Government of Karnataka

English

First Language

(Revised)

10

Tenth Standard

Part - I

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Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
Managing Director
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Foreword

Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF – 2005 has a number of special features and they are:

- connecting knowledge to life activities.
- learning to shift from rote methods.
- enriching the curriculum beyond textbooks.
- learning experiences for the construction of knowledge.
- making examinations flexible and integrating them with classroom experiences.
- caring concerns within the democratic policy of the country.
- making education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning.
- making the child is the constructor of knowledge.

The new books are produced based on three fundamental approaches namely, Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life. Textbooks for students X have a special significance. As any other new textbook they help learners' master skills and competencies and at the same time there is going to be a public examination based on them.

The Textbook Society (R.) expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

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Preface

The X standard First Language English Textbook is prepared on the basis of the guidelines provided in the Karnataka State Syllabus which has incorporated the salient features of the National Curriculum Framework, 2005. The selections and the interactive activities and exercises that follow each unit are prompted by the following assumptions/expectations :

1. The First Language English learners have had and have at this level a greater exposure to English at home, in classrooms and outside.

2. This being the terminal course (after having studied both I and II Language English for well over 5 years) the learners deserve the best samples of English language and literature.

3. "They have a need to learn English to achieve a level of competence comparable to the competence one has over his/her mother tongue"- N.C.F.

The Textbook Committee has endeavoured to ensure that the selections are highly readable, interesting and even enjoyable for the young learners. There is variety of themes, genres, concerns and values. There is sustainability: the selected pieces do not "die" after one reading or teaching. The more number of times the learners and teachers read them, the more they will discover, the more they will enjoy. The input-rich content and the highly interactive activities and exercises ensure a spontaneous and integrated language growth.

Note to the Teacher:

The textbook is learner-centered in that it is designed to make the learners actively participate in the learning process. The teacher is not expected to 'teach' every line of every lesson. As far as possible, leave the learning to the learners. The role of the teacher is to monitor and facilitate learning. Treat the prose lessons as reading passages meant to be read (re-read, if necessary) and understood by the learners themselves. Needless to say, the teacher has to ensure proper understanding of the text. First of all, the teacher herself or himself has to understand not just the overall meaning but all the literary nuances of each lesson and poem. The teacher should know the answer for each question and guide learners in arriving at the answers. The teacher should also motivate the learners to go through all the activities. Do not give away the answers but lead the learners to the right answers.

While answering comprehension questions (II A) the learners will go back to the text again and again. The close study questions (II B) are intended to make students read between and beyond the printed lines. Here they are encouraged to interpret, infer, evaluate and thus understand the text at a deeper level. Please note that, since the comprehension questions are teaching questions and not testing questions, there could be more than one right answer, especially for multiple choice questions.

Paragraph questions (III) are designed as multi-tasking exercises. The learners integrate many communication skills in participating actively in group discussions, simultaneously taking down notes, organizing the points in a logical sequence and writing a well-knit paragraph. Ensure that the learners go through all these stages while writing the paragraph answers.

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The section on language activities (V) provides ample opportunities to develop various language skills - reference skills, reading skills, media transfer, note making, paragraph writing, dialogue writing, reporting etc., Besides, every lesson has a few vocabulary exercises (IV). There is also project work encouraging students to research on a given topic, organize the data collected and make presentations.

Each prose lesson is followed by interesting activities (VI) for oral communication like using informal expressions in conversation, introducing oneself, making requests, giving directions, interview, reporting, narrating story from a picture, debate and even a joke session. It is true that this skill is not tested in Board Examinations but the teacher should impress upon the learners the need to master oral communication which is more crucial than other skills in any career they wish to pursue.

It is presumed that whatever formal or functional grammar the learners require has already been introduced in the earlier classes both in the I and II language English. However, since this is the terminal course, there is an attempt to reinforce what they have already learnt. Since they are at the top end of the spiral of I language English learning, more complex and challenging exercises are included.

There is also an attempt to introduce a few basic elements of phonetics. Teachers are expected to familiarise themselves with the phonetic script (given in appendix I) and guide students in the exercises included.

Each prose lesson ends with "Fun with Language". Learners will surely enjoy going through these activities. Teachers should not help learners with answers. Let the learners go round finding the answers. Let them enjoy the struggle.

The ten poems included here are perhaps the best pieces that one can think of for this level and age group. All the selections make for interesting and enjoyable reading. There is also a sincere attempt to take the learners from what the poet says and means to how he says it by highlighting the different literary techniques used - the imagery, the figures of speech, the connotative language, the tone, the minute sound devices etc. The teachers are requested to sensitise themselves and their students to the language of poetry.

The Non-detail pieces are for self-study. "Treasure Island" is an abridged version of the original classic. "Karna" is an extract from Rajaji's simplified English version of "Mahabharata". "Ulysses and the Cyclops" is an intersting adventure of the Greek hero retold by Charles Lamb. All the three make for very interesting reading. Let the students read these all by themselves. Teachers can motivate learners to read the suggested original books.

The success of any text is in the hands of the teacher. We have tried our best in providing what we thought was best for your students. Now you need to translate our vision into a classroom reality. All the best.

Prof. R. Victor
Chairperson

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: "The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment", he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus,

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on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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Lesson 1

A Wrong Man in Workers' Paradise

V7V9R5

- Rabindranath Tagore

Pre–Reading Activity :

If you have a garden, you grow not only coconuts, vegetables and fruits, but also roses. Why? Discuss in pairs and answer.

1. The man had never believed in mere utility.
2. Having had no useful work, he indulged in mad whims. He made little pieces of sculpture - men, women and castles, quaint earthen things dotted over with sea-shells. He painted. Thus, he wasted his time on all that was useless, needless. People laughed at him. At times, he vowed to shake off his whims, but they lingered in his mind.
3. Some boys seldom ply their books and yet pass their tests. A similar thing happened to this man. He spent his Earth-life in useless work and yet after his death, the gates of Heaven opened wide for him.
4. But, the Moving Finger writes even in Heaven. So, it came to pass that the aerial messenger who took charge of the man made a mistake and found him a place in Workers' Paradise.
5. In this Paradise you find everything except leisure.
6. Here men say: "God! We haven't a moment to spare." Women whisper: "Let's move on, time's a flying." All exclaim: "Time is precious." "We have our hands full, we make use of every single minute," they sigh complainingly, and yet those words make them happy and exalted.
7. But this newcomer, who had passed all his life on Earth without doing a scrap of useful work, did not fit in with the scheme of things in Workers' Paradise. He lounged in the streets absently and jostled the hurrying men. He lay down in the green meadows, or close to the fast-flowing streams, and was taken to task by busy farmers. He was always in the way of others.

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8. A bustling girl went every day to a silent torrent (silent, since in the Workers' Paradise even a torrent wouldn't waste its energy singing) to fill her pitchers.

9. The girl's movement on the road was like the rapid movement of a skilled hand on the strings of a guitar. Her hair was carelessly done, inquisitive wisps peeped often over her forehead to peer at the dark wonder of her eye.

10. The idler was standing by the stream. As a princess sees a lonely beggar and is filled with pity, so the busy girl of Heaven saw this one and was filled with pity.

11. "A – ha!" she cried with concern. "You have no work in hand, have you?"

    The man sighed. "Work! I've not a moment to spare for work."

12. The girl did not understand his words, and said, "I shall spare some work for you to do, if you like."

13. The man replied: "Girl of the silent torrent, all this time I have been waiting to take some work from your hands."

14. "What kind of work would you like?"

15. "Will you give me one of your pitchers, one that you can spare?"

16. She asked: "A pitcher? You want to draw water from the torrent?"

17. "No, I shall draw pictures on your pitcher."

18. The girl was annoyed.

19. "Pictures, indeed! I have no time to waste on such as you. I'm going." And she walked away.

20. But how could a busy person get the better of one who had nothing to do? Every day they met and every day he said to her, "Girl of the silent torrent, give me one of your clay pitchers. I shall draw pictures on it!"

21. She yielded at last. She gave him one of her pitchers.

22. The man started painting. He drew line after line, he put colour after colour.

23. When he had completed his work, the girl held up the pitcher and stared at its sides, her eyes puzzled.

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24. Brows drawn, she asked: “What do they mean, all those lines and colours? What is their purpose?”

25. The man laughed.

26. “Nothing. A picture may have no meaning and serve no purpose.”

27. The girl went away with her pitcher. At home, away from prying eyes, she held it in the light, turned it round and round and scanned the painting from all angles. At night she moved out of bed, lighted a lamp and scanned it again in silence. For the first time in her life she had seen something that had no meaning and no purpose at all.

28. When she set out for the torrent the next day, her hurrying feet were a little less hurried than before. For a new sense seemed to have awakened in her, a sense that seemed to have no meaning and no purpose at all.

29. She saw the painter standing by the torrent and asked in confusion:

30. “What do you want of me?”

31. “Only some more work from your hands.”

32. “What kind of work would you like?”

33. “Let me make a coloured ribbon for your hair,” he answered.

34. “And what for?”

35. “Nothing.”

36. Ribbons were made, bright with colours. The busy girl of Workers' Paradise had now to spend a lot of time every day tying the coloured ribbon around her hair. The minutes slipped by, unutilized. Much work was left unfinished.

37. In Workers’ Paradise, work had, of late, begun to suffer. Many persons who had been active before were now idle, wasting their precious time on useless things such as painting and sculpture.

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38. The elders became anxious. A meeting was called. All agreed that such a state of affairs had so far been unknown in the history of the Workers' Paradise.

39. The aerial messenger hurried in, bowed before the elders and made a confession.

40. "I brought a wrong man into this paradise," he said. "It is all because of him."

41. The man was summoned. As he came the elders saw his fantastic dress, his quaint brushes, his paints, and they knew at once that he was not the right sort for Workers' Paradise.

42. Stiffly the president said: "This is no place for the like of you. You must leave."

43. The man sighed in relief and gathered up his brush and paints. But as he was about to go, the girl of the silent torrent came up tripping and cried,"Wait a moment! I shall come with you."

44. The elders gasped in surprise. Never before had a thing like this happened in Workers' Paradise - a thing that had no meaning and no purpose at all.

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I. GLOSSARY:

whim	:	sudden desire
quaint	:	fanciful/attractive in an unusual way
linger	:	continue to exist longer than expected
ply	:	(here) read, study
Moving Finger	:	fate, destiny
aerial messenger	:	God's messenger
exalted	:	feel delighted or elated
jostle	:	to push roughly against
bustling	:	moving in a hurried way
absently	:	without concentrating on what is happening.

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions. (choose the answer from the alternatives given below)

1. "The man indulged in mad whims." Who considers the man's work as "mad whims?"

   a) The man himself b) the writer

   c) the people in workers' paradise

2. Explain the comparison in para 3.

   a) "Some boys" compared to .....

   b) "They are not studying" compared to .....

   c) "Yet passing in the test" compared to .....

3. When the men say "We haven't a moment to spare" (para 6) it means that

   a) they are over-burdened with their work

   b) they are happy and proud to be so busy

   c) they are indifferent

4. Why is the torrent in the workers paradise silent?

5. "The girl's hair was carelessly done." (para 9) This indicates that

   a) she was interested only in her work

   b) she did not like to dress her hair properly

   c) she was unaware of any sense of dressing

6. Why did the "girl of the silent torrent" feel sorry for the man?

7. "The girl scanned the painted pot at home secretly." (Para 27) This line indicates that

   a) the girl was impressed by art and beauty

   b) the girl did not want the artist to know that she was impressed by his work.

   c) the girl was afraid of the elders' rebuke for wasting her time

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8. “The hurrying feet” of the girl became “less hurried” because

a. she became lazy like the man

b. she was attracted by art

c. she was trying to re-arrange priorities

d. the meaningless was slowly becoming meaningful

9. Why did the elders of the Workers’ Paradise become anxious?

10. The girl follows the man out of the Workers’ Paradise. This suggests that the girl

a. was bored with workers’ paradise

b. was fascinated with the man’s skill in painting

c. saw new possibilities open-up before her

11. What does the line “the man never believed in mere utility” mean?

12. What changes occur in the girl’s behaviour/attitude at the following stages in the story :

a. Before she agreed to give her pitcher to the wrong man

b. After she gave her pitcher to the wrong man

c. When the wrong man offered to make ribbons for her

d. When she followed the wrong man out of the workers paradise

13. At the end of the story, there is a complete change in the girl’s attitude to life. Who should the credit go to?

(is it to the idler–artist’s ability to impact others? or is it the girl’s readiness and the open–mindedness to change?)

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B. Close Study.

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

1. "But the Moving Finger writes even in heaven."
   a) What does "Moving Finger" mean here?
   b) What figure of speech is used in "Moving Finger"?
   c) What does the sentence mean in the context?
2. "As a princess sees a lonely beggar and is filled with pity, so the busy girl of heaven was filled with pity."
   a) Who is compared to a lonely beggar?
   b) Why was the girl filled with pity?
   c) How did the girl offer to help him?
3. "When she set out for the torrent the next day, her hurrying feet were a little less hurried than before."
   a) What had happened the previous night?
   b) What does "hurrying feet" suggest?
   c) Why did they become less hurried?

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III. PARAGRAPH WRITING :

Discuss the answers to the following questions in pairs or groups of four. Individually note down the important points for each question, and then develop the points into one paragraph answers.

1. Men in Workers' Paradise say "God! We haven't a moment to spare" (para 6)

   The man says, "I haven't a moment to spare for work" (para 11)

   Keeping in mind the above statements, contrast the attitude of the men in the paradise with that of the man (artist).
2. There are two worlds in the story: the world of the idler–artist and the world of the inhabitants of the Workers' Paradise. Which world is better? Why?
3. Have a debate in the classroom on the following topic.

Aesthetics V/s Utility

You can make use of the following points:

a. Art for the sake of art X Art for making money

b. Knowledge for the sake of knowledge X Knowledge for the sake of a job

c. Man is not satisfied with bread alone.

IV. VOCABULARY EXERCISES :

Antonyms

Fill in the blanks with the antonyms of the words underlined:

1. The people <u>utilize</u> every minute of their life. Whereas the man_____ his time.
2. The <u>busy</u> farmers laughed at the _____artist.
3. Some students <u>always</u> work hard but many _____do so.
4. Every individual must have <u>confidence</u> in his abilities. However, we notice _____in many individuals.
5. The workers thought that the artist was <u>worthless</u> whereas the girl of the silent torrent considered him _____.

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V. LANGUAGE ACTIVITIES :

A. Dictionary work

Work in pairs and find out the meaning of the following phrasal verbs in a dictionary. Use them in sentences of your own:

run away	go about	take aback
run down	go away	take off
run into	go ahead	take on
run out	go through	take over
run around	go along	
	go into	

B. Given below are some idioms and phrases used in the short story. Work in pairs. Spot them in the story and use them in sentences of your own.

indulge in	take charge of	shake off
take to task	get the better of	set out for
come to pass	be filled with	laugh at

C. Sub-skills of reading:

The purpose of reading a passage / text determines the way we read it. We just look at the main points if we want general information (what the passage/text is about). This is called skimming. We go through the details if we want specific information. This is called scanning.

i) Skimming

Read the following news item :

A Korean airbus with 199 passengers crashed 5 km away from Tripoli airport in Libya today and burst into flames, killing at least 100 people. The official Libyan News Agency, Jana, said that the plane fell on two houses, killing four persons in one of them. Jana reported that 80 to 100 people including the captain survived the crash. The crash occurred at 7 am local time, 25 minutes before the expected time of landing.

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Select an appropriate heading for the news item from the choices given below. Justify your choice to your partner.

1. Hundred feared killed in plane crash
2. Plane crashes before landing
3. Tragedy near Tripoli
4. Captain survives plane crash
5. Plane falls on houses
6. Airbus in flames.

ii) Scanning

Study the following Railway Time-table at the Bengaluru Railway Station and answer the questions given below:

Name of the train	Time of Departure	Destination	Time of Arrival	Days
Golgumbaz Exp	19-45	Vijayapura	10-30	Mon,Wed, Fri
Siddaganga Exp	13-00	Hubballi	21-00	Daily
Brindavan Exp	06-00	Chennai	13-30	Sun,Tue, Thu

1. What time does Gol Gumbaz Express reach Vijayapura?
2. What Express goes to Chennai?
3. Can I get a train to Vijayapura on Tuesday?
4. What is the destination of Siddaganga Express?
5. What time does Siddaganga Express leave Bengaluru?

VI. SPEAKING ACTIVITIES :

A. Role Play

Look at the conversation in the story between the girl and the man from

1. Paragraph 11 to paragraph 19
2. Paragraph 20 to paragraph 26
3. Paragraph 30 to paragraph 35.

Work in pairs. One of you take the role of the man and the other of the girl and read out the conversation to each other.

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B. Making Requests

"Will you give me one of your pitchers?" the man asked the girl. This is a request.

There are other polite ways of making a request:

"Would/could you give me _____?"

"Will you please give me _____?"

"Would / do you mind if I use your _____?"

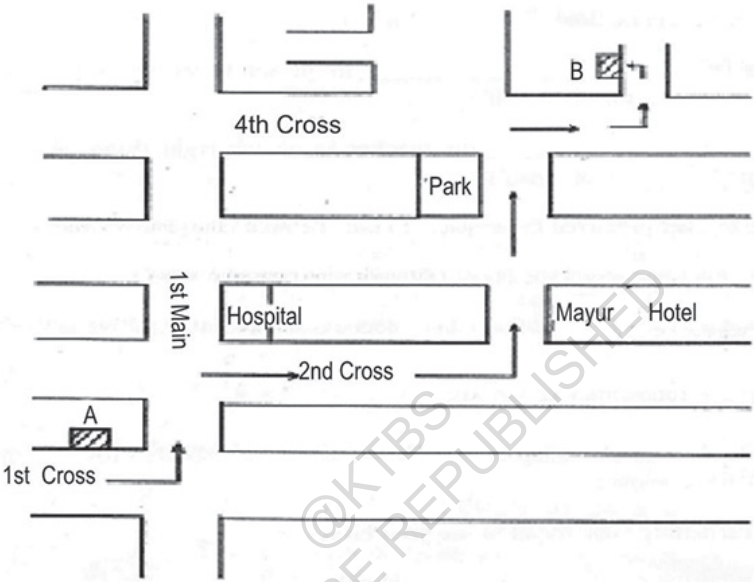
Now work in pairs and make suitable requests for the situations given below.

1. Your car breaks down in the middle of a busy road. You stop a biker and his friend on the pillion and ask them to help you push the car to a side.

2. Your grandfather is critically ill, he is counting his days. You want to be with him for some time. Request your Headmaster for 15 days' leave of absence.

C. Giving Directions:

Give directions to your friend to get to point B from point A as marked on the given map using all the landmarks on the way.



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D. Conversation :

Peter plans to spend a week in Ooty with his family. He approaches a travel agent to make arrangements for the trip. Use the clues given below and develop a conversation between Peter and the travel agent. First, complete the conversation, and then role play it.

Travel agent: Hello Sir, welcome to the Rainbow Travel Agency. What can I do for you?

Peter : _____ (gives his plan)

T.A. _____ (claims to provide the best facility to a family)

Peter : Oh! I see. Wonderful. I want accommodation_____

T.A. _____ (asks about duration of stay)

Peter : _____

T.A. _____ (explains sight seeing facility)

Peter : Yes, not a breezy visit. Spend some time. Children interested in boating and horse riding

T.A. (Agrees) _____ . Lodging facility available in 2nd week of April

Peter : (Accepts)_____cash or credit card?

T.A. (Both) _____Thanks.

Peter : Hope your stay is unforgettable and enjoyable.

VII. PROJECT :

Work in pairs on one of the following topics (Your teacher will guide you).

a) Collect information on Leonardo-da-Vinci from the Internet or Encyclopaedia and make an oral or a Power Point Presentation.

b) Collect pictures of the temples of Belur and Halebidu and display them in your class or on your school notice board.

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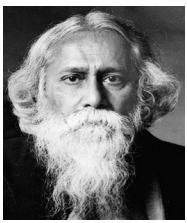
VIII. NOTE ON THE AUTHOR :



Rabindranath Tagore (1861-1941) is our National Poet. He had a multi-faceted personality. He was not only a great poet but also a genius in music, painting, acting, choreography, etc. He was the first Indian to receive the Nobel Prize. He was awarded the honour in 1913 for his *Gitanjali,* a collection of poems.

IX. SUGGESTED READING :

1. "Work" - A poem by D.H. Lawrence
2. "In Praise of Idleness" - An essay by Bertrand Russell.

X. GRAMMAR REVISITED :

A. Fill in the blanks with 'a' or 'an' :

1. His long nose gives him ___ unique feature.
2. Looking at him I said that he must be ___ European.
3. I met him ___ year ago.
4. Walk fast. You are ___ young person, not ___ old man.
5. It was ___ unanimous decision.
6. *Ivanhoe* is ___ historical novel.
7. We had ___ hour of English.
8. Modesty is ___ womanly grace.
9. The Cyclop was ___ one-eyed monster.
10. My sister is ___ M.A in English.
11. Satish was ___ N.C.C. cadet.
12. On his doctor's advice, he had ___ X-ray taken.
13. This doctor is ___ F.R.C.S.
14. My name begins with ___ "H"
15. It surely was ___ historical event.

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B. Fill in the blanks with <u>a</u>, <u>an</u>, <u>or</u> <u>the</u> wherever necessary (Note : there are some blanks where an article is not required).

1. There is ___ fly in ___ coffee.
2. ___ book you wanted is not in the library.
3. ___ cow is ___ useful animal.
4. ___ Mount Everest is ___ tallest peak in ___ Himalayas.
5. "Where is Esther?" She has gone to ___ school.
6. ___ Cauvery flows into ___ Bay of Bengal.
7. I love stories from ___ Ramayana and ___ Mahabharata.

8. *Hamlet* is ___ greatest tragedy of ___ Shakespeare.
9. Joshua plays ____ piano well. So his parents bought him ____ new piano.
10. The climax is in ___ 10th chapter, not in ___ chapter 9.
11. My uncle who was very ill last week, is still in ___ hospital. If you go to ___ hospital you can see him.
12. I am going to ___ market to buy vegetables. You cannot come with me because you have to go to ___ school.
13. "Dad, is ___ aunt coming with ___ uncle?"
14. ___ kindness is a great virtue. I cannot forget ___ kindness he showered on me.
15. ___ English is ___ universal language. I learnt English at ___ school.

C. Fill in the blanks with suitable prepositions.

1. This table is made —— wood.
2. I expected —— him a better performance.
3. He is a man —— a fine sense of humour.
4. I saw a beautiful girl —— a limp.
5. The purse fell out —— his pocket.
6. She often quotes —— Shakespeare.
7. Our examinations begin —— 15th April.
8. I had a message —— a friend.
9. He hit her —— the head with a bottle.
10. Neeta was angry —— what I had said.
11. This is an idea I entirely agree ——
12. Please convey my best wishes —— him.
13. He enquired —— me what he should do.
14. Please inform me —— the details of the scheme.
15. I request you to intimate —— me what he should do.

