have a soft copy of the ticket or retain SMS sent by the railways to our cell phones. This SMS can be showed at the time of the visit of Train Ticket Examiner to my compartment. Now, in the third millennium, every human is aware of this modernity and eco-friendly tech. So if I forget to bring my train ticket then I will explain the above rules of the railways to the TTE and show the SMS to him along with ID proof.

- ii) **You forget to wish your best friend on his/her birthday. He gets very angry. How will you try to pacify him/her? Construct a dialogue of about 4 to 5 exchanges and enact a role play.**

Rani : Hi, my dear friend! How are you?

Lalitha : I am fine. Thank you very much for forgetting my birthday dear.

Rani : I feel extremely sorry my dear. I am ashamed of my forgetfulness.

Lalitha : I never forget to wish anyone of our friends on their birthdays.

Rani : I bought a greeting card for you but I forgot to post it.

Lalitha : I am very angry with you. At least, you might have sent an SMS over phone.

Rani : Sorry Lalli, my father took my phone the day before to his office but he didn't give

me back. So I couldn't send.

Lalitha : Ok my dear. You might have come home and greeted me. mightn't you?

Rani : But my father came back yesterday late night. How can I, my friend?

Lalitha : Ok Rani. I can understand your situation. It's alright. Bye. Thank you.

Rani : Bye Lalli. Please don't mistake me. Thank you.

SELF-EVALUATION

- iii) 'Forgetfulness is the beginning of happiness' Do you agree or disagree? Discuss in class.
- iv) Is there a link between intelligence and absent-mindedness? Share your views on this subject.

COMPREHENSION

- v) Read biographical extract (Textual Page No. 77) on Sujatha Rangarajan, a Science-fiction writer and answer the following questions in a sentence or two:
 - i) **How was Jeeno different from other robots?**
Jeeno was different from other robots in its behaviour and in thinking on its own like a human
 - ii) **What precaution should one take while writing Science fiction stories?**
One should be precautionous while writing Sci-Fi stories that the story should draw some parallels or association from the emotions and desires of the present humankind
 - iii) **What inspired Sujatha's themes?**
Mary Shelly's **Frankenstein** inspired Sujatha's themes.
 - iv) **Why were Sujatha's sci-fi stories impressive?**
He combined reasoning and science in his writings. Being a multifaceted hi-fi and sci-fi humanistic author, he expressed his views distinctively.

B. Find words from the passage which mean the same as the following.

- i) difficult to believe (para 1) - **Answer: Incredible**
- ii) a style or category of art, music or literature (para 2) - **genre**
- iii) having many sides (para 4) - **multifaceted**
- iv) capable of being understood(para 5) Grammar - **fathomable**

PASSIVISATION

We use the active form to say what the subject does.

For example- *I speak English everyday.*

We use the passive form to say what happens to people and things - to say what is done to them. For example-*English is spoken by me everyday.*

Read the following sentences. Give reasons for the use of Passive construction.

- i) *The cave paintings of Ajantha were made in the Gupta period.*
- ii) *Waste is collected from the garbage containers on the streets.*

- iii) *Ground level ozone and fine particles are released in the air.*
 iv) *Smog is formed purely by air pollution.*

We use Passive Voice.....

- when the doer of the action is unknown(impersonal passive)
- when the doer of the action is irrelevant
- when a general truth is being stated
- while writing reports and scientific research papers

A. Identify the changes in these pairs of active and passive constructions.

- | | |
|---|----------------|
| 1. The pilot flew the airplane to Bengaluru. | Active |
| The airplane was flown to Bengaluru by the pilot. | Passive |
| 2. The bananas were eaten by the monkey. | Passive |
| The monkeys ate the bananas. | Passive |

B. Change the voice of the following sentences.

- | | |
|--|--|
| 1. Mohammed follows the rules. | - The rules are followed by Mohammed. |
| 2. Mohan has completed the course. | - The course has been completed by Mohan |
| 3. Magdalene is singing the prayer. | - The prayer is being sung by Magadelene |
| 4. Who wrote this complaint? | - Whom was this complaint written by? |
| 5. May God bless you with happiness! | - May you be blessed by God with happiness! |
| 6. A house is being constructed by them. | - They are constructing a house. |
| 7. Let the door not be slammed. | - Don't slam the door |
| 8. The team was trained by the coach. | - The coach trained the team. |

C. Make sentences using the passive forms of the verbs.

- | | |
|------------------------------------|---|
| 1. Tagore/ award/ Nobel prize/ | - Nobel prize was awarded to Tagore
Tagore was awarded with Nobel Prize |
| 2. IIM Ahmedabad / establish /1961 | - IIM Ahamadabad was established in 1961 |
| 3. Chattisgarh/ form / 2000 | - Chattisgarh was formed in 2000 |
| 4. First passanger train / | - First passanger train was inaugurated in India
inaugurated /India /1853 in 1853. |
| 5. Indian Airlines /set up / 1953 | - Indian Airlines was set up in 1953 |

D. Look at the newspaper items given below. Use the information in the headlines to complete the sentence.

1. HEAVY RAINS LASH CHENNAI
Heavy rains that lashed Chennai threw normal life out of gear.

2. NEET CLASSES TO BEGIN ON SEPT. 20TH

The Centre co-ordinator informed the candidates **that the NEET classes begin on** Sept. 20th.

3. 12 INJURED AS BUSES COLLIDE

About **12 passengers were injured as two buses collided** at the Dindigul bus terminus here today.

E. Expand the following news headlines in a sentence.

1. municipal elections in December - *Municipal elections will be held in the month of December.*
2. telephone customers to get video phone - *Telephone customers will be provided with video phone*
3. card license to replace paper driving license - *Card license will soon replace paper driving license*
4. atm without security guard to close - *ATMs without security guards will soon be closed.*

PROCESS WRITING

F. Describing a process

Anu and her little brother want to refresh themselves with a hot cup of tea during study time. Help them prepare tea. Given below are the steps/instructions to make two cups of tea.

- ⊕ Boil two glasses of water in a vessel.
- ⊕ Add two tea-spoons of tea leaves and $\frac{1}{2}$ a cup of milk.
- ⊕ Cover the vessel with a lid.
- ⊕ Filter the tea and pour in cups.
- ⊕ Add 2 teaspoons of sugar and stir it.
- ⊕ Serve hot.

1. Complete the passage by filling the blanks with the passive forms of the verbs.

The water should be boiled in a vessel. Then tea leaves and milk **should be added** to the water. The vessel **should be covered** with a lid. The tea **should be filtered** and **poured** into the cups. Sugar **should be added** and **stirred**. The tea **should be served** hot.

2. Here is a recipe to make chocolate cake in a pressure cooker. Rewrite the instructions in passive voice. The first one has been done for you.

Method

- i. First sift the flour, cocoa powder and baking powder in a mixing bowl.
- ii. Add butter, sugar, salt, water and vanilla and beat the ingredients using a whisk.
- iii. Add the eggs and beat the batter until it is smooth.

- iv. Transfer the batter into the baking tin.
- v. Heat the pressure cooker, covered with the lid but without the pressure, for 3-4 minutes on high heat. Then place the cake tin in the empty cooker (Do not add water in the cooker).
- vi. Close the lid (without the pressure), lower the flame and let it cook for about 30 minutes.

Answer:

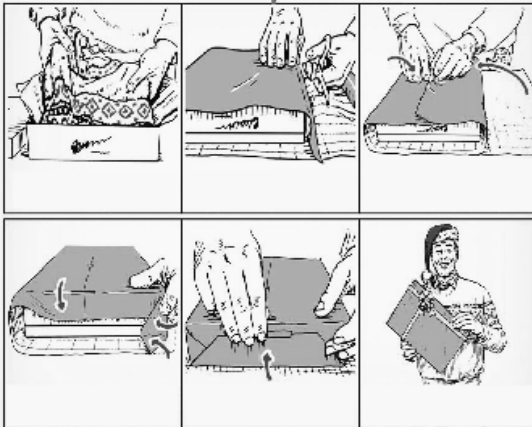
- i. The flour, cocoa powder and baking powder are first sifted in a mixing bowl.
- ii. Butter, sugar, salt, water and vanilla are added and beaten using a whisk.
- iii. The eggs are added and beaten until the batter is smooth.
- iv. The batter is transferred into the baking tin.
- v. The pressure cooker, covered with the lid but without the pressure, is heated for 3-4 minutes on high heat. Then the cake tin is placed in the empty cooker (water should not be added in the cooker).
- vi. The lid is closed (without the pressure), the flame is lowered and let it cook for about 30 minutes.

Ingredients

- ☞ 1 cup flour
- ☞ ¼ cup cocoa powder
- ☞ 1 ¼ tsp baking powder
- ☞ ¼ cup butter
- ☞ ¾ cup castor sugar
- ☞ ¼ cup water
- ☞ 2 eggs
- ☞ ½ tsp vanilla essence
- ☞ 1/8 tsp salt

கல்விச்சுடர் 

3. Write the process of wrapping a Christmas gift in a paragraph in passive form, with the help of the pictures given below.



1. Place gift in a rectangular box. This makes it far easier to wrap than oddly-shaped items.
2. Measure amount of paper needed. Place gift paper on box, wrap loose end up and over, and make a cut.
3. Place gift paper face down and centered on the box. Bring first edge up and tape in place onto box, then bring other side up and tape in place.
4. Fold the sides in against the edges of the box, and crease the diagonal flaps you've created.

5. Fold top edge down, and tape to box. Then fold bottom edge up. And tape.
6. Add a gift tag, bow, and ribbon to really class up your Christmas gift and impress your recipients.

Answer:

1. The gift is placed in a rectangular box. This makes far easier to wrap than oddly-shaped items.
2. The amount of paper needed is measured. The gift paper is placed on box, the loose end is wrapped up and over, and a cut is made.
3. The gift paper is placed face down and centered on the box. The first edge is brought up and taped in place onto box, then other side is also done similarly.
4. Next, the sides are folded in against the edges of the box, and the diagonal flaps, which have been created by you, are creased.
5. The top edge is folded down, and taped to box. Then similarly the bottom edge is done.
6. Ultimately a gift tag, bow, and ribbon is added to class up your Christmas gift really and impress your recipients.

Subject and Verb Agreement (Concord)

When you write a sentence you must make sure that the subject and the verb agree.

Subject-verb agreement is the correspondence of a verb with its subject in person and number. The basic rule states that a singular subject takes a singular verb, while a plural subject takes a plural verb.

Always Plural

- after people, police, cattle, a number of, a group of
- when subject has two nouns joined by 'and'
- few, many, several, both, all, some
- scissors, tweezers, trousers, shorts, jeans, glasses

Always Singular

- ◆ after 'one of, a kind of, a type of'
- ◆ units of measurement and mathematical expressions
- ◆ when the subject has two singular nouns joined by 'or'
- ◆ nouns connected with each of, each one, either of, neither of, someone, something, anybody, anything, no one, nothing, everybody, everything
- ◆ names of subjects: mathematics, politics, civics, economics, physics etc.

For Further Perceptions:

1. If the subject is singular, then the verb should be singular.
eg. Rajesh works in the office.
2. If the subject is plural, then the verb should be plural.
They feel happy about my arrival.

3. The subject in third person singular always carries the singular verb.
She needs money.
4. If two or three nouns express a single purpose, it should be considered as singular noun and it takes a singular verb (is).
(a) Bread, butter and jam is ready for you.
(b) Rice and curry is for lunch.
5. If the nouns denote a single person, then it should be considered singular and it takes a singular verb.
(a) Balachandar, the novelist and dramatist, has visited our campus.
When there are two different nouns separated by definite article *the*, the verb will be plural.
(b) The poet and the novelist are awarded.
6. Sometimes the error occurs in students' writing when the same subject is used as singular in one place and plural in another.
(a) *A captain full of bleeding wounds enters. He is the man who has saved the King's son. On the King's request, the bleeding captain *explain* the newest state of the battlefield.
Here, in the first sentence, the subject (*a captain*) agrees with the verb (*enters*). But the verb *explain* is plural in the last sentence. It does not agree with the subject. Therefore the last sentence should be:
On the King's request, the bleeding captain explains the newest state of the battlefield.
7. The nouns after prepositions should not be taken into account as it is not linked with *the boy* through a conjunction.
The boy with his friends goes to the computer centre.
8. When two or more subjects are connected by 'or', 'either...or', 'neither...nor', the verb changes according to the subject nearest to it.
(a) Ramu or his classmates *come* to our office every day.
(b) Either my brother or my sisters ring up to me regularly.
(c) Neither my sisters nor my brother rings up to me anytime.
9. *Either* and *neither* always carry a singular verb when followed by plural nouns after prepositions.
(a) Either of the boys is brisk.
(b) Neither of these students goes to examination.
(c) Either of them has watched the movie.
10. The determiners/ pronouns like *each*, *every*, *anybody*, *anyone*, *everybody*, *everyone*, *none*, *no one*, *nobody* takes singular verbs.
(a) Each of them has purchased three plots.
(b) Is there anybody to answer the question?
(c) Everyone turns up to the conference.

- (d) Each and every employee wears their identity cards.
(e) None of the boys is very brilliant.
11. Even though two nouns preceded by *each* or *every*, are connected by *and*, they take a singular verb.
(a) Each boy and each girl has a story to say.
(b) Every book and every journal in the library is in an apple-pie order.
12. The pattern *one of* is always followed by a plural noun. The verb agrees with *one* and not with the plural noun.
(a) One of the teachers has a good sense of humour.
(b) One of her sisters was selected by WIPRO.
13. The relative pronoun *who* stands for the noun that immediately precedes it. So, in the following sentence, verb will be plural.
Shakespeare is one of the greatest dramatists who have written many historical plays.
14. Certain nouns like *cattle, people, police, folk and clergy* though singular in form, are considered as plural and take the plural verb.
(a) The cattle are gazing in the field.
(b) The police were forced to act.
(c) The people are waiting for the President.
15. There are nouns like *news, politics, means, physics, measles* seem to be plural in form but are always singular in meaning and take the singular verb.
(a) The news that the film is banned is shocking.
(b) Politics is not a healthy game.
A few other words under this category are: *dynamics, economics, mathematics, innings, billiards, athletics, acoustics, tactics, the United States, classics, comics*, and so on.
16. Not all plural nouns are taken as singular in form. For instance, tools and articles consisting of two equal parts are taken as plural nouns like *clothes, scissors* and *stairs*.
(a) The clothes in the shop are very expensive.
(b) Her scissors are not very sharp.
(c) The stairs are very steep.
17. When the nouns like *shorts, pants, trousers, forceps, scissors, shoes, gloves, shears, cards, spectacles, wages*, etc. are preceded by *a pair of*, (then they represent two components which are always thought of together and), then they take singular verbs.
(a) A pair of scissors is there.
But as seen in rule no.12,
(b) Her scissors are there.
If the above nouns are preceded by the phrase 'three or four pairs of....', then

- they take the plural verb.
- (c) Three pairs of trousers are there.
18. Certain collective nouns like *committee, congregation, government, crew, etc.* take the singular or plural verb based on the context. When the noun is taken as a group or collection, it takes a singular verb.
- (a) A committee has been set up to probe into the accident.
- (b) The government is working for the welfare of the downtrodden.
But the same words take the plural verb when each member is considered as an individual.
- (c) The committee believe in stringent action.
- (d) The government want to keep the plan to themselves.
19. Almost the same principle applies to the class nouns: *Some of, most of, a lot of, a great deal of, plenty of, lots of, one-third of, (all fractions), etc.* They take the plural verb when they refer to number.
- (a) Some of the boys are very intelligent.
- (b) Lots of fans have come.
- (c) A lot of people go to the theatre.
- (d) Plenty of roses are available in the market.
20. The same nouns take the singular verb when they refer to quantity.
- (a) One-third of the land is still fertile.
- (b) Some of the sugar is spilt.
- (c) Plenty of water is available
- (d) Lots of tea has been prepared.
21. Class nouns such as *clothing, furniture, stationery, food, crockery, cutlery, footwear, information, advice, luggage and equipment* are considered as singular.
- (a) The furniture in the house is damaged.
- (b) The footwear you bought yesterday was good.
22. When the word *many* is followed by *a* it must take singular noun which takes singular verb.
- (a) Many a student commits suicide.
- (b) Many a book in the library has been untouched by the students
23. The phrase *more than one* is followed by a singular noun and takes the singular verb.
- (a) More than one student is absent in our class.
24. Phrases beginning with *a team of, a chain of, a flock of, a bouquet of, a series of, a set of, a regiment of, etc.* take the singular verb though the nouns after them are plural.
- (a) A series of lectures has been arranged.
- (b) A team of players has gone for a tour.
- (c) A regiment of soldiers is deployed for election duty.

25. If a sentence begins with *a number of*, the verb is plural; whereas if it begins with *the number of* the verb is singular.
- (a) A number of students are playing in the ground.
Here *a number of* means *many*. But,
- (b) The number of students good at sports is very few.
26. When the subject of a sentence begins with specific quantity, amount, weight, height or distance, the verb is singular when considered as a whole.
- (a) Three hundred rupees is not a huge amount.
- (b) Four hundred miles was a big distance.
But, the sum of money or years, when considered separately, the plural verb is used.
- (c) Five years have rolled since we come to Kumbakonam.
- (d) One lakh rupees were distributed among the victims.
27. Titles or names of the books, quotations, maxims, etc. carry the singular verb.
- (a) The Chutti TV entertains the children with a lot of comic episodes.
- (b) On Umbrella Morals makes an interesting reading.
28. Certain adjectives are used with 'the' article as nouns: *the blind, the destitute, the youth, the poor, the brave, the unemployed, etc.* take the plural verb.
- (a) The destitute are taken care by the organization.
- (b) The unemployed are restless.
- (c) The youth of today are mechanical.
29. The nationality words referring to the people of a particular nation take the plural verb.
- (a) The French love good food.
- (b) The British were cruel towards Indians.
30. Singular noun joined by a preposition takes the singular verb.
- (a) City after city was captured by the Americans.
- (b) Her speech after speech inspires the people.
31. When the subject is the formal *there* the verb agrees with the real subject that follows it.
- (a) There is a boy in the room.
- (b) There were a number of business men at the party.
32. Some nouns have one meaning in the singular and another in the plural.
- | Singular | | Meaning | Plural | | Meaning |
|-----------------|---|----------------|---------------|---|----------------------------|
| advice | - | counsel | advices | - | information |
| good | - | benefit | goods | - | property |
| work | - | job | works | - | compositions;
factories |

quarter	-	one fourth	quarters	-	houses
air	-	atmosphere	airs	-	proud behaviour
force	-	strength	forces	-	many
physic	-	medicine	physics	-	physical sciences

(a) A good is always appreciated.

The goods in the factory are damaged

(b) His work in his office is not satisfactory.

His works are remarkable.

A. Underline the correct verb in these sentences.

- | | |
|---|----------------|
| 1. The girl and her sisters (watch, watches) television everyday. | watch |
| 2. Ravi (doesn't, don't) like sports. | doesn't |
| 3. My classmates (study, studies) before a test. | study |
| 4. One of the cookies (is, are) missing. | is |
| 5. A lady with ten cats (live, lives) in that big house. | lives |
| 6. Measles (is, are) very serious. | is |
| 7. The committee (decide, decides) when to adjourn. | decides |
| 8. Our team (is, are) the best. | is |
| 9. Everybody (enjoy, enjoys) a good song. | enjoys |
| 10. Either of these (is, are) suitable. | is |

B. Correct the following passage.

Where does the deer and the antelope play? One place is Yellowstone National Park. It were created in 1872. Parts of the park is in Wyoming, Montana and Idaho. The park are a safe place for many animals. Bears, moose, buffalo, deer and antelope lives there. Beavers, otters, fish and eagles also enjoys the park. For them, Yellowstone be 'home sweet home.'

Answer: (1) do (2) was (3) are (4) is (5) live
(6) enjoy (7) is

Writing

Biographical sketch

A biographical sketch is a brief summary of a person's life and his achievements. It should include a description of the person's physical appearance, education, work, achievements and other salient personal traits. The main focus of a biographical sketch is to portray the person in an admirable way.

Here are the steps to write a bio-sketch.

1. Write in the third person.
2. Write down personal details like name, age, physical appearance etc.
3. Highlight his/her education and work.
4. Mention his/her special contribution.

5. Make a list of achievements.

A sample is given below.

A. Write the biography of R.K. Narayan in a paragraph, using the information given in the box.

R.K. Narayan-Rasipuram Krishnaswami Narayan – born–October 10, 1906–Chennai–author–Indian writing in English completed education 1930–teacher–writer–Swami and Friends – first novel – 1935 - narrative of adventures of school-boys – most of his stories-set in fictitious town-Malgudi – themes – peculiar human relationships – clash of modern and ancient traditions – style –graceful – humorous-elegant –simple-34 novels – prose version – The Ramayana – The Mahabharata – died May 13, 2001 - Chennai

R.K. Narayan, whose full name is Rasipuram Krishnaswami Narayan was born on October 10, 1906, at Chennai in Tamil Nadu. He is one of the finest authors of Indian writing in English. He completed his education in 1930 and worked as a teacher before he became an author. His first novel, 'Swami and Friends' written in 1935, is a narrative, recounting the adventures of a group of schoolboys. Most of Narayan's works are set in the fictitious South Indian town of Malgudi. Narayan typically portrays the peculiarities of human relationships and the ironies of Indian daily life, in which modern urban existence clashes with ancient tradition. His style is graceful, marked by genial humour, elegance, and simplicity. He has written about 34 novels in addition to prose versions of two Indian epics, The Ramayana and The Mahabharata. He died on May 13, 2001 in Chennai.

B. Given below are hints about a renowned British science fiction writer Arthur C. Clarke. Write a biographical sketch on the author in not more than 80-100 words based on the information given below.

Name	Arthur C. Clarke
Pen names	Charles Willis, E.G. O'Brien
Birth	16 Dec 1917, England
Career	Novelist, Television host, inventor and film screen writer.
Genre	Science Fiction, Television series, film screen play
Awards and Honours	1961, Kalinga Prize - an award given by UNESCO for popularising science Hugo and Nebula Awards Chairman of the Interplanetary Society Highest Civil Honour of Sri Lanka – 'Sri Lankabhimanya 2005'
Titles	Clarke, Robert Heinlein and Isaac Asimov – 'Big Three' of Science Fiction

Famous Works

'The Prophet of the Space Age'
Childhood's End
2001: A Space Odyssey
Rendezvous with Rana

Report Writing

- ✓ A report is written for a clear purpose.
- ✓ Reports can be academic, technical or business related.
- ✓ The first step is to collect relevant material or information.
- ✓ The next step is to organize the collected information and put it together in an outline.
- ✓ Proper planning will be easier to write a report.
- ✓ A report can be written about an incident, accident or a natural calamity, or a coverage of an official function or the visit of a dignitary etc.
- ✓ While collecting facts and writing a report, remember to check and include the following.
- ✓ Correctness of facts (authenticity) or accuracy should be ensured to avoid legal complications.
- ✓ Be concise, factual and clear.
- ✓ Give the title and name of reporter.
- ✓ Mention place and date of event.
- ✓ Use reported speech for narrations.
- ✓ Style should be engrossing, to sustain the interest of the reader.
- ✓ Main text should include three components – introduction, discussion and conclusion.
- ✓ Use active voice to make writing move smoothly and easily.

