Government of Karnataka

English
First Language
(Revised)

10

Tenth Standard

Part - II

© KTBS NOT TO BE REPUBLISHED

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

Contents

T9I7Q2

Unit No.	Prose	Page Number
6	The Eyes are not Here *Ruskin Bond*	1-16
7	The Girl who was Anne Frank *Louis De Jong*	17-40
8	A Village Cricket Match *A.G. Macdonell*	41-57
9	Consumerist Culture *Cheriyan Alexander*	58-78
10	The Pie and the Tart *Hugh Chesterman*	79-102
	Poetry	
6	Sonnet 73 *William Shakespeare*	103-106
7	The Stolen Boat *William Wordsworth*	107-112
8	Mending Wall *Robert Frost*	113-119
9	Buttoo *Toru Dutt*	120-124
10	C.L.M. *John Masefield*	125-133
	Non-Detail	
3	Ulysses and the Cyclops *Charles Lamb*	134-142
	Appendix	143-148
	Design of Activities	149-150

@KTBS NOT TO BE REPUBLISHED

Lesson 6

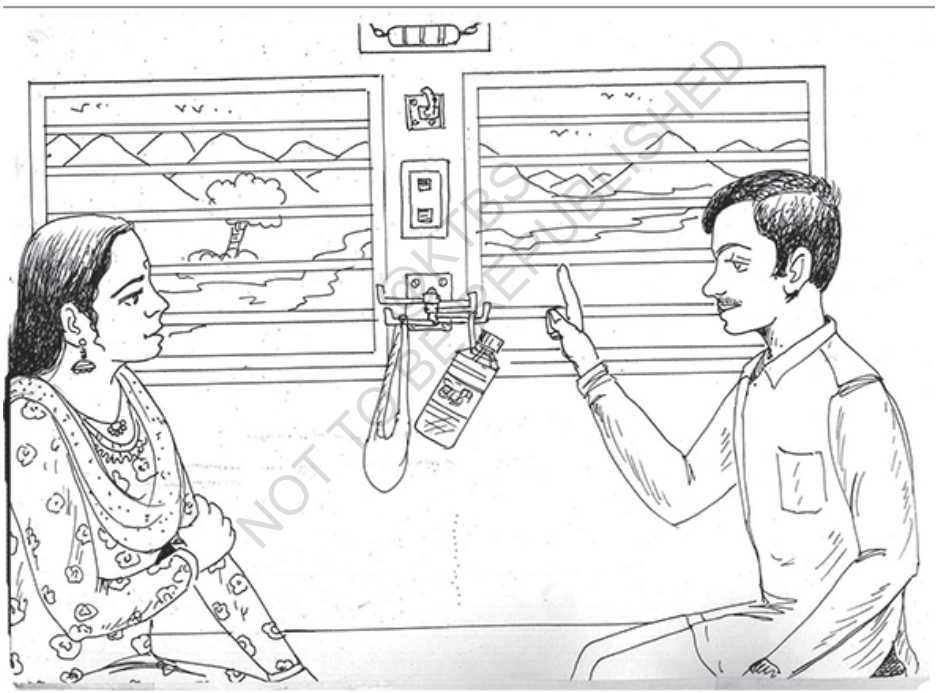
The Eyes are not Here

K5A3X9

*- **Ruskin Bond***

Pre-Reading Activity :

Generally, we notice the physically- challenged leading a normal life. Do the physically-challenged accept their condition with resignation? Discuss in pairs.



NOT TO BE REPUBLISHED

1. I had the compartment to myself up to Rohana and then a girl got in. The couple who saw her off were probably her parents; they seemed very anxious about her comfort, and the woman gave the girl detailed instructions as to where to keep her things, when not to lean out of the window, and how to avoid speaking to strangers. They said their good-byes; the train pulled out of the station.

2. As I was totally blind at the time, my eyes sensitive only to light and darkness, I was unable to tell what the girl looked like; but I knew she wore slippers from the way they slapped against her heels. It would take me some time to discover something about her looks, and perhaps I never would. But I liked the sound of her voice, and even the sound of her slippers.

3. "Are you going all the way to Dehra?" I asked.

4. I must have been sitting in a dark corner because my voice startled her. She gave a little exclamation and said, "I didn't know anyone else was here."

5. Well, it often happens that people with good eyesight fail to see what is right in front of them. They have too much to take in, I suppose. Whereas people who cannot see (or see very little) have to take in only the essentials, whatever registers most tellingly on their remaining senses.

6. "I didn't see you either," I said. "But I heard you come in."

7. I wondered if I would be able to prevent her from discovering that I was blind, I thought. "Provided I keep to my seat, it shouldn't be too difficult."

8.The girl said, "I'm getting down at Saharanpur. My aunt is meeting me there."

9. "Then I had better not be too familiar," I said. "Aunts are usually formidable creatures."

10. "Where are you going?" she asked

11. "To Dehra, and then to Mussoorie."

12. "Oh, how lucky you are! I wish I were going to Mussoorie. I love the hills especially in October."

13. "Yes, this is the best time" I said, calling on my memories. "The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log-fire and listen to some music. Many of the tourists have gone, and the roads are quiet and almost deserted. Yes, October is the best time."

@KTBS NOT TO BE REPUBLISHED

14.She was silent, and I wondered if my words had touched her, or whether she thought me a romantic fool. Then I made a mistake "What's it like?" I asked.

15. She seemed to find nothing strange in the question. Had she noticed already that I could not see? But her next question removed my doubts.

16. "Why don't you look out of the window?" she asked.

17. I moved easily along the berth and felt for the window-ledge. The window was open, and I faced it, making a pretence, of studying the landscape. I heard the panting of the engine, the rumble of the wheels, and in my mind's eye, I could see the telegraph post flashing by.

18. "Have you noticed," I ventured, "that the trees seem to be moving while we seem to be standing still?"

19. "That always happens," she said. "Do you see any animals? Hardly any animals left in the forests near Dehra."

20. I turned from the window and faced the girl, and for a while we sat in silence.

21. "You have an interesting face," I remarked. I was becoming quite daring, but it was a safe remark. Few girls can resist flattery.

22.She laughed pleasantly, a clear, ringing laugh.

23. "It's nice to be told I have an interesting face. I'm tired of people telling me I have a pretty face."

24. Oh, so you do have a pretty face thought I, and aloud I said: "Well, an interesting face can also be pretty."

25. "You are a very gallant young man," she said. "But why are you so serious?"

26. I thought then that I would try to laugh for her; but the thought of laughter only made me feel troubled and lonely.

27. "We will be at your station," I said.

28. "Thank goodness it's a short journey. I can't bear to sit in a train for more than two or three hours."

NOT TO BE REPUBLISHED @KTBS

29. Yet I was prepared to sit there for almost any length of time just to listen to her talking. Her voice had the sparkle of a mountain stream. As soon as she left the train, she would forget our brief encounter; but it would stay with me for the rest of the journey, and for some time after.

30. The engine's whistle shrieked, the carriage wheels changed their sound and rhythm.

31. The girl got up and began to collect her things. I wonder if she wore her hair in a bun, or it was plaited, or if it hung loose over her shoulders, or if it was cut very short.

32. The train drew slowly into the station. Outside there was the shouting of porters and vendors and a high-pitched female voice near the carriage door which must have belonged to the girl's aunt.

33. "Good-bye," said the girl.

34. She was standing very close to me, so close that the perfume from her hair was tantalizing. I wanted to raise my hand and touch her hair; but she moved away, and only the perfume still lingered where she had stood.

35. "You may break, you may shatter the vase if you will, but the scent of the roses will linger there still....."

36. There was some confusion in the doorway. A man, getting into the compartment, stammered an apology. Then the door banged shut, and the world was shut out again. I returned to my berth. The guard blew his whistle and we moved off. Once again, I had a game to play with a new fellow- traveller.

37. The train gathered speed, the wheels took up their song, the carriage groaned and shook. I found the window and sat in front of it, staring into the daylight that was darkness for me.

38. So many things happening outside the window. It could be a fascinating game, guessing what went on out there.

39. The man who had entered the compartment broke into my reverie.

@KTBS NOT TO BE REPUBLISHED

40."You must be disappointed," he said, "I'm sorry I'm not as attractive a travelling companion as the one who just left."

41. "She was an interesting girl," I said. "Can you tell me - did she keep her hair long or short?"

42. "I don't remember," he said, sounding puzzled. "It was her eyes I noticed, not her hair. She had beautiful eyes - but they were of no use to her, she was completely blind. Didn't you notice?"

I - GLOSSARY :

slap	: the sound produced by the slipper when it hits the soul of her feet.
startled	: surprised
formidable	: powerful/causing fear
registers (v)	: records
romantic fool	: a stupid person, who is highly emotional
window ledge	: window sill, a narrow shelf below a window
mind's eye	: imagination
venture	: to say or do something which involves risk
landscape	: all the features of an area that can be seen when looking across it.
gallant	: brave
thank goodness	: an expression used in conversation to express relief.
tantalizing	: making him desire her presence all the more.
linger	: stay for a while
reverie	: day-dream

@KTBS NOT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions :

1. The narrator guessed that the couple who saw the girl off at Rohana were probably her parents because,

   a. they were middle-aged

   b. they seemed very anxious

   c. they accompanied the girl to the railway station

   d. they gave detailed instructions about the care she had to take.

2. Why did the narrator feel that he would never be able to discover something about the girl's looks?

3. The narrator was born completely blind. (Say True/False)

4. What did the narrator infer when the girl was startled by his voice?

5. The girl told the narrator that her aunt was meeting her at Saharanpur. She said this probably because,

   a. she wanted to introduce her aunt to the narrator.

   b. she wanted to convey a message that he couldn't take advantage of her thinking that she was alone.

   c. it was a casual remark.

6. How could the narrator, being blind, describe Mussoorie?

7. With what intention did the narrator remark that the girl had an interesting face?

8. Hiding his blindness was a ..... for the narrator. (challenge/game/child's play). Choose the correct answer.

9. The new fellow-traveller had made out that the girl was blind. (Say True/False.)

10. The story ends with a revelation. What is the revelation?

11. The narrator and the girl reveal something about themselves through their words and actions. The adjectives listed in the box below describe the narrator and the girl. Put each word either

@KTBS NOT TO BE REPUBLISHED

under the narrator or the girl. (Note: Some qualities may be common to both)

clever, smart, humorous, suspicious, sentimental, curious, emotional, romantic, careful, intuitive, pretentious, confident, guilty, inquisitive.

The Narrator		**The Girl**	
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

B. Close Study:

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

1. "You may break, you may shatter the vase, if you will, but the scent of the roses will linger there still...."

   a. What is the figure of speech used in the passage above?

   b. What is the vase compared to?

   c. What does the shattering of the vase refer to?

   d. What does "the scent of the roses" refer to?

2. "Once again, I had a game to play with a new fellow traveller."

   a. What kind of game does the speaker play with his fellow travellers?

   b. What do you understand from this about his attitude?

   c. Who had outwitted whom, in the game already played by the narrator?

©KTBS NOT TO BE REPUBLISHED

III. PARAGRAPH WRITING :

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

1. Give instances to show that the narrator tried his best to impress on her that he could see during his encounter with the girl.
2. We think, we could outwit anyone, but sometimes, we may be outwitted by others. Substantiate this with reference to the story.
3. The story ends with the new fellow-traveller telling the narrator that the girl was completely blind. What do you think would be the feelings and thoughts of the narrator after knowing the truth?

IV. VOCABULARY EXERCISES :

A. Make sentences using the following idioms and phrases.

to see one off, to pull out of, to take in, to call on, to break into, to be deprived of, in front of, to be covered with, to move away, to take up.

B. With the help of a dictionary, find out the difference between the following pairs of words and make sentences to bring out the difference. In the next class share your answers in pairs.

1. anxious - curious
2. praise - flattery
3. lonely - alone
4. change - alter
5. vendor - hawker
6. probable - possible
7. look - see
8. hear - listen
9. loud - aloud
10. hanged - hung
11. break - brake
12. [1]desert (n) x de[1]sert (v) x de[1]serts (n) x des[1]sert (n)

C. Following is a list of words which refer to different sounds made with the help of the mouth and nose. Complete the sentences with the appropriate words from the list.

@KTBS NOT TO BE REPUBLISHED

puff, pant, blow, sigh, sob, snore, yawn, splutter, stutter, stammer, sniff, cough, sneeze, hiccup

1. We ..... and ..... when we are out of breath.
2. We ..... if we fall into water unexpectedly.
3. We ....., when we are bored.
4. We ..... and ..... when we have a bad cold.
5. We ..... or..... when we have difficulty in saying certain words.
6. We ..... when we have no handkerchief and need to blow our nose.
7. We ..... at night if we lie on our backs and with our mouths open.

V. LANGUAGE ACTIVITIES :

1. Report Writing:

Here are the details of an itinerary of the Prime Minister's visit to Bengaluru on Saturday. Put all the details in a paragraph.

TIME	**PROGRAMME**
8-30 am	* Arrival at HAL airport
	* Chief Minister along with his cabinet colleagues receives PM
8-50 am	* Breakfast - Hotel West End - Hosted by the Karnataka Government.
9-15 am	* Dedicating the Metro Railway Service II stage.
10-00 am	* Inauguration of the new block of Legislators' House.
10-30 am	* Addressing a public rally at Palace Grounds.
11-15 am	* Laying the foundation stone for a Bio-Tech Park at Bannerugatta.

© KTBS NOT TO BE REPUBLISHED

12-05 pm * Honouring the outstanding scientists at IISc

1-00 pm * Back to Delhi on a Special flight from Bengaluru International Airport.

NOTE: We generally use simple present tense while reporting an itinerary.

You may begin the report thus : The Prime Minister arrives at the Bengaluru HAL airport at 8-30am on Saturday on a day's visit to Bengaluru.....

2. Discuss the following in groups of each. One among the four will note down the important arguments and share it with the neighbouring group.

Imagine that both the narrator and the girl admitted to each other that they were blind. How then, do you think, would the story end? Do you think such an end would make the story better? How?

VI. SPEAKING ACTIVITIES:

A. Pronunciation (of some word-endings)

One of the unique features of English is that unlike Indian languages, there is no one-to-one relation between the letter and the sound. Nearly 75% of the English words are not pronounced the way they are written. But the Indian English, as it is spoken, is highly influenced by the spelling. As a result many words are not pronounced as they should be.

Given below is a list of words where we generally go wrong in pronouncing the word endings because we follow the spellings.

NOTE: First repeat the following words after your teacher. Then practise in pairs by reading the words aloud to each other.

1. Words ending with – *cious/- tious* are pronounced /ʃəs/not/ʃiəs/

delicious, precious, ambitious, cautious, gracious, voracious, ferocious, fictitious, malicious, pernicious

2. Words ending with - *age* are pronounced /ɪʤ/not/eɪʤ/

©KTBS NOT TO BE REPUBLISHED

carriage, village, passage, message, marriage, luggage, baggage, cabbage, garbage, language, damage, mileage, sausage, savage, salvage, leakage, advantage, foliage, envisage, oldage, bandage, image, coverage, beverage, (exceptions barrage, massage)

3. Words ending with *–cian /–tian* are pronounced /ʃn/not/ʃiən/

musician, electrician, physician, technician, beautician, politician, magician, optician, mathematician, Grecian, paediatrician

4. Words ending with *– cial/– tial* are pronounced /ʃl /not/ʃiəl/

official, commercial, crucial, essential, superficial, partial, artificial, social, palatial, martial, sacrificial, spatial, special, racial, beneficial

B. Informal Expressions used in Conversation :

1. The following list contains informal expressions commonly used in conversation. Use the expressions from the list to complete the sentences given below. Do it in pairs.

thank goodness, welcome, I'm afraid, I'd rather, I'd better, never mind, if you don't mind, yes please, no thanks, of course, how do you do? oh dear! / dear me !, I wonder, how dare.

i. Student : Sir, I'd like to know my test - marks.

Teacher : ....., I have not finished the valuation.

ii. Stranger : Do you mind if I smoke ?

Girl : Well, ... you didn't.

iii. Wilma : ....., if I could make a request to you.

Rekha : Please tell me what I can do for you.

iv. Child (crying) : I lost my pen in the school.

Mother : ..... I'll buy you another.

v. .....,I think I left my mobile in the office!

vi. Ramesh (shaking hands with Rameez): How do you do?
Ramesh .....

NOT TO BE REPUBLISHED @KTBS

vii. Son : My bike skidded and both of us were thrown out.
Mother : ....., both of you are safe.

viii. Kavya : ..... you can take my notes home.

Zareena : Thanks.

Kavya :.....

ix. Surya ..... you say that I copied from your answer paper !

x. Rajesh.....take my studies seriously now on.

xi. Shyla : I'll make some coffee for you,.....

xii. Joshua : Would you like to have a piece of cake?

Noel : .....

Joshua : (after Noel ate a big piece) Can you have one more piece?

Noel : _____

2. Now, write sentences of your own using the above informal expressions and read them out to each other in pairs.

NOT TO BE REPUBLISHED @KTBS

VII. PROJECT:

Form groups of four each and collect information about any one of the physically - challenged persons, who accepted his/her weakness, translated it into a strength and compensated it with their achievements in other fields. You may choose one among such great achievers like Homer, Milton, Hellen Keller, Stephen Hawking, Miher Sen, Sudha Chandran or any one else known to you. Present the information collected to the class.

VIII. NOTE ON THE AUTHOR:

Ruskin Bond, one of the finest story tellers in English in India, was born in Kasauli In 1934. He has written several novels, short stories and books for children. He was awarded Padma Shri in 1999 for his contributions to children's literature. *The Room on the Roof,* written when he was 17, won the John Llewellyn Rhys Memorial Prize in 1957. Many of his stories are based on Mussoorie at the foothills of Himalayas where he lives.

IX. SUGGESTED READING/ACTIVITY:

1. *The Last Lecture* : Randy Pausch
2. Watch the Kannada Movie *Ganayogi Panchakshara Gavai* Directed : Chindodi Bangaresh.

X. GRAMMAR REVISITED :

A. MODALS

How good is your knowledge of your class/ school?

Answer the following questions using only the expressions given below. Form groups of four each and read your answers to your group.

It could / might/ may be.....(to express possibility)

It must be ..... (to express your conclusion)

It can't be .....(to express strong improbability)

1. Who is the most intelligent boy/girl in your class?
2. Who is the most diligent boy/girl in your class?
3. Which is the most useful subject of your study?
4. What is the most unhealthy food your friend eats?
5. When will you get your progress - card of the next exam?
6. Who is the heaviest eater in your class?
7. Who is the most responsible student in your class?
8. Which is the busiest month of your academic year?
9. Who will be the top - scorer this year in your class?
10. Who has the most creative bent of mind in your class?

©KTBS NOT TO BE REPUBLISHED

B. Complete the following sentences with the most appropriate alternatives.

1. _____ our many faults, our parents love us.

   a) Besides b) Even though c) In spite of d) Having

2. It's late to go for a walk now; _____ it has started raining.

   a) in case b) besides c) however d) even though

3. Do you enjoy _____ cricket?

a) to play b) to playing c) for playing d) playing

4. We are really looking forward _____ you again.

a) to seeing b) to see c) see d) seeing

5. Esther _____ with the dog.

a) befriended b) made friends c) made friend d) made friendly

6. The balloon _____ when the child stepped on it.

a) burst b) bursted c) has bursted d) had bursted

7. He would have attended the meeting if he _____ time.

a) has had b) had had c) would have had d) had

8. There were _____ guests today compared to yesterday.

a) less b) lesser c) few d) fewer

9. "Where are you? I have been _____ you the whole morning."

a) searching b) searching for c) searched d) searched for

10. Reaching the top of the mountain, we _____ energy left for the descent.

a) had hardly any b) hadn't hardly any

c) had hardly no d) hadn't hardly no

11. Everyone brought _____ lunch to the picnic.

a) their b) there c) theirs d) his/her

12. The package containing books and records _____ last week.

a) is delivered b) was delivered

c) are delivered d) were delivered

13. Which hand do you write _____ ?

a) in b) with c) on d) about

14. Noel, the little 'Power Ranger' shot _____ the criminal but he escaped.

a) on b) at c) for d) no preposition

@KTBS NOT TO BE REPUBLISHED

15. I have been trying to learn to play the guitar for so many years, but I _____ yet.

a) did not succeed b) will not succeed

c) have not succeeded d) had not succeeded

16. It was difficult to see through the _____ of the headlights of the vehicles.

a) brilliance b) dazzle c) shine d) glare

17. The idea of a balanced diet is very difficult to _____ to anyone who is illiterate.

a) put through b) put across c) take in d) make over

18. I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations, through which for the next seven year I _____ to journey.

a) will be destined b) would be destined

c) was destined d) destined

19. Growing up means _____ getting larger, _____ using our senses and brains to become more aware of the things around us.

a) neither nor b) either ..... or

c) not only..... but also d) both ..... as well as

20. I am not too sure but, I think these are those _____ books.

a) boys' b) boy's c) boys d) boyes

21. When asked about the mischief, the three boys looked at _____

a) each other b) one another c) the other d) one other

22. My first impression _____ at the site was one of disillusionment.

a) on arriving b) at arriving c) while arriving d) when arriving

23. _____ my good advice, Latha walked home in the rain.

a) Rejecting herself of b) Away from c) Contrary to d) With

24. If you ask nicely, mother will probably _____ the chocolate.

a) let you to have b) allow you have

c) allow that you have d) let you have

@KTBS NOT TO BE REPUBLISHED

25. Of the two toys, the child chose _____

a) the one most expensive b) the less expensive

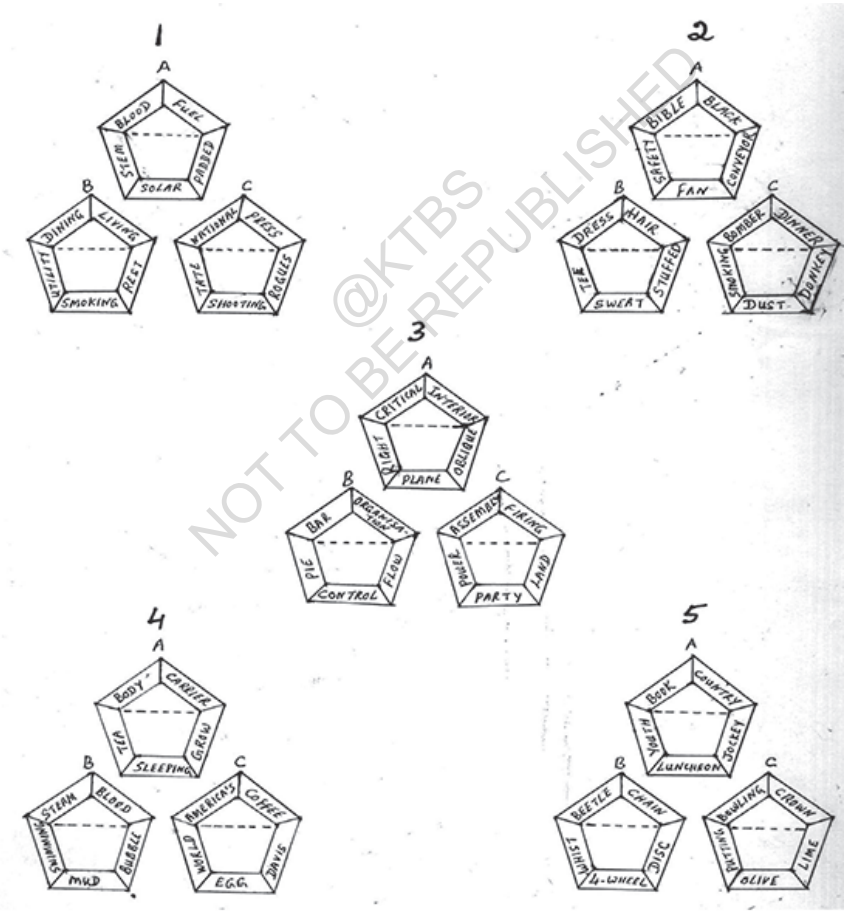
c) the least expensive d) the most expensive of them

XI. FUN WITH LANGUAGE :

PHRASE GEMS:

Fill in the middle of the jewels with a word which can be put after each of the other words in the jewel to make five, two - word phrases. The first one is done for you.