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16. Students must opt — two of the three courses offered.

17. He prayed —— God for help.

18. They presented him — a gold watch.

19. Please refer —— your letter of July.

20. This figure is wrong; please strike it ——

D. Fill in the blanks with suitable Articles or Prepositions:

It's Never Too Late

East Taiwan consists of Hualien and Taitung countries. —— area covers 8143 square kilometers, about one - fifth of Taiwan's total area, but has —— population of only 610000 or just three percent —— the population of Taiwan. Communities are usually found —— the few scattered flat areas. —— administration centers, Hualien City and Taitung City, are located —— —— north and south of —— area respectively.

Apart from these two cities, there are more than 20 towns and villages scattered throughout —— area, so you will not find yourself alone while traveling.

East Taiwan faces —— Pacific Ocean and is bounded —— the west —— the Central Range —— 170-km-long Coastal Range bisects —— region, running parallel — —— coast.

—— total length —— east Taiwan's coastline is over 300 kilometers. Numerous scenic places are to be found —— —— exceptional geographical environment. —— region also encompasses two islands lying just —— —— coast opposite Taitung County, Green Island and Orchid Island.

—— tiny islands, only 16 square kilometers and 46 square kilometers respectively, have some marvelous scenery both—— and—— —— high water mark.

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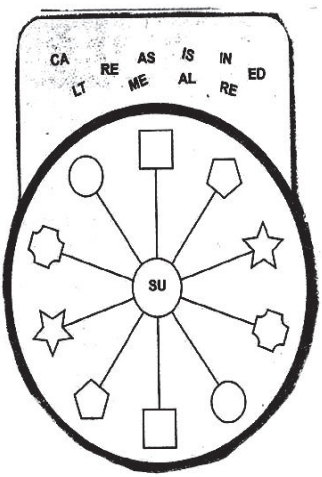
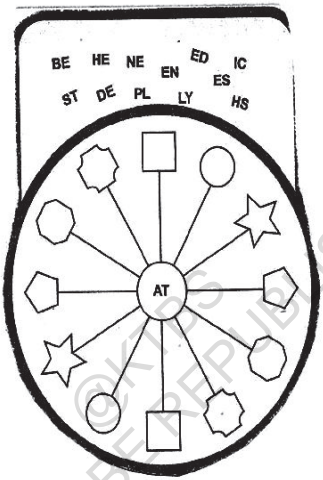
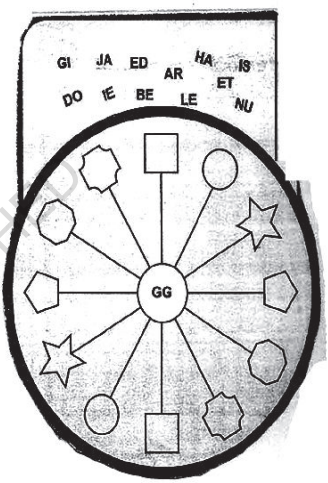
XI. FUN WITH LANGUAGE.

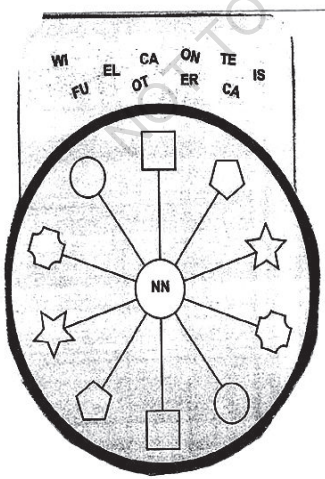
COUPLETS

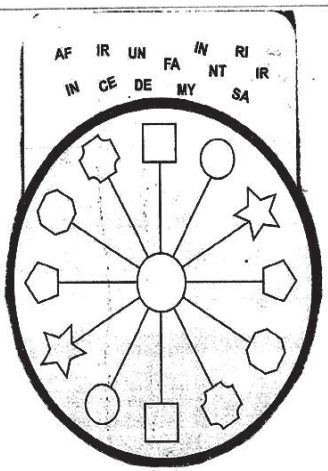
The grid below shows a central circle surrounded by shapes. Can you place each set of two-letter groups, one per shape, so that every set of three (the central circle, plus the two matching shapes diagonally opposite one another) forms a six letter word? Whichever pair of letters you place in the central circle will appear in the middle of every word. In some cases, you have already been given the middle letters.











(Source: "Ultimate Family Puzzles- Words")

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Lesson 2

The Elixir of Life

M5Z4E6

- C.V. Raman

Pre - Reading Activity :

It is said that if the Third World War breaks out it will be for the sake of water. Do you agree? Discuss in pairs.

1. Man has through the ages sought in vain for an imaginary elixir of life, the divine amrita, to confer immortality. But the true elixir of life lies near to our hands, for it is the commonest of all liquids, plain water!

2. I remember one day standing on the line which separates the Libyan Desert from the Valley of the Nile in Egypt. On one side was visible a sea of billowing sand without a speck of green or a single living thing anywhere visible on it while on the other side lay one of the greenest, most fertile and densely populated areas to be found anywhere on the earth, teeming with life and vegetation. What made this wonderful difference? Why, it is the water of the River Nile flowing down to the Mediterranean from its sources a couple of thousands of miles away.

3. Geologists tell us that the entire soil of the Nile valley is the creation of the river itself. It was brought down as the finest silt in its flood waters, from the highlands of Abyssinia and from remote Central Africa, and laid down through the ages in the trough through which the Nile flows into the sea. Egypt, in fact, was made by its river. Its ancient civilization was created and is sustained by the life-giving waters which come down year after year with unfailing regularity.

4. I give this example and could give many others to emphasise that this common substance which we take for granted in our every-day life is the most potent and the most wonderful thing on the face of our earth. It has played a role of vast significance in shaping the course of the earth's history and continues to play the leading role in the drama of life on the surface of our planet.

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5. There is nothing which adds so much to the beauty of the countryside as water, be it just a little stream trickling over the rocks or a little pond by the wayside where the cattle quench their thirst of an evening. The rain-fed tanks that are so common in South India-alas often so sadly neglected in their maintenance-are a cheering sight when they are full. They are, of course, shallow, but this is less evident since the water is silt-laden and throws the light back, and the bottom does not therefore show up. These tanks play a vital role in South Indian agriculture. Some of these tanks are surprisingly large and it is a beautiful sight to see the sun rise or set over one of them. Water in a landscape may be compared to the eyes in a human face. It reflects the mood of the hour, being bright and gay when the sun shines, turning to dark and gloomy when the sky is overcast.

6. One of the most remarkable facts about water is its power to carry silt or finely-divided soil in suspension. This is the origin of the characteristic colour of the water in rain-fed tanks. This colour varies with the nature of the earth in the catchment area and is most vivid immediately after a fresh inflow following rain. Swiftly flowing water can carry fairly large and heavy particles. The finest particles, however, remain floating within the liquid in spite of their greater density and are, of course, extremely small, but their number is also great.

7. The flow of water has undoubtedly played a great part and a beneficent one in the geological processes by which the soil on the earth's surface has been formed from the rocks of its crust. The same agency, however, under appropriate conditions, can also play a destructive part and wash away the soil which is the foundation of all agriculture, and if allowed to proceed unchecked can have the most disastrous effects on the life of the country. The problem of soil erosion is one of serious import in various countries and especially in many parts of India. The conditions under which it occurs and the measures by which it can be checked deserve the closest study.

8. Soil erosion occurs in successive steps, the earliest of which may easily pass unnoticed. In the later stages, the cutting up and washing away of the earth is only too painfully apparent in the formation of deep gullies and ravines which make all agriculture impossible. Sudden bursts of excessively heavy rain resulting in a large run off of surplus water are the principal factors in causing soil erosion. Contributory

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causes are the slope of the land, removal of the natural protective coat of vegetation, the existence of ruts along which the water can flow with rapidly gathering momentum, and the absence of any checks to such flow. Incredibly large quantities of precious soil can be washed away if such conditions exist, as is unhappily too often the case.

9. The menace which soil erosion presents to the continuance of successful agriculture is an alarming one in many parts of India, calling urgently for attention and preventive action. The terracing of the land, the construction of bunds to check the flow of water, the practice of contour cultivation and the planting of appropriate types of vegetation are amongst the measures that have been suggested. It is obvious that the aim should be to check the flow of water at the earliest possible stage before it has acquired any appreciable momentum and correspondingly large destructive power.

10. Water is the basis of all life. Every animal and every plant contains a substantial proportion of free or combined water in its body, and no kind of physiological activity is possible in which the fluid does not play an essential part. Water is, of course, necessary for animal life, while moisture in the soil is equally imperative for the life and growth of plants and trees. The preservation and utilisation of water is thus fundamental for human welfare. Apart from artesian water the ultimate source in all cases is rain or snowfall. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same. The problems of soil erosion and of inadequate or irregular rainfall are closely connected with each other. It is clear that the adoption of techniques preventing soil erosion would also help to conserve and keep the water where it is wanted, in other words, on and in the soil, and such techniques therefore serve a double purpose.

11. It is evident however that in a country having only a seasonal rainfall an immense quantity of rainwater must necessarily run off the ground. The collection and utilization of this water is, therefore, of vital importance. Much of it flows down into the streams and rivers and ultimately finds its way to the sea. Incredibly large quantities of the precious fluid are thus lost to the country. The harnessing of our rivers, the waters of which now mostly run to waste, is a great national problem which must be considered and dealt with on national

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lines. Vast areas of land which at present are mere scrub jungle could be turned into fertile and prosperous country by courageous and well-planned action.

12. Closely connected with the conservation of water supplies is the problem of afforestation. The systematic planting of suitable trees in every possible or even in impossible areas, and the development of what one can call civilized forests, as distinguished from wild and untamed jungles, is one of the most urgent needs of India. Such plantation would directly and indirectly prove a source of untold wealth to the country. They would check soil erosion and conserve the rainfall of the country from flowing away to waste.

13. The measures necessary to control the movement of water and conserve the supplies of it can also serve subsidiary purposes of value to the life of the countryside. By far the cheapest form of internal transport in a country is by boats and barges through canals and rivers. We hear much about programmes of rail and road construction, but far too little about the development of internal waterways in India. Then, again, the harvesting of water supplies usually also makes possible the development of hydroelectric power. The availability of electric power would make a tremendous difference to the life of the countryside and enable the rural economy to be improved in various directions. In particular, it would enable underground water to be tapped to a greater extent than at present, and thus help to overcome the difficulties arising from irregularity or inadequacy of other sources of supply.

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14. In one sense, water is the commonest of liquids. In another sense, it is the most uncommon of liquids with amazing properties which are responsible for its unique power of maintaining animal and plant life. The investigation of the nature and properties of water is, therefore, of the highest scientific interest and is far from an exhausted field of research.

I. GLOSSARY:

elixir	:	a liquid substance with a magical power to prolong life indefinitely.
billowing	:	spreading over a large area.

speck	:	a very small mark.
silt	:	sand, mud etc., carried by flowing water and left at the mouth of a river.
sustained	:	kept alive
potent	:	powerful
suspension	:	the state of water with very small particles of sand and other particles
catchment area	:	an area which collects plentiful rainfall.
precipitation	:	separation of solid substances from liquid
alluvial	:	areas created with matter deposited by rivers
crust	:	hard surface or outer covering
successive	:	happening one after the other
menace	:	threat
substantial	:	large in size, value, or importance
gullies and ravines	:	channels made by running water
terracing	:	preparing different levels
ruts	:	deep paths
contour cultivation	:	cultivation along the same level of elevation to prevent erosion
momentum	:	speed
imperative	:	important
conservation	:	preventing from going waste
artesian water	:	underground water springing from a hole
harnessing	:	controlling and putting into use
scrub jungle	:	forest consisting of stunted trees
afforestation	:	the process of planting areas of land with trees
civilized forests	:	man - made forests
subsidiary	:	secondary or less important
barges	:	large boats with flat bottoms

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II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions.

1. What is the imaginary elixir of life?
2. What, according to the writer is the real elixir of life?
3. What is the "wonderful difference" the writer talks about in paragraph 2?
4. What brought about this wonderful difference?
5. What is the "cheering sight" mentioned in paragraph 5?
6. a. What does the writer compare water in a landscape to?

   b. Why does he make this comparison?
7. How does the water in rain-fed tanks get its colour?
8. What is the main cause of soil erosion?
9. What other factors add to the erosion of precious soil?
10. How can soil erosion be prevented?
11. How does prevention of soil erosion serve a double purpose?
12. What are the two sources of water mentioned in paragraph 10?
13. The land formed of silt in alluvial areas is always fertile. (Say whether the statement is True or False)
14. ———— takes place when water carrying silt mixes with the salt water of the sea. (Complete the sentence with the appropriate word)
15. Planting of appropriate type of vegetation will result in :

    a. the continuance of successful agriculture.

    b. the terracing of the land.

    c. preventing environmental pollution.

    d. reducing the momentum of the flow of water.

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16. What does the writer mean by “civilized forests”?

17. Mention any two advantages of civilized forests.

18. How will development of hydro-electric power help to overcome inadequacy of water supply?

19. Complete the following sentences with appropriate details:

a. The Nile Valley is the creation of ——

b. ——— are a “cheering sight.”

c. A remarkable feature of water is its power to carry ——

d. It is the silt which gives — to the water in rain-fed tanks.

e. —— is the foundation of all agriculture.

f. Ruts are formed by ———

g. Terracing of lands helps in ——

h. Indian agriculture depends heavily on ———

i. ——— would enable the overall development of rural economy.

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B. Close Study

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

1. Much of Indian agriculture depends on seasonal rainfall and is therefore very sensitive to any failure or irregularity of the same.

   a. In what context does the writer say these words?

   b. What does “same” refer to?

   c. Why is Indian agriculture “very sensitive”?

2. Closely connected with the conservation of water supplied is the problem of afforestation. The systamatic planting of suitbale trees in every possible or even in impossible areas and the development of what one calls civilized forests.

a. What is the propblem of afforestation?

b. What does civilized forest mean?

c. Why is afforestation an urgent need for India?

III. PARAGRAPH WRITING :

Discuss in pairs/groups of four each and answer the following questions. Note down the important points for each question and then develop the points into one - paragraph answers.

1. How does C.V. Raman show that water is the real elixir of life?

2. What are the various causes of soil erosion? How can we prevent it?

3. What does C.V. Raman say about rain-fed tanks?

IV. VOCABULARY EXERCISES:

A. Match the words in group A with their meanings/explanations in group B.

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1. teeming with	a. systematic planting of suitable trees
2. precipitation	b. area created with matter deposited by rivers
3. harnessing	c. controlling and using
4. alluvial area	d. planting trees.
5. catchment	e. wearing away gradually
6. civilised forests	f. coming one after the other
7. afforestation	g. full of
8. artesian	h. separation of solid matter from a liquid

9. successive i. spring /underground water

10.erosion j. an area which collects plentiful rainfall .

B. Fill in the blanks with the antonyms of the words underlined.

1. The rain-fed tanks are_____, not **deep.**
2. The authorities who talk about **afforestation** are actively engaged in _____
3. The **rural** students have fared better than their _____ counterparts.
4. It is a big tragedy that **fertile** minds are engaged in a _____debate.
5. The fruits were **fresh,** but the cream was_____
6. _____monuments are aesthetically displayed in a **modern** setting.
7. In his writings, it is difficult to segregate **fact** from _____
8. The joy in the new found **prosperity** made them forget their days of_____
9. When he saw her **courage** he felt ashamed of his own _____
10. We need to **overcome** our temptation, not_____to it.

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V. LANGUAGE ACTIVITIES :

A. Develop the flow chart into a paragraph- Process Writing:

The following flow chart gives you the process of pickling tender mangoes. Using the information in the flow chart given below, write a paragraph describing how pickle is prepared.

1 kg of small, fresh tender mangoes → washed and cleaned → to drain the water, mangoes wiped with a clean towel →

mixed with enough salt and kept in a jar → jar covered with a piece of cloth and tied tightly → left for 15 days →

mixture stirred with a clean, dry wooden ladle on 3, 4 6, and 8 days. → mangoes shrunk and turned to pale yel-low → 3/4 of a cup of mustard powder and 50 gms of red chilly powder along with boiled, cooled salt water or mixed into a paste. → mangoes mixed with this paste. →

mixture kept again in an air-tight container. Ready for use in 3 months.

Caution: Clean dry spoon to be used.

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[NOTE : You may use the following expressions to make your descriptions precise.]

1 First,... Next .... Once this is done.... Then.... Finally ..... etc....

B. Report Writing (to be presented in the next class)

Imagine you are the Secretary of the Eco Club "NESARA" of your school. You have been asked to present the Annual Report of the activities of the club on the Annual Day of your school. Prepare the report to be read out.

Form groups of four each. Each one reads out his/her report to the group. Make use of the following guidelines :

- Address the guests and introduce the task.
- NESARA - Eco Club - founded in 2006
- Objective - creating awareness about environmental protection among students
- Eco Club - Head Master, the honorary president - Kishore from X B, the president - you from X A, the secretary and five members.
- June 6 - Inauguration - World Environment Day celebrated - well known writer Dr. Narendra Rai Derla, inaugurated. 500 saplings distributed.
- July 17 - Slide show on "Rain Water Harvesting" arranged - noted environmentalist Mr. Shree Padre spoke on the occasion.
- Aug 2 – "Pick Plastic" campaign arranged - members went round the town, picking plastics - placards exhibited - slogans against the growing menace of plastics.
- District-level elocution competition for high school students held on Nov 15 on the topic, "Modern Lifestyle, A Threat to Environment" - Cash prize and certificates awarded.

C. Study the following Pie Chart carefully. It lists the various sectors responsible for gas emissions and their share in creating Global Warming. Using this information write a paragraph in about 100 words on "Global Warming."

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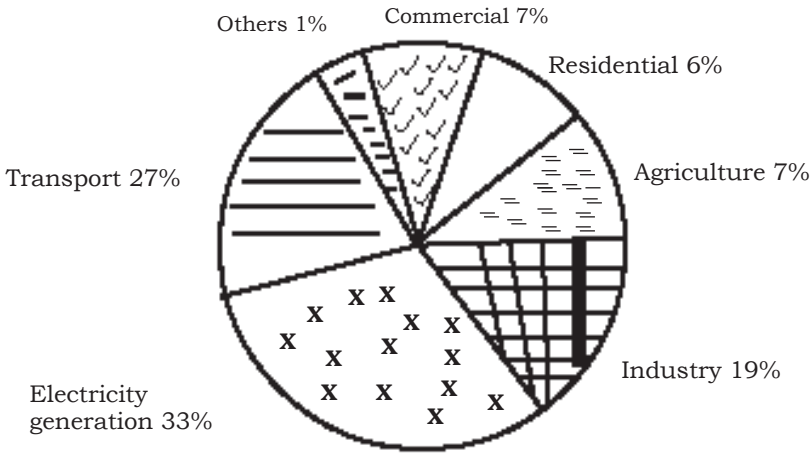

(Source: Internet)

VI. SPEAKING ACTIVITIES :

There are a few words which are commonly mispronounced by the Indian learners of English. The following are some of them.

A. Repeat the following words after your teacher (at least twice). Then, in pairs, practise pronouncing correctly by reading the words aloud to your partner.

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1.	WEDNESDAY	/'wenzdeɪ/	14	DAIS	/'deɪɪs/
2	SCIENCE	/'saɪəns/	15	RESUME (N)	/'rezju:meɪ/
3	CLERK	/klɑ:k/	16	ELITE	/eɪ'li:t/
4	JANUARY	/'dʒænjʊərɪ/	17	YOUNG	/jʌŋ/
5	FEBRUARY	/'febrʊərɪ/	18	CIRCUIT	/sɜ:kɪt/
6	LEISURE	/'leʒə/	19	TIER	/tɪə/
7	CARRIER	/'kærɪə/	20	APEX	/'eɪpeks/
8	CAREER	/kə'rɪə/	21	RESERVOIR	/'rezəvwɑ:/
9	COURIER	/'kʊrɪə/	22	GEAR	/gɪə/
10	VEHICLE	/'vi:əkl/	23	RECEIPT	/rɪ'si:t/
11	AUTOMOBILE	/'ɔ:təməbi:l/	24	RATION	/'ræʃn/
12	FOOD	/fu:d/	25	QUESTION	/'kwestʃən/
13	BURY	/'berɪ/	26	PLAIT	/plæt/

B. In pairs, speak to each other on how you usually spend a Sunday. (Speak for two full minutes)

VII. PROJECT : (Time limit :10 days)

(Your teacher will help you)

Topic: Sharing Cauvery Water with Tamil Nadu.

Task : The class is divided into four groups. Each group focuses on one area of the problem - collects information from different sources, organizes the material and makes an oral/powerpoint presentation to the class.The tasks are given below.

Group I: What are the demands of Tamil Nadu?

Group II: What is Karnataka's stand on this issue?

Group III: What are the judgments given by the Supreme Court and what are the orders issued by the Cauvery River Authority?

Group IV: Interacts with all the three groups, notes down their findings and comes out with suggestions on how the problem can be resolved and makes a presentation to the class.

(Important: ensure objectivity)

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VIII. SUGGESTED READING :

1. *Soil Erosion and Conservation - R.P.C. Morgan*
2. *Soil Erosion and How to Prevent It - Natalie Hyde*
3. *Soil and Water Management Systems - Glenn O. Schwab, D. Frangmeier and William J. Elliot.*
4. *Neela Jala - Karnataka State Resource Centre.*
5. *Water Pollution - Causes, Effects and Control - Dr P.K. Goel.*

IX. NOTE ON THE AUTHOR :

Sir C.V. Raman (1888-1970) had a keen interest in Science even from his boyhood days. For his famous discovery called "The Raman Effect", he was awarded the Nobel Prize for Physics in 1930. King George Knighted him for his contributions to Physics. The Government of India awarded him the Bharat Ratna and the Soviet Union honoured him with the International Lenin Prize in 1957.

X. GRAMMAR REVISITED: Countable and Uncountable nouns.

A. A set of nouns has been given below. Indicate against each of the following nouns, whether it is a countable noun or an uncountable noun. Just put C or U against each word.

B. Make sentences using any ten uncountable nouns.

(**Note:** Uncountable nouns do not take plural forms, they are not preceded by indefinite articles and they always take a singular verb.)

AIR	WATER	MILK	COW	DARKNESS
NIGHT	POEM	POETRY	SOUP	SUNSHINE
SLEEP	BAG	GAME	CRICKET	SMOKE
CIGARETTE	T.V.	MUSIC	WOOD	BRAIN
GRASS	GLASS	ONION	VEGETABLE	GARLIC
BUTTER	CAKE	CHEESE	EGG	MEAT
MUTTON	SHEEP	FLOUR	BAGGAGE	FOOTWEAR
EQUIPMENT	SHIRT	FRIENDSHIP	MOUNTAIN	DIRT
STUPIDITY	FOOLISHNESS	JUSTICE	SAND	SEA
ANIMAL	TRUTH	CHAIR	LOVE	PURITY
BOOK	PAPER	DRINK	FURNITURE	CHAIN
GOLD	SILVER	LAMB	COFFEE	TEA
VESSEL	COPPER	MISCHIEF	WOOL	WHEAT
RICE	SUITCASE	BREAD	PERSONNEL	TUITION
FOOD	SUGAR	NEWS	JAM	STONE
HAIR	VALOUR	SAFETY	HEALTH	WEALTH
BEAUTY	HOMEWORK	PERMISSION	SOAP	ADVICE
RAIN				

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XI. FUN WITH LANGUAGE:

Survivor game:

- Names of ten famous people/professions to be written on slips of paper.

doctor, teacher, engineer, politician, administrator, jawan, farmer, cook, businessman, film actor.