Read the following report by Dinesh on the 50th Annual Day of his school.

REPORT

The main parts of the report are:

- ✓ Title
- ✓ Introduction
- ✓ The scope
- ✓ Duration, data collection, detailed discussion and their analysis
- ✓ Conclusion

GOLDEN JUBILEE CELEBRATION

V.R. Dinesh Kumar

11th August, 2018.

On 10th August, 2018, a colourful and memorable Golden Jubilee Annual Day event was organized in our school. This event was held in the auditorium of our

school. Many eminent personalities and educationists graced the occasion. The District Collector, who was the Chief Guest, inaugurated the function. It began with a prayer, hailing the goddess of knowledge and wisdom. This was followed by a colourful welcome dance by the students of kindergarten. The Principal welcomed the gathering, after which all the invitees were felicitated. The cultural programme, which followed, was a truly mesmerizing show. The cultural programme included items such as singing, dancing, poetry recitation, skits, mimicry and mono act shows. The audience sat enthralled by the show. In his address, the Chief Guest praised the efforts of the students and teachers alike. This was followed by prize distribution to teachers and students, for their achievements. The programme concluded with the vote of thanks proposed by the School Pupil Leader.

SELF-EVALUATION

- a. You have recently attended a seminar on 'Science and Literature' in which writers presented papers on Science Fiction and literature and focused on the creativity of young writers. Write a short report about it for a leading newspaper in about 100-120 words.
- b. You are the School Pupil Leader. Your school organised an Inter-School Sports event at Nehru Stadium. Write a report on the special events conducted in 100-120 words for the school souvenir.

கல்விச்சுடர் 

POEM

LINES WRITTEN IN EARLY SPRING

WILLIAM WORDSWORTH

Meanings:

1. **grove** - a small area of land with a group of trees
2. **sate** - old-fashionet spelling for sat
3. **recline** - lean back in a position of rest
4. **grieve** - mourn or to feel intense sorrow
5. **primrose** - a wild plant with yellow flowers
6. **tufts** - bunches
7. **bower** - a pleasant shady place under trees
8. **periwinkle** - a trailing plant with large blue flowers
9. **wreaths** - an arrangement of flowers in the shape of a circle
10. **lament** - to express sorrow or unhappiness about something

1. Find words from the poem that convey the following ideas.

- a. connected together - link
- b. spread over the surface of the ground in a straggling manner - trailed
- c. make out or understand - measure
- d. slender woody shoots growing from branches or stems of trees - twigs

2. Complete the summary of the poem by filling in the blanks with the words given below.

The speaker says that while sitting in a (1)_____, his mind is filled with both (2)_____ and sad thoughts. He could associate himself with (3)_____. But he feels (4)_____ at the fact that human beings are exploiting Nature. The atmosphere around is (5)_____ and pleasant with flowers in the sweet (6)_____. The air is (7)_____ and everything seems to be happy. When Nature desires such (8)_____, it is only the irresponsible act of human beings that brings (9)_____ to other human beings and to Nature.

Answers: (1) grove (2) pleasant (3) Nature (4) distressed (5) calm (6) bower (7) breezy (8) peace (9) sorrow

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

- (i) *And 'tis my faith that every flower
Enjoys the air it breathes...*

(a) What is the poet's faith?

The poet's faith is that the beautiful flowers enjoy every ounce of the air they breathe. They are always grateful for living beside the Nature.

(b) What trait of Nature do we see here?

Nature is always unbiased in its work. In other words, it is impartial even in provid-

ing its air to every flower.

(ii) *And I must think, do all I can,
That there was pleasure there...*

(a) What did the poet notice about the twigs?

The breeze flowing is sweet and light. The growing branchlets spread out to catch the sweet air. What the speaker can do is that he gathers pleasure in their presence.

(b) What was the poet's thought about then?

Just like the flowers, the 'budding twigs' also enjoy the sweet and light breeze provided by the Nature.

(iii) *If this belief from heaven be sent,
If such be Nature's holy plan.*

(a) What does 'heaven' refer to?

It refers to the holy world where God expects us to come for eternal life. We can find eternal pleasure there. Likewise, God has given us Nature to enjoy its beauty eternally as Wordsworth does.

(b) Why does the poet call it 'holy'?

As God has given us Nature from heaven, the poet calls it 'holy'. Both the heaven and the Nature are eternal.

4. Explain the following lines with reference to the context in about four to five sentences each.

i. *In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.*

Context: This is the passage extracted from the poem *Lines Written by Early Spring* by William Wordsworth. While the poet sits reclined in the woodland grove, he enjoys the beauty of Nature and utters these words.

Explanation with the reference to the Context: The poet says that his sweet thoughts, on hearing the blended musical notes of Nature, also bring sad thoughts to his mind. It is because of the miseries of humanity. He questions himself why man ignores Nature when it provides everything to make him happy.

Comment: It is really horrible to note that we, the human, refuse to enjoy the eternal beauty of Nature due to his pursuit for comfort and wealth.

ii. *The birds around me hopp'd and play'd,
Their thoughts I cannot measure.*

Context: These are the verses extracted from the poem *Lines Written by Early Spring* by William Wordsworth. The poet admires at watching the joyful movements of the birds.

Explanation with reference to the Context: Whether the man enjoys the beauty of the Nature or not, the birds do it eternally. Their merry thoughts are immeasurable. Of course, he doesn't understand the language as the solitary reaper's sing-song. But the poet can feel the birds' joyful moments through its singing,

hopping and playing around him he finds a thrill of pleasure in it.

Comment: On seeing the bounteous pleasure of the birds, the poet praises Nature for its endless gift to all creatures.

- iii. *Have I not reason to lament
What Man has made of Man?*

Context: These are the concluding lines of the poem *Lines Written to Early Spring* by William Wordsworth. The poet reason out for his lamentation for the miseries of humanity while he expresses his feelings towards Nature.

Explanation with reference to the context: Having watched the Nature's endless beauty, the poet is worried of his mankind. It is apparent that God has given us Nature which is heavenly. So the belief is the holy plan of Nature. But the man ignores the immense and eternal pleasure in Nature. Instead, he separates himself from it. So the poet says that he is reasonable to lament for his men. He thus utters "What man has made of Man"? i.e. the humanity and the miseries are inseparable.

Comment: In his pursuit for comfort and wealth, man has moved away from this holy plan and thus the poet laments, "What man has made of man?"

5. **A. Read the following sets of lines and identify the figures of speech used in each extract.**

- i. *To her works did Nature link*
The figure of speech used here is *personification*. Nature is personified as woman/Mother who links the human soul to herself.
- ii. *The human soul that through me ran...*
The figure of speech used here is *personification*. The human soul is personified.
- iii. *And 'tis my faith that every flower...*
The figure of speech used here is *personification*. Flowers are personified to enjoy the air they breathe.
- iv. *What Man has made of Man?*
(i) The figure of speech used here is *aphorism* – a statement that is uttered by the poet efficiently.
(ii) The figure of speech used here is *alliteration*: man, made, Man

B. Read the poem once again. Identify the rhyme scheme and pick out the rhyming pairs of words.

The rhyming scheme in each stanza is **abab**.

The rhyming pairs are:

<i>notes – thoughts</i>	:	<i>reclined – mind</i>
<i>link – think</i>	:	<i>ran – man</i>
<i>bower – flower</i>	:	<i>wreaths – breathes</i>
<i>play'd – made</i>	:	<i>measure – pleasure</i>
<i>fan – can</i>	:	<i>air – there</i>
<i>sent – lament</i>	:	<i>plan – man</i>

6. Based on your reading of the poem, answer the following questions in a sentence or two each.

a. How does the poet feel while enjoying the beauty of Nature?

While enjoying the beauty of Nature the poet feels that his sweet thought brings sad thoughts to his mind. It is because the man does harm to Nature and has separated himself from her.

b. Does Nature affect a person's thoughts and feelings? Explain.

Yes. Nature affects a person's thoughts and feelings. Because every human soul is linker to Nature.

c. How do people bring grief and sorrow to one another?

By separating themselves from the holy plan of his Nature, they bring grief and sorrow to one another.

d. Why does the poet think that the birds were happy?

They were singing, hopping and playing around him in the grove. So the poet says that the birds were happy.

e. The poet finds joy in various objects of Nature. Explain.

The poet sits reclined on a woodland grove. He watches the various objects of Nature. For example, the budding twigs enjoy the airy breeze of the Nature by spreading out. The poet finds real and eternal joy in it.

f. Bring out the poet's thoughts, while comparing Nature with human behaviour.

The poet realizes that it is God who has given man Nature. So Nature is holy. The human soul is ultimately linked to Nature. But the man has separated himself from this holy plan. As a consequence, he has failed to enjoy the eternal beauty of Nature. Further, he has miseris in his life. The poet thus laments in the concluding line "What has man has made of Man?"

7. Complete the following sentences by choosing the best options.

a. The poet experiences sadness because_____.

i) the blended notes are jarring

ii) Nature is filled with negativity

iii) he is worried about the destruction caused to Nature

iv) natural calamities occur frequently

b. The poem is set in a _____.

i)city

ii)village

iii)grove

iv)park

c. The poem speaks of _____.

i) Man's plan to shape destiny

ii) Man seeking pleasure and riches

iii) Man indulging in wars and acts of destruction **iv) Man's fear of Nature**

8. Answer in a paragraph of about 100?150 words.

Do you think the poet wants to say that man is unhappy because he has lost his link with nature and forgotten how to enjoy nature or because man is cruel to other men?

The poet sits reclined in the grove watching the mortal beauty of Nature. His sweet thoughts lead to sad thoughts. It is because he has lost his connection with the Nature. He wants to earn money in order to meet the mortal challenges. Consequently his life is full of miseries. But the birds sing, hop and play. Though the poet doesn't know the language of the birds, their movements convey him that they are enjoying the unlimited pleasure of Nature. The budding twigs spread to breathe in the airy breeze. Suddenly the poet realizes that the gift of Nature by God is holy which is created for man to enjoy with full freedom. But he reciprocally concentrates on materialistic world, forgetting to enjoy the Nature. His materialistic approach compels him to be cruel to other men. So the poet laments, "What man has made of Man?"

கல்விச்சுடர் 

SUPPLEMENTARY THE FIRST PATIENT

CHRISTOPHER VICTOR BURGHESS

Meanings:

1. **groaning** - crying in pain
2. **dreadful** - extremely bad
3. **ice-lollies** - flavoured ice or ice cream on a stick
4. **weeny tug** - small pull
5. **gas** - anesthesia
6. **scream** - a very funny thing
7. **ferrying** - carrying
8. **queer** - strange
9. **writhing** - twisting the body from side to side
10. **agony** - severe pain
11. **sulking** - being sad and silent
12. **blurred** - hazy, not clear

1. Complete the summary of the play, choosing the appropriate words from the list given below the passage.

A number of patients wait at the (1) _____ of a dentist's clinic. Everybody is tensed at the thought of a painful (2) _____ being extracted. One of the women is bent on showing everyone her (3) _____. After the arrival of the dentist, Joe, the first (4) _____ is called in. Sometime later, the nurse comes out and goes in with a (5) _____. Everyone is (6) _____ at this, imagining Joe being subjected to a lot of hammering in the process of his tooth being pulled out. Once again the nurse comes out to fetch a large pair of (7) _____ and later on she takes in a (8) _____. A little boy confesses that he pretended to have (9) _____, because he did not wish to go to school. The loud (10) _____ and screeching from within the room makes everyone leave the (11) _____, one by one. Finally there are only two women in the waiting room, one of them being Joe's wife. She weeps (12) _____ about her husband. But Joe comes out and explains that he had shifted his (13) _____ to the evening and had been given some pills for the pain. After they leave, the dentist comes out and locates the key of his tool (14) _____. He had been trying to open it using the hammer, the pliers and the hacksaw only in vain. The woman with the photographs is surprised to see that the (15) _____ had moved quickly and she was the next patient to go in.

Answers: (1) waiting room (2) tooth (3) photographs
(4) patient (5) hammer (6) frightened (7) pliers
(8) hacksaw (9) toothache (10) sawing (11) clinic

(12) worried (13) appointment (14) cabinet (15) queue

2. Based on your understanding of the play, complete the Graphic Organiser (GO) suitably.

Title : *The First Patient*
Author : C. V. Burghess
Settings : When the curtain rises, the following characters are seated in a dentist's waiting room: Women 1 – 8 and Men 1 – 8. Some of them are reading magazines or news papers. Man 4 has a rough bandage tied round his jaw. He is holding the bandage and groaning. Man 3, Woman 5 and Woman 6 are just entering the waiting room.

Characters : Men: 1 – 8 Women: 1 – 8 Dentist
Nurse Little Girl Small Boy

Climax : When there were violent and loud sound of sawing and screeching heard in the dentist's room, the patients waiting outside got frightened and worried. For they thought that the dentist had been using the tools they saw to pull out the tooth of Joe. And they decided to leave the clinic one by one. Finally Joe came out and told his wife that the dentist was using the tools to open his tool cabinet as he lost its keys.

Humorous elements : Each and every moment of the play was amusing: The Woman 5 engaging every other patient by showing her photograph; patients' reactions on hearing loud and violent sound; children cheating their parents that they have toothache to get off school; patients returning home out of fear; and the revelation of Joe at last.

3. Based on your understanding of the play, answer the following questions in about three or four sentences each.

- a) **Who were the patients waiting for?**
The patients were waiting for the dentist.
- b) **How did Woman 5 spend her time in the waiting hall?**
Woman 5 spent her time in the waiting hall by showing her holiday photographs
- c) **How did the other Women react to Woman 5?**
The other Women were interested to see the photographs of Woman 5.
- d) **Are children afraid of visiting the dentist? Give reasons.**
No. they are not afraid of visiting the dentist. They are not aware of the pulling of the tooth. Besides, they do not have toothache really. They pretended their parents in order to avoid school going.

e) **What were the strange instruments the nurse carried to the surgery? How did the waiting patients interpret her act?**

Hammer, a large pair of pliers and a hacksaw were the strange instruments the nurse carried to the surgery. The waiting patients got frightened on seeing them.

f) **Bring out the people's reaction to the noises from the surgery.**

The loud sawing and screeching from within the room made everyone frightened and worried. Finally they decided to leave the waiting room one by one. Joe's wife was literally crying and panic-stricken. She was seriously waiting for her husband return.

g) **Why did they sympathize with the first patient?**

On seeing the strange instruments taking into the surgery, the patients sympathized with the first patient. It is because they were afraid that the dentist was using these instruments to pull Joe's tooth out.

h) **Why did Woman 1 panic more than the others?**

Woman 1 is the wife of Joe. So Woman 1 panicked more than the others.

i) **Woman 5 was not aware of what was happening. Why?**

Woman 5 was very keen on showing her photographs to the people who were in the waiting hall. So she was not aware of what was happening there.

j) **How did Woman 5 move ahead in the waiting list of patients?**

The Woman with the photographs is surprised to see that the queue had moved quickly and she was the next patient to go in.

k) **Why do patients leave the clinic without meeting the dentist?**

The patients got frightened and worried on hearing the horrible and dreadful sound inside the surgery. Besides, they had promises to keep. So they left the clinic without meeting the dentist.

l) **What had really happened in the dentist's room?**

The dentist lost the keys of his instrument cabinet. So he tried his level best by using the strange instruments like hammer, a large pair of pliers and a hacksaw to open it. But it was only a vain attempt. This had really happened in this dentist's room.

4. **Now, read the descriptions given under Column A and match them with their correct (-ist words) describing specialists in the various fields of medicine given under column B.**

No.	A	B	1	one who specializes in lung problems	pulmonologist
2				one who specializes in skin problems	dermatologist
3				one who treats diseases specific to women	gynaecologist
4				one who treats kidney diseases	nephrologist
5				one who treats diseases and disorders of the nervous system	neurologist

6	one who treats stomach disorders	gastroenterologist
7	one who treats vision problems	ophthalmologist
8	one who specializes in critical infants	neonatologist
9	one who treats heart problems	cardiologist
10	one who treats the problems of ear, nose, tongue	otolaryngologist
11	One who treats people's dental problems.	dentist

No.	A	B
1.	The study of relationships between organisms and environment	Ecology
2.	The study of the causes and nature and effects of diseases	Pathology
3.	The study of dog training	Cynology
4.	The study of fish	Ichthyology
5.	The study of birds	Ornithology
6.	The study of birds' eggs	Oology

Similarly, *-logy* is a suffix used in the names of science or bodies of knowledge, e.g. ecology.

Listening Activity

Read the following statements. Now, listen to the talk on the importance of humour and laughter for good physical and mental health. You may listen to the text (P. No. 102) again if required, to help you choose the correct option.

- Humour has the power to motivate and _____ stress and pain.
a) improve b) intensify **c) reduce** d) increase
- It seems generally _____ that our bodies respond in a positive way to a hearty laugh.
a) accepted b) denied c) improved d) confused
- The _____ is stocked with books, comics, funny posters, audiotapes, and videos.
a) waiting room **b) humour room** c) ICU d) reception
- One can plan to use humour yet rely on _____ opportunities to employ it.
a) late b) better c) future **d) spontaneous**
- Humour is called a way of _____, not a part of living.
a) living b) playing c) nourishing d) developing

Complete the following dialogue between a doctor and a patient with ten sets of utterances for the following situation in which a person goes to a doctor for treatment. The doctor wishes to give him/her an injection. The person is scared. The doctor convinces the patient and administers the injection.

Patient : Good evening doctor.
Doctor : Good evening. Please sit.
Patient : Thank you doctor.
Doctor : What happened to you?
Patient : Doctor, the past one week, I don't feel like hungry. I feel very tired and have severe body pain.
Doctor : Ok. (After disgonising). You have high temperature. Do you have vomitting?
Patient : No, doctor. But I have vomitting sensation.
Doctor : There is nothing to fear. It is only viral fever. I prescribe medicine for five days.
Patient : Ok doctor.
Doctor : You should also have an injection for five days.
Patient : But I am scared of injection. I prefer medicine only. Please doctor!
Doctor : There will not be any side effect. Instead, it will arrest the fever immediately. It is a must.
Patient : But doctor, should I have four more injections? I am afraid.
Doctor : Injection is only remedy to your health condition. Besides, your platelets will go down if there is no intake. You are already weak.
Patient : Ok doctor. Please inject me without pain. I am almost fainting.
Doctor : Ok I will do. (The doctor injects)
Patient : Is it over doctor?
Doctor : Yes. I finished injecting. Now tell me. Did you feel pain?
Patient : Thank you doctor. I felt no pain at all.
Doctor : Take care. Meet me after five days.
Patient : Thank you doctor.

5. Answer the following questions in a paragraph of about 80?100 words each.

- i) Based on your understanding of the play, explain how a mistaken understanding of events can lead to confusion. How has the author used this unexpected combination of events in the situation to create humour?**

Eight men and eight women were sitting outside the waiting room of the dentist clinic. The first patient, Joe (Man 1) went into the surgery. They noticed the nurse taking strange instruments into the surgery one by one. To their horror, when they heard the loud and violent noise inside the surgery, they got frightened and worried. So everybody, excepting Joe's wife (Woman 1) and the Woman 5, gets rid of the clinic in a few minutes. When Joe came out of the surgery, his wife enquires about the process. He replied that the doctor was trying to open his instrument cabinet as he lost the key. But it was futile. Then Joe got an appointment for that

evening. Meanwhile, he was given some pills to deaden the pain. On the other hand, the dentist waved the key which was under the telephone directory. Thus the author humorously depicted how a mistaken understanding of events can lead to confusion.

IDENTIFY 'WHO' SAID TO 'WHOM'

1. 'It looks quite a nice place.'
 - a) Man-1 to Man-2
 - b) Woman-1 to Woman-2
 - c) Man-5 to Man-6**
 - d) Nurse to Jack
2. 'Here's the dentist'
 - a) Man-4 to Woman-3**
 - b) Woman-3 to Man-2
 - c) Man-2 to Woman-8
 - d) Man-4 to Woman-2
3. 'I don't want any ice-lollies'
 - a) Maurice to his mother
 - b) Man-5 to Man-1
 - c) Woman-7 to the little girl
 - d) Dorothea to her mother**

REARRANGE THE JUMBLED SENTENCES

1.
 - a. Some of them are reading magazines or newspapers.
 - b. Man-4 has a bandage tied around his jaw.
 - c. He is holding the bandage and groaning.
 - d. when the curtain rises, the following characters are seated in a dentist's waiting room.
 - e. There are 8 woman and eight man.

Ans : d, e, a, b, c

When the curtain rises, the following characters are seated in a dentist's waiting room. There are 8 woman and eight man. Some of them are reading magazines or newspapers. Man-4 has a bandage tied around his jaw. He is holding the bandage and groaning.

2.
 - a. Isn't it a dreadful hour of the morning to see – dentist.
 - b. What time do you make it, Jack?
 - c. I'm not half awake yet.
 - d. The dentist should be along any moment now.
 - e. Almost eight thirty.

Ans : b, e, d, a, c

What time do you make it, Jack? Almost eight thirty. The dentist should be along any moment now. Isn't it a dreadful hour of the morning to see – dentist. I'm not half awake yet.

3. a. Woman – 8 and 7 attempt to separate them.
b. Through all this noise, woman – 5 is still trying to show her photograph.
c. The small boy and the little girl at the table start a fight about a magazine they both want.
d. There is a sudden screech of metal from the surgery.
e. Woman – 1 gasps with horror and is about to make dash for the surgery door.

Ans : d, e, c, a, b

There is a sudden screech of metal from the surgery. Woman – 1 gasps with horror and is about to make dash for the surgery door. The small boy and the little girl at the table start a fight about a magazine they both want. Woman – 8 and 7 attempt to separate them. Through all this noise, woman – 5 is still trying to show her photograph.

கல்விச்சுடர் 

UNIT IV – PROSE TIGHT CORNER

E.V. LUCAS

Meanings:

1. **Brittany** – a region on the coast of North–West France
2. **St. James' Street, King Street** – well-known commercial streets in London
3. **bloatocrat** – a fat and rich person of high station – a term coined by E.V. Lucas by blending the words 'bloated' and 'aristocrat'
4. **electrified** – shocked by something unexpected
5. **crescendo** – progress towards a climax
6. **congealed** – thickened as if frozen (through fear etc.)
7. **smothered** – suppressed
8. **nonchalantly** – unconcernedly, coolly
9. **glibly** – smoothly but not sincerely
10. **note of hand** – promissory note
11. **rectitude** – honesty, good behaviour
12. **farthing** – as low as a paisa
13. **baize** – coarse woollen material
14. **guile** – cunning, deceit
15. **indelible** – cannot be rubbed out or removed
16. **dree this weird** (old English) – to put up with one's fate

1. Choose the most appropriate answer for the following questions:

- a. 'Tight Corner' means a _____.
i. **difficult situation** ii. crowded corner iii. tragic incident iv. fierce fight
- b. Barbizon refers to a _____.
i. kind of paint ii. type of architecture iii. region in Britain **iv. French school of painters**
- c. The narrator visited the sale-room as he _____.
i. wished to see an auction ii. had a painting to sell
iii. was persuaded by his friend iv. wanted to buy a painting
- d. The narrator had been a safe contributor at the auction, as _____.
i. there were bidders quoting higher prices ii. he had a sound financial background
iii. his friend had lent him money iv. he did not make any bidding
- e. "And I got it." Here 'it' refers to the _____.
i. picture he wanted to buy **ii. money he asked for**
iii. card to participate in the auction iv. amount he had to pay

2. Answer the following questions.

a) What is a tight corner? What happens when one finds oneself in a tight corner?