1. Cell: Blood cell, stem cell, solar cell, padded cell, fuel cell



@KTBS NOT TO BE REPUBLISHED

(Source: "Ultimate Family Puzzles- Words")

Lesson 7

The Girl who was Anne Frank

F2J5R9

- ***Louis De Jong***

Pre-Reading Activity :

Have you heard of Adolf Hitler? What is uppermost in your mind when you think of him? Discuss in pairs.

1. "And how do you know that the human race is worth saving?" an argumentative young student once asked his professor.

   Said the professor: "I have read Anne Frank's Diary."

2. How this diary of a teenage girl came to be written and saved is a story as dramatic as the diary itself. No one foresaw the tremendous impact that the small book would have-not even her father, who had it published after Anne's death in a Nazi concentration camp.

3. The Diary of Anne Frank has now been published in 19 languages including German, and has sold nearly two million copies. Made into a play by Frances Goodrich and Albert Hackett, it won the Pulitzer Prize for Drama, and, in the 1956-1957 season alone, played in 20 different countries to two million people. In London it ran for nearly six months at the Phoenix Theatre. Twentieth Century-Fox turned it into a film.

4. To understand this amazing response it is necessary first to understand the girl who was Anne Frank.

5. When Hitler came to power, Otto Frank was a banker, living in Germany. He had married in 1925. In 1926 his first daughter, Margot, was born and three years later his second, Annelies Marie. She was usually called "Anne," sometimes, "Tender one."

6. In the autumn of 1933, when Hitler was issuing one anti-Jewish decree after another, Otto Frank decided to emigrate to the hospitable Netherlands. He started a small firm in Amsterdam. Shortly before the outbreak of war he took in a partner, Mr. Van Daan, a fellow refugee. Mostly they traded in spices. Business was often slow. Once Otto Frank was forced to ask his small staff

TEXTBOOKTBS NOT TO BE REPUBLISHED

to accept a temporary cut in their modest wages. No one left. They all liked his warm personality. They admired his courage and the evident care he took to give his two girls a good education.

7. As a pupil Anne was not particularly brilliant. Most people believed with her parents that Margot, her elder sister, was more promising. Anne was chiefly remarkable for the early interest she took in other people. She was emotional and strong willed; "a real problem child," her father once told me, "a great talker and fond of nice clothes." Life in town, where she was usually surrounded by a chattering crowd of girl-friends, suited her exactly. This was a lucky fact because the Frank family could only rarely afford a holiday. Nor did they own a car.

8. When the Nazis invaded the Netherlands in May 1940, the Franks were trapped. Earlier than most Jews in Amsterdam, Otto Frank realized that the time might come when he and his family would have to go into hiding. He decided to hide in his own business office, which faced one of Amsterdam's tree-lined canals. A few derelict rooms on the upper floors, called the "Annexe," were secretly prepared to house both the Frank and the Van Daan families.

9. Early in July 1942, Margot Frank was called up for deportation, but she did not go. Straight way the Franks moved into their hiding place, and the Van Daans followed shortly afterwards. Four months later they took into their camped lodgings another Jew, a dentist.

10. **Song-Bird in Hiding :** They were eight hunted people. Any sound, any light might betray their presence. A tenuous link with the outside was provided by the radio and by four courageous members of Otto Frank's staff, two of them typists, who in secret brought food, magazines, books. The only other company they had was a cat.

11. While in hiding, Anne decided to continue a diary which her parents had given her on her 13th birthday. She described life in the "Annexe" with all its inevitable tensions and quarrels. But she created first and foremost a wonderfully delicate record

©PTBS NOT TO BE REPUBLISHED

of adolescence, sketching with complete honesty a young girl's thoughts and feelings, her longing and loneliness. "I feel like a song bird whose wings have been brutally torn out and who is flying in utter darkness against the bars of its own cage," she wrote when she had been isolated from the outside world for nearly 16 months. Two months later she had filled every page of the diary, a small book bound in a tartan cloth, and one of the typists, Miep, gave her an ordinary exercise book. Later she used Margot's chemistry exercise book.

12. Her diary reveals the trust she puts in a wise father; her grief because, as she feels it, her mother does not understand her; the ecstasy of a first, rapturous kiss, exchanged with the Van Daans' 17-year-old son; finally, the flowering personality, eager to face life with adult courage and mature self-insight.

13. On a slip of paper Anne wrote faked names which she intended to use in case of publication. For the time the diary was her own secret which she wanted to keep from everyone, especially from the grumpy dentist with whom she had to share her tiny bed room. Her father allowed her to put her diaries in his briefcase.

14. He never read them until after her death.

15. **Courageous Leader :** On August 4, 1944, one German and four Dutch Nazi policemen suddenly stormed upstairs. (How the secret of the Annexe had been revealed is not known) "Where are your money and jewels?" they shouted. Mrs. Frank and Mrs. Van Daan had some gold and jewellery. It was quickly discovered. Looking round for something to carry it in, one of the policemen noticed Otto Frank's briefcase. He emptied it on to the floor, barely giving a glance at the notebooks. Then the people of the Annexe were arrested.

16. In the beginning of September, while the Allied armies were rapidly approaching the Netherlands, the Franks and Van Daans and the dentist were carried in cattle-trucks to Auschwitz - the Nazi death-camp in southern Poland. There the Nazis separated Otto Frank from his wife and daughters without giving them time to say farewell. Mrs. Frank, Anne and Margot were marched into the women's part of the camp, where Mrs. Frank died from exhaustion. The Van Daans and the dentist, too, lost their lives.

NOT TO BE REPUBLISHED ©KTBS

17. Anne proved to be a courageous leader of her small Auschwitz group. When there was nothing to eat, she dared to go to the kitchen to ask for food. She constantly told Margot never to give in. Once she passed hundreds of Hungarian Jewish children who were standing naked in freezing rain, waiting to be led to the gas chambers, unable to grasp the horrors inflicted upon them in the world of adults. "Oh look, their eyes..." she whispered.

18. Later in the autumn she and her sister were transported to another camp, Belsen, between Berlin and Hamburg. A close friend saw her there: "cold and hungry, her head shaved and her skeleton-like form draped in the coarse, shapeless, striped garb of the concentration camp." She was pitifully weak, her body racked by typhoid fever. She died early in March 1945, a few days after Margot. Both were buried in a mass grave.

19. In Auschwitz, Otto Frank had managed somehow to stay alive. He was freed early in 1945 by the Russians and in the summer he arrived back in liberated Amsterdam. A friend had told him that his wife had died, but he kept on hoping that Anne and Margot would return. After six weeks of waiting he met someone who had to tell him that both had perished. It was only then that Miep, his former typist, handed him Anne's diaries.

© TBS NOT TO BE REPUBLISHED

20. **Mission in Life :** A week after the Frank family had been arrested, Miep had boldly returned to the Annexe. A heap of papers lay on the floor. Miep recognized Anne's handwriting and decided to keep the diary but not to read it. Had she read it, she would have found detailed information on the help she and other people had given the Frank family at the risk of their own lives, and she might well have decided to destroy the diary for reasons of safety.

21. It took Otto Frank many weeks to finish reading what his dead child had written. He broke down after every few pages. As his old mother was still alive – she had emigrated to Switzerland where other near relatives lived – he started copying the manuscript for her. Some passages which he felt to be too intimate or which might hurt other people's feelings were left out by him. The idea of publishing the diary did not enter his mind. He gave one typed copy to a close friend, who lent it to a professor of

Modern History. Much to Otto Frank's surprise, the Professor devoted an article to it in a Dutch newspaper. His friends now urged Otto Frank to have Anne's diary published as she herself had wished; in one passage she had written, "I want to publish a book entitled 'The Annexe after the war…' my diary can serve this purpose." When Anne's father finally consented to publication, the manuscript was refused by two well-known Dutch publishers. A third decided to accept it and he sold more than 150,000 copies of the Dutch edition.

22. Other editions followed – 250,000 sold in Britain, a like number in Japan, 435,000 in the United States. Otto Frank began to receive hundreds of letters. One, from Italy, was addressed: "Otto Frank, father of Anne Frank, Amsterdam." A few people doubted the authenticity of the diary; most wrote to express their admiration and grief. Girls of Anne's age poured out their troubles: "Oh, Mr. Frank," wrote one girl, "she is so much like me that sometimes I do not know where myself begins and Anne Frank ends." Numerous people sent small presents. Some exquisite dolls were made for him by Japanese girls. A Dutch sculptress presented him with a statue of Anne. On the birthdays of Anne and Margot flowers arrived anonymously.

23. So many letters poured in that Otto Frank was forced to retire from business. The care of his daughter's diary had become his passion, his mission in life. All royalties were devoted to humanitarian causes which, he felt, would have been approved by Anne. All letters were answered by him personally. Every day new ones sadly reminded him of the losses he had suffered, but he felt that there was truth and consolation in what the headmistress of one of England's largest schools wrote to him: "It must be a source of deep joy to you – in all your sorrow – to know that Anne's brief life is, in the deepest sense, only just the beginning."

24. The most remarkable response came from Germany. When the book's first printing of 4,500 copies came out in Germany in 1950, many booksellers were afraid to put it in their windows.

© KTBS NOT TO BE REPUBLISHED

25. **Mass Appeal :** When the play opened in seven German cities simultaneously, no one knew how the audiences would react. The drama progressed through its eight brief scenes. No Nazis were seen on the stage, but their ominous presence made itself felt every minute. Finally, at the end, Nazi jackboots were heard storming upstairs to raid the hiding place. At the close of the epilogue only Anne's father was on the stage, a lonely old man. Quietly he told how he received news that his wife and daughters had died. Picking up Anne's slim diary, he turned back the pages to find a certain passage and, as he found it, her young, confident voice was heard, saying: "In spite of everything, I still believe that people are really good at heart."

26. Packed audiences received Anne Frank's tragedy in a silence heavy with remorse. In Dusseldorf people did not even go out during the interval. "They sat in their seats as if afraid of the lights outside, ashamed to face each other," someone reported. The Dusseldorf producer, Kuno Epple, explained: "Anne Frank has succeeded because it enables the audience to come to grips with history, personally and without denunciation. We watch it as an indictment, in the most humble, pitiful terms, of inhumanity to fellow men. No one accuses us as Germans. We accuse ourselves."

27. For years Germany's post-war administrators toiled to make people feel the senseless and criminal nature of the Nazi regime. On the whole they failed. The Diary of Anne Frank succeeded. Leading actors received dozens of letters. "I was a good Nazi", a typical letter read, "but I never knew what it meant until the other night." German school children sent Otto Frank letters signed by entire classes, telling him that Anne's diary had opened their eyes to the viciousness of racial persecution. In West Berlin an Anne Frank Home was opened, devoted to social work for young people. The people of Berlin had chosen her name "to symbolize the spirit of racial and social tolerance." Elsewhere in Germany an organization was set up, named after her, to combat remaining vestiges of Anti-Semitism. In Vienna, money was collected for Anne Frank forest, to be planted in Israel.

© KTBS NOT TO BE REPUBLISHED

28. In March 1957, a Hamburg student suggested that flowers should be laid on the mass graves in Bergen-Belsen, where Anne Frank had found her last resting place. More than 2000 young people eagerly answered his appeal. Hundreds peddled on bikes 120 kilometers in lashing rain. Standing in front of one of the mass graves, a seventeen-year-old school girl expressed what all felt: "Anne Frank was younger than we are when her life was so horribly ended. She had to die because others had decided to destroy her race. Never again among our people must such a diseased and inhuman hatred arise."

29. Anne's brief life is, indeed, only a beginning. She carries the message of courage and tolerance all over the world. She lives even after death.

I. GLOSSARY :

Nazi Party	:	the political party led by Adolf Hitler which controlled Germany from 1933 to 1945
concentration camp	:	a prison consisting of a set of buildings inside a fence, where political prisoners were kept in very bad conditions.
decree	:	an order having the force of a law.
emigrate	:	to leave the country permanently and go to live in another.
derelict	:	in bad condition.
annexe	:	a wing added to a building
deportation	:	forcing to leave the country
cramped	:	not having enough space, narrow
tenuous	:	so light that it hardly exists
inevitable	:	certain to happen.
adolescence	:	period of time in a person's life when he/she is developing into an adult.

@KTBS NOT TO BE REPUBLISHED

tartan	:	woollen cloth with a woven pattern of straight lines of different colours crossing at right angles
ecstasy	:	state of extreme happiness
rapturous	:	expressing great delight
grumpy	:	bad-tempered.
racked (v)	:	caused to suffer
authenticity	:	genuineness, truthfulness
exquisite	:	delicate
anonymously	:	unidentified
ominous	:	threatening
jackboot	:	a long boot which covers the leg up to the knee
epilogue	:	concluding speech
remorse	:	shame
denunciation	:	condemnation
indictment	:	accusation
viciousness	:	cruelty and violence
persecution	:	treating somebody in a cruel way
vestiges	:	traces
anti-Semitism	:	hatred, cruel treatment of Jewish people

@KTBS NOT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions :

1. Why does the Professor say, "I have read Anne Frank's diary?"
2. What does his statement imply?
3. What was Anne's father?
4. Give any one example to prove the popularity of Anne Frank's diary.

5. a) Name the members of Mr. Otto Frank's family.

   b) What impression did people have about Anne?

6. Why did Otto Frank decide to migrate to Netherlands? Give two reasons.

7. Who was Mr. Van Daan?

8. What qualities of Mr. Frank did his staff admire?

9. Paragraph 7 refers to a lucky fact. What was that lucky fact?

10. What finally forced Frank to go into hiding?

11. Where did Otto Frank and others hide themselves in?

12. In all, how many people managed to hide in the Annexe? Who were they?

13. What helped the hiding party to establish contact with the outside world?

14. What did Anne Frank record in her diary?

15. How did Anne compare herself to a song-bird?

16. What does Anne reveal about her mother in the diary?

17. How does Anne try to keep the diary a secret?

18. Pick out from paragraph 16 two examples of the inhuman treatment of the Jews by the Nazis.

19. Why does the writer call Anne a courageous leader?

20. Paragraph 18 gives a vivid picture of Anne's last day in the concentration camp. Pick out all the details of her pathetic physical state.

21. When and where did Miep find Anne's diary?

22. The writer says that if Miep had read Anne's diary she would have destroyed it. Why does the writer think so?

23. Why does Mr. Frank take many weeks to finish reading the diary?

24. What became the mission of Mr. Frank's life?

@KTBS NOT TO BE REPUBLISHED

25. How did Mr. Frank spend the money he got from the publishers?

26. How did the German audiences respond to the tragic play of Anne Frank?

27. How did *The Diary of Anne Frank* succeed where German administrators had failed?

28. Why did the people of Berlin choose her name for Anne Frank Home?

B. Close Study

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

1. "I have read Anne Frank's Diary"

   a. Who is the speaker?

   b. To which question is this statement an answer?

   c. What does the speaker imply in this statement?

2. "In spite of everything, I still believe that people are really good at heart"

   a. Whose words are these?

   b. What does "everything" refer to?

   c. What quality of the speaker is revealed here?

@KTBS NOT TO BE REPUBLISHED

III. PARAGRAPH WRITING :

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

1. How did Anne's *Diary* open the eyes of Germans to the viciousness of racial persecution?
2. From your study of this write-up, what do you understand about Anne Frank's mind and heart?
3. What glimpses of Nazi cruelty do you see in this write-up?

IV. VOCABULARY EXERCISES :

A. Give one word substitutes for the following (Look for the words in the lesson) :

1. The stage of life between childhood and adulthood.....
2. Accusing somebody officially about something.....
3. A name that is not made public.....
4. Treating somebody in a cruel way because of their race, their political or religious beliefs.....
5. To leave one's own country and go to live permanently in another.....
6. An order having the force of law.....
7. A building that is added to a larger one.....
8. Forcing somebody to leave a country because they have no legal right to be there.....
9. The state of being extremely tired.....
10. To see that something is going to happen in the future.....

B. Fill in the blanks with the appropriate forms of the words given in brackets.

1. Gandhiji, more than any other leader, _____ India's struggle for freedom. (symbol)
2. I don't like his _____ nature. (argument)
3. The people gave a _____ welcome to their hero. (rapture)
4. The standard of living of many labourers remains _____ low. (pity)
5. The landscape was covered with ____ mist. (autumn)
6. The ____ of the document is beyond doubt. (authentic)
7. The rising tides looked _____ . (omen)
8. The civic authorities should be _____ to the needs of the people. (response)

©KTBS NOT TO BE REPUBLISHED

9. He was awarded a prize for being the most _____ cricketer of the year. (promise)

10. Such a simple occurrence has been _____ by the media. (drama)

V. LANGUAGE ACTIVITIES :

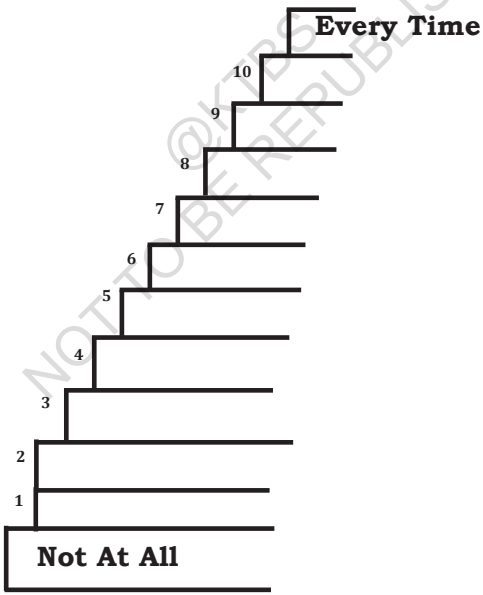
A. Letter Writing

Assume that you are a child like Anne Frank who is in a secluded place living with the fear of being killed. Write a letter to your friend about your life.

B. Frequency words

1. Put the following frequency words (adverbs) on the steps from "NOT AT ALL" to "EVERY TIME" :

sometimes	often	usually	never	rarely
now and then	always	occasionally	hardly ever	not often



@KTBS NOT TO BE REPUBLISHED

2. Fill in the blanks using the above words.

a. Rekha is afraid of flying. So she has _____ travelled on a plane. She _____ goes by train instead.

b. I meet Ramesh _____ at the sports club, but I don't see him _____.

c. It _____ snows in Kashmir; it _____ snows in Bengaluru.

d. Rashmi : How often do you buy new clothes?

Prema : Well, _____ . I can only afford to buy clothes _____.

e. _____ I have no problem studying. But _____ I start to feel sleepy if I read a long time.

C. Collocations

Collocation in language refers to a regular combination of words. It is a convention of "what goes with what". For example, we say, "tell a lie" not "speak a lie". "Lie" collocates with "tell" and not with "speak".

1. Put the words in the following box in the appropriate columns given below it.

a noise, homework, a good time, a present, some exercise, fuss, a go, a disturbance, home, a mistake, a word with someone, the dishes, to college, a time to do something, crosswords, a decision, your best, a university, courage, an illness, a will, a guess, a swim, wet, a university degree, a profit, lunch, an offer, my teeth, a wash, tired, a drink, the cooking, married, breakfast, a nice time, a shower, bath, commerce at college, your bed, movies, angry.

@KTBS NOT TO BE REPUBLISHED

Do	Make	Get	Have

2. Complete the sentences using the verbs *make, do* or *take.* In many cases, you need to change the form of the verb.

1. They're _____ a lot of noise, but so far they haven't made any progress.
2. The company is making a large profit, but in the meantime they're ____ a lot of damage to the environment.
3. Esther was asked to ____ a quick meal, but she took her own sweet time.
4. After we've done our homework, I think we should _____ the washing up.

5. _____ a look at all these mistakes you've made.

6. Shall we _____ a taxi or go by train?

7. At first, he made a great effort to _____ an interest in his lessons.

8. This is a photograph I _____ of some friends we made when we were on holiday.

9. She told me to take a seat, and then went to _____ some phone calls.

10. Taking a test is a bit like _____ a crossword: you finish it eventually!

11. The policeman took my name and address, and _____ a few notes.

12. We had to _____ a lot of work before we began to make any money.

13. The conference will _____ place in January.

14. You really should take my advice and hire somebody to _____ your ironing, washing and other housework.

15. After I had made the bed, he lay down and _____ his medicine.

16. It won't do any harm to _____ some enquiries.

17. Our company made a loss in its first year, but now we're _____ well.

©KTBS NOT TO BE REPUBLISHED

D. Diary entry

A diary is a record (originally in handwritten format) with discrete entries arranged by date, reporting on what has happened over the course of a day or some other period of time. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience. Someone who keeps a diary is known as a diarist. A diary is written in the first person and the language used is conversational, friendly and informal.

Go through the examples below.

1. Margot and I were sent out of the room. Van Daan wanted to talk to mummy alone. When we were alone together in our bedroom, Margot told me that the call-up was not for Daddy, but for her. I was more frightened than ever and began to cry. Margot is sixteen; would they really take girls of that age away alone? But thank goodness she won't go. Mummy said so herself; that must be what Daddy meant when he talked about us going hiding.

2. Life in Sarajevo

Monday, 29 June 1992

"That's my life! The life of an innocent eleven-year-old schoolgirl!! A schoolgirl without school, without the fun and excitement of school. A child without games, without friends, without the sun, without birds, without nature, without fruit, without chocolate or sweets, with just a little powdered milk. In short, a child without a childhood. A war-time child. I now realize that I am really living through a war, I am witnessing an ugly, disgusting war... God, will this ever stop, will I ever be a schoolgirl again, and will I ever enjoy my childhood again?"

"There are no trees to blossom and no birds, because the war has destroyed them as well. There is no sound of birds twittering in springtime. There aren't even any pigeons-the symbol of Sarajevo. No noisy children, no games... It's as if Sarajevo is slowly dying, disappearing. Life is disappearing. So how can I feel spring, when spring is something that awakens life and here there is no life, here everything seems to have died."

©KTBS NOT TO BE REPUBLISHED

Thursday, 19 November 1992

"I want to understand these stupid politics, because I know that politics caused this war... It looks to me as though these politics mean Serbs, Croats and Muslims. But they are all people. They are all the same. They look like people, there's no difference. They all have arms, legs and heads, they walk and talk, but now there's 'something' that wants to make them different."

Saturday, 17 July 1993

"Suddenly, unexpectedly, someone is using the ugly powers of war, which horrify me, to try to pull and drag me away from the shores of

peace, from the happiness of wonderful friendships and love. I feel like a swimmer who was made to enter the cold water, against her will. ... I used to rejoice at the sun, at playing, at songs. In short, I enjoyed my childhood. I had no need of a better one. Now I have less and less strength to keep swimming in these cold waters. So take me back to the shores of my childhood, where I was warm, happy and content..."

E. Here is some information about another famous woman Maria Montessori. Use the information and write a paragraph.

- Born in 1870 in Italy
- First woman graduate in medicine from Rome University
- Became a famous teacher and teacher educator
- Thought of new ideas in teaching
- Wrote two remarkable books on teaching young children
- Died in 1952.

VI. SPEAKING ACTIVITY :

A. Introducing yourself – Pair work

Speak to your partner for two minutes each about :

a. Each member of your family – whom you like most and why

b. What you want to do/ become in life

c. Your interests or hobbies

d. Your strengths and weaknesses.

@KTBS NOT TO BE REPUBLISHED

B. Reporting : Oral

1. Last week there was a debate on the advantages and disadvantages of watching television. Vivek spoke on its advantages and Satish spoke about its disadvantages. They gave the following arguments.

VIVEK	SATISH
Watching television stimulates thinking...	It kills conversation

It keeps the family together..	It ruins family interaction
It keeps you well-informed...	It makes you uncritical
It brings the outside world into your room...	It keeps you away from the real world
It presents everything in an interesting way...	It has ruined the reading habit
It is a good baby-sitter...	It makes children passive

Can you now report the debate to your classmates?

C. Interview: Pair work

Imagine that you are the H.M. of your school. A lady has applied for the post of an Accountant in your school. You are interviewing her. Complete the following questions and answers. Then, role-play this with your partner.

@KTBS NOT TO BE REPUBLISHED

Miss Jane : (knocking softly on the door) May I come in, Sir/Madam?

H.M. : ..... Please be seated.

Miss Jane: .....