- Each participant chooses one slip randomly.
- They are survivors of a shipwreck; they are in a lifeboat which can take only 9 people. It's about to sink unless one of them jumps overboard.
- Each participant must convince the group of their value to the group and to society in order to save himself/herself.
- When everyone has spoken, each participant votes for the person he/she feels should jump out and gives reasons.

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Lesson 3

The Gift of the Magi

A7A7B4

- O. Henry

Pre - Reading Activity :

> *You must have received many gifts. Which one did you like the most? Why?*

1. One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

2. There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

3. While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at $8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

4. In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

5. The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid $30 per week. Now, when the income was shrunk to $20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

6. Della finished her cry and attended to her cheeks with the powder

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rag. She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only $1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only $1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling-something just a little bit near to being worthy of the honour of being owned by Jim.

7. There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in a $8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

8. Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour within twenty seconds. Rapidly, she pulled down her hair and let it fall to its full length.

9. Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out of the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

10. So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

11. On went her old brown jacket; on went her, old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street.

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12. Where she stopped the sign read: “Mme. Sofronie. Hair Goods of All Kinds.” One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the “Sofronie.”

13. “Will you buy my hair?” asked Della.

14. “I buy hair,” said Madame. “Take yer hat off and let’s have a sight at the looks of it.”

15. Down rippled the brown cascade.

16. “Twenty dollars,” said Madame, lifting the mass with a practised hand.

17. “Give it to me quick,” said Della.

18. Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim’s present.

19. She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation - as all good things should do. It was even worthy of the watch. As soon as she saw it she knew that it must be Jim’s. It was like him. Quietness and value - the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

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20. When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends-a mammoth task.

21. Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

22. “If Jim doesn’t kill me,” she said to herself, “before he takes a second look at me, he’ll say I look like a Coney Island chorus girl. But what could I do-oh! what could I do with a dollar and eighty-seven cents?”

23. At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

24. Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

25. The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two - and to be burdened with a family! He needed a new overcoat and he was without gloves.

26. Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

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27. Della wriggled off the table and went for him.

28. "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again-you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice- what a beautiful, nice gift I've got for you."

29. "You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labour.

30. "Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

31. Jim looked about the room curiously.

32. "You say your hair is gone?" he said, with an air almost of idiocy.

33. "You needn't look for it," said Della. "It's sold, I tell you-sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you.

Maybe the hairs on my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

34. Out of his trance, Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year - what is the difference? A mathematician or a wit would give you the wrong answer. The Magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

35. Jim drew a package from his overcoat pocket and threw it upon the table.

36. "Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

37. White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

38. For there lay The Combs-the set of combs, side and back, that Della had worshipped for long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims - just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

39. But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

40. And then Della leaped up like a little singed cat and cried, "Oh, oh!"

41. Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

42. "Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

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43. Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

44. "Dell," said he, "let's put our Christmas presents away and keep' em awhile. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

45. The Magi, as you know, were wise men — wonderfully wise men — who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the Magi.

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I. GLOSSARY :

Magi (plural) /meɪʤaɪ/: (Magus - singular) the Magi were the wise men who brought gifts to the new born Jesus. According to the Bible, the Magi were three kings (Caspar, Melchoior and Balthazar) who travelled to Bethlehem from somewhere in the East (probably Persia).

bulldozing	: arguing forcefully
imputation	: suggestion
parsimony	: meanness in spending
close dealing	: stingy bargaining
flop down	: fall down
sniffles	: sniffing repeatedly while crying
beggar description	: impossible to describe in words
mendicancy squad	: beggars
vestibule	: entrance
coax a ring	: succeed in making it ring

appertaining there unto: connected or fixed to it

Christmas Eve	: 24 December, the day before Christmas
agile	: active
sterling	: excellent, very good
pier glass / pɪə /	: a tall narrow mirror, designed to hang on the wall
whirl	: turn
queen of Sheba	: the queen who visited Solomon and gave him many rich gifts
airshaft	: a space for ventilating a room
depreciate	: reduce the value of; devalue
King Solomon	: King of Israel in the Old Testament. He was regarded the wisest of men. His court was known for its pomp and splendour
janitor	: caretaker, door keeper
cascade	: waterfall
fluttered	: moved
yer	: your
hashed (adj)	: mixed
ransack	: search
fob	: a chain by which a pocket watch is attached to a waistcoat
chaste	: plain and without much decoration
meretricious	: superficially attractive but of no real value
on the sly	: secretly
prudence	: having good judgment
curling iron	: an instrument used to curl hair

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ravage	: ruin, wreck
mammoth	: huge, extremely large
truant	: someone who shirks his duty or work
Coney Island	: a famous entertainment place on Long Island in New York
chorus-girl	: a girl who dances or sings in a musical comedy
setter	: dog trained to remain motionless at the scent of a bird to be hunted
quail	: a small bird
laboriously	: taking a lot of time
patent	: evident; apparent
trance	: a mental state in which a person is un aware of the environment
enfold	: embrace
discreet	: tactful or careful
inconsequential	: trivial or insignificant
wit	: an intelligent person
nimble	: agile
ecstatic	: very excited and enthusiastic
dark assertion	: mysterious statement
hysterical	: uncontrollable
tress	: hair
coveted	: craved for
adornment	: something decorative
singed	: burnt slightly
ardent	: zealous, keen

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dandy	: too splendid
manger	: an open box from which cattle and horses feed
Babe in the manger	: Infant Jesus
lamely	: unsatisfactorily
chronicle	: story

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions.

1. How did Della save her one dollar and eighty-seven cents?
2. The writer gives details of Jim's flat. Pick out the details.
3. The card bearing the full name of Jim now had only one letter 'D' on it. State whether the statement is true or false.
4. What were the most precious possessions of Jim and Della?
5. How has the writer compared Della's hair to Queen of Sheba's jewels?
6. How has the writer compared Jim's watch to King Solomon's treasures?
7. Why did Della decide to sell her hair?
8. How much money did she get for her hair?
9. What did Della buy for Jim?
10. How was the gift worthy of the watch?
11. The writer says that the platinum chain was like Jim. How?
12. What did Della try to fix before Jim got home?
13. What was Jim's reaction when he saw Della without her lovely hair?
14. What was Jim's gift for Della? Give a brief description of the gift.
15. Were the gifts useful to each other?

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16. How did Della react when she saw Jim's gift for her?

17. Jim and Della both gave up something dear to them. What does it tell us about them?

18. O. Henry's stories often blend humour and pathos. The descrip tion of the card bearing Jim's name is an example of this. Can you identify one more example from the story?

19. Who were the Magi?

20. What is the writer's last word to the wise men of these days?

B. Close Study

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

1. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love.

   a) What does "generosity" refer to?

   b) What repairing work was carried out?

   c) Why was the girl repairing the ravages?

2. A mathematician or a wit would give you the wrong answer.

   a) What is the question alluded to here?

   b) What is the "right" answer?

   c) What is the implied meaning of the statement?

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III. PARAGRAPH WRITING :

Discuss in groups of four each the answers to the following questions. Individually, note down the important points for each question and then develop the points into one-paragraph answers.

1. Why are the gifts of Della and Jim compared to those of the Magi?

2. Write on the appropriateness of the title.

3. Imagine that you are Della and write on the conflict you went through before you sacrificed your hair.

IV. VOCABULARY EXERCISES :

A. Fill in the blanks with the phrases given in the box below.

(beggar description, at last, made for, turn inside out, on the sly, on account of, give way, look for, be on the lookout for, to attend to)

1. Della's despair _____ to ecstatic joy.
2. The take off was delayed _____ the bad weather.
3. We are _____ new opportunities.
4. Her conduct is so strange that it _____.
5. I have some urgent work _____.
6. _____ we reached home.
7. The burglar had _____ the house _____.
8. Della and Jim were _____ each other.
9. The two of them must have been meeting _____.
10. We _____ an improvement in our son's performance this year.

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B. Fill in the blanks with the antonyms of the words underlined.

1. The iron rails ____ in summer and <u>contract</u> in winter.
2. Writing a novel is a <u>laborious</u> process; it is not _____.
3. We should remain calm in ____ as we do in times of <u>prosperity.</u>
4. He is very <u>proud</u> of his team's achievements, but is very _____ about his own glorious achievements.
5. The <u>former</u> option would be much more sensible than the _____ one.
6. In Bengaluru, the value of properties has <u>appreciated,</u> but the quality of life has ____.
7. Investing in shares requires <u>prudence</u>; investing all your money in shares is _____.

V. LANGUAGE ACTIVITIES :

A. Dialogue writing: Pair work

1. Write an imaginary conversation between Della and Jim after they presented gifts to each other.

   You may begin your conversation like this :

   Della : Why are you looking so dull?

   Jim : No, dear. I'm not.

   Della : I told you, my hair will grow fast...

   Jim :

   Della :

   Jim :

   Della :

   Jim :

   Della :

   Jim :

   Della :

   Jim :

   Della :

   Jim :

2. Role play: (One takes the role of Della and the other of Jim) Read out your dialogue to the other pair.

B. Reporting:

Read the following dialogue between Della and Jim carefully and rewrite it in the reported speech.

"Jim darling," cried Della, "don't look at me that way. I had my hair cut off and sold it. It'll grow out again. You won't mind, will you? I just had to do it."

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"You have cut off your hair?" asked Jim laboriously.

"Cut it off and sold it," said Della. "Don't you like me as well anyhow? I'm me without my hair, ain't I?"

"You say your hair is gone?" he said with almost an air of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you - sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Shall I put the chops on, Jim?"

C. Reporting: Oral (Pair work)

Imagine you went for an interview where they asked you the following questions. Tell your partner what questions were asked using indirect speech.

a) What is your name?

b) How old are you?

c) Where do you live?

d) Have you passed the 10th standard?

e) Do you know cycling?

f) Why do you want to work?

g) Why don't you continue your studies?

h) What games do you play?

i) How much salary do you expect?

j) Are you ready to work for a few extra hours, if you are asked to?

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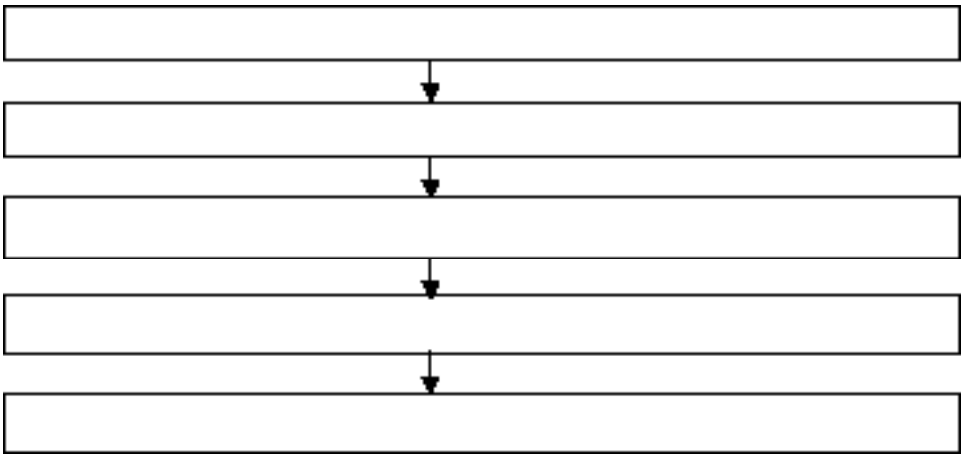
D. In the following set of sentences, the sequencing of events is jumbled. Rearrange them and complete the given flowchart.

1. She listens to other people and changes her mind if it is necessary.
2. My father, on the other hand, is very stubborn.
3. My mother is open-minded; she doesn't stick to one idea.
4. I think they have only one personality trait in common.
5. They are both very giving to my sister and me.
6. If he has an opinion, he refuses to change it.



E. Read the first paragraph of the story carefully. It has seven sentences. The first three sentences are very short (the first sentence has five words, the second, three, the third eight words). They are followed by quite a long sentence (34 words) and the next three sentences are again very short.

Such a mixture is a matter of style. It adds variety to the narration.

i) Can you pick up one more such example from the story?

ii) Can you try writing a paragraph on one of the following using a similar style :

a) Love

b) Friendship

c) Sacrifice?

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F. Letter writing

Imagine that you are a Social Service volunteer and have been camping in a village for ten days. Write a letter about your experience to the Editor of a daily.

VI. SPEAKING :

A. Pronunciation: Pair work

1. Repeat the following words after your teacher. Then, in pairs, read out the words two to three times to each other.

a. The word "comb" is pronounced/kaʊm/. The letter "b" is not pronounced. Similarly, the letter "b" is not pronounced in the following words. In pairs, read the words aloud to each other.

thumb, numb, lamb, climb, tomb, bomb, debt, doubt, limb, plumber, subtle.

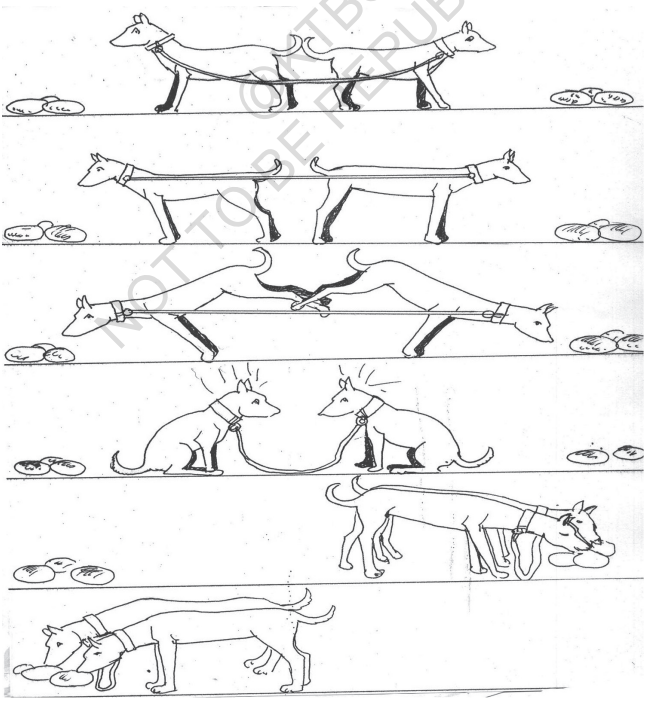
b. The letter "d" is not pronounced in the following words:

Judge, lodge, ledge, budget, ledger, hedge, ridge, bridge, grudge, fridge, drudgery, nudge, handsome, handkerchief, pledge, edge, badge.

c. The letter "h" is not pronounced in the following words:

honest, hour, heir, exhaust, exhibit, honour, ghost, honourable, shepherd, rhyme, honorary, honorarium.

B. Look carefully at the following series of pictures. They tell us a story. In pairs, narrate the story to each other.



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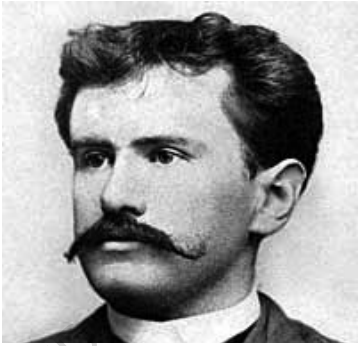
Discuss and write down:

a. The moral of the story

b. A title or a caption for the story.

VII. NOTE ON THE AUTHOR :



O. Henry was the pen name of William Sydney Porter. He was born on September 11, 1862 in Greensboro, North Carolina; and he became famous for his short stories. He started *The Rolling Stone,* a humorous weekly in 1887 and he was writing for *Houston Post*. He wrote a story each week for *New York World*. He has penned more than 600 stories. The first collection of his stories appeared in 1904 in *Cabbages and Kings,* which was immediately popular. Other collections followed, including: *The Four Million* (1906), *The Trimmed Lamp* (1907).

VIII. SUGGESTED READING :

O. Henry : 1. *Cabbages and Kings*

2. *Rolling Stone.*

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IX. GRAMMAR REVISITED :

A. Subject-verb agreement (Refer to Appendix II before doing this exercise)

Fill in the blanks with the suitable forms of the verbs given in brackets :

1. The number of visitors _____ (was/were) really large in the last week's School Day celebrations.
2. The rapidity of these movements _____ (is/are) beyond expectation.
3. Time and tide _____ (wait/waits) for none.
4. Honour or reputation ____ (are/is) dearer than life.
5. The ship with all the passengers ___ (were/was) sunk by the enemy.
6. Intelligence as well as industry ____ (are/is) essential for success in today's competitive world.

7. Neither the hens nor the cock _____ (is/are) in the yard.

8. Either James or I ____ (is/am) going to get the prize.

9. Twenty thousand rupees __ (is/are) the price of a good mobile.

10. The staff ____ (is/are) in a meeting.

11. Mathematics _____ (is/are) my favourite subject.

12. More than one person _____ (say/says) so.

13. Many a flower _____ (wither/withers) unseen.

14. The most readable part _____(are/is) the last three chapters.

15. Ship after ship ____ (are/is) leaving for America.

16. The secretary and treasurer _____ (have/has) called me to the office.

17. He is one of those who ____ (trusts/trust) everyone.

18. Each of the boys _____ (sing/sings) well.

19. Every one of the chocolates ___ (was/were) stale.

20. All of the pies ____ (is/are) spoilt.

21. Some of the pie ____ (is/are) missing.

22. None of the garbage ____ (was/were) picked up.

23. Either of us ____ (is/are) capable of solving the problem.

24. None but fools____ (has/have) ever believed it.

25. One of the students _____ (is/are) absent.

26. Not only the soldiers but also the officer _____ (were/was) drunk.

27. The politician along with the newsman, ____ (is/are) expected shortly.

28. The pair of scissors _____ (belong/belongs) to my uncle.

29. A lot of work _____ (has/have) to be done.

30. I wish I _____ (knew/know) her address.

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B. Inversion

Some phrase-openings require inversion of subject and verb.

E.g. At no time have I seen him so upset.

Make sentences using the following phrase openings. All of them require inversion.

1. Not only _____but _____
2. Not even once _____
3. On no account _____
4. Only by running at full speed _____
5. On no occasion _____
6. So badly _____
7. Seldom _____
8. In no circumstances _____
9. Nowhere _____
10. To such a pitch_____
11. Only on that account_____
12. Only by paying double the money_____

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C. Add suitable question tags to the following statements.

1. You like me just as well, ____?
2. Let's be happy on this Christmas Eve, ____?
3. You like this gift, _____?
4. None can ever count my love for you, _____?
5. It's dandy, ____?
6. Give it to me quick, _____?
7. Come in, ____?
8. Their gifts were no doubt wise ones, _____?
9. They loved each other very much, _____?
10. I look like a Coney Island chorus-girl, _____?

X. LANGUAGE FOR FUN :

A. What is a palindrome?

It's a word, a sentence or a paragraph that reads the same backwards as well as forwards.

Ex. POP, LEVEL, DEED, REFER.

Our first parents in the Garden of Eden must have introduced themselves in palindromic fashion.

"Madam, I'm Adam"

"Eve"

How fast can you recall at least ten palindromic words?

B. The following boxes conceal meaningful phrases. Use your imagination and decipher them.

The answer for the first box is : Half an hour.

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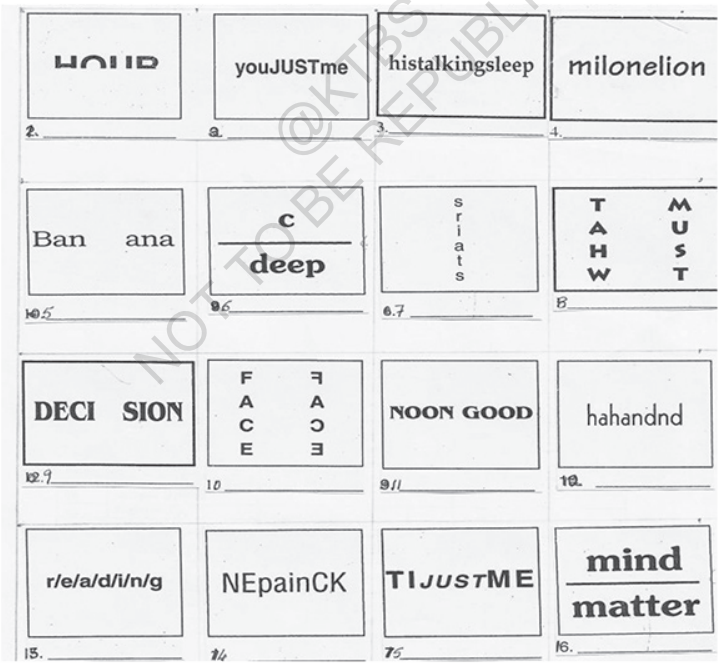


(Source: "Giant Book of Brain Teasers")

Lesson 4

Louis Pasteur, Conqueror of Disease

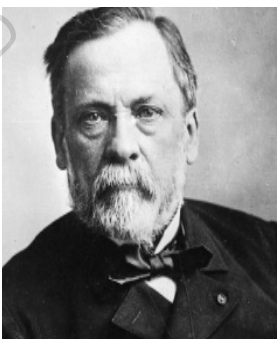
N2C8Q2

- E. H. Carter

(Source: "Pioneers of the Modern World")

Pre-Reading Activity :

In pairs, discuss the following question:
Who, in your opinion, is the greatest scientist? Also say why.



1. On the field of battle in one of his campaigns, Napoleon decorated for bravery a certain tanner named Pasteur. This brave soldier had an equally brave son, Louis Pasteur, born seven years after Waterloo. He was not a soldier, but he was a fighter.

2. He fought disease. He devoted his life to the study of what we sometimes call germs, which men of science call bacteria, a Greek word meaning 'little rods.' Bacteria are vegetable organisms – little rod-shaped plants – which exist in the air, water and soil, and in the bodies of animals and plants; some but not all are the causes of diseases, some convert matter into food for plants.

3. Louis Pasteur had a very busy and interesting life. He not only made some exciting discoveries about germs but he was able to use his discoveries in very practical ways. He worked hard in his laboratory with test tubes and all kinds of experiments, but nearly all the time he was working to help people who were suffering in some special way from disease. Among the people whom Pasteur was able to help were brewers, breeders of silk worms, and cow keepers, all of whom were

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trying to carry on important industries in France. Pasteur was always very proud of being able to help his country in this way.

4. Louis Pasteur, born in a little French country town, was interested in chemistry when he was very young. After studying hard in Paris and showing great promise, he began to teach and lecture as Professor of Chemistry. He became a Professor at Strasburg in Alsace, and he married a wife who was always to be his closest companion and assistant.