A tight corner is a critical situation in which one will be caught and finds oneself very hard to come out. If one finds oneself in a tight corner, as said, it is very difficult to come out of the situation and feels one's life is adventurous.

b) What is the difference between a physical and mental tight corner?

It is said that tight corners are always physical affairs. But if they are mental, they can be tighter. In other words, mental tight corners are harder than the physical ones.

c) Why did the narrator visit Christie's?

The narrator visited Christie's as he was persuaded by his friend to visit the sale-room.

d) The narrator heard his own voice saying, 'and fifty'. What does this suggest?

This suggests that the narrator was safely contributing with a small amount at the bidding. While the rich men bid four thousand guineas for it, he raised the bid as usual by fifty guineas more.

e) What was the narrator's financial condition?

The narrator had only 63 pounds in a bank. He had no chance of borrowing even five hundred from anybody or from his relatives.

f) The narrator could not pretend to have made a mistake in bidding. Why?

The Christie's staff were so prosperous and unsympathetic. Besides, the narrator himself was very active like a *bloater*. So, the narrator could not pretend to have made a mistake in bidding.

g) What could have been the best way for the narrator, to get himself out of the tight corner?

Confession could have been only the best way for the narrator to get himself out of the tight corner.

h) Why did the narrator feel he could have welcomed a firing party?

The narrator was caught in a tight corner. His friend also deserted him to face the critical situation by himself. So the narrator felt he could have welcomed a firing party.

i) What was the bidder's offer to the narrator?

Fifty guineas was the bidder's offer to the narrator.

j) How did the narrator take advantage of the situation?

He gathered courage and shrewdly demanded the bidder a hundred guineas for his bid. He also "got it". By this way, the narrator took advantage of the situation.

k) Describe the activity that was going on in the sale-room at King Street.

At King Street, the sale-room was full. They were selling Barbizon pictures, and

getting tremendous sums for each: two thousand, three thousand, for little bits of things — forest scenes, pools at evening, shepherdesses, the regular subjects.

l) What can you say about the author's attitude when he high-handedly participated in the auction?

The author failed to perceive the seriousness of the auction. Instead, he found himself bidding too much for fun.

m) Why was the author sure he would not be caught?

The author was sure that he was not going to run any risks.

n) What made the author ignore his friend's warning?

The author's unawareness of the auction made him ignore his friend's warning.

o) How had the author managed the auction without getting involved in the deal?

While all the bidders had been modestly started at fifty guineas or a hundred guineas, with a gradual increase, he had often been safely contributing. In this way, the author managed the auction without getting involved in the deal.

p) What came as a shock to the author?

As he did earlier, the author raised the bid by 'fifty' after a rich man's bidding for a picture. To the author's surprise and horror, nobody raised the bid further. There was a terrible silence in the hall. This came as a shock to the author.

q) What did the falling of the hammer indicate?

The falling of the hammer indicated the closing of a deal with highest bidding or price.

r) What made the friend laugh heartily?

Having understood the tightest corner in which the author was, his friend left him and laughed heartily.

s) What kind of excuses did the narrator think he could make?

The narrator thought of confessing his poverty to one of Christie's staff i.e. the auctioneers so that he would get rid of the tight corner. He thought that it would be the best way. Yet, he was in dilemma as it might be too hard for them to believe that it was a mistake. Further they looked unsympathetic.

t) Why did the friend desert the narrator, a second time?

The foremost reason was that the narrator ignored his friend's warning. Secondly, he did not want to be caught in that critical situation. So the friend deserted the narrator, a second time.

u) How does the narrator describe the man who approached him?

The narrator described the man who approached him as a messenger of the high gods. He wore a green baize apron and spoke in husky Cockney tones.

v) How does the Narrator show presence of mind in the sudden turn of events?

When the bidder offers 50 guineas, the narrator all of a sudden demands 100 guineas. By this way, the narrator shows presence of mind in the sudden turn of events.

w) **The narrator would not forget two things about his friend. What are they?**

The two things that the narrator would not forget about his friend are his mean-mindedness and his odd attitude at the time of crisis.

3. Form a meaningful summary of the lesson by rewriting the numbers in the correct sequence:

- a) The narrator had only 63 pounds with him and did not know how to manage the situation.
- b) The narrator thought of all his relations from whom he could borrow.
- c) Unfortunately he had made the highest bid.
- d) The narrator entered Christie's as his friend persuaded him to visit the sale room.
- e) Every time someone else made a higher bid and the narrator was not caught.
- f) The narrator on a sudden impulse added 50 more guineas, to the amount offered.
- g) His friend joined him then but left immediately unable to control his laughter.
- h) He even thought of borrowing from moneylenders and considered the possibility of confessing the truth to the staff at Christie's.
- i) The picture was declared sold to the narrator.
- j) After sometime a picture was put up and a bid for 4000 guineas was raised.
- k) A sudden stroke of luck befell the narrator when he heard that the gent who had made the bid of 4000 guineas would offer him the additional 50 guineas and buy the picture.
- l) The narrator kept bidding just for fun.
- m) The picture was given away to the other bidder and the narrator was saved from humiliation.
- n) His friend had left the place roaring with laughter at the narrator's predicament.
- o) The narrator was quite happy at the offer but demanded 100 guineas instead of the 50. Now there was no need for him to make any payment.

Answers: d, l, e, j, f, c, i, a, n, b, h, g, k, o, m

SUMMARY

The narrator entered Christie's as his friend persuaded him to visit the sale room. The narrator kept bidding just for fun. Every time someone else made a higher bid and the narrator was not caught. After sometime a picture was put up and a bid for 4000 guineas was raised. The narrator on a sudden impulse added 50 more guineas, to the amount offered. Unfortunately he had made the highest bid. The picture was declared sold to the narrator. The narrator had only 63 pounds with him and did not know how to manage the situation. His friend had left the place roaring with laughter at the narrator's predicament. The narrator thought of all his

relations from whom he could borrow. He even thought of borrowing from moneylenders and considered the possibility of confessing the truth to the staff at Christie's. His friend joined him then but left immediately unable to control his laughter. A sudden stroke of luck befell the narrator when he heard that the gent who had made the bid of 4000 guineas would offer him the additional 50 guineas and buy the picture. The narrator was quite happy at the offer but demanded 100 guineas instead of the 50. Now there was no need for him to make any payment. The picture was given away to the other bidder and the narrator was saved from humiliation.

- 4. Answer the following questions in a paragraph of about 100 – 150 words:**
a. Narrate the circumstances that led to the narrator getting into a tight corner, by his own folly.

The narrator, persuaded by his friend, went to Christie's to visit a sale-room. He knew nothing about the auction or the picture after picture displayed. He had only sixty-three pounds in a bank and not enough securities to borrow not even a five hundred. But he behaved like a *bloatcrat*. When the auction was begun, he started raising the bid amount moderately. His friend warned him that he would be caught severely. But ignoring his warning, he indulged in the next auction in which a picture - a short red-faced man in a new top-hat – was put up. A rich man bade it for four thousand guineas. This time, the narrator, for a fun, raised his voice saying 'and fifty' guineas. To his dismay, nobody bade further. He felt that he was in a mental tight corner. His friend left him alone to face his consequence. He knew no way to raise such a huge amount. He had only a way to get rid of the criticality is confession. These are the circumstances that led to the narrator getting into a tight corner, by his own folly.

- b. Trace the thoughts that went on in the mind of the narrator when picture after picture was put up and sold at the auction.**

The narrator knew nothing about the auction or the picture after picture displayed. He had only sixty-three pounds in a bank and not enough securities to borrow not even a five hundred. But he behaved like a *bloatcrat*. When the auction was begun, he started raising the bid amount moderately. But ignoring his friend's warning, he indulged in the next auction in which a picture - a short red-faced man in a new top-hat – was put up. A rich man bade it for four thousand guineas. This time, the narrator, for a fun, raised his voice saying 'and fifty' guineas. To his dismay, nobody bade further. He felt that he was caught in a mental tight corner. Thereafter he did not enjoy seeing the sale of the pictures. His mind was engaged only in thinking how to collect such a big amount. Even he thought of his relatives and other people. But getting from them all of a sudden was impossible.

c. Explain how the narrator got out of the tight corner that he was in.

The narrator, persuaded by his friend, went to Christie's to visit a sale-room. He knew nothing about the auction or the picture after picture displayed. He had only sixty-three pounds in a bank and not enough securities to borrow not even a five hundred. But he behaved like a *bloatcrat*. When the auction was begun, he started raising the bid amount moderately. His friend warned him that he would be caught severely. But ignoring his warning, he indulged in the next auction in which a picture - a short red-faced man in a new top-hat – was put up. A rich man bade it for four thousand guineas. This time, the narrator, for a fun, raised his voice saying 'and fifty' guineas. To his dismay, nobody bade further. He felt that he was in a mental tight corner. His friend left him alone to face his consequence. He knew no way to raise such a huge amount. He had only a way to get rid of the criticality is confession. At this juncture, a bidder's voice was heard saying to take fifty guineas for his bid. But the narrator took advantage of the situation and demanded a hundred guineas which was immediately offered by the bidder. Yes he 'got it'! It is really a narrow escape for the narrator.

d. As the narrator, make a diary entry about the tight corner you faced at Christie's and how you were saved from the dire situation.

29.05.2018

Dear Diary,

Today my friend took me to a sale-room at King Street. I knew nothing about the auction or the picture after picture displayed. I had only sixty-three pounds in a bank and not enough securities to borrow not even a five hundred. But I behaved like a *bloatcrat*. When the auction was begun, I started raising the bid amount moderately. My friend warned me that I would be caught severely. But ignoring his warning, I indulged in the next auction in which a picture - a short red-faced man in a new top-hat – was put up. A rich man bade it for four thousand guineas. This time, for a fun, I raised my voice saying 'and fifty' guineas. There was a complete silence in the hall. To my dismay, nobody bade further. I felt that I was in a mental tight corner. My friend left me alone to face my consequence. I knew no way to raise such a huge amount. I had only a way to get rid of the criticality is confession. At this juncture, a bidder's voice was heard saying to take fifty guineas for my bid. But I took advantage of the situation and demanded a hundred guineas which was immediately offered by the bidder. Yes I 'got it'! It is really a narrow escape for me.

IDIOMS

(ii) Idioms: An idiom is an expression in English with a special meaning of its own.

Idioms do not give the literal meaning of the individual words used in them.

You come across the idiom 'by the skin of one's teeth' in the lesson. It means 'a narrow escape'.

(A) Here are some more idioms taken from the lesson. Find out their meanings and use them in sentences of your own.

1. **tight corners** - critical or difficult situations
The teacher was caught in a **tight corner** when she used unparliamentary words in the class.
2. **shot his bolt** - to exhaust one's capabilities or resources
He could tackle in the first and second rounds but he **shot his bolt** in the third round.
3. **in a nice pickle** - in a very unpleasant situation
When his father questioned him about his financial condition, he was **in a nice pickle**.
4. **have cold feet** - to be too fearful to complete an action
She **has cold feet** when she entered into exam hall.

(B) Match the following idioms related to difficult situations with their meanings.

No.	A	No.	B
1	alarm bells ringing	a	abandoning one who is in difficulty
2	back to the wall	b	try any method to overcome a crisis
3	grasp /clutch at straws	c	sign of something going wrong
4	saved by the bell	d	in serious difficulty
5	hang out to dry	e	help at the last moment rescuing one from a difficult situation

Answer: 1 – (c) 2 – (d) 3 – (b) 4 – (e) 5 – (a)

(iii) Phrasal Verbs:

Use the following phrasal verbs in sentences of your own. The first one has been done for you:

1. **stand**
 - i) **up** : Your statement will not **stand up** as proof in the court of law.
 - ii) **for** : My father always **stands for** truth and honesty.
 - iii) **by** : Come what may, I will **stand by** you.

2. **look**
i) **into** : Please **look into** dictionary.
ii) **at** : **Look at** this picture.
iii) **through** : She **looked through** the some catalogues.
3. **run**
i) **over** : The talk **ran over** by ten minutes.
ii) **away** : A few prisoners **run away** from the prison.
iii) **into** : All rivers **run into** the sea.
4. **put**
i) **on** : He **put on** his best suit for the wedding.
ii) **up** : The dealer **put up** three of his most valuable paintings for auction.
iii) **off** : Let us **put off** the exams.

Listening Activity

- A. **Listen to the announcement made by your teacher and answer the questions that follow.**

Complete the following sentences based on your listening.

- i. The programme is organized by the Department of **School Education**.
- ii. The topic of the seminar is **Career Guidance and Counselling**.
- iii. The programme is to be held at **3 p.m.** at **Dr. A.P.J. Abdul Kalam Auditorium**.
- iv. Students are instructed to carry a **notebook** and a **pen** to the programme hall.
- v. Students who wish to attend the second session should register within **two days**.
- vi. The main purpose of the programme is to provide information on the **numerous career** options and the **various institutions** that offer relevant courses.

COMPREHENSION

Read the following passage and answer the questions that follow: (Textual Page No. 114)

- i. **Why was the accident at Union Carbide unparalleled in the world's industrial history?**

The accident at the Union Carbide pesticide plant in Bhopal had released almost 30 tons of a highly toxic gas called methyl isocyanate, turning the city into a vast gas chamber. So the accident was unparalleled in the world's industrial history.

- ii. **How was Dastagir affected by the poisonous gas?**

Dastagir developed a painful growth in the throat due to prolonged exposure to toxic fumes. He died suffering from diseases caused by a direct exposure to MIC (Methyl Isocyanate) gas.

- iii. **What was the action taken by the station superintendent?**

The police superintendent, having heard about the deadly gas, immediately tried

stopping the movement of trains passing through Bhopal.

iv. How did Dastagir and his staff break rules?

Dastagir summoned his staff and told them to immediately clear Gorakhpur-Kanpur Express for departure. He said to them not to wait for the order from the head office.

v. What was the cause of Dastagir's death?

He suffered from diseases because of a direct exposure to MIC (Methyl Isocyanate) gas.

vi. Find words from the passage which mean the opposite of the following.

- | | | |
|---------------------------------------|---|--------------|
| a. safeguard (para 1) | - | expose(d) |
| b. common or familiar (para 2) | - | queer |
| c. prompt (para 4) | - | early/ delay |
| d. cause (para 6) | - | unscathed(d) |

GRAMMAR

Conditional Clauses – CONDITION + RESULT

Zero Conditional

If you stand in the rain, you get wet.

If you heat ice, it melts.

Present Simple + Present Simple

Uses : Facts which are generally true or scientific facts
The condition always has the same result

First Conditional

If it rains, we will cancel the trip.

If you study, you will pass the exam.

Present Simple + Will/ Won't/Verb

Uses : A possible situation in the future
Predicting a likely result in the future (if the condition happens)

Second Conditional

If I won the lottery, I would travel a lot.

If they sold their houses, they would be rich.

Past Simple + Would + Verb

Uses : Hypothetical or unlikely situations
Unreal or improbable situation now or in the future

Third Conditional

If you had studied, you would have passed the exam.

If I hadn't been sick, I would have gone to your party.

Past Perfect + Would have+ Past Participle

Uses : The person imagining a different past.
Imaginary situation that did not happen

i) Complete the following with appropriate conditional clauses.

- We will miss our train, **if we go late.**
- Jayashree would travel to France, **if he received her Visa.**
- People get sun-burnt, **if they expose themselves to direct sunlight.**
- Vicky would have passed, **if he had written well.**
- I wouldn't refuse, **if you offer me the cloth in a discount.**
- Sundar would have waited, **if you had told him to do so.**
- Vijayshree will be busy, **if her children return from school.**
- Adhvika will not go to play, **if her father ask her to study.**

ii) Complete the following paragraph.

Did you hear about that boy who won one crore in a game show? If I ____ (i) ____ (win) that much money, I ____ (ii) ____ (quit) my job the next day. I ____ (iii) ____ (travel) round the world and ____ (iv) ____ (stay) in the most luxurious hotels. If I ____ (v) ____ (want) anything, I ____ (vi) ____ (buy) it. If I ____ (vii) ____ (see) a Mercedes that I wanted, I ____ (viii) ____ (buy) it. I ____ (ix) ____ (can) do anything in the world if I had one crore rupees. Oh, I am starting to sound a little materialistic. Well, I ____ (x) ____ (do) good things with the money as well. If anybody ____ (xi) ____ (need) help, I ____ (xii) ____ (take) care of their needs. I ____ (xiii) ____ (donate) money to charities. I ____ (xiv) ____ (give) money to help support the arts. If I ____ (xv) ____ (win) that much money, I wouldn't keep it all for myself. I ____ (xvi) ____ (help) as many people as possible.

Answer: (i) won (ii) would quit (iii) would travel (iv) stay
(v) wanted (vi) would buy (vii) saw (viii) would buy
(ix) could (x) would do (xi) needed (xii) would take
(xiii) would donate (xiv) would give (xv) won (xvi) would help

iii) Fill in the blanks in the following dialogue.

Gopal : What's wrong, Muthu? You look terrible!
Muthu : Well, you **would look** terrible today, too, if you **had** a day like mine yesterday. My car slid into a tree, because the roads were slippery.
Gopal : Oh! I was driving on the slippery roads yesterday, and I didn't have such trouble. What happened?
Muthu : Well, I think if I **had not been driving** so fast, I **would not have sild** into the tree.

- Gopal : Slippery roads and speed don't mix. If drivers **speed** on wet roads, they're likely to spin their car in circles.
- Muthu : I know. But I have one more problem. I didn't have my driver's license with me. If I **had had** it, I **would not have had to** pay an extra fine in the court next week.
- Gopal : Why were you driving without your license?
- Muthu : Well, I lost my wallet some days ago. It slipped out of my pocket, while I was riding the bus to work.
- Gopal : Oh, Muthu! If you **had not taken** that bus, you **would not have lost** your wallet. If you **had not lost** your wallet, you **would not have had** your driver's license with you when you hit the tree. If you **had** your driver's license with you, you **would not have to pay** a big fine when you go to court next week. And of course, if you **had not driven** too fast, you **would not have run into** a tree, and you **would not be** in this mess now. If I **were** you, I **would take** it easy for a while and just **stay** home where you are safe.
- Muthu : Enough about me! How about you?
- Gopal : Well, things are really looking up for me. I'm planning to take off for Goa as soon as I finish my finals. I'm sick of all this old, rainy weather we've been having.
- Muthu : I wish I **would go** with you. How are you planning on getting there?
- Gopal : If I **have** enough money, I **will fly**. Otherwise, I **will take** the bus. I wish **to drive** my own car because it **would be** nice to drive there, but it's such a long trip. I've been looking for a friend to go with me and share the driving.
- Muthu : I have a super idea! Why don't I go with you? I can share the driving. I'm a great driver!
- Gopal : Oh, Muthu! I can't believe it.

FRAMING QUESTIONS

The interrogative pronouns who, what, whom, whose, which and the interrogative adverbs where, when, why and how are used to frame information questions. Polar questions are also known as 'yes' or 'no' questions. They are called so, because the answers to these questions will always begin with a 'yes' or 'no'. Such questions are framed using primary auxiliaries and secondary auxiliaries.

- A. Seema goes to a hotel for lunch. The waiter explains to her the different items available at that time. Here is the conversation between them. Complete the dialogue. You may use modals to frame questions.**

- Seema : Could I get something to eat immediately?
Waiter : Yes Ma'am. **We have many a food item on the menu. What would you like to have?**
- Seema : **I need Idiyapam. Can you bring it?**
Waiter : Yes Ma'am. It is available.
Seema : **How long will it take to prepare?**
Waiter : It should not take long. **Would you like to have coconut milk?**
Seema : Yes bring that too. **I need some water first of all.**
Waiter : I bring it at once Ma'am
Seema : I prefer it cold. **Do you have ice creams here?**
Waiter : Sorry Ma'am we don't have ice creams served here. But you can get it in the outlet next door.
Seema : Oh that's fine. Ok, please get these quickly.
Waiter : Sure Ma'am.

COMPREHENSION

B(1). Read the following story and answer the questions given below: (Textual Page No. 119)

1. Did Mrs. Umar see the thief?

Yes. She saw the thief.

2. What was Mrs. Umar doing when the thief broke into the house?

She was watching a movie when the thief broke into the house.

3. Was Mr. Umar watching movie with his wife when the thief broke in the house?

No. he wasn't watching movie with his wife when the thief broke in the house.

4. What was Mr. Umar doing in the kitchen?

He was preparing tea.

B(2) Frame suitable questions for the following statements.

1. Mr. Umar was at home when the event occurred.

Where was Mr. Umar when the event occurred?

2. Yes, Mr. Umar saw the thief entering the neighbour's house.

Did Mr. Umar see the thief entering the neighbour's house?

3. Mrs. Umar was watching the movie while her husband was drinking water.

What was Mrs. Umar doing while her husband was drinking water?

4. The thief broke into the house while they were watching a movie.

When did the thief break into the house?

C. QUESTION TAGS

1. You are a student, *aren't you?*

2. Aji is not a lawyer, *is she?*
3. Lawrence saw the snake sliding into the hole, *didn't he?*
4. Jordi attends the class regularly, *doesn't he?*
5. Madhav doesn't speak Telugu, *does he?*

A. Add appropriate question tags to the following sentences.

1. Cities are increasingly becoming urbanised, *aren't they?*
2. They experiment with ways to improve air quality, *don't they?*
3. The aim should be to reduce congestion, *shouldn't it?*
4. There is an urgent need to provide clean, reliable and affordable energy to their growing populations, *isn't it?*
5. Automation and shared mobility will play a key role in this transformation, *won't they?*
6. It changes the way people commute in cities, *doesn't it?*
7. Before long, a fleet of electric autonomous vehicles (AVs) could drive people to their destinations, *couldn't they?*
8. These shared AVs will run at higher utilization rates, *didn't they?*
9. They can substantially reduce the cost of mobility and congestion, *can't they?*
10. These should not be thought of as luxury but as necessity, *should they?*

B. Add appropriate question tags and role play the dialogue with your friend.

- Jeyanth : Hello, Anish! It's your Physics exam today, *isn't it?*
 Anish : Yes. They have set a very long paper. Yet, I managed to finish the paper, *don't they?*
 Jeyanth : True. My maths paper too was very long. I couldn't finish it, *was it?*
 Anish : I could not solve my paper properly, *could I?*
 Jeyanth : Ok. Actually, my question paper was very easy, *wasn't it?*
 Anish : Mine wasn't easy. I made a silly mistake, *was it?*
 Jeyanth : Tell me about your English paper, *will you?*
 Anish : The story comprehension was very easy. I am sure to score more than ten marks on fifteen. I wrote it very well. There wouldn't be any mistake, *wasn't it?*
 Jeyanth : For me, my letter-writing was the best. I didn't make a single mistake, *wasn't it?*
 Anish : Ok. I've got lots to study for tomorrow's exam, *haven't I?*
 Jeyanth : Me too. So, see you later. All the best, bye, *shall I?*
 Anish : Thank you. Wish you the same, bye.