H.M. : You're Miss Jane, aren't you ?

Miss Jane : .....

H.M. : ..... ? (about qualification)

Miss Jane : .....

.....

H.M. : .....? (about experience)

Miss Jane: .....

.....

H.M. : .....? (about computer knowledge/Tally)

Miss Jane : .....

.....

H.M. : ..... ? (stay)

Miss Jane : .....

H.M. : .....? (about interests and hobbies)

Miss Jane : .....

.....

H.M. : .....? (about salary expectations)

Miss Jane : .....

H.M. : Good. Thank you for coming. We'll get back to you in a couple of days.

Miss Jane : .....

D. Work in pairs; divide the following words into three groups according to the pronunciation of the vowels. Use a dictionary if necessary.

fur, bear, deer, bird, nearly, earth, rare, world, where, work fierce, glare, shirt, fair, church, chair, dirt, cheer, beer, rear, gear, wear, weary, girl.

/3:/	/1ə/	/eə/
fur	*beer*	*rare*

@KTBS NOT TO BE REPUBLISHED

VII. PROJECT WORK :

1. In groups of four each, ferret the internet for information on the following and make presentations to the class :

   Nazi concentration camp

2. Diary writing

   Create your own diary, starting from today for the next 7days. Each night, write down your experience of the day or what is uppermost in your mind. Share it with your closest friend in class next week.

VIII. SUGGESTED READING :

1. *The Diary of Anne Frank :* Anne Frank
2. *The Diary of Anne Frank :* The Movie and Play
3. Watch the movie, *Schindler's List*

Extended Reading:

1. Say this City has Ten Million Souls

W.H. Auden

Say this city has ten million souls,
Some are living in mansions, some are living in holes:
Yet there's no place for us, my dear, yet there's no place for us.

Once we had a country and we thought it fair,
Look in the atlas and you'll find it there:
We cannot go there now, my dear, we cannot go there now.

In the village churchyard there grows an old yew,
Every spring it blossoms anew:
Old passports can't do that, my dear, old passports can't do that.

The consul banged the table and said;
'If you've got no passport you're officially dead':
But we are still alive, my dear, but we are still alive.

Went to a committee, they offered me a chair;
Asked me politely to return next year:
But where shall we go to-day, my dear, but where shall we go to-day?

Came to a public meeting; the speaker got up and said:
'If we let them in, they will steal our daily bread';
He was talking of you and me, my dear, he was talking of you and me.

Thought I heard the thunder rumbling in the sky;
It was Hitler over Europe, saying: 'They must die';
O we were in his mind, my dear, O we were in his mind.

©PTBS
NOT TO BE REPUBLISHED

Saw a poodle in a jacket fastened with a pin,
Saw a door opened and a cat let in:
But they weren't German Jews, my dear, but they weren't German Jews.

Went down the harbour and stood upon the quay,
Saw the fish swimming as if they were free:
Only ten feet away, my dear, only ten feet away.

Walked through a wood, saw the birds in the trees;
They had no politicians and sang at their ease:
They weren't the human race, my dear, they weren't the human race.

Dreamed I saw a building with a thousand floors,
A thousand windows and a thousand doors;
Not one of them was ours, my dear, not one of them was ours.

Stood on a great plain in the falling snow;
Ten thousand soldiers marched to and fro:
Looking for you and me, my dear, looking for you and me.

© KTBS NOT TO BE REPUBLISHED

2. Excerpts from Anne Frank's diary

-Anne Frank

- Friday June 12, 1942, Amsterdam. Anne Frank a Dutch Jew woke up on her thirteenth birthday to find a diary among her gifts. "I don't want to set down a series of bald facts in a diary like most people do, but I want this diary itself to be my friend and I shall call my friend Kitty."
- The first half of 1943: My fits of crying, the loneliness, how I slowly began to see all my faults and shortcomings, which are so great and which seemed much greater then. During the day I deliberately talked about anything and everything that was farthest from my thoughts, tried to draw Pim to me; but couldn't. Alone I had to face the difficult task of changing myself, to stop the everlasting reproaches,

which were so oppressive and which reduced me to such terrible despondency.

- Margot and I were sent out of the room. Van Daan wanted to talk to mummy alone. When we were alone together in our bedroom, Margot told me that the call-up was not for Daddy, but for her. I was more frightened than ever and began to cry. Margot is sixteen; would they really take girls of that age away alone? But thank goodness she won't go. Mummy said so herself; that must be what Daddy meant when he talked about us going hiding.

- "And whoever is happy, will make others happy too. He who has courage and faith will never perish in misery."

- Her handwriting, translated: "This is a photo as I would wish myself to look all the time. Then I might have a chance to go to Hollywood." Anne Frank, 10 October 1942.

NOT TO BE REPUBLISHED @KTBS

IX. GRAMMAR REVISITED :

A. Uses of modals

Look closely at the following pairs of sentences. The difference between sentences **a** and **b** is not so much in meaning as in the degree of probability, of formality, of politeness etc.

(Go through the note on Modals given in Appendix III before doing the following exercise)

In pairs, discuss the following pairs of sentences and answer the questions given below them :

1. a) Will you do me a favour?

   b) Would you do me a favour?

Which of the two sentences is more polite?

2. a) Ramesh can eat ten chapathis.

   b) Ramesh could eat ten chapathis.

Which of the two may suggest that Ramesh is no more young and energetic enough to eat ten chapathis?

3. a) My father will go to Mumbai next week.

   b) My father is going to Mumbai next week.

   Which of the two may suggest that my father has already a train reservation?

4. a) My tea was already sweetened, so I didn't need to add any sugar.

   b) My tea was already sweetened, so I needn't have to add any sugar.

   In which of the two was the tea too sweet?

5. a) Can I come in?

   b) May I come in?

   Which of the two would you use in a not-so-formal situation?

6. a) You'll come and see us again.

   b) You may come and see us again.

   c) You should come and see us again.

   d) You must come and see us again.

   Which of the above expresses :

   1. suggestion 2. obligation 3. prediction 4. permission?

7. a) I must be there at ten o'clock.

   b) I have to be there at ten o'clock.

   Which of the two would suggest that there is some pressure from my boss to be there by ten o'clock?

8. a) I should work hard.

   b) I must work hard.

   Which of the two suggests a sense of duty?

@KTBS NOT TO BE REPUBLISHED

9. a) Joshua may be at home now.

b) Joshua will be at home now.

c) Joshua might be at home now.

d) Joshua would be at home now.

X. A. Re-arrange these four sentences in the order of the degree of probability from the most probable to the least probable.

a) Will I go abroad?

b) Shall I go abroad?

Which of the two would you use while asking questions to your astrologer?

B. Complete the following using the appropriate forms of the verbs given in brackets.

1. The prisoner _____ for the final verdict. (bring)
2. Wheat and rice ____ in a small quantity in India. (produce)
3. Bharatanatyam ____ the best form of traditional dance of our country. (consider)
4. Mark is the currency that ____ in Germany. (use)
5. Nowadays smart phones and tablets ____ the place of computers. (take)

©KTBS NOT TO BE REPUBLISHED

XI. FUN WITH LANGUAGE :

1. From the description given, can you say which member of the family is being referred to?

a. Your uncle's father's only grandchild.

b. Your brother's son's sister's mother.

c. Your brother-in-law's wife's grandfather's daughter.

d. Your father's father's daughter's daughter.

e. Brothers and sisters have I none, but that man's father is my father's son.

2. Language Riddles

a. A rich man died leaving behind ten crore rupees to be shared between his sons. How much money did each son get?

b. How many alphabet are there in the English language?

c. Where does Friday come before Wednesday?

d. What starts with “e” and ends with “e” and has only one letter in it?

e. Which word is always spelt wrongly?

f. Had I become a lawyer instead of a doctor, I would have become rich. Am I a doctor or a lawyer?

g. Which month has 28 days?

h. How many sounds are there in the English language?

i. How many vowel sounds are there in the English language?

j. Meera ran away lest she be married. Why did Meera run away?

k. If you use the same three letters in the same order before and after the given letters, you’ll get an eleven-letter word. What is the word?

l. Why did the boy sit on his watch?

m. There is a four-letter word that when printed in capital letters reads the same upside down and right to left. What is the word?

@KTBS NOT TO BE REPUBLISHED

Lesson 8

A Village Cricket Match

Z4P1H8

*- **A.G. Macdonell***

Pre-Reading Activity :

*Have you seen the film **Lagaan**? Discuss in pairs the humour in the film.*

1. The crisis was now desperate. The fieldsmen drew nearer and nearer to the batsman, excepting the youth in the blue jumper. Livingstone balanced himself on his toes. Mr. Shakespeare Pollock hopped about almost on top of the batsman, and breathed excitedly and audibly. Even the imperturbable Mr. Southcott discarded the piece of grass which he had been chewing so steadily. Mr. Hodge took himself off and put on the Major, who had by now somewhat lived down the quart and a half.
2. The batsmen crouched down upon their bats and defended stubbornly. A snick through the slips brought a single. A ball which eluded the publisher's gigantic pads brought a bye. A desperate sweep at a straight half-volley sent the ball off the edge of the bat over third - man's head and in normal circumstances would have certainly scored one, and possibly two, but Mr. Harcourt was on guard at third man, and the batsmen, by nature cautious men one being old and the sexton, the other the postman and therefore a Government official, were taking no risks. Then came another single off a mis-hit, and then an interminable period in which no wicket fell and no run was scored. It was broken at last disastrously, for the postman struck the ball sharply at Mr. Pollock, and Mr. Pollock picked it up and, in an ecstasy of zeal, flung it madly at the wicket. Two overthrows resulted.
3. The scores were level and there were two wickets to fall. Silence fell. The gaffers, victims simultaneously of excitement and senility could hardly raise their pint pots- for it was past 6 O'clock, and the front door of The Three Horse-shoes was now as wide open officially as the back door had been unofficially all afternoon.
4. The Major, his red face redder than ever and his chin sticking out almost as far as the Napoleonic Mr. Ogilvy's bowled a fast

NOT TO BE REPUBLISHED

half-volley on the leg-stump. The sexton, a man of iron muscle from much digging, hit it fair and square with the middle of the bat, and it flashed like a thunderbolt, waist-high, straight at the youth in the blue jumper. With a shrill scream the youth sprang backwards out of its way and fell over on his back. Immediately behind him, so close were the fieldsmen clustered, stood the mighty Boone. There was no chance of escape for him. Even if he had possessed the figure and the agility to perform back-somersaults, he would have lacked the time. He had been unsighted by the youth in the jumper. The thunderbolt struck him in the midriff like a red-hot cannon-ball upon a Spanish galleon, and with the sound of a drumstick upon an insufficiently stretched drum. With a fearful oath, Boone clapped his hands to his outraged stomach and found that the ball was in the way. He looked at it for a moment in astonishment and then threw it down angrily and started to massage the injured spot while the field rang with applause at the brilliance of the catch.

5 Donald walked up and shyly added his congratulations. Boone scowled at him.

6. 'I didn't want to catch the darned thing,' he said sourly, massaging away like mad.

7. 'But it may save the side', ventured Donald.

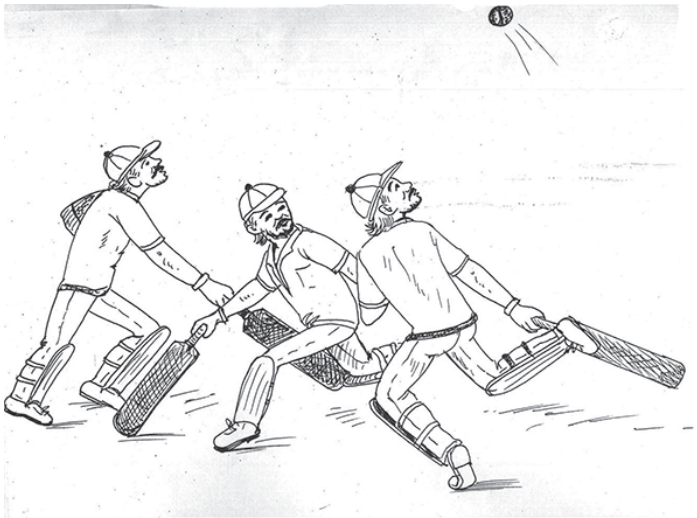
8. 'Blast the side', said Boone.

9. Donald went back to his place.

10. The scores were level and there was one wicket to fall. The last man in was the blacksmith, leaning heavily upon the shoulder of the baker, who was going to run for him, and limping as if in great pain. He took guard and looked around, savagely. He was clearly still in great rage.

11. The first ball he received he lashed at wildly and hit straight up into the air to an enormous height. It went up and up, until it became difficult to focus on it properly against the deep, cloudless blue of the sky, and it carried with it the hopes and fears of an English village. Up and up it went, then at the top it seemed to hang motionless in the air, poised like a hawk, fighting as it were, a heroic but forlorn battle against the chief invention of Sir Isaac Newton, and then it began its slow descent.

@KTBS NOT TO BE REPUBLISHED



12. In the meanwhile things were happening below, on the terrestrial sphere. Indeed, the situation was rapidly becoming what the French call mouvemente. In the first place, the blacksmith forgot his sprained ankle and set out at a capital rate for the other end, roaring in a great voice as he went, "Come on, Joe!" The baker, who was running on behalf of the invalid, also set out, and he also roared, "Come on, Joe," and side by side, like a pair of high-stepping hackneys, the pair cantered along. From the other end Joe set out on his mission, and he roared. "Come on, Bill!" So all three came on. And everything would have been all right, so far as the running was concerned, had it not been for the fact that Joe, very naturally, ran with his head thrown back and his eyes goggling, at the hawk-like cricket-ball. And this in itself would not have mattered if it had not been for the fact that the blacksmith and the baker, also very naturally, ran with their heads turned not only upwards but also backwards as well, so that they too gazed at the ball, with an alarming sort of squint and a truly terrific kink in their necks. Half-way down the pitch the three met with a magnificent clang, reminiscent of early, happy days in the tournament-ring at Ashby-de-la-Zouch, and the hopes of the village fell with the resounding fall of their three champions.

13. But what of the fielding side? Things were not so well with them. If there was doubt and confusion among the warriors of Fordenden, there was also uncertainty and disorganization among the ranks of

© BSTBPC NOT TO BE REPUBLISHED

the invaders. Their main trouble was the excessive concentration of their force in the neighbourhood of the wicket. Napoleon laid it down that it was impossible to have too many men upon a battle-field, and he used to do everything in his power to call up every available man for a battle. Mr. Hodge, after a swift glance at the ascending ball and a swift glance at the disposition of his troops, disagreed profoundly with the Emperor's dictum. He had too many men, far too many. And all, except the youth in the blue silk jumper, and the mighty Boone, were moving towards strategical positions underneath the ball, and not one of them appeared to be aware that any of the other existed. Boone had not moved because he was more or less in the right place, but then Boone was not likely to bring off the catch, especially after the episode of the last ball. Major Hawker, shouting, 'Mine, mine!' in a magnificently self-confident voice, was coming up from the bowler's end like a battle-cruiser. Mr. Harcourt had obviously lost sight of the ball altogether, if indeed, he had ever seen it for he was running round and round Boone and giggling foolishly. Livingstone and Southcott, the two cracks, were approaching competently. Either of them would catch it easily. Mr. Hodge had not only to choose between them and, coming to a swift decision, he yelled above the din, "Yours, Livingstone!" Southcott, a disciplined cricketer, stopped dead. Then Mr. Hodge made a fatal mistake. He remembered Livingstone's two missed sitters, and he reversed his decision and roared, 'Yours, Bobby!' Mr. Southcott obediently started again, while Livingstone, who had not heard the second order, went straight on. Captain Hodge had restored the *status quo*.

14. In the meantime the professor of ballistics had made a lightning calculation of angles, velocities, density of the air, barometer-readings and temperatures, and had arrived at the conclusion that the critical point, the spot which ought to be marked in the photographs with an X, was one yard to the north-east of Boone, and he proceeded to take up station here, colliding on the way with Donald and knocking him over. A moment later Bobby Southcott came racing up and tripped over the recumbent Donald and was shot head first into the Abraham-like bosom of Boone. Boone stepped backward under the impact and came down with his spiked boot, upon the professor's toe. Almost simultaneously,

NOT TO BE REPUBLISHED © TBS

the portly wicket-keeper, whose movements were a positive triumph of the spirit over the body, bumped the professor from behind. The learned man was thus neatly sandwiched between Tweedledum and Tweedledee, and the sandwich was instantly converted into a ragout by Livingstone, who made up for his lack of extra weight- for he was always in perfect training- by his extra momentum. And all the time Mr. Shakespeare Pollock hovered alertly upon the out-skirts like a rugby scrum- half, screaming American University cries in a piercingly high tenor voice.

15. At last the ball came down. To Mr. Hodge it seemed a long time before the invention of Sir Isaac Newton finally triumphed. And it was a striking testimony to the mathematical and ballistical skill of the Professor that the ball landed with a sharp report upon the top of his head. Thence it leapt up into the air a foot or so, cannoned on to Boone's head, and then trickled slowly down the colossal expanse of the wicketkeeper's back, bouncing slightly as it reached the massive lower portions. It was only a foot from the ground when Mr. Shakespeare Pollock sprang into the vortex with a last ear-splitting howl of victory and grabbed it off the seat of the wicket – keeper's trousers. The match was a tie. And hardly anyone on the field knew it except Mr. Hodge, the youth in the blue jumper and Mr. Pollock himself. For the two batsmen and the runner, undaunted to the last, had picked themselves up and were bent on completing the single that was to give Fordenden the crown of victory. Unfortunately, dazed with their falls, with excitement and with the noise, they all three ran for the same wicket, simultaneously realized their error, and all three turned and ran for the other- the blacksmith, ankle and all, in the centre leading by a yard, so that they looked like pictures of the Russian troika. But their effort was in vain, for Mr. Pollock had grabbed the ball and the match was a tie.

16. And both the teams spent the evening at The Three Horse-shoes, and Mr. Harcourt made a speech in Italian about the glories of England and afterwards fell asleep in a corner, and Donald got home to Royal Avenue at 1 O'clock in the morning, feeling that he had not learnt very much about the English from his experience of their national game.

NCERT © NCERT not to be republished

I. GLOSSARY :

jumper	:	outer garment coming up to the hips
imperturbable	:	calm
lived down the quart and a half	:	got over the effects of liquor
crouch	:	bend very low almost to the ground
eluded	:	escaped
sexton	:	person who does the works of the church like ringing the bell, cleaning, digging graves in the churchyard etc.
leg-bye	:	a run scored when the ball touches the batsman's legs
intermittently	:	every now and then
ecstasy	:	joy, happiness, thrill
gaffers	:	elderly persons in the village
senility	:	old age, weakness of mind and body
pint pots	:	beer pots
The Three Horse-shoes	:	name of an inn
thunderbolt	:	sudden event which causes shock and anxiety
midriff	:	a humorous reference to the belly
Spanish galleon	:	a large ship used by the Spaniards in the 16th and 17th Centuries
darned	:	damn
lashed at	:	hit wildly
forlorn	:	unlikely to succeed
mouvemente	:	a French word indicating a dramatic incident
terrestrial	:	earthly

@KTBS NOT TO BE REPUBLISHED

hackney	:	a horse
cantered	:	galloped
goggling	:	rolling
squint	:	eyes looking in different directions
kink in their neck	:	backward turn of their neck
clang	:	loud sound
Fordenden	:	the village where the match was played
dictum	:	saying, maxim
recumbent	:	lying down
surmounted	:	overcame
portly	:	round and fat
ragout	:	mixture of vegetable and meat cooked stuff
vortex	:	a mass of water or air that spins round and round so fast that it pulls objects into its centre
Ashby-de-la-Zouch	:	a village in Leicestershire, scene of a medieval tournament described in Scott's famous novel, "Ivanhoe."
status quo	:	the previous position
Abraham-like bosom	:	capacious bosom.
report	:	an explosive sound, like that of a gun being fired.
Troika	:	a Russian vehicle drawn by three horses
cracks	:	experts
Rugby Scrum-half	:	the half-back who puts the ball into the Scrum

(Scrum: abbreviation of scrimmage- a part of Rugby football when the forwards of both sides form a tight mass with the ball in the middle)

@KTBS NOT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly :

1. Name the two teams.
2. Name the fielders in the field mentioned in paragraph 1.
3. What behaviour of Livingstone, Pollock and Southcott show that they are tense?
4. What is the humorous reference to the Major in the first paragraph?
5. Why didn't Sexton and the postman take a run when it was possible?
6. How does the writer take a dig at the government officials?
7. The ball struck powerfully by the Sexton went straight and hit Boone's stomach.
   a) What comparison does the writer make?
   b) What is humorous about the comparison?
8. Why was Boone angry after catching the ball?
9. a) What is the chief invention of Sir Isaac Newton referred to here?
   b) What does "the ball in the sky" "battling against the chief invention" mean here?
10. Who ran like "a pair of high-stepping hackneys"?
11. a) Why were the three batsmen running for a run?
    b) How were they running?
12. What fatal mistake did Hodge make?
13. How did Mr. Pollock finally catch the ball?
14. The writer says that Mr. Hodge disagreed with Napoleon's dictum.
    a) What was Napoleon's dictum?
    b) How did Mr. Hodge disagree with the dictum?
15. Who won the match?

© KTBS NOT TO BE REPUBLISHED

B. Close Study :

Read the following extract carefully. Discuss in pairs and then answer the questions given follow that.

1. The thunderbolt struck him in the midriff like a red-hot cannon ball upon a Spanish galleon and the sound of drumstick upon an insufficiently stretched drum.

   a. What does thunderbolt refer to?

   b. Who did it strike?

   c. In the simile, what are the two things compared?

   d. How is the comparison humorous?

   e. What are the sounds referred to?

   f. Bring out the humour in this comparison.

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. The approach of the Sexton, the postman, the blacksmith and the baker to the game is typical of their profession. Elaborate.
2. How does the "uncertainty and disorganization among the ranks of the invaders" add to the humour?
3. Write a short note on the status quo episode.
4. This extract contains many humorous situations.

   a. Pick out any three situations and write them down.

   b. Narrate any one of them in detail to your partner.

   c. Write it in a paragraph.
5. The characters are humorously pictured. What is humorous about the following characters in the extract? Discuss it in groups of 4 or 5 each and then write a Pragraph on each of them.

   a. Boone.

   b. The Blacksmith.

   c. Mr. Harcourt.

©KTBS NOT TO BE REPUBLISHED

IV. VOCABULARY:

Fill in the blanks with the antonyms of the words underlined. (You need to pick the word from the lesson).

1. We live on the —— sphere; heavenly bodies are on the **celestial** sphere.
2. The Indian team was very **hopeful** of winning but their defeat left them ——
3. The young have **vitality** but the old have to cope with their ——
4. The **heroic** mood was lost after the —— battle.
5. Don't be **reckless**; be ——
6. Joshua remains ——— even in highly **perturbable** situations.
7. Don't be **crooked**; be open and ———
8. Peter, a highly **indisciplined** chap, could never be a part of the highly ——— residential school.

V. LANGUAGE ACTIVITIES :

A. Arrange the following conversation in separate lines and punctuate them:

What is your name ram sharma is vinod sharma your cousin yes I know him very well we used to go out together you must be madan yes that is my name my cousin has often told me about you.

B. Rewrite the following passage in Direct speech:

Mr. Lal asked when the play *Twelfth Night* would begin. The clerk replied that it would be in half an hour. Mr. Lal confessed that he had never seen the play before and he was looking forward to it. The clerk said that he was sure Mr. Lal would enjoy it for its lyrical quality.

C. Dictionary Work:

Look up the meanings of the following words and make sentences of your own:

1. ecstasy 2. possessed 3. somersaults 4. outrage 5. set out 6. scowl at 7. trip over 8. grab at 9. dictum 10. in vain.

NOT TO BE REPUBLISHED @KTBS

D. How good is your sense of humour?

Make humorous sentences making use of the following sentence openers. Share any two most laughable sentences you have heard or can create with all your classmates .

