

Intermediate

English (302)

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PREFACE

Telangana Open School Society is established to achieve the universal goal “Let there be education, Let there be growth.” Our aim is ‘Education to every doorstep’. The aspirants of education who have passed SSC can pursue intermediate without any hardship. Telangana Open School Society is honoured to design this textbook of English for the TOSS Intermediate Course to introduce the flavour of the global language English with learner friendly content.

Open and Distant Learning(ODL) programmes are here to strengthen and meet the learning needs of the young people in Tenalanga who cannot attend regular college . Considering specific learning outcomes for the desired academic standards, the present English textbook is designed in a novel way. The content is woven in such a way as to help students make the transition from primary language learners to independent learners and avid users of the language.

This textbook contains ten prose lessons, and five poems. To ease the learners, the text begins with a simple fable from *Panchatantra* and ends with a travelogue. It has a variety of texts ranging from speech to a one-act play. To motivate the learners, the Biography of Kalpana Chawla is included. Success is never measured only with academic excellence, to prove this an excerpt from famous cricketer Sachin Tendulkar’s life is included as one of the lessons.

Inspiring words of successful people have a great impact on one's personality, to shape the learners' ideologies - speeches by Azim Premji and Steve Jobs are included in this textbook. A textbook without literature is incomplete. Keeping this in view, a Sonnet by Christina Georgina Rossetti and poems of a few known poets like PB Shelly, William Wordsworth, Sarojini Naidu and Roald Dahl are included in the book. Entertainment through films is quite common these days. Keeping this in mind, an essay “On Films” is included. The excerpt from Robinson Crusoe will introduce the readers to the genre of adventure; “The story of ‘tea’ will introduce the learners to the history, and global association of the most popular beverage. The last lesson, Mauritius will take the learners through a travelogue. It is a perfect blend of local essence and global technology, giving equal weightage to both male and female writers. Thus an attempt is made to introduce most of the genres in the English language through simple texts. The book definitely lessens the burden of the learners and makes learning interesting and joyful. We hope that you will find it interesting.

Heartfelt thanks to honourable **Smt. Sabitha Indira Reddy, Minister for Education**, for guiding and encouraging us. Our special thanks to **Smt. Vakati Karuna, IAS. Secretary, Department of Education** and **Smt. A Sridevasena, IAS, Director of School Education** for prompting and directing us on the necessity of designing new text book. We thank for the efforts of the writers, editors, experts and DTP operator in bringing out this textbook within a short period of time. We also thank **Sri Bathi Ashok Reddy, English Co-ordinator, O/o SCERT**, for his coordination and support. We are further thankful to **Smt. M. Radha Reddy, Director, SCERT**, for permitting us to take the services of writers and coordinator. We are thankful for the support and guidance of **Sri Suvarna Vinayak, O/o SCERT** and **Sri Marsani Somireddy**.

I wish the learners make the best use of the book to brighten their future opportunities.

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INDEX

	Page No.
1 The Monkey and the Crocodile: A Tale from the Panchatantra	1-13
2 Sonnets are Full of Love, and this My Tome	14-21
3 How to Live before you Die	22-39
4 Learning the Game	40-62
5 Television	63-73
6 On Films	74-88
7 Kalpana Chawla	89-108
8 The Gift of India	109-116
9 Refund	117-145
10 Daffodils	146-153
11 Respond Instead of Reacting	154-165
12 Robinson Crusoe	166-177
13 Ozymandias	178-184
14 The Story of Tea	185-202
15 Mauritius	203-218

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UNIT

1

THE MONKEY AND THE CROCODILE: A TALE FROM THE PANCHATANTRA

Objectives

After reading this lesson, you will be able to ...

- understand Indian tradition of folk stories.
- know about fables with morals and maxims.
- realize the importance of stories in inculcating values.

Appetizer

Have you observed a monkey? The monkey is an ever-active animal. It is viewed as ‘naughty’ for its audacity to snatch, steal and jump from one branch of a tree to other. In an Indian folk story, a monkey outwits a crocodile to save its own life. Let’s see how it does so!

About the Author

Vishnu Sharma is regarded as the author of the world-famous *Panchatantra* tales. As per the legend, *Panchatantra* tales date back to the times of King Amarasakti. The king wished to teach morals and governing skills to his 3 sons. Hence the king appointed scholar Vishnu Sharma to teach his sons about ruling a kingdom. Vishnu realized that the conventional ways of teaching would not work on the sons of the king. So, he decided to write a collection of stories in 5 volumes, i.e., ‘*Panchatantra*’. The word *Panchatantra* comprises ‘Pancha’ and ‘tantra’. Pancha means ‘five’ and tantra means ‘principles’ or ‘practices’.

About the Lesson

The *Panchatantra* tales are a perfect blend of fun, humour, wit, emotions, moral lessons, interesting facts and characters. Each *Panchatantra* story has an associated moral, and it provokes laughter and provides amusement at the same time. This story of ‘The Monkey and the Crocodile’ is one such tale that survived through ages and continues to amuse and educate its readers. “The Monkey and the Crocodile” story is about betrayal in friendship. Although all the *Panchatantra* stories impart valuable lessons to its readers, the moral of “The Monkey and the Crocodile” story is quite unique and didactic. Among all the *Panchatantra* stories, “The Monkey and the Crocodile” story on betrayal is one of the most loved and read ones.

Gist

“The Monkey and the Crocodile” story is about the friendship between a monkey and a crocodile.

A monkey lived alone in a fruit-laden tree on a riverbank. He was very happy but often felt lonely. He needed someone to interact with and share his thoughts and feelings. One day, a crocodile came near that tree, and the monkey offered him fruit to eat. The crocodile found it delicious. He began coming to see the monkey daily. Soon they became good friends.

They both liked each other's company. Their closeness grew gradually. As the crocodile liked the fruit, he took some fruits for his wife, also. The wife did not like the friendship between the crocodile and the monkey. One day, she expressed a wish to eat the monkey's heart. Being loyal to his wife, the crocodile wanted to make her happy. He invited his friend monkey to have dinner with him in the river. While taking the monkey to his home, he told him the truth about his wife's wish. Immediately, the monkey asked the crocodile to return to the tree as he had forgotten his heart on it. The crocodile swam back and reached the riverbank. The monkey quickly jumped onto the tree and bade goodbye to the crocodile.

Text

Once upon a time, a monkey lived in a tree by a river. The monkey was alone as he had no friends or family but he was happy and content. The tree gave him plenty of sweet Jamun fruit to eat. It also gave him shade from the sun and shelter from the rain.

One day, a crocodile was swimming up the river. He climbed on to the bank to rest under the monkey's tree. ‘Hello,’ called the monkey, who was a friendly animal. ‘Hello,’ replied the crocodile, surprised. ‘Do you know where I can get some food?’ he asked. ‘I haven't had anything to eat all day and I am hungry.’ Now you might think that the crocodile would want to eat the monkey, but this was a very kind and gentle crocodile and the thought never entered his head. ‘I have lots of fruit in my tree. Would you like to try some?’ said the monkey, who was also very kind. He threw some Jamun fruit down to the crocodile. The crocodile was so hungry that he ate up all the Jamuns even though crocodiles don't usually eat fruit. He loved the sweet tangy fruit and the pink flesh made his tongue turn purple. ‘Come back whenever you want more fruit,’ said the monkey, when the crocodile had eaten all he wanted.

Soon the crocodile was visiting the monkey every day. The two animals became good friends. They would talk, tell each other stories and eat lots of sweet Jamuns together. One day, the crocodile told the monkey about his wife and family. ‘Please take some fruit for your wife as well when you go back today,’ said the monkey. The crocodile's wife loved the Jamuns. She had

never eaten anything so sweet before, but she was not as kind and gentle as her husband. 'Imagine how sweet the monkey would taste as he eats these Jamuns every day,' she said to her husband.

The kind crocodile tried to explain to his wife that he could not possibly eat the monkey. 'He is my best friend,' he said. The crocodile's greedy wife would not listen. To get her husband to do what she wanted, she pretended to be ill. 'I am dying and only a sweet monkey's heart can cure me!' she cried to her husband. 'If you love me, you will catch your friend the monkey and let me eat his heart.' The poor crocodile did not know what to do. He did not want to eat his friend, but he could not let his wife die.

At last, he decided what he must do. The next time he visited the monkey, he asked him to come to meet his wife as she wanted to thank him in person for the lovely Jamun fruit. The monkey was pleased but said he could not possibly go because he did not know how to swim. 'Don't worry about that,' said the crocodile. 'I'll carry you on my back.' The monkey agreed and jumped onto the crocodile's back.

So the two friends moved out into the deep, wide river. When they were far away from the bank and the Jamun tree, the crocodile said, 'I am so sorry, but my wife is very ill and says that the only cure is a monkey's heart. I am afraid that I have to kill you, although I will miss our talks.' The monkey thought quickly and said, 'Dear friend, I am very sorry to hear of your wife's illness. I am glad that I will be able to help her but I have left my heart behind in the Jamun tree. Do you think we could go back so that I can fetch it?'

The crocodile believed the monkey. He turned and swam quickly to the Jamun tree. The monkey jumped off his back and climbed into the safety of his tree. 'I thought you were my friend,' he called. 'Don't you know that we carry our hearts within us? I will never trust you again or give you fruit from my tree. Go away and don't come back.'

The crocodile felt foolish. He had lost a friend and a supply of good sweet fruit. The monkey had saved himself because he had thought quickly. From that day on, he never trusted crocodiles again.

Check Your Understanding

1. Where did the monkey make his home?
2. Who appeared on the riverbank one day?
3. Who gave fruits to the crocodile?
4. What did the friends talk about?
5. Why was the crocodile's wife annoyed?
6. What did the crocodile's wife want?

7. Who do you think is clever?
8. Do you think the crocodile is loyal?

Glossary

audacity (n)	:	a willingness to take bold risks
betrayal (n)	:	when someone you trust breaks that trust by doing something that hurts you
blend (n)	:	a mixture of different things
delicious (adj)	:	highly pleasant to the taste.
didactic (adj)	:	intended to teach, particularly in having moral instruction as an ulterior motive.
gradually (adv)	:	slowly or in a gradual way
greedy (adj)	:	having an excessive desire or appetite
outwits (v)	:	obtain an advantage over someone by being more intelligent
pretended (v-pt)	:	behave so as to make it appear that something is the case when in fact it is not

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you.

1. ‘Come back whenever you want more fruit,’ said the monkey when the crocodile had eaten all he wanted.

This line is taken from one of the stories of Panchatantra titled ‘The Monkey and the Crocodile’. Once there lived a monkey on a fruit tree. He had plenty of fruits to eat. He had a nice place to reside on the tree, but he was lonely. One day, a crocodile was resting at the riverbank. The lonely monkey offered him some fruit, which the reptile happily ate. The two grew close and started meeting frequently. Every day their friendship got better. The crocodile started to spend more time with the monkey as they grew fond of having in-depth discussions.

2. ‘I am dying and only a sweet monkey's heart can cure me!’ she cried to her husband. ‘If you love me, you will catch your friend the monkey and let me eat his heart.’