C. Complete each sentence with the correct tag question. This particular exercise uses PRESENT and FUTURE tenses. Make sure you place the apostrophe in the right place:

e.g.: Mary likes him, **doesn't she?**:

1. He plays football, _____?
2. Mary is going to see that movie, _____?
3. You're living in France, _____?
4. You live in France, _____?
5. Thomas is coming over tonight, _____?
6. Fiona is Irish, _____?
7. Peter and Nancy are coming to the party, _____?
8. The neighbours like us, _____?
9. Stefan is German, _____?
10. We have another carton of milk, _____?

ANSWERS: 1) doesn't he 2) isn't she 3) aren't you 4) don't you 5) isn't he 6) isn't she 7) aren't they 8) don't they 9) isn't he 10) don't we

D. Complete each sentence with the correct tag question. This particular exercise uses various PAST tenses. Make sure you place the apostrophe in the right place:

e.g.: Mary liked him, **didn't she?**:

1. He called you, _____?
2. He has seen that movie, _____?
3. You were living in France, _____?
4. You lived in France, _____?
5. Thomas came over last night, _____?
6. Your grandmother was Irish, _____?
7. Peter and Nancy have been arguing, _____?
8. The neighbours moved away, _____?
9. It was cold yesterday, _____?
10. You've spoken with her, _____?

ANSWERS: 1) didn't he 2) hasn't he 3) weren't you 4) didn't you 5) didn't he 6) wasn't she 7) haven't they 8) didn't they 9) wasn't it 10) haven't you

WRITING
ENCODING & DECODING

A) Read the information in the table below and answer the following questions.

Sl. No.	EVENT	YEAR	AFFECTED AREA
1.	Earthquake	2001	Bhuj, Gujarat
2.	Tsunami	2004	Coastline TN, Kerala, A.P., A&N Islands, Pondicherry
3.	Floods	July 2005	Maharashtra
4.	Earthquake	2008	Kashmir
5.	Floods	2008	North Bihar
6.	Cyclone	2008	Tamil Nadu
7.	Floods	2009	Andhra Pradesh & Karnataka
8.	Cyclone	2011	Tamil Nadu / Cuddalore
9.	Flash floods	June 2013	Uttarkhand
10.	Cyclone	Oct. 2013	Coastline of Orissa & Jharkhand
11.	Floods	Dec. 2015	Tamil Nadu / Chennai
12.	Cyclone	Dec. 2016	Tamil Nadu / Chennai

1. What kinds of natural disasters have occurred before 2005?

The natural disasters that have occurred before 2005 are earthquakes (2001) and Tsunami (2004)

2. Name the disasters that are common in India.

Earthquake, Floods and Cyclone are the disasters common in India.

3. Mention the states often affected by disasters.

Tamilnadu and Andhra Pradesh are the states often affected by disasters.

4. List out the disasters that are common in North India.

Earthquake, Floods and Cyclone are the disasters common in North India

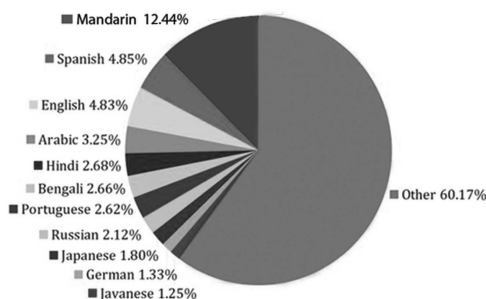
5. Write three sentences on your inference about the data given.

The natural disasters that have occurred before 2005 are earthquakes (2001) and Tsunami (2004).

Tamilnadu and Andhra Pradesh are the states often affected by disasters. Earthquake, Floods and Cyclone are the disasters common in North India.

B) Study the pie-chart carefully and answer the questions that follow.

Percentage of people who speak each language as their first language.



Use expressions such as...

Generally....

A majority....

Most of the....

Some of the....

Minority of

In conclusion....

1. Which language is spoken by most people?

Mandarin is the language spoken by most of the people.

2. What are the Indian languages that rank among the top five spoken languages?

Hindi is the only Indian language that ranks among the top five spoken languages.

3. Which are the languages that are spoken by less than three percent of people?

Hindi, Bengali, Portuguese, Russian, Japanese, German and Javanese are the languages spoken by less than three percent of people.

4. With the help of the questions and answers, draw your own conclusions from the pie chart. Then, write a paragraph on the popular spoken languages.

From the pie-chart, it is apparent that a majority of the people speak Mandarin. Next to this language, Spanish and English are spoken. Generally, Hindi, Bengali, Portuguese, Russian, Japanese, German and Javanese are the languages spoken by less than three percent of people. Minority of the people speak Javanese. In conclusion, 60.17% of the people in the world speak other languages as seen in the pie-chart.

**SELF-EVALUATION
DIALOGUE WRITING**

A. Write conversations on the following situations.

- i. Between two friends about uses and abuses of mobile phone
- ii. Between two friends about planting trees
- iii. Between two friends about the importance of reading newspapers
- iv. Between two friends about the uses of the internet
- v. Between a father and a son on choice of a career
- vi. Between you and a bookseller on buying books
- vii. Between two friends on the benefits of early rising
- viii. Between two friends on an exciting cricket match
- ix. Between two friends on the importance of punctuality
- x. Between two friends on a picnic they enjoyed recently

POEM
MACAVITY – THE MYSTERY CAT

T.S. ELIOT

Meanings:

1. **defy** –to resist or to challenge
2. **bafflement** –total confusion
3. **Scotland Yard** – the headquarters of London Metropolitan Police Service
4. **Flying Squad** – a police force ready to plunge into action
5. **levitation** – the action of rising and floating in air
6. **fakir** – a holy person who lives on alms and has the power to levitate
7. **ginger** –alert and cautious
8. **fiend** –demon
9. **feline** –cat
10. **depravity** – evil quality
11. **larder** – cupboard for storing food
12. **rifle** –ransack to steal
13. **Peke** –a Pekinese dog
14. **stifle** – to suppress someone from acting
15. **trellis** – wooden bar used as a support for creepers
16. **Admiralty** – a Government Department that administered the British Navy
17. **deceitfulness** – cunningness
18. **suavity** – confidence and sophistication
19. **alibi** – a claim of evidence that one was elsewhere when a crime was committed
20. **Mungojerrie and Griddlebone** – fictional characters specialised in petty thefts and mischief in T.S. Eliot's book 'Old Possom's Book of Practical Cats'
21. **Napoleon of Crime**– the commanding leader of criminals

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

i. What is Macavity's nickname?

Macavity's nickname is the Hidden Paw.

ii. Why is the Flying Squad frustrated?

As the Flying Squad, the England police force, cannot catch the Mystery Cat, it is frustrated,

iii. Which law does Macavity break?

Macavity breaks the human law as well as the law of gravity.

iv. What makes the fakir stare in wonder?

Macavity's action of rising and floating in air makes the fakir stare in wonder.

v. Describe Macavity's appearance.

Macavity, otherwise called as the Hidden Paw, is a mystery cat. He is alert and cautious. He is very tall and thin and has sunken eyes. His brow is deeply lined with thought. His head is highly rounded. His coat is dusty from neglect. His whiskers are uncombed. He has a respectable appearance but his actions prove he is deceptive. In short, he is an elusive, agile and phantom-like cat.

vi. Where can you encounter Macavity?

We can encounter Macavity in a by-street or in the square.

vii. Why does the poet say Macavity is 'outwardly' respectable?

As Macavity is elusive, agile and shrewd, the poet says that Macavity is 'outwardly' respectable.

vii. Who does the Secret Service suspect when a loss is reported?

Secret Service suspects Macavity when a loss is reported.

vii. What is Macavity expected to be doing after committing a crime?

After committing a crime, Macavity is expected to be resting, licking his thumbs or engaging himself doing complicated sums of long division.

viii. Mention any two qualities of Macavity.

Cunningness and smoothness are some of the qualities of Macavity.

ix. Which two characters does the poet refer to as examples of wicked cats?

Mungojerrie and Griddlebone are the two fictional characters that the poet refers to as examples of wicked cats. These fictional characters are specialised in petty thefts and mischief in T.S. Eliot's book 'Old Possom's Book of Practical Cats'

x. Why is Macavity called the 'Napoleon of Crime'?

Macavity is the master criminal who leaves no signs of evidence for the crimes he has committed on the spot. So Macavity is called the 'Napoleon of Crime'.

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

'Macavity – The Mystery Cat' is a humorous poem, where the poet T.S. Eliot describes the mysterious (a) _____ of a shrewd vile cat. He commits a crime at every possible opportunity. He is an elusive master (b) _____ who leaves no evidence after he commits a crime. Even the Scotland Yard, the London (c) _____ agency is unable to arrest him. The Flying Squad is (d) _____ because every time they rush to the crime spot to seize Macavity, he is not there. He breaks the human law as well as the law of (e) _____. He baffles even a (f) _____ with his powers of levitation. Macavity appears tall and thin with (g) _____ eyes. He is always preoccupied with some serious (h) _____. His coat is

dusty and his (i) _____ are unkempt. Macavity is a (j) _____ in the guise of a cat. He appears to be outwardly (k) _____ but his actions disprove it. Macavity loots the (l) _____, ransacks the jewel-case, and breaks the (m) _____ glass but wonder of wonders he is not to be found anywhere there. He is always a mile away from the scene of crime, happily relaxing or doing difficult (n) _____ sums. He is clever at making up an (o) _____ every time he plots a crime. All the notorious cats are nothing but the (p) _____ of Macavity, the Napoleon of Crime.

**Answers: (a) qualities (b) criminal (c) detective (d) desperate
 (e) gravity (f) fakir (g) sunken (h) thought
 (i) whiskers (j) devil (k) respectable (l) larder
 (m) greenhouse (n) division (o) alibi (p) agents**

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

i. What are the mysterious ways in which Macavity acts?

Macavity is a mysterious cat which is nicknamed as 'the Hidden Paw'. He is the master criminal. He confuses the Scotland Yard. He disappoints the Flying Squad as he disappears all of a sudden when they reach the spot. He breaks the human law as well as the law of gravity. Through his action of rising and floating in air stuns the fakir. He is always wide awake. He appears to be outwardly respectable but he proves to be deceptive through his actions. He will be at the spot when the crime is discovered. But he is always a mile away from the scene of crime, happily relaxing or doing difficult division sums. He is clever at making up an alibi every time he plots a crime. All the notorious cats are nothing but the agents of Macavity, the Napoleon of Crime. These are the mysterious ways in which Macavity acts.

ii. Give an account of Macavity's destructive mischief.

Macavity breaks every human law as well as the law of gravity. Here, it is indispensable to list out his destructive mischiefs. He loots the larder and the jewel-case. If the milk is found missing or suppressing Peke, a small Chinese dog, then he will be responsible. He is further responsible for the crimes committed like breaking of the greenhouse glass and trellis (wooden bar), stealing a Treaty's file from the Foreign Office, stealing some plans and drawings of the Admiralty, a Government Department that administered the British Navy.

ii. Describe the appearance and qualities of Macavity.

Macavity, otherwise called as the Hidden Paw, is a mystery cat. He is alert and cautious. He is very tall and thin and has sunken eyes. His brow is deeply lined with thought. His head is highly rounded. His coat is dusty from neglect. His whiskers are uncombed. He has a respectable appearance but his actions prove he is deceptive. In short, he is an elusive, agile and phantom-like cat. Some of the qualities of Macavity are cunningness, shrewdness, cleverness, deceitfulness, suavity, looting, ransacking and strangling.

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

i. Macavity's a Mystery Cat: he's called the Hidden Paw...

a) Does the poet talk about a real cat?

No. the poet's talk on cat is fictitious.

b) Why is he called the Hidden Paw?

He is called the Hidden Paw as he is a master criminal who defies law. He leaves no evidence after committing the crime.

*ii. He's the bafflement of Scotland Yard, the Flying Squad's despair:
For when they reach the scene of crime— Macavity's not there!..*

a) What is 'Scotland Yard'?

Scotland Yard is the headquarters of London Metropolitan Police Service.

b) Why does the flying squad feel disappointed?

They feel disappointed as they could not find Macavity when they reach the spot.

*iii. He sways his head from side to side, with movements like a snake;
And when you think he's half asleep, he's always wide awake...*

a) Explain the comparison made here.

The movements of Macavity is compared to those of a snake. The cat sways his head from side to side while moving. It look like a snake. The figure of speech is simile.

b) What does he pretend to do?

He pretends to be half asleep.

iv. For he's a fiend in feline shape, a monster of depravity.

a) How is the cat described in this line?

He is a devil or phantom in the guise of a cat. He is said to be a giant of wickedness.

b) Explain the phrase 'monster of depravity'.

It means the giant of wickedness or immorality.

v. And his footprints are not found in any file of Scotland Yard's.

a) What seems to be a challenge for the Scotland Yard?

The footprints of Macavity is not found anywhere. He leaves no signs of evidence of his committing crime. It is unavoidable to mention that he is rightly nicknamed

'the Hidden Paw'.

b) Why do they need his footprints?

They need his footprints as an evidence to arrest him.

vi. *'It must have been Macavity!' but he's a mile away.*

a) What is Macavity blamed for?

Whenever there is a loss revealed, then the Secret Service blames Macavity. For instance, when the file of Treaty from the Foreign Office or some plans and drawings from the Admiralty are missing then It is Macavity to be blamed.

b) Where is he?

He is always a mile away from the scene of crime, happily relaxing or doing difficult division sums.

vii. *There never was a Cat of such deceitfulness and suavity.*

a) Which cat is being talked of here?

Macavity is being talked of here.

b) How is he different from the rest?

He is different from the rest by deceitfulness and suavity. In other words, he is cunning, confident and sophisticated.

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

i. *His powers of levitation would make a fakir stare*

Context: This line is an extract from the poem T.S. Eliot's *Macavity – The Mystery Cat*. When the poet says about the mysterious act of Macavity, he says these words.

Explanation with reference to the Context: When the fakir wants to catch hold of the cat to arrest him, he uses his powers of rising and floating in the air. He escapes from the scene of crime. The fakir who has also the power of levitation stare at the mysterious act of the cat.

Comment: T.S. Eliot's use of language is really admirable and thoughtful.

ii. *And when you think he's half asleep, he's always wide awake*

Context: This verse is extracted from the poem T.S. Eliot's *Macavity – The Mystery Cat*. When the poet says about the alertness of the cat, he utters these words.

Explanation with reference to the Context: After committing a crime, it is said that the cat used to take rest a while at a mile away from the spot. If we say he is half asleep then it is our mistake to misunderstand the nature of Macavity. Here the poet insists that the cat is always wide awake and it is always alert.

Comment: Even though the poem is fictitious, it is interesting to learn that the cat is always wide awake and ever alert.

iii. *And his footprints are not found in any file of Scotland Yard's*

Context: This is the line extracted from the poem T.S. Eliot's *Macavity – The Mystery Cat*. While the poet says about the qualities of Macavity, he points out that the footprints of the cat are hard to be found.

Explanation with reference to the Context: After committing a crime, Macavity leaves no trace of evidence including his footprints. Hence, it is astonishing that the footprints of the Macavity are not found in the files of Scotland Yard's.

Comment: T.S. Eliot humorously bring out the nature of Macavity.

iv. *There may be a scrap of paper in the hall or on the stair
But it's useless to investigate...*

Context: This passage is an extract from the poem T.S. Eliot's *Macavity – The Mystery Cat*. While the poet says that it is a wild goose chase to investigate about the crime of the mysterious cat, he says these words.

Explanation with reference to the Context: After committing a crime, the cat never leaves any evidence on the spot and escapes from there. Even though the Secret Service says that it is Macavity responsible for the crime, there is no use of investigating any crime – missing of a file of Treaty from the foreign office, the loss of some plans and drawings of Admiralty or finding a scrap of paper in the hall or on the stair. But Macavity will be a mile away to take rest a while.

Comment: Here the cunningness and alertness of the cat are apparent.

v. *He always has an alibi, and one or two to spare*

Context: This is the verse taken from the poem T.S. Eliot's *Macavity – The Mystery Cat*. From the beginning to the end, the poet repeatedly says "Macavity is not there!". While he says about the cat's deceitfulness and suavity, he says this verse in the concluding stanza.

Explanation with reference to the Context: It will always end in vain in searching of the cat at the spot. He will not be there. If we says that Macavity is responsible for the crime, it will always be disproved or it will be proved that he is not there. Here the poet says that he always has an alibi or even two, while he plots a crime.

Comment: It is worthwhile to learn, a new word from the poet, what an alibi is. An alibi is a claim of evidence that he was elsewhere when a crime was committed.

F. Eliot has used many figures of speech to present the poem to the readers in an interesting way. He has attributed human qualities to a cat in this poem.

- i. Identify the literary devices used in the following lines:
- a. *He sways his head from side to side, with movements like a snake.*
The figure of speech used here is simile.
- b. *They say he cheats at cards.*
The figure of speech used here is personification. Macavity, the cat is personified.
The next one used here is alliteration. cheats, cards
- ii. Give four instances where the poet has used alliteration in the poem.
his, head, highly sway, side, snake
footprint, found, file Secret, Service, say
- iii. What is the rhyme scheme used in the poem?
aabb, ccbb, bbdd, eeff, ccbb, gggh, bbii, bbii, jjcc, bbkkl
- iv. Pick out all the pairs of rhyming words used in the poem.
- | | | |
|----------|---|-------------|
| paw | - | law |
| despair | - | there |
| Macavity | - | gravity |
| stare | - | there |
| air | - | there |
| thin | - | in |
| domed | - | uncombed |
| snake | - | awake |
| Macavity | - | depravity |
| square | - | there |
| cards | - | Yards |
| rifled | - | stifled |
| repair | - | there |
| astray | - | way |
| stair | - | there |
| say | - | sway |
| thumbs | - | sums |
| Macavity | - | suavity |
| spare | - | there |
| known | - | Griddlebone |
| time | - | crime |

SUPPLEMENTARY WITH THE PHOTOGRAPHER

STEPHEN LEACOCK

Meanings:

1. **drooping** –bending
2. **unwarrantable** – illegal, wrongful
3. **pursuits** –quest
4. **frantic** –mad, desperate
5. **grave** –serious
6. **boundless** –limitless
7. **ceased** –stopped
8. **trifle** –bit
9. **staggering** –shaking or vibrating
10. **animation** –excitement
11. **beckoned** –called
12. **superficies** –surface / outer face
13. **withering scorn** – disapproving hatred
14. **depict** – show, give a picture of
15. **reconcile** – to comfort and heal
16. **emboss** – cause to bulge out
17. **bauble** – a thing of no value

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

a. Why did the author go to the photo studio?

The author went to the photo studio to have his photograph taken. He wished it would appear like him. He wanted to give his friends his photo in memory of him after his death.

b. Describe the photographer.

The photographer was a drooping man in a grey suit. He was with the dim eye of a natural scientist.

c. Bring out the significance of what Leacock was reading at the photographer's.

Leacock read *the Ladies Companion* for 1912, *the Girls Magazine* for 1902 and *the Infants Journal* for 1888. But the author thought that he had done an illegal thing in breaking in on the privacy of this man's scientific pursuits with a face like him.

d. Why did Leacock assume that the photographer was praying?

The photographer crawled back into the machine again and drew a little black cloth over himself. He was very quiet in there. So Leacock assumed that he was praying.

e. How did the inner room get light?

The photographer tore at the cotton sheet and the window panes with a hooked stick. This made the inner room get light apparently.

- f. Why did the photographer take a long time to photograph Leacock?**
The photographer was constantly and mercilessly commenting upon the author's face. The author felt very much irritated and got angry. Losing his patience, he started to rise from the seat. As if the photographer got satisfied with the author's expressiveness, he clicked the camera at once. Thus the photographer took a long time to photograph Leacock.
- g. What angered the author?**
The continuous and merciless comments upon the author's face angered him (the author). Besides, the useless instructions of the photographer by which he wasted the author's precious time irritated the author/him.
- h. Why did the photographer feel happy after taking the photograph?**
He told the author that he had caught the features he expected just in a moment of animation. In other words, he had taken a perfect photo of the author's face. So, the photographer felt happy after taking the photograph.
- i. Why did Leacock visit the studio on Saturday?**
Leacock visited the studio on Saturday as the photographer asked him to come on that day and see the proof of his photo he had taken.
- j. How did the author react on seeing his photograph?**
On seeing his photograph, the author got dumbstruck and enquired the photographer whether it was he in it.
- k. What changes had the photographer effected on Leacock's face in the picture?**
The photographer removed the eyebrows and wanted to make out a new brow line. He had adjusted the mouth a little. He also preferred to remove the ears completely.
- l. What was the human side to the photographer?**
The photographer wanted to take a photo which would be perfect. He was constantly commenting upon the author's face and irritating him. He didn't click the camera till he got the desired face of the author. This was the human side to the photographer.
- m. Why was the photographer proud to receive Leacock on Saturday?**
Having photographed, he thought that he could deliver the best to Leacock by using various processes. So the photographer was proud to receive the author on Saturday.
- n. What was the only similarity between Leacock's face and his photograph?**
The ears in the photograph were just like his. They had not been touched by the photographer using any process. Thus, this was only similarity between Leacock's face and his photograph.
- 2. Based on your understanding of the lesson, complete the sentences given below to make a summary of the story *With the Photographer* in a paragraph.**
- The narrator went to the photographer to *have his photograph taken*.
 - The photographer made the author wait for *an hour*.
 - While waiting in the studio the narrator kept reading *the Ladies Companion for*

1912, *the Girls Magazine* for 1902 and *the Infants Journal* for 1888.

- d. The photographer told him to come in and sit down.
- e. The narrator got angry because the photographer was irritating him through his continuous comments about the narrator's face.
- f. The photographer was pleased after capturing the desired features in a moment of animation.
- g. He was called on Saturday to see the proof of the photograph.
- h. On seeing the photograph the narrator got dumbstruck.
- i. The photographer had made changes in the author's photo by removing the eye-brows and adjusting the mouth a little.
- j. The photograph did not look like the author/ the narrator.
- k. The narrator was frustrated as the photograph did not resemble him.
- l. He left the studio saying that the photograph was a worthless bauble.