1. I like people who ————
2. Last night, I ————
3. I have never ————
4. In future, I will ———
5. A good student should ————
6. It's unhealthy to ————
7. He will fail in SSLC because ————
8. When my parents scold me, I ————
9. I hate people who ———
10. It was on account of my friends that I ———
11. Before I go to bed, I ————
12. On Sundays, I ———
13. If I were the H.M. of my school, ————
14. As soon as I saw the teacher near the theatre, I ————
15. I like my school because ————

@KTBS NOT TO BE REPUBLISHED

VI. SPEAKING ACTIVITIES: (Pair Work)

A. A close match is very exciting. Recall any close and exciting match. Narrate it to your partner.

B. Debate: Time : 20 minutes

Topic: In India, cricket has ruined all other games.

Method:

i. The class is divided into two groups. One group will speak FOR and the other AGAINST the proposition.

ii. Each group discusses among themselves and finalises on three important arguments to support their stand.

iii. Three students are chosen from each group. Each one will present an argument to the whole class. The group in opposition can refute and challenge. The other group will defend.

iv. A neutral person is chosen to moderate the whole debate.

VII. NOTE ON THE AUTHOR: A.G. Macdonell (1895-1941) is chiefly known as the author of the novel, *England, their England,* in which he presents a humorous picture of the English characters. The novel narrates the amusing experiences of a young Scottish novelist who travels about in England in order to collect data for a book which he intends to write about the English. The passage included in this anthology gives a hilarious account of the conclusion of a cricket match between a team organized by a London editor and a village cricket team, played in an English village.

NOT TO BE REPUBLISHED @KTBS

VIII. SUGGESTED READING:

Oscar Wilde : *The Importance of Being Earnest.*

P.G. Woodhouse : *The Prize Poem* (Short Story).

R. K. Narayan : *Short Stories.*

IX. GRAMMAR REVISITED: (Synthesis of Sentences)

I. Simple to Simple

A. Combine each set of the following simple sentences into one simple sentence by using at least one participle. The first one is done for you. Your teacher will help you with the rest.

1. i) He first selected a site.

   ii) Then he levelled it.

   iii) Then he dug the earth for foundation.

   iv) Finally he began to build a house.

   Having selected a site, he levelled it and dug the earth for foundation, and finally began to build a house.

2. i) Policemen and firemen combed the smoking rubble.

   ii) They found guns.

iii) They found spent cartridges.

iv) They found a charred corpse.

3. i) Strip mining completely alters the topography.

ii) It destroys all original vegetation.

iii) It also destroys most of the animal life.

iv) It leaves barren rubble behind.

4. i) Shells boomed.

ii) The shells were artillery.

iii) The booming was in the distance.

iv) The shells shook the ground.

v) The shelling was slight.

5. i) One of the soldiers was playing the harmonica.

ii) Its sounds were a counterpoint to the boom.

iii) The boom was in the distance.

iv) The counterpoint was strangely cheerful.

v) The boom was ugly.

vi) The boom was menacing.

NOT TO BE REPUBLISHED @KTBS

B. Combine each set of the following simple sentences into one simple sentence by using at least one absolute phrase. The first one is done for you. Your teacher will help you with the rest.

1. i) The evening grew more menacing.

ii) The breeze became gustier.

iii) Whitecaps gave the lake a frothy, sinister appearance.

The evening grew more menacing, the breeze becoming gustier, whitecaps giving the lake a frothy, sinister appearance.

2. i) The prisoner was questioned.

ii) No witnesses came forward.

iii) The judge dismissed the case.

3. i) The morning had been cool.

ii) It had been comfortable.

iii) The afternoon was growing sultry.

4. i) The fish didn't take the lines.

ii) They periodically teased the boys.

iii) They nibbled the bait.

iv) They jumped.

v) The jumping was within arm's reach of the boys.

vi) The boys were on the bank.

5. i) The boys tried changing bait.

ii) They tried changing rods.

iii) They tried changing places.

iv) Nothing worked.

C. Combine each set of the following simple sentences into one simple sentence by using at least one appositive. The first one is done for you. Your teacher will help you with the rest.

1. i) Milton was a blind poet.

ii) He wrote *Paradise Lost.*

iii) It is one of the finest epics in the English language.

Milton, a blind poet, wrote *Paradise Lost,* one of the finest epics in the English language.

2. i) They were slim.

ii) They were tanned.

iii) They were Levi-clad.

iv) They rode motorcycles while swigging their colas.

v) They rode surfboards while swigging their colas.

vi) They were the Pepsi generation.

vii) They were the flower children of the sixties.

3. i) The Pepsi generation changed the life style of America.

ii) The change was profound.

iii) The Pepsi generation was the product of the baby boom.

iv) The baby boom was post-war.

4. i) The Pepsi generation was affluent.

©KTBS NOT TO BE REPUBLISHED

ii) They were numerous.

iii) Manufacturers catered to their whims.

iv) Advertisers pandered to their fancies.

5. i) Joshua is young.

ii) Joshua is a soccer enthusiast.

iii) Joshua adores Leo Messi.

iv) Leo Messi is the world's greatest player.

v) Messi plays for Barcelona.

D. Combine each set of the following simple sentences into one simple sentence by using at least one prepositional phrase/ infinitive phrase. The first one is done for you. Your teacher will help you with the rest.

1. i) Julius Caesar entered the forum.

ii) Julius Caesar was as majestic as usual.

iii) The conspirators closed in behind him.

iv) They were determined to assassinate him.

The conspirators, being determined to assassinate Caesar, closed in behind him upon his entering the Forum with his usual majesty.

2. i) Your son doesn't have enough diligence.

ii) Therefore he has lost his place as a topper.

iii) He does not even figure in the top ten list.

3. i) It is very easy in our films.

ii) You can tell the heroes from the villains.

iii) The heroes always do only good.

iv) The villains always do only bad.

4. i) Most do agree with this.

ii) The clothes you wear identify your social status.

iii) The clothes you wear identify your authority.

iv) The clothes you wear identify your sophistication.

5. i) You may want to move up the corporate ladder.

ii) Then be prepared for this.

©KTBS NOT TO BE REPUBLISHED

iii) Dress properly in suits.

iv) The suits are dark.

v) The suits are pinstriped.

6. i) Her husband died.

ii) She heard the news.

iii) She was shocked.

iv) She fainted.

E. Combine each set of the following simple sentences into one simple sentence by using at least one adverbial phrase. The first one is done for you. Your teacher will help you with the rest.

1. i) Vishwanathan Anand is one of the best chess players in the world.

ii) There is no doubt about it.

Vishwanathan Anand is, undoubtedly, one of the best chess players in the world.

2. i) He forgot to bring the keys.

ii) That was unfortunate.

iii) The keys were of the main gate and the main door.

3. i) The sun set.

ii) The boys had not reached home.

iii) The boys were naughty.

4. i) The villains attacked our hero.

ii) The blows were cruel.

iii) The villains had masked their faces.

iv) There was no reason for their attack.

5. i) He has succeeded.

ii) He has worked hard.

iii) His success has been beyond our expectations.

©KTBS NOT TO BE REPUBLISHED

X. FUN WITH LANGUAGE: Find from the grid the names of traders and professionals listed below: ***(The words can run backwards as well as forwards, in either a horizontal, vertical or diagonal direction, but always in a straight uninterrupted line)***

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

@KTBS NOT TO BE REPUBLISHED

Airman	Architect	Auditor	Baker
Biologist	Carer	Caretaker	Carpenter
Conductor	Cook	Decorator	Doorman
Estimator	Financier	Fisherman	Geologist
Goldsmith	Grocer	Homeopath	Machinist
Nurse	Registrar	Sailor	Seamstress
Secretary	Tailor	Technician	Translator
Typesetter	Undertaker		

(Source: "Ultimate Family Puzzles- Words")

Lesson 9

Consumerist Culture

U1Y3B8

- Cheriyan Alexander

Pre-Reading Activity :

If you were left with the choice of selecting one of the two options listed below, which would you opt for? And why?

i. Tender coconut water or Pepsi/Coca-cola?
ii. Bhelpuri or burger?
iii. Working in India or in America?
iv. Chapathis with Indian veg-dish or pizza?

1. Two months ago, I came across an advertisement put out by a posh shopping mall for bargain shoppers. In a band at the top of the ad were the words "Shop till you drop". I couldn't help noticing what an apt and ironic summing up this was of the media-driven mania of mindless consumption that characterizes our lives in these dawning years of the 'globalised' 21st Century.

NOT TO BE REPUBLISHED ©KTBS

The Make-Believe Merchants

2. Never before in human history have people all over the world bought and consumed such a bewilderingly diverse array of things on such a vast scale. And the surprising thing is that most of the merchandise is absolutely unessential to human health and happiness. Just a hundred years ago, our ancestors would have found it hard to believe that artificially coloured, flavoured and sweetened water would be sold in billions of plastic bottles and aluminium cans as a thirst-quenching drink. Imagine their shock if they had been told that this drink has absolutely no nutritive value, but rather has a damaging effect on the digestive system and the bones. And yet, Pepsi and Coca-Cola are sold even in the remotest nook and corner of the world today. These sellers of coloured, sweetened water are giant multinational corporations with revenues measured

in billions of dollars, bigger than the combined GNP of nearly a score of the world's poorest countries. There are parallel success stories that can be told of the purveyors of cigarettes and liquor, hamburgers and fried chicken, cosmetics and fashion wear – a seemingly never ending list.

3. Equally unprecedented in the world's history is the size of the machinery of persuasion that has been set up in order to generate demand for this profusion of consumables. Without a doubt, global advertising today is the biggest and most sophisticated thought-control project ever undertaken. Some statistics reveal the true extent of this phenomenon. Global advertising expenditures, according to Benjamin Barber (in his book *Jihad versus Mc World* 1995) rose "seven-fold from 1950 to 1990 from a modest $ 39 bn to $ 256 bn." Barber adds that per capita global spending went up from $ 15 in 1950 to nearly $ 50 in 1996. One single company, the hamburger giant McDonald, spends more than 1.4 bn dollars each year on advertising. All these figures are huge indeed and getting bigger all the time.

4. It is obvious then that unimaginably vast amounts of money and enormous resources are being spent world-wide in an all-out effort to persuade people to become buying machines incapable of figuring out how much of all that stuff they really need. Shopping has become more than a need. For increasing numbers of people today, it has become the chief form of entertainment, an obsessive compulsion they have little control over, and very often an end in itself. In a recent survey conducted in the United States it was discovered that most Americans spend roughly half their leisure time watching television. And the other half? No marks for guessing. At the shopping malls, of course. The connection between the two activities is self-evident. Television commercials provide the theory, which can then be acted upon in the shopping malls.

5. Until a decade or two ago, we Indians were relatively unaffected by all this. Not any longer. Trendy, brightly lit shopping centers overflowing with all kinds of goods and baubles have sprouted up all over the country, even in the smaller towns.

NOT TO BE REPUBLISHED ©KTDS

The key word now is "choice." At last, say thrilled shoppers, we are beginning to get the kind of choice that people in the West have enjoyed for a long time. Nevertheless, the fascination with choice can be carried to ridiculous lengths. A young man, after his first visit to the United States, once described to me-his eyes popping out in admiration and wonder – that "in America they have 83 different flavours of ice-cream to choose from." He was longing for something like that to happen in India. It looks as if his dream has come true today. At least for the upper middle classes in India, the high-consumption life-styles of their First World counterparts is now well within reach. And they take to it like ducks to water. Luxury houses bursting at the seams with every imaginable material blessing are no longer rarities. For everyone whose definitions of the good life are premised upon the abundance of material possessions, the times have never been better.

The Tragic Comedy of "Development"

6. The deep irony then is that while pockets of private prosperity are growing, there is an inexorable impoverishment of the resources that belong to the public realm. There is thus an amazing variety of sleek new car models to choose from, but the roads in our cities are in pretty bad shape and getting worse. Fashionable luxury resorts for the affluent are coming up everywhere, but lung spaces for public use – parks and playgrounds – are shrinking. It is much the same story with many other services in the public domain including transportation, health care, libraries and education. The trend is to push even the most essential services into the private realm so that some company or other can make a profit on them. In the process, the poor are being pushed into becoming consumers of increasingly expensive goods and utilities.

7. Advertisers and marketing professionals are working hard to see that even people who live at the subsistence level in remote rural pockets are lured and entranced into becoming passive consumers of everything from cola drinks to shampoos. All they see is a vast rural market waiting to be opened up for commercial exploitation. We are fast approaching the day

© KTBS NOT TO BE REPUBLISHED

when it will be easier to get a bottle of Coke rather than tender coconut or buttermilk in most of our villages. The increasing presence of plastic garbage in our rural areas is a clear warning signal.

8. It is interesting to see the connection between all this and what is being drummed up as "development," by agencies like the World Bank, whose main objective is to make the way smooth for the unbridled expansion of the so-called "free market" economy into every corner of the globe. Enthusiasts of this vision of development are dreaming of a day when all of India will look like the United States with two cars in every garage and the reassuring glow of McDonald and Pepsi signs all along every highway. The final confirmation of our reaching the Promised Land will come on the day the sheer tonnage of the garbage we throw out–plastic cups, junked cars, refrigerators and TV sets – matches the levels of the land of the almighty dollar. When this happens we will no longer be called a "developing" country but will rejoice as the "advanced West," our teacher and role model, finally certifies us as "developed." It is to actualize this vision that millions of our youth are rushing to get their MBA degrees.

NOT TO BE REPUBLISHED

The Only Way Out

9. But wait a minute. How practical is this vision? It has been estimated that to make this paradigm of development a reality for all of India and China, leaving aside other "developing" nations, the resources of planet earth will prove horribly inadequate. We would need at least another three planets. It is clear then that this consumer paradise aggressively marketed by the giant global corporations will, besides paving the way for an ecological holocaust, prove to be – what an irony! – the most "unworldly" vision of all, simply because it will have run out of worlds before it is fully realized.

10. It isn't hard to see then that any model of development based on simulating high consumption life-styles through aggressive advertising and limitless market expansion is not only unsustainable but also highly dangerous for the well-being of

humanity. The price paid in ecological terms will make it the most suicidal enterprise the human race has ever embarked upon. We desperately need alternative models of development. It is not a wise thing to handover to businessmen the task of ruling the world as we have just done today. Businessmen cannot be counted upon to have the wisdom or the will to think of the welfare of all of humanity, leave alone the health of the planet. That is not part of the training of business administrators. They are mainly trained to do everything possible to maximize profits for the corporations that employ them.

11. The only way to restore sanity is for local communities, cooperatives, civil societies and democratic governments everywhere to take back the autonomy – and the initiative for their own development – which they recently traded away to the giant global business corporations. There is now a great need to re-awaken the numerous enabling spiritualities and wisdom traditions of the various people of the world. Mahatma Gandhi once said that the earth has enough for every man's need but not enough for every man's greed.

12. All human beings have a right to the basic material requirements for a life of dignity. But there comes a point beyond which it is necessary to say "enough" to the merely material. Then one should turn to the 'commodities' of the spirit – the arts, culture, community life – in order for life to be truly meaningful and sustainable. This is ultimately a spiritual and philosophical decision for both individuals and communities to make. Henry David Thoreau, the 19th century American philosopher, observed, "superfluous wealth can buy only superfluities... Money is not required to buy even one necessity of the soul." One can only hope that humanity can muster up enough soul-force to contain the damage caused by unrestricted consumerism, lest we really shop till we drop and nothing of value is left standing on our beloved Mother Earth.

@KTBS NOT TO BE REPUBLISHED

I. GLOSSARY :

consumerism	:	the belief or practice which supports and encourages the buying of products and services.
posh (informal)	:	fashionable and expensive
ironic	:	a statement which conveys the opposite of what it is saying
globalize	:	develop or operate worldwide
bewildering	:	puzzling
array	:	range
merchandise	:	goods for sale.
GNP	:	Gross National Product
purveyors	:	manufacturers and suppliers
machinery of persuasion	:	the attractive and convincing ways of advertising a product through different media.
profusion	:	a great amount of something.
sophisticated	:	highly developed and complex.
trendy	:	very fashionable or up-to-date
bauble	:	a small, showy trinket or decoration
premised upon	:	based on the reasoning
inexorable	:	impossible to stop or prevent
impoverishment	:	scarcity
lured	:	tempted to do something
entranced	:	filled with wonder

@KTBS NOT TO BE REPUBLISHED

unbridled	:	uncontrolled
paradigm (n)	:	a model
holocaust	:	total destruction
embarked upon	:	engaged, undertaken
civil societies	:	groups which strive towards an exploitation–free society based on humanitarian lines.
superfluous	:	more than is needed; unnecessary.

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly :

1. The writer refers to the catchy phrase, "shop till you drop" in an advertisement.

   a. What is the meaning intended by the advertisers?

   b. Why does the writer call this apt and ironic?

   c. Which word shows that the writer is condemning consumerism?

2. In the very first paragraph, the writer makes it clear that

   a. he supports shopping and shopping malls.

   b. he is very critical of them.

3. The writer puts Pepsi, Coca Cola and other "artificially coloured, flavoured and sweetened water" under absolutely unessential to human health and happiness.

   a. Do you agree with his view?

   b. List any five such articles/gadgets/food items which your family has been using at home and which are not absolutely essential for your health and happiness.

4. What is the success story of Pepsi and Coca-Cola?

@KTBS NOT TO BE REPUBLISHED

5. The second paragraph ends with "a seemingly never ending list." What 'list' is the writer talking about?

6. a. What phrase does the writer use in paragraph 3 to refer to an advertisement?

   b. What does an advertisement aim to do?

7. In the writer's opinion, shopping has become.....(complete the sentence)

8. What thrills the present-day Indian shoppers?

9. What was the "dream come true" for the US returned Indian?

10. In the sentence, "And they take to it like ducks to water" (paragraph 5)

    a. Who do "they" refer to?

    b. What does "it" refer to?

    c. What does "like ducks to water" mean?

11. Does the writer approve of the attitude of the Indians spoken of in paragraph 5?

12. a. What is the "deep irony" referred to in paragraph 6?

    b. Substantiate your answer with any one example from the paragraph.

13. a. What is the trend referred to in paragraph 6?

    b. Who does the trend benefit?

    c. What is the impact of the trend on the poor?

14. a. What are the advertisers and marketing professionals working hard at?

    b. How will it affect our villagers?

    c. What impact will it have on our environment?

15. a. What kind of vision do the enthusiasts of free market economy have for India?

    b. Do you like India to become another US? Why? Why not?

    c. What negative impact will the free-market economy have on our country?

@KTBS NOT TO BE REPUBLISHED

16. Why does the writer say that the model of development based on consumerism is suicidal?

17. What, according to the writer, is the only way to restore sanity?

18. As one of the remedies to the mess we have created, the writer suggests a re-awakening. What does he want to re-awaken?

19. Go back to the advertiser's catchy phrase, "Shop till you drop" in the first paragraph.

    a. What was the intended meaning of the advertisers?

    b. How does the writer interpret its meaning in the last paragraph?

    c. Now, explain why the writer calls this apt and ironic.

20. Do you like this article? Why? Why not?

21. Read paragraph 4 carefully and match the statements under A with the examples given under B.

A	B
1. Shopping has become more than a need	I enjoy shopping
2. It has become an obsessive compulsion over which we have no control	I spend my weekend evenings in the nearby Mall
3. Shopping is an end in itself	Buying additional pairs of branded shoes because they are on 50% off sale.
4. It has become a form of entertainment	I was so impressed by this latest version of the smart phone that I bought it using my credit card.

@KTBS NOT TO BE REPUBLISHED

B. Close Study

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

1. It is to actualize this vision that millions of our youth are rushing to get their MBA degrees.

a) What is the vision referred to here?

b) When the vision is actualized, what will India be referred to as?

c) Is the writer critical of or admiring our youth who are rushing to get their MBA degrees?

2. It is not a wise thing to hand over the task of ruling the world to businessmen as we have just done today.

   a) Why shouldn't the businessmen be given the task of ruling the world?

   b) What are they mainly trained for?

   c) According to the writer, what is the way to restore sanity?

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. Man today is an unstoppable buying machine. Elucidate with examples.

2. Write a short note on the views expressed by the writer on the tragic comedy of 'development'. Why does he call it tragic comedy?

3. Do you personally share the concerns raised by the writer here? If 'yes', what individual initiative can you take about this matter?

© KTBS NOT TO BE REPUBLISHED

IV. VOCABULARY

A. Select from the box, two synonyms for the words given below:

display, different, come up, tempt, plentiful, varied, broadcast, attract, excessive, develop, bear, existence, perplexing, unheard of, support, singular, forceful, confusing, pushing, survival.

1. lure : _____

2. abundant : _____

3. sprout : _____

4. diverse : _____

5. advertise : _____

6. bewildering : _____

7. unprecedented :_____

8. subsistence : _____

9. aggressive : _____

10. sustain : _____

B . Find out from the lesson, one word for the following definitions.

1. the preoccupation of society with buying goods _____
2. goods for sale _____
3. borderless economic order _____
4. foreign trading companies which export capital along with their products _____
5. anything that is meant for the public _____

@KTBS NOT TO BE REPUBLISHED

C. Fill in the blanks with the opposites of the words given in brackets.

In a largely _____ (certain) world, even with gold prices moving upwards, the craze for the yellow metal remains _____ (abated). A key reason is the _____ (enchantment) with other investments. A large percentage of savings are held in _____ (productive) gold assets and a lot of banks and _____ (banking) companies are offering loans against gold. But the supply is sadly _____ (adequate), in spite of _____ (bridled) mining. Gold attracts _____ (wanted) attention and is its major _____ (advantage). So, do you feel that gold is _____? (essential).

D. Bring out the difference in meaning between the words in pairs, by using each of the following in sentences of your own.

present (n) – presence	cloth – clothes
later – latter	alternate – alternative
decent – descent	lonely – alone
career – carrier	advice – advise

E. Fill in the blanks with the appropriate idioms given in the box.

keep a level head, leave no stone unturned, go around in circles, have the last laugh, full of beans, jump on the bandwagon.

1. All his relatives made fun of Charles when his grandmother left him only her old wooden box, but he _____. It contained all her savings.
2. We have been trying all day to find a solution to this problem, but we just keep _____.
3. Sriram seems to have fully recovered from his illness. When I saw him, he was _____.
4. He has had a successful career, partly because he always _____ at the correct time.
5. Even in the middle of the fire, he _____, and saved many lives.
6. The minister said he would _____ in his attempts to improve the standard of education.

© KTBS NOT TO BE REPUBLISHED

F. "These sellers of coloured, sweetened water are giant multinational corporations…"

"multinational" means foreign manufacturing and trading companies. The prefix "multi" – means many, more than one. With the help of a dictionary, find out the meaning of the following "multi"-words.

multimedia, multicultural, multifaceted, multilingual, multifarious, multilateral, multimillionaire.

V. LANGUAGE ACTIVITIES: Group Discussion

The class is divided into four groups. Each group chooses one of the following topics for discussion. One from each group notes down the points and presents a summary of the discussion to the class.

1.Here are some opinions of the writer about the 21st century India. Are the following really happening? Do you agree with the writer? Discuss in groups and present your findings to the class.

2. "Consumerist Culture" is a very persuasive discourse. The writer demystifies many popular beliefs and economic paradigms through a series of logically presented arguments. What arguments does the writer give to prove that development based on free market is not practical?

3. "The earth has enough for every man's need but not enough for every man's greed." Do you agree with this statement?

4. What do you understand by Thoreau's observation "superfluous wealth can buy only superfluities ..... Money is not required to buy even one necessity of the soul?"

NOT TO BE REPUBLISHED © KTBS

VI. A. SPEAKING ACTIVITIES: in Groups of four each.

1. Here's a game to test your skills of persuasion. You should not use pen and paper. Communicate orally.

Problem: A farmer bought a pair of bullocks for Rs. 6000/-, sold it for Rs.7000/-, bought again for Rs.8000/- and sold again for Rs. 9000/- . Did he gain or lose? And how much?

2. Debate:

Topic: "Globalization is the only answer to development!"

Or

"Advertisements are sweet lies"

Divide the class into two groups. Let one group argue "for" and the other "against" the topic. One student may be selected to act as the moderator of the debate.

Given below are certain expressions you may use :

I'd like to raise a/the question/argue....

I think it's more reasonable .....

I feel strongly that.....

I would like to draw attention to.....

I think you are being unfair in suggesting that.....

I strongly oppose/support the view that.....

It is unrealistic to say that .....