3. 'Don't worry about that,' said the crocodile. 'I'll carry you on my back.'
4. 'I thought you were my friend,' he called. 'Don't you know that we carry our hearts within us?'

II. Answer the following questions in about 100 words each. The first one is done for you:

1. Describe the friendship between the monkey and the crocodile.

Ans: The monkey made a home in a fruit tree for himself and lived happily by eating various kinds of fruits whenever he wanted to. Though he was happy, he was lonely. He did not have any other companion to talk to and share his fruits with. Fortunately, he met a crocodile who was in search of food and appeared on the riverside. The monkey shared his fruits with the crocodile, and thus their friendship began slowly. The crocodile started visiting the monkey often and ate fruits thrown down by the monkey. They were good friends and talked about a lot of things.

2. The crocodile was in a serious dilemma. Why?
3. Comment on the character of the crocodile's wife.
4. How was the monkey saved?

III. Read the following passages and answer the questions that follow.

Passage 1

'Hello,' called the monkey, who was a friendly animal. 'Hello,' replied the crocodile, surprised. 'Do you know where I can get some food?' he asked. 'I haven't had anything to eat all day and I am hungry.' Now you might think that the crocodile would want to eat the monkey, but this was a very kind and gentle crocodile and the thought never entered his head. "I have lots of fruit in my tree. Would you like to try some?" said the monkey, who was also very kind. He threw some Jamun fruit down to the crocodile. The crocodile was so hungry that he ate up all the Jamuns even though crocodiles don't usually eat fruit. He loved the sweet tangy fruit and the pink flesh made his tongue turn purple. 'Come back whenever you want more fruit,' said the monkey, when the crocodile had eaten all he wanted.

Soon the crocodile was visiting the monkey every day. The two animals became good friends. They would talk, tell each other stories and eat lots of sweet Jamuns together. One day, the crocodile told the monkey about his wife and family. 'Please take some fruit for your wife as well when you go back today,' said the monkey. The crocodile's wife loved the Jamuns. She had never eaten anything so sweet before, but she was not as kind and gentle as her husband. 'Imagine how sweet the monkey would taste as he eats these Jamuns every day,' she said to her husband.

1. The crocodile was very and ()
a) cruel, dishonest c) kind, gentle b) kind, honest d) honest, gentle
2. The monkey has lots of in its tree. ()
a) friends b) fruits c) sweets d) food
3. Both the crocodile and the monkey became ()
a) enemies b) friends c) family d) wife and husband
4. ‘.....I can get some food’. What does the underlined phrase mean? ()
a) little food b) no food c) a lot of food d) none
5. The opposite word of 'gentle' is ()
a) Kind b) unkind c) polite d) impolite
6. What did the crocodile tell the monkey?
7. What did the monkey offer to the crocodile?
8. Who was the friendly animal referred to?
9. What did the crocodile ask the monkey?
10. Why was the crocodile hungry?

Passage 2

The kind crocodile tried to explain to his wife that he could not possibly eat the monkey. ‘He is my best friend,’ he said. The crocodile’s greedy wife would not listen. To get her husband to do what she wanted, she pretended to be ill. ‘I am dying and only a sweet monkey’s heart can cure me!’ she cried to her husband. ‘If you love me, you will catch your friend the monkey and let me eat his heart.’ The poor crocodile did not know what to do. He did not want to eat his friend, but he could not let his wife die.

At last, he decided what he must do. The next time he visited the monkey, he asked him to come to meet his wife as she wanted to thank him in person for the lovely Jamun fruit. The monkey was pleased but said he could not possibly go because he did not know how to swim. ‘Don’t worry about that,’ said the crocodile. ‘I’ll carry you on my back.’ The monkey agreed and jumped onto the crocodile’s back.

So the two friends moved out into the deep, wide river. When they were far away from the bank and the Jamun tree, the crocodile said, ‘I am so sorry, but my wife is very ill and says that the only cure is a monkey's heart. I am afraid that I have to kill you, although I will miss our talks.’

1. The crocodile’s wife wanted to eat..... ()
 a) more and more fruits c) the crocodile’s heart
 b) the monkey’s heart d) more Jamuns
2. The crocodile’s wife pretended to be..... , to get her husband do what she wanted.
 a) angry b) worried c) sick d) wise
3. The crocodile had a problem. What was it? ()
 a) He loved his wife but not his friend monkey.
 b) He loved his friend monkey, but not his wife.
 c) He loved his wife and friend, the monkey equally.
 d) He had to choose between his wife and his friend.
4. The crocodile carried the monkey on its ()
 a) tail b) back c) head d) stomach
5. The crocodile decided to ()
 a) take the monkey to his wife. c) kill the monkey.
 b) tell the truth. d) be with monkey.
6. What did the crocodile tell the monkey?
7. What did the monkey offer the crocodile?
8. How was the crocodile’s wife?
9. Why did the crocodile refuse to bring the monkey to his wife?
10. How did the crocodile’s wife convince the crocodile to get the monkey’s heart?

Passage 3

The monkey thought quickly and said, ‘Dear friend, I am very sorry to hear of your wife’s illness. I am glad that I will be able to help her but I have left my heart behind in the jamun tree. Do you think we could go back so that I can fetch it?’ The crocodile believed the monkey. He turned and swam quickly to the jamun tree. The monkey jumped off his back and climbed into the safety of his tree. ‘I thought you were my friend,’ he called. ‘Don’t you know that we carry our hearts within us? I will never trust you again or give you fruit from my tree. Go away and don’t come back.’

1. The story “The Monkey and the crocodile” is extracted from ()
a) Arabian Nights b) Panchatantra Tales c) Indian Tales d) Magic Tree house
2. The monkey was _____ as compared to the crocodile. ()
a) fool b) clever c) honest d) well wisher
3. The crocodile the monkey. ()
a) believed b) cheated c) supported d) praised
4. ‘I thought you were my _____,’ the monkey called. ()
a) well wisher b) family c) friend d) enemy
5. “I have left my heart in the Jamun tree,” said the monkey. ()
a) behind b) beside c) besides d) over
6. Did the crocodile believe the monkey's story? Justify.
7. Who was sensitive but clever?
8. Where did the monkey return?
9. What did the monkey refuse to give to the crocodile?
10. How did the monkey save himself?

Vocabulary

Observe the following sentence from the text. “.....but this was a **very kind and gentle** crocodile and.....” The highlighted phrase of the sentence describes the crocodile. These are describing words or Adjectives.

Identify such words/ phrases from the story and use in your own sentences.

Grammar

Punctuation

Punctuation is symbols used in writing to separate sentences, phrases, and clauses so that their intended meaning is clear. In English grammar, there are 14 punctuation marks that are commonly used. They are: period, question mark, exclamation mark, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis.

Correct usage of these marks makes your writing easier to read and clearer to understand.

S.No.	Name of Punction	Mark Symbol
1	Period	.
2	Question mark	?
3	Exclamation mark	!
4	Comma	,
5	Semicolon	;
6	Colon	:
7	Dash	-
8	Hyphen	-
9	Parentheses	()
10	Brackets	[]
11	Braces	{ }
12	Apostrophe	' '
13	Quotation marks	“ ”
14	Ellipsis	...

Of all the fourteen punctuation marks, three are used to end a sentence. They are the period, question mark, and exclamation mark.

1. Period is placed at the end of declarative sentences, complete statements, and after many abbreviations. Let's look at examples below:

Period: Sravani and Sumayya went to college. Their friend Ms. Michel had already reached the college.

2. Question mark is used to indicate a direct question when placed at the end of a sentence.

Question: When did Reshma leave for college?

3. Exclamation mark is used when a person wants to express a sudden emotion or add emphasis.

a. "Hurray!" India won the match. (Exclamation)

b. Unplanned power cuts make me furious! (Emphasis)

The three often misused punctuation marks to indicate pause are Comma, Semicolon, and Colon.

4. Comma is used to show a separation of ideas or elements in a sentence. It is also used in numbers, dates, series, and many other places. Let us consider the examples given below:
- Ravi went to the library, whereas Rima went home. Saleem, who lives in Adilabad, studies in a government college. John said, “I love India.” (Separation of ideas)
 - She bought apples, oranges, grapes, and bananas. (Series)
 - Rs. 3,500/- and August 25, 1969. (Numbers and Dates)
5. Semicolon is used to connect independent clauses. It shows a closer relationship between the clauses. When a semicolon is used to join two or more ideas in a sentence, those ideas are then given equal position or rank. It is also used between items in a list or series if any of the items contain commas. Let us consider the following examples:
- We don't like bitter gourds; not at all. \
 - Some students use MS Word; others prefer Google Doc.
6. Colon has a few major uses. It is used to introduce a quotation, offer an explanation, give an example, start a series, or for emphasis. Let us consider the following examples:
- The chief minister said: “Hyderabad is the best place to live in.” (Quotation)
 - No need to buy a ticket: we are already late. (Explanation)
 - She likes seven colours: violet, indigo, blue, green, yellow, orange and red. (Series)
 - There was one thing she loved more than any other: her dog. (Emphasis)
7. Dash is used to separate words into statements. A dash shows a pause or break in meaning, or that represents missing words or letters. A dash must not be confused with a hyphen. Both are different in size and function. There are two common types of dashes: en dash and em dash. The en dash (-) is roughly the width of the letter “n” whereas the em-dash (-) is close to “m” in its width. Both differ in their usage.
- En dash (-): It used to indicate a range, connections or differentiations. For example, 1887-1947 or Hyderabad-Adilabad highway.
 - Em dash: It is larger than the en dash and used instead of a comma, parenthesis, or colon to emphasize or improve readability. For example,
We are proud of our country - Yes!

8. Hyphen is used to join two or more words to make a compound. No space is used between a hyphen and the word on either side of it. For example,
- A non-English speaker
 - A well-known actor
 - A part-time job
 - An all-party meeting
9. Brackets are used to clarify meaning or offer technical explanations. Removing this additional information would not affect the sentence. For example,
- They [team players] were exhausted on the ground.
10. Braces are used to contain two or more lines of text or listed items for indicating they are a single unit. Although they are uncommon in conventional writing, they are often used in computer programming or mathematical expressions. For example, $3\{2-[25-1]\}=x$.
11. Parentheses are used to contain further thoughts or qualifying remarks. Commas could be used in the place of parenthesis.
- Ram and Shyam (who are cousins) have passed the intermediate exam.
12. Apostrophe has three main uses. It is used to indicate possessive forms, plural of letters and numbers, or contracted forms. Let us consider the following examples,
- India's real hero (possessive)
 - 1920's or how many a's are there in Malayalam (plurals)
 - Can't say (contracted)
13. Quotation marks are used to show (or mark) the beginning and end of a word, phrase, or paragraph that is special or taken from other source. They are also called quotes or inverted commas. They can be double (“...” or single (‘...’). Single quotation marks are often used for quotes within quotes. Let us consider the following examples,
- “Shoot him right now”, he ordered the cameraman.
 - Sir told me, “The principal said, ‘Everyone must be present in the assembly’.”
14. Ellipsis is used to indicate an omission, especially of letters or words. It is often used in quotation. For example:
- “What a piece of work is a man, How noble in reason, how infinite in faculty... And yet to me, what is this quintessence of dust?”, says Prince Hamlet in Shakespeare’s play *Hamlet*.