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

- a. Stephen Leacock's visit to the photo studio turns out to be an annoying experience for him. Discuss citing relevant instances from the story.**

At the outset, Leacock was made to wait for an hour in the photo studio. While taking the photograph, the photographer commented upon the author's face and irritated him. Losing his patience, the author scowled at him. At that moment, as if he got the desired features in his face. Then the photographer asked the author to come on Saturday to see the proof of the photograph. To his dismay, the proof of the photograph did not resemble his face. The photographer had removed the eyebrows and had adjusted the mouth a little. The author wanted to give the photograph to his friends so that they might keep it after his death. But the photographer made it a worthless bauble.

- b. "To me it is but a worthless bauble." Why did the photographer's touch of technical expertise appear a worthless bauble to Leacock?**

After taking the photograph, the photographer asked the author to come on Saturday to see the proof of the photograph. To his dismay, the proof of the photograph did not resemble his face. The photographer had removed the eyebrows and thought of replacing with the new ones artificially using Delphide process. He, then, had adjusted the mouth a little. He wanted to remove the ears entirely using Sulphide process. The author wanted his photograph resembling his face itself with which he had lived for forty years. He wished to give his photo to his friends so that they might keep it after his death. But the photographer made it a worthless bauble. So, the photographer's touch of technical expertise appeared a worthless bauble to Leacock.

IDENTIFY 'WHO' SAID TO 'WHOM'

1. 'I want my photograph taken.' -
(a) **Leacock to photographer** (b) Photographer to Leacock
(c) His friends to Leacock (d) Leacock to his friends
2. 'Sit there and wait.'
(a) Leacock to photographer (b) **Photographer to Leacock**
(c) His friends to Leacock (d) Leacock to his friends
3. 'The face is quite wrong.'
(a) Leacock to photographer (c) Leacock to his friends
(c) His friends to Leacock (d) **Photographer to Leacock**
4. 'To me it is but a worthless bauble.'
(a) Leacock to photographer (c) Leacock to his friends
(c) His friends to Leacock (d) **Photographer to Leacock**

REARRANGE THE JUMBLED SENTENCES.

1. a. I know it's out of drawing.
b. "Stop," I said with emotion but, I think, with dignity.
c. This face is my face.
d. I've lived with it for forty years and I know its faults.
e. It is not yours, it is mine.

Ans : b, c, e, d, a

கல்விச்சுடர் 

"Stop," I said with emotion but, I think, with dignity. This face is my face.

- a. It is not yours, it is mine. I've lived with it for forty years and I know its faults.
I know it's out of drawing.
2. a. "What about the mouth?" I said with a bitterness that was lost on the
photographer, "is that mine?"
b. "No," he went on, "I don't care for it. I like to get the hair clear back to
the superfcies and make out a new brow line."
c. "It's adjusted a little," he said, "yours is too low. I found I couldn't use it."
d. "I don't like the hair low on the skull."
e. "Oh, you don't, don't you?" I said.

Ans : d, e, b, a, c

"I don't like the hair low on the skull." "Oh, you don't, don't you?" I said.
"No," he went on, "I don't care for it. I like to get the hair clear back to the superfcies
and make out a new brow line." "What about the mouth?" I said with a bitterness
that was lost on the photographer, "is that mine?" "It's adjusted a little," he said,
"yours is too low. I found I couldn't use it."

UNIT V – PROSE CONVOCAATION ADDRESS

Dr. ARIGNAR ANNADURAI

Meanings:

1. **conferred** – granted a title, degree, benefit, or right
2. **reiterate** – say or do again
3. **enunciated** – spoke clearly
4. **ruggedness** – strength, toughness
5. **repositories** – storehouses
6. **emissaries** – deputies
7. **eschewed** – have nothing to do with
8. **autocracy** – government by one ruler
9. **feudal** – having to do with the Middle Ages, old
10. **confronting** – aggressively resisting
11. **secluded spheres** – isolated areas
12. **cloistered** – restricted
13. **perseverance** – continued effort, steadfastness
14. **inherent** – inborn
15. **perils** – dangers and risks
16. **indebted** – obliged to repay
17. **tillers** – persons who produce crops/ raise animals, cultivators
18. **toilers** – workers, people who perform hard physical labour
19. **replenish** – refill
20. **despondent** – depressed, frustrated
21. **sermons** – speeches on moral subjects
22. **endowed** – gifted
23. **crusade** – campaign for a good cause
24. **inheritors** – successors
25. **lustre** – glow of reflected light

A. Answer in a paragraph about 80 – 100 words:

1. What does the speaker try to convey in the beginning of his speech?

He shall not attempt to offer original ideas or theories with a special stamp, but only restate some of the cardinal principles uttered by those who offered their advice in past years, perhaps with annotations here and there. He wants to represent for the lay-man in various fields connected with education.

2. How can a University trim and train, guide and lead a person to function better in society?

A University can trim and train, guide and lead a person through a task which kindles sweet hopes and demands patience and perseverance, faith and confidence. The faith in himself and in others and confidence in his inherent ability should shoulder the responsibilities given by the Universities. The responsibility today of the universities is to fashion out of him an individual fitted and equipped for the task of making democracy fruitful and effective.

3. According to Dr. S. Radhakrishnan, Universities ensure the democratic way of life for the future generations. How?

It is in the universities that we can develop the true spirit of democracy, appreciation of others' points of view and adjustment of differences through discussions. It can be kept healthy and strong by the exercise of individual responsibility and judgement. In universities we have to recall the struggles of the past and realize the perils and possibilities, the challenges and opportunities, of the present.

4. List the contributions of the educated youth to the society.

The contributions of the educated youth to the society are not so much in terms of money but in terms of service, such as, in toning up society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the despondent and a new life unto every one.

B. Based on your reading of the speech, answer the following questions briefly in a sentence or two.

1. Who does the speaker claim to represent?

The speaker claims to represent the common man.

2. Why are universities necessary for a society?

Universities are necessary for a society as they are the repositories of knowledge and the nursing ground for the emissaries of thought, wisdom and service.

3. What was the role of scholars and poets in olden days?

The role of scholars and poets was to adorn the chambers of royalty or the gilded mansions of lords and nobles.

4. In what ways have universities improved the society?

To improve the society, universities have trimmed and trained, guided and led the students, before being asked to do their duty as the citizens of a democracy.

5. Universities develop broad-mindedness. How does Dr. Radhakrishnan drive home this idea?

Universities can develop the student in the true spirit of democracy, appreciation of others' points of view and adjustment of differences through discussions. It can be kept healthy and strong by the exercise of individual responsibility and judgement.

6. What should the youngsters aim in life after their graduation?

The youngsters who have enjoyed the privilege through the university education

are deeply indebted to the community and should cater the needs of the universities financially.

7 How can a graduate give back to his/her society?

A graduate can give back to his or her society not so much in terms of money but in terms of service, such as, in toning up society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the hopeless and a new life unto every one.

C. Based on your understanding, answer the following questions in three or four sentences each.

1. 'Wisdom was meant for the mansion, not for the market place'. What does this statement signify?

The wisdom of scholars and poets are meant only for the mansions of the lords and nobles to gild and not for the market place. This is the significant of the statement.

2. According to the speaker, how should Universities mould the students of the present day?

A University can trim and train, guide and lead a person through a task which kindles sweet hopes and demands patience and perseverance, faith and confidence. The responsibility today of the universities is to fashion out of him an individual fitted and equipped for the task of making democracy fruitful and effective.

3. How does Arignar Anna highlight the duties and responsibilities of graduates to the society?

As highlighted by Arignar Anna, the duties and responsibilities of graduates to the society are not so much in terms of money but in terms of service, such as, in toning up the society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the hopeless and a new life unto every one.

4. Students are instilled with some of the essential values and skills by the universities. Enumerate them.

Universities kindles sweet hopes, demands patience and perseverance, faith and confidence, faith in himself and in others and confidence in his inherent ability to shoulder the responsibilities. The responsibility today of the universities is to fashion out of him an individual fitted and equipped for the task of making democracy fruitful and effective.

5. What are the hindrances a graduate faces in his/her way?

The hindrances a graduate faces in his/ her way are the influence of the environment on him and the journey that will dim his hope and disturb his determination. The graduate may come face to face with the unpleasant sight of practices widely

differing from the principles inculcated in him. You may find self-seekers enthroned and the patient worker decried. Tyranny of all sorts may stare at him and every step he takes will be a struggle.

D. Answer the following questions, based on your understanding of the speech of Dr. Arignar Annadurai, adding your own ideas, in a paragraph of about 100–150 words.

1. How do Universities mould students apart from imparting academic education to them?

Section A. Answer of the 2nd Question.

2. The common men contribute to the maintenance of institutions of higher education. Explain this statement.

Most of the money needed for maintaining institutions of higher education come from the revenues collected from the community through the State, and a good proportion of that revenue comes from the tillers and the toilers, men who did not enjoy this privilege, men who willingly submit themselves to discomfort, so that they can enable the next generation to lead a better life. The statement signifies that the common men are the best contributors for the betterment of the universities as they have concern over the studies and progress of the university students though they did not enjoy such privileges.

3. How does the speaker highlight the importance of giving back to the society?

Most of the money needed for maintaining institutions of higher education come from the revenues collected from the community through the State, and a good proportion of that revenue comes from the tillers and the toilers, men who did not enjoy this privilege, men who willingly submit themselves to discomfort, so that they can enable the next generation to lead a better life. Having said about the contributions of the common men, the speaker highlights the importance of the repaying once debt to the universities where he studied or to the society in which he lives.

4. You were one of the fresh graduates at the convocation function of the University. You had the rare privilege of listening to the enlightening speech of Dr. Arignar Anna. Write a letter to your friend describing the core ideas of his speech and the impact of the speech on you.

1st June 2018

Dear Mercel,

Well and wish to hear the same from you. As you know, I am one of the fresh graduates, received the Convocation before a couple of days. I had the rare privilege of listening to the enlightened speech of Dr. Arignar Anna who delivered the keynote address in the function. Now I would like to share with you the core

ideas of his speech and the impact of the same on me.

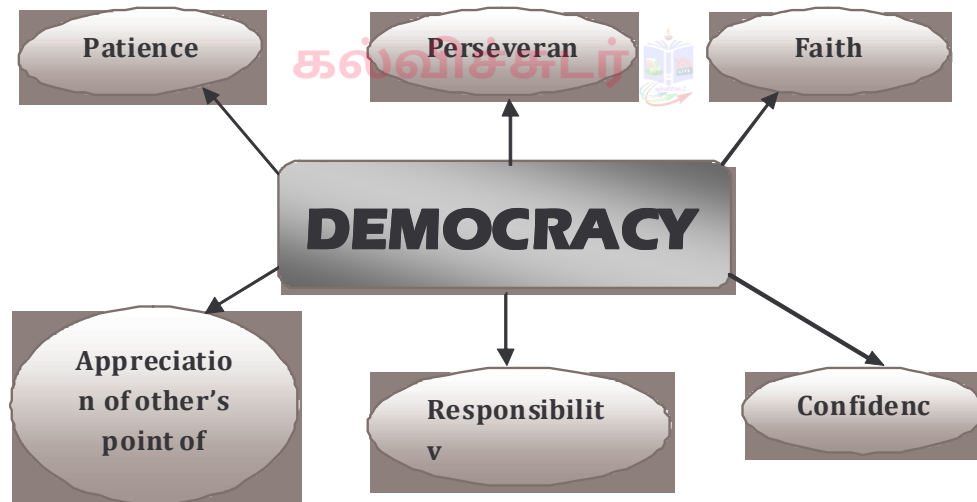
Dr. Arignar Anna talked about the responsibilities of a university and the students studied in it. A University can trim and train, guide and lead a person through a task which kindles sweet hopes and demands patience and perseverance, faith and confidence. It is in the universities that we can develop the true spirit of democracy, appreciation of others' points of view and adjustment of differences through discussions. It can be kept healthy and strong by the exercise of individual responsibility and judgement. He insisted that the contributions of the educated youth to the society are not so much in terms of money but in terms of service, such as, in toning up society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the despondent and a new life unto every one.

Convey my wishes at home.

With love & affection

(xxxxx)

- A. Based on your understanding of paragraphs 6 and 7, complete the mind map:**



- B. Words belonging to different semantic field. Find other words pertaining to the field of education from the speech of Anna.**

Universities	institution	convocation	graduation
graduate	philosophy	economics	knowledge
wisdom	scholars	account	practice
principles	infrastructure	confer	experts

B. Look at the following words and classify them according to their fields.

clinical orthopaedic dividend operations fertile Carnatic diagnostics industries keyboard hacker desktop vocal cultivation organic unplugged disease harvest livestock mother-board investment internet proxy recycle bin orchestra trade hip-hop uprooting guitar cure contracts

Music	carnatic	vocal	orchestra	hip-hop	guitar
Agriculture	fertile	cultivation	organic	harvest	
	recycle	uprooting			
Computer	operations	keyboard	hacker	desktop	
	unplugged	livestock	mother-board	internet	
	bin				
Commerce	dividend	industries	investment	proxy	
	trade				
Medicine	clinical	orthopaedic	diagnostics	disease	
	cure	contracts			

C. Words with different functions

Now, choose the appropriate words to complete the sentences. The first one is done for you.

frame guide book train play print plan lead guest

- a. We usually **book** tickets for movies in advance.
b. Thirukkural is my favourite **book**.
- a. The **frame** of the photo is broken.
b. We **frame** questions on all topics.
- a. My teachers **guide** me towards the path of success.
b. The tourist **guide** explained the historical importance of the site.
- a. We enacted a humorous **play** in our school function.
b. The children **play** in the ground every afternoon.
- a. My **plan** worked out well.
b. We should **plan** our work well in advance.
- a. The **print** is not clear; we cannot read the sentences.
b. We **print** wedding cards here.
- a. Do you want a **trim**?
b. Do you **trim** your hair regularly?
- a. The **lead** is not working well.
b. They **lead** the riot.
- a. I was the **guest** in the function.
b. I **guest** the function.

10. a. The **train** runs at 600 km per hour.
b. He **trains** me how to rescue the victims.

E. Match the '-ism' words with the appropriate meanings.

S. No.	Meanings	Words
1	love of country and willingness to sacrifice for it	patriotism
2	a brutal barbarous, savage act	barbarism
3	the doctrine that your country's interests are superior	nationalism
4	participating in sports as a hobby rather than for money	amateurism
5	belief that the best possible concepts should be pursued	idealism
6	a serious examination and judgment of something	criticism
7	habitual failure to be present at work	absenteeism
8	a doctrine that advocates equal rights for women	feminism
9	concern for your own interests and welfare	egocentrism
10	exceptional courage when facing	heroism
11	'the hopeful feeling that all is going to turn out well'.	optimism

LISTENING

Listen to the information about Vishalini and complete her profile with suitable words/phrases.

Vishalini, hailing from **Thirunelveli** in Tamilnadu is **eleven** years old. She is endowed with an outstanding **computer and analytical** skills. Her IQ is 235, higher than the previous score of 210. She has been the **keynote** speaker in International conferences. At the Google India Summit, she was honoured as the youngest **Google Speaker**. She is the recipient of **five** international awards. This child prodigy is considered a **wonder** girl.

A. The following is a letter by Nobel Laureate Rabindranath Tagore to Mahatma Gandhi. Read it and answer the following questions. (Textual Page No. 147)

1. Who according to Gandhi, can fight against evil and how?

His teachings can fight against evil by the help of the good.

2. What is Gandhiji's ideal?

Gandhi's ideal is both against the cowardliness of hidden revenge and the cowed submissiveness of the terror-stricken.

3. According to Tagore, when will India get the opportunity to win the gift of freedom?

India will get the opportunity to win the gift of freedom when she can prove that she is morally superior to the people who rule her by their right of conquest. She must stand unabashed arming with her utter faith in goodness before the arrogance that scoffs at the power of spirit.

4. How does Tagore acknowledge Gandhi's noble work?

Tagore acknowledges Gandhi's noble work by writing a poem.

5. Find words from the passage which mean the same as the following.

- a) a malevolent desire for revenge (para 1) - **vengefulness**
- b) tactful (para 2) - **diplomatic**
- c) despise (para 3) - **disdain**

6. Find words from the passage which are antonyms of the following.

- a) artificially (para 1) - **naturally**
- b) strength (para 2) - **feebleness, weak**

GRAMMAR

Tense	Direct Speech	Reported Statements
Present Simple	Sindhu said, "I play chess."	Sindhu said that she played chess.
Present Continuous	Jayashree said, "I am working in a school." was working in a school.	Jayashree said that she was working in a school."
Past Simple	Mani said, "I bought a car."	Mani said that he had bought a car.
Past Continuous	Madhu said "I was walking along the street."	Madhu said that she had been walking along the street.
	Direct Request	Indirect Request
Present Perfect	Sasi said "I haven't seen her."	Sasi said that he hadn't seen her.
Past Perfect	Vijay said "I had taken swimming lessons before."	Vijay said that he had taken swimming lessons before.
Future Simple	Sundar said to me, "I'll see you later."	Sundar told me that he would see me later.

Here's a table of some more conversions.

Direct Form	Reported Form
now	then / at that time
today	that day
yesterday	the day before / the previous day
last night	the night before / the previous night
last week	the week before / the previous week
tomorrow	the next day / the following day

Real life situations offer innumerable opportunities to report what others have said. Read the following dialogue between two friends. (Textual Page No.150)

Reported version of the above dialogue:

Answer: Adhira greeted Yazhini and enquired how she was. Yazhini replied that she was fine and congratulated her for she had heard that she had scored very good marks in the SSLC examination. She also went on to ask her what group she had chosen. Adhira thanked Yazhini and told her that she had chosen the arts group. Yazhini endorsed her choice and asked her about her future plan. Adhira told her that she had already made up her mind to pursue law. When Yazhini asked if there was any specific reason, Adhira replied in the affirmative and stated that she would like to start her own law firm and defend the innocent. Yazhini further asked if she knew that it called for a lot of tolerance and hardwork. Adhira acknowledged that she knew that it was not going to be easy but she liked challenges. Yazhini encouraged her to go ahead and study well and wished that she would succeed. Adhira thanked her for the wishes.

A. Report the following dialogue. (Textual Page No.150)

Answer : Prabhu asked Kiran what he was doing there and told him that he hadn't seen him for a few months. Kiran replied him that he had just come back from his native town Viruthunagar. In turn, Prabhu asked him whether he had enjoyed his vacation. Kiran replied in affirmative and stated that he loved the place which is a clean and busy town. Prabhu enquired him where he had gone and what he had seen. Kiran answered him that he had gone to Courtallam falls in Tenkasi. Prabhu asked him to share some pictures of his trip and Kiran assured him that he would and to see him later.

B. Virat Kohli, the Man of the match and Man of the Series in the one-day International series between India and South Africa February 2018 had this to say during the post match presentation. India won the match by 8 wickets and won the series by 5 – 1, a historic win against South Africa in their home soil. Rewrite his words in Reported Speech. (Textual Page No. 151)

Answer : Virat Kohli said that that was a day when he had felt really good. In the previous game, he had not been in the right kind of mind set. Further he said that that was a beautiful place to bat under lights and that was the idea behind bowling first.

Expressing his like for setting up for the short ball, said that that was a blessing in disguise, and they kept bowling short. He thought that the pitch had got better to bat on under lights and that had been a roller coaster till then. He was of proud of people who were close to him deserved a lot of credit. Obviously, they wanted him to lead from the front, and that was a wonderful feeling. He said that he had got eight or nine years left in my career and he wanted to make the most of every day. He added that that was a blessing that he was healthy and getting to captain his country. He said that they had shown great character – especially the two young spinners and the way the series had gone augurs well for them. In conclusion, he uttered that they were looking forward to the T20s and the tour was not over yet. After losing the Test series, he had been talking to them and he was there talking to them after winning the ODI series.

C. Read the given passages and rewrite them in direct speech.

1. *The cyclist warned the driver not to move his car till the police arrived. The driver pleaded that it was not his fault; he was ready to pay a hundred rupees to repair the damaged cycle. The cyclist refused the money and insisted that the police be called. The cyclist said to the driver, "Don't move the car till the police arrive". The driver said, "Please sir! It is not my fault. I am ready to pay a hundred rupees to repair the damaged cycle". The cyclist said, "No, I don't want. Call the police".*

2. *The striking workers demanded an increase in salary and asked for the withdrawal of all cases. They threatened to continue the strike if the demands were not met. The manager insisted on them calling off the strike and invited them for a discussion. He agreed to listen to their demands.*

The striking workers said, "We need an increase in salary. Withdraw all the cases. They said, "We will continue the strike if the demands are not met". The manager said, "Call off the strike and please come for a discussion. I will listen to your demands".

WRITING

E-mail is a less formal method of communicating but has replaced the conventional letter, as a means of communication. In using e-mail, you still represent your organization, affiliation, unit and area. E-mails can be forwarded to a number of people without your knowledge, so one should consider it as an unsealed letter. Write briefly, as it saves time for the writer as well as the receiver.

Why is the e-mail so popular?

- (1) It makes communication almost instant.
- (2) It is less laborious to write.

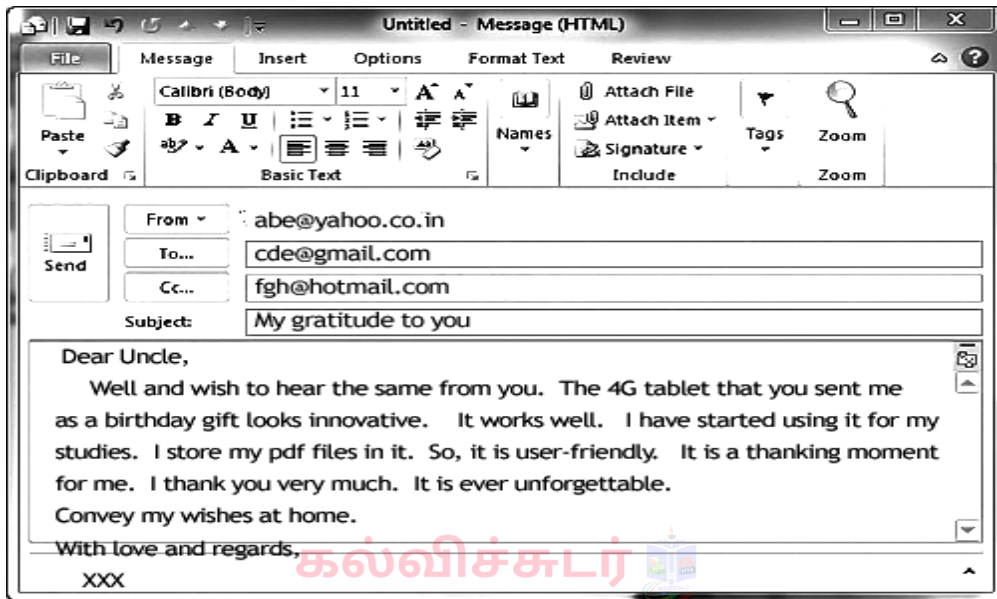
When writing an e-mail, please note,

- (i) Short forms, symbols, recognizable abbreviations can be used.
- (ii) Receiver's / sender's address, date, need not be used as they are already pro-

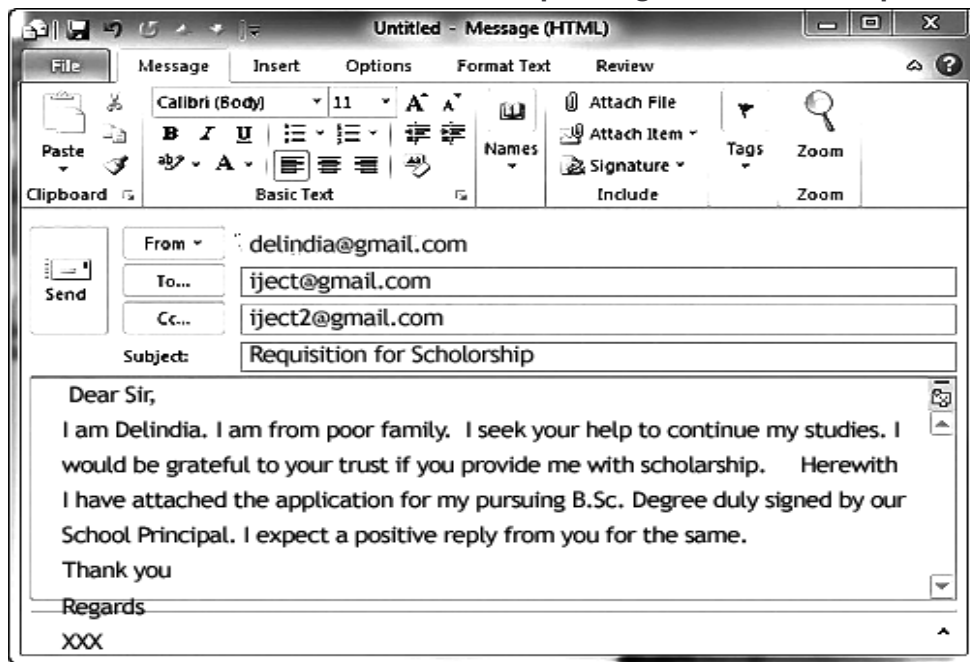
grammed in the computer.