On the contrary .....

I'm afraid, I may not be able to accept.....

3. Pronunciation: changes in stress according to function

Note the pronunciation of the following words. These words can be used both as nouns and verbs. In the noun form, the first syllable is stressed; in the verb form, the second syllable is stressed.

First, repeat after your teacher and then, in pairs, read them aloud to each other.

@KTBS NOT TO BE REPUBLISHED

Noun		Verb	
¹accent	¹ACcent	ac¹cent	ac¹CENT
¹conduct	¹CONduct	con¹duct	con¹DUCT
¹present	¹PREsent	pre¹sent	pre¹SENT
¹progress	¹PROgress	pro¹gress	pro¹GRESS
¹content	¹CONtent	con¹tent	con¹TENT
¹object	¹OBject	ob¹ject	ob¹JECT
¹contest	¹CONtest	con¹test	con¹TEST
¹convert	¹CONvert	con¹vert	con¹VERT
¹convict	¹CONvict	con¹vict	con¹VICT
¹desert	¹DEsert	de¹sert	de¹SERT
¹digest	¹DIgest	di¹gest	di¹GEST
¹produce	¹PROduce	pro¹duce	pro¹DUCE
¹project	¹PROject	pro¹ject	pro¹JECT

4. Read aloud the following sentences to each other :

1. a) Most of us speak English with a regional [1]accent.

   b) Her eyes were acc[1]ented by make-up.

2. a) I didn[1]t approve of his [1]conduct.

   b) Please con[1]duct yourself.

3. a) This ring is a [1]present from my sister.

   b) May I pre[1]sent the Principal, Professor Chakravarthy?

4. a) Don[1]t disturb the students while the class is in [1]progress.

   b) The doctor thinks the patient is pro[1]gressing well.

5. a) Are you familiar with the [1]contents of this book?

   b) As there was no milk, we had to con[1]tent ourselves with black coffee

6. a)Our teacher was the [1]object of our admiration.

   b)I ob[1]ject to your keeping birds in cages.

7. a)The Inter-School Classical Music [1]contest is a yearly feature of our school.

   b)I plan to con[1]test the elections.

8. a)He is a Buddhist [1]convert.

   b)I want to con[1]vert my Indian rupees into Japanese Yen.

9. a)The [1]convict who escaped from prison is yet to be captured.

   b)The Judge decided to con[1]vict Billa for the murder of Sanjay Chopra.

10. a)The Sahara is the world[1]s largest [1]desert.

    b)The soldier decided to de[1]sert the army.

11. a)He has made a [1]digest of all the reports on this case.

    b)I can[1]t di[1]gest rich food.

© KTBS NOT TO BE REPUBLISHED

12. a) The farmer was very happy with his [1]produce.

b) We need to pro[1]duce enough for ourselves.

13. a) The teacher has given the class a science[1]project.

b)You can pro[1]ject the pictures on this screen.

VII. PROJECT :

Survey

Work in groups of four each. (TIME: 10 days)

1. Prepare a questionnaire to elicit views on Malls. (It should include: frequency of visits to malls, where, when and their views on the issues raised in the lesson)
2. Get answers from at least 20 of your neighbours.
3. Consolidate the responses and make a presentation in class.

©KTBS NOT TO BE REPUBLISHED

VIII. NOTE ON THE AUTHOR :

Cheriyan Alexander (born 1958) is an Associate Professor of English at St. Joseph's College, Bengaluru. He has written widely on issues and themes relating to literature, culture and ecology.

IX. SUGGESTED READING/ACTIVITY :

1. Naomi Klein: No Logo

2. Skye Jethani: The Divine Commodity

Watch the Movies : 1. The Corporation

2. Surplus

X. GRAMMAR REVISITED :

SUBORDINATION : Simple to Complex

Note: Main points generally go into main clauses. Any simple sentence can be changed to a subordinate clause but the choice of subordination or main clause must be guided by your purpose.

For example,

i) Students were protesting.

ii) The lecture was cancelled.

If your focus is on the students' protest, you can say:

Students were protesting because the lecture was cancelled.

If your focus is on the cancellation of the lecture, you can say:

The lecture was cancelled because the students were protesting.

A. Combine each sequence of sentences below into a complex sentence by using at least one noun clause. The first one is done for you. Your teacher will help you with the rest.

1. i) He tells me.
   ii) He distrusts his own sons.
   iii) It is difficult to understand his reason.
   He tells me that he distrusts his own sons, which is difficult to understand.
2. i) Someone said this.
   ii) History is a record of dates and battles.
   iii) This ignores most of history's significance.
   iv) This makes history merely a list of selected events.
3. i) A restaurant becomes a five star restaurant.
   ii) This means the restaurant has consistently maintained superior standards.
   iii) The standards are of quality in food and service.
4. i) The earth's climate changes.
   ii) The earth's climate even now may be changing rapidly.
   iii) This is widely recognized.
5. i) He pretended to be one of us.
   ii) He took part in all our pranks.
   iii) This helped hide his identity.
   iv) He was a policeman.

@KTBS NOT TO BE REPUBLISHED

B. Combine each sequence of sentences below into a complex sentence by using at least one adjective/relative clause. The first one is done for you. Your teacher will help you with the rest.

1. i) Walden Pond is now the site of many tourist stands.

   ii) Walden Pond was once admired by Thoreau for its natural beauty.

   iii) Henry David Thoreau built himself a solitary hut on the shore of Walden.

   iv) He lived there for two and a half years.

Walden Pond, which is now the site of many tourist stands, was once admired by Henry David Thoreau who built himself a solitary hut on its shore where he lived for two and a half years.

2. i) Alcohol, a drying agent, is frequently used in cosmetics.

   ii) The drying agent evaporates rapidly.

   iii) The drying agent therefore has a cooling effect.

3. i) The roller-coaster is still one of the most exciting rides.

   ii) The rides are in an amusement park.

   iii) The roller-coaster made its appearance in 1884.

4. i) The man shoved the woman into a car.

   ii) The man was fat.

   iii) The man had a nasal voice.

   iv) The woman was startled.

   v) The man mistakenly thought the woman was about to have a baby.

5. i) A cottager and his wife had a hen.

   ii) The hen laid an egg everyday.

   iii) They were lucky.

   iv) The egg was golden.

©KTBS NOT TO BE REPUBLISHED

C. Combine each sequence of sentences below into a complex sentence by using at least one adverbial clause. The first one is done for you. Your teacher will help you with the rest.

1. i) Suppose there isn't any cake.

   ii) Suppose there aren't any friends around.

   iii) A birthday cannot really be fun.

   iv) His birthday is on 4th January.

   If there is no cake and if there are no friends, his birthday on 4th January cannot really be fun.

2. i) The experiences were sung about in poems.

   ii) The poems were written by the pupils.

   iii) The pupils were between the ages of 70 and 90.

   iv) The pupils were residents in a nursing home.

3. i) Poet Kenneth Koch would teach folk poetry.

   ii) He hoped to free them from bonds.

   iii) The bonds were cruel.

   iv) The bonds were of growing old.

   v) He hoped to free them for moments, at least.

4. i) "Good evening. I am Count Dracula."

   ii) Bela Lugosi's voice chilled theatre goers.

   iii) His voice is now famous.

   iv) Then, it ushered in the modern Dracula era.

   v) He did this 70 years ago.

5. i) The train arrived at the station.

   ii) A man sprang out of one of the carriages on to the platform.

   iii) His clothes were torn.

   iv) They were stained with blood.

   v) The policeman saw this.

© KTBS NOT TO BE REPUBLISHED

COORDINATION: Simple to Compound

Note: We use coordination to suggest that the two clauses are logically related but neither has more weight than the other.

Combine each sequence of sentences below into a compound sentence using at least two main clauses. The first one is done for you. Your teacher will help you with the rest.

1. i) Some species of whales are nearing extinction.

   ii) Many countries refuse to accept even a partial ban on whale hunting.

Some species of whales are nearing extinction and yet many countries refuse to accept even a partial ban on whale hunting.

2. i) In private life he was kind.

   ii) In private life he was even generous.

   iii) In public life he was severe.

   iv) In public life he administered strict justice.

3. i) He does not study.

   ii) He does not allow his friends to study.

   iii) That's why many of his friends avoid him.

4. i) You may not care for wealth.

   ii) You may not care for fame.

   iii) You shall have to care for truth.

   iv) Life without truth is a degraded life.

5. i) I shall not oppose your plan of action.

   ii) I cannot approve of it.

© KTBS NOT TO BE REPUBLISHED

XI. FUN WITH LANGUAGE: Punctuation Puzzles

What intonation is to speech punctuation is to writing. Any slight variation in intonation or punctuation will completely change the meaning of an utterance or a sentence. Look closely at the following pairs of sentences. Same words, same syntax, yet the meaning is so different! All because of a change in the punctuation.

1. a) I left him convinced he was a fool.

   b) I left him, convinced he was a fool.

Which sentence shows extraordinary powers of persuasion?

2. a) Shall I stick the stamps on myself?

   b) Shall I stick the stamps on, myself?

Which of the two will require a lot of postage?

3. a) A clever dog knows its master.

   b) A clever dog knows it's master.

In which case has the dog the upper hand?

4. a) He ate a half - fried chicken.

   b) He ate a half - fried chicken.

Which would be followed by stomach disorder?

5. a) Go slow – children.

   b) Go slow, children.

Which is a warning to drivers?

6. a) The officers ate chicken, their wives, vegetables.

   b) The officers ate chicken; their wives, vegetables.

Which would suggest cannibalism?

7. a) Students' protest gains.

   b) Students protest gains.

Which of the two suggests that the student force is becoming strong?

8. a) The dictator, who was recently ousted by the citizens and his wife arrived in Hawaii yesterday.

   b) The dictator, who was recently ousted by the citizens, and his wife, arrived in Hawaii yesterday.

In which of the two cases is the dictator feeling worse?

9. a) The film ended, happily.

   b) The film ended happily.

In which case was the audience apparently bored?

10. a) My wife, who lives in Hong Kong, is arriving tomorrow.

    b) My wife who lives in Hong Kong is arriving tomorrow.

Which of the two suggests that the speaker is a polygamist?

****

@KTBS NOT TO BE REPUBLISHED

Lesson 10

The Pie and the Tart

J8E7I3

*- **Hugh Chesterman***

Pre-Reading Activity :

Do you enjoy listening to humorous anecdotes and situations? Recall any humorous situation or any humorous anecdote. In pairs, share it with your partner.

Characters

Pierre } vagabonds.
Jean }

Gaultier, a pastry cook.

Marion, his wife.

The scene is laid outside GAULTIER'S cake shop in Paris. The time is the middle of the fifteenth century. The Act could be played on a curtained stage with one door, back centre. The only furniture is a bench, right. JEAN and PIERRE are discovered, the former seated on the bench, in an attitude of extreme dejection; the latter pacing up and down, blowing on his fingers. Both must indicate that they are cold and hungry.

JEAN *(regarding PIERRE'S restless pacing):* Must you keep doing that?

PIERRE: It's this blasted cold. If I stop walking I shall freeze. I'm dying of hunger and cold.

JEAN : So am I. But I prefer to die sitting down.

PIERRE : We make a pretty pair, you and I. Paris should be proud of us. (Displaying his rags.) There are twenty-three holes in this tunic. I know because I counted them this morning.

That's only reckoning the ones that let the wind through. No doubt there are others. But let that pass.

JEAN : The holes in your tunic don't interest me. What I am concerned about is the hollow in my stomach. We must live; and without a meal.....

©KTBS NOT TO BE REPUBLISHED

PIERRE : That's what I said to Judge Gaston when I was pinched last month for begging.

JEAN : Said what?

PIERRE : He asked me why I did it, and I said, "Well, your honour, I must live." And he looked me up and down and said, "I really don't see the necessity."

JEAN : A wag, that Judge.

PIERRE : He didn't know what it was to be hungry. See here, my pretty, this can't go on. I'm going to knock on every door in this street. And since charity begins at home I shall begin right here. (*Indicating the cake shop.)* You'd better not be seen. Go into the next street and try your luck there. (JEAN *begins to go, but* PIERRE *calls him back.)* Wait a minute, brother; let's hear what you can do.

(*JEAN knocks on the bench and assumes a mendicant voice and attitude.)*

JEAN : "For the love of St. Agatha and all the blessed saints, have pity on a poor Miserable who has had no food for three days." How's that?

PIERRE : Not bad. But make it seven days and squint slightly. It's a sure sign of starvation.

(*Exit* JEAN)

PIERRE : (*Knocking on the cake shop door):* Alms, good sir; for the love of God and all His blessed angels, take pity on a poor traveller who has had no food for a week.

(M. GAULTIER *comes to the door. He is a man of about fifty, well preserved and obviously content with his lot.)*

GAULTIER : Go away. I've got nothing for you. My wife is away and I am busy. You'd better go to the next street.

(M.GAULTIER *slams the door. Exit* PIERRE, R. *Enter* JEAN, L. *He looks at the door, hesitates and then knocks.*)

JEAN : For the love of St. Agatha, St. Nicholas, St. Crispin and all the blessed company of Heaven, have pity upon a poor Miserable who has had no food for seven days.

©KTBS NOT TO BE REPUBLISHED

(*The door is opened by* MARION. *She is younger than her husband, stoutish, but comely.)*

MARION: Go away, beggar. My husband is out and I have nothing for you. You'd better call again when he comes back.

(MARION *shuts the door.* JEAN *sits disconsolately on the bench. Presently* GAULTIER *comes out of the shop. He makes as if to go out, R., but remembers something and goes back towards the shop.* MARION *appears at the door)*

M. GAULTIER : Ah, Marion. I am just off to dine with the Mayor. He keeps none too good a table. I am thinking that I'd better take that eel pie with me - the big one that I made last Monday. Just get it for me. Hurry; I mustn't be late.

MARION: Very good, husband.

(*She goes back into the shop, but* GAULTIER *calls her back.)*

GAULTIER : Wait. I can't very well be seen carrying an eel pie through the streets of Paris, can I? Not quite the thing for a man of my position. Do you think you could bring it along after me?

MARION: Quite impossible. I've too much to do to run errands. Why not send someone back for it?

GAULTIER : A good idea. But who?

MARION: Well, you'll be bound to meet someone on the way.

GAULTIER : Yes, but how will you know if he's the right one? Anyone might just come and say they had been sent.

MARION: I hadn't thought of that.

GAULTIER : I have it. I'll tell the messenger, when I have found him, to kiss your hand. That will be the sign and you'll know that everything is all right.

MARION (*laughing)*: Well, choose a good-looking one. (*Coyly)*: Madame Gaultier's hand is not for everyone to kiss.

(MARION *returns to the shop.* GAULTIER *exit,* R. JEAN *who has overheard all the foregoing, sits pondering. Presently enter* PIERRE L.)

© KTBS NOT TO BE REPUBLISHED

PIERRE : Any luck?

JEAN : Yes — and no.

PIERRE : What does that mean?

JEAN (after a pause) *:* Look here. Are you ready to do exactly as I tell you? And no questions asked?

PIERRE : I'll do anything to keep my stomach quiet.

JEAN : Very well. Now listen. I am going into the next street. Directly I am gone, go up to the door, knock on it and say.....

PIERRE : Thanks. I've been there once today already. I got what I expected. *(Mimicking* M GAULTIER'S *pompous manner.)* "Go away, beggar! Go away; I'm busy. Go into the next street." Bah! (*He spits.)*

JEAN : Never mind about that. Listen. I say directly I am gone, go up to the door and knock on it. The lady will come to the door.....

PIERRE : But how do you....

JEAN : Don't interrupt. The lady will come to the door. When she does so you will take her hand and kiss it.

PIERRE : Kiss the lady's hand? I think you're making a slight mistake, brother. I'm not lovesick; I'm starving.

JEAN : Wait. That's not all. When you have kissed her hand you will say, "Madam, I am sent by M. Gaultier to fetch the pie." She will then give you a large eel pie and .....

PIERRE : And the heavens will open; roast fowl and nectarines will be seen to rain upon us from the clouds, and champagne will be heard gurgling in the gutters. Where did you learn this conjuring trick?

JEAN : Very well. Believe it or not as you like. The point is: are you hungry, or are you not?

PIERRE : (*rubbing his waist-line)* Hungry? I've a hollow in here that all the birds of the air could nest in.

JEAN : Then do as I tell you. If it doesn't come off, never trust me again. But it will.

NOT TO BE REPUBLISHED @KTBS

PIERRE : Criminy, Jean, I believe you're serious!

JEAN : Of course I'm serious.

PIERRE : All right. I'll do it.

JEAN : Good.

PIERRE : Tell me again. What do I have to do?

JEAN : It's all quite simple. Go up and knock at the door and say, "Please, Madam, M. Gaultier has sent me for the eel pie." She won't give it to you till you have kissed her hand. That's important.

PIERRE : But suppose the husband comes to the door?

JEAN : He won't. He's out. I happen to know it. Never mind how, but I do. Now, I'm going round the corner. I shall be back in five minutes, and don't you start dinner till I come!

(Exit JEAN, R. PIERRE knocks on the door. MARION answers it.)

PIERRE : Good morning, lady. I have come from M. Pie, who sends me to fetch the Gaultier - I should say I have come from M. Gaultier, who sends me to fetch the pie - the eel pie.

MARION: And how am I to know you are his messenger?

PIERRE : Ah! (*Coyly.)* Allow me, lady, to kiss your hand.

(*He attempts to seize her hand, but MARION snatches it away.)*

MARION: All right. That will do. Wait there and I will get it. (*Exit and reappears with pie.*) Here it is. Take care how you carry it. It's a very good pie.

PIERRE : Rest assured, lady, I shall take the greatest care of it. As a carrier of eel pies I claim to be second to none in all Paris. It shall travel thus, close to my bosom. As a mother with her bantlings, as a shepherd with his ewes, as St. Ursula with her maidens, so will I play the guardian angel with this pie. It shall.....

@KTBS NOT TO BE REPUBLISHED

MARION: Be off, then. And don't waste time in getting there.

(*She closes the door. After she had gone PIERRE stands holding the pie as if stupefied. He then places it carefully on the bench and sits beside it. He gazes at it lovingly, prodding it now and then with his fingers.)*

PIERRE : This must be a dream; and presently I shall wake. One of those dreams that are too good to last. I know, because I've had them once or twice before. (*Picking up the pie tenderly and sniffing it.)* Good dream, last a little longer. Just now I haven't the very least desire to wake up.

(*Enter JEAN.)*

JEAN : Well, what did I tell you?

PIERRE : (*Putting his fingers to his lips):* Sh ! Don't speak too loud. You might wake me up.

JEAN : (*laughing and clapping him on the back):* Wake up, then. It's dinner time. (*Picking up the pie.)* We won't wait for the nectarines and the champagne. This will do to start with.

(*He goes out, carrying the pie in front of him. JEAN follows as if in a trance, nose in the air, sniffing. After a pause, enter GAULTIER. He is obviously angry and rather out of breath. He knocks on the door. MARION opens it.)*

NOT TO BE REPUBLISHED @KTBS

MARION: What, back already?

GAULTIER : The mayor was out. Nice way to treat a guest, eh? Asks him to dinner and then goes out and forgets all about it. I'll get even with him for it one day, mark my words. Gaspard Gaultier is not the man to be treated like that. Oh, no!

MARION: But what will you do for dinner?

GAULTIER : Dine at home, of course. Where else?

MARION: But there's nothing in the house to eat.

GAULTIER : Nothing to eat? What are you talking about? There's the eel pie, isn't there?

MARION: But.... you sent for it. I gave it to your messenger not a quarter of an hour ago.

GAULTIER (*Picking up his ears):* Eh! What's that?

MARION: I gave the pie to the man who came for it. Just as you told me to. He kissed my hand, as you said he would, and I told him to hurry. Didn't you meet him on the road?

GAULTIER : I sent no messenger.

MARION: But.....

GAULTIER : I say I sent no messenger. (*Suddenly threateningly.)* What have you done with the pie? I believe you've eaten it!

MARION: Now don't be absurd, Gaspard. Of course I haven't eaten it. I tell you the messenger came, as you arranged, and I gave him the pie. You must be crazy. If you didn't send him, who else did?

GAULTIER : If this is a joke, woman, let me tell you that it's in very bad taste. I'll soon see for myself if the pie is there or not. And if it isn't, you'll have to find a good explanation.

(*He strides into the shop, followed by MARION. After a considerable pause re-enter JEAN and PIERRE. They sit, arms round each other's shoulders, at one end of the bench.)*

PIERRE : Jean, my stomach being, as it were, now composed, my brain is beginning to function. I have an idea.

© KTBS NOT TO BE REPUBLISHED

JEAN : Slowly, my friend, slowly. My doctor warned me that after a meal the brain must not be overworked. It is in the interest of digestion.

PIERRE : Agreed. We will approach the problem cautiously. In the matter of the pie which we have just eaten, you will agree that it was a masterpiece.

JEAN : It was the work of an artist.

PIERRE : The composition was faultless - the flavour, just so. And then the crust. Was ever such a crust? (*Picking his teeth with his fingers.)* The memory of it still abides with me.

JEAN : And what eels! The tenderness, the plasticity! I wonder where he catches them.

PIERRE : He does not catch them. They give themselves up. No eel could resist the blandishments of such an artist as M. Gaultier. To my mind the pie had but one fault.

JEAN : And that?

PIERRE : Its singularity. There should have been two. Listen, my Jean. When I was waiting at M. Gaultier's door, I saw a tart. It was on a shelf just outside the kitchen. I think it was a cranberry tart. I was allowed one glimpse of it and the vision faded. But it was a tart to dream about: succulent, spiced, sugared, white as a maid's bosom: the very tart to sit affably on a foundation of eel pie. I see no reason why the tart should not be ours. Would not you like to go and fetch it?

©KTBS NOT TO BE REPUBLISHED

JEAN : But how?

PIERRE : You know the formula, "M. Gaultier sends me", etc., and the hand of Madame Gaultier is both small and white. Believe me, you will enjoy the experience.

JEAN : (*getting up from the bench):* I'll do it. But she mustn't see you.

PIERRE : All right. I'll be round the corner. To it, then, and goodluck. (*Exit PIERRE,L.)*

JEAN (*KNOCKING AT THE DOOR) :* *Hullo, there!*

(MARION comes to the door)

MARION: And what do you want ?

JEAN : M. GAULTIER has sent me, lady. He finds that the eel pie is not large enough to go round. He wants the cranberry tart which he says is on the kitchen shelf. And, oh, yes, I am to kiss your hand. Then you'll know it's me.

MARION: (*giving away nothing by voice or expression)*: He wants the cranberry tart, does he? Very well, if you'll wait there I will get it. (*Goes back into the shop.)*

JEAN : If life was always as easy as this! And to think that only an hour ago I was in danger of starving to death. Well, for what we are about to receive....

(*Before he can finish the sentence M. GAULTIER runs out from the shop and begins to cudgel him)*

GAULTIER: Thief, dog, cut-purse, reptile, rapscallion, slubberdegullion! What have you done with my pie?

JEAN : Stop beating me! Stop beating me, and I'll tell you.

GAULTIER : (*Still beating him)*: No lies, now! Where is it? What have you done with it?

JEAN : I can't tell you till you stop beating me.

GAULTIER : (*Dropping the cudgel)* Well?

JEAN : It was no fault of mine, sir. It was my friend. About ten minutes ago, when you were talking to your wife, he overheard you say that you were sending someone back for the pie. And so he came and he took the pie. He did it with the best intention in the world. If he'd known there was going to be all this fuss about it he would never have done it.

GAULTIER : And where is he now?

JEAN : Not far away. I'll go and get him.

GAULTIER : You'd better. And see here. If you're not back with the pie, I'll have you both hanged for thieving. I'll give you five minutes. Not a minute more. (*GAULTIER goes back into the shop. JEAN stands downstage, rubbing his bruises. Presently enter PIERRE, L.)*

PIERRE : Any luck?

@KTBS NOT TO BE REPUBLISHED

JEAN : Not at all. She says she can't give the tart to just anyone. It must be the same messenger who came for the pie, or none at all. I kissed her hand till it was all sticky, but she wouldn't budge an inch.

PIERRE : Well, that's easy. I must go myself. You get out of sight. I'll soon show you how these things are managed.