Exercise

Edit the following passage with suitable punctuation.

- (1) Do you know where I can get some food? he asked. 'I haven't had anything to eat all day and I am hungry.' (2) now you might think that the crocodile would want to eat the monkey, but this was a very kind and gentle crocodile and the thought never entered his head (3) "I have lots of fruit in my tree would you like to try some" said the monkey, who was also very kind. (4) He threw some Jamun fruit down to the crocodile (5) the crocodile was so hungry that he ate up all the Jamuns even though crocodiles don't usually eat fruit.

Writing

You have read the story "The Monkey and The Crocodile". Now read the following words of the Monkey and the Crocodile.

'Hello,' called the monkey, who was a friendly animal. 'Hello,' replied the crocodile, surprised. 'Do you know where I can get some food?' he asked. 'I haven't had anything to eat all day and I am hungry.' Now you might think that the crocodile would want to eat the monkey, but this was a very kind and gentle crocodile and the thought never entered his head. "I have lots of fruit in my tree. Would you like to try some?" said the monkey, who was also very kind.

Observe the same in different form:

Monkey : Hello!

Crocodile : Hello! Do you know where I can get some food? I haven't had anything to eat all day and I am hungry.

Monkey : I have lots of fruit in my tree. Would you like to try some?

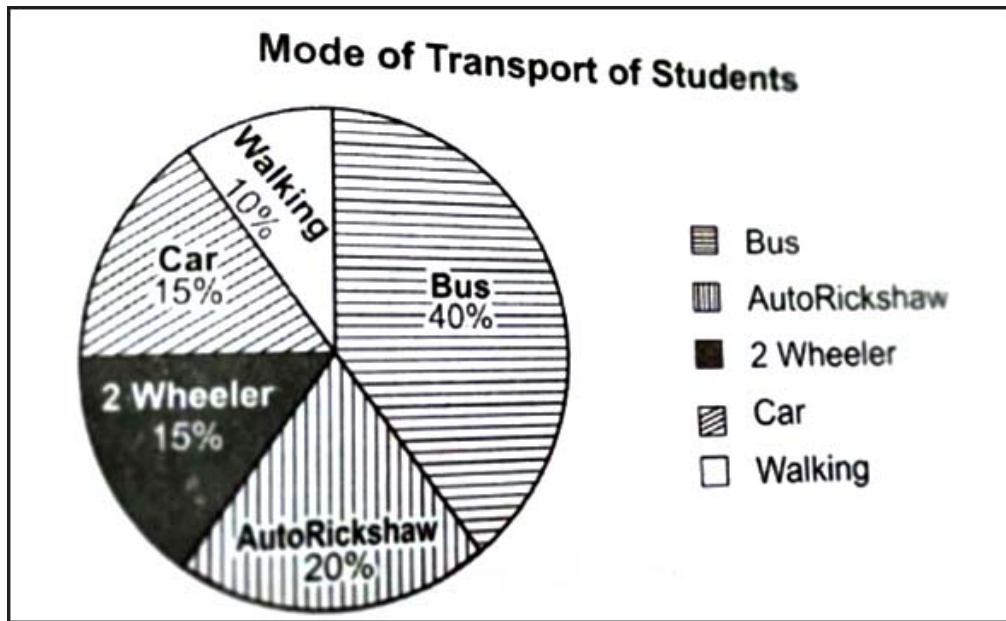
Crocodile :

Dialogue writing is a conversation between two or more persons. It is a verbal conversation. It includes inner and outer dialogues. Good dialogues are like good conversation. In paragraph writing, dialogues are expressed in quotation marks.

Now continue the remaining story in dialogue writing.

Study Skill

Observe the pie chart given below. It contains information about the mode of transport used by students of a certain junior college. Answer the following questions.



1. What is the Pie Chart about?
2. How many modes of transport are mentioned in the pie cart?
3. Which transport is preferred most?
4. Which two modes are preferred in same percentage?
5. Auto rickshaw is preferred by _____ percent of students
6. Walking is the least preferred. TRUE/FALSE
7. 40% of students prefer to travel by _____
8. The percentage of students travel by bus is equal to the sum of students who prefer _____
9. 10% students prefer to _____
10. The percentage of students who prefer to travel by Auto Rickshaw is _____ of that who prefer to travel by bus.

UNIT

2

SONNETS ARE FULL OF LOVE, AND THIS MY TOME

- C.G. Rossetti

Objectives

After reading this lesson, you will be able to ...

- appreciate and recognize the beauty of the poem.
- understand the style, tone, figurative language, etc.
- identify rhyme and rhythm.
- enjoy the music of the poem.
- appreciate the poet's love towards her mother.
- understand the sonnet and its basic structure.

Appetizer

Do you know what a 'sonnet' is?

Sonnet is a poem of fourteen lines. It has a particular pattern of rhyme and rhythm. It literally means a 'little sound'.

Have you read any sonnets before? They are short and musical. They are used to express different human emotions.

About the Author

Christina Georgina Rossetti (1830-1894) was one of the most important women poets in the nineteenth century England. Her father, Gabriele Rossetti was also a poet. Her brother Dante Gabriel Rossetti also became a poet and a painter. Her first poems were written in 1842. She is best known for her ballads and her mystic, religious lyrics. Her poetry is marked by symbolism and intense feelings. She died of cancer in 1894. Her major works are *Goblin Market and Other Poems* (1862), *The Prince's Progress and Other Poems* (1866) and *Sing-Song* (1872). The present sonnet is taken from her work *A Pageant and Other Poems* published in 1881.

About the Lesson

The poem “Sonnets are full of love, and this my tome” is a tribute to the poet’s mother. It was published in the year 1881. In this poem, the poet eloquently expresses her feeling of love towards her mother. It celebrates mother's unconditional love.

Gist

The poet begins the poem by saying that the present poem is a sonnet. A sonnet is a short poem of fourteen lines. The main theme of the sonnet has been romantic love. But the theme of the present poem celebrates mother’s love. Even though she has written many sonnets, she writes one more love sonnet because no number of sonnets is enough to show her respect for her mother.

It is about her mother’s love, which has given her comfort and peace of mind. It guides and provides stability to her unstable life in the same way as a North Star leads the journey of the navigators. The poet has learnt about love from her mother. Her mother’s love is unconditional and reciprocal unlike the love extended by others. So, it becomes her special responsibility to serve her mother.

As the love between the poet and her mother is mutual, she has made a garland of poems as a mark of honour. Her mother is eighty, but age has not weakened her mother’s love. The poet compares her mother’s love to a flame with a holy and divine glow. It is eternal and continues for the rest of her life and even after her death.

Text

Read the following poem.

Sonnets are full of love, and this my tome
Has many sonnets: so here now shall be
One sonnet more, a love sonnet, from me
To her whose heart is my heart’s quiet home,

To my first Love, my Mother, on whose knee
I learnt love-lore that is not troublesome;
Whose service is my special dignity,
And she my loadstar while I go and come.

And so because you love me, and because
I love you, Mother, I have woven a wreath
Of rhymes wherewith to crown your honoured name:
In you not fourscore years can dim the flame
Of love, whose blessed glow transcends the laws
Of time and change and mortal life and death.

Check Your Understanding

1. Who is the speaker in the poem?
2. What do you understand by the word 'tome' in the first line?
3. What does the poet mean by the phrase 'my heart's quiet home' in the fourth line? Pick out the correct answer from three options given below.
 - (a) a calm, peaceful and tranquil source
 - (b) a troublesome and discomfoting source
 - (c) a noisy home
4. What kind of love-lore did the poet learn from her mother's knee (Line 6)?
5. What is her special honour (dignity) in Line 7? Choose the correct answer from the three options given below.
 - (a) to look after herself
 - (b) to look after and serve her mother
 - (c) to serve her friends
6. Do you know the meaning of the word 'loadstar'? What does it mean here?
7. Who is regarded as a model/guide in her life? Who provides stability to her life?
8. Is the love between the poet and her mother one-sided or reciprocal?
9. How do you contrast Mother's love with the love from many others?
10. You may have heard of the phrase 'a wreath of flowers.' Here the poet uses the phrase 'a wreath of rhymes.' What do you understand by this phrase?
11. What has the poet woven? Why?
12. How is love compared to in Lines 12 and 13?

13. What is meant by ‘blessed glow’? Pick out the correct answer from the three alternatives given below.
- (a) a holy and divine light
 - (b) a beautiful and bright light
 - (c) a flame of light that gives bliss

Glossary

Sonnet (n)	:	a poem of fourteen lines with peculiar rhyme scheme
tome (n)	:	a book (especially a large, scholarly book)
quiet home (n)	:	something that provides comfort and happiness (here, mother’s love)
knee (n)	:	the joint between the higher and lower leg in humans (here, in her mother’s lap and care)
love-lore (n)	:	the knowledge and wisdom of love or gained from love
not troublesome	:	the love shared by the poet and her mother was comforting, unconditional and reciprocal; It was not annoying and demanding like the love between two lovers
service (n)	:	responsibility
special dignity	:	an honour
loadstar (n)	:	a North Star or Pole Star used to find direction in navigation and astronomy. It leads and guides navigators in their journey.
I go and come (phrase)	:	It may refer to the poet's mental instability or her unbalanced life
woven (v)	:	entwine threads to form a fabric (here, make or write)
a wreath of rhymes (n)	:	a garland of poems
wherewith (adv.)	:	with or by which
to crown (v)	:	to put a crown on someone’s head
honoured name	:	a person who is regarded with great respect and dignity
fourscore (adj.)	:	eighty (four twenties)
fourscore years	:	a respectable way of saying eighty years old
not....dim	:	not make the feeling of love become less strong
the flame of love	:	a bright light or fire (here love is compared to a flame that provides comfort and happiness)
blessed glow	:	holy and divine light or splendour

transcends (v)	:	surpass; go beyond something (here, unaffected)
mortal life (n)	:	having a transitory life; subject to death (life has to end; cannot continue forever)

Comprehension

I. Annotate the following in about 100 words. The first one is done for you:

1. “One sonnet more, a love sonnet, from me
To her whose heart is my heart’s quiet home,
To my first Love, my Mother, on whose knee
I learnt love-lore that is not troublesome;”

Ans: These lines are taken from the poem “Sonnets are full of love, this My Tome” written by Christina Rossetti. It is taken from her *A Pageant and Other Poems* published in 1881.

The poem is written as a tribute on the occasion of her mother’s eightieth birthday. In this context, the poet says that she has come up with another sonnet because no number of sonnets is enough to show her respect for her mother.

The main theme of the poem is her mother’s unconditional and selfless love. Her mother is her first love. The poet receives love from her mother which does not create anguish and pain. Her mother’s heart is compared to a quiet home which provides comfort and love.