5. Pasteur was deeply interested in all the new experiments that were being made in chemistry, and decided to solve some of the difficult problems that were worrying chemists and other scientists. Sometimes he used to sit for hours, quite silent and motionless, thinking hard about one of his difficulties. He found this the easiest way to solve a problem; and when he thought of a solution, his kind, tired looking face would brighten with pleasure and excitement and he would rush round to tell his discovery to his wife and to others who were helping him.

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6. In 1854 Pasteur was appointed Head of a College of Science at Lille, a busy manufacturing town in the north-east of France. He was pleased about this, because he always felt that trades and industries could be helped very much by the researches of men of science. His chance to be useful soon came.

7. Pasteur, as a young chemist, had always been interested in the problems of why and how living things decay, why milk turns sour, why meat goes bad, why wine ferments. He started to give some lectures in Lille on fermentation. One of the chief industries in Lille was

the manufacture of alcohol from beetroot, and he was fortunate in being able to carry out experiments in some of the breweries. One manufacturer consulted Pasteur about his beer, which was turning out badly, and Pasteur by helping this brewer managed to discover all sorts of things that he did not know before about yeast. Yeast is used to make beer foam and bread rise up lightly. Pasteur became certain that yeast was alive, made up of tiny living cells. When these cells were healthy the yeast acted well, but if they were diseased, the yeast and the beer went wrong.

8. After a few years, Pasteur was made Director of Scientific Studies at a famous college in Paris. He was still thinking about decay and yeast and germs and one of the problems that he was trying to answer was this : "Do germs form from other germs, or do they just come of themselves?" People like Pasteur believed that germs were carried in the air and might infect other things that came in contact with them. Others believed in what they called "spontaneous generation" – i.e., they believed that germs had no parents but just occurred by themselves.

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9. Pasteur proved that he was right by a very simple and clever experiment. He put some soup into some bottles and then he boiled it in order to destroy any germs that might already be in the soup. After that he heated and pulled out the neck of each bottle until it formed a long narrow 'neck' with a big bend in the middle. The soup remained there for a long time and it never went bad as it would have done if it had been standing in a bowl in the kitchen. "That," said Pasteur, "is because there are no parent germs in the soup, and they cannot reach it because of the bend in the long tube." So, he took one of the bottles and spilt a little of the soup down the tube so that it settled in

the bend. This soup went bad. We often speak of "dust traps." Well, this bend in the tube was a dust trap, because the dust – which, as we now know, may carry germs with it - could get as far as the bend but no farther, and it settled there and infected the soup.

10. This is only one of many hundreds of experiments which Pasteur made to show how full the air is of dust particles and how germs may be carried by this dust. One very useful experiment was made to show the difference between pure and stale air. Pasteur again filled some bottles with soup. He took some into a little hotel bedroom where the air hardly ever changed, broke their necks off so that the air could enter freely, and after a few minutes sealed them up again. He then took some bottles into a field near by and did the same with them. Finally he opened some on the top of a high mountain and again sealed them up. What was the result? When they were examined, the bottles opened in the hotel bedroom were full of soup which had gone completely mouldy; the bottles opened in the field were mouldy, but not quite so bad; those opened on the mountain had no germs in them at all.

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11. Nowadays, we pay a great deal of attention to pure air, open windows, to freedom from dust, to garden cities. Pasteur was one of the first to show how necessary all these are if we are to fight against germs and disease.

12. Another very useful discovery of Pasteur's while he was working in Paris was the process which we now call, after him, "pasteurization". Some French wine-growers were troubled by a germ which had turned their wine sour. Pasteur showed that by heating the wine, or milk, or whatever it might be to a temperature of 50 or 60 degrees centigrade, the germs were made harmless. Pasteurized milk is milk which has

been treated in this way and then sealed to prevent more germs from entering.

13. Louis Pasteur was what we should call an "all round" scientist. All the research which he did in his laboratories was meant to help his fellow human beings. It would be impossible to imagine Pasteur experimenting with explosives or poison gas.

14. Pasteur founded the branch of science called "bacteriology", or the study of bacteria, and he showed what a wide range it had by studying the bacteria in all sorts of different activities. For three years he spent all his time and energy in tracking down the cause of a disease which had ruined the silkworm industry. He began to believe that most, if not all, infectious diseases were due to certain bacteria which, if they got into the blood, multiplied there and caused disease.

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15. Many other men were working and experimenting against those bacteria which were the enemies of man and which were invisible but present everywhere and always ready to attack. Dr. Jenner in England had already discovered vaccination for smallpox, but 'inoculation' against other diseases had not yet started.

16. Pasteur was trying to discover a cure for the terrible disease called anthrax, which men sometimes get from infected shaving brushes, and which was attacking cows and sheep in France and killing them off very quickly. He found out first of all that a cow could not have anthrax twice. Then he began to wonder whether it would not be possible to make a cow and even a man just a little ill with anthrax, so that they might not get it again. Perhaps this could be done by giving the cows or sheep very weak old germs to make them safe or 'immune' for the

future. One can imagine how dangerous this idea of giving people germs must have seemed in those days. Many scientists were angry about it, but they agreed to allow Pasteur to prove it by a public experiment.

17. So, Pasteur collected some sheep, goats and cows, and divided them into two lots. To one lot he gave injections of his weak anthrax germs. The other lot was left alone. Then on a certain day all the animals were injected with the most deadly anthrax germs that could be produced. On the third day after the experiment, a crowd of people gathered round the sheds to see what had happened to the animals. Pasteur, even though he was so sure of himself, must have felt nervous. All the two dozen animals that had first been protected by the weak germs were perfectly well. The deadly injection had done them no harm at all. Of the other two dozen animals, twenty-two were dead and the other two were dying. When the news spread that Pasteur had discovered a cure for anthrax, hundreds of people wrote to him for supplies of "vaccine" or weak germs, and he had to turn his laboratory into a kind of small germ factory.

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18. Pasteur received many honours from the French Government, and in 1881 he came to a big medical Congress in London. When he walked down the hall, there was a storm of applause. He looked round, thinking that the cheers must be for some royal person, for Pasteur could hardly believe that the applause was meant for him.

19. One of his last experiments was in connection with the terrible disease which attacks a person who is bitten by a dog with rabies, a 'mad' dog as we call it. Pasteur had grown very sure about the power of inoculation, and he decided to try out the same idea in cases of

rabies. At that time nearly every one died who was bitten by a diseased dog. In 1885 Pasteur made his first experiment on a young Alsatian boy who came to him in Paris covered with bites from a mad dog. The boy's mother told Pasteur, "If you can cure animals, you can cure my son." So Pasteur inoculated him with some weak rabies germs and the boy recovered.

20. Although Dr. Jenner had already discovered how to vaccinate against small pox, he did not really understand about bacteria. Pasteur after giving his life to this study was able to prove the value of inoculation, and to find out ways of varying it for different diseases.

21. During the First World War (1914-18), the troops going abroad were inoculated against such diseases as typhoid and enteric fever, and the very low death-rate from these illnesses among the troops, even in unhealthy places, was a great tribute to Pasteur's work.

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22. Pasteur's memory is still honoured in the Institute Pasteur in Paris, where bacteriology is studied by men of all nations. At the opening of the Institute in 1888, Pasteur said, "Two opposing laws seem to me now in contest – the one, a law of blood and death, opening out each day new methods of destruction, forces nations to be always ready for the battle; the other, a law of peace, work and health, whose only aim is to deliver man from the disasters which surrounded him. The one seeks violent conquests, the other the relief of mankind..... Which of these two laws will prevail God only knows; but of this we may be sure, that science in obeying the law of humanity will always labour to enlarge the frontiers of life."

23. Someone who knew Pasteur well in his old age described him thus: "Weary, with deep lines on his face, the skin and beard both white, his hair still thick and nearly always covered with a black cap; the broad forehead wrinkled, marked with the lines of genius, the mouth slightly drawn by paralysis, but full of kindness..... and above all, the living thought which still flashes from the eyes beneath the deep shadow of the eyebrows."

24. On Pasteur's 70th birthday his jubilee was celebrated almost like a national festival. Like Lord Lister, he was honoured in his old age by the scientists of all nations. At the crowded meeting in the great hall of the University of Paris, the old man was too overcome to speak, and his speech was read to the distinguished audience by his son.

25. "The future," he said, "will belong to those who shall have done the most for suffering humanity." To the young students he addressed a special word, 'First ask yourselves, "What have I done for my education?" Then as you advance in life, "What have I done for my country?" 'so that some day that supreme happiness may come to you, the consciousness of having contributed in some measure to the progress and welfare of humanity.'

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26. Pasteur himself certainly knew that happiness. He died in 1895 when he was 75, and no name in science is more honoured or will longer be remembered.

I. GLOSSARY :

campaigns	:	a series of military operations.
decorated	:	gave a medal.
tanner	:	one who makes animal skin into leather.

brewer	: one who makes beer
ferments (v)	: changes by means of a chemical reaction involving yeast or bacteria.
yeast	: a type of fungus (tiny plant) which is used to produce alcohol and also to make breadsoft.
cell	: the smallest unit of a living organism that is able to reproduce and perform other functions.
mouldy	: covered with a soft greenish material (made up of tiny plants) that grows on bread or cheese kept too long in a warm wet place.
track down	: to trace/ to find after a thorough search.
inoculation	: to treat a person or animal against some disease by injecting a weak form of the same disease (a vaccine) into the body.
immune (adj)	: that which cannot be harmed by a disease either because of protective treatment or through the body's natural resistance.
rabies	: a dangerous disease of dogs and other mammals, caused by a virus that can be transmitted through the saliva to humans, causing madness and convulsions.
enteric	: intestinal

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II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly.

1. "Louis Pasteur was not a soldier, but he was a fighter." What does the statement mean?
2. What are bacteria?
3. As a scientist, how was Louis Pasteur unique?
4. How did Pasteur try to solve difficult problems?

5. a) How would Pasteur react whenever he solved a problem?

   b) What does this reveal about him as a person?

6. What discoveries did Pasteur make about yeast?

7. What does “spontaneous generation” mean?

8. Did Pasteur believe in spontaneous generation? If not, what did he believe in?

9. In the statement, “Pasteur proved that he was right…” (para 9), what did he prove?

10. In the second soup experiment (para 10) which soup was the worst, which was the best and which one was better?

11. What is “Pasteurisation”?

12. The writer says," It would be impossible to imagine Pasteur experimenting with explosives or poisonous gas” (para 13). What quality of Pasteur is highlighted here?

13. On what study did Pasteur spend all his time and energy for three years?

14. How is vaccination different from inoculation?

15. What made Pasteur believe that a cow could not have anthrax twice?

16. What made many scientists angry? (para 16)

17. What is rabies?

18. How was Pasteur a better scientist than Jenner?

19. How was the very low death rate among the troops during the First World War a great tribute to Pasteur’s work?

20. At the opening ceremony of Pasteur Institute in Paris, Pasteur talked about two opposing laws.

    a) Which are the two laws?

    b) Which one did he favour?

21. What was his message to young students on the occasion of his 70th birthday celebration?

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22. What is the supreme happiness he talks about?

23. Here are Louis Pasteur's thoughts at various points in the lesson. Read the paragraphs mentioned against each and explain how he came to each conclusion.

a. I am certain that yeast is alive,

made up of tiny living cells (para 7) _____

b. Germs are carried in the air and may _____

infect other things that came in contact _____

with them (paras 8, 9) _____

c. Pure air is different from stale air (para 10)_____

d. Pasteurization makes the germs harmless (para 12)_____

B. Close Study

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

1. "Do germs form from other germs, or do they just come of themselves?"

   a) What did people like Pasteur actually believe about germs?

   b) Which of the two was called "spontaneous generation"?

   c) How did Pasteur prove that he was right?

2. "If you can cure animals, you can cure my son."

   a) What had Pasteur cured the animals of?

   b) What was wrong with the "son" referred to?

   c) Did Pasteur cure the boy? How?

III. PARAGRAPH WRITING :

Discuss in pairs/groups of four each, the answers to the following questions. Individually, note down the important points for each question and then develop the points into one - paragraph answers.

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1. What was troubling the French wine-growers? How did Pasteur solve their problem? What is the name of the process which was the solution to the wine-growers?
2. How did Pasteur develop the idea of immunity?
3. What human qualities of Pasteur do you admire?
4. "All the research which he did in his laboratories was meant to help his fellow human beings." Elucidate.
5. What would have been the fate of humankind if Louis Pasteur had not discovered the vaccine against rabies?

IV. VOCABULARY EXERCISES :

A. Fill in the blanks with the opposites of the words underlined.

1. The machines were busy, but they are _____ now because there is no electricity.
2. Some of the students were interested in the lesson while the rest were _____ in it.
3. We have appointed a new manager because the previous one was _____
4. To maintain one's health one should eat food that is fresh not _____
5. Someone dropped a burning cigarette on the carpet and that was the cause of the fire. The _____ was that the whole building was burned down.
6. The wounded tiger attacked the hunter and he was unable to _____ himself.
7. Our army has checked the enemy's advance, and they have no other option but to _____
8. There is a progressive improvement in the school's results since 2006, thank God it is not _____.

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B. Discuss in pairs the difference between the words in each pair. Frame sentences to bring out the difference.

1. bravery - boldness
2. quite - quiet
3. infectious - contagious
4. clever - intelligent
5. further - farther
6. discovery - invention
7. vaccination - inoculation
8. due to - owing to
9. little - a little
10. between - among

C. Here are some lines from the lesson that tell us about Louis Pasteur. Identify the quality. You can choose the right word from the ones given in the box.

modest, risk-taker, altruistic, idealistic, trustworthy, pacifist, untiring, persuasive.

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1. "……nearly all the time he was working to help people who were suffering in some special way from disease."
2. Pasteur proved that he was right about germs being carried in the air.
3. It would be impossible to imagine Pasteur experimenting with explosives or poison gas.
4. For three years he spent all his time and energy in tracking down the cause of a disease which had ruined the silkworm industry.
5. One can imagine how dangerous this idea of giving people the germs must have seemed in those days.
6. He looked round thinking that the cheers must be for some royal person.
7. The boy's mother told Pasteur, "If you can cure animals, you can cure my son."
8. "…..that science in obeying the law of humanity will always labour to enlarge the frontiers of life."

D. Choose the correct one-word medical terms from the box to the following:

euthanasia, rhinologist, anatomy, autopsy, ophthalmology, physiognomy, asphyxia, antidote, pathologist, epidemic, oculist, amnesia, congenital, anaesthetic, urologist, gerontologist, pediatrics, amputate, panacea, convalescence.

1. The science that deals with the diseases of children
2. One who treats eye diseases
3. Science of the diseases of the eye
4. One who treats the diseases of the nose
5. One who treats the diseases of kidneys
6. A disease that attacks many people at the same time
7. To cut off a part of a person's infected body
8. One who studies the nature and origin of diseases
9. The science of the structure of the human body
10. The study of the human face / the art of judging character from the human face
11. The medicine that produces insensibility
12. Loss of memory
13. Fainting or death due to being deprived of air
14. The examination of a dead body
15. A disease or weakness that one has by birth
16. A remedy for all diseases
17. Killing a person (with an incurable disease) without pain
18. Gradual recovery from illness
19. One who studies the diseases of old age
20. The medicine given to counter act poison.

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V. LANGUAGE ACTIVITIES :

A. Change the following into passive sentences.

1. One manufacturer consulted Pasteur about his beer which was turning out badly.
2. Many believed that germs had spontaneous generation.
3. A simple and clever experiment proved that Pasteur was right about germs.
4. A germ, which had turned their wine sour, troubled some French wine-makers.
5. Dr. Jenner in England had already discovered vaccination for smallpox.
6. Pasteur found out first of all that a cow could not have anthrax twice.
7. When the news spread that Pasteur had discovered a cure for anthrax, hundreds of people wrote to him for supplies of "vaccine."
8. Pasteur inoculated the young boy with some weak rabies germs.

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B. Imagine that you took your grandfather to the doctor and you heard the following conversation. Now report the same to your father.

Grandfather : Doctor, I have a terrible pain in my chest.

Doctor : Well, lie down. I need to check your B.P. and listen to your heartbeat.

Grandfather : Is there any serious problem doctor?

Doctor : I cannot say anything right now. You need to get an ECG done immediately.

C. Which disease?

Study the following example:

Facts about Typhoid

Medical name : Enteric Fever

Causes : Ingestion of contaminated food or water.

Symptoms	: high fever, headache, stomach pain, exhaustion, poor appetite.
Treatment	: Antibiotics
Diet	: Easily digestible bland food, plenty of fluids.
Duration of illness	: 4 - 6 weeks
Recovery period	: 7-10 days
Relapse	: Common.

In pairs, make an information chart like the one above about another common disease you know.

D. Parts of the body such as "head," "eye," "nose" etc., can also be used as verbs.

E.g.: 1. Dr. Arvind heads the group of doctors at Manipal Hospital.

2. That man has been eyeing your suitcase. Be careful.

3. She nosed the car into the traffic.

Now, use the following parts of the body as verbs in sentences. You may look up a dictionary for help. Do it in pairs.

1. elbow	6. knuckle
2. hand	7. shoulder
3. knee	8. thumb
4. toe	9. face
5. teeth	10. mouth.

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E. The following sentences contain wrong collocations. The wrong words have been underlined. Correct the sentences using the appropriate collocations.

1. She had her ears <u>poked</u> when she was just one year old.
2. The victims were <u>charred</u> to death in the fire.
3. In summer, I need to have my hair <u>chopped</u> short.
4. It is the bus driver who <u>committed</u> the accident.
5. Rice production needs to be <u>enhanced.</u>

6. Teacher: I shall not engage my class tomorrow.

7. Fish are reared on a commercial scale.

8. He speaks chaste Kannada.

9. She is a far relation of mine.

10. Parking facilities have been scraped on Ashoka Pillar Road.

VI. SPEAKING ACTIVITIES

A. The following words from the lesson are normally not pronounced properly by many Indian users of English. Repeat the words after your teacher and then, in pairs, read them aloud to each other 3 or 4 times.

1	SCIENCE × SIGNS	/ˈsaɪəns/ × /saɪnz/	13	BREW	/bruː/
2	AIR	/eə/	14	ALCOHOL	/ˈælkəhɒl/
3	SOUR	/ˈsaʊə/	15	BEER	/bɪə/
4	PURE	/pjʊə/	16	DISEASE × DECEASE	/dɪˈziːz/ × /dɪˈsiːs/
5	SURE	/ʃʊə/	17	VEGETABLE	/ˈvedʒɪtəbl/
6	NERVOUS	/ˈnɜːvəs/	18	POSSIBLE	/ˈpɒsəbl/
7	MEASURE	/ˈmeʒə/	19	HONOUR	/ˈɒnə/
8	FERMENT (N)	/ˈfɜːment/	20	POWER	/ˈpaʊə/
9	BATTLE	/ˈbætl/	21	YEARS × EARS	/jɪəz/ × /ɪəz/
10	CURE	/kjʊə/	22	LAWS × LOSS	/lɔːz/ × /lɒs/
11	WERE	/wə/	23	WINE × VINE	/waɪn/ × /vaɪn/
12	STUDENT	/ˈstjuːdənt/	24	FORE-HEAD	/fɔːhed/

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B. WORD - STRESS

When we talk of word stress, we need to understand what a syllable is. A syllable is a unit of a word which consists of one and only one vowel sound which may be followed or preceded by consonants. For example, the Kannada word ಮಗಳು has 3 syllables ಮ (म+अ) ಗ (ग+अ) ಳು (ळ+उ). Similarly, the Hindi word (पानी) has 2 syllables. The English word 'Come' /kʌm/ has only one syllable. (One vowel sound /ʌ/ in the middle preceded and followed by consonants). Most words in English

have more than one syllable. When an English word has more than one syllable, one of the syllables is given an extra force while pronouncing the word.

For example,

the word ¹CArrier has 2 syllables and the first one is stressed

the word ca¹REER has 2 syllables and the second one is stressed

the word poli¹TIcian has 4 syllables and the third one is stressed

the word exami¹NAtion has 5 syllables and the fourth one is stressed

The following are a few words which are generally not pronounced with the right stress by many users of English in India. Repeat the words after your teacher and then in pairs, read out the words to each other 3 or 4 times.

(Note: The short vertical line above and before a particular syllable indicates that the following syllable is stressed.)

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1. LA¹BORATORY	la¹BOratory	17. AD¹JACENT	ad¹JAcent
2. PRE¹PARATORY	pre¹PAratory	18. COM¹PONENT	com¹POnent
3. ¹ATMOSPHERE	¹ATmosphere	19. ¹MONARCHY	¹MOnarchy
4. ¹TEMPERATURE	¹TEMperature	20. OP¹PONENT	op¹POnent
5. DE¹VELOPMENT	de¹VElopment	21. COM¹PETITOR	com¹PEtitor
6. BA¹ROMETER	ba¹ROmeter	22. COMPE¹TITION	compe¹TItion
7. AD¹VERTISEMENT	ad¹VERtisement	23. E¹XECUTIVE	e¹XEcutive
8. UNI¹VERSITY	uni¹VERsity	24. COM¹PLACENT	com¹PLAcent
9. EN¹COURAGE	en¹COurage	25. ¹MESSAGE	¹MEssage
10. ELEC¹TRICITY	elec¹TRIcity	26. ¹PASSAGE	¹PAssage
11. ¹LIBERTY	¹LIberty	27. ¹LUGGAGE	¹LUggage
12. EN¹VIRONMENT	en¹VIronment	28. PHO¹TOGRAPHY	pho¹TOgraphy
13. ACA¹DEMIC	aca¹DEmic	29. A¹CIDITY	a¹CIdity
14 E¹VENT	e¹VENT	30. MU¹SICIAN	mu¹SIcian
15 PO¹LICE	po¹LICE	31. CAS¹SETTE	cas¹SETTE
16. OPPOR¹TUNITY	oppor¹TUnity	32. RESPONISI¹BILTY	responisi¹BIlty

33. MATHE[1]MATICS	mathe[1]MAtics	34. GE[1]OGRAPHY	ge[1]Ography
35. GE[1]OMETRY	ge[1]Ometry	36. DIA[1]BETIC	dia[1]BEtic
37. RE[1]PETITIVE	re[1]PEtitive	38. [1]COMPARABLE	[1]COMparable
39. EM[1]BARASSMENT	em[1]BArassment	40. STA[1]TISTICS	sta[1]TIStics

C. Joke Session :

"Humour is mankind's greatest blessing", said the great American humorist Mark Twain.

So share this blessing and enjoy. Here is one for a starter.

A military medical officer was testing the camp water supply.

Medical officer : *"What precaution have you taken against infection?"*

Sergeant : *We boil it first, sir.*

Medical officer : *Good.*

Sergeant : *Then we filter it.*

Medical officer : *Excellent.*

Sergeant : *And then, just to be on the safer side, we drink beer."*

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Can you think of a joke and share it with your classmates?

VII. PROJECT (TIME: One week)

In groups of four each, choose a scientist whose contributions have made a difference to human life and make a Power-Point presentation. You can take the help of your teacher.