(*Exit JEAN, R., PIERRE knocks at the door. GAULTIER opens it.)*

GAULTIER : (*seizing him by the collar):* Are you the dog who took away my pie? *(Shaking him.)* Answer. What have you done with it? No lies, or I'll have the law on you!

PIERRE : Leave go of me and I'll explain. (*GAULTIER releases him.)* You see, sir, it was this way. I overheard you telling your wife that you wanted a messenger. So I presented myself to madame. She gave me the pie and I carried it straight to the Mayor's house.

GAULTIER : I see. And I suppose he was delighted to see you?

PIERRE : He couldn't find words enough to thank me.

GAULTIER : You are a liar! The Mayor is out.

PIERRE : Ah, sir. That's where you're wrong. He was out; but he's home again. He returned just after you left. He was most grateful for the pie, and he's expecting your honour for dinner. He said he hoped you wouldn't keep him waiting.

GAULTIER : Well, well! So that was it. And I thought he'd forgotten all about it. See here now. Run back to his Worship and say I shall be with him in five minutes. I'll give something for your trouble. Hurry, or he'll think I'm not coming.

PIERRE : Very good, sir.... and the tart?

GAULTIER : Eh? Oh, yes. The tart. I'll get it. *(He goes in and returns with the tart.)* There you are. Carry it carefully. Tell the Mayor I shan't be many minutes. You can wait for me at his gate.

(GAULTIER goes back into the shop calling "MARION!" Presently enter Jean,L. He sees Pierre holding aloft the tart.)

JEAN : Criminy! But you've got it!

©KTBS NOT TO BE REPUBLISHED

PIERRE : *(presenting his disengaged hand to be kissed)* : Sir, M. Gaultier presents you with this cranberry tart and bids you kiss my hand. *(Jean advances slowly and makes a show of taking Pierre's hand as if to kiss it. But instead, he snatches away the tart and runs out, closely pursued by PIERRE.)*

CURTAIN

I. GLOSSARY :

M. Gaultier	:	'M' is an abbreviation for Monsieur (Pronounced Massyer) French for Mister.
Jean	:	pronounced Zhon
Pierre	:	pronounced Pier (as in dear)
vagabond	:	a person who wanders from place to place without a settled home or job especially, one considered lazy or dishonest.
pie	:	meat or fruit baked in a dish with pastry on the bottom, sides and top
tart	:	an open pie filled with sweet food such as fruit
tunic	:	a loose piece of clothing covering the body down to the knees
blasted	:	annoying
pinched	:	arrested
wag	:	a person who enjoys making jokes
mendicant	:	a member of a religious group living by asking people for money and food/beggar
squint	:	look at something with eyes partially shut
comely	:	pleasant to look at/attractive
disconsolately	:	very unhappy and disappointed
errands	:	a job done for others involving delivering/ buying something

©KTBS NOT TO BE REPUBLISHED

coyly	:	shyly, or innocently
nectarine	:	peach like fruit
conjuring	:	performing clever tricks
criminy	:	mild blasphemy meaning "for Christ's sake"
bantlings	:	children
stupefied	:	surprised and shocked
trance	:	a state in which one seems to be asleep but is aware of what is happening around.
repast	:	a meal
plasticity	:	the quality of being easily made into different shapes
cudgel	:	a short, thick stick
blandishment	:	pleasant actions with which one tries to persuade somebody to do something
cranberry tart	:	a fruit-pie containing cranberries

@KTBS NOT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

A . Answer the following questions briefly.

1. "If I stop walking, I shall freeze," said Pierre. "I prefer to die sitting down", said Jean. This shows

   a. that it was extremely cold in Paris on that day

   b. that Jean is quick-witted and reacts intelligently

   c. their ability to laugh at and talk lightly about their miserable condition.

2. Why was Pierre pinched? How did he defend himself before Judge Gaston?

3. "I really don't see the necessity," said Judge Gaston. This remark is a reflection on.

   a. the judge's insensitivity

b. how people felt about vagabonds in those days

c. the judge's sense of humour

4. What, according to Pierre, is a sure sign of starvation?

5. Who opens the door of the cake-shop when Pierre knocks on it?

6. Pick out the common response of Gaultier and Marion to the vagabond's begging.

7. Choose from the box given below the phrases/adjectives that can be used to describe Gaultier, Marion and Pierre.

content with his lot, conceited, hypocritical, foolish, stoutish, clever, has presence of mind, sensitive, comely, generous, kind, quick-witted, gullible, resourceful, pompous, excellent pastry cook.

@KTBS NOT TO BE REPUBLISHED

8. "I can't very well be seen carrying an eel pie through the streets of Paris. Can I?" says Gaultier. This shows that he is

a) Lazy b) wise c) too conscious and proud of his position

9. What details of the conversation between the baker and his wife help Jean in his planning?

10. Why does Jean ask Pierre to get the pie instead of taking it himself?

11. How does the playwright bring out Pierre's nervousness when he presents himself as the messenger to carry the eel pie?

12. How was Marion going to identify Gaultier's messenger?

13. Jean does not give the details of the conversation between the baker and his wife to Pierre, as

a) it is not necessary

b) Jean wants to play the boss

c) Jean wants to take advantage of the situation.

14. Pick out any one comparison that Pierre mentions while describing how he would carry the eel pieto Marion?

15. Why does Pierre think he was dreaming?

16. Why do the vagabonds go back to the bakery after eating the pie?

17. What makes Pierre say that the eels "give themselves up to Gaultier"? What does it tell you about the baker?

18. What is the only one fault that Pierre finds with the eel pie?

19. Who opens the door when Jean goes to get the tart?

20. Does Jean get the tart? What happens to him? Why?

21. Why did Jean lie to Pierre and send him to fetch the tart?

22. What did Jean tell Pierre to convince him that Pierre should go to get the tart?

23. Give one example to show that Marion has a good sense of humour.

@KTBS NOT TO BE REPUBLISHED

B. Close Study :

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

1. Pierre : He does not catch them. They give themselves up. No eel could resist the blandishments of such an artist as M. Gaultier.

   a) What does "them" refer to?

   b) What does the above statement tell us about Gaultier?

   c) What prompts Pierre to give such a compliment to Gaultier?

2. Gaultier : I can't very well be seen carrying an eel pie through the streets of Paris, can I? ... Do you think you could bring it along after me?

   a) Where is Gaultier supposed to carry the pie?

b) What does the passage tell you about his character?

c) Whom is he addressing?

III. PARAGRAPH WRITING :

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

1. Jean and Pierre have a lot of similarities. But the dramatist ensures that in spite of their similarities, they are different enough to be individuals.

a) How are Jean and Pierre similar?

b) How are they different?

(Answer these sub-questions in a paragraph each).

2. The lines in italics given after the list of players are called "stage directions." You find such "stage directions" all through the play. What would happen to the play if these were missing?

©KTBS NOT TO BE REPUBLISHED

IV. VOCABULARY EXERCISES :

Given below are sets of synonyms (words giving almost the same meaning). One word does not belong to the set. Identify the odd word in each set.

1. Absorb, reject, imbibe, assimilate.
2. Act, deed, performance, trick.
3. Separate, add, attach, affix.
4. Order, request, command, instruction.
5. Climb, mount, fall, ascend.
6. Come, depart, arrive, reach.
7. Bravery, grit, cowardice, courage.
8. Adapt, adjust, differ, fit.
9. Get, lose, obtain, acquire.
10. Award, grant, confiscate, give.

V. LANGUAGE ACTIVITIES :

A. Humour can be created by what one says (dialogue), what one does (action) or the situation one is in.

Give one example for each from the play. One example for each is provided for you.

i) Dialogue :

Pierre : It is this blasted cold. If I stop walking I shall freeze. I'm dying of hunger and cold.

Jean: So am I. But I prefer to die sitting down.

ii) Situation:

Pierre going back to Gaultier's house to get the tart without knowing the trick played by Jean.

iii) Action:

Pierre attempting to seize Marion's hand for kissing and Marion snatching it away.

B. Reporting :

Jean overhears the conversation between Gaultier and Marion about taking the eel pie to the Mayor's house. Report the conversation orally to the class. You can begin like this:

Gaultier told Marion that he was about to go to dine with the Mayor .....

C. Dialogue Writing

Read the following reported speech and write a dialogue based on it.

Gaultier goes to the Mayor's house. Both greet each other. The Mayor inquired how his business was. Gaultier replied that it was fine and that there was a great demand for his eel pies. The Mayor expressed appreciation saying that it was wonderful. Further, he said that he would like to have an eel pie himself. Gaultier remarked that he had sent an eel pie and a cranberry tart with a messenger. The Mayor told him not to play any trick and that he had not received anything. He observed that somebody must have fooled Gaultier.

© KTBS NOT TO BE REPUBLISHED

You can begin like this:

The Mayor: (Seated and busy with a file. There's a knock on the door)

Yes.

M. Gaultier: May I come in, Sir?

The Mayor: (Looking up) Oh! Mr. Gaultier, please come in.

M. Gaultier: Good morning.

The Mayor: Good morning. How's everything? How's your business Mr. Gaultier?

M. Gaultier: We're doing fine .....

The Mayor:

VI. SPEAKING ACTIVITY :

A. Role Play:

In pairs, discuss the following situation and develop in writing a conversation. Then role play the same to your neighbouring pair. (One or two pairs may present the same to the whole class).

On come to know about the episode, the local parish Priest calls up Pierre and a conversation ensues between them. The Priest tries to convince Pierre that he should give up both begging and cheating. Pierre stoutly defends what he has been doing. (The teacher will help students in doing this exercise.)

B. Weak Forms

It is important to note that many structure words take their weak forms in informal connected speech. For example, the phrase "bread and butter" is pronounced/bred n bʌtə/where the conjunction 'and' is pronounced/n/though in isolation, the word is pronounced/ænd/. This reduction of unstressed syllables is important to maintain the rhythm in spoken English.

NOT TO BE REPUBLISHED @KTBS

The following are some of the common words which have weak forms in connected speech.

	Strong Forms	Weak Forms	Examples
Articles			
a	/eɪ/	/ə/	Bring me a pen
an	/æn/	/ən/, /n/	Please send an application
the	/ðiː/	/ðɪ/ before vowels	The application is incomplete
		/ðə/ before Consonants	The signature is missing
Auxiliary Verbs			
is	/ɪz/	/z/	He's trying his best
		/s/	It's very nice
am	/æm/	/əm/, /m/	I'm going to Mysore
are	/aː/	/ə/	we're planning to go
was	/wɒz/	/wəz/	I was watching T.V
were	/wɜː/	/wə/	They were late to class
has	/hæz/	/həz/	has the teacher come?
		/əz/, /z/, /s/	Dad has asked me to take it
have	/hæv/	/həv/	Have you done the home **work?**
		/əv/, /v/	I have done it.
had	/hæd/	/həd/, /əd/, /d/	We had done it in class
will	/wɪl/	/l/	I will do it.
Shall	/ʃæl/	/ʃl/	What shall I do?
would	/wʊd/	/wəd/, /əd/, /d/	He would be waiting
must	/mʌst/	/məst/, /məs/	You must be joking.

@KTBS NOT TO BE REPUBLISHED

Conjunctions			
and	/ænd/	/ənd/, /ən/, /nd/, /n/	Father and son
as	/æz/	/əz/, /z/	Make it as easy as Possible
than	/ðæn/	/ðən/, /ðn/	Who can be better than Sachin ?
that	/ðæt/	/ðət/	He said that he would came
but	/bʌt/	/bət/	my mother doesn't object but my father does.
Prepositions			
at	/æt/	/ət/	Look at him
for	/fɔ:/	/fə/	The soldiers are fighting for the country
from	/frɒm/	/frəm/	I learnt it from you
of	/ɒv/	/əv/	a pocket full of chocolates
to	/tu:/	/tʊ/ before vowels /tə/ before consonants	came to eat came to me

Repeat after your teacher the examples given above. Then, in pairs, Read them aloud to each other focussing on the weak forms.

C. Play Reading:

4 volunteer from among the students. The teacher gives them practice and gives one week's time. They distribute roles and read the play (accent and modulation to be monitored by the teacher)

D. Fight it out

Given below are some issues on which there could be strong, opposing views. In pairs, choose one of the topics. Put across your views strongly and express a strong disapproval of the other person's views. Note : Its important to be polite in your language.

1. In a heated argument between two friends, one supports IPL cricket and the other condemns it strongly.

NOT TO BE REPUBLISHED @KTBS

2. Two elderly and wise women are talking about the status of women in the society. One holds men entirely responsible for the deplorable plight of women. The other disagrees.
3. Two persons get into an argument as to who is the better actor. One chooses Shah Rukh Khan, while the other disagrees and supports Aamir Khan.
4. One student declares that mobile phones should be banned in educational institutions and the other disagrees with him.
5. One student says that girl students are better than boy students. The other disagrees with her completely.

E. Pronunciation: Food words.

There are a few words connected with food. Ensure that you pronounce them properly.

Repeat after your teacher. Then, in pairs, practise by reading the words aloud to each other.

NOT TO BE REPUBLISHED @KTBS

RESTAURANT	/'restɪrɒnt/	BEVERAGE	/'bevərɪdʒ/
FOOD	/fu:d/	MENU	/'menju:/
RATION	/'ræʃn/	STEWARD	/'stju:əd/
ONION	/'ʌnjən/	CAFE	/'kæfeɪ/
CUCUMBER	/'kju:kʌmbə/	ALCOHOL	/'ælkəhɒl/
ALMOND	/'a:mənd/	RECIPE	/'resɪpɪ/
TOMATO	/tə'ma:təʊ/	SPINACH	/'spɪnɪdʒ/
POTATO	/pə'teɪtəʊ/	SANDWICH	/'sænwɪtʃ/
BUFFET	/'bʊfeɪ/	STEAK	/steɪk/
CUISINE	/kwɪ'zi:n/	PIZZA	/'pi:tsə/

F. The words 'hear' and 'here' are pronounced the same but have different spellings and different meanings. Such words are called homophones.

Write the homophones of the following words and in pairs read them out to each other.

1. pale	2. die	3. pray	4.sale .....
5. blue	6. meet	7. ail	8 flu.....
9. hail	10. tear	11. beer	12. pain .....
13. bail	14. gate	15. fate	16. sweet .....

VII. PROJECT :

Stage the play on your school day.

VIII. NOTE ON THE AUTHOR :

Hugh Chesterman wrote many children's books in the 1920s and 30s, and edited a children's magazine called *The Merry Go Round,* published in Oxford with his great friend Basil Blackwell.

@KTBS NOT TO BE REPUBLISHED

IX. GRAMMAR REVISITED :

C. PASSIVE VOICE

1. Fill in the blanks with the suitable forms of the verbs given in brackets.

Experiment in Laboratory

The burette is .....(fill) with Potassium Permanganate solution. The initial reading .... (note). The pipette .....(wash) and then rinsed with ferrous ammonium sulphate solution. 20 ml of ammonium sulphate solution .....(pippet out) into a clear conical flask. An equal volume of 2 normal dilute sulphuric acid .....(add). The solution ..... (titrate) against the potassium permanganate solution taken in the burette. The end point is the appearance of a pale permanent pink colour. The final burette reading ..... (note). The titrations .....(repeat) for concordant titre values. From the titre value normality of ferrous ammonium sulphate and volume of ferrous ammonium sulphate .....(know).

2. Recipe

The stove is switched on. Water (keep) in a vessel ..... on the stove for boiling. Meanwhile, coffee powder .....(put) into the coffee filter to get the decoction. The boiled water ..... (pour) into the coffee filter. The milk .....(boil) and when the decoction is ready both ..... (mix) together. To this sugar .....(add) and we have hot coffee ready.

3. Given below is a set of instructions for the notice board of the school library. Write the instructions using the passive voice.

a) Do not enter without I.D.

b) Only one book at a time for a period of two weeks.

c) Do not borrow works of reference.

d) Do not underline, mark, write comments in the books.

e) Speak softly.

f) Students who fail to return the books on time shall have to pay fine.

g) Students are responsible for lost or damaged books.

Example: Students are hereby informed that they will not be allowed to enter the library without I.D.

4. From the data given below, compare the rules in the two schools – your previous and the present using the verbs - *require, advise, permit, allow, encourage, give* in their passive forms.

The Previous School

Speaking English not compulsory.

Playing only tennis ball cricket.

More freedom.

Memorising facts.

Not to be independent.

Time for snacks.

Treated like kids.

Not much homework.

NOT TO BE REPUBLISHED ©KTBS

The Present school

Speaking English on campus compulsory.

A wide variety of games.

No mixing between boys and girls.

To think for ourselves.

To be independent.

No time for snacks.

Treated like grown-ups.

A lot of homework.

X. FUN WITH LANGUAGE : (humour in subtlety)

Read the following pairs of sentences carefully and answer the questions given below them.

1. a) The judge was completely disinterested.

   b) The judge was completely uninterested.

Which of the two is a good judge?

2. a) My husband likes beer more than I.

   b) My husband likes beer more than me.

Which of the two might be grounds for divorce?

3. a) In the theatre there were five people beside me.

   b) In the theatre there were five people besides me.

Which of the two suggests that there were only six people in the theatre?

4. a) The dog smells bad.

   b) The dog smells badly.

Which of the two dogs is definitely not a blood-hound?

5. a) No Indian batsman is so great as Sachin.

   b) No other Indian batsman is so great as Sachin.

Which of the two suggests that Sachin is not an Indian?

6. a) Esther is fairly tall for her age.

   b) Esther is rather tall for her age.

Which of the two is not a compliment to Esther?

© KTBS NOT TO BE REPUBLISHED

7. a) I saw a black horse and cow.

b) I saw a black horse and a cow.

Which of the two says that the cow too was black?

8. a) I am going to hospital.

b) I am going to the hospital.

Which of the two suggests that I am not sick?

9. a) I lay on the psychiatrist's couch for almost an hour.

b) I lied on the psychiatrist's couch for almost an hour.

Which of the two required imagination?

10. a) You'll find the mountain trail easy.

b) You'll find the mountain trail easily.

Which one assures you of an easy climb?

11. a) No other leader of India was as great as Gandhi.

b) No other leader of India was greater than Gandhi.

Which of the two says that Gandhi was the greatest leader of India?

12. a) He will get better.

b) He is going to get better.

Which of the two implies that there are signs of recovery?

13. None but a fool would say this. This sentence means,

a) No fool would say this.

b) Only a fool would say this.

14. Is not virtue its own reward? This sentence means

a) Virtue is its own reward.

b) Virtue is not its own reward.

15. Oh, that I were a bird!. This sentence means

a) I hope I were a bird.

b) I wish I were a bird.

****

@KTBS NOT TO BE REPUBLISHED

POETRY

Poem 6

Sonnet 73

That Time of Year .....

U4B1R2

- William Shakespeare

Pre-Reading Activity :

When do you realize the value of a person or an object? Is it when you possess him/her/it or when you lose her/him/it? Why is it so? Discuss in pairs.

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang. 4

In me thou see'st the twilight of such day
As after sunset fadeth in the west;
Which by and by black night doth take away,
Death's second self that seals up all in rest. 8

In me thou see'st the glowing of such fire,
That on the ashes of his youth doth lie,
As the deathbed whereon it must expire,
Consum'd with that which it was nourish'd by. 12

This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long. 14

©KTBS NOT TO BE REPUBLISHED

I. GLOSSARY :

that time of year : late autumn or early winter.

bough : a branch of a tree.

yellow leaves : leaves which have faded. In autumn, the green leaves turn yellow; sign of decay.

bare ruin'd choirs : i) bare leafless branches where the sweet birds used to sing till recently

ii) remains of a church, stripped of its roof and exposed to the elements.

death's second self : black night, the twin of death which closes up everyone in sleep

consumed....by : wasting away on the dead ashes which once nourished it.

death bed : ash, the death-bed of fire

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly:

1. a) Which of the following four seasons is the poet talking about in the first stanza :

   a) spring b) summer c) autumn d) winter?

   b) Which words in the stanza support your answer?

2. The four seasons correspond to the four stages of man's life – childhood, youth, old age and death. Where does the poet imagine himself to be?

3. a) What are compared to "bare ruin'd choirs?"

   b) What does the comparison mean?

4. Through the image of late autumn (in the first stanza), the poet convinces his friend that he is close to his death. What image does the poet use in the second stanza?

5. Like seasons or stages of man's life, a day can also be divided into four stages:

   a) morning b) noon c) evening d) night.

   Where does the poet imagine himself to be in the second stanza?

6. What is referred to as "Death's second self?"

7. Identify the metaphors used by the poet to show the approach of death.

8. Through the usage of twilight, the poet repeats that he is approaching the night of his life. What image does he use in the next stanza?

9. As in the other images, the fire image of the third stanza also has four stages – a) fuel b) flame c) ember d) ash. Which stage does the poet identify himself with?

©KTBS NOT TO BE REPUBLISHED

10. a) What lies on the ashes of its youth?

b) What does death-bed mean here?

11. "This" in the couplet refers

a) back to the three quatrains

b) forward to the next two lines

c) to both

12. When does love become more strong?

13. The poem is about the stage of life in which the poet imagines himself to be. What stage does he imagine himself to be in?

a. Comparing life to the seasons he identifies his present stage with _____ season.

b. Comparing life to the day he identifies his present stage with _____ time of day.

c. Comparing life to the fire, he identifies his present stage with _____

B. Close Study

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

1. Bare ruin'd choirs, where late the sweet birds sang.

a. "Bare ruin'd choirs" refer to

i) a crumbling church ii) trees empty of birds iii) both

b. Why has the "sound" disappeared?

c. Why has the poet used the word "late"?

d. Why are the branches of trees leafless?

2. This thou perceivest, which makes they love more strong,

To love that well which thou must leave ere long.

a) Who is "thou" here?

b) What makes love more strong?

c) Explain the literal meaning of the last line.

@KTBS NOT TO BE REPUBLISHED

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. How is the couplet a fitting conclusion to the three quatrains?
2. "Bare ruin'd choirs, where late the sweet birds sang" has double images. Explain what the poet wants his friend to "behold".

IV. ACTIVITIES: Pair Work

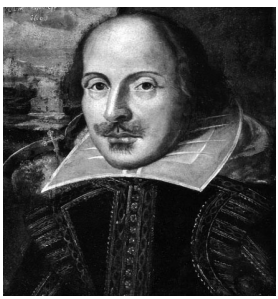
The word "sonnet" is derived from the Italian word "sonetto" meaning "a little sound" or "a little song". A sonnet is a poem of 14 lines with a structured rhyme scheme in which a thought about a subject is developed thoroughly.

1. When you reflect on the poem, a few vivid, concrete pictures come to your mind (like the picture of almost bare trees with just a few decaying yellow leaves hanging on their branches.) What other pictures come to your mind? List them and share them with your neighbouring pairs.

2. Look closely at the rhyming words. You will observe a pattern. What is the pattern (rhyme scheme?)

@KTBS NOT TO BE REPUBLISHED

V. NOTE ON THE POET :



William Shakespeare (1564-1616), the greatest English dramatist and poet, needs no introduction. He is best known for his plays *Hamlet, Othello, Macbeth, King Lear, Romeo and Juliet, Julius Caesar, Merchant of Venice* etc. He has written 154 sonnets of which the first 126 are dedicated to Mr.W.H. his young friend and patron about whom there is much speculation though little is known. The remaining 28 sonnets are dedicated to the mysterious "Dark Lady." The sonnet for our present study is the 73rd sonnet, one of Shakespeare's most famous ones.

VI. SUGGESTED READING :

"On his Blindness" by John Milton.

Poem 7

The Stolen Boat

X3G8X1

- William Wordsworth

Pre-Reading Activity :

Imagine a child has been caught stealing a pen. What will you do if you were the child / you were the headmaster of the school?