2. To my first Love, my Mother, on whose knee
I learnt love-lore that is not troublesome;
Whose service is my special dignity,
And she my loadstar while I go and come
3. I love you, Mother, I have woven a wreath
Of rhymes wherewith to crown your honoured name
4. In you not fourscore years can dim the flame
Of love, whose blessed glow transcends the laws
Of time and change and mortal life and death.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. An image means a picture or an idea of how someone or something is. It is a mental picture or idea that forms in a reader’s mind from the words that they read or hear. In this

poem, the poet uses various images. Keeping in mind the context of the poem can you explain the following images?

- a) Quiet home b) loadstar c) flame of love

- Ans: a) A quiet home is comforting and loving. Here, her mother's heart is compared to a quiet home that provides comfort and love. It gives her peace of mind.
- b) It is a star in the north used to find direction in navigation and astronomy. It leads and guides navigators in their journey. In the same way, here, her mother is compared to a loadstar that acts as a model and guide and brings stability to her life.
- c) A flame means a bright light or fire. Here, love is compared to a flame that provides comfort and happiness. It is also holy and divine that glows (continues) even after the poet's death. In other words, it is permanent.
2. The poet uses various phrases to express her love towards her mother. Pick out a few phrases which indicate the poet's respect and appreciation of her mother?
3. This is a sonnet. What is the main emotion/theme usually expressed in a sonnet? How is this sonnet different as far as its theme is considered?
4. What is a sonnet? Write a brief note on it.

III. Read the poem and answer the questions.

Passage 1

Sonnets are full of love, and this my tome
Has many sonnets: so here now shall be
One sonnet more, a love sonnet, from me
To her whose heart is my heart's quiet home,
To my first Love, my Mother, on whose knee
I learnt love-lore that is not troublesome;
Whose service is my special dignity,
And she my loadstar while I go and come.

1. Whose heart is the poet's quiet home? ()
a) her sister's b) her mother's c) her father's d) her own heart
2. The literal meaning of the word 'sonnet' is.....? ()
a) a little sound b) a lengthy song c) a beautiful picture d) a double sound

3. Whose love is not troublesome? ()
 a) her father's b) her sister's c) her close friend's d) her mother's
4. Who learnt love-lore? ()
 a) the poet b) her mother c) the poet's friend d) none of the above
5. In the context of the poem, loadstar means _____.
 a) someone who helps b) someone who cheats
 c) someone who leads and guides d) someone who lends money
6. What is the meaning of tome?
7. What is meant by loadstar?
8. Who is the poet's first Love?
9. What is meant by love-lore?
10. What does the poet regard as her special dignity?

Passage 2

And so because you love me, and because
 I love you, Mother, I have woven a wreath
 Of rhymes wherewith to crown your honoured name:
 In you not fourscore years can dim the flame
 Of love, whose blessed glow transcends the laws
 Of time and change and mortal life and death.

1. How does the poet want to crown her mother's name? ()
 a) with gifts b) with a wreath of flowers
 c) with a wreath of rhymes d) she does not want to crown
2. Fourscore years means _____ ()
 a) seventy b) sixty c) ninety d) eighty
3. What is mother's love compared to? ()
 a) flame b) mortal life c) rhymes d) time
4. How old is the poet's mother? ()
 a) fifty years b) sixty years c) seventy years d) eighty years

5. The tone of the poet is ()
a) devotion and appreciation b) care c) gratituded) concern
6. What has not dimmed her mother's flame of love?
7. How do you describe the love between the poet and her mother?
8. What transcends the laws of time and change?
9. Pick out the rhyming words from the above lines of the poem.
10. Who do you admire the most in your life? Why?

Appreciating the poem

Sonnet: It is a type of poetic form that contains fourteen lines with a prescribed rhyme scheme. It is traditionally used to convey the idea of love. The word 'sonnet' is derived from the Italian word 'sonetto', meaning 'a little sound'. There are mainly two types of sonnets: the Italian Sonnet and the English Sonnet.

The Italian sonnet is also known as the classical or the Petrarchan (as it was used by the great Italian poet, Petrarch). It is composed of two parts-the *octave*, a stanza of eight lines and the *sestet*, a stanza of six lines. The first part makes a statement or a point, the second part helps in illustrating it. There is a turn of thought after the eighth line.

The English sonnet is different from the classical one. It was introduced into English in the 16th century. It underwent many changes in the hands of the English poets. The main English writers who experimented with this form are Shakespeare, Spencer and Milton. The present sonnet is modeled on the Italian Sonnet. The shift of thought occurs in the tenth line. The poem shifts from talking about her mother in the third person addressing her directly ('I love you, Mother')

Metaphor: It is a comparison between two unlike things which have at least one similar quality. If one thing is a metaphor for another, it is intended or regarded as a symbol of it. In 'he is a shining star'; the person is equated with a shining star. It suggests that the person is outstanding or exemplary in some way as a shining star. It is a figure of speech which contains an implied comparison unlike the explicit comparison of the simile. A simile uses *like* or *as*, as in 'a voice smooth like silk'. In this poem, many metaphors are used such as 'loadstar', 'a quiet home', etc.

Rhyme: The word 'tome' rhymes with 'home'. The word 'be' rhymes with 'me'. Can you identify some of the other words in the poem that rhyme with each other?

UNIT HOW TO LIVE BEFORE YOU DIE

3

- Steve Jobs

Objectives

After reading this lesson, you will be able to ...

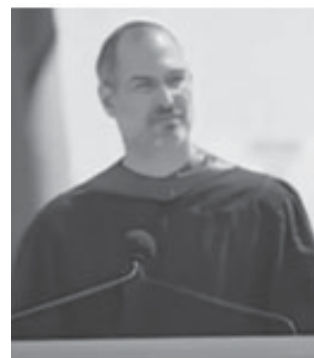
- comprehend the speech delivered by Steve Jobs.
- understand the kinds of prepositions and usage.
- write an e-mail.

Appetizer

“Life can be much broader, once you discover one simple fact: Everything around you that you call life was made up by people that were no smarter than you. And you can change it, you can influence it...., once you learn that you will never be the same again” - Steve Jobs

About the Author

Steven Paul Jobs (February 24, 1955 - October 5, 2011) was an American entrepreneur, industrial designer, business magnate, media proprietor, and investor. He was the co-founder, the chairman, and CEO of Apple; the chairman and majority shareholder of Pixar; a member of The Walt Disney Company’s board of directors following its acquisition of Pixar; and the founder, chairman, and CEO of NeXT. He is widely recognized as a pioneer of the personal computer revolution of the 1970s and 1980s, along with his early business partner and fellow Apple co-founder Steve Wozniak.



Jobs was born in San Francisco to a Syrian father and a German-American mother. He was adopted shortly after his birth. Jobs attended Reed College in 1972 before withdrawing that same year. In 1974, he travelled through India seeking enlightenment and studying Zen Buddhism. He and Wozniak co-founded Apple in 1976 to sell Wozniak’s Apple - I, personal computer. A year later, the duo gained fame and wealth with production and sale of the Apple - II, one of the first highly successful mass produced micro-computers. Jobs saw the commercial potential of the Xerox Alto in 1979, which was mouse-driven and had a graphical user interface.

About the Lesson

The speech was given by Steve Jobs, the former CEO of Apple Inc. at Stanford University during the 114th commencement on 12th June 2005. He was honoured to be with them that day for their commencement from one of the finest universities in the world. On that occasion he delivered his speech to encourage the students to pursue their dreams and do what makes them happy, even if it all doesn't go after the plan. It was a very effective speech, because of his use of rhetorical devices. Jobs especially uses his background and childhood to play upon his rhetorical approach. He tells several stories about love, dejection, death and loss.

Gist

The speech had a theme that resonates with just about everyone who seeks meaning in their lives and their career: Do what you love. "Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is a great work."

Text

Segment - 1/3

Thank you.

I am honoured to be with you today for your commencement from one of the finest universities in the world.

Truth be told, I never graduated from college. And this is the closest I've ever gotten to a college graduation.

Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots. I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quiet.

So why did I drop out?

It started before I was born. My biological mother was a young, unwed graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife.

Except that when I popped out, they decided at the last minute that they really wanted a girl. So, my parents, who were on a waiting list, got a call in the middle of the night asking: "We've got an unexpected baby boy; do you want him?"

They said: "Of course."

My biological mother found out later that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would go to college.

This was the start in my life. And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition.

After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So, I decided to drop out and trust that it would all work out OK.

It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked far more interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the \$0.05 deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it.

And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.

Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed.

Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif types faces, about varying the amount of space between different letter combinations, about what makes great typography great.

It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography.

If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them.

If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course, it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards 10 years later. Again, you can't connect the dots looking forward; you can only connect them looking backwards.

So you have to trust that the dots will somehow connect in your future. You have to trust in something - your gut, destiny, life, karma, whatever. Because believing that the dots will connect down the road will give you the confidence to follow your heart even when it leads you off the well-worn path and that will make all the difference.

Check Your Understanding

1. Who is the speaker of these lines?
2. Did Steve graduate from the college?
3. What was Steve Job's first dot in his life?
4. Who adopted Steve at birth?
5. Who offered the best calligraphy instruction in the country?
6. What did Steve learn in Reed College?

Glossary

commencement (n)	: the day for conferring degrees or diplomas
biological (adj)	: connected by direct genetic relationship rather than by adoption or marriage
adoption (n)	: a formal legal process to adopt child
relent (v)	: be more tender and merciful
naively(adv)	: simply
scare (v)	: make afraid
dorm room(n)	: a large sleeping room containing several beds
stumbled (v)	: momentarily lost one's balance
intuition (n)	: the ability to understand something instinctively, without the need for conscious reasoning
calligraphy (n)	: decorative handwriting or handwritten lettering
subtle (adj)	: so fine
fascinating (adj)	: extremely interesting

Segment - 2/3

My second story is about love and loss. I was lucky - I found what I loved to do early in life.

Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation - the Macintosh - a year earlier, and I had just turned 30. And then I got fired.

How can you get fired from a company you started?

Well, as Apple grew, we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well.

But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So, at 30, I was out. And very publicly out.

What had been the focus of my entire adult life was gone, and it was devastating. I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me.

I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me - I still loved what I did.

The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over. I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me.

The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next 5 years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife.

Pixar went on to create the world's first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life is going to hit you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for work as it is for your lovers.

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. And don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So, keep looking. Don't settle.

Check Your Understanding

1. What was Steve's second story about?
2. Who supported him to work on Apple? ()
a) David Packard b) Bob Noyce c) Woz
3. The worth of the Apple at first decade.... ()
a) 10 billion dollars b) 20 billion dollars c) 2 billion dollars
4. Whom did he meet when he was running away from the valley?
5. Name the companies related to Steve?
6. What was the speciality of Pixar company?

Glossary

garage (n)	:	a building for housing a motor vehicle or vehicles
diverge (v)	:	differ in opinion
devastating (adj)	:	causing severe shock, distress, or grief
entrepreneurs (n)	:	a person who sets up a business or businesses, taking on financial risks in the hope of profit
baton (n)	:	strict instruction
awful (adj)	:	very bad or unpleasant

Segment - 3/3

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me. And since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?"