VIII. NOTE ON THE AUTHOR:

E.H. Carter was the chief inspector of schools in England during 1930s and 1940s. He co-authored a book, *A History of Britain*.

IX. SUGGESTED READING :

1. *Great Scientists* - Madhuri (Pub: Learners Press, New Delhi)

2. *Masterminds - Profiles of Eleven Indian Scientists* **:** Enakshi Chatterjee (Pub: Orient Longman).

X. GRAMMAR REVISITED :

Rewrite the following as directed:

1. He was too old to learn new things. (use "so……that")
2. He is not tall enough to touch the ceiling. (use "too… to")
3. If they were not brave they would have lost the battle. (use "but for")
4. Had she been wise I should not have opposed her. (use "if")
5. You are a great fool. (change into an exclamation)
6. Bring it here. (change into a polite request)
7. It is raining. (change into a probability)
8. I want to be a millionaire. (express it as a wish beginning your answer with, "I wish……..")
9. As soon as we reached the station the train left. (use "No sooner… than")
10. As soon as they reached the playground it began to rain. (use "Hardly")
11. She ran away so that she should not be married. (use "lest")
12. If you don't walk fast, you will miss the train. (use "otherwise")
13. Besides being intelligent she is hardworking. (use "not only…but")
14. In spite of his riches, he is unhappy. (use "nevertheless")
15. To avoid punishment you must apologize. (use "or")
16. Did you see any other person at the party? (use "else")
17. He earned a lot but he became greedier. (use "the more……the more")
18. He told them to come early. (use "suggested")
19. I forbid you the use of my laptop. (use "mustn't")
20. Let's try to do it the other way. (use "How about")
21. It would be advisable to start early. (use "had better")

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22. Shall I go home early this afternoon? (use “would you mind”)

23. I am sorry to inform you that your son has failed. (use “I’m afraid”)

24. I am sorry I don’t know how to do it. (begin with “I wish.....”)

25. I prefer to stay at home. (use “would rather”)

26. We hid behind some bushes so that the enemy should not see us. (use “for fear”)

27. The dog is the best friend of man. (change using “good”)

28. Darjeeling is more beautiful than many other hill stations in India. (change using “as....as”)

29. Some students don’t bring the text unless the teacher compels them to. (change using “if”)

30. The students were too tired to sit in the class. (change using “so...that”)

31. Life is so beautiful that I cannot think of ugly things. (change using “too...to”)

32. These mangoes are so cheap that they cannot be good. (change using “too...to”)

33. Bring the chair here. (change into a polite request)

34. I want to go out for a few minutes. (change it into a polite request for permission)

35. As soon as he saw the warden, he ran away. (change using “no sooner....than”)

36. As soon as he stood up to speak the people started shouting (change using “Hardly”)

37. Write it down so that you may not forget all about it. (change using “lest”)

38. It is possible that he will be troublesome. (change using “possibility”)

39. She replied very courteously. (change using “courteous”)

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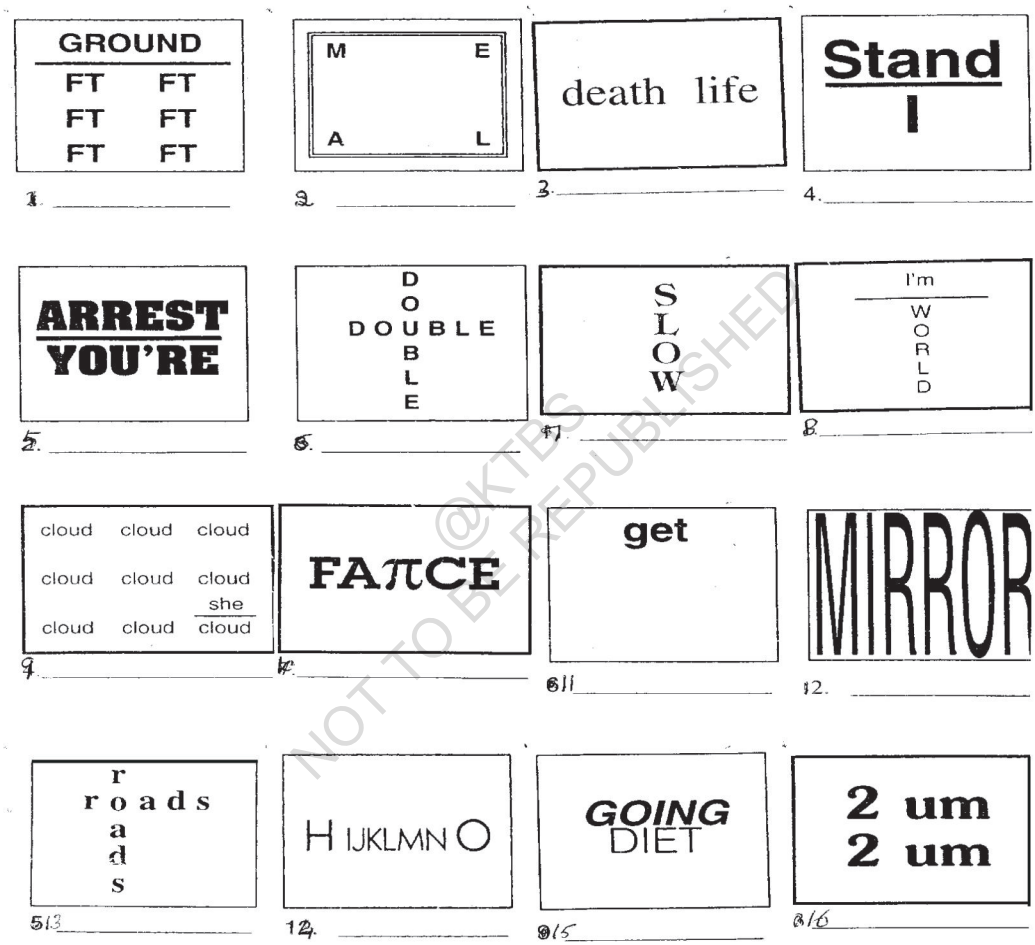
40. I know that I am indebted to him. (change using "indebtedness")

XI. FUN WITH LANGUAGE :

The following boxes conceal meaningful phrases. Use your imagination and decipher them.



(Source: "Giant Book of Brain Teasers")

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Lesson 5

What is Moral Action?

P6P4V3

- M.K. Gandhi

Pre-Reading Activity :

"Honesty is the best policy." Do you agree? Discuss in pairs.

1. When can it be said that a particular action is moral? In asking this question, the intention is not to contrast moral with immoral actions, but to consider many of our everyday actions against which nothing can be said from the conventional standpoint and which some regard as moral. Most of our actions are probably non-moral; they do not necessarily involve morality. For the most part we act according to the prevailing conventions. Such conventional behaviour is often necessary. If no such rules are observed, anarchy would be the - result, and society - social intercourse - would come to an end. Still the mere observance of custom and usage cannot properly be called morality.

2. A moral act must be our own act; must spring from our own will. If we act mechanically, there is no moral content in our act. Such action would be moral, if we think it proper to act like a machine and do so. For, in doing so, we use our discrimination. We should bear in mind the distinction between acting mechanically and acting intentionally. It may be moral of a king to pardon a culprit. But the messenger bearing the order of pardon plays only a mechanical part in the king's moral act. But if the messenger were to bear the king's order, considering it to be his duty, his action would be a moral one. How can a man understand morality who does not use his own intelligence and power of thought, but lets himself be swept along like a log of wood by a current? Sometimes a man defies convention and acts on his own with a view to (doing) absolute good. Such a great hero was Wendell Phillips. Addressing an assembly of people, he once said,

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"Till you learn to form your own opinions and express them, I do not care much what you think of me." Thus when we all care only for what our conscience says, then alone can we be regarded to have stepped on to the moral road. We shall not reach this stage, as long as we do not believe - and experience the belief - that God within us, the God of all, is the ever present witness to all our acts.

3. It is not enough that an act done by us is in itself good; it should have been done with the intention to do good. That is to say, whether an act is moral or otherwise depends upon the intention of the doer. Two men may have done exactly the same thing; but the act of one may be moral, and that of the other the contrary. Take, for instance, a man who out of great pity feeds the poor and another who does the same, but with the motive of winning prestige or with some such selfish end. Though the action is the same, the act of the one is moral and that of the other non-moral. The reader here ought to remember the distinction between the two words, non-moral and immoral. It may be that we do not always see good results flowing from a moral act. While thinking of morality, all that we need to see is that the act is good and is done with good intention. The result of an action is not within our control. God alone is the giver of fruit. Historians have called Emperor Alexander "great". Wherever he went (in the course of his conquests), he took the Greek language and Greek culture, arts and manners, and today we enjoy the benefits of Greek civilization. But the intention of Alexander behind all this was only conquest and renown. Who can therefore say that his actions were moral? It was all right that he was termed "great", but moral he cannot be called.

4. These reflections prove that it is not enough for a moral act to have been done with a good intention, but it should have been done without compulsion. There is no morality whatever in my act, if I rise early out of the fear that, if I am late for my

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office, I may lose my situation. Similarly there is no morality in my living a simple and unpretentious life if I have not the means to live otherwise. But plain, simple living would be moral if, though wealthy, I think of all the want and misery in the world about me – and feel that I ought to live a plain, simple life and not one of ease and luxury. Likewise it is only selfish, and not moral, of an employer to sympathize with his employees or to pay them higher wages lest they leave him. It would be moral if the employer wished well of them and treated them kindly realizing how he owed his prosperity to them. This means that for an act to be moral it has to be free from fear and compulsion. When the peasants rose in revolt and with bloodshot eyes went to King Richard II of England demanding their rights, he granted them the rights under his own seal and signature. But when the danger was over, he forced them to surrender the letters. It would be a mistake for anyone to say that King Richard's first act was moral and the second immoral. For, his first act was done only out of fear and had not an iota of morality about it.

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5. Just as a moral action should be free from fear or compulsion so should there be no self-interest behind it. This is not to say that actions prompted by self-interest are all worthless, but only that to call them moral would detract from the (dignity of the) moral idea. That honesty cannot long endure which is practised in the belief that it is the best policy. As Shakespeare says, love born out of the profit motive is no love.

6. Just as an action prompted by the motive of material gain here on earth is non-moral, so also another done for considerations of comfort and personal happiness in another world is non-moral. That action is moral which is done only for the sake of doing good. A great Christian, St. Francis Xavier, passionately prayed that his mind might always remain pure. For him devotion to God was not for enjoying a higher seat after death. He prayed because it was man's duty to pray. The great Saint

Theresa wished to have a torch in her right hand and a vessel of water in her left so that with the one she might burn the glories of heaven and with the other extinguish the fires of hell, and men might learn to serve God from love alone without fear of hell and without temptation of heavenly bliss. To preserve morality thus demands a brave man prepared to face even death. It is cowardice to be true to friends and to break faith with enemies. Those who do good out of fear and haltingly have no moral virtue. Henry Clay, known for his kindliness, sacrificed his convictions to his ambition. Daniel Webster, for all his great intellect and his sense of the heroic and the sublime, once sold his intellectual integrity for a price. By a single mean act he wiped out all his good deeds. This shows how difficult it is to judge the morality of man's action because we cannot penetrate the depths of his mind. We have also the answer to the question raised at the outset of this chapter: what is a moral action? Incidentally, we also saw which kind of men could live up to that morality.

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I. GLOSSARY:

Alexander : Alexander the Great of Macedon (356-323 BC), son of Philip II, one of the greatest conquerors of the world.

anarchy : the absence of governmental authority

bliss : happiness, ecstasy.

conventional : customary; adhering to tradition; not unusual

haltingly : hesitatingly

Henry Clay : (1777-1852) American statesman and orator; accused of having forsaken all principles in the hope of winning support for his candidature for the presidency.

King Richard II: British King (1367-1400), compelled to resign from the crown in favour of his cousin, Henry of Bolingbroke, Henry IV. Richard died in prison.

(Shakespeare has a play centred on Richard II with the same title.)

oppressor : suppressor.

penetrate : affect profoundly; pierce

racialism : discrimination based on skin colour

St. Francis Xavier : (1506-1552), Jesuit missionary, known as "the apostle of the Indies," brought Christianity to India, South-East Asia, Japan etc. Associated with Ignatius of Loyola in founding the Order of Jesuits.

St. Theresa : (1515-1582) known as Theresa of Avila, Spanish nun, reformer of the Carmalite Order, wrote her own mystical experience

unpretentious: modest.

Wendell Phillips : (1811-1884) American orator and social reformer; opposed slavery.

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II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly:

1. In paragraph one, Gandhiji says that our conventional behaviour is :

   a. immoral b. moral c. neither moral nor immoral

   d. necessary e. unnecessary

2. What is non-moral action?

3. What is the difference between a mechanical act and an intentional act?

4. Give an example each for conventional behaviour and a moral act.

5. The first paragraph discusses what is not a moral action. The second paragraph gives one important criterion to decide what constitutes a moral action. What is that criterion?

6. When can the messenger's act become a moral action?

7. When, according to Gandhi, can we regard ourselves to have stepped on to the moral road?

8. What is the belief that Gandhi talks of in paragraph 2?

9. All good actions need not be moral acts. When does a good action become a moral act? (paragraph 3). Give an example.

10. In the example of feeding the poor, whose action is moral action?

11. The result of our action determines whether our action is moral or non-moral (say whether the statement is True or False)

12. Why does Gandhi say that Alexander's conquests cannot be called moral actions?

13. In each paragraph Gandhiji adds one criterion to consider an action moral. What criterion is added in paragraph 4?

14. When does simple living become moral?

15. When does an employer's action of paying higher salaries to his employees remain non-moral?

16. When Gandhiji quotes Shakespeare (in paragraph 5), what argument does he want to strengthen?

17. Gandhiji mentions the name of Henry Clay as an example for moral/non-moral action. (Choose the right answer)

18. What qualities of Daniel Webster does Gandhiji mention?

19. What is the single mean act of Webster mentioned in paragraph 6?

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20. Why is it difficult to judge the morality of a man's action?

21. What arguments does Gandhiji give to justify that a moral act should be free from fear and compulsion?

22. To sum up, an action becomes moral when an action: (Complete the following)

a. springs from one's will (paragraph 2)

b. _____ (from paragraph 3)

c. _____ (from paragraph 4)

d. _____ (from paragraph 5)

e. is not done with expectations of benefit in the life after death (paragraph 6)

B. Close Study :

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

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1.The great Saint Theresa wished to have a torch in her right hand and a vessel of water in her left so that with the one she might burn the glories of heaven and with the other extinguish the fires of hell, and men might learn to serve God from love alone without fear of hell and without temptation of heavenly bliss.

a. Why did Saint Theresa hold a torch in her right hand?

b. What does "a vessel of water" signify?

c. What was her message to humanity?

2. Wherever he went (in the course of his conquests), he took the Greek language and Greek culture, arts and manners, and today we enjoy the benefits of Greek civilization……. It was all right that he was termed "great", but moral he cannot be called.

a. Who does 'he' refer to?

b. What is his contribution to mankind?

c. Why doesn't Gandhi consider him moral?

III. PARAGRAPH WRITING :

Discuss in pairs/groups of four each the answers to the following questions. Individually, note down the important points for each question and then develop the points into one-paragraph answers.

1. Write on Mahatma Gandhi's comments on action prompted by motive of happiness in another world.
2. Why does Gandhi say that a moral act should be done without compulsion?

IV. VOCABULARY EXERCISES :

A. Discuss in pairs the similarity or difference in meaning/usage between the following pairs of words (use a dictionary) :

i) say - tell

ii) moral - morale

iii) custom - habit

iv) between - among

v) enough - sufficient

vi) same - similar

vii) culture - civilisation

viii) rise - raise

ix) sympathy - empathy

x) practice - practise

xi) pardon - forgive, excuse

xii) mistake - error, blunder

xiii) conscience - consciousness, conscientious

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B. Give one-word substitutes for the following :

The absence of government –

A story that gives a moral –

One who takes delight in the suffering of others –

Making atonement for one's sins –

A decision which cannot be changed –

V. LANGUAGE ACTIVITIES :

A. Paragraph Writing :

A coherent paragraph consists of a topic sentence (**TS**) which gives you the main idea of the paragraph. Then there are supporting sentences (**SS**) that strengthen the topic sentence and a concluding sentence (**CS**) which concludes the paragraph on a coherent note.

Look at the following paragraph:

Global advertising today is the biggest and most sophisticated thought control project ever undertaken. (**TS**) Some statistics reveal the true extent of this phenomenon. **(SS)** Global advertising expenditures according to Benjamin Barber(in his book *Jihad versus McWorld,* 1995) rose "seven-fold from 1950 to 1990 from a modest $39 bn to $256 bn." **(SS)** Barber adds that per capita global spending went up from $15 in 1950 to nearly $50 in 1996. **(SS)** One single company, the hamburger giant McDonald's, spends more than 1.4 bn dollars each year on advertising. **(SS)** All these figures are huge indeed and getting bigger all the time. **(CS)**

The opening sentence: Global advertising... is the Topic sentence. This is followed by four Supporting sentences that strengthen the main idea and a Concluding sentence that sums up the paragraph.

Arrange the jumbled sentences in a logical sequence and develop them into a coherent paragraph: (Identify the topic sentence and supporting sentences).

a. She founded the Missionaries of Charity -1950.

b. Nobel Peace Prize -1979.

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c. Mother Teresa - known for her compassion and humanity - born in 1910.

d. Worked in the slums of Calcutta.

e. Bharat Ratna - 1980.

f. Rendered yeoman service to humankind.

g. Title of the 'blessed' - beatification - 2003.

h. Passed away - 05 September 1997.

B. NOTE - MAKING/TAKING: Note - making/taking is an important skill. It helps to summarise and record information during reading/listening. Various methods like linear notes, flow charts, tree diagrams, spidergrams and different types of layouts like tables, lists and diagrams are followed. Given below is an example of note - making using a flow chart.

M.K. Gandhi was born on 2 October, 1869, in the princely state of Porbandar, now part of Gujarat. After matriculation he went to England in 1888 to study law. Having passed his bar examinations, he returned to India in 1891, only to proceed to South Africa where he hoped to do better as a lawyer, than in his own city. The future Mahatma was actually made here in the land of racialism, and acquired a new weapon to fight the white oppressor. This was Satyagraha, which subsequently in India, was to be reinforced with truth and non-violence, and with which, he won freedom from the British Empire. Until his assassination in 1948, Gandhiji's efforts were to wean his contemporaries away from wickedness, and rightly, he remained "the conscience of mankind."

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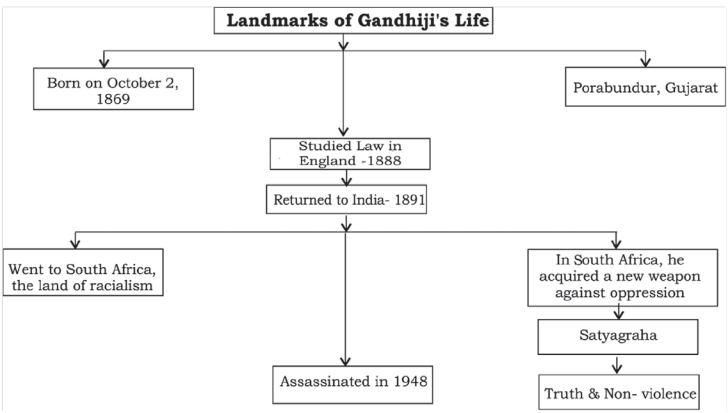

Task: Make notes on the following passage using any method of your choice.

Louis Pasteur, born in a little French country town, was interested in chemistry when he was very young. After studying in Paris and showing great promise, he began to teach and lecture as Professor of Chemistry. He became a Professor at Strasburg in Alsace, and he married a wife who was always to be his closest companion and assistant.

Pasteur was deeply interested in all the new experiments that were being made in chemistry, and decided to solve some of the difficult problems that were worrying chemists and other scientists. Sometimes he used to sit for hours, quite silent and motionless, thinking hard about one of his difficulties. He found this the easiest way to solve a problem; and when he thought of a solution, his kind, tired-looking face would brighten with pleasure and excitement and he would rush round to tell his discovery to his wife and to others who were helping him.

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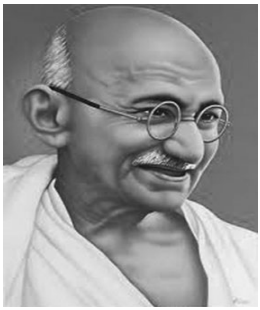
VI. SPEAKING ACTIVITY:

A. In groups of four each, prepare a list of ten people (alive or dead) who qualify for being moral as per Gandhiji's specifications. Also state the reason why you chose them. Then share your findings with your neighbouring group.

Name	Reasons for your choice
1. _____	1. _____
10 _____	10. _____

B. Do you support Sri. Anna Hazare's crusade against corruption in public life? Discuss in groups of four each and arrive at five important reasons for your support. Then share your findings with your neighbouring group.

VII. NOTE ON THE AUTHOR :



Mohandas Karamchand Gandhi (1869-1948), to the millions of Indians, Mahatma Gandhi, was the greatest of contemporary Indians and certainly one of the great men of all times. He was the mightiest force in the Indian political scene for nearly half a century and remained the profoundest influence on all areas of public life. His method of non-violence and truth won freedom for India without blood shed and demonstrated to the modern man how love is more powerful than nuclear bombs. Proper to the man's ideals, Gandhiji's life and work are an open book.

Gandhiji wrote and spoke tirelessly, using his characteristic charm and simplicity for which his autobiography is the finest example.

VIII. SUGGESTED READING:

M. K. Gandhi: *My Experiments with Truth.*

IX. GRAMMAR REVISITED:

A. Fill in the blanks with the appropriate form of the verbs (present simple, continuous or perfect) given in brackets.

1. Sachin ___ great innings. (play)
2. "Look ! He ___ there (go). I ___ him walking this side every day (see)". "Yes, I too ___ him many times here" (see).
3. "Have you finished reading the book I gave you?" "No, still I ___ it (read). I ___ only half of it" (read).
4. "Where are you going ?" "I ___ to school. (go) The H.M. ___ to meet her" (ask).
5. My sister ___ medicine (study). She ___ 4 years already (complete).
6. "Are you both still eating?" "No, I ___ mine (finish) but Panka ___ still" (eat).
7. Prices ___ up (go) and it ___ very difficult to make both ends meet (be).

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8. Look ! That light ___ all night (burn).