@KTBS NOT TO BE REPUBLISHED

One summer evening (led by her) I found
A little boat tied to a willow tree
Within a rocky cave, its usual home.
Straight I unloosed her chain, and stepping in
Pushed from the shore. It was an act of stealth 5

And troubled pleasure, nor without the voice
Of mountain-echoes did my boat move on;
Leaving behind her still, on either side,
Small circles glittering idly in the moon,
Until they melted all into one track 10
Of sparkling light. But now, like one who rows,
Proud of his skill, to reach a chosen point
With an unswerving line, I fixed my view

Upon the summit of a craggy ridge,
The horizon's utmost boundary; far above 15
Was nothing but the stars and the grey sky.
She was an elfin pinnace; lustily
I dipped my oars into the silent lake,
And, as I rose upon the stroke, my boat
Went heaving through the water like a swan; 20
When, from behind that craggy steep till then
The horizon's bound, a huge peak, black and huge,
As if with voluntary power instinct,
Upreared its head. I struck and struck again,
And growing still in stature the grim shape 25
Towered up between me and the stars, and still,
For so it seemed, with purpose of its own
And measured motion like a living thing,
Strode after me. With trembling oars I turned,
And through the silent water stole my way 30
Back to the covert of the willow tree;
There in her mooring-place I left my bark,—
And through the meadows homeward went, in grave
And serious mood; but after I had seen
That spectacle, for many days, my brain 35
Worked with a dim and undetermined sense
Of unknown modes of being; o'er my thoughts
There hung a darkness, call it solitude
Or blank desertion. No familiar shapes
Remained, no pleasant images of trees, 40
Of sea or sky, no colours of green fields;
But huge and mighty forms, that do not live
Like living men, moved slowly through the mind
By day, and were a trouble to my dreams. 44

© KTBS NOT TO BE REPUBLISHED

I. GLOSSARY :

willow tree	:	a tree that grows near water, with thin flexible branches.
unloosed	:	make it loose; undo something
unswerving	:	steady, constant, straight
summit	:	top
crag out	:	a high rough mass of rock which sticks from the land around it
craggy ridge	:	Stybarrow Crag in England
elfin pinnace	:	small, fairy-like boat
lustily	:	passionately, with great happiness
oars	:	long poles with flat ends which are used for rowing a boat
heaving	:	rising up
horizon	:	skyline
huge peak	:	the Black Crag
instinct (v)	:	filled with
uprear	:	raise up
towered	:	rose up like a tower
still	:	continuously
stature	:	height
grim	:	frightful, fierce
strode	:	walked with long steps
covert (n)	:	hidden place
mooring place	:	place of shelter where the boat is usually tethered for safety
bark	:	boat
meadow	:	grassland
spectacle	:	sight
solitude	:	loneliness
blank desertion	:	devoid of thought

NOT TO BE REPUBLISHED ©KTBS

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions.

1. Who does “her” in the first line refer to?
2. Where was the boat moored?
3. What does “home” in line 3 refer to?
4. What does “her” in line 4 refer to?
5. Why does the poet use words like “home” and “her” while talking about the inanimate boat?
6. What stealthy act does the boy commit?
7. What sound is captured in lines 6 and 7?
8. What visual picture is created in lines 8 to 10?
9. What does “they” in line 10 refer to?
10. How many peaks are mentioned in the poem? Which one is bigger?
11. a) What is the boat compared to in lines 19 and 20?

    b) The purpose of the comparison is

    i) to highlight the beauty and grace of the swan

    ii) to highlight the beauty and grace of the boat

    iii) to highlight the graceful movement of the boat.
12. In the expression “troubled pleasure” (line 6)

    a) What pleasurable experience of the narrator does “pleasure” refer to?

    b) The narrator's pleasure is “troubled” because

    i) his conscience pricks him on his stealthy act

    ii) the pleasure is short - lived

    iii) he is scared of his stealthy act being found out.
13. Read carefully lines 21 to 26.

    a) Draw a picture of the black and huge peak.

    b) Pick out the details of the peak that appear fearful to the boy.

@KTBS NOT TO BE REPUBLISHED

c) The lines refer to the movement of the peak. Is it real or imagined by the boy?

d) In the boy's imagination, the movement is

i) threatening and menacing

ii) lively and graceful

iii) friendly and inviting.

14. a) In the phrase "trembling oars," who is trembling?

b) Name the figure of speech in this expression.

c) The boy is trembling because

i) he is frightened by the "approaching" peak

ii) of his guilty conscience

iii) of cold.

15. The episode of the stolen boat ends with the boy leaving the boat back in its mooring place (line 32).

The remaining lines of the poem (lines 33 to 44) deal with

a) the lasting memory of the actual experience

b) details not connected with the actual experience

c) the mysterious shapes and images haunting him.

16. Wordsworth defined poetry as "emotion recollected in tranquility." What dominant emotion of the boat experience is recollected by the poet?

17. Many days after the stolen boat experience, the narrator was haunted by a mysterious presence within him. Pick out details of this mysterious presence from lines 37 to 44.

©KTBS NOT TO BE REPUBLISHED

B. Close Study

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

1. She was an elfin pinnace.

a. What does "she" refer to?

b. What is the figure of speech used here?

c. What does "elfin" mean?

d. What is the figure of speech used in "elfin pinnace?"

e. What quality in the movement of the boat is highlighted in the comparison?

2. With trembling oars I turned,

And through the silent water stole my way

Back to the covert of the willow tree.

a. What is the figure of speech used in the first line?

b. What made the boy tremble?

c. What does the boy want to do with the boat?

III. PARAGRAPH WRITING :

Discuss in 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. Why did Wordsworth say that his moving the boat is an act of stealth? Why was he guilty of his act?
2. Describe the effect that the spectacle of the peak had on the poet's mind.
3. To Wordsworth, nature was a living presence. Pick out any five details from the poem to support this.

©KTBS NOT TO BE REPUBLISHED

IV. NOTE ON THE AUTHOR :

William Wordsworth (1770-1850) is considered one of the greatest poets of English literature. Wordsworth and his friend S.T. Coleridge by their joint publication of the *Lyrical Ballads* became the harbingers of the Romantic Movement in English literature. The episode of the stolen boat is based on the experience of Wordsworth's early boyhood days. This is an extract from Book I of Wordsworth's great philosophical poem "The Prelude."

V. SUGGESTED READING :

William Wordsworth: The Prelude

Tintern Abbey

*****

Poem 8

Mending Wall

Y9W7G8

- Robert Frost

Pre-Reading Activity :

1. Why do people build walls around their property? Are they really required? Discuss in pairs.

Something there is that doesn't love a wall,
That sends the frozen ground swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing: 5
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made, 10

But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go. 15
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls
We have to use a spell to make them balance:
"Stay where you are until our backs are turned!"
We wear our fingers rough with handling them. 20
Oh, just another kind of outdoor game,
One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across 25
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"*Why* do they make good neighbours? Isn't it 30
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall, 35
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed. 40
He moves in darkness as it seems to me,
Not of woods only and the shade of trees.

NOT TO BE REPUBLISHED
© KTBS

He will not go behind his father's saying,
And he likes having thought of it so well
He says again, "Good fences make good neighbours." 45

I. GLOSSARY :

frozen ground swell	:	displacement of stones caused by heavy frost
boulders	:	water-worn rounded stones
abreast	:	side by side
yelping	:	uttering short, sharp barks
loaves, balls	:	shapes of rough stones
spell	:	magic
pine	:	a tree that grows in cool northern regions. It has thin, sharp leaves. It produces cones, the fruits with the seeds of the pine.
elves (elf-sing.)	:	small fairies that are said to play tricks on people
savage	:	ancient man

NCERT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

A. Answer briefly the following questions.

1. "Something" in line 1 refers to:
   a) natural causes
   b) supernatural causes
   c) man-made causes.
2. How does nature disturb the stones on the wall?
3. How do hunters disturb the stones on the wall?
4. Who does "they" in line 7 refer to?

5. Who are the two characters in the poem? (Note: the speaker is not the poet)

6. When does the mending of the wall take place?

7. When the poet says, “we have to use a spell to make them balance”

   a) he really means that they had to use a magic spell to make the stones stand one above the other

   b) he is just saying it humorously

   c) he regrets that he did not know magic.

8. “I let my neighbour know…” (line 12)

   What did the speaker let the neighbour know?

9. a) What is referred to as just another outdoor game?

   b) Why does the speaker call it a game?

10. What argument does the speaker give to convince his neighbour that they do not need the wall?

11. What is the neighbour's stock reply?

12. By building a wall between neighbours, what are we “walling in” and what are we “walling out?”

13. The speaker says, “I rather / he said it for himself”

    a) What does “it” refer to here?

    b) What does the speaker mean by this statement?

14. How does the neighbour carrying a stone in each hand appear to the poet?

15. Darkness in line 41 refers to

    a) darkness in the woods under the shade of tree.

    b) a mental darkness, ignorance

    c) his “blindness” to see the light in the speaker’s arguments.

© KTBS NOT TO BE REPUBLISHED

16. Frost says that his poem is a metaphor, saying one thing and meaning another. The wall in the poem is a metaphor. What do you think is the metaphorical meaning of wall?

17. Why do you think the speaker resents the wall? What does he want?

B. Close Study

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

1. "He moves in darkness as it seems to me,
   Not of woods only and the shade of trees."

   a) Who does "he" in the first line refer to?

   b) What does "darkness" mean here?

   c) Why does the speaker say that "he" moves in darkness?

2. "Stay where you are until our backs are turned"

   a) Who are these words said to?

   b) Who does "our" refer to?

   c) What is the tone of the speaker?

©KTBS NOT TO BE REPUBLISHED

III. PARAGRAPH WRITING :

Discuss in pairs the answers to the following questions. Individually note down the points and then develop the points into one paragraph answer.

1. If you were given a chance to live with one of these characters in the poem, whom would you like to live with? Why?

IV. ACTIVITIES :

1. The two characters, the speaker and the neighbour, have two totally opposing views on having a wall between their fields. Given below are a few statements, opinions and attitudes. Say whom does each apply to. The first two are done for you.

i. "Something there is that doesn't love a wall" - speaker

ii. “good fences make good neighbours” - neighbour

iii. very conservative

iv. logical and reasonable

v. light-hearted, humorous

vi playing safe

vii. respects tradition

viii. even God and nature seem to be against a wall between men

ix. apple orchard

x. living beyond the hills

xi. an old stone savage

xii. cosmopolitan in outlook.

2. Group Discussion

Man has built many walls (barriers) that separate man from man. There are social, cultural, religious, regional, political and other barriers all around us.

i) Specify any five of such man-made barriers.

ii) Are these barriers necessary for a good and happy co-existence?

iii) Why are they bad?

iv) What can you do to break these barriers ?

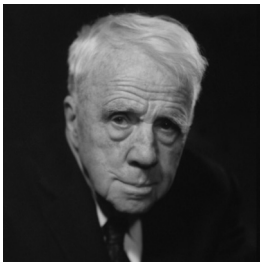
v) Imagine your life without any barriers. What kind of life would it be?

3. If someone asks you to make a five-minute film version of “Mending Wall,” what would your film contain?

4. Let’s say you have to create a soundtrack for this poem. What song or songs would you choose?

©KTBS NOT TO BE REPUBLISHED

V. NOTE ON THE AUTHOR :



Robert Frost (1874-1963) was born in San Francisco. He is regarded highly for his realistic depiction of rural life and his command of American colloquial speech. His work frequently employs settings from rural life in New England in the early twentieth century, using them to examine complex social and philosophical themes. He became one of the country's best-loved poets. Despite the surface cheerfulness and descriptive accuracy of his poems, he often presents a dark, sober vision of life, and there is a decidedly thoughtful quality to his work. A popular and oft-quoted poet, Frost was honored frequently during his lifetime, receiving four Pulitzer prizes for poetry.

VI. SUGGESTED READING :

Robert Frost:

"Stopping by Woods on a Snowy Evening"

"The Road Not Taken"

"After Apple - Picking"

©KTBS NOT TO BE REPUBLISHED

*****

Poem 9

BUTTOO

R4D6F5

- Toru Dutt

Pre-Reading Activity :

Our great epics Ramayana and Mahabharata reflect the highest forms of our culture and tradition. They also present a galaxy of idealistic characters who personify the noblest human qualities. Can you name one such character from our great Epics? And say why you chose that character. In pairs, share with your partner.

NOT TO BE REPUBLISHED

"Oh Master, unto thee I came
To learn thy science. Name or pelf
I had not, so was driven with shame
And here I learn all by myself.
But still as Master thee revere,

For who so great in archery!
Lo, all my inspiration here,
And all my knowledge is from thee."
"If I am Master, how thou hast
Finished thy course, give me my due.

Let all the past be dead and past,
Henceforth be ties between us new."
"All that I have, O Master mine,
All I shall conquer by my skill,
Gladly shall I to thee resign, 15
Let me but know thy gracious will."
"Is it a promise?" "Yea, I swear
So long as I have breath and life
To give thee all thou wilt." "Beware!
Rash promise ever ends in strife."
20
"Thou art my Master – ask! oh ask!
From thee my inspiration came,
Thou canst not set too hard a task,
Nor aught refuse I, free from blame."

"If it be so – Arjuna hear!" 25
Arjuna and the youth were dumb
"For thy sake, loud I ask and clear,
Give me, O youth, thy right-hand thumb.
I promised in my faithfulness
No equal ever shall there be 30
To thee, Arjuna, - and I press
For this sad recompense - for thee."
Glanced the sharp knife one moment high,
The severed thumb was on the sod,
There was no tear in Buttoo's eye, 35
He left the matter with his God.
"For this," – said Dronacharya – "Fame
Shall sound thy praise from sea to sea,
And men shall ever link thy name
With Self-help, Truth and Modesty." 40

© KTBS NOT TO BE REPUBLISHED

I. GLOSSARY :

unto (archaic)	:	to
pelf	:	riches
revere	:	respect
resign	:	offer
swear	:	make a promise
strife	:	trouble
recompense	:	reward for one's help (here gurudakshina or teacher's fee)
severed	:	cut
sod	:	a piece of earth with grass growing on it

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly.

1. Why had Buttoo gone to Dronacharya?
2. How did Drona respond to Buttoo's request?
3. "I came here to learn "thy science", says Buttoo? What does 'thy science' refer to?
4. Why did Buttoo revere Drona as his master?
5. Buttoo says "All that I have, all I shall conquer by my skill, gladly shall I to thee resign." This shows Buttoo's
   a) reverence to Drona
   b) generosity
   c) gratitude
   d) foolishness.
6. "Rash promise ever ends in strife." By saying this Drona is
   a) warning Buttoo of unpleasant consequences
   b) offering Buttoo a chance to change his stance

© KTBS NOT TO BE REPUBLISHED

c) hinting that his demand for recompense could be dam aging or destructive to Buttoo

d) regretting the rash promise he had made to Arjuna.

7. What did Drona seek from Buttoo as recompense?

8. What justification did Drona give for his unfair demand?

9. "Buttoo", a small extract from a very long poem, is composed in an Epic form. It makes use of archaic words like "unto", "thee" (line 1). Pick out the other archaic words from this extract.

10. The poem makes use of the dialogue form. The two speakers in the poem are Drona and Buttoo. Identify the lines/passages spoken by each of them.

B. Close Study

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

©KTBS NOT TO BE REPUBLISHED

1. "I press for this sad recompense," says Drona.

   a) What does "sad recompense" refer to?

   b) What does it tell us about Drona?

   c) If it was "sad recompense," why did Drona demand it?

2. "The severed thumb was on the sod
   There was no tear in Buttoo's eye."

   a) Why was the thumb severed?

   b) Why was there no tear in Buttoo's eye?

   c) What does it tell you about Buttoo?

III. PARAGRAPH WRITING :

1. Discuss in pairs the great qualities of Buttoo and write down any five.

2. Discuss the following in groups of four each and and write in a paragraph :

   Was Drona unfair in his demand?

IV. NOTE ON THE POET :

Toru Dutt was born on March 4, 1856 in Bengal and she died on August 30, 1877, in the prime of her youth, at 21. She is often called the Keats of Indo-English literature. She was a natural linguist and in her short life became proficient in Bengali, English, French and, later on, Sanskrit. She left behind an impressive collection of prose and poetry. Her two novels, *The Unfinished Bianca or The Young Spanish Maiden* written in English and *Le Journal de Mademoiselle d'Arvers*, written in French, were based outside India with non-Indian protagonists. Her poetry comprises *A Sheaf Gleaned in French Fields* consisting of her translations into English of French poetry, and *Ancient Ballads and Legends of Hindustan* which compiles her translations and adaptations from Sanskrit literature. Her collection of Sanskrit translations *Ancient Ballads and Legends of Hindustan* was published posthumously in 1882.

V. SUGGESTED READING:

Toru Dutt: *Ancient Ballads and Legends of Hindustan.*

****

@KTBS NOT TO BE REPUBLISHED

POEM 10

C.L.M.

E5N9C3

- John Masefield

Pre-Reading Activity :

Can you think of a one-line dedication to your mother? Share it in pairs.

In the dark womb where I began
My mother's life made me a man.
Through all the months of human birth
Her beauty fed my common earth.
I cannot see, nor breathe, nor stir,
But through the death of some of her. 06

Down in the darkness of the grave
She cannot see the life she gave.
For all her love, she cannot tell
Whether I use it ill or well,
Nor knock at dusty doors to find
Her beauty dusty in the mind. 12

If the grave's gates could be undone,
She would not know her little son,
I am so grown. If we should meet,
She would pass by me in the street,
Unless my soul's face let her see
My sense of what she did for me. 18

@KTBS NOT TO BE REPUBLISHED

What have I done to keep in mind
My debt to her and womankind?
What woman's happier life repays
Her for those months of wretched days?
For all my mouthless body leech'd
Ere Birth's releasing hell was reach'd? 24

What have I done, or tried or said
In thanks to that dear woman dead?
Men triumph over women still,
Men trample women's rights at will,
And man's lust roves the world untamed.
O grave, keep shut lest I be shamed! 30

@KTBS NOT TO BE REPUBLISHED

I. GLOSSARY :

C. L. M.	:	Caroline. L. Masefield, the poet's mother.
my common earth	:	the poet's body; the poet sees himself as common earth on which his mother's beauty was lavished abundantly
death of some of her	:	the poet's mother died while giving birth to her sixth child, a girl, Norah. The poet feels that every child she bore brought about partial death of her.
undone	:	opened
keep in mind	:	remember
mouthless body	:	the child's body was not mouthless in the womb but its mouth was not being used
wretched	:	miserable

leech'd	:	(used as a verb) sucked life out of her like a leech; consumed mother's life for its growth
triumph over	:	defeat
trample	:	ignore the rights of women and treat them as if they are not important
rove	:	roam about
lust	:	strong sexual desire/ strong desire for supremacy over women

II. COMPREHENSION QUESTIONS :

A. Answer the following questions briefly:

1. The second Line "My mother's life made me a man".

   a) just states a natural phenomenon of a mother giving birth to a son

   b) has a hint that he was born at the cost of his mother's life.

2. The phrase "Her beauty" in line 4 refers to

   a) the physical beauty of his mother

   b) the 'beauty' of his mother's physical and emotional trauma at the birth of the child.

3. Why does the poet use the present tense in lines 5 and 6 ?

   a) To emphasise that his very existence now is made possible by the death of 'some of her'

   b) To emphasise that every movement of his in his mother's womb destroyed a part of her life

   c) To show that his very birth and life are responsible for his mother's partial death.

4. What does "it" in line 10 refer to?

5. "Her beauty" in line 12 refers to

© KTBS NOT TO BE REPUBLISHED

a) his mother's physical beauty

b) her son, the poet.

6. "dusty in the mind" in line 12 refers to

a) the fading memory of his mother in his mind

b) the state of his dead mother's mind which has forgotten the dear ones left behind.

7. "I am so grown" in line 15 means

a) that he has grown so much physically that she would not be able to recognise him

b) that he has grown so unworthy of all her sacrifice that she would not be able to recognise him

c) both a and b.

8. Which line in stanza 3 suggests that the poet is totally unworthy or ungrateful?

9. Which phrase in stanza 4 suggests that his concern goes beyond his personal experience?

10. "Providing a happier life to one's mother will repay for all her sacrifice." Is this what the poet says in lines 21 and 22 ?

11. Stanza 4 has some very powerful and forceful images.

a) What is compared to a leech?

b) How is it a leech?

c) What is unusual about the use of the word 'leech'd'?

d) Why is B in 'Birth' capitalised? (line 24)

e) For whom is birth a hell?

i. for the mother (for all her pain and suffering during the birth of her child)

ii. for the son(who feels that it was because of his birth that his mother died, though partially)

iii. for both.

©KTBS NOT TO BE REPUBLISHED

12. Note that lines 19 to 26 introduce a series of rhetorical questions. (A rhetorical question is asked for effect rather than to obtain an answer. The answer is very much implied in the question itself.) Lines 19-20 are a good example of a rhetorical question. The meaning of the two lines is, "I have done nothing worth remembering to show my debt to my mother and womankind."

a) Identify two more examples of rhetorical questions.

b) Write down the actual meaning of each of them.

13. "man's lust" in line 29 refers to

a) man's beastly sexuality

b) man's lust for power over women

c) both a and b

14. The poet has used many poetical devices in the last line in order to draw the reader's attention to it.

a) What typographical deviation is used in the last line?

b) Why, do you think, has he used this deviation?

c) What figure of speech is used in this line?

d) Why does the poet want the grave to keep shut?

e) How does the line end?

15. The most dominant feeling of the poet in this poem is:

a) a feeling of guilt

b) a sense of ingratitude

c) a sense of shame.

16. Look at the rhyme scheme of the first stanza. The word "began" rhymes with "man." The rhyme scheme is aa. "Birth" in line 3 rhymes with "earth" in line 4. The rhyme scheme is bb. "stir" in line 5 rhymes with "her" in line 6. The rhyme scheme is cc. So, the rhyme scheme of the first stanza is : aa, bb, cc.

Now work out the rhyme scheme of the remaining four stanzas. Start with lines 7 and 8 as dd...

© KTBS NOT TO BE REPUBLISHED

B. Close Study :

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

1. For all her love, she cannot tell
   Whether I use it ill or well.
   a) Who do "I" and "she" refer to?
   b) What does "it" in the second line refer to?
   c) Why is it that she cannot tell?
2. ..... If we should meet,
   She would pass by me in the street
   Unless my soul's face let her see
   My sense of what she did for me.
   a) Would it be possible for the mother and son to meet each other?
   b) What is the figure of speech used in the expression "soul's face ?"
   c) His soul would reveal.
   i. his sense of gratitude to his mother
   ii. his sense of ingratitude to his mother.

© KTBS NOT TO BE REPUBLISHED

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. The poem describes the poet's personal experience. Does it stop at that?
2. Do you like the poem? Why?

IV. ACTIVITIES :

1. Pair work.

a) Cite any three examples (from your family or the locality you live in) of discrimination against women.

b) Cite any three examples of men trampling upon women's rights.

2. Discussion.

Have a discussion, in groups of four each, on the following. One in each group notes down the points and reads it out to the class.

Topic: What should we do to empower women so that they can fight against gender discrimination and oppression?

V. NOTE ON THE POET: John Edward Masefield.

(1 June 1878 – 12 May 1967) was an English poet and writer, and Poet Laureate of the United Kingdom from 1930 until his death in 1967. He is remembered as the author of the classic children's novels *The Midnight Folk* and *The Box of Delights*, and poems, including "The Everlasting Mercy" and "Sea-Fever."

Masefield was born in Ledbury in Herefordshire to Caroline and George Masefield, a solicitor. His mother died giving birth to his sister when Masefield was only six, and he went to live with his aunt. His father died soon after following a mental breakdown.

© KTBS NOT TO BE REPUBLISHED

VI. SUGGESTED READING :

1. "Mother" : A poem by P. Lankesh.
2. "Mother" : A novel by Maxim Gorky.
3. " The Mother" : A poem by Gwendolyn Brooks.