- (iii) The communication should resemble a message / formal / informal letter, depending on the purpose and the receiver.

- a) Write an email to your uncle thanking him for the gift that he had sent from abroad.



- b) Write an e-mail to a charitable trust requesting for a scholarship



You are the Student Secretary of the Literary Club of your school. Write a letter to a bookseller requesting him to supply some books for his school library.

The Student Secretary,
Government Higher Secondary School,
Nagarcoil,
PIN 629 002.

January 10, 2018

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.

Dear Sir,

I would like to place the following order for our school library. Kindly send the books by the 28th of this month. Please ensure that the books are in good condition and are neatly packed.

List of Books

1. Oxford Advanced Learner's Dictionary, Sixth Edition, OUP, 2018 - 5 copies
2. History of English Literature by William J Long - 2 copies
3. Intermediate English Grammar by Raymond Murphy - 2 copies
4. A History of the English Language by A.C. Baugh-2 copies
5. Complete Works of Rabindranath Tagore, Shanti Publishers - 3 copies

Kindly send particulars of your bank account for immediate online payment.

Thank you,

Yours faithfully,
Md. Yusuf
Secretary,
Literary Club Countersigned

The Headmaster

Address on the envelope

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.

SELF-EVALUATION

Tasks 1

1. Write a letter to the editor of a newspaper about the need to wear seat belts while driving.
2. Write a letter to the commissioner of the corporation complaining about the sanitary conditions of the streets in your locality.
3. Write a letter to a sports company ordering sports items for the Physical Education Department of your school.
4. Write a letter to the Chief Reservation Supervisor of Railways requesting him to grant concession for your educational tour.
5. Write a letter to the curator of the museum seeking permission for a school visit.

Task 2

WANTED 100 part-time Graphic Artists
Experienced in **Photoshop and InDesign**-
Salary negotiable. Apply to: **MM Graphics**,
Triplicane, Chennai - 5 or *Mail your*
Resume to mmg@xmail.com

கல்விச்சுடர் 

Block Advertisement

Female IELTS Teachers Required

Postgraduates in English with a minimum
of 3 years' experience
Must be bold and confident
Good salary, transport and food allowance
provided. Apply to:

Arv Institute of Languages,
149B, Bose Road, Coimbatore
Ph: 98400 xxxxx
Email: arvbe@ymail.com



POEM
EVEREST IS NOT THE ONLY PEAK

KULOTHUNGAN

Meanings:

1. **virtues** – good qualities
2. **devotion** – loyal commitment towards a particular activity
3. **repel** – hate or detest
4. **cringing** – behaving in an excessively humble or servile way
5. **adore** – worship someone
6. **nourish** – to help the growth and development of someone
7. **summit** – the highest point of a hill or a mountain peak
8. **stoop** – yield or submit, to descend from dignity
9. **competence** – the ability to do something efficiently
10. **merit** – the quality of being particularly good or worthy

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

1. **Which line is repeated in the poem? What is the effect created by this repetition?**
“We are proud and feel so tall” is the line repeated in the poem. This repetition entuses and stimulates the readers to read briskly and interpret swiftly.
2. **Who are the ‘deserving ones’?**
The people who do their duties with deep and true devotion.
3. **Which quality does the speaker wish to nourish? What is his mission?**
The speaker wishes to nourish the people who help the growth and development of the world. His mission in life is to bless and praise the deserving ones.
4. **Which path should we follow in life?**
We should follow the path of dignity and honour in our life.
5. **What does ‘Everest’ in the title stand for?**
‘Everest’ in the title stands for the tallest peak.
6. **What does ‘hillock’ refer to in the line ‘Every hillock has a summit to boast!’?**
Hillock refer to a small hill which has the highest point to speak with pride.
7. **Why does the speaker say ‘Everest is not the only peak’?**
It is because there are many hillocks which has its highest point of which we can speak with pride.
8. **What does the ladder symbolize?**
The ladder symbolizes the upliftment of Man.

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

1. *Our nature it is that whatever we try
We do with devotion deep and true.*
 - a. **Who does ‘we’ refer to?**
We refer to the people or the society.

- b. How should we carry out our duties?**
We should carry out our duties with deep and true devotion.
2. *Defeat we repel, courage our fort;*
- a. How do we react to defeat?**
When we are defeated we hate it and move back with force.
- b. Which is considered as our stronghold?**
Courage is considered as our stronghold.
3. *We are proud of the position we
Hold; humble as we are,*
- a. What is the speaker proud of?**
The speaker is proud of the position he hold.
- b. How is the speaker both humble and proud?**
As the speaker lives the humble life, the pride springs come on his way.
- c. Pick out the alliteration in these lines.**
proud, position; hold, humble
4. *He, who does not stoop, is a king we adore.
We bow before competence and merit;*
- a. Who is adored as a king?**
A man who never stoops for any cause is adored as a king.
- b. What is the figure of speech used in the first line?**
The figure of speech used in the line is Metaphor.
5. *Honour is a property, common to all:
In dignity and pride no one need to be poor.*
- a. Who are considered rich?**
The people who lives with dignity and pride are considered rich.
- b. What is their asset?**
Honour is their asset.
- C. Explain the following with reference to the context:**
- (i) *We are proud and feel so tall,* (Textual Page No.157)
Our virtues though be few and small
Context: This passage is an extract from the poem *Everest is not the Only Peak* by Kulothungan. When the poet says about the qualities of life, he utters these lines.
Explanation with reference to the Context: The poet feels proud of ourselves as we can achieve the maximum height as the Everest touches its height. He adds that our good qualities may be few and small in quantity but we still feel high of ourselves.
Comment: The poet is optimistic in his views on life.
- (ii) *We deem it our duty and mission in life,
To bless and praise the deserving ones;*
Context: This passage is an extract from the poem *Everest is not the Only Peak* by

Kulothungan. When the poet says about the qualities of life, he utters these lines.

Explanation with reference to the Context: The poet says that we have to value the people who work for the development of the world. Consequently, we have to bless and praise the deserving ones. It is our mission in life.

Comment: Appreciating a person for their good is very rare in this mechanical world. But the poet always remembers to bless and praise the people who are deserving ones.

(iii) *Never shall we fail what we commit*

Context: This is the verse extracted from the poem *Everest is the Only Peak* by Kulothungan. While he was saying the virtues of mankind, he says these lines.

Explanation with reference to the Context: The poet feels proud of ourselves as we never fail to keep our promises. We always find ways to fulfill our commitment. This is praiseworthy forever and becomes a lesson for those who rarely keep their promises.

Comment: The poet has cleverly intertwined his poem with reality to make the future generation to follow the footpath of the ancestors.

(iv) *Our pride springs from the way we live.*

Ours is a path of dignity and honour

Context: These lines are taken from the poem 'Everest is not the Only Peak'. While bringing out the greatness of human virtues from his perspectives, he says these lines.

Explanation with reference to the Context: The poet proudly says that our virtue depends on the way we choose to live. If we go in a right path, then our virtues are good and invaluable. If not, then we will suffer a lot and we will become nothing forever. So we have to follow the path of dignity and honour to win our life.

Comment: Thus this passage very deliberately demands the human being to follow the righteous and virtuous path.

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

1. In what way is every hillock similar to Everest?

Everest is not the Only Peak is a poem discussing on the quality of life. The poet brings out the greatness of human values as he perceives. The poet is proud of saying that whatever the tasks we, the people, do, we always do with deep and true devotion. When we promise to do a thing, we always want to finish the task without fail. So we should have in mind that Everest is not the only peak. Every hillock is similar to the Everest. Eventhough a hill is small, it has its own height of which the hillock feels proud. So, even we can reach our height through our achievement. But we have to follow the path of dignity and honour. Here the poet indirectly compares the Man to the hillock which has a summit to boast.

SELF-EVALUATION

2. The poem does not focus on the destination but the journey towards it. Discuss.

SUPPLEMENTARY THE SINGING LESSON

KATHERINE MANSFIELD

Meanings:

1. **baton** – a thin stick used by a conductor of a music orchestra
2. **drawl** – slow, lazy way of talking
3. **tangles** – a confused mass, twisted
4. **grimace** – expression of disgust on a person's face
5. **accompaniments** – music played to support an instrument, voice or group
6. **contralto** – the lowest female voice
7. **forte** – a musical tone played loudly
8. **crescendo** – a gradual increase in the loudness of a sound
9. **aisle** – a passage between rows of seats
10. **fiancé** – a man to whom one is engaged to be married
11. **doleful** – sorrowful

A. Based on your understanding of the story, answer the following questions in about 30 – 50 words each.

1. **What was the knife that Miss Meadows carried with her?**
The knife that Miss Meadows carried with her was not the real one but a wicked one. In other words, she was with cold, deep despair because her fiancé Basil sent a letter stating that he was not interested to marry her.
2. **What kind of relationship existed between Miss Meadows and the Science Mistress?**
The relationship existed between Miss Meadows and the Science Mistress was not cordial but only hatred.
3. **Why was Miss Meadows upset and dejected?**
Miss Meadows was upset and dejected because her fiancé Basil sent a letter stating that he was not interested in marrying her.
4. **How would Miss Meadows usually treat Mary? How did her behaviour towards the girl change that day?**
Everyday, with a pleasant morning wish, Mary would give her mistress a beautiful yellow chrysanthemum. In turn, Miss Meadows would accept the flower with a sugary smile and greetings. This was the daily routine. But that particular morning, instead of taking it up, tucking it into her belt, to her horror, Miss Meadows totally ignored the chrysanthemum, and asked her politely to take page fourteen and mark the accents well.
5. **Why had Miss Meadows chosen 'A Lament' as the lesson that particular day?**

As her fiancé Basil informed Miss Meadows that he was not a marrying man, she had chosen “A Lament” as the lesson that particular day.

6. What brought agony to the girls during the music lessons?

The hymn she chose was more tragic than that lament. Every note was a sigh, a sob, a groan of awful mournfulness. Miss Meadows still taught the lesson in such a strange, stony tone. This brought agony to the younger girls during the music lessons.

7. Bring out the substance of Basil’s letter to Miss Meadows.

Basil had stated in his letter to Miss Meadows that he was not a marrying man and the idea of settling down had filled him with regret. He did not love her. If he would marry her then their marriage would be a mistake.

8. Why did Miss Wyatt summon Miss Meadows to her room?

There was a telegram to Miss Meadows from her fiancé Basil to the office of Miss Wyatt. So, Miss Wyatt summoned her to her room.

9. How did Miss Meadows express her joy, when she returned to the music class?

She called upon Mary and asked to take “page thirty-two.” She picked up the yellow chrysanthemum and held it to her lips to hide her smile. Then she turned to the girls, rapped with her baton: “Page thirty-two, girls. Page thirty-two” and proceeded teaching the music lesson.

10. Briefly explain the cause of Miss Meadows’ joy at the end.

Basil sent a telegram to Miss Meadows. He pleaded her to ignore the previous letter sent as he must have been mad while writing it. This was the cause of Miss Meadows’ joy at the end.

B. Note the following words from the story. They all refer to different ways of walking. Find out their meanings and use each of them in meaningful sentences of your own. Refer a thesaurus and add a few more to the list.

- a) trod - (pt. of ‘tread’) – walk heavily or roughly
e.g. The soldiers trod across the fields.
- b) fluttered - Moved along rapidly and lightly
e.g. The hummingbird fluttered among the branches.
- c) hurried - moved in great haste
e.g. She hurried to school.
- d) skipped - jump lightly
e.g. He skipped the stone across the pond.
- e) strode - (pt. of ‘stride’) walk with long steps
e.g. He strode confidently across the hall.
- f) sped - (pt. of ‘speed’) move fast
e.g. He sped down the hall to receive his guests.

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

1. Describe Miss Meadows' mood before and after receiving the telegram. How did it affect her class?

One particular morning, to Mary's horror, Miss Meadows totally ignored the chrysanthemum. Instead, she asked Mary politely to take page fourteen and mark the accents well. The children felt frightened on sob, sigh and stony note. This is because her fiancé Basil informed Miss Meadows that he was not a marrying man and the idea of settling down had filled him with regret. He did not love her at all. If he would marry her then their marriage would be a mistake. But when the telegram came asking Miss Meadows to ignore the previous letter, she asked Mary to take "page thirty-two." She picked up the yellow chrysanthemum and held it to her lips to hide her smile. Then she turned to the girls, rapped with her baton: "Page thirty-two, girls. Page thirty-two" and proceeded teaching the music lesson jubilantly.

SELF-EVALUATION

2. 'The only difference between a good day and a bad day is your attitude.' Relate this to a real life experience you have had. Share your thoughts in class.

3. You are busy getting ready for school. You receive a WhatsApp message from your best friend, saying that he/she is very upset over the fight you had yesterday and doesn't want to talk to you anymore. This distresses you as she sounds very firm. However, today is a big day at school with two tests lined up. What will be your state of mind?

IDENTIFY WHO SAID TO WHOM

1. "Silence, please! Immediately!"

- (a) Miss Meadows to the girls (b) The girls to Miss Meadows
(c) Basil to Miss Meadows (d) Miss Meadows to Basil

2. "I feel more and more strongly that our marriage would be a mistake."

- (a) Miss Meadows to the girls (b) The girls to Miss Meadows
(c) Basil to Miss Meadows (d) Miss Meadows to Basil

3. "How very nice! Turn to page thirty-two."

- (a) Miss Meadows to Mary Beazley (b) The girls to Miss Meadows
(c) Mary Beazley to Miss Meadows (d) Miss Meadows to Basil

REARRANGE THE JUMBLED SENTENCES.

1. a. Forms Four, Five, and Six were assembled in the music hall.
b. She was turning the music stool.

- c. Miss Meadows strode down the centre aisle.
- d. The noise was deafening.
- e. Mary Beazley stood on the platform near the piano.

Ans : a, d, e, b, c

Forms Four, Five, and Six were assembled in the music hall. The noise was deafening. Mary Beazley stood on the platform near the piano. She was turning the music stool. Miss Meadows strode down the centre aisle.

2. a. "I hope it's not bad news," she said, so more than kindly.
b. Her hand flew out, but Miss Wyatt held the telegram back a moment
c. Basil! He had committed suicide, decided Miss Meadows.
d. And Miss Meadows tore it open.
e. "A telegram for me, Miss Wyatt?"

Ans : e, c, b, a, d

"A telegram for me, Miss Wyatt?" Basil! He had committed suicide, decided Miss Meadows. Her hand flew out, but Miss Wyatt held the telegram back a moment. "I hope it's not bad news," she said, so more than kindly. And Miss Meadows tore it open.

1. a. But this morning Miss Meadows totally ignored the chrysanthemum.
b. Mary Beazley handed to her mistress a beautiful yellow chrysanthemum.
c. She said in a voice of ice. "Page fourteen, please, and mark the accents well."
d. This little ritual of the flower had been gone through for ages and ages.
e. It was as much part of the lesson as opening the piano

Ans : b, d, e, a, c

Mary Beazley handed to her mistress a beautiful yellow chrysanthemum. This little ritual of the flower had been gone through for ages and ages. It was as much part of the lesson as opening the piano. But this morning Miss Meadows totally ignored the chrysanthemum. She said in a voice of ice. "Page fourteen, please, and mark the accents well."

UNIT VI – PROSE THE ACCIDENTAL TOURIST

BILL BRYSON

Meanings:

1. **alley** – a narrow passage-way between or behind buildings
2. **yanked** – pulled with a jerk
3. **consternation** – worry
4. **extravagantly** – excessively
5. **cascade** – waterfall
6. **concourse** – the open central area in a large public building (here 'airport')
7. **disgorging** – discharging
8. **gashed** – cut deeply
9. **hysterics** – a fit of uncontrollable laughing or crying
10. **exasperation** – irritation
11. **catastrophe** – a terrible disaster
12. **suave** – polite and sophisticated
13. **venerable** – valued
14. **Bill** – William (the letter W is changed to B and William is called Bill)

A. Based on your understanding of the lesson, answer the following questions in one or two sentences each:

1. Give a few instances of Bryson's confused acts.

Bill Bryson had gone looking for the lavatory in a cinema and ended up standing in an alley on the wrong side of a self-locking door. Secondly, He returned to hotel desks two or three times a day and asking what his room number is. These are the two instances depicting his confused acts.

2. What were the contents of the bag?

The contents of the bag were newspaper cuttings and other loose papers, a 14-ounce tin of pipe tobacco, magazines, passport, English money, and film.

3. Describe the fluttery cascade of things tumbling from the bag.

A hundred carefully sorted documents came raining down in a fluttery cascade, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the open central area in the airport emptying its contents as it went.

4. Why did the author's concern over tobacco shift to his finger?

The author had cut my finger on the zip and was shedding blood in a lavish manner. Consequently, he got confused, found himself helpless and became panic-stricken. Therefore, the author's concern over tobacco shifted to his finger.

5. What happened to Bryson when he leaned to tie his shoelace?

When Bryson leaned over to tie a shoelace, someone in the seat ahead of him

threw his seat back into full recline, and found himself pinned helplessly in the crash position.

6. How did Bryson free himself from the crash position?

Bryson, at first, found himself helpless. After sometime, he managed to get himself freed by clawing the leg of the man sitting, next to him.

7. Give a brief account of the embarrassing situation of Bryson when he knocked down the drink.

Once Bryson knocked a soft drink onto the lap of an attractive young lady sitting beside him. The flight attendant came and cleaned her up. She brought a replacement drink to him and he knocked it onto the woman again.

8. What was Bryson's worst accident on a plane?

Bryson's worst accident or experience on a plane was as follows: When he was writing important thoughts in a notebook, he was sucking thoughtfully on the end of his pen as we used to do. He fell into conversation with an attractive young lady in the next seat. After twenty minutes, he came to know that the pen had leaked, and his mouth, chin, tongue, teeth and gums were then a striking, scrub-resistant navy blue.

9. What did Bryson wish to avoid in his life?

Bryson wished to avoid in his life, rising from a dinner table with looking as if he had just experienced an extremely localised seismic event, getting in a car and closing the door with leaving 14 inches of coat outside, wear light-coloured trousers with discovering at the end of the day that he had at various times sat on chewing gum, ice cream, cough syrup and motor oil.

10. How would staying away from liquid mischief benefit Bryson?

Staying away from liquid mischief would benefit Bryson by at least cutting down on the laundry bills.

B. Answer the following questions in about three to four sentences each:

1. Why doesn't Bryson seem to be able to do easily what others seem to? Give a few reasons.

Bryson becomes nervous and confused easily when he travels. Because of his frequently confused state, he has forgetfulness. This leads him psychologically hard to remember even his room number. Further, his nervousness, may be also his inferiority complex, makes him scatter things, spill soft drinks onto others, etc. On the other hand, being over-conscious also makes us do mistakes publicly. Here we find the author over-conscious of his manners because of his wife's constant instructions. He almost becomes a clown.

2. What was the reaction of Bryson's wife to his antics?

She takes preventive measures when the food is delivered on planes. In other words, she instructs her children to be precautious as he would spill the food when he takes the lids off. Further, she asks her children to help their father in this matter to avoid confusions, irritations or 'accidents'.

3. Briefly describe the ‘accidents’ encountered on the flight by Bryson.

Bryson had encountered many ‘accidents’ on the flight on different occasions. Here are some of them from the text. Once Bryson leaned over to tie a shoelace. At that moment, someone in the seat ahead of him threw his seat back into full recline. Bryson found himself pinned helplessly in the crash position. On another occasion, when he was writing important thoughts in a notebook, he sucked thoughtfully on the end of his pen as we used to do. After twenty minutes, he came to know that the pen had leaked, and his mouth, chin, tongue, teeth and gums were then a striking, scrub-resistant navy blue.

C. Based on your understanding of the text, answer the following questions in a paragraph of about 100 – 150 words:

1. ‘To this day, I don’t know how I did it’ - What does ‘it’ refer to?

‘It’ refers to the knocking of the soft drinks delivered to him twice. Once Bryson knocked a soft drink onto the lap of an attractive young lady sitting beside him. The flight attendant came and cleaned her up. She brought a replacement drink to him and he knocked it onto the woman again. When he recollected the accidents,

2. ‘... But, when it’s my own - well, I think hysterics are fully justified’ – How?

Bryson, with his family, arrived at Logan Airport in Boston. When they were checking in, he suddenly remembered that he had recently joined British Airways’ frequent flyer programme. He had put the card in the carry-on bag that was hanging around his neck. But the zip on the bag was jammed. So he tried his level best to open the zip which gave way abruptly. To his dismay, the side of the bag flew open and everything within was unrestrainedly ejected over an area about the size of a tennis court. Further he had cut his finger on the zip and was shedding blood lavishly. Consequently, he got confused, found himself helpless and became panic-stricken.

3. Bring out the pun in the title ‘The Accidental Tourist’ (one who happens to travel by accident or one who meets with accidents often on his or her trips!).

The lesson itself is peculiar in the title which makes every reader question himself or herself whether the tourist meets with some accidents or he goes on a trip accidentally. But when we go on reading, we come to know the ‘accidents’ are the unexpected troubles that he meets with during the travel. The author had narrated the events very humorously. Some of the ‘accidents’ as he narrates are: searching for the frequent flying program card, trying to open the zip of the bag, cutting his fingers, knocking the soft drinks onto others, sucking the end of the pen, taking the lids off the food and their consequences.