And whenever the answer has been "No" for too many days in a row, I know I need to change something. Remembering that I'll be dead soon is the most important tool I've ever

encountered to help me make the big choices in life. Because almost everything - all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important.

Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumour on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months.

My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try and tell your kids everything you thought you'd have the next 10 years to tell them in just a few months.

It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes. I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumour. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery.

I had the surgery and thankfully I'm fine now. This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept: No one wants to die.

Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new.

Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true. Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma - which is living with the results of other people's thinking.

Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called The Whole Earth Catalogue, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch.

This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalogue, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age.

On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off.

Stay Hungry. Stay Foolish.

And I have always wished that for myself.

And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Check Your Understanding

1. What was the third story about?
2. Which quote impressed Steve much?
3. The disease that affected Steve was ()
a) Brain Hemorrhage b) Phocomelia c) Cancer
4. Did Steve come out of the danger?
5. What were the words of Steve after first life?
6. What was created by Stewart Brand?

Glossary

encountered (v)	:	unexpectedly be faced with or experience
embarrassment (n)	:	a feeling of self-consciousness, shame
pancreas (n)	:	a large gland behind the stomach which secretes digestive enzymes into the duodenum. Embedded in the pancreas are the islets of Langerhans, which secrete into the blood the hormones insulin and glucagon

biopsy (n)	:	an examination of tissue removed from a living body to discover the presence, cause, or extent of a disease
endoscope (n)	:	an illuminated usually fiber-optic flexible or rigid tubular instrument for visualizing the interior of a hollow organ or part (such as the bladder or esophagus) for diagnostic or therapeutic purposes that typically has one or more channels to enable passage of instruments (such as forceps or scissors)
sedated (v)	:	calm (someone) or make them sleep by administering a sedative drug
decade (n)	:	a period of ten years
dogma(n)	:	a principle or set of principles laid down by an authority as unquestionably true
hitchhiking (n)	:	travel by getting free lifts in passing vehicles

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you:

1. “You have to trust in something, Your guts, destiny, life, karma and whatever”

Ans: This line is taken from the lesson “How to live before you die”, spoken by the CEO and co-founder of Apple computer Steve Jobs, in his speech at Stanford University. In this line Steve Jobs is advising all the students about the vital role of guts, destiny, life and karma in their life. He advises all the students to keep faith and trust in these vital aspects of their life. According to Steve Jobs, these aspects move along with success and trust. Any one can lead with these aspects towards perfection.

2. “Your life is limited, so don’t waste it living someone else’s life”.

3. “If you live each day if it was your last, someday you’ll most certainly be right”.

4. “If today were the last day of my life, would I want to do what I am about to do today?”.

5. “Stay hungry. Stay foolish”.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. One of Steve Jobs motto was: ‘Think differently’. Can this make a person succeed in life? What challenges are there in thinking differently?

Ans: Yes, this can make a person succeed in life. To change a life, we have to think and act differently. There must be a change in our thoughts. We have to try to do something different. Similar thoughts never can get proper way ahead to change life. There are various challenges

in thinking differently. Many legends, inventors were humiliated and cut off from societies due to their nature of thinking differently. They were supposed to be insane. Thinking differently may cut off people from majorities, societies, etc., but for change and development we have to think differently.

2. What does it mean to be a visionary? What makes Steve Jobs different from a fortune teller?
3. Is death really life's greatest invention? How can you say it?
4. Jobs contents that you need to love to do what you do, in order to be great at it. Do you agree or disagree? Why?

III. Read the following passages and answer the questions that follow.

Passage 1 [Segment - 1/3 of the text]

Choose the appropriate answer the following statements.

1. Steve dropped out of Reed College after the first six months, because..... ()
 - a) Steve's parents were not interested to send him the college
 - b) Steve was not interested to go to the college
 - c) Steve's family's economical condition was poor
 - d) college management quit Steve from the college
2. Steve didn't have to take the normal classes at Reed College, because..... ()
 - a) he was interested in calligraphy
 - b) he had dropped out of the college
 - c) his friends forced him not to take normal classes
 - d) he was interested in technology
3. The wonderful typography is available in personal computers today because..... ()
 - a) the designs were created by others earlier
 - b) after learning calligraphy Steve designed the letters
 - c) Steve intellectually designed without learning calligraphy
 - d) Steve's friends, David Packard and Bob Noyce created it.
4. Steve's biological mother didn't sign on final adoption papers, because..... ()
 - a) she was not interested to adopt
 - b) her husband didn't accept to adopt
 - c) her intention was to make Steve a graduate
 - d) she was an illiterate

5. “I stumbled into by following my curiosity and intuition turned out to be priceless later on”, means.... ()
- a) everyone commented him b) faced many hurdles
c) succeeded in his life d) reduced his intensity
6. What do you know about Steve Jobs family from the above passage?
7. Steve Jobs was a successful man. What makes a person successful in your view?
8. How did Jobs feel about his decision?
9. What was the speciality of Mac computers?
10. What was Steve’s first experiential statement and how did it help the society?

Passage 2 [Segment - 2/3 of the text]

1. The computer animated feature film ‘Toy Story’ was created by ()
a) NeXT company b) Apple company c) Pixar company d) Macintosh company
2. Steve’s first yield started , when he was..... ()
a) 20 years b) 30 years c) 10 years d) 40 years
3. Steve’s vision of future began to diverge in a way that.. ()
a) Steve got sick b) supporters withdrawn from the company
c) new supporters supported him d) customers stopped buying the mobiles
4. Steve thought about running away from the valley, because.. ()
a) he closed manufacturing b) he felt he was public failure
c) he had no money to invest d) he had personal problems
5. According to Steve, the only thing that kept him going was ()
a) his trust in his work b) accepting other’s suggestions
c) following his parents d) neglecting his workers
6. What happened when Steve Jobs turned 30?
7. What was Steve's second story about?
8. Who supported Steve to work on Apple?
9. Did Steve feel happy with his adult life? How do you know?
10. What was the speciality of the Pixar company?

Passage 3 [Segment - 3/3 of the text]

1. The only thing that doesn't fall away in the face of death is... ()
a) fear of embarrassment b) pride
c) external expectations d) achievements
2. Steve has looked in the mirror every morning, because... ()
a) look at his beautiful face b) look his fortune
c) get the suggestion from the mirror d) look about his company
3. Steve was diagnosed with cancer in ()
a) liver b) blood c) pancreas d) throat
4. Pancreas means..... ()
a) a large lobed glandular organ in the abdomen of vertebrates, involved in many metabolic processes
b) a large gland behind the stomach which secretes digestive enzymes into the duodenum
c) a hollow muscular organ that pumps the blood through the circulatory system by rhythmic contraction and dilation
d) a large ductless gland in the neck which secretes hormones regulating growth and development through the rate of metabolism
5. "Steve's doctor advised him to go home and get his affairs in order." It means.....()
a) tell all the people he will die soon
b) arrange the things which he needs to be done in future
c) prepare to die d) above all
6. What was the problem arised in the life of Steve?
7. How do doctors get the cells from the Pancreas?
8. Did the surgery make him happy? Support your statement.
9. Name the publication, which impressed Steve much?
10. What does the statement "Stay hungry - Stay foolish" mean?

Vocabulary

Choose the antonym to the underlined word in a sentence.

1. I am honoured to be with you today. ()
a) respected b) ashamed c) acclaimed d) dishonoured
2. She relented a few months later. ()
a) declined b) lessened c) subsided d) escalated

3. I naively chose a college. ()
 a) affectedly b) innocently c) simply d) uncritically
4. It was beautiful, historical, artistically subtle in a way that science can't capture.
 a) artless b) artful c) cute d) devious
5. Mac would have never had multiple typefaces or proportionally spaced fonts.
 a) commensurable b) inappropriate c) appropriate d) accurate

Grammar

Read the following sentences and observe the words in bold.

- I am honoured to be **with** you today **for** you.
- I never graduated **from** the college.
- Today I want **to** tell you three stories **from** my life.
- It started **before** I was born.
- I had no idea what I wanted to do **with** my life.

Now, what did you observe in the above lines? The bold words are prepositions.

A preposition is a word that helps to connect nouns and pronouns with a verb or adjective in a sentence.

There are four types of prepositions. They are simple, double/ compound, participle, and phrase prepositions. They are used to connect people, objects, time, and locations.

If the subject, noun, and verb are the bricks of sentence, then prepositions are the mortar that connects them. They express position, movement, possession, time, and how an action is completed.

1. Simple prepositions: Simple prepositions are the short words used to show the relationship between nouns, pronouns, or to join parts of a clause or sentence.

List of simple prepositions

aboard	about	above	across	after	against	along	alongside
amid	among	around	at	before	behind	below	beneath
beside	besides	between	beyond	but	by	despite	down
during	except	for	from	in	inside	into	like
near	of	off	on	onto	opposite	out	outside
over	past	since	through	throughout	till	to	toward
under	underneath	until	unto	up	upon	via	with
within	without.						

Example:

1. The dog jumped **out** while the car was moving.
'Car' is the object of the preposition 'out'.

2. She came home **without** her homework.
'Homework' is the object and the preposition is 'without'.

2. Double Prepositions and Compound prepositions: Double Prepositions are formed easily by joining two simple prepositions.

Double prepositions and compound prepositions are very similar. Both are two-word phrases. The double preposition is formed through the conjunction of two simple prepositions. Whereas the compound preposition is formed through the conjunction of a non-prepositional word and a simple preposition.

List of double/ compound prepositions

according to	ahead of	along with	apart from
around about	as against	as between	as compared with
as compared to	as for	at that point in time	at this point in time
at the point of	at the time of	because of	by force of
by means of	by reason of	by virtue of	by way of
considering	except for	for fear of	for lack of
for the purpose of	for the reason that	for the sake of	from above
from among	from behind	from beneath	from between
in accordance with	in a manner similar to	in care of	in case of
in common with	in comparison to	in compliance with	in connection with
on account of	on behalf of	on the basis of	on the part of
on the point of	on top of	out of	outside of
owing to	previous to	prior to	pursuant to
regardless of	relating to	short of	similar to
subsequent to	under cover of	what with	with a view to
with regard to	with reference to	with respect to	with the intention of
in consequence of	in consideration of	in contrast to	in default of
in deference to	in exchange for	in excess of	in favor of
in front of	in lieu of	in opposition to	in order to

in place of	in preference to	in receipt of	in regard to
in relation to	in search of	in spite of	in terms of
in the course of	in the event of	in the face of	in the nature of
independently of	inside of	instead of	
in the immediate vicinity of		from the point of view	
due to during the course of		in close connection with	

Example:

1. The dog jumped **out of** the moving car.
2. The child hid **inside of** the cabinet.
3. **At that point in time** I didn't know the answer.

3. Participle Prepositions: Participle prepositions have endings such as -ed and -ing.

List of participle prepositions

assuming, barring, considering, during, given, notwithstanding, provided, regarding, and respected.