9. He ___ the essay for the last two days (write) but he ___ it yet (not complete).

10. Ramesh ___ in the same class for the last three years (study).

B. Choose the most appropriate form of the verbs given in brackets and fill in the blanks:

1. I ——— (light) the lamp at 5 and it —— (burn) brightly when Hari came in at 7.
2. I —— (make) coffee when the light —— (go) out.
3. I —— (not want) to meet Aziz, so when he entered the room I (leave).
4. The car had nobody in it, but the engine —— (run).
5. My friend and I —— (talk) about you the other day.
6. She suddenly ——— (realize) that she —— (travel) in the wrong direction.
7. When I —— (look) for my pass book, I —— (find) this old photograph.
8. "How did you —— (damage) your car so badly?" "I —— (run) into a lamp post yesterday."
9. As I —— (cross) the road, I —— (step) on a banana skin and —— (fall) heavily.
10. While the guests ——— (watch T.V), thieves —— (break) into the house and ——(steal) a lot of gold.
11. He —— (discover) to his horror that his child —— (swallow) a coin.
12. The little girl —— (ask), what —— (happen) to her ice cream.
13. It —— (be) the mad man who —— (do) the killing.
14. Before I —— (reach) the class, the teacher —— (begin) the lesson.
15. When I —— (reach) the bus stop, I — (tell) that the bus —— (leave) already.
16. The test —— (be) much easier than I —— (think) first.

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17. He ——— (refuse) to admit that he ——— (steal) the mobile.

18. He —— (give) me back the book, —— (thank) me for lending it to him and —— (say) that he —— (enjoy) it very much; but I —— (know) that he —— (not read) it because most of the pages ——— (be) still uncut.

19. I ——— (think) my train —— (leave) at 2 and —— (be) very disappointed when I ——— (arrive) at 1-45 and —— (learn) that it just ——— (leave). I found later that I —— (use) an out-of-date timetable.

20. A woman —— (come) in with a baby, who she —— (say) just —— (swallow) a safety pin.

C. Supply the correct Past tense:

When the old lady (return) to her flat she (see) at once that burglars (break) in during her absence, because the front door (be open) and everything in the flat (be) upside down. The burglars themselves (be) no longer there, but they probably only just (leave) because a cigarette was still burning on an ornamental table. Probably they (hear) the lift coming up and (run) down the fire escape. They (help) themselves to her whisky too but there (be) a little left, so she (pour) herself out a drink. She (wonder) if they (find) her jewellery and rather (hope) that they had. The jewellery (be give) her by her husband, who (die) some years before. Since his death she (not have) the heart to wear it, yet she (not like) to sell it. Now, it (seems) that fate (take) the matter out of her hands; and certainly the insurance money would come in handy.

D. Future Time

The word "Tense" refers to the form of the verb and not to time. In this sense, English has only two Tenses – Present and Past (come-came). But English has many ways of referring to future time with shades of difference in meaning.

Look at the following five sentences. Discuss in pairs and find out the difference in meaning:

My father will meet the H.M. tomorrow.

My father is meeting the H.M. tomorrow.

My father is going to meet the H.M. tomorrow.

My father will be meeting the H.M. tomorrow.

My father meets the H.M. tomorrow.

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X. LANGUAGE FOR FUN :

Pun's Fun: Fun in Homophone/Homonym

Trace the pun/fun in the following pieces of humour :

1. "Waiter, waiter! There's a hair in my soup!"

   "That's alright, sir. It's hare soup."

2. "What do you call this?"

   "That's bean soup, sir."

   "I don't care what it's been, what is it now?"

3. **Teacher:** John, where is the English Channel?

   John : I don't know. We don't get it on our T.V.

4. **Priest:** What is life?

   Drink Addict: It depends on the liver.

5. **Teacher:** Where was King Solomon's temple?

   Student: On his head.

6. **Teacher:** Why did Mahendra Singh Dhoni take a piece of rope on to the pitch?

   Student: Because he was a skipper.

7. Why is Sachin Tendulkar so cool?

   Because he has many fans.

8. **Diner:** Do you serve crabs?

   Waiter: "Sir, we serve anyone."

9. **Mother:** How much do you charge for taking children's photograph?

   Photographer: "Fifty rupees for three."

   Mother: "You will have to give me time. I have only two now."

10. The worst telegram we ever saw was the one received by a new **father:** "Twins arrived tonight. More by mail."

Can you think of any other joke based on pun? Share it with your class.

*****

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POETRY

Poem 1

To a Pair of Sarus Cranes

J3Y6P3

- Manmohan Singh

Pre-Reading Activity :

"The greatness of a nation and its moral progress can be judged by the way its animals are treated" - Mahatma Gandhi. How true is this statement? Discuss in pairs.

The male was shot
as he necked
to pull the reluctant sun out
from the rim of horizon.

She flew crying 5
as he was picked up hands and jaws
and a proud neck was humbled
to lie like dirty linen
in a coarse washing bag.

She circled the sky 10
in movements of grace
over his disgraceful end.
The killers went away and she returned
to the death's scene
with grief that inscribed its intensity 15
in dots and pits
like the Morse code of bird's sorrow
transmitted to the air.

With her beak she kissed a few feathers
picked the ones that wind had not taken away 20
and sat to hatch
the blood stained feathers
into a toddling chick.

A wave of the seas she had never seen
came to her from far away 25

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and carried her to him.
She went away beyond Hume's words,
beyond the legends and fables of human love.

I. GLOSSARY :

reluctant	:	hesitant
necked (verb)	:	stretched its neck
rim	:	edge
humbled	:	lowered the dignity of
coarse	:	rough
inscribed	:	wrote/cut words on something
Morse Code	:	a symbolic language invented by Samuel F.B. Morse (1791-1872) that uses a combination of long and short sounds or flashes of light for sending messages.
toddling	:	walking with short, unsteady steps
dots and pits	:	short and long cries of the female bird.
Hume's words	:	"They certainly pair for life.And probably exhibit great grief for their male keeping for weeks. at times, about the locality where their partner was killed and calling constantly. I've actually known the widowed bird to pine away and die." These are Hume's words, taken from *The Game Birds of India, Burma and Ceylon - 1881*
legends	:	stories from ancient times about people and events that may not be true.
fable	:	a traditional short story that teaches a moral lesson, especially,one with animals as characters. E.g.Panchatantra Tales and Aesop's Fables.

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II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions :

1. The time of the day suggested in the poem is

a. sunrise b. sunset c. either sunrise or sunset d. not clear

2. The sun is described as the reluctant sun. It means that,

a. the sun was unwilling to rise.

b. the male bird was impatient.

c. it was the bird's feeling that the sun was reluctant to rise.

d. the sun always takes more time to rise than to set.

3. a. In the first four lines, there is exaggeration in the description. What is it?

b. What is the figure of speech used here?

4. How was the majestic neck humbled by the hunter?

5. The expression "picked up hands and jaws," suggests,

a. callousness of the hunters.

b. heartlessness of the hunters.

c. urgency of the hunters.

d. cruelty of the hunters.

6. _____ is compared to 'dirty linen' (complete the sentence using the correct option)

a. the proud neck of the bird

b. the dead body of the bird

c. the hands and jaws of the bird

d. the material of the bag

7. "and sat to hatch/the blood stained feathers/into a toddling chick". This suggests,

a. that the female bird was out of her senses after the death of the male bird.

b. the intense love of the female bird towards its male partner.

c. the foolish act of the female bird.

d. the desperate act of the female bird to bring the male bird back to life.

8. How is the end of the female crane suggested in the poem?

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B. Close Study :

Read the following extract carefully. Discuss in pairs and then write the answers to the questions given below it.

1. A wave of the seas she had never seen/came to her from far away/and carried her to him.

   a. What does 'wave of the seas' refer to?

   b. What hadn't the female bird seen before?

   c. What figure of speech is used in the extract?

III. PARAGRAPH WRITING :

Discuss in pairs/groups of four each and answer the following questions. Individually, note down the points for each question and then develop the points into one-paragraph answers.

1. How is the callousness of the bird-killers brought out in the poem?
2. How does the poet bring out the agony and desperation of the female crane in the poem?
3. Pick out any two figures of speech used in the poem and explain how they add to the effectiveness of the poem.

IV. PROJECT : (Time: One week) - Group work

1. Browse the internet and collect information on any national or international organisation working for prevention of cruelty to animals. Make a presentation in the class.
2. Collect information on Sarus Cranes from the internet, or from any other source and present it to the class.
3. If and when you visit the Mysore Zoo, take pictures of the saurus cranes on your mobile and send them to your classmates.

V. NOTE ON THE POET :

Manmohan Singh, an officer of the Indian Administrative Service, is a contemporary poet. His poems have been published in a number of magazines. This poem is chosen from his book titled *Village Poems.*

VI. SUGGESTED READING :

1. In London Town: By Mary E. Coleridge

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Poem 2

Abraham Lincoln's Letter to his Son's Teacher

Y5G6M8

Pre- Reading Activity :

Your parents have very carefully chosen a school for you. What do you think are their expectations from the school? Discuss in pairs.

He will have to learn, I know,
that all men are not just,
all men are not true.
But teach him also that
for every scoundrel there is a hero, 5
that for every selfish politician,
there is a dedicated leader...
Teach him for every enemy there is a friend.
It will take time, I know;
but teach him if you can 10
That a dollar earned is of far more value than five found...
Teach him to learn to lose...
and also to enjoy winning.
Steer him away from envy, if you can,
teach him the secret of quiet laughter. 15
Let him learn early that
the bullies are the easiest to lick...
Teach him, if you can,
the wonder of books.....
But also give him quiet time 20
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.
In the school teach him,
it is far honorable to fail 25
than to cheat.
Teach him to have faith in his own ideas,
even if everyone tells him they are wrong...
Teach him to be gentle with gentle people,
and tough with the tough. 30

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Try to give my son
the strength not to follow the crowd
when everyone is getting on the bandwagon...
Teach him to listen to all men...
but teach him also to filter all he hears 35
on a screen of truth.
And take only the good that comes through.
Teach him, if you can,
how to laugh when he is sad...
Teach him there is no shame in tears, 40
Teach him to scoff at cynics
and to beware of too much sweetness...
Teach him to sell his brawn
and brain to the highest bidders,
But never to put a price-tag on his soul. 45
Teach him to close his ears to a howling mob
and to stand and fight
if he thinks he's right.
Treat him gently,
but do not cuddle him 50
because only the test of fire makes fine steel.
Let him have the courage to be impatient...
let him have the patience to be brave.
Teach him always
to have sublime faith in himself 55
because then he will have
Sublime faith in mankind.
This is a big order.
But see what you can do...
He is such a fine little fellow, 60
My son!

Abraham Lincoln

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I. GLOSSARY :

just	:	fair, honest and morally correct.
steer	:	guide, direct
envy	:	ill will, jealousy, longing

bully (noun)	:	a person who uses his/her strength to frighten or hurt weaker people
lick (slang)	:	to defeat easily
ponder	:	to think over a matter carefully for some time.
mystery	:	what is beyond human understanding.
far honorable	:	having dignity and deserving respect
bandwagon	:	any popular or fashionable activity.
scoff	:	to make fun of.
cynic	:	a person who has a low opinion of most people and most things.
brawn	:	muscular strength
bidder	:	one who offers to buy something at an auction.
cuddle	:	to hold close to the body
sublime	:	supreme

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II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly:

1. In the first line, 'he' refers to_____; and 'I' refers to _____.

2. The first line, "He will have to learn" means that

   a. the son has the choice either to learn or not to learn the values listed.

   b. the son has no choice.

3. ".....all men are not just

   all men are not true." These lines convey

   a. a one-sided view of life.

   b. the harsh reality of life.

   c. Lincoln's personal view.

4. The statement "for every scoundrel there is a hero" means

a. the number of scoundrels in this world is equal to the number of heroes.

b. for every bad person in this world, there is a good person.

c. in spite of all the wickedness in this world, there is enough goodness.

5. Why is it important for a child to learn that the world is also filled with heroes, dedicated leaders and friends?

6. The first seven lines emphasize

a. the value of positivity

b. the negative aspects of life

c. both the positive and the negative sides of life

7. Pick out the line which says that hard earned money has greater value than easy money.

8. What does the phrase "learn to lose" mean?

9. In what sense is it more honorable to fail than to cheat?

10. a. Why doesn't the father want his son to follow the crowd?

b. How can this value be linked to having faith in oneself?

11. What kind of a listener does the father want his son to be?

12. a. Is it possible to laugh when one is sad?

b. What value is the writer highlighting here?

13. What does Lincoln mean when he says, "too much sweetness"?

14. What does the poet-father mean by "close his ears to a howling mob"?

15. What is the ultimate teaching Lincoln recommends, and to what end?

16. Lincoln does not want his son "to put a price tag on his soul". What does he mean by this?

17. Why is it essential for someone to have "sublime faith in mankind"?

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18. In the line, “This is a big order”

    a. What does “this” refer to?

    b. What does “a big order” mean here?

19. When the father says, “This is a big order,” it implies

    a. that the father has no faith in the teachers or the school.

    b. that the father has no faith in his son’s ability to acquire these values.

    c. that the task of teaching such values is too difficult for any teacher or school.

20. There are a few other expressions which indicate that the task of inculcating such values is not easy for the teacher or the school. Pick out the expressions.

21. The poem has a long list of contrasting values.

    e.g: scoundrel X hero

    selfish politician X dedicated leader.

    Pick out the rest from the poem.

22. Identify the lines which highlight the following qualities or values:

    a. to be positive and optimistic

    b. to be able to accept failure and defeat

    c. to be able to appreciate what is beyond human understanding

    d. to have faith and belief in oneself

    e. not to tread the beaten track

    f. not being gullible

    g. to be able to discriminate the right from the wrong.

B. Close Study

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them.

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1. Teach him that for every enemy there is a friend.
   It will take time, I know;

   a) What does the first line mean?

   b) What human virtue is highlighted here?

   c) What will take time?

2. Only the test of fire makes fine steel.

   a) Whom is this line meant for?

   b) Explain the literal meaning of the line.

   c) What human virtue is emphasized here?

III. PARAGRAPH WRITING :

Discuss in pairs/groups of four each, the answers to the following questions. Individually, note down the important points for each question and then develop the points into one paragraph answers :

1. "Teach him to listen to all men
   but teach him to filter all he hears on a screen of truth."
   Bring out the different ideas conveyed in these lines.
2. Do you agree with the poet when he says,
   "Only the test of fire makes fine steel."
   Give reasons to support your point of view.

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IV. ACTIVITIES :

Work in groups of four or five each.

1. a) List all the values which the poet-father wants the teacher to teach his son.

   b) Pick out any three values which in your opinion your teachers should teach students. State your reasons.

   c) Make suggestions on how those three values in the poem could be taught.

One from each group presents the answers to the whole class.

2. The poet-father contrasts each harsh lesson that his son will have to learn with a truth about the world. Write down five such examples. The first one is done for you.

The harsh lesson that the father wants his son to learn	The truth about the world/ People
1. don't follow the crowd	1. everyone is getting on the bandwagon.
2.	2.
3.	3.
4.	4.
5.	5.

V. ABOUT THE POET :

Abraham Lincoln (1809-1865) was the sixteenth President of the United States of America. Born to parents who struggled to make a living in Kentucky, Lincoln made great efforts to acquire knowledge. An outspoken opponent of the system of slavery, Lincoln defeated the confederacy in the American Civil War and introduced the measures that abolished slavery.

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VI. SUGGESTED READING :

a) *"Our children"* a poem by Kahlil Gibran.

b) *"Love for Learning"* by Shivaram Karanth.

c) Watch the movies *i) To Sir with Love* *ii) Black.*

****

Poem 3

The Temple and the Body (Vachana) (for memorisation)

W2N3S5

- Basavanna

Translator: A.K. Ramanujam

Pre-Reading Activity :

Who is God? Can you define Him?

The rich
will make temples for Siva.
What shall I,
a poor man,
do? 5

My legs are pillars,
the body the shrine,
the head a cupola
of gold.

Listen, O lord of the meeting rivers, 10
things standing shall fall,
but the moving ever shall stay.

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I. GLOSSARY :

cupola : a small rounded dome

things standing : the solid, unmoving temple

the moving : human beings

lord of the meeting rivers : Basavanna's chosen deity - Lord Shiva at Koodalasangama

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions :

1. The lines "The rich / will make temples for Siva," implies that
   a. they want to please the lord
   b. they can afford to build temples
   c. they believe that this is how they can serve God
   d. they believe that the temple is the only place to feel the presence of God.

2. Which of the following statements are true?
   a. The speaker is against building any structures for worshipping God
   b. It's not possible for the speaker to build a temple.
   c. It's only an excuse given by the speaker for not being able to build a temple.
   d. The speaker believes that God is present within ourselves and not in any temple.

3. What are the feelings of the speaker, suggested in the question, "What shall I, a poor man, do?"
   a. helplessness b. doubt
   c. humility d. anger
   e. pride. f. anguish.

4. The word "Listen" in the last stanza is
   a. an order b. an appeal
   c. a request d. an advice

5. The expression "Things Standing," suggests
   a. any man-made temple b. anybody who is standing
   c. anything which is static d. the human body

6. There are two examples of paradox in the last two lines. (A paradox is a statement containing opposite ideas.)
   i) What opposite ideas are suggested in "things standing shall fall?"

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ii) What opposite ideas are suggested in "the moving shall eve stay?"

7. What final message do the last two lines convey?

B. Close Study

Read the following extract carefully. Discuss in pairs and then write the answers to the questions given below it.

My legs are pillars,

the body the shrine,

the head a cupola of gold.

1. How is the human body compared to a temple?

2. What is the figure of speech used here?

3. Why is the speaker comparing the human body to a temple?

III. PARAGRAPH WRITING :

Discuss in pairs / groups of four each and answer the following question. Note down the important points and then develop the points into a paragraph.

1. What ideas of spirituality emerge from the study of this well-known Vachana?

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IV. PROJECT : Group work (Time : 1 week)

Make a presentation on the life and works of Basavanna (in groups of 4 or 5 students each).

V. NOTE ON THE POET:

BASAVANNA (1106 - 1167/1168) was a great social reformer, who strove to build a new social order, free from caste, class and orthodoxy. He was the leader of the medieval religious movement, Veerasaivism of which the Kannada Vachanas are the most important texts. If one were to choose a single poem to represent the whole extraordinary body of religious lyrics called the Vachanas, one cannot do better than choose the above poem

of Basavanna. It dramatizes several of the themes and oppositions characteristic of the movement called Veerasaivism. Akkamahadevi, Allama Prabhu, Devara Dasimayya are some of the other great Veerashaiva poets.

A Note on the Translator: A.K. Ramanujan (1929-1993), a renowned poet in English and Kannada, has translated the Vachanas into English.

VI. SUGGESTED READING :

1. Original Kannada Version

ಉಳ್ಳವರು ಶಿವಾಲಯವ ಮಾಡುವರು
ನಾನೇನು ಮಾಡಲಯ್ಯ ಬಡವನಯ್ಯ
ಎನ್ನ ಕಾಲೇ ಕಂಬ, ದೇಹವೇ ದೇಗುಲ
ಶಿರವೇ ಹೊನ್ನ ಕಳಸವಯ್ಯ!
ಕೂಡಲ ಸಂಗಮ ದೇವ ಕೇಳಯ್ಯ
ಸ್ಥಾವರಕ್ಕಳಿವುಂಟು ಜಂಗಮಕ್ಕಳಿವಿಲ್ಲ.

2. *"Batter My Heart"* (Sonnet) - John Donne
3. *"Affliction"* (Poem) - George Herbert
4. *Bhajans of Meera* - Meera Bai
5. *Speaking of Siva* - A.K. Ramanujan
6. *"On His Blindness"* (Sonnet) - John Milton.

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Poem 4

Lochinvar

(for Memorization *- First Four Stanzas only)*

Q3K1A9

- Sir Walter Scott

Pre-Reading Activity :

Love and courage go together. Do you agree? Discuss in pairs.

O, young Lochinvar is come out of the west,
Through all the wide Border his steed was the best;
And save his good broadsword he weapons had none,
He rode all unarm'd and he rode all alone.
So faithful in love, and so dauntless in war,
There never was knight like the young Lochinvar. 6

He staid not for brake, and he stopp'd not for stone,
He swam the Eske river where ford there was none;
But ere he alighted at Netherby gate,
The bride had consented, the gallant came late:
For a laggard in love, and a dastard in war,
Was to wed the fair Ellen of brave Lochinvar. 12

So boldly he enter'd the Netherby Hall,
Among bride's - men, and kinsmen, and brothers and all:
Then spoke the bride's father, his hand on his sword
(For the poor craven bridegroom said never a word).
"O come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?" 18

"I long woo'd your daughter, my suit you denied;-
Love swells like the Solway, but ebbs like its tide-
And now am I come with this lost love of mine,
To lead but one measure, drink one cup of wine.
There are maidens in Scotland more lovely by far,
That would gladly be bride to the young Lochinvar." 24

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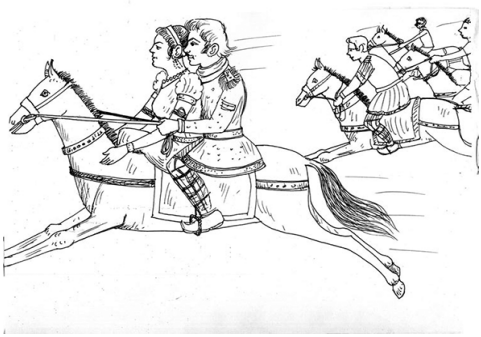
The bride kiss'd the goblet: the knight took it up,
He quaff'd off the wine, and he threw down the cup.
She look'd down to blush, and she look'd up to sigh,
With a smile on her lips, and a tear in her eye.
He took her soft hand, ere her mother could bar, -
"Now tread we a measure!" said young Lochinvar. 30

So stately his form, and so lovely her face,
That never a hall such a galliard did grace;
While her mother did fret, and her father did fume,
And the bridegroom stood dangling his bonnet and plume;
And the bride-maidens whisper'd, "twere better by far,
To have match'd our fair cousin with young Lochinvar." 36

One touch to her hand, and one word in her ear,
When they reach'd the hall-door, and the charger stood near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!
"She is won! We are gone, over bank, bush, and scaur;
They'll have fleet steeds that follow", quoth young Lochinvar. 46

There was mounting 'mong Graemes of the Netherby clan;
Forsters, Fenwicks, and Musgraves, they rode and they ran:
There was racing and chasing on Cannobie Lee,
But the lost bride of Netherby ne'er did they see.
So daring in love, and so dauntless in war,
Have ye e'er heard of gallant like young Lochinvar? 52



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I. GLOSSARY:

Border	:	between England and Scotland
broadsword	:	a battle sword with a broad double-edged blade
dauntless	:	fearless
knight	:	a man of high social position, trained to fight as a soldier on a horse
staid	:	stopped
brake	:	a thicket
ford	:	a shallow point where the river can be crossed on foot
alighted	:	got down
Netherby	:	Netherby Hall is in the North of England
laggard	:	one who lags behind, a timid person
dastard	:	coward
craven	:	cowardly
Solway	:	The river that separates England from Scotland. Spring-tides in the river Solway are believed to be specially powerful
goblet	:	wine glass
quaffed off	:	drank quickly
measure	:	a slow and stately dance
galliard	:	a spirited dance for two
bonnet	:	hat
charger	:	horse used in a battle

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scaur	:	steep rock
croupe	:	behind the saddle on the horseback
fleet steeds	:	swift horses
Graemes, Forsters, Fenwicks, Musgraves	:	names of the various clans supporting the Lord of the Netherby Clan.