4. Can a clumsy person train himself/herself to overcome shortcomings? How could this be done?

Yes. A clumsy person can train himself/herself to overcome shortcomings. The person has to motivate himself to plan a thing perfectly. He should be relaxed and

so that he shall avoid becoming nervous, awkward and doubtful about his next move. As Bryson aches to be 'suave', the person should do. For example, he should aim at rising from a dinner table without looking as if he has just experienced an extremely localised seismic event, getting in a car and closing the door without leaving 14 inches of coat outside, wearing light-coloured trousers without discovering at the end of the day that he has at various times sat on chewing gum, ice cream, cough syrup and motor oil.

5. **As a fellow passenger of Bill Bryson on the flight, make a diary entry describing his clumsy behaviour during the trip and the inconveniences caused to others as a result of his nervousness.**

27th May 2018

Sunday 6.00 am

Dear Diary,

When I happened to go *en famille* for a trip to Boston by air last week, I came across a man called Bill Bryson who created a storm in a tea cup at mid-flight. When he leaned over to tie a shoelace, someone in the seat ahead of him threw his seat back into full recline, and found himself pinned helplessly in the crash position. After sometime, he managed to get himself freed by clawing my leg as I sat beside him. Bryson, then, knocked a soft drink onto the lap of an attractive young lady sitting beside him. The flight attendant came and cleaned her up. She brought a replacement drink to him and he knocked it onto the lady again. Even his wife was very watchful and also alerted her children regarding their father's behaviour. On one hand, I feel that the 'accidents' I watched was pathetic as he was nervous from the beginning to the end. On the other hand, he was irritable as he was disturbing everybody.

FOREIGN WORDS AND PHRASES

- A. Refer to the dictionary and find out the meanings of the following foreign words /phrases. Use them in sentences of your own:

- a) **viva voce** - /ˌvaɪvə vɔːsi/ - a spoken examination
The University announced the date of **viva voce** for M.Phil. Scholars.
- b) **sine die** - /'sɪnə 'diː/ - indefinitely
The chairman concluded the last session by adjourning **sine die**.
- c) **resume** - /'rezjuːmeɪ/ - a brief summary
He was asked to submit his **resume** for the job.

d)	rapport	- /ræ'pɔ:(r)/ - close relationship with good understanding He did not have a rapport with his MD.
e)	bonafide	- / ,bəʊnə 'fɑ:di/ - genuine Is it a bona fide , reputable organization?
f)	en famille	- /ən <famille>/ - (French) as a family We went to Kodaikanal en famille .
g)	bons mots	- /bɒn 'mɑ:ts/ - (French) witty remarks They became dumbfounded at his son's bons mots .
h)	bon voyage	- /bɒn vɔi'jɑ:ʒ/ - Good bye! Good luck! Wish you a happy bon voyage!
i)	in toto	- /ɪn 'təʊtəʊ/ - as a whole, totally My request has been sanctioned in toto .
j)	liaison	- /li'eɪz(ə)n, li'eɪzən/ - someone who helps groups to work effectively with each other He is a liaison in his factory.
k)	ex gratia	- /eks 'grɛɪʃə/ - a favour or gift The amount given was an ex-gratia to him.
l)	en masse	- /ɛn 'mas/ - in a group; all together Students! Please go en masse .
m)	en route	- /ɛn 'ru:t/ - during the course of a journey; on the way. When I was en route , some men threatened me as if they were thieves.
n)	ad hoc	- /əd 'hɒk/ - created or done for a particular purpose as necessary. I am working in the company adhoc .
o)	faux pas	- /fəʊ 'pɑ:/ - an embarrassing or tactless act or remark in a social situation. The drunkard husband is always a faux pas .

Here is a list of some words borrowed from Indian languages and have been included in the Dictionary of English. Add more words to the table.

WORD	ORIGIN	MEANING
veranda	Hindi	a roofed platform along the outside of a house
bungalow	Hindi	a house in the Bengal style
chutney	Hindi	a ground or mashed relish
cheetah	Sanskrit	uniquely marked
Coir	Malayalam	rope
bamboo	Kannada	wood
bandicoot	Telugu	kind of rat
catamaran	Tamil	multi-hulled watercraft
Guru	Sanskrit	master

C. Idioms

Look at the list of idioms given below. Find their meanings from a dictionary. Read the sentences that follow and replace the words in italics with the appropriate idioms, making suitable changes wherever necessary.

- **right up one's alley** – ideally suited for one's interests
- **drive one up the wall** – to make sb angry or irritated
- **hit the road** – set out on a journey
- **take (one) for a ride** – to con, swindle or deceive sb
- **in panic mode** – a feeling of helplessness and insecurity

- a) The old man *got irritated* at the loud noise outside.
The old man drove up the wall at the loud noise outside.
- b) We were driving, when it started raining heavily. After stopping for an hour, we *began the journey again*.
We were driving, when it started raining heavily. After stopping for an hour, we hit the road again.
- c) Ramesh gave false excuses for not attending the meeting and *deceived me*.
Ramesh gave false excuses for not attending the meeting and took me for a ride.
- d) At the interview when questions were fired at me rapidly, I *forgot everything and grew irritated*.
At the interview when questions were fired at me rapidly, I was in panic mode.
- e) I love thrillers and this book *appeals to me strongly*.
I love thrillers and this book rights up my alley.

LISTENING ACTIVITY

Listen to the dialogue read out by the teacher or to the recorded version and answer the questions that follow:

- i) _____ was one of the places visited by Mahesh.
a) Srilanka b) Goa c) Kasi **d) Cochin**
- ii) The Art Museum at Trivandrum is called _____.
a) Swarnalayam b) Gitalayam **c) Chitralayam** d) Saranalayam
- iii) Varkala is the oldest port of _____.
a) Quilon b) Andhra c) Puducherry d) the Andamans
- iv) Mahesh had been to the _____ Lake Wild Life Sanctuary.
a) Chidambaram b) Pulicat c) Kovalam **d) Periyar**
- v) Cochin is called the _____ of the East.
a) Granary b) Cuba **c) Venice** d) Pearl

- a) **Build a dialogue of 8–10 exchanges between your friend and yourself, on the following situation:**

You were to board a train to Delhi. By mistake you got into the wrong train and fought for your seat there. On realising your mistake, you left the train shame-

- faced, after creating a commotion there. Role-play this situation before the class.
- b) Speak to the class for a minute, as to how one should conduct oneself on formal occasions. (You could talk about table-manners especially while eating, general appearance, manner of speaking, etc.)

COMPREHENSION

Answer the following questions.

- 1. Labrador retriever was covered with tri-colour. What does this signify?**
This signifies the patriotism of the dog towards our nation. India's flag's tri-colour is focussed here.
- 2. How did Caesar save several lives at the CST railway station?**
During the terror attack in Mumbai, Caesar saved several lives when he sniffed out the hand grenades left by the terrorists at the busy CST railway station.
- 3. Which word in the passage (paragraph 3) means the same as 'forced'.**
The word 'pressed' in the passage means the same as 'forced'.
- 4. "Services of retired members of Dog Squad during 26/11 will be unforgettable". Mention three services rendered by Caesar.**
Caesar took part in bomb detection operations during the terrorist attack on Mumbai on 2008, 2006 serial train blasts and July 2017 blast in Mumbai
- 5. Caesar is a Labrador breed of dogs. Name a few other native breeds that are used by the Police force.**
Chippiparai, Indian Pariah Dog, Mudhol/Caravan Hound, Rampur Hound, Indian Mastiff, Rajapalayam, Kombai and Gaddi are a few other native breeds that are used by the Police force.
- 6. Try to rewrite the news item in your mother tongue without losing the spirit and flavour of the text. Give a suitable title to your translated version.*****

GRAMMAR

I. Complete the following.

a. Do as directed.

- Dinesh and Prabhu wanted to meet Varsha at the bus stop. They went to the bus stop. (*Change into a compound sentence*)
Dinesh and Prabhu wanted to meet Varsha at the bus stop and hence they went to the bus stop.
- Varsha reached the railway station. She was waiting for them there. (*Change into a compound sentence*)
Varsha reached the railway station and she was waiting for them there.
- While she waited at the train station, Varsha realized that the train was late. (*Change into a simple sentence*)
Because of her waiting at the train station, Varsha realized that the train was late.
- Dinesh and Prabhu left the bus stop. Varsha rang them. (*Change into a complex sentence*)

As Dinesh and Prabhu left the bus stop, Varsha rang them.

Dinesh and Prabhu left the bus stop. Varsha rang them.

5. The trio met at the station. Varsha left for Madurai. (*Change into a complex sentence*)

As soon as the trio met at the station, Varsha left for Madurai

- b. This paragraph has only simple sentences. Combine them into compound and complex sentences. The first one is done for you. (Textual Page No. 176)**

Answer: One day Ajay and Tijo went to the canal to catch some fish. Some people who were playing nearby chose a better place. No sooner did they take out the fishing rods, than there was a loud splash and a loud scream also heard. Both Ajay and Tijo looked up and saw something moving in the water. Then they saw a hand waving and someone had fallen in the water. It was Yusuf who had jumped into the water as he wanted to swim.

- c. Here is one long sentence. Split them into smaller sentences.**

All living things need food. Human beings also need it. They want to live. Every part of the body must get a steady supply of food. Then, it can work properly. At first, the food eaten has to be broken down. The process is called digestion. It can dissolve in the blood. The dissolved is carried to all parts of the body.

- B. An example: Expand the Proverb 'A bad workman always blames his tools' into a story-paragraph. Begin with the meaning of the proverb.**

'A bad workman always blames his tools'. The meaning of this proverb is that our success does not depend on what kind of tools we have but how we use them. Here is a story to elucidate the meaning. Raj and Ravi were farmers. They owned a pair of oxen each with which they ploughed their lands. Raj put in hard work while Ravi hardly worked. Raj worked all day long. Ravi, on the other hand, was very lazy and miserly. He never fed his oxen well but exploited them to the maximum. Ravi soon bought a tractor to plough his land and chased the oxen away. Raj brought home the animals and took care of them too though he could not afford it. The monsoon soon arrived and it was time for cultivation. Raj's land was well-ploughed and ready for cultivation – thanks to his oxen. Ravi in his miserly fashion had not maintained his tractor well and it kept giving him trouble. As a result, he could not get his field ready for cultivation on time. He lamented and blamed it all on bad luck not realizing that it was he who was responsible for his miserable state.

Now write a short story to explain these proverbs.

- 1. Actions speak louder than words.**

"Action speaks louder than words" means "to say something and to do something are two different things". It is a well-known fact that people often do not do what

they say. It is why people value hard work more than mere promises. Here is a small story to illustrate the proverb. Sita was a ten year old girl who went to school by bicycle every day. She was also very good at studies. She was a kind-hearted young girl always willing to help people. One morning, on her way to school, she saw a blind man trying to cross the road in the midst of busy traffic. There was no one to help him. Sita, on seeing this pathetic sight, ran across to the blind man, took hold of his white cane and told him to walk with her. She waved her hand at all the vehicles, signalling them to stop. All the vehicles stopped and gave way for them to get across. The blind man thanked Sita profusely and wished her good luck. Sita's class teacher who was passing by saw this and felt very proud of her student.

2. Despair gives courage to a coward.

The meaning of the proverb: Most of the time, we do not realize the talent that is within us. Even a coward can be turned into a brave warrior in a life-threatening situation. Just as a drowning man tries to hold on to anything that comes his way to save his life, we too come up with remedies beyond our imagination in desperate situations. Here is a small story. Once an ant lived in a tree by the side of a pond. He was very timid and scared even of a trivial matter. A pigeon lived in the same tree. As the days went by the ant and the pigeon became good friends. The pigeon always insisted the ant to be a brave. But the ant remained the same. One day a hunter came to the pond and noticed the pigeon sitting on the tree. He wanted to shoot the pigeon. The ant, having seen, wanted to desperately save his friend. But the pigeon was fast asleep. The ant knew that it had to act fast. In desperation the ant jumped down from the tree, crawled fast and bit the toe of the hunter hard as he could. The hunter cried out of pain and missed his aim. The pigeon woke up hearing the noise, flew away to safeguard itself. The ant felt happy of his bravery and of saving its friend.

RESUME

- 1. Vijayaraj Joseph is an M.Sc. graduate in Mathematics from Madurai Kamaraj University. He is seeking a job in his core-field. He has been asked to submit a resume. Write a resume for him covering all details.**

VIJAYARAJ JOSEPH

Mobile- 9444100000

Email: jvraj@gmail.com

Address: 30/16, Grace Garden,
Chennai -600 021

CAREER OBJECTIVE

Looking for a challenging career which demands the best of my professional abil-

ity in terms of mathematical and analytical skills, and helps me in enhancing my current skill and knowledge.

SYNOPSIS

A postgraduate with a Degree in Mathematics from SSV College, Madurai Kamaraj University.

PROFILE

Good knowledge of Computers

Analytical, good at problem solving and excellent in maintaining interpersonal relationship

Good verbal and written skills

EDUCATIONAL QUALIFICATION

M.Sc. (Maths) First Class with distinction

B.Sc. (Maths) First Class

12th with aggregate 85% from GHSS, Nagarcoil in 2012

10th with aggregate 91% from GHSS, Nagarcoil in 2010

SOFTWARE SKILLS

Operating Systems Windows all, Linux, Microsoft Office

HARDWARE SKILLS

Assembling of PC

Networking & Troubleshooting PC

PROJECTS UNDERTAKEN

Statistics and Survey.

EXTRA CURRICULAR ACTIVITIES

NSS Volunteer and School Student Secretary

Basketball – District player

STRENGTHS

Hardworking and punctual

Positive attitude and open minded

PERSONAL DETAILS

Date of Birth : 09/06/1993

Sex : Male

Marital Status : Single

Languages known : Tamil, English, Hindi

Declaration

I hereby declare that the above cited information is true to the best of my knowledge and belief. If given a chance, I shall prove myself.

Sd/-

Vijayaraj Joseph

SELF-EVALUATION

Task : Write a CV for the post of a DTP operator at ABC Publishing house, and send it to P.O. Box No. 2345 or E-mail it to abcph@nomail.com

FILLING FORMS

Take a look at the filled-in challan below:

Task 1: You see an advertisement in the newspaper. A publishing house in Chennai has brought out a paperback edition of the complete works of Khushwant Singh. You want to buy it. You are asked to send a Demand Draft for Rs.1000/- Fill in the following DD challan in favour of 'X publishing house, New Delhi', payable at Chennai. The surcharge for Rs.1000/- is Rs.25/-

Task 2: Fill in the following forms with imaginary details.

Form No. CR-02/2017 (T.1136)

தென் இந்திய ரயில்வே SOUTHERN RAILWAY



இலவசம்/பதிவு/ரத்து: அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM

இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும். இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும். இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும்.

பயண எண்/Train No. and Name: 1296 SANGHA MITRA, தேதி/Date of journey: 21.6.18, வகுப்பு/Class: SLEEPER, திரைக்கோடு/No. of Berths/Seats: 3E A/C, தொடர்/Station from: CHENNAI, இறங்கும் இடம்/Station to: BENGALURU

Table with 5 columns: S.No, Name in Block Letters, Gender, Age, Concession/Travel Authority No, and Remarks. Row 1: 1, AYUSHI, F, 20, Blank, Blank.

Table with 3 columns: S.No, Name in Block Letters, and Age. Row 1: 1, AYUSHI, 20.

பயண எண்/Train No & Name: 1296 SANGHA MITRA, தேதி/Date of journey: 21.6.18, வகுப்பு/Class: SLEEPER, தொடர்/Station from: CHENNAI, இறங்கும் இடம்/Station to: BENGALURU, அலுவல்-பய/Name of the applicant: KRISHNA NAGAR, MILSA, கையொப்பம்/Signature: KRISHNA NAGAR, MILSA, தொலைபேசி/Telephone/Mobile No.: 9197814543, தேதி/Date: 21/6/18, நேரம்/Time: DAM

பதிவு செய்தல்/Registration No.: Blank, திரைக்கோடு/No. of Berths/Seats: Blank, அலுவல்-பய/Name of the applicant: KRISHNA NAGAR, MILSA, கையொப்பம்/Signature: KRISHNA NAGAR, MILSA

- 1. இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும். 2. இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும். 3. இது ஒரு பதிவு செய்தல்/ரத்து/அலுவல்-பய/RESERVATION/CANCELLATION REQUISITION FORM ஆகும்.

2(a).

Attachment																	
RAILWAY RECRUITMENT BOARD TAMIL NADU											Control No. (For official use only)						
APPLICATION FORM FOR CEM 01/2014 (All P & Technician Categories)																	
(All applications must be submitted in A4 size B5 (9) of board issue)																	
1. CATEGORY NUMBER - (I) Indicate your options below in order of preference in Numeric Form																	
Option	1	2	3	4	5	6	7	8	9	10	11	12					
Sec. No.	✓																
2. Choice of Railway Unit (Where applicable)																	
1st	✓	2nd		3rd		4th											
3. Indicate your Aadhaar Card No.																	
9 8 7 6 5 4 3 2 1 0 9 8																	
4. NAME OF CANDIDATE (In English)																	
K H U S H I K U M A R I																	
5. FATHER'S NAME (In English)																	
R A V I R A N J A N																	
6. COMMUNITY (In English)																	
UR / SC / ST / OBC																	
7. DATE OF BIRTH (DD/MM/YYYY)																	
2 7 / 0 1 / 1 9 9 7																	
8. Are you Government Employee?																	
Yes / No																	
9. Are you Government Employee?																	
Yes / No																	
10. Are you seeking for exemption?																	
Yes / No																	
11. Academic and/or Technical																	
<table border="1"> <tr> <th>Qualification</th> <th>Year of passing</th> <th>Subject / Topic / Branch</th> </tr> <tr> <td>BSC</td> <td>2017</td> <td>CHEMISTRY</td> </tr> </table>												Qualification	Year of passing	Subject / Topic / Branch	BSC	2017	CHEMISTRY
Qualification	Year of passing	Subject / Topic / Branch															
BSC	2017	CHEMISTRY															
12. ADDRESS (FOR CORRESPONDENCE) (In CAPITAL letters only)																	
Name: KHUSHI KUMARI, D/o. RAVIRANJAN																	
No. ANNA NAGAR																	
No. THANJAVUR																	
City: THANJAVUR																	
State: TAMILNADU																	
PIN CODE: 613106																	
13. NEAREST RAILWAY STATION (In English)																	
THANJAVUR JUNCTION																	
14. Please copy the following declaration in the space provided below, in running handwriting (NOT IN CAPITAL LETTERS)																	
<p>"All the details given by me in the Application Form are true and complete to the best of my knowledge, I understand that I may be issued with Call letter for the call on the basis of above information. In case of Call letter will not be issued on the day right to be eligible for the post also understand that in case any of my statements are found to be untrue or false, I shall be disqualified for the post applied for and I shall be liable for any other proceedings under the applicable laws.</p> <p>All the details given by me in the Application Form are true and complete to the best of my knowledge, I understand that I may be issued with Call letter for the call on the basis of above information and issue of Call letter will not confer on me any right to be eligible for the post under the present rules.</p>																	
15. Left Thumb impression of candidate in this box																	
<table border="1"> <tr> <td>Signature</td> </tr> <tr> <td>KHUSHI KUMARI</td> </tr> </table>												Signature	KHUSHI KUMARI				
Signature																	
KHUSHI KUMARI																	
16. Mobile No																	
9 7 8 7 0 4 9 3 8 9																	

2 (c)



POST OFFICE SAVINGS BANK
ATM CARD/Internet/Mobile/SMS Banking REQUEST FORM

Post Office	Date 16/12/18	BO ID
Account Number	9876543210	DPD

For Applicant(s)
 1. ATM Card required for (please tick if applicable)
 Self Joint Account Holders

2. Name to be printed (in bold) on the Card (in Capital Letters) Date of Birth

1. MERCY	1. 6. 1986
2.	
3.	

3. Please tick relevant requirement from below:

New Card (please tick one) Joint Card (CR) Personal Card
 Internet Banking Request Mobile Banking Request SMS Banking
 PIN re-generation request- Net Banking PIN Mobile banking ATM Card
 Generation of ATM card (Please tick applicable card number(s))

4. Internet Banking/Mobile banking and SMS usage (Please tick wherever applicable. It applies only for the first trial)

	Applicant (1)	Applicant (2)	Applicant (3)
Internet Banking			
Mobile Banking			
SMS Alert	<input checked="" type="checkbox"/>		
Member's mobile No.			

Declaration/Terms & Conditions
 We declare that above information is correct. We authorize Department of Posts to debit/receive the charges as applicable from the account (debit account) for all requests using my ATM/Debit Card or Internet/Mobile/SMS Banking. We undertake to maintain sufficient funds including the minimum balance indicated in my account. We will accept full responsibility for transactions done through my ATM/Debit Card or Internet/Mobile/SMS Banking and agree not to make claims against Department of Posts in respect thereof.

Signature/Thumb Impressions: 1st Applicant 2nd Applicant 3rd Applicant

For Office Use only

Certified that I have verified the documents submitted with this application form and confirm that NYC names are fully recorded with.

Following are given:-
 Date of Issue of Card/Debit Card/ATM PIN.....
 Date of issue.....
 Application for Internet/Mobile/SMS Banking accepted.

Signature of Chief/SA/SA/ Postmaster

Date Stamp of Post Office

POEM
THE HOLLOW CROWN
(from Richard II)

WILLIAM SHAKESPEARE

Meanings:

1. **epitaph** – short pieces of writing inscribed on tombstones in memory of the dead
2. **executors** – persons who put someone's terms of will into effect
3. **bequeath** – pass on something to the next generation by means of a will
4. **deposed** – removed from office or power
5. **slain** – killed
6. **antic** – someone who draws attention through silly or funny acts (here a court jester)
7. **scoffing** – expressing mockery
8. **grinning** – smiling wildly
9. **monarchize** – rule, carry out the duties and functions of a ruler
10. **impregnable** – impossible to pass through
11. **ceremonious** – being very formal

A. Fill in the blanks using the words given in the box to complete the summary of the poem:

King Richard the second had surrendered to his (a)_____ cousin, Bollingbroke. He experienced deep distress at the horror of his circumstances. In that desperate situation, he speaks of (b)_____, (c)_____, (d)_____ and other things connected with death. He spoke of how people leave nothing behind and can call nothing their own, except for the small patch of (e)_____, where they will be buried. King Richard yielded to dejection and talked of all the different ways in which defeated kings suffer how some had been deposed, (f)_____ in war, (g)_____ by their wives and so forth. He attributed this loss of lives to (h)_____, who he personified as the jester who watches over the shoulder of every ruler, who mocks kings by allowing them to think their human flesh, was like (i)_____ brass. However, Death penetrates through the castle walls, silently and unnoticed like a sharp (j)_____, thus bidding (k)_____ to him and all his pride forever. Finally, Richard appealed to his soldiers not to mock his mere flesh and blood by showing (l)_____ and respect to him. He added that he too needed bread to live, felt want, tasted (m)_____ and needed (n)_____. He concluded thus, urging his men not to call him a (o)_____ as he was only human, just like the rest of them.