Examples:

1. The baby cries **during** the day and sometimes at night.
2. All the children were in the classroom **including** the teacher.
3. **Considering** she was sick, she still put up her best times.

4. Phrase Prepositions: A prepositional phrase is a group of words that doesn't contain a verb or a subject. It functions as a unified part of speech. A prepositional phrase normally has a simple preposition and a noun or a simple preposition and a pronoun.

Example:

1. The **hamburger with** cheese is yours.
2. The **puppy ran through** the lush green grass.

Exercise

Fill in the blanks with appropriate prepositions.

(at - above - about - after - before - behind - by - down - during - for - from - in - in front of - of - on - out of - over - to - with)

1. There were a thousand people at the concert.
2. You must be 18 in order to see the film.

3. We are travelling the road.
4. He is suffering an unknown illness.
5. I listened to the game the radio.
6. How are you getting on school?
7. Don't be impatient us. We are trying!
8. Could I speak Ram please?
9. We didn't see the whole performance because we left the last act.
10. There were some beautiful pictures the walls.
11. The march started in the park, there we moved to City Hall.
12. Pessimism is bad your health
13. He asked his mother..... money.
14. I bought many things my stay in New York.
15. My country is famous historical sights.
16. I'm not a hurry. I can wait.
17. Have you ever been the theatre recently?
18. We arrived the airport time for the plane.
19. My grandfather died cancer.
20. The resort lies about 1,500 meters sea level.
21. His hands are his face.
22. There's a chair my desk
23. The thief jumped the window.
24. Both of my neighbors can take care the cat while you are gone.
25. I rarely think the weather.

Writing

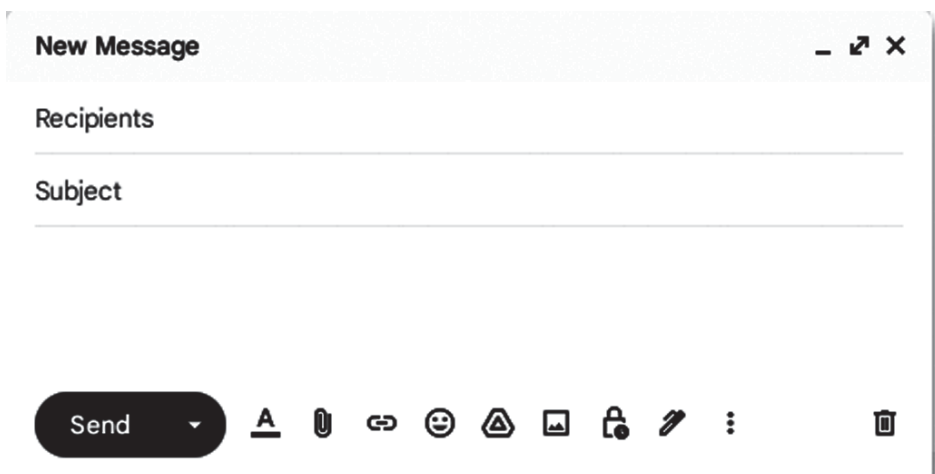
e-Mail

Electronic mail (email or e-mail) is a method of exchanging messages (“mail”) between people using electronic devices. Email was thus conceived as the electronic (digital) version of, or counterpart to, mail, at a time when “mail” meant only physical mail (hence e- + mail). Email

later became a ubiquitous (very widely used) communication medium, to the point that in current use, an e-mail address is often treated as a basic and necessary part of many processes in business, commerce, government, education, entertainment, and other spheres of daily life in most countries. Email is the medium, and each message sent there with is called an email (mass/count distinction).

Email operates across computer networks, primarily the Internet, and also local area networks. Today's email systems are based on a store-and-forward model. Email servers accept, forward, deliver, and store messages. Neither the users nor their computers are required to be online simultaneously; they need to connect, typically to a mail server or a webmail interface to send or receive messages or download it.

Format of e-mail



Process to write and send the mail

To write a mail, the individual needs a mail id. Mail id's are created with web service companies. After creating a mail, we can send the mail to the individual throughout the globe.

To@gmail (sender's mail id is required)

Subject (Title of the message can be written)

Now, write the message.

If you want to attach files/images/links etc., you can find options at the bottom of the mail box. After attaching files need to press the 'send'.

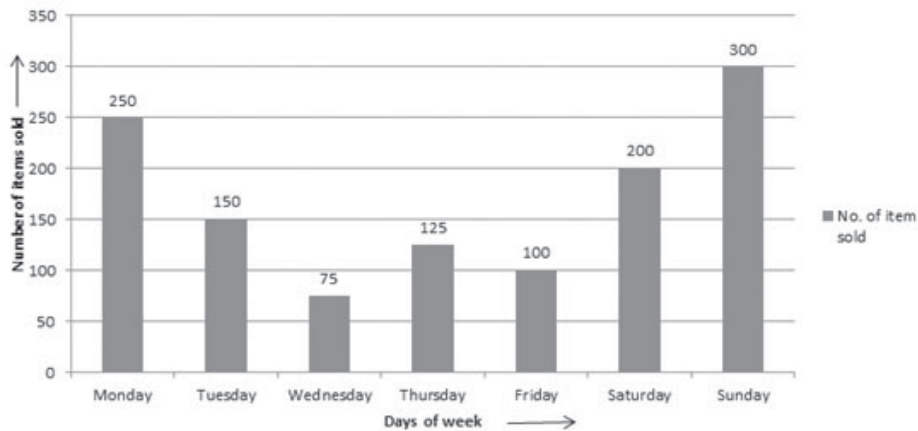
The mail will be sent.

Now, write an e-mail to your friend about you joined in an open Intermediate course and the courses available in Open School Society.

Study Skills

The bar chart for the example of the number of Apple mobiles sold during the sale

Read the bar graph and answer the questions that follow.



A) Answer the following questions.

1. What is the bar graph showing?
2. On which day are the highest number of mobiles sold?
3. How many days were recorded?
4. How many more mobiles are sold, when compared Tuesday to Sunday?
5. Is the number of items sold the same on any two days?

B) Convert the bar graph into a paragraph.

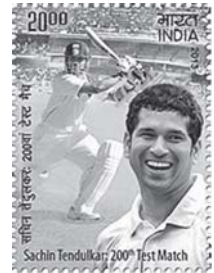
Objectives

After reading this lesson, you will be able to ...

- develop the qualities among learners about an inspiring personality.
- enable the students to set goals in life.
- enthuse the learners to participate in games and sports.
- show the students the importance of sportsmanship through dedication.

Appetizer

What is your favourite sport? Do you think it is easy to become a cricketer? What does it take to become a successful sportsman in life? Read on



About the Author

Sachin Ramesh Tendulkar was born on 24th April 1973 in Mumbai, Maharashtra. He was the former Indian cricketer and captain widely regarded as one of the greatest cricketers of all time. He made an impact in cricket from a very early age, displaying a prodigious talent. The world famous cricketer has set many records in his career and is considered as one of the greatest Bats men of all times. He is the only player to have scored one hundred international centuries, the first to score double century in a One Day International, and the only player to complete more than 30,000 runs in international cricket. He played 664 international cricket matches in total, scoring 34,357 runs.

In 2012, Tendulkar was nominated to the Rajya Sabha. He retired from cricket on 16th November 2013. He received the highest Civilian award the Bharat Ratna. The present lesson “Learning the Game” is an extract from his *Playing It My Way*.

About the Lesson

It is originally adapted from the autobiography, ‘Playing It My Way’, of the former Indian cricketer Sachin Tendulkar. It provides an insight about the beginning of his passion for the sport

and the challenges that come along with training. The chapter serves as a great inspiration to the readers. It proves that everyone is born with some talent, it is up to us to acknowledge that talent and work towards reaching the pinnacle of success. It also teaches us that hard work always pays off and that success doesn't come by sitting and waiting for it.

This prose is a tribute by the maestro of cricket, Sachin Tendulkar, to his coach Ramakant Achrekar. It was Achrekar who moulded Sachin towards a proper career in the field of his interest. Sachin's elder brother Ajit was instrumental in helping him evolve as a great cricketer.

Gist

The lesson 'Learning the Game' is an excerpt from Sachin Tendulkar's autobiography 'Playing it My Way'. Sachin is considered to be one of the best batsmen in the world. He was born in a middle-class family in Mumbai. He started playing cricket in the colony with other kids with the tennis ball. His brother Ajit recognized his talent and passion for cricket at a young age and joined him in Coach Achrekar's cricket club. Sachin was nervous initially to bat in the net but later smashed the ball once he was convinced that no one was watching. He was eleven years old when he was first joined in the club. He had to travel in a bus and found it tiring as he had practice till evening. He washed his cricket clothes every day twice as he had only one set. He was embarrassed about wearing dirty clothes and was often ridiculed by the conductor for taking up the space in the bus with his cricket kit. But he overcame all these struggles as he had the support of his coach. At times he became weary and took breaks going back to the colony to play cricket. But Achrekar sir guided him, saying that one must mould one's personality according to their career orientation, making the world look back.

Text

Segment - 1/4

From a very early age, I played tennis-ball cricket with my colony friends. I loved watching cricket on television and in our games, I often tried to **emulate** the mannerisms of my favourite players, Sunil Gavaskar and the West Indian legend Viv Richards. But it wasn't just the batsmen that I studied. I also loved bowling. Throughout my career, I have actually bowled a lot in the nets.

I was then studying in the New English School, Mumbai. But my brother Ajit knew that compared to other schools in Mumbai, Shardashram Vidhyamandir where Ramakant Achrekar Sir was the cricket coach, gave due importance to the game of cricket. He ran summer camps too. Ajit, one day, took me to the camp to get trained under Sir. Anyone could come for a *trial* at

the camp; but then, it was up to Sir to decide who to accept. I was eleven years old then. Achrekar Sir, as I refer to him, started playing cricket at the age of eleven in 1943, which is the age I was when I went to him for the first time.

I had never batted in the nets before and felt somewhat *overawed* with so many people around. When I was asked to bat, I was not at all comfortable. With Sir watching me so closely, I failed to make an impact. Sir called Ajit aside and informed him that I was perhaps too young to make the camp and suggested that he should bring me back when I was a little older. My *induction* into the Mumbai cricket circuit could have ended in failure - but for Ajit's insistence. Having seen me play in the colony, Ajit knew I was capable of performing far better than I had done in front of Achrekar Sir. He explained that I was nervous and asked Sir to give me one more opportunity. However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained eyes *scrutinizing* me - or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

The camp involved a session every morning and evening at Shivaji Park. I would practice between 7.30 am and 10.30 am in the morning. Then I'd come back in the afternoon and practice till late evening. The schedule was rigorous and I would be exhausted by the end of the day. Travelling to Shivaji Park took forty minutes from my house in Bandra and I had to catch an early morning bus to make it on time. For the first few days, Ajit accompanied me, to get me used to the routine. During the bus journeys, he would talk to me about the *nuances* of batting, and I always enjoyed these conversations a lot. In fact, the one thing that I have kept with me all my career is a note that Ajit gave me containing some thoughts about batting. It served as a very personal coaching manual.