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions.

1. Who was Lochinvar? Why did he ride to Netherby Hall?
2. What qualities of Lochinvar are highlighted in the first stanza?
3 Lochinvar rode the horse passionately to meet Ellen. What actions in lines 7 and 8 reveal his hurried movements?
4. What qualities of the bridegroom are listed in stanza 2?
5. What evidence is there in stanza 3 to show that the bridegroom was a coward?
6. How did the bride's father receive Lochinvar? And what did he ask him?
7. What answer did Lochinvar give the bride's father?
8. What quality of love is highlighted by Lochinvar when he says,

   a. "Love swells like the Solway, but ebbs like its tide?"

   b. Does this truly reflect Lochinvar's love for Ellen?

   c. If not, why does Lochinvar tell him what is not true?
9. What other lies does Lochinvar tell Ellen's father?
10. How did Ellen express her love towards Lochinvar?
11. What was the impression of the bride-maidens about the pair- Lochinvar and Ellen?
12. What mixed feelings are brought out in stanza 5?
13. What clues of his plan does Lochinvar give Ellen?

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14. a. What brings a smile on Ellen's face?

    b. Why does she shed a tear?

15. Pick out all the adjectives that describe Lochinvar.

B. Close Study :

Read the following extracts carefully. Discuss in pairs and then answer the questions given below them.

1. Love swells like the Solway but ebbs like its tide.

   a. What is Solway?

   b. Who does Lochinvar speak this line to?

   c. What is the figure of speech used here?

   d. Explain the figure of speech.

2. Then spoke the bride's father, his hand on his sword

   (For the poor craven bridegroom, said never a word).

   a. What did the bride's father speak?

   b. Why did he keep his hand on his sword?

   c. Why didn't the bridegroom say even a word?

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III. PARAGRAPH WRITING:

Discuss in pairs/groups of four each the answers to the following questions. Note down the important points for each question and then develop the points into one-paragraph answers.

1. Pick out all the details from the poem which help Lochinvar to hide his real intentions.
2. How did Lochinvar finally win Ellen for himself?
3. "Only the brave deserve the fair." Justify the statement with reference to the poem.

IV. ACTIVITIES :

Discuss in pairs the following finer points of the poem and answer the questions.

(This poem is in the form of a ballad. One of the main features of a ballad is its musical quality - repetition of words and lines, a lively rhythm, and its rhyme scheme).

1. Pick out all the words, groups of words and lines repeated in the poem.
2. (Look carefully at the balance and structure of the last two lines of each stanza. Look at the fifth line of the first stanza. The line has two meaningful parts, each part has four words and is joined by "and." The first word in each part is "so," and the second one is an adjective ("faithful" and "dauntless"), the third is a preposition (in) and the fourth one is a noun ("love" and "war"). Each part has equal number of syllables (five each). All these add up to a very catchy rhythm and make the reading of the poem enjoyable).

   Choose any two such lines and share your analysis with your partner.

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V. NOTE ON THE POET:

Sir Walter Scott (1771-1832) was an excellent storyteller, both in prose and in verse. In this popular ballad, he tells us how in olden days, brave young men in Scotland possessed the necessary dash and pluck to do extraordinary things. His narrative poems fascinate the reader by their gripping action, stirring measure and imaginative appeal.

VI. SUGGESTED ACTIVITY:

Watch the movies *Veer Zaara*/ *The Japanese Wife*
Romeo and Juliet.

Read the poem "Lord Ullin's Daughter."

Read the story of Prithviraj and Samyukta.

Collect the names of other stories or poems that deal with daring in love.

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Poem 5

A Poison Tree

(for memorisation)

T2Q8G8

- William Blake

Pre-Reading Activity :

All of us get angry sometime or the other. Is it good or bad to express one's anger? Why? Why not? Discuss in pairs.

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow. 4

And I water'd it in fears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles. 8

And it grew both day and night,
Till it bore an apple bright;
And my foe beheld it shine,
And he knew that it was mine. 12

And into my garden stole
When the night had veil'd the pole:
In the morning glad I see
My foe outstrech'd beneath the tree. 16

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I. GLOSSARY :

wrath (archaic)	:	anger
foe	:	enemy
wiles	:	tricks
beheld	:	saw
veiled	:	covered
outstretch'd	:	lying dead
apple	:	a possible allusion to the forbidden fruit in The Bible
sunned	:	(here used as a verb) gave light and heat; nourished
pole	:	the pole-star

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly.

1. What happened when the speaker expressed his anger?
2. What happened when the speaker suppressed his anger?
3. How are the results different in the two instances?
4. When the poet is thinking about his anger, the picture of a tree comes to his mind. Which word in the first stanza suggests a tree?
5. The speaker helped his anger to grow. The second stanza mentions the different ways in which he helped his anger grow. What are the different ways?
6. "Water'd it in fears" suggests that

   a. the speaker did not have the courage to express his anger

   b. the speaker was afraid of the consequences

   c. the speaker didn't want to displease his enemy

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7. The word “tears” suggests that

a. the speaker too suffered for suppressing his anger

b. the enemy suffered

c. the speaker had to go through a lot of anxiety

8. “sunned it with smiles” suggests that

a. the speaker cunningly hid his anger with bright smiles

b. the speaker pretended that he was not angry

c. the speaker let his anger grow secretly

9. Which line tells you that the speaker is a scheming and cunning friend?

10. The second stanza continues the image (picture) of a tree suggested in the first stanza. Which words in the second stanza refer to a growing tree?

11. The poet, so far, has been talking about

a. his suppressed anger

b. a growing tree

c. both

12. What kind of a tree and fruit (here apple) can grow when they are nurtured by fears, tears, hypocritical smiles and deceitful wiles?

13. The word “it” occurs in all the four lines of the 3rd stanza. What does "it" refer to in each line?

14. “Apple” in the poem refers to

a. the forbidden but tempting apple in the garden of Eden (in The Bible)

b. the consequence of suppressing anger

c. the fruit of his enmity

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15. The apple is “bright” because

a. it is intended to attract the foe

b. it is intended to tempt the foe

c. it is cunningly devised to hide the bitterness

16. Who “stole” into the speaker’s garden?

17. The word “stole” means

a. that the enemy stole the apple

b. that the enemy entered the speaker’s garden stealthily

18. What does the speaker see in the morning?

19. Who, do you think, “dies” at the end? Is it only the enemy? Does the speaker also die? What kind of death does he die?

20. “A Poison Tree” could refer to

a. the tree of hatred and enmity grown by the seed of suppressed anger

b. the destructive effect of being hypocritical and deceitful

c. the spiritual death of a person for nurturing base passions

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B. Close Study:

Read the following extracts carefully. Discuss in pairs and then write the answers to the questions given below them:

1. “And into my garden stole/when the night had veiled the pole.”

a) Who stole into the garden?

b) Why did he steal into the garden?

c) Explain the phrase “veiled the pole”.

2. And I sunned it with smiles

And with soft deceitful wiles

a) What does the word “sunned” suggest?

b) Explain the phrase “deceitful wiles”

c) Why had the speaker “sunned” it ?

III. PARAGRAPH WRITING :

Discuss in pairs or groups of four each, the answers to the following questions. Note down the important points and then develop them into a paragraph.

1. How does the poet use the image of a tree to bring out the destructive effect of suppressed anger?

IV. ACTIVITIES :

Discuss the following in groups of four each. One in each group notes down the important points. Share the group's findings with the neighbouring group.

1. Do you think the speaker was right in being "glad" at his foe's death? Why? Why not?
2. What has happened to his own garden now with a poison tree? Was he happy in growing a poison tree?
3. How could he have avoided planting a poison tree?
4. (The teacher reads aloud the first two lines 3 or 4 times. Close your eyes and listen to each sound carefully.)

   Which sounds are repeated in the two lines?

The consonant sounds /r/ and /d/ are repeated 4 and 5 times respectively. When consonant sounds appearing at the beginning of closely placed words are repeated, it is called alliteration. (/r/ in *wrath, wrath*)

When consonant sounds appearing elsewhere in the closely placed words are repeated, it is called consonance (/d/ in *friend, told, did, end* and /r/ in *angry* and *friend*) Being aware of such delicate sound devices helps you in enjoying a poem.

a) Pick out a few more examples of alliteration from the poem.

b) Pick out a few more examples of consonance from the poem.

5. Read the four rhyming words of stanza 3. Which vowel sound is repeated?

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V. NOTE ON THE POET :

William Blake (1757-1827) belonged to the pre-Romantic period in English Literature. Although he did not have formal schooling, he became a mystic poet by his ability to see the world of God behind the physical world.

VI. SUGGESTED READING :

1. *Hate* (Poem) – James Stephens
2. *Emotional Intelligence* – Daniel Goleman

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NON-DETAIL

1. Treasure Island

- Robert Louis Stevenson

Pre-Reading Activity :

Do you remember any story/film based on treasure hunting adventure? Share it in class.

Jim Hawkins' father and mother kept the Admiral Benbow Inn, which was the only building in a lonely cove in the west of England. One ice-cold winter's day a wizened old seaman, with a saber-scar across his face, arrived at the inn and took a room. His sole possession was an old sea-chest, which he guarded as a miser hoards his fortune. Billy, as the old sea-dog called himself, told young Jim to keep a weather eye out for a seafaring type with one leg, and gave him a four pence piece for his troubles.

"Tis a pity his generosity doesn't run to paying rent," Jim's father grumbled. Jim's father was having trouble making the inn pay, and he was so ill that Jim and his mother feared he would not outlive the winter.

During the evenings Billy would sit in his corner of the bar, drinking rum and singing, "fifteen men on the dead man's chest – Yo ho ho and a bottle of rum!" while day-time would find him on the rocks, looking nervously out to sea.

It was several weeks after Billy's arrival that another mysterious seafaring man appeared, a sallow, evil looking fellow with two fingers missing. He argued with Billy, and in no time the two were fighting furiously. Wounded, the stranger was put to flight, but Billy was left stretched out on the floor, gasping for breath. Doctor Livesey, who had come to treat Jim's ailing father, told Billy he had a stroke. He bled him, put him up to bed and forbade him any more rum.

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Billy called Jim to his side. His eyes burned with fever as he spoke. "I must shift before the lubbers gets to me and gives me the black spot!" Mystified, Jim asked him to explain. Billy said that the black spot was a pirate summons; he had been a member of the notorious Cap'n Flint's crew, and he was afraid they were coming to do for him and steal his old sea-chest.

But Jim soon forgot Billy's problems, for later that night the doctor told him that his father had died.

The same day that Jim's father was laid to rest, a blind old pirate called Blind Pew came to the Admiral Benbow. Jim unwittingly led him into the bar, where he slapped a circular piece of black paper into Bill's hand before he could avoid him.

By the time Blind Pew had taken his leave again, Billy lay gasping on the floor, dying of a massive stroke. His last words were that the pirates would be upon him that same evening.

Jim and his mother quickly searched through Billy's precious sea-chest. His mother took as much coins as to cover the old pirate's rent, and not a half penny more, while Jim found an intriguing bundle of papers, wrapped in oilcloth, which he pocketed as payment for his services. Alarmed by loud voices, Jim and his mother fled out into the night and hid, as Blind Pew and several pirates arrived and proceeded to ransack the inn.

Blind Pew and the pirates were outraged that what they sought from Billy's sea-chest had gone missing. Knowing that Jim and his mother could not have gone far they rushed outside, but before they could find the fugitives they were ridden down by several horsemen. Jim and his mother saw that their saviours were revenue officers, who had been tipped off that there was a pirate ship moored nearby. The rest of the pirates had escaped, but Blind Pew lay dead on the ground, where he had been knocked down by one of the horses.

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While his mother was cared for by friends, Jim was taken to squire Trelawney's house, where Doctor Livesey happened to be dining. The squire and the doctor were local magistrates, and asked to be told all that had happened that evening.

When Jim had finished his story, he produced the papers he had taken, adding that he was sure they were what the pirates had been searching for. The two men were in complete agreement, for what they had before them was a treasure map, showing where the buccaneer Captain Flint had buried all his booty!

Squire Trelawney and Doctor Livesey hurriedly made plans for a voyage to the island where the treasure lay buried. Jim was to be their cabin boy.

The squire travelled to Bristol, where he bought a fine schooner called The Hispaniola, as well as hiring a sea-captain. The ship's cook was to be a one-legged old sailor called Long John Silver, who had given Squire Trelawney invaluable help in picking the rest of the crew.

Jim and the doctor joined the squire in Bristol on the eve of their departure. In Jim's absence, an apprentice was hired to help his mother run the Admiral Benbow.

At first Jim wondered whether Long John Silver was the same one-legged buccaneer that old Billy had been so worried about, but the ship's cook, nicknamed Barbecue, had such a pleasing manner and was so very friendly that he soon forgot all his doubts.

When Jim, the doctor and Squire Trelawney went aboard The Hispaniola the next morning, Captain Smollett demanded an urgent word with them. He said he was unhappy that he had had no hand in choosing his crew, and was unhappier still that everyone knew that they were sailing for treasure. The squire admitted he had been unwise to let slip their secret, and promised he would keep the treasure map hidden from everyone.

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The Hispaniola set sail on the evening tide and was soon making excellent progress. The sleek schooner performed admirably, even in heavy seas, and Captain Smollett had to agree that in spite of his misgivings the crew could not be faulted. Each man went about his duty in good spirits; none more than Long John Silver, with his parrot, Cap'n Flint, on his shoulder, squawking: "Pieces of eight ... Pieces of eight!" And so the voyage proceeded without a hitch. But there was treachery afoot.

Late one evening, as the Hispaniola neared its destination, Jim went looking for an apple to eat, but, finding the apple-barrel nearly empty, he climbed right into it. While hidden inside it, he overheard a conversation between Long John Silver and the ship's coxswain, in which Silver boasted of his piracy with Cap'n Flint, who had died of drink and of his plan to kill the skipper, the squire and the doctor once the treasure was found. Jim was terribly afraid he would be found out, but just then a cry rang out that roused the entire ship, for, in the moonlight, land had been sighted!

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The next morning, under Long John Silver's expert guidance - he claimed he had visited the island before on a trading ship - The Hispaniola found a safe anchorage in an almost land - locked channel to the south of the island. Jim secretly warned Captain Smollett, the squire and the doctor of Long John Silver's treacherous plan. The captain said that for the time being they should pretend they knew nothing. As there were only seven of the twenty-six people aboard the ship that they could rely upon, the odds were stacked against their survival!

Jim remarked that the Treasure Island had a brooding, menacing air. He didn't know about treasure, said the doctor, but it was a pound to a penny that malaria lurked in the island's steamy marshes.

Now that the ship was at anchor, the crew became very agitated and surly. Fearing they would mutiny straightaway, Captain Smollett told them they could take the rest of the day off. Long John Silver, who had done his best to calm things down, led a party of sailors ashore, but six of their number were left aboard to guard the ship... and keep an eye on the captain and those who were not part of the treacherous plot.

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Acting more on instinct than anything else, Jim hid himself aboard the boat that rowed ashore, and, as soon as the coast was clear, made a run for the shelter of the nearby undergrowth. He was delighted that no one appeared to have seen him, and soon began to enjoy the unfamiliar feeling of being all on his own.

An hour or so later, Jim was surprised by voices. He hid and watched as, a little way off, Long John Silver tried to persuade a member of the crew to join the mutiny. When the fellow refused and started to walk away, the old pirate drew a long knife and stabbed him in the back. Terrified, Jim slipped away and ran for his life.

He ran until his legs gave out. Then, when he stopped to catch his breath, he found himself facing a wild-looking man, dressed all in rags. “I’m poor Ben Gunn,” said the wild-looking man, “and I haven’t spoken with a Christian these three years!”

Ben Gunn told Jim he had been on Cap’n Flint’s ship when the treasure was buried. The wicked pirate had taken six men ashore with him to hide the booty, and murdered them all so its location remained a secret. Ben had returned on another ship to look for the treasure three years back, but when they could not find it, his ship-mates left him marooned on the island.

Meanwhile, the doctor, the Squire and Captain Smollett had also decided to go exploring. Unbothered by the six pirates who had been ordered to stay on board, they took the ship’s jolly boat and rowed ashore. They soon found what was known as the stockade: a sturdy log cabin, with loopholes for muskets in its walls, protected by a perimeter fence of stout wooden paling, six-feet high. They decided this was as good a place as any to make a stand against the pirates, and hurried back to the Hispaniola for supplies.

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While the squire’s gamekeeper, Redruth, kept the pirates at gunpoint, the captain and the others made several journeys ashore with provisions, arms and ammunition.

On the final trip back to the stockade, the captain, the squire and the doctor, along with those still loyal to them, were attacked by more of the pirates. The pirates lost one dead and two more injured, but Redruth was also shot and died soon after.

The pirates, who had retreated, started a bombardment from the ship’s cannon, but as the stockade was out of the Hispaniola’s sight, the balls fell well wide of their mark.

Jim and Ben Gunn were surprised by the sound of distant cannon-fire. Jim told Ben about Long John Silver and the pirates, and asked him to go with him to find his friends. Ben shook his head. He said that he knew Long John Silver from way back, when they were both members of Flint's crew, and added that if Jim's friends gave him a promise of a safe passage home, then he would help them. With that, he slipped away into the undergrowth.

When evening fell, the pirates stopped their useless bombardment. Jim approached the stockade cautiously, but when he saw the Union Jack flying above it, he knew that it was his allies who occupied it. Jim's friends were delighted to see him safe and sound, and amazed to hear about Ben Gunn. The captain then told everyone it was time to sleep. Along with him, the squire and the doctor, there were just two more of the squire's men, plus one sailor, who had remained loyal : six men and a boy against the fifteen pirates who still survived.

The next morning, Long John Silver appeared at the stockade's perimeter fence, carrying a flag of truce. He offered to spare the defender's lives if they gave him the treasure map. Captain Smollett refused him point blank, saying the pirate's word was not worth a rotten ship's biscuit, and that they had no intention of giving up the treasure map anyway.

No sooner had Long John Silver hobbled angrily away than the pirates attacked the stockade. The defenders retreated into the log cabin, from which they exchanged musket fire with the pirates. Suddenly, several attackers swarmed over the perimeter fence. Two were shot down, one retreated, but four of them made it do the cabin wall, where they were able to shoot in through the building's loopholes at will. Realising the tables had been turned, the defenders rushed outside and fought the pirates hand-to-hand.

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A few minutes later the pirates lay dead, but two of the squire's men had perished as well, and the captain was wounded.

While the remaining defenders buried the dead, the doctor made his way off into the woods, intent on a secret plan. Jim too had had an idea. With darkness approaching, he armed himself with a pistol and slipped away into the shadows.

He made his way to the sea shore, where he found a small, home-made boat that Ben Gunn had told him about. The little craft closely resembled a coracle, and was very difficult to handle. But he succeeded in padding it out to the Hispaniola, from which drunken, shouting voices could be heard. Jim wasted no time cutting through the ship's mooring ropes and setting it adrift. By that time, the tide was ebbing fast and the current in the channel was very strong. Jim found himself swept helplessly along with it. Thinking he was as good as dead, he allowed exhaustion to overwhelm him.

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The next morning Jim awoke to find himself drifting near to the island's north coast. Close by was the Hispaniola, seemingly deserted. He hurriedly paddled over to it and clambered aboard.

On the ship Jim found the two pirates whose raised voices he had heard the night before. They had obviously had a fight; one lay dead, the other had a bad wound in his thigh.

Jim took the ship's wheel and steered for a creek in the north of the island, where it could safely be run ashore. The surviving pirate, who minutes before had seemed to be gravely wounded, suddenly sprang at Jim. As the ship ran gently aground, the pirate chased Jim up the main mast's rigging and threw a knife at him. Although Jim was slightly wounded, he managed to aim his pistol and shoot his attacker dead.

Very pleased that he had captured the ship and it was in a safe place, Jim made his way back to the stockade, but to his horror it was

Long John Silver and the pirates who greeted him. For some reason, the doctor had given it up to them, along with the treasure map! Long John Silver told Jim that as he had been deserted by his friends he should now join the pirates but Jim refused.

Jim said that after seeing so much treachery and blood he no longer cared what happened to him, but he wanted the pirates to know that it was he who uncovered their plot, and it was he who took the ship.

The other pirates wanted to kill him, but Long John Silver was impressed by his brave speech and told his men the lad would be of far more use to them as a live hostage than a dead cabin boy.

Long John Silver whispered to Jim that with the ship gone he was in a desperate pickle. He gave Jim to understand that if he were given the promise of lenient treatment, he would be prepared to surrender to Captain Smollett.

The pirates, meanwhile, were very angry at losing so many men and being marooned, and gave Long John Silver the black spot. On its other side was the word "Deposed." "And who doomed the mission to failure?" the one-legged pirate yelled at them. If they had waited until after the treasure was found before mutinying, then by now they would all have been rich!

A little later doctor Livesey appeared under a flag of truce, and treated the wounded men and those who were now suffering from malaria. He was allowed a few words with Jim, who told him all about taking the ship. The doctor replied he had done very well, most especially in finding Ben Gunn. Before leaving again, he warned Long John Silver to beware of squalls when digging up the treasure.

After breakfast, the pirates set off to find the treasure, taking Jim, who was tied to a rope, along with them. Jim was still very puzzled as to why the doctor had given the pirates both the stockade and the treasure map, but he supposed it must have been part of some plan.

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At length, following the directions of the treasure map, the pirates reached a clearing in which they found a sun bleached skeleton. Suddenly an eerie voice rang out, singing: “Fifteen men on a dead man’s chest – yo-ho-ho and a bottle of rum!” Terrified, the pirates stopped dead.

Even Long John Silver looked frightened, but then he told his men that ghosts’ voices did not echo like that, and anyway, ghosts or no, nothing was going to keep them from their booty!

The pirates moved on again, and eventually caught sight of the giant tree that marked the spot where Cap’n Flint had buried the bulk of his treasure.

Long John Silver’s eyes gleamed with greed, and Jim knew that any promises he had made were now completely forgotten. Then the pirates let out a gasp of dismay, for under the tree was a gaping hole in the ground, that had obviously been dug several months ago.

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The despairing pirates dug the earth at the bottom of the hole with their bare hands, but the treasure had gone. Then they turned on Long John Silver and Jim, accusing them of treachery, but before they could do them any harm a volley of gunshots rang out. Two of the pirates fell to the ground, dead; the remaining three turned and ran for their lives.

Doctor Livesey, Squire Trelawney and Ben Gunn steped out of the nearby undergrowth, their muskets still smoking. The doctor told Jim and Long John Silver that they had only reached them in time because Ben had held the pirates up with his ghostly song.

As they made their way to Ben Gunn's cave, where Captain Smollett was recovering, the doctor explained how he had gone to find Ben Gunn. When he learned that Ben Gunn had already found the treasure and taken it to his cave, and also saw that the ship

had vanished, he gave the pirates the treasure map, which was now useless, and let them have the stockade, where he was sure they would go down with malaria. Over the next few days, those who were still fit enough loaded all treasure onto the Hispaniola, which was easily refloated on a high tide. The captain, on the road to recovery, said that because they were so shorthanded, they should sail to the nearby Spanish Americas to take on more men.