Answer:

- (a) rebellious (b) graves (c) worms (d) epitaphs
(e) barren-earth (f) slain (g) poisoned (h) death

(i) impregnable
(m) grief

(j) pin
(n) friends (o) king

(k) farewell

(l) reverence

B. The words used by Shakespeare find a place in present day conversations also. Here are a few examples of how these poetic, standardized English words could be used by common people in their regular speech.

a. *Fill in the blanks with appropriate words from the box and complete the statements suitably:*

bequeath	antics	monarchise
impregnable	hollow	

1. **Shravan never keeps his promises. His friends know that his words are hollow.**
2. The spectators died laughing at the **antics** of the clown.
3. The business woman wished to **bequeath** all her riches to an orphanage, after her death.
4. The fortress was **impregnable** and could not be conquered by the enemies.
5. Alexander the Great, wished to conquer many lands and **monarchise** the entire world.

b. **Complete the passage given below, with suitable words from the box:**

Lima, a (a)_____ and (b)_____ woman, kept (c)_____ at her colleagues and went on taxing them with hard labour. Though they were (d) _____ to her, she being their head, they were offended and filled with (e)_____. It so happened, that Lima was (f)_____ from her high position due to a serious blunder she had committed. Lima, having lost all her (g)_____ and glory, realized how arrogant she had been. She gave up her pride and with (h)_____ sought an apology from everyone. She thus turned over a new leaf and bid (i)_____ to them.

Answer:

(a) vain (b) conceited (c) scoffing (d) ceremonious
(e) sorrow (f) deposed (g) pomb (h) reverence
(i) farewell

C. From your understanding of the poem, answer the following questions briefly in a sentence or two:

1. **What do the three words, 'graves, worms and epitaphs', refer to?**

The three words, 'graves, worms and epitaphs', refer to the death of man. (Or)
As King Richard surrenders political control of England to the rebellious Henry Bolingbroke, he miserably becomes conscious of the mortality of kings.

2. **What does the executor mentioned in the poem do?**
The executor mentioned in the poem to carry out the terms of a will.
3. **Who is Bolingbroke? Is he a friend or foe?**
Bolingbroke is a cousin of Richard II. He is a foe.
4. **Are all deposed kings slain by the deposer?**
No. All deposed kings are not slain by the deposer.
5. **What does the crown of rulers stand for?**
The crown of rulers stands for the power of King. But his power is impermanent and powerless.
6. **What hides within the crown and laughs at the king's grandeur?**
Death hides within the crown and laughs at the king's grandeur.
7. **What does 'flesh' mean here?**
'Flesh' means the outer skin that covers the human body. Here the King thinks that his body's flesh cannot be pierced.
8. **What are the various functions and objects given up by a defeated king?**
The power, the pomp, the respect, tradition, form and ceremonious duty are given by a defeated king.
9. **How does the king establish that he and his subjects are equal in the end?**
Like his subjects, he also ate to live, felt the needs, experienced grief, needed friends and finally would also die. In these aspects, the king establishes that he and his subjects are equal in the end.
10. **Bring out King Richard's feelings when he was defeated.**
He felt that human is mortal and the crown is empty. He also sensed for the need of friends. He had also experienced grief in his life. Ultimately, he felt that he and his subjects were equal regarding death.
11. **Pick out the phrase that suggests that King Richard was sorrowful.**
The phrase 'rainy eyes' suggests that King Richard was sorrowful.
12. **Why does the king suggest that it is now time for his will to be executed?**
As King Richard II is deposed by Henry Bolingbroke, he begins to think of human mortality. He prefers to die as it is the permanent solution to his grief. So the king suggests that it is now time for his will to be executed.
13. **What is the only thing we bequeath to our descendants?**
The only thing we bequeath to our descendants is our deposed body.
14. **What are the vanquished men left with?**
The vanquished men are left with their death.
15. **What does the 'small model' refer to here?**
The 'small model' refers to the little patch of the earth that covers the body after death.
16. **What does a monarch's crown symbolize?**
The monarch's crown symbolizes the power of the king which is powerless, empty and impermanent.

17. What mocks the ruler's power and pomp?

Death mocks the ruler's power and pomp.

18. What are 'dust' and 'rainy eyes' compared to?

'Dust' is compared to paper and 'rainy eyes' to writing instruments.

19. How is Death portrayed in the poem?

Death is portrayed as a court jester who grants the mortal kings, the temporary licence to 'monarchise'

D. Explain the following lines with reference to the context in about 5 to 8 lines:

- i. *"Our lands, our lives, and all, are Bolingbroke's,
And nothing can we call our own but death;"*

Context: These are the lines taken from the poem William Shakespeare's *The Hollow Crown* (from the play **Richard II**) where the King Richard II laments in his monologue after the usurpation of his crown by Bolingbroke.

Explanation with reference to the context: After surrendering his throne to Henry Bolingbroke, Richard sees that nothing – his lands, his lives and everything – belongs to him excepting death. Now he is like an ordinary man.

Comment: This lamentation shows Richard's distressed mood which overwhelms at the horrified atmosphere.

- ii. *"All murdered – for within the hollow crown
That rounds the mortal temples of a king
Keeps Death his court, ..."*

Context: This passage is an extract from the poem William Shakespeare's *The Hollow Crown* (from the play **Richard II**) where King Richard, in his monologue, speaks sorrowfully of the cruel murders of the yester kings for the hollow crowns.

Explanation with reference to the Context: Richard recollects from his memory the (sad) plight of the murdered kings. All the Kings were killed in order to capture their crowns which were nothing but hollow or empty in the middle and thereby denotes that power is not solid, strong or permanent. So there is always Death that surrounds the mortal kings.

Comment: Here Death is portrayed as a court jester who grants the mortal kings, the temporary licence to 'monarchise'.

- iii. *"Comes at the last, and with a little pin
Bores through his castle wall, and farewell king!"*

Context: These verses are from the poem William Shakespeare's *The Hollow Crown* (from the play **Richard II**) where King Richard, in his monologue, speaks of the ultimate end of a King in the earth.

Explanation with reference to the Context: Even though a King can monarchise

the entire world or his province as he aspires, his rule will be only for a short period of time. Death comes to the King at the end and takes away his life all of a sudden. And it bids farewell to the King. Thus it is the fate of everybody irrespective of positions or posts.

Comment: It is crystal clear after reading the monologue that nobody can be spared from death including powered Kings.

iv. “How can you say to me, I am a king?”

Context: This is the concluding line of the speech of King Richard the Second. It is extracted from the poem William Shakespeare’s *The Hollow Crown* (from the play **Richard II**). Here while he talks to his subjects he questions them how they could call him a king.

Explanation with reference to the Context: Here, the king establishes that he and his subjects are equal in the end. It is because he also needs everything – food, friends, etc. – as they need. Further, both of them are going to meet with death. So he questions them how they could call him a king as he himself mourns after at the thought of human immortality.

Comment: Here the King Richard philosophies life in common which has to be ended up one day naturally.

E. SPEAKING ACTIVITY

Working with your partner, discuss the following adages and share your views with the class. You may need to give your ideas and justify your point of view. Remember to take turns while making your presentation/short speech.

a. War begets war.

War begets war, Violence begets violence.” None can deny this popular adage. Yes. Nobody can find a permanent solution by waging war against anybody or any country. If at all one does, it is merely an eyewash. It will continue. In other words, war definitely begets war only. So as many godly men advocate, let us deliberately avoid war at least for the sake of mankind. It was Gandhiji who really won the hearts of the world by following *ahimsa*. He was also victorious in his experiment. He one who followed *non-violence* advocated his fellow beings to do the same. Even then, why do the men prefer physical force to moral force? Please be answerable.

b. Uneasy lies the head that wears a crown.

A person who has great responsibilities, such as a king, is constantly worried and therefore doesn’t sleep soundly. This saying is a line from the play **King Henry IV, Part II** by William Shakespeare. Once there was a father, his son and his daughter were living in a hut. They lived happily with his father’s hard-earned money. One day, his father met with an accident and died on the spot. Now the responsi-

bility lied on the boy who was then fourteen. He had to feed his younger sister who was 6 years old. He had to go as a coolie to earn their bread. In order to make his sister live a comfortable life, he worked hard and had many sleepless nights. Even after he finished his studies, he continued his hard work. This remains for him the popular saying, “*Uneasy lies the head that wears a crown*”.

F. POETIC DEVICES

Personification: When human traits are given to non-human or inanimate objects

Interrogation: When a question is asked not for the sake of getting an answer, but to express a point more emphatically

Metaphor: When two unlike objects or things having some common qualities are compared

Rhetorical Question : When a question is formed to make a point rather than to elicit an answer

Internal Rhyme: When rhyming words are used within a single line

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

- i. “Let’s talk of graves, of worms, and epitaphs;
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth”.

The figure of speech used here is **metaphor**.

- ii. “And yet not so – for what can we bequeath
Save our deposed bodies to the ground?”

The figure of speech used here is **interrogation**.

- iii. “Keeps Death his court, and there the antic sits,…”

The figure of speech used here is **personification**.

- iv. “How can you say to me, I am a king?”

The poetic device used in this poem is **a rhetorical question**.

- v. “Scoffing his state and grinning at his pomp,…”

The poetic device used in this poem is **personification**

- vi. “Bores through his castle wall, and farewell king!”

The figure of speech used here is **personification**.

b. Pick out the alliteration from the following lines:

- i. “Our lands, our lives, and all, are Bolingbroke’s,…”

lands – lives; and – all – are

- ii. “And tell sad stories of the death of kings:”

sad stories

- iii. “Comes at the last, and with a little pin…”

at – and; last – little

G. Based on your reading of King Richard's speech, answer the following questions in about 100 - 150 words each. You may add your own ideas if required to present and justify your point of view.

1. What are the causes for King Richard's grief?

King Richard II was deposed by Henry Bolingbroke. After surrendering his throne, Richard finds himself isolated and helpless. He begins to think about the human mortality. He wants to call the executors to execute his will. To his dismay, Richard come to know that nothing belongs to him excepting death as everything is usurped by Bolingbroke. Now he is like an ordinary man. So he grieves that only a small patch of earth where his dead body would be buried.

2. How are eternal truths and wisdom brought to the reader here?

In the poem, King Richard the Second comes to realise what his real situation is and who he really is in this materialistic world. He learns what the eternal truths and wisdom are. Death is common to all. It does not see any partiality between the rich and the poor. Nobody will be spared from it. Death is a court jester who grants the mortal kings, the temporary licence to monarchise the entire world. It always mocks and laughs at the rulers and their temporary power. There is no need to worry about money and respect in this world where we live for a short-term. At last Richard realises that he and his subject are equal in front of the Death.

3. Death has been cited in many ways in this monologue. Identify the poetic devices used in those references.

i. "Keeps Death his court, and there the antic sits,..."

The figure of speech used here is **personification**. Here Death is personified as a court jester.

ii. "Scoffing his state and grinning at his pomp,..."

The poetic device used here also is **personification**. Death, a court jester mocks and laughs at the king's state and pomp.

vi. "Bores through his castle wall, and farewell king!"

Death bores through the castle wall of the king's life. Without any effort, he kills him saying 'goodbye'

SELF EVALUATION

4. Who does the future generations remember easily - the victor or the vanquished? Give reasons. Also, cite relevant references from King Richard's speech.

SUPPLEMENTARY
THE NEVER - NEVER NEST

CEDRIC MOUNT

Meanings:

1. **lounge** – a place in a home or public building for leisure activities, living room
2. **cosy** – comfortable
3. **instalment** – one of the parts into which a debt is divided when payment is made at intervals
4. **absurd** – ridiculously unreasonable and meaningless
5. **propose** – intend to do something
6. **realise** – to understand or become aware of
7. **thingummies** – small articles the names of which are not remembered
8. **motto** – a short sentence or phrase that expresses a rule guiding the behaviour of a particular person or group
9. **endorse** – to make over to another
10. **tartar** – a person of irritable temper
11. **possessed** – completely controlled by an evil spirit

A. Reading Comprehension Questions:

1. **What did Aunt Jane like about Jack's 'little nest'?**
Aunt Jane wondered how they led an extravagant lifestyle with their meagre earnings. They had owned just about everything including a beautiful house.
2. **Aunt Jane seemed to think that there was a mistake in the wedding present she had given Jack. Why?**
She thought that she had mistakenly given them 2,000 pounds as their wedding gift instead of the planned 200 pounds. It was because of their luxuriously owned things including the house.
3. **What would make Jack the owner instead of being the tenant?**
Instead of paying rents monthly, Jack preferred to pay easy instalments in buying a well-furnished house. He further thought that adding a few more pounds would make him owner instead of being the tenant.
4. **What sounded absurd to Aunt Jane?**
When Jack told Aunt Jane that they paid seven pounds eight and eight pence out of six pounds a week, it sounded absurd to Aunt Jane.
5. **How did Jack manage to pay seven pounds eight and eight pence out of six pounds?**
Jack managed to pay seven pounds eight and eight pence out of six pounds by borrowing the rest of the money for the payments from the Thrift and Providence Trust Corporation.
6. **What advice did Aunt Jane offer the couple?**
Aunt Jane advised the couple not to owe even a penny in their life hereafter. She

asked them to live a life of debtless life as hers. This was the advice that Aunt Jane offered the couple.

7. **For what purpose did Aunt Jane wish to use the cheque given by her?**
She wished them to pay off just one of their bills so that they could say one thing at least really belonged to them.
8. **'Just one more instalment and BABY'S REALLY OURS!' This tells us that the couple _____.**
The couple had paid in instalments even to Dr. Martin.

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

1. **Why is there a double negative in the title: *The Never – Never Nest*? Elucidate with reasons from the play.**

Borrowing money is awkward, absurd and dangerous. And buying things in instalments is unimaginable. Here Jack and Jill enjoy the privilege of buying everything – from the house to their baby - through instalments. Assuming that 'buy now pay later' is the best method to lead a luxurious life. Jack and Jill have failed to realise that they will suffer later if they buy now through instalments. If Aunt Jane had not visited their house, they would not have been saved. Or else they would have been in trouble forever. When Jill sentimentally says to Jack, "***Just one more instalment and BABY'S REALLY OURS!***", everybody is moved (with tears). So the author insists by his repetition, "***Never – Never Nest***".

2. **Bring out the humorous elements in the play.**

The author of this play is Cedric Mount, a modern playwright. He is known for his great sense of humour. This play is a commentary on the modern practice of living through hire-purchase schemes. Jack and Jill is a happily living couple. One day Aunt Jane visits the couple and is impressed by such a charming house. And she comes to know that Jack has bought everything – a new house, furniture, a radiogram, a car, a piano – on loan and struggling to pay it back by borrowing again from the Thrift and Providence Trust Corporation. Aunt advised them to follow her motto is "cash At last, it is humorous as well as pathetic to hear Jill saying, "Just one more instalment and Baby's Really Ours." [It is better to call the play a satire on the present society rather than to say humorous one.

3. **How does the play '*The Never – Never Nest*' expose the harsh reality of modern living?**

Write the answer for paragraph Q.No.1 omitting the last line and add the following points:

Thus the play insists the audience not to buy anything on instalment basis which is only a trap. Mostly, middle-class families become the victims. We should always remember the nature of birds which take a long time to build their nests by collecting the needed straws & twigs from various trees. But we, like Jack and Jill, want to settle down all of a sudden, that too, by finding a new way. So the play

exposes the harsh reality of modern living.

4. Jill said that they owned the steering wheel of a car, one of the tyres, two of the cylinders and leg of the sofa. What does this convey?

Even though the author has dramatized the play *Never – Never Nest* humorously, it is pathetic to come across Jack and Jill leading a luxurious life on instalment basis. It is not because of their idea of paying through instalments but they are unaware of the consequences when they fail to repay. Jill might have said the above lines humorously. Or they might have said exaggeratedly. But it conveys that they fail to own at least one thing for themselves. It is horrible to note that they have not paid even to Dr. Martin who cares for their baby. They have made use of the 'buy-now-pay-later' marketing system wholly as well as ignorantly. In the concluding dialogue, when Jill utters to Jack, "**Just one more instalment and BABA'S REALLY OURS!**" we, the readers or spectators, are really dumbstruck. So, we should know to live a contented life with what we have.

C. LISTENING ACTIVITY

Listen to the passage read out aloud by the teacher or played on a recorder and answer the questions that follow.

Questions:

- i. The speaker says that our income is sufficient to meet our needs. Is it true or false? **False**
- ii. EMI is the only _____ for people who buy very expensive things.
a) consolation b) setback **c) option** d) debt
- iii. One is able to buy costly things with _____ power offered by EMI.
a) physical b)withstanding c)honorary **d)monetary**
- iv. If people fail to pay EMIs, they may be subjected to _____.
a) expulsion b) high pressure **c) legal action** d) dejection
- v. People should learn to spend _____ their means.
a) within b) beyond c) above d) beneath

SELF-EVALUATION

D. SPEAKING ACTIVITY

Based on your understanding of the play 'The Never – Never Nest', organise a classroom debate on the topic: 'Is Equated Monthly Instalment Scheme - a boon or bane to middle-class families?'

E. Writing Task

Aunt Jane was shocked to see the life of Jack and Jill during her visit to their place. Put yourself in the place of Aunt Jane and write a letter to the couple advising them not to spend beyond their means. Make more suggestions to enable them lead a debt-free life.

IDENTIFY WHO SAID TO WHOM

1. 'Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living.'
a) Jack to Aunt Jane (b) Jill to Aunt Jane
c) Jack to Jill to Aunt Jane **(d) Aunt Jane to Jack**
2. As a matter of fact-er-that is-six-pounds.'
(a) Jack to Aunt Jane (b) Jill to Aunt Jane
(c) Jack to Jill to Aunt Jane (d) The nurse to Aunt Jane
3. 'Charming! Charming! Such a cosy little room! And pretty furniture.'
(a) Jill to Jack (b) Nurse to Jack
(c) Aunt Jane to Jill (d) Aunt Jane to Nurse
4. 'Why; just one more instalment and BABY'S REALLY OURS!'
(a) **Jill to Jack** (b) Jack to Jill
(c) Aunt Jane to Jack (d) Jack to Aunt Jane

STUDY SKILLS

1. **What is a dictionary?**
A dictionary is a book that lists words in an alphabetical order. It explains the meaning of a word and its pronunciation.
2. **Who is a lexicographer?**
A lexicographer is a person who compiles dictionary.
3. **Who compiled the first dictionary in English? When?**
It is said that Robert Cawdrey compiled the first dictionary in English in 1604. Actually, the literary circle says that Dr. Samuel Johnson's Dictionary is the first standard dictionary in English.
4. **Who compiled the first American Dictionary of the English language? When?**
Noah Webster published "The American Dictionary of the English Language" in 1806.
5. **When and why do we consult a dictionary?**
We consult a dictionary to know (i) the spelling (ii) the pronunciation (iii) the parts of speech (iv) the correct usage and (v) the meaning
6. **What are the two different meanings of a word?**
The two different meanings of a word are [i] the literal meaning and [ii] the contextual meaning.
7. **Who is the father of Indian Library Movement?**
Dr. S.R. Ranganathan is the father of Indian Library Movement.
8. **Name some of the famous libraries.**
a) The Connemara Library, Chennai
b) Loyola College Library, Chennai
c) The British Council Library, Bengaluru and
d) The Library in the CIEFL, Hyderabad

9. How do you differentiate your school library from a public library?	
School library	Public library
i] The school library contains only limited books.	i] Public library contains a lot of books.
ii] It is opened only during school hours.	ii] It is opened from morning to evening.
iii] It allows only school children.	iii] It allows everybody irrespective of all ages.

10. What are the different sections found in a modern library?
The sections in a modern library are
a] Reference section b] the stacks c] Journal section d] Electronic section, including the Internet and Microforms and e] Reprography

11. What does the Reference Section in a modern library contain?
It contains indexes, bibliographies, collection of abstracts, atlases. Encyclopaedias, Gazetteers and the books hardly found.

12. What does the Journal Section in a modern library contain?
It contains Journals and Periodicals. Back numbers are also available here for research purposes.

13. What does the Electronic Section in a modern library contain?
It contains audio-visual aids and the internet.

14. What does the Stack Section contain?
It contains all books excepting those in the Reference Section.

15. What is Reprography?
It offers facilities for photocopying and Xeroxing.

16. What are the two most widely used systems of classifications of books in a library?
They are Dewy Decimal System and American Library of Congress.

17. What is a thesaurus? Why is it used for?
A Thesaurus is the opposite of a dictionary. It is used to find out synonyms and antonyms. It is also helpful to find out the words whose meaning is already known. It is mainly useful to writers and researchers.

18. Who published the first thesaurus?
Peter Mark Roget, an English Doctor published the first thesaurus in 1852.

19. Mention the three methods of searching for the books in a library?
(i) Author Index, (ii) Title Index and (iii) Computer Search

20. Explain OPAC.
It is an Online Public Access Catalogue. It is an automated library management system.

21. Mention any four instructions followed in a library.
(i) Keep silence (ii) avoid scribbling in the book (iii) Use bookmarks and (iv) Return the books on/in time.

22. Arrange the names of two authors John Keats and Jonathan Swift as found in the library catalogue.
Keats, John
Swift, Jonathan

- 23. How will you search for the author named William Shakespeare in a library catalogue?**
The author's name will generally in an inverted order. So we have search in the alphabetical order S and not W. e.g. Shakespeare, William.
- 24. What is summarising?**
It is the condensed version of an article or a report.
- 25. What are the steps to be followed while summarising?**
(i) Identify the topic sentence
(ii) Identify the keywords and expressions
(iii) Omit comparisons, analogies and examples
(iv) Abbreviations and short forms of the words can be used
- 26. What is note-taking?**
We do while listening to the lectures or speeches.
- 27. What is note-making?**
While reading, we make notes?
- 28. Mention any two points to be kept in mind while taking notes.**
(i) Always carry a note book and a pen
(ii) Be attentive
(iii) Write only the important points
(iv) Use abbreviations or short forms of words
- 29. What are the two skills in note-taking?**
(i) Listening and Writing Skills
- 30. What is an Internet?**
International network of computers is called an Internet.
- 31. What are the advantages of email?**
The Email makes instant communication. It is precise. It saves time for both the sender and the receiver. It is cheap and best.
- 32. Mention any two email ids.**
xxx@hmail.com
yyy@hotmail.com
- 33. What is flow chart?**
It is a graphic representation.
- 34. What is a travelogue?**
It is a piece of narrative writing in which the writer writes about his travel experience. e.g. Athushi Deshpande's *To the Land of Snow*
- 35. What is called Euphemism?**
Euphemism is a mild way of expressing without offending others.
He **died** - He **passed away**
- 36. What is the difference between cohesion and coherence?**
Cohesion means logical construction whereas Coherence, a comprehensive unit.
- 37. What are the non-lexical fillers?**
Non-lexical fillers are the expressions which has no meaning. It is used to fill the gaps. e.g. Mmm. Hmm, Er, Ah, uh.