Check Your Understanding

1. Name Sachin's favourite players?
2. How was Shardashram Vidyamandir in Mumbai is different from New English School?
3. Mention the opportunity that transformed the life of Sachin?
4. What served Sachin as a coaching manual?

Glossary

emulate (v) : to match or surpass typically by imitation.

trial (n) : a test of the performance, qualities, or suitability of someone or something.

overawed (v) : impressed so much that they are silent or inhibited

- induction (n) : the action or process of including someone to an organization
- rigorous (adj.) : extremely thorough and careful
- scrutinizing (v) : examine or inspect closely
- nuances (n) : subtle changes in or shades of meaning, expression, or sound

Segment - 2/4

As a child, I had only one set of cricket clothes and the **routine** was to wash them as soon as I'd returned from the morning session. While I had my lunch, the clothes would dry out in the sun and I would wear them again in the afternoon. The pattern was repeated in the evening so that I could use the same set of clothes the following morning. The system worked well - apart from my pockets. There was never quite enough time for the pockets to dry out completely, and for the entire duration of the camp I played with wet pockets. By the middle of the summer camp, Sir had started taking an active interest in my batting and at the end of the two months, informed Ajit that I had the potential to be a good cricketer if I practiced all year round. However, my school - the New English School in Bandra - did not have cricket facilities and Sir was keen for me to change schools if I wanted to **pursue** cricket seriously.

One evening, Sir called my father and put forward his suggestion. Ajit was in the room with my father at the time and they both accepted that it was necessary if cricket was to be my priority. My father sat me down and explained that while he did not have any objections to my changing schools, I should do so only if I was really serious about playing cricket. I assured him I was, and so it was agreed that I should move to Shardashram Vidhyamandir, where Achrekar Sir was the cricket coach. All my excess energies were getting **channeled** into cricket, which acted as a kind of safety valve. My father always said that all he wanted me to do was give it my best effort without worrying about the results.

Check Your Understanding

1. How did he manage with one set of cricket clothes?
2. What information did Achrekar convey to Ajit?
3. What did Achrekar suggest Sachin's father?
4. His father desired Sachin to _____

Glossary

- routine (n) : a course of action to be followed regularly
- channel (v) : to guide along a desired course
- pursue (v) : follow or chase

Segment - 3/4

In my first year at Shardashram, I played fifty-five practice matches during the summer break of sixty days. My summer sessions used to start at 7.30 am and end at 4.30 pm. My evening session would start at 5 pm after only a thirty-minute break. During the break, Sir would often give me some money to go and have a **vadapav** (a popular Mumbai fast food). Between 5 pm and 7 pm I'd have five more net sessions. Towards the last 15 minutes, Sir would place a one-rupee coin on top of the stumps and if I managed to avoid getting out, the coin was mine. In this session every bowler in the camp would come and bowl to me, with some sixty to seventy boys fielding. It meant I had to hit every ball along the ground to survive those intense fifteen minutes. Winning the one-rupee coin used to give me immense satisfaction and taught me how to concentrate even when physically drained. At the end of it all, Sir would tell me to run two full circuits of Shivaji Park with my pads and gloves on. That was the last part of my training and I'd be completely exhausted by the end of it all. It was a routine I would repeat right through my summer holidays and it helped me to build up physical and mental **stamina**.

Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit **cocktail** at a juice center near the club. While this regular demand was a little unreasonable, because at that time I did not realize that my parents also had to take care of the needs of my brothers and sister. My father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus - if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the **kitbag**, because the bus conductors would **inevitably** complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my **stride**. Dirty clothes often added to the **embarrassment**. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extension of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

Check Your Understanding

1. How did Sachin spend his break?
2. What was the task given to him towards the last 15 minutes?
3. How did Sachin's father make him happy?
4. Why was he embarrassed in the bus?

Glossary

exhausted (adj)	: very tired
stamina (n)	: the ability to sustain or prolonged physical and mental effort
cocktail (n)	: a mixed drink which is a combination of ingredients such as fruit juice, lemonade, flavored syrup or cream
kitbag (n)	: a long cylindrical canvas bag, (here) used to carry cricket accessories
inevitably (adv.)	: impossible to avoid
stride (v)	: a step or stage in progress towards an aim
embarrassment (n)	: a feeling of self-conscious, shame or awkwardness

Segment - 4/4

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the **melee** and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park.

On the drive he would tell me, “Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can **transpire**.”

“We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful.” At that time, I hated being dragged off, but as I look back, I feel **sheepish** about my actions and can only admire Achrekar Sir's **farsightedness**. Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I **bunked** my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one-day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.

Check Your Understanding

1. What made Sachin forget, to go to the nets?
2. How can you say that Sir was a strict disciplinarian?

Glossary

- melee (n) : a confused crowd of people
- transpire (v) : come to be known / revealed
- sheepish (adj) : showing or feeling embarrassment from shame or a lack of self-confidence.
- farsightedness (adj.) : showing a prudent awareness of future possibilities
- bunked (v) : to make oneself absent from a class or session

Comprehension

I. Annotate the following in about 100 words. The first one is done for you.

1. I must say it was an opportunity that transformed my life.

Ans: These lines are taken from the lesson 'Learning the Game'. It is an excerpt from Sachin Tendulkar's autobiography 'Playing It My Way'. It deals with the hardships underwent by Sachin to become a great cricketer.

Sachin is considered to be one of the best batsmen in the world. He was born in a middle-class family in Mumbai. He started playing cricket in the colony with other kids with the tennis ball. His brother Ajit recognized his talent and passion for cricket at a young age and joined him in Coach Achrekar's cricket club. Sachin was nervous initially to bat in the net but later smashed the ball once he was convinced that no one was watching. He was eleven years old when he was first joined in the club. Sachin feels that was an opportunity which transformed his life as a cricketer.

2. Winning the one-rupee coin used to give me an immense satisfaction.
3. The kitbag became an extension of me on the bus.
4. "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets."

II. Answer the following questions in about 100 words each. The first one is done for you.

1. The child in Sachin is indeed clear in the lesson, 'Learning the Game' - Substantiate.

Ans: The lesson 'Learning the Game' is an excerpt taken from Sachin Tendulkar's autobiography 'Playing It My Way'. The nervousness in a child is vivid in Sachin. He has never batted in the nets and feels somewhat confused with so many people

around him when Ajit takes him to be trained under Achrekar Sir. With Sir watching him so closely, he fails to make an impact in his future coach. His nervousness disappears, with his coach pretending to be engaged with other things and manages to impress Achrekar sir.

Even though Sachin loved cricket, there were occasions when playing with his friends at home was more fun for him than going for practice. He would conveniently forget going to the nets. He would be engrossed in a melee with his friends. Just as a kid would give excuses, he too would give umpteen number of lame excuses. He would sometimes bunk his daily evening practice to just watch an inter-school cricket match not realizing that he needs to practice for the whole world to watch him play.

2. Narrate in your own words the hardships underwent by Sachin to become a great cricketer.
3. How did the act with the one-rupee coin help Sachin become a good cricketer?
4. Why do you think Achrekar sir punished Sachin?

III. Read the following passages and answer the questions that follow.

Passage 1

Occasionally, my father came to take me home and I would always ask him to treat me to a special fruit cocktail at a juice center near the club. While this regular demand was a little unreasonable, because at that time I did not realize that my parents also had to take care of the needs of my brothers and sister. My father would invariably end up giving me what I wanted, just to see me happy. On other days, when I made my way home from Shivaji Park on my own, I'd often fall asleep on the bus - if I managed to sit down. Anyone who has been on a Mumbai bus at peak hours will know just how difficult it is to get a seat. On days when I wasn't so lucky, it was still a challenge just to stand with the kitbag, because the bus conductors would inevitably complain about me taking up the space of another passenger. It could be embarrassing because the conductors were often rude and would sometimes ask me to buy two tickets. I didn't have the money for a second ticket and I had to learn to take these remarks in my stride. Dirty clothes often added to the embarrassment. With time, I evolved a way of wrapping the kitbag around me. Just as the helmet and pads became a part of me while batting, so the kitbag became an extension of me on the bus. I'd often take the bus or train from Bandra to Church gate, and it was all a great learning experience.

1. Sachin's father used to treat him with _____
a) Chocolates b) Juice c) Cocktail juice d) Vadapav
2. _____ was carried by Sachin in the bus.
a) bag b) bat c) ball d) kitbag
3. Conductors would ask Sachin to buy _____ for the space occupied in the bus.
a) ticket b) kitbag c) two tickets d) clothes
4. _____ became part of Sachin during batting.
a) Bat & Kit b) Pads & Helmet c) Ball & Bat d) Kit & Ball
5. It was not easy to get seat in the Mumbai bus. (True/False)
6. What was challenging for Sachin on the bus?
7. What did the conductors complain about Sachin?
8. Write the synonym of the word *stride*.

Passage 2

Even though I loved cricket, there were still occasional days when playing with my friends at home was such fun that I would conveniently forget I was supposed to go to the nets. If I didn't turn up, Achrekar Sir would jump on to his scooter and come to find me. Sir would spot me in the melee and virtually drag me out. I would come up with excuses but he would have none of it. He would get me to change and head off to Shivaji Park.

On the drive he would tell me, "Don't waste your time playing insane games with these kids. Cricket is waiting for you at the nets. Practice hard and see what magic can transpire."

"We need to have proper career orientation. Your personality plays an important role in choosing the type of career you want. Choose something you enjoy and really want to do and you will be successful." At that time, I hated being dragged off, but as I look back, I feel sheepish about my actions and can only admire Achrekar Sir's farsightedness. Sir also punished me on one occasion when trying to teach me a very important lesson. Once, I bunked my daily evening practice to watch an inter-school cricket match not anticipating that Sir would be there. He was angry and he said it wasn't for me to come and watch other people play for, if I practiced hard enough, one-day people from across the world would come and watch me play. Had it not been for Sir, I would not be the cricketer I turned out to be. He was a strict disciplinarian and did everything he could for me. I owe myself to him.

1. Achrekar Sir would come on _____ to find Sachin.
a) car b) scooter c) bike d) bicycle

2. Sachin used to practice at _____
a) Bandra b) Church gate c) Shivaji park d) James park
3. _____ was waiting for Sachin
a) cricket b) nets c) brother d) friend
4. Achrekar sir punished Sachin because _____
a) Sachin played cricket b) Sachin played with friends
c) Sachin bunked the practice session d) Sachin was naughty
5. Achrekar sir was a strict coach. (True/False)
6. What made Sachin forget to go to the nets?
7. What kind of career one must choose according to Achrekar?
8. Who did Sachin owe his career to?
9. Choose the word from the passage which means - *showing a prudent awareness of future possibilities.*

Passage 3

The Importance of sport for the children's health

Sport helps children to develop both physically and mentally. Physical activity should be part of our daily life. Practicing any kind of sport from an early age helps children in many ways, for example, group activities improve interaction and social integration. It also improves the mental level and promotes a healthy lifestyle in adulthood, as the habits we acquire as children are often to stay. Sports have multiple healthy benefits. If we talk on a psychological or personality level, sports activities (especially those done in groups) help children to strengthen their social self-esteem, and allow them to understand the importance of having and respecting the rules.