The three surviving pirates were left on the island: a much more humane punishment than that they had planned for their victims. As the Hispaniola sailed away, one of them shouldered his musket and put a ball inches over Long John Silver's head.

On reaching the mainland, more crew were taken on. Long John Silver managed to slip off board, taking with him some 400 in coins. Everyone was relieved to see the last of him.

The journey back to England passed without incident. The expedition's survivors all received an ample share of the treasure, and, while the rest used their money wisely, Jim learned that Ben Gunn was poor again within the month!

Jim never had the urge to go to sea again, especially not to Treasure Island, although it was said that some of the treasure still remained un-dug there. In his worst nightmares he would dream of the surf breaking over the island's rocks, and Cap'n Flint's shrill cry: "Pieces of eight! Pieces of eight!"

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I. GLOSSARY :

cove	: a small bay
wizened	: reduced in size because of old age
saber scar	: a scar on the face caused by a heavy sword with a curved blade

sea-chest	:	a large wooden box commonly used by sailors
sallow	:	pale and yellowish , not healthy
lubber	:	awkward, clumsy fellow
to do for him	:	to kill him
unwittingly	:	without being aware of
fugitives	:	those who were running away from them
moor	:	to attach a ship to or an anchor
buccaneer	:	a pirate
schooner	:	type of ship with two or more masts
squawking	:	croaking
coxswain	:	a petty officer in charge of a boat
brooding	:	threatening
marooned (v)	:	abandoned in the island
perimeter	:	boundary around an area
hobbled	:	walked
musket	:	an early type of gun with a long barrel
coracle	:	a small light boat
clambered	:	climbed with difficulty
have the odds stacked against	:	unlikely to succeed because conditions are not favourable.
creek	:	a narrow stretch of water following in from a coast
in a pickle	:	in a difficult, unpleasant situation
squalls	:	violent cries/quarrels

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II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions :

1. What was Admiral Benbow?
2. Who was the guest who took up a room in Admiral Benbow?
3. What was his cherished possession?
4. Why did he give Jim four pence?
5. Why was Billy looking out to sea every evening?
6. Describe the encounter between Billy and the mysterious sea-faring man.
7. What is the black spot?
8. What did Jim and his mother take from Billy's sea-chest before they fled the inn?
9. What important document did the bundle of papers contain?
10. Who did Jim give it to?
11. How did Blind Pew die?
12. What arrangement did Squire Trelawney and Dr. Livesey make for a voyage for treasure hunt?
13. There are two Captain Flints in the story. Who are they?
14. Who was nicknamed Barbecue? Why?
15. Why was Capt. Smollett unhappy?
16. What was John Silver's treacherous plan?
17. How did Jim come to know about it?
18. Why did Capt. Smollett say that the odds were stacked against their survival?

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19. How does Jim manage to escape to the island?

20. Who is Ben Gunn?

21. Why and how was Ben left marooned on the island?

22. Why did Capt. Smollett and others consider the stockade an ideal place for them?

23. What was Silver's demand for a truce? What was Capt. Smollett's response?

24. What was the result of the attack of the pirates on the stockade?

25. What surprise awaited Jim when he returned to the stockade?

26. Give any two examples of Jim's acts of bravery.

27. On what condition was Silver willing to surrender to Capt. Smollett?

28. Why did the pirates serve the black spot on Silver?

29. Why had the doctor given the pirates the stockade and the treasure map?

30. Why did the pirates accuse Silver and Jim of treachery?

31. Why did the captain want to sail to the Spanish Americas?

32. What did Silver do in the end?

B. Discuss in groups of four each the following questions :

1. The story has a galaxy of interesting characters. Which of the characters do you like the most? Why?

2. The story also has many interesting incidents. Which of those incidents do you like the most? Why?

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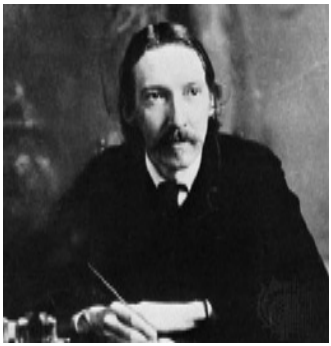
III. NOTE ON THE AUTHOR :



The original novel, a romance was written by Robert Louis Stevenson (1850-1894) a gifted story - teller. He wrote several travel stories and well loved novels like *Kidnapped, The Strange Case of Dr. Jekyll and Mr. Hyde, The Black Arrow* etc. It is said that *Treasure Island* was written "for amusement" of his 12 year old stepson. This simplified and abridged story would surely encourage you to read the much more entertaining original novel.

IV. SUGGESTED READING :

1. *Huckleberry Finn* - Mark Twain
2. *Tom Sawyer* - Mark Twain
3. *Gulliver's Travels* - Jonathan Swift
4. *Treasure Island* - Robert Louis Stevenson (Original Novel)

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Acknowledgement

(This abridged version of the original and the picture are taken from Everlasting *Classic* Collection, Euro Books Publication, a division of EuroKids International Pvt. Ltd.)

2. Karna

- C. Rajagopalachari

Pre-Reading Activity :

The Mahabharata is a great epic. It abounds in characters who are models of the great qualities. Which character in the epic do you like the most? Why? Share your views in pairs.

The Pandavas and the Kauravas learnt the practice of arms first from Kripacharya and later from Drona. A day was fixed for a test and exhibition of their proficiency in the use of arms in the presence of the Royal family and as the public had also been invited to witness the performance of their beloved princes, there was a large and enthusiastic crowd. Arjuna displayed superhuman skill with his weapons and the vast assemblage was lost in wonder and admiration. Duryodhana's brow was dark with envy and hate.

At the close of the day, there came suddenly from the entrance of the arena a sound, loud and compelling like thunder - the sound made by the slapping of mighty arms in challenge. All eyes turned in that direction. They saw enter through the crowd, which made way in awed silence, a godlike youth from whom light and power seemed to emanate. He looked proudly round him, cast a negligent salute to Drona and Kripa, and strode up to Arjuna. The brothers, all unaware, by the bitter irony of fate, of their common blood, faced one another; for it was Karna.

Karna addressed Arjuna in a voice deep as rumbling thunder: "Arjuna, I shall show greater skill than you have displayed."

With Drona's leave, Karna - the lover of battle - then and there duplicated all Arjuna's feats with careless ease. Great was Duryodhana's exultation. He threw his arms round Karna:

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"Welcome, O thou with mighty arms, whom good fortune has sent to us. I and this kingdom of the Kurus are at your command."

Said Karna:

"I, Karna, am grateful, O king. Only two things I seek: your love and single combat with Partha."

Duryodhana clasped Karna again to his bosom:

"My prosperity is all thine to enjoy."

As love flooded Duryodhana's heart, even so did blazing wrath fill Arjuna, who felt affronted; and glaring fiercely at Karna who stood stately as a mountain peak, receiving the greetings of the Kaurava brothers, he said:

"O Karna, slain by me thou shalt presently go to the hell appointed for those who intrude uninvited and prate unbidden" Karna laughed in scorn: "This arena is open to all, O Arjuna, and not to you alone. Might is the sanction of sovereignty and the law is based on it. But what is the use of mere talk which is the weapon of the weak? Shoot arrows instead of words."

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Thus challenged, Arjuna, with Drona's permission, hastily embraced his brothers and stood ready for combat, while Karna, taking leave of the Kuru brothers, confronted him weapon in hand.

And, as though the divine parents of the heroes sought to encourage their offspring and witness this fateful battle, Indra, the lord of the thunderclouds, and Bhaskara of the infinite rays, simultaneously appeared in the heavens.

When she saw Karna, Kunti knew him as her first - born and fainted away. Vidura instructed the maid-servant to attend upon her and she revived. She stood stupefied with anguish not knowing what to do.

As they were about to join in battle, Kripa, well-versed in the rules of single combat, stepped between them and addressed Karna:

"This prince, who is ready to fight with thee, is the son of Pritha and Pandu and a scion of the Kuru race. Reveal, O mighty armed, thy parentage and the race rendered illustrious by thy birth. It is only after knowing thy lineage that Partha can fight with thee, for high - born princes cannot engage in single combat with unknown adventurers."

When he heard these words Karna bent down his head like a lotus under the weight of rain water.

Duryodhana stood up and said: "If the combat cannot take place merely because Karna is not a prince - why, that is easily remedied. I crown Karna as the king of Anga." He then obtained the assent of Bhishma and Dhritarashtra, performed all the necessary rites and invested Karna with the sovereignty of the kingdom of Anga giving him the crown, jewels and other royal insignia. At that moment, as the combat between the youthful heroes seemed about to commence, the old charioteer Adhiratha, who was the foster-father of Karna, entered the assembly, staff in hand and quaking with fear.

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No sooner did he see him than Karna, the newly crowned king of Anga, bowed his head and did humble obeisance in all filial reverence. The old man called him son, embraced him with tears of love, his head already moistened by the water of the coronation.

At this sight, Bhima roared with laughter and said: "O, he is after all only the son of a charioteer! Take up the driving whip then as befits thy parentage. Thou art not worthy of death at the hands of Arjuna. Nor should thou reign in Anga as a king."

At this outrageous speech, Karna's lips trembled with anguish and he speechlessly looked up at the setting sun with a deep sigh. But Duryodhana broke in indignantly:

"It is unworthy of you, O Vrikodara, to speak thus. Valour is the hall - mark of a kshatriya - nor is there much sense in tracing greater heroes and mighty rivers to their sources. I could give you hundreds of instances of great men of humble birth - and I know awkward questions might be asked of your own origin. Look at this warrior, his godlike form and bearing, his armour and earrings, and his skill with weapons. Surely there is some mystery about him, for how could a tiger be born of an antelope? Unworthy of being king of Anga, didst thou say? I verily hold him worthy to rule the whole world."

In generous wrath, Duryodhana took Karna in his chariot and drove away.

The sun set; the crowd dispersed in tumult. There were groups loud in talk under the light of the lamps, some glorifying Arjuna, others Karna, and others again Duryodhana according to their predilection.

Indra foresaw that a supreme contest was inevitable between his son Arjuna and Karna; and he put on the garb of a Brahman and came to Karna, who was reputed for his charity, and begged of him his earrings and armour. The Sun god had already warned Karna in his dream that Indra would try to deceive him in this manner. Still, Karna could not bring himself to refuse any gift that was asked of him. Hence he cut off the earrings and armour with which he was born and gave them to the brahmana.

Indra, the king of gods, was filled with surprise and joy. After accepting the gift, he praised Karna as having done what no one else would do, and shamed into generosity, bade Karna ask for any boon he wanted.

Karna replied: "I desire to get your weapon, the Sakti, which has the power to kill enemies." Indra granted the boon, but with a fateful proviso. He said: "You can use this weapon against but one enemy,

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and it will kill him whosoever he may be. But this killing done, this weapon will no longer be available to you but will return to me." With these words Indra disappeared.

(Extract from an earlier chapter)

Karna went to Parasurama and became his disciple by representing to him that he was a brahmana. He learnt from Parasurama the mantra for using the master weapon known as Brahmastra. One day Parasurama was reclining with the head on Karna's lap when a stinging worm burrowed into Karna's thigh. Blood began to flow and the pain was terrible, but Karna bore it without tremor lest he should disturb the master's sleep. Parasurama awoke and saw the blood which had poured from the wound. He said: "Dear pupil, you are not a brahmana. A kshatriya alone can remain unmoved under all bodily torments. Tell me the truth."

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Karna confessed that he had told a lie in presenting himself as a brahmana and that he was in fact the son of a charioteer. Parasurama in his anger pronounced this curse on him: "Since you deceived your guru, the Brahmastra you have learnt shall fail you at the fated moment. You will be unable to recall the invocatory mantra when your hour comes."

Karna and the Grandsire

When he learnt that Bhishma lay wounded and dying, Karna hurried to the place and fell at his feet and said:

"Eldest of the race, Radha's son, who, through no fault of his, incurred your great displeasure, humbly prostrates himself before you."

When after humble salutation Karna stood up, the grandsire, greatly moved, tenderly placed his hand on Karna's head and blessed him. "You are not Radha's son, young man." He said in loving tones; "You are Kuntidevi's own first born. Narada, who knows all the secrets of the world, himself revealed this to me. Son of Surya, truly I entertained no dislike for you. But I was grieved to see your increasing hatred of the Pandavas although they gave you no cause for it. I know and admire your valour and your open - handedness, and I know also that you belong to the class of Phalguna and Krishna in prowess. It is proper that you befriend the Pandavas. Therein lies the right path for you who is their brother. With the closing of my part in this war, may the chapter of your enmity also close. This is my wish, Karna."

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Karna listened respectfully and replied: "Grandsire, I know I am Kunti's son, and not charioteer-born. But I have eaten Duryodhana's salt and must be true to him, to be true to my own lineage. It is impossible for me to go over to the Pandavas now. You must permit me to repay with my life, if it so be, the debt I owe to Duryodhana for his love and

trust. I have erred greatly in word and deed. You must forgive me for it all and give me your blessings."

The great acharya, who knew all the laws of right conduct, reflected for a while on what Karna said, and replied: "Do then as you wish, for that is the right way."

Bhishma gave his blessings to Karna. "You are like the good earth to the seeds, like rain clouds to living beings, ever dependable, firm in your loyalty. Serve Duryodhana and save him."

Karna, having received the benediction of the grandsire, mounted his chariot and rode to the battlefield. When the valorous Karna entered the field on his war chariot, Duryodhana's joys knew no bounds. His sorrow, at having lost Bhishma, was in some degree alleviated.

The Death of Karna

The princes of the Kaurava army installed Karna as Generalissimo. Karna stood up in his gorgeous war chariot driven by Salya. The dauntless confidence of his bearing and his great renown as a warrior heartened the Kauravas.

Then followed a great battle. The son of Surya sent a dazzling arrow, which spat fire and made for Arjuna, like a serpent with its flaming double-tongue out. Then Krishna, Arjuna's charioteer, at the nick of time, pressed the vehicle down five fingers deep in the mud, so that the serpent shaft just missed Partha's head but struck off his helmet! Arjuna was red with shame and anger and he fixed a dart on his bow to make an end of Karna. And Karna's fated hour was come, and as had been foretold, the left wheel of his chariot suddenly sank in the blood mire. He jumped down on the ground to lift the wheel up from the mud.

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"Wait a minute!" he cried. "My chariot has sunk in the ground. Great warrior as you are, and knowing dharma as you do, you would certainly not take unfair advantage of this accident. I shall presently set my car right and give you all the battle you want."

Arjuna hesitated. Karna was now somewhat perturbed on account of the mishap. He remembered the curse that had been pronounced on him, and again appealed to Arjuna's sense of honour.

Krishna intervened. "Ha, Karna!" he exclaimed, "it is well that you too remember that there are things like fair play! Now that you are in difficulty, you remember them indeed, but when you and Duryodhana and Duhsasana and Sakuni dragged Draupadi to the Hall of Assembly and insulted her, how was it you forgot them utterly? You helped inveigle Dharmaputra, who was fond of play but was unskilled at it, to gamble, and you cheated him. Where had your fair play hidden itself then? Was it fair play to refuse to give to Yudhishthira his kingdom when according to the pledge the twelve years of forest life and the thirteenth year incognito were duly completed? What had happened to the dharma you appeal for now? You conspired with the wicked men who sought to poison and kill Bhima. You acquiesced in the plot to burn the Pandavas alive when sleeping in the palace of wax into which they had been lured. What had happened to dharma all that time? What did dharma tell you when violent hands were laid on Draupadi and you were looking on enjoying the sight? Did you not then mock at her saying: 'Your husbands have left you unprotected, go and marry another husband'? The tongue that was not ashamed to utter those words now talks of chivalry. Chivalry indeed! When a mob of you surrounded the young Abhimanyu and shamelessly slew him, was that chivalry? Wicked man, do not talk now of chivalry and fair play, for you have never honoured them!"

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When Krishna was denouncing him in this manner in order to urge Arjuna to prompt action, Karna bent his head in shame and uttered not a word. He silently ascended the chariot leaving the wheel still stuck in the mud and took his bow and sent an arrow at Arjuna with unerring aim and such power that it stunned him for a moment. Karna utilized the respite won, to jump down again and hurriedly tried to lift the chariot wheel up, but the curse was too strong for him and fortune had deserted the great warrior. The wheel would not budge, though he strove with all his great strength. Then he tried to recall the mantras of mighty astras he had learnt from Parasurama, but his memory failed in the hour of his need, even as Parasurama had foretold.

"Waste no more time, Arjuna" cried Madhava. "Send your shaft and slay your wicked enemy."

Arjuna's mind was wavering. His hand hesitated to do what was not chivalrous. But when Krishna said this, the poet says: "Arjuna accepted this command of the Lord and sent an arrow which cut and severed the head of the Radheya." The poet had not the heart to impute this act to Arjuna who was the embodiment of nobility. It was the Lord Krishna that incited Arjuna to kill Karna when he was vainly trying to raise his chariot out of the mud in which it had stuck. According to the code of honour and laws of war prevailing then, it was wholly wrong. Who could bear the responsibility for breaches of dharma except the Lord Himself?

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I. GLOSSARY :

arena	:	a place of activity or conflict
emanate	:	to come or flow from
strode	:	walked with long steps
clasped	:	held tightly

blazing wrath	:	burning anger
prate unbidden	:	talk too much, uninvited
revived	:	recovered
stupefied	:	shocked
anguish	:	distress
scion	:	a young member of noble family
lineage	:	the families from which somebody is descended
insignia	:	symbols of rank or authority
obeisance	:	obedience to, respect for
filial reverence	:	respect expected from a son
coronation	:	crowning ceremony
indignantly	:	angrily
predilection	:	preference
proviso	:	condition
burrowed	:	dug into
tremor	:	shaking
benediction	:	blessing
alleviated	:	made less severe
generalissimo	:	a general leading combined armies
mishap	:	misfortune
inveigle	:	to persuade somebody to do something by means of false praise or deception
incognito	:	hiding his true identity
acquiesced	:	accepted without protest
chivalry	:	the qualities expected of ideal soldiers
impute	:	put the responsibility

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II. COMPREHENSION QUESTIONS :

Answer briefly the following questions :

1. Why was a large crowd assembled in the arena?
2. What did Duryodhana envy?
3. How does the writer introduce Karna to the assembly?
4. What was the cause for Duryodhana's exultation?
5. How does Karna challenge Arjuna?
6. Who were the divine parents of the two heroes?
7. Why was Kunti stupefied?
8. Why did Kripacharya object to Karna joining in the battle?
9. How did Duryodhana restore Karna's honour?
10. How does Bhima ridicule Karna?
11. How does Duryodhana defend Karna against Bhima's accusations?
12. How and why did Indra approach Karna?
13. a) Why couldn't Karna refuse the gift asked of him?

    b) What does this tell us about Karna's character?
14. Why does Indra offer a boon to Karna? What is the boon?
15. Indra granted the boon with a condition. What was the condition?
16. How did Parasurama realise that Karna was not a Brahmana?
17. What was Parasurama's curse?
18. What does Bhishma ask Karna to do?
19. What does Karna say about his loyalty to Duryodhana?
20. How does Lord Krishna save Arjuna from Karna's arrow?
21. What mishap happened to Karna's chariot?
22. When Karna appeals to Arjuna's sense of dharma, Lord Krishna recounts many acts of Karna and the Kauravas which violated fair play and chivalry. Pick out any three such acts.
23. a) What was Karna's response to Lord Krishna's denouncement?

    b) What does this tell you about Karna?
24. Why was Arjuna's mind wavering when Lord Krishna asked him to slay Karna?
25. Was killing Karna when he was not ready for the fight wrong?
26. How does the poet justify this wrong?

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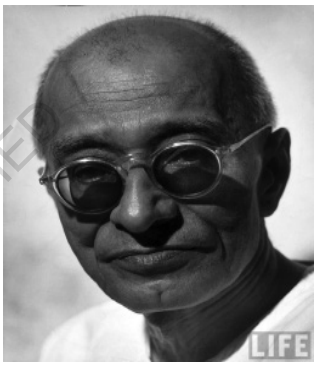
Discuss in pairs and answer the following questions :

1. Karna is easily one of the most tragic and compelling characters of the epic. List any five great qualities of Karna which you admire most. Justify your choice of qualities.

2. Epics highlight eternal values. From your study of these excerpts, list any five values which, in your view, are very relevant to our lives today.

III. NOTE ON THE AUTHOR :



Chakravarthi Rajagopalachari (1878-1972) was a lawyer, writer and statesman. He was an accomplished writer who made lasting contributions to Indian English literature. In 1951 he wrote an abridged retelling of the Mahabharata in English followed by one on the Ramayana in 1957. These stories were originally written in Tamil and were rendered into English mainly by Rajaji himself. "To have preserved the beauty and spirit of the great original in refined and simple English is an achievement of the highest order." He was also one of the founders of Bharatiya Vidya Bhavan, an organization dedicated to the promotion of education and culture. The episode you have read now are extracts from different chapters of his Mahabharata.

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IV. SUGGESTED READING :

1. The Mahabharata - C. Rajagopalachari

2. The Ramayana - C. Rajagopalachari

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Design of Activities and Exercises (Only Prose)

Unit	Title	Language Activities	Speaking Activities	Grammar/Usage Re-visited
01	A Wrong Man in Workers' Paradise	i) Vocabulary Exercises : Antonyms: Idioms and Phrases ii) Reference Skill-Dictionary Work iii) Sub-Skills of Reading : Skimming and Scanning iv) Project: Data collection and PowerPoint Presentation v) Picture collection and notice board display	1.Role Play 2. Making requests 3.Giving directions 4.Conversation	i) Articles ii) Prepositions
02	The Elixir of Life	i) Vocabulary Exercises: Matching words with meaning. Antonyms ii) Media Transfer: Flow chart to Paragraph: Pie chart to Paragraph iii) Report Writing and Presentation iv) Project: Data collection and Presentation	1.Correct pronunciation of commonly mispronounced words	i) Countable. Uncountable Nouns
03	The gift of Magi	i) Vocabulary Exercises: Phrases and Idioms. Antonyms ii) Dialogue Writing iii) Reported Speech and Oral Reporting iv) Presenting sequence in a logical order v) Letter Writing vi) Variety in Syntax (Style)	1.Correct Pronunciation-words with silent letters: Pronouncing word-endings. 2. Narrating story from a picture.	i) Subject-Verb Agreement ii) Question-tags iii) Inversion
04	Louis Pasteur. Conqueror of Disease	i)Vocabulary Exercises: Antonyms: Difference Between words. ii)Passive construction iii) Reporting iv) Identifying the disease v) Parts of body as verbs vi) Collocations vii) Project: PowerPoint Presentation	i) .Joke session ii) Words from the text for Pronunciation iii) Word Stress.	Rhetorical Patterns
05	What is Moral Action?	i).Vocabulary Exercises. Similar but different words: One- word Substitutes. ii) Paragraph Writing iii) Note - Making	Group Discussion	Tenses: Present and past Tense forms Future time

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