VII. EXTENDED READING :

1. No Charge

Our little boy came up to his mother in the kitchen one evening while she was fixing supper, and he handed her a piece of paper that he had been writing on. After his mom dried her hands on an apron, she read it, and this is what it said:

For cutting the grass: $5.00

For cleaning up my room this week $ 1.00

For going to the store for you. 50

Baby-sitting my kid brother while you went shopping. 25

Taking out the garbage $ 1.00

For getting a good report card $ 5.00

For cleaning up and raking the yard $ 2.00

Total owed : *$ 14.75*

Well, I'll tell you, his mother looked at him standing there expectantly, and boy, could I see the memories flashing through her mind. So she picked up the pen, turned over the paper he'd written on, and this is what she wrote:

For the nine months I carried you while you were growing inside me, ***No Charge.***

For all the nights that I've sat up with you, doctored and prayed for you, ***No Charge.***

For all the trying times, and all the tears that you've caused through the years, there's ***No Charge.***

When you add it all up, the cost of my love is ***No Charge.***

For all the nights that were filled with dread, and for the worries I knew were ahead, ***No Charge.***

For the toys, food, clothes, and even wiping your nose, there's ***No Charge,*** *Son.*

And when you add it all up, the full cost of real love is ***No Charge.***

Well, friends, when our son finished reading what his mother had written, there were great big old tears in his eyes, and he looked straight up at his mother and said, "Mom, I sure do love you." And then he took the pen and in great big letters he wrote: "PAID IN FULL."

M. Adams

(from *Chicken Soup for the Soul)*

NOT TO BE REPUBLISHED @KTRS

2. Gathered Wisdom

a. All that I am or ever hope to be, I owe to my angel mother.

Abraham Lincoln

b. God could not be everywhere, so he created mothers.

Anon

c. A hundred men may make an encampment but it takes a woman to make a home.

Chinese Proverb

d. There is a story behind everything ...

But behind all your stories is always your mother's story because hers is where yours begins.

Mitch Albom

@KTBS
NOT TO BE REPUBLISHED

*****

NON-DETAIL

1. Ulysses and the Cyclops

- Charles Lamb

Pre- Reading Activity :

Do you like adventure stories? Why? In pairs, share your reasons.

Coasting on all that night by unknown and out of the way shores, they came by daybreak to the land where the Cyclops dwell, a sort of giant shepherds that neither sow nor plough, but the earth untilled produces for them rich wheat and barley and grapes, yet they have neither bread nor wine, nor know the arts of cultivation, nor care to know them for they live each man to himself, without laws or government or anything like a state or kingdom; but their dwellings are in caves, on the steep heads of mountains, every man's household governed by his own caprice or not governed at all. Ships or boats they have none, no trade or commerce, or wish to visit other shores; yet they have convenient places for harbours and for shipping. Here Ulysses, with a chosen party of twelve followers, landed, to explore what sort of men dwelt there,-whether hospitable and friendly to strangers, or altogether wild and savage, for as yet no dwellers appeared in sight.

The first sign of habitation which they came to was a giant's cave rudely fashioned, but of a size which betokened the vast proportions of its owner; the pillars which supported it being the bodies of huge oaks or pines in the natural state of the tree, and all about showed more marks of strength than skill in whoever built it. Ulysses, entering in, admired the savage contrivances and artless structure of the place, and longed to see the tenant of so outlandish a mansion; but well conjecturing that gifts would have more avail in extracting courtesy, than strength could succeed in forcing it, from such a one as he expected to find the inhabitant, he resolved to flatter his hospitality with a present of Greek wine, of which he had store in twelve great vessels; so strong that no one ever drank it without an infusion of twenty parts of water to one of wine, yet the fragrance of it even then so delicious, that it would have vexed a man who smelled it to abstain from tasting it; but whoever tasted it, it was able to raise his courage to the height of heroic deeds. Taking with them a goat-skin

NOT TO BE REPUBLISHED ©MTBS

flagon full of this precious liquor, they went into the recesses of the cave. Here they pleased themselves a whole day with beholding the giant's kitchen, where the flesh of sheep and goats lay strewed, his dairy where goat-milk stood ranged in troughs and pails, his pens where he kept his live animals; but those he had driven forth to pasture with him when he went out in the morning. While they were feasting their eyes with a sight of these curiosities, their ears were suddenly deafened with a noise like the falling of a house. It was the owner of the cave who had been abroad all day feeding his flock, as his custom was, in the mountains, and now drove them home in the evening from pasture. He threw down a heap of firewood, which he had been gathering against supper-time, before the mouth of the cave, which occasioned the crash they heard. The Grecians hid themselves in the remote parts of the cave, at sight of the uncouth monster. It was Polyphemus, the largest and savagest of the Cyclops, who boasted himself to be the son of Neptune. He looked more like a mountain crag than a man and to his brutal body he had a brutish mind answerable. He drove his flock, all that gave milk, to the interior of the cave, but left the male sheep and the he-goats without. Then, taking up a stone so massy that twenty oxen could not have drawn it, he placed it at the mouth of the cave to defend the entrance, and sat him down to milk his female ewes and his goats; which done, he hastily kindled a fire, and throwing his great eye round the cave (for the Cyclops have no more than one eye, and that placed in the midst of their forehead), by the glimmering light he discerned some of Ulysses' men.

"Ho, guests! What are you? Merchants or wandering thieves?" he bellowed out in a voice which took from them all power of reply, it was so astounding.

Only Ulysses summoned resolution to answer, that they came neither for plunder nor business, but were Grecians, who had lost their way, returning from Troy. Yet now they prostrated themselves humbly before his feet, whom they acknowledged to be mightier than they and besought him that he would bestow the rites of hospitality upon them.

He replied nothing, but gripping two of the nearest of them as if they had been no more than children, he dashed their brains out against the earth, and (shocking to relate) tore in pieces their limbs, and devoured them, yet warm and trembling, making a lion's meal of

NOT TO BE REPUBLISHED ©PTB

them, lapping the blood: for the Cyclops are man-eaters, and esteem human flesh to be a delicacy far above goat's or kid's, though, by reason of their abhorred customs, few men approach the coast, except some stragglers, and now and then a shipwrecked mariner. At a sight so horrid, Ulysses and his men were like distracted people. He, when he had made an end of his wicked supper, drained a draught of goat's milk down his prodigious throat, and lay down and slept among his goats. Then Ulysses drew his sword, and half resolved to thrust it with all his might in at the bosom of the sleeping monster; but wiser thoughts restrained him, else they had there without help all perished, for none but Polyphemus himself could have removed that mass of stone which he had placed to guard the entrance. So they were constrained to abide all that night in fear.

When day came the Cyclop awoke, and kindling a fire, made his breakfast of two other of his unfortunate prisoners, then milked his goats as he was accustomed, and pushing aside the vast stone, and shutting it again, when he had done, upon the prisoners, with as much ease as a man opens and shuts a quiver's lid, he let out his flock, and drove them before him with whistlings (as sharp as winds in storms) to the mountains.

© KTBS NOT TO BE REPUBLISHED

Then Ulysses, of whose strength or cunning the Cyclop seems to have had as little heed as of an infant's, being left along, with the remnant of his men which the Cyclop had not devoured, gave manifest proof how far manly wisdom excels brutish force. He chose a stake from among the wood which the Cyclop had piled up for firing, in length and thickness like a mast, which he sharpened, and hardened in the fire; and selected four men, and instructed them what they should do with this stake and made them perfect in their parts.

When the evening was come, the Cyclop drove home his sheep; and as fortune directed it, either of purpose, or that his memory was overruled by the gods to his hurt, he drove the males of his flock, contrary to his custom, along with the dams into the pens. Then shutting the stone of the cave, he fell to his horrible supper. When he had dispatched two more of the Grecians, Ulysses waxed bold with the contemplation of his project, and took a bowl of Greek wine, and merrily dared the Cyclop to drink.

"Cyclop," he said, "Take a bowl of wine from the hand of your guest; it may serve to digest the man's flesh that you have eaten, and show what drink our ship held before it went down. All I ask in recompense, if you find it good, is to be dismissed in a whole skin. Truly you must look to have few visitors, if you observe this new custom of eating your guests."

The brute took and drank, and vehemently enjoyed the taste of wine, which was new to him, and swilled again at the flagon, and entreated for more; and prayed Ulysses to tell him his name, that he might bestow a gift upon the man who had given him such brave liquor. The Cyclops, he said, had grapes; but this rich juice, he swore, was simply divine. Again Ulysses plied him with the wine, and the fool drank it as fast as he poured it out, and again he asked the name of his benefactor, which Ulysses, cunningly dissembling, said, "My name is Noman: my kindred and friends in my own country call me Noman" "Then," said the Cyclop, "this is the kindness I will show thee, Noman: I will eat thee last of all thy friends." He had scarce expressed his savage kindness when the fumes of the strong wine overcame him, and he reeled down upon the floor and sank into a deep sleep.

Ulysses watched his time while the monster lay insensible; and heartening up his men, they placed the sharp end of the stake in the fire till it was heated red-hot; and some god gave them a courage beyond that which they were used to have, and the four men with difficulty bored the sharp end of the huge stake, which they had heated red-hot, right into the eye of the drunken cannibal.

He waking, roared with the pain so loud that all the cavern broke into claps like thunder. They fled and dispersed into corners. He plucked the burning stake from his eye, and hurled the wood madly about the cave. Then he cried out with a mighty voice for his brethren, the Cyclops, that dwelt hard by in caverns upon hills. They, hearing the terrible shout, came flocking from all parts to inquire what ailed Polyphemus, and what cause he had for making such horrid clamours in the night-time to break their sleep. He made answer from within, that Noman had hurt him. Noman had killed him, Noman was with him in the cave. They replied, "If no man has hurt thee, and no man is with thee then thou art alone; and the evil which affects thee is from the hand of Heaven, which none can resist or help." So they left him,

©KTBS NOT TO BE REPUBLISHED

and went their way, thinking that some disease troubled him. He, blind and ready to split with the anguish of the pain, went groaning up and down in the dark, to find the doorway, which when he found, he removed the stone, and sat in the threshold, feeling if he could lay hold on any man going out with the sheep, which the day now breaking were beginning to issue forth to their accustomed pastures. But Ulysses made knots of the osier twigs upon which the Cyclop commonly slept, with which he tied the fattest and fleeciest of the rams together, three in a rank; and under the middle ram he tied a man, and himself last, wrapping himself fast with both his hands in the rich wool of one, the fairest of the flock. And now the sheep began to issue forth very fast: as they passed, he felt the backs of those fleecy wools, never dreaming that they carried his enemies under them. So they passed on till the last ram came loaded with his wool and Ulysses together. He stopped that ram, and felt him, and had his hand once in the hair of Ulysses, yet knew it not.

When Ulysses found himself free, he let go his hold, and assisted in disengaging his friends. The rams which had befriended them they carried off with them to the ships, where their companions, with tears in their eyes received them as men escaped from death. They plied their oars, and set their sails, and when they were got as far off from shore as a voice could reach, Ulysses cried out to the Cyclop: “Cyclop, thou should not have so much abused thy monstrous strength as to

eat thy guests." The Cyclop heard and came forth enraged, and in his anger he plucked a fragment of a rock, and threw it with blind fury at the ships. It narrowly escaped lighting upon the bark in which Ulysses sat; but with the fall it raised so fierce an ebb as bore back the ship till it almost touched the shore. "Cyclop" said Ulysses, "if any ask thee who imposed on thee that unsightly blemish in thine eye, say it was Ulysses, son of Laertes, the King of Ithaca am I called, the waster of cities".

Then they crowded sail, and beat the old sea, and went forth with a forward gale.

I. GLOSSARY :

Ulysses	:	the hero of Homer's epic "Odyssey". He was the king of the island of Ithaca in Greece. After the Trojan war, he embarked to return home, but met on the way with a series of adventures, one of which is narrated here.
Cyclops	:	race of giants, having only one eye in the middle of the forehead, who inhabited the island of Sicily.
coasting on	:	sailing the ship along the coast
caprice	:	whim
fashioned	:	designed
betoken	:	indicate
contrivance	:	device
conjecturing	:	guessing
avail	:	advantage
infusion	:	mixture
vexed	:	annoyed
flagon	:	large leather container for serving wine
recesses	:	remote, secret place
strewed	:	scattered

© KTBS NOT TO BE REPUBLISHED

ranged	:	arranged
occasioned	:	caused
uncouth	:	ugly
against supper-time	:	in preparation for supper
Neptune	:	the Roman god of the sea, identified with Poseidon of the Greeks
answerable	:	suitable
summoned resolution	:	took courage
bellowed	:	roared like a bull
discerned	:	saw
traffic	:	business
besought	:	requested
lapping	:	drinking with quick movements of the tongue (like cats)
esteem	:	consider
abhored	:	hateful
drained	:	emptied
stragglers	:	those who drop behind others
draught	:	amount drunk during one continuous process of swallowing
prodigious	:	enormous
constrained	:	forced
abide	:	remain
quiver	:	archer's sheath for carrying arrows
manifest	:	clear
stake	:	strong wood pointed at one end
mast	:	upright wooden support for a ship's sails
parts	:	roles

©KTBS NOT TO BE REPUBLISHED

dam	:	mother of an animal
waxed	:	became
recompense	:	reward
in a whole skin	:	unharmed
swilled	:	drank in large quantities
plied	:	offered repeatedly
cunningly	:	cleverly
dissembling	:	hiding
cavern	:	cave
claps	:	loud explosive noise
osier	:	flexible willow twig
lay insensible	:	slept unawares
hard by	:	close by
clamours	:	loud confused noise
disengaging	:	setting free
abused	:	misused
unsightly blemish	:	defect of blindness
waster	:	destroyer

NCERT @KTBS NOT TO BE REPUBLISHED

II. COMPREHENSION QUESTIONS :

Answer briefly the following questions.

1. Who were Cyclops?
2. Pick any five details to show that they were not civilized.
3. Why did Ulysses and his men enter the habitation of the Cyclop?
4. Read the last four sentences of paragraph 2 and try to draw the picture of Polyphemus (savage face, massive body, one eye....)
5. How strong was the Greek wine?
6. How did Ulysses introduce himself and his group to the Cyclop?

7. What horrid response did the Cyclop give to Ulysses, request for hospitality?
8. What prevented Ulysses from attacking the Cyclop with his sword?
9. How did Ulysses prove that "manly wisdom excels brutish force"?
10. What 'gift' does the Cyclop offer Ulysses in return for the wine?
11. How do the brave Greeks blind the Cyclop?
12. Why didn't the fellow Cyclops help Polyphemus when he cried out for help?
13. How did Ulysses help his men escape from the cave?
14. How did Ulysses himself escape from the cave?
15. How did Ulysses introduce himself to the Cyclop at the end of the story?

II. Do you remember any story from our own epics where the hero destroys a wicked giant? Narrate the story to the class.

@KTBS NOT TO BE REPUBLISHED

III. NOTE ON THE AUTHOR :

Charles Lamb (1775-1834) born in London, was a great essayist (Essays of Elia), a poet and a much loved story teller. He, with his sister Mary Ann Lamb, wrote *Tales from Shakespeare* designed to make Shakespeare familiar to the young. His *Adventures of Ulysses* from which *Ulysses and the Cyclops* is an extract, was another successful attempt aimed at familiarising the Greek epic *The Odyssey* to the young.

IV. SUGGESTED READING

1. *Tales from Shakespeare* – Charles and Mary Lamb.
2. *The Adventures of Ulysses* - Charles Lamb.

****

Phonetic alphabet

The *IPA* column contains the symbol in the International Phonetic Alphabet, as used in phonemic transcriptions in modern English dictionaries.

For a full description of the alphabets + audio recordings of the sounds, visit **www.antimoon.com/ipa**

vowels

IPA	examples
ʌ	cup, luck
ɑː	arm, father
æ	cat, black
ə	away, cinema
e	met, bed
ɜː	turn, learn
ɪ	hit, sitting
iː	see, heat
ɒ	hot, rock
ɔː	call, four
ʊ	put, could
uː	blue, food
aɪ	five, eye
aʊ	now, out
oʊ/əʊ	go, home
eə	where, air
eɪ	say, eight
ɪə	near, here
ɔɪ	boy, join
ʊə	pure, tourist

consonants

IPA	examples
b	bad, lab
d	did, lady
f	find, if
g	give, flag
h	how, hello
j	yes, yellow
k	cat, back
l	leg, little
m	man, lemon
n	no, ten
ŋ	sing, finger
p	pet, map
r	red, try
s	sun, miss
ʃ	she, crash
t	tea, getting
tʃ	check, church
θ	think, both
ð	this, mother
v	voice, five
w	wet, window
z	zoo, lazy
ʒ	pleasure, vision
dʒ	just, large

@KTBS NOT TO BE REPUBLISHED

Appendix - II

Concord : Subject-Verb Agreement

Note : The most important type of agreement in English is the agreement of number between subject and verb. And the question of agreement arises only with

i) Present tense forms of the main verb: He comes. They come.

ii) Present and past tense forms of the primary auxiliary verbs: be, have, do.

iii) Personal pronouns: I am/You are/He is/They were.

Area of Confusion

Confusion arises where words come between the subject and the verb. The following are examples of a few confusing areas of subject- verb agreement :

1. Two subjects joined by "and" always take a plural verb:

E.g: Joshua and Noel are good at studies.

However, when two nouns refer to the same person or idea, the verb is singular.

Eg: i. The Governor and Chancellor of the University is the Chief Guest.

ii. Idli and sambar is good for breakfast.

2. When a singular noun is followed by expressions like with, along with, together with, as well as, in addition to etc., the verb agrees with the singular subject.

Eg. i. The teacher, along with her students, has gone to the science exhibition.

ii.The bus, with all the 50 passengers, has fallen into the ravine.

3. Indefinite pronouns like each, every, everybody, everyone, someone, anyone, no one, anybody, somebody, nobody, anything, something, everything, nothing take a singular verb.

E.g. i. Nobody is above the law.

ii. Each of the students has done well in the test.

iii. Everyone has his/her own problems.

However, some indefinite pronouns like **some, any, most** take a singular verb with non-countable nouns and a plural verb with countable nouns.

©KTBS NOT TO BE REPUBLISHED

E.g: i. Most of the advice goes unheeded.

ii. Some of the students are very courageous.

Indefinite pronouns like **many, few, several** take a plural verb.

Eg. i. Many agree that the rapists should be hanged in public.

ii. Several of the paintings were destroyed in the fire.

None takes either a singular or a plural verb depending on the intended meaning

Eg. i. None of them are to be blamed.

ii. None of this money is mine.

4. When subjects are connected by **either.... or, neither.... nor,** the verb agrees with the subject closest to it.

Eg. i. Either Vivek or Joshua is going to come.

ii. Neither Noel nor his friends have come.

iii. Neither he nor I am responsible.

5. In sentences beginning with **no one** or **one in** the verb agrees with the subject closest to it.

Eg. i. No one, except Joshua, has agreed to come.

ii. One in every ten of them are uninterested.

6. Some words ending with- "**s**" look plural but are singular in meaning and hence take a singular verb: Mathematics, Statistics, Economics, politics, measles, news, cards etc.

Eg. i. The news is not as bad as expected.

ii. Measles is not a serious disease.

7. Articles of dress and tools which have two equal parts joined at one end, also called pair words, take a plural verb: scissors, trousers, tongs, pyjamas etc.

Eg: i. My trousers are loose.

ii. The tongs are on the table.

8. Collective Nouns normally take singular verbs.

Eg. i. The team is ready for the match.

NOT TO BE REPUBLISHED @KTBS

But when members of the group are seen as a collection of people doing things as individuals, such collective nouns take plural verbs.

E.g. i. The jury are divided in their opinion.

9. The expression "**One of** ...." is followed by a plural noun and takes a singular verb.

Eg. i. One of my friends plays for the under- 16 state team.

10. When the expression "**more than**" is followed by a noun, the verb agrees with the subject.

Eg. i. More than one player is injured.

ii. More than ten students are absent.

Appendix-III

Modals - their uses and meanings.

Modal auxiliaries are **will, would, shall, should, can, could, may, might, must, ought to.**

1. Will - "Will" is used to express :

a) Prediction (simple futurity) - It will rain tomorrow.

b) Willingness/intention - I'll do it for you.

Who will give me the pen?

c) Request or Order in Yes/No questions - Will you do me a favour?

Will you shut up?

d) Probability - He will be at home now.

e) Insistence - He will go.

f) General facts - Oil will float on water.

Pigs will eat anything

g) Characterstic habit

She will sit there for hours doing nothing.

Don't trust him. He will tell you all sorts of stories.

2. Would - "Would" is used to express :

a) Future in the past - He said he would give me lollipop.

b) Willingness - I would do that for you.

c) Requests in questions - Would you do me a favour, please?

©KTBS NOT TO BE REPUBLISHED

d) Probability - He would be at home now.

e) Insistence - He would act the fool.

f) The empty use - I would like to stay at home today.

3. Shall - Shall is used to express :

a) Prediction (simple futurity) - I shall come tomorrow.

b) Promise - I shall take you out on Monday.

c) Suggestion in Yes/No questions.

Shall we go to a movie this weekend?

d) Volition of the listener in Yes/No questions

Shall I come tomorrow?

e) Insistence - a) He shall go. b) He shall be hanged.

4. Should - Should is used to express :

a) Duty/Necessity - You should do this homework.

b) The Tentative Use.

Should you come early, you can get the book from her.

c) The empty use - I should love to have some chocolates.

5. Can - Can is used to express :

a) Capability a) He can lift an elephant. b) I can read Sanskrit.

b) Permission a) You can go home. b) He can do as he likes.

c) Request - Can you lend me your book?

d) Request for permission - Can I eat some ice-cream, ma?

e) Possibility - She can be hiding.

f) Empty use with verbs of sensation - I can see the moon.

I can hear music

6. Could - Could is used to express :

a) Capability (past time)

He could eat twenty chapathis when he was young.

b) Request - Could you lend me your book?

c) Request for permission - Could I eat some ice-cream, ma?

d) Possibility - He could be there now.

e) Empty use (past tense) - I could see the moon.

I could hear the music.

©KTBS NOT TO BE REPUBLISHED

7. May - May is used to express :

a) Permission - You may go.

b) Request for permission a) May I go now? b) May I come in?

c) Benediction/Malediction - May God bless you.
May he go to hell.

d) Possibility a) She may turn up. b) He may be there now.

8. Might: - Might is used to express

a) Request for permission - Might I come in, Sir?

b) Possibility - He might be there now.

9. Must - Must is used to express :

a) Obligation/compulsion - He must do as I say.

b) Conclusion - He must be mad to do it.

10. Ought to - Ought to is used to express :

a) Duty - a) You ought to go now. b) You ought to help him.

(Source: C I E F L Notes)

@KTBS NOT TO BE REPUBLISHED

*****

ACKNOWLEDGEMENT

The Karnataka Textbook Society has sought permission to use copyrighted materials from different sources. Anticipating permission it wishes to thank with gratitude the publishers, private as well as Government and authors of the materials used in this Textbook.

- Karnataka Textbook Society (Regd).
Bengaluru

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

NOT TO BE REPUBLISHED

Unit	Title	Language Activities	Speaking Activities	Grammar/Usage Re-visited
06	The Eyes are not Here	i) Vocabulary Exercises: Dictionary Work-: Sound words ii) Report Writing iii) Group Work: going beyond the story iv) Project: collecting data and making a presentation	i) Pronunciation; Word endings ii) informal expressions in conversation	i) Modals
07	The Girl who was Anne Frank	i) Vocabulary Exercises: One-word Substitutes: Word Formation ii) Frequency words iii) Collocations iv) Diary Writing, v) Paragraph Writing iv) Project: Data collection and Presentation	i) introducing oneself ii) Interview iii) Reporting iv) Pronunciation vowels	i) Modals ii)Verb form passive
08	A Village Cricket Match	i) Vocabulary: Antonyms ii) Punctuation iii) Direct Speech iv) Dictionary work v) Making humorous sentences	i) Narrating an event ii) Debate	i) Synthesis of sentences Simple to Simple
09	Consumerist Culture	i) Vocabulary Exercises: Synonyms: One-word for definitions: Antonyms: Differences between similar words. Idioms."Multi"-words ii) Group Discussion iii) Project: Conducting a survey and making a presentation of the findings v) Parts of body as verbs vi) Collocations vii) Project: Power-point Presentation	i) Passive construction ii) Debate iii) Pronunciation: Shift in stress	i) Synthesis of sentences Simple to Complex Simple to compound
10	The Pie and the Tart	i) Vocabulary Exercises: Odd word out ii) Identifying different types of humor iii) Reporting iv) Dialogue Writing v) Project: Staging the play	i) Role Play ii) Homophones iii) Pronunciation: food words iv) Weak forms in connected speech v) Play reading	i) Passive construction • describing an experiment • recipe. • writing instructions • comparing rules

NOT TO BE REPUBLISHED @KTBS