Another aspect to consider is what type of sport or activity will suit best the child considering his/her conditions and abilities. A more timid and shy child is likely to get better at a sport where she/he has to relate to peers. To a more active one, an individual sport such as tennis can help better develop her/his ability to concentrate. One of the perhaps most relevant issues is the importance of physical exercise, not only in children but also in young and old people, because moderate daily physical exercise helps prevent overweight and obesity. Taking into account the growth of the percentage of children and young people with obesity and overweight in the Western world, the inclusion of sport in the family routine becomes almost mandatory.

Sport can also have the power to help us rest. For all those fathers and mothers of active children, try to get them to run every day playing soccer, or swimming or any other activity that keeps them physically active. They will fall asleep in bed in a matter of seconds and you, dads and moms, too.

Glossary

to strengthen : to make stronger.

peer : a person of the same age.

1. Children who practice sports _____. ()
 - a) are more likely to understand why something can't be done.
 - b) develop social abilities of the team.
 - c) know less about their own self-esteem
 - d) participate in indoor games
2. Which of these statements is NOT true?
 - a) playing tennis can help children focus their attention.
 - b) practicing sports during childhood will encourage good health decisions later in life.
 - c) The positive experiences that sports bring play an important role only in a young person's life.
 - d) sport can also have the power to help us rest
3. The author believes that _____. ()
 - a) children should be obliged to participate in sports at school.
 - b) all parents should be forced to include sports with their children in their schedules.
 - c) parents with obese children must practice sports.
 - d) parents with timid children must practice sports.
4. Which of the following statements is TRUE?
 - a) Practicing sports together can help all the members of the family sleep better.
 - b) Parents of active children should consider participating in sports in order to relax appropriately.
 - c) Active children will be able to sleep more easily if they play sports daily.
 - d) Parents of active children will be able to sleep early.

5. According to the text, _____ ()
- by playing sports, children understand the power of hard work.
 - while practicing sports, children learn that in order to achieve their goals they have to obey their coach.
 - sports are particularly helpful for children who have no discipline.
 - sports help get rid of obesity.
- How do sports help us?
 - Why are group activities important?
 - Which type of sport can make a child active. Give an example.
 - How do Sports help in developing self-esteem among children?
 - Why is sport mandatory in a family?

Vocabulary

Homonyms are words with similar pronunciation or spelling, but with a different meaning.

Use the words given below in your own sentences so as to get different meanings. One is done for you.

Cricket	India will host Men's cricket world cup in 2023.
	Cricket is active at night.
bank	
will	
bark	
watch	
bat	
saw	

Homophones are words with similar pronunciation but with a different spelling and meaning. Use a dictionary to find the homophones for the given words. Also use them in your own sentences. One is done for you.

would	Achrekar Sir <i>would</i> jump on to his scooter and come to find me.
	The most preferred <i>wood</i> for the production of cricket bats is willow.
know	
be	
throne	
watt	
right	
herd	

Grammar

Observe the use of **a**, **an**, **the** in the following passage from ‘Learning the Game’.

However, he suggested that while doing so, Sir should pretend to go away and then watch from a distance. Sir agreed. Before long, I was asked to bat again and, without Sir's trained eyes scrutinizing me - or so I thought, I felt more at ease and soon started to hit the ball well. This time, Sir agreed to let me join the camp. I was delighted and I must say it was an opportunity that transformed my life.

Look at the way **a**, **an**, **the** are used in the above passage. They are called **Articles**.

A or **an** is called the ‘indefinite article’ and **the** is called the ‘definite article’.

A/an is commonly used before a singular noun: a mistake, an excellent teacher, a person

The is used before nouns that are particular/referred to, etc.:

the classrooms; the teacher; the lesson

How to use them?

1. Indefinite Article-A/An

‘A’ is used before a singular noun which begins with a consonant sound.

a balloon, a champion, a drum, a finger, a hat, a jackfruit, a kite, a lesson, a novel, a European, a one-rupee coin, a university student, a U shape curve, a unique thing, etc.

An is used before a singular noun which begins with a vowel sound.

an apple, an appointment letter, an electrician, an eraser, an island, an old man, an ulcer, an MLC, an honest politician, an SBI credit card, etc.

Indefinite article is used

1. before a **singular countable noun in the general sense.**

A surgeon should be very careful during operation.

An engineer supervises the construction of a building.

We can take **a** decision.

2. in the **sense of the same.**

Ramu and Srinu are of **a** size.

Birds of **a** feather flock together.

3. in the **sense of every.**

Tomatoes cost Rs. 40/- **a** kilo.

The Rajdhani express runs at **a** speed of 140 km **an** hour.

4. when **a thing / a person is introduced for the first time**

They killed **a** snake there.

There is **a** swimming pool in our town.

5. With **quantity expressions to refer to certain material objects like**

a piece of paper, **a** cup of tea, **a** packet of salt, **a** bundle of grass, **a** cake of soap, **an** item of furniture, **a** piece of information, etc.

6. before **a singular noun used as an example of a class.**

A rose is **a** beautiful flower. **An** elephant is a big animal.

7. **before names of professions.**

Prathibha is **a** doctor. Ibrahim is **an** architect.

8. **in certain numerical expressions/quantities.**

Did you order **a** hundred chairs for our college?

Ravali faced **a** lot of trouble to reach her home in the rain.

9. **before Mr./Ms. when he/she is a stranger.**

A Mr. Bharani has come to meet my father. (**Bharani** is unknown to me.)

A Miss. Ariba is waiting outside.

10. **before plural forms used as singulars.**

a barracks, **an** innings.

11. **before abstract nouns in the sense of a kind of or the same.**

A knowledge of history is always useful.

The *indefinite article* is **NOT** used:

1. Before **plural countable nouns**: donkeys, asses, cobras, locks etc.
2. **Before uncountable nouns**: sand, clay, news, water, rice, milk etc.
3. **Before material nouns**: silk, iron, silver, wool, gold, glass etc.
4. **Before names of meal (used in general sense)**; breakfast, lunch etc.,

Exercises

Fill in the blanks with *a/an*

1. Dhoni is ___ famous cricketer
2. We can't live without ___ fan nowadays.
3. ___ apple ___ day keeps the doctor away.
4. ___ ATM is ___ useful machine.
5. ___ honest man is always respected
6. Hussain is ___ vegetarian?
7. It is ___ absurd story indeed.
8. ___ ant is ___ industrious creature
9. I don't believe him. He is ___ liar.
10. What ___ lovely Villa!
11. It is ___ one-man show!
12. I never witnessed such ___ long queue for Covaxin.

13. We have quite ___ few books on Yoga.
14. I saw ___ accident this morning.

Study the following and notice the contrast.

1. It took us **an** hour to reach **a** hospital.
2. He is **an** M.L.A. and **a** man of principles.
3. He is **an** honest man and hasn't got **a** house of his own.
4. We have to take **an** umbrella to go to **a** university in some countries.
5. Interacting with **an** MP is **a** memorable experience.

2. Definite Article- *the*

Read the following passage:

Sir Charles Spencer Chaplin (1889-1977), popularly known as Charlie Chaplin, was an English comic actor, film maker and composer. He rose to fame in *the* silent film era. He became a worldwide icon through his screen personality. He is considered one of *the* most important figures of *the* film industry. His career spanned more than 75 years, from childhood in *the* Victorian era until a year before his death in 1977.

Observe how *the* is used

The is used

1. with **nouns** which are *specific, unique and which have some distinction*
the Sun, *the* Moon, *the* earth, *the* sea, *the* weather, *the* Pyramids, *the* North Pole, *the* Charminar, *the* Warangal Fort, *the* silent film era, *the* film industry, *the* Victorian era
Or known to the speaker and the listener.
the railway station, *the* Commissioner, *the* Mayor
2. with **nouns** referring to **musical instruments (singular)**.
Lord Krishna played *the* flute.
AR Rahman has impressed every one with his composition of music on *the* guitar.
3. (i) with **nouns used as an example of a class (in singular)**.
The camel is the ship of **the** desert.
The lion is the king of the jungle.

- (ii) with **nouns referring to a part of the human body.**

The heart is a very important organ of our body.

The tongue decides the taste factor.

- (iii) if *the* is placed before an adjective that is used as a noun, it conveys the meaning of a Plural Noun.

The blind are very active. (the blind-blind persons)

We have to help *the* poor, (the poor = poor persons)

4. with **most of the common time expressions.**

The minister is arriving in *the* morning.

We will go and meet them in *the* evening.

5. (i) **to refer back: before a noun, which becomes definite as a result of being mentioned again.**

I met *a* girl and *a* boy at a railway station. *The* girl is about ten years old and *the* boy is about five years old.

- (ii) **referring forward: when the noun is qualified by a clause:**

The student whom I motivated became a doctor.

The novel I bought yesterday is interesting.

6. (i) before **adjectives in the superlative degree**

R.K. Narayan is one of *the* greatest Indian writers in English

Honesty is *the* best policy

Vishwanathan Anand is one of *the* most famous Chess players in the world.

- (ii) before **ordinals.**

Rakesh Sharma was *the* first Indian to go into the space.

The Padma Shri is *the* fourth highest civilian award in India.

My parents will celebrate *the* 25th wedding anniversary next year.

- (iii) **before only when used as an adjective.**

Vijay was *the* only student who raised a doubt about articles.

Abdul Kalam is *the* only president who was also a scientist.

- (iv) **before names of seas, rivers, chains of mountains, groups of islands, canals, waterfalls,** etc.

the Pacific ocean, *the* Himalayas, *the* Andamans, *the* Niagara, *the* Kuntala Waterfalls,

7. before **names of countries/states (proper nouns) which signify a combination of more than one unit and those which have words like Republic, United Kingdom, Federation**
the United States of America, *the* United Kingdom;
the United Arab Emirates, *the* Republic of Germany, *the* Netherlands
8. before **names of some books of religious importance.**
the Quran, *the* Gita, *the* Bible, *the* Guru Granth Sahib
 If the author's name is mentioned, '*the*' is not used.
the Mahabharata but Vyasa's Mahabharata
9. before **the types of meal if used not in general sense.**
The breakfast served at Taj Hotel is very tasty.
10. before **comparatives when they are repeated, (more..... less...)**
The more you concentrate, *the* more you understand.
The less you work, *the* less you get.
11. before **a proper noun used as a common noun.**
 Irshad is *the* Dhoni of their team.
 High-Tech city is *the* Silicon Valley of Telangana State.
12. before **nouns which name the people of a country collectively.**
The English ruled India for more than two centuries.
13. before **surnames used in plurals.**
The Birlas established Kesoram Cement Factory.
The Tatas are pioneers in Steel Industry.
3. ***The*** definite article is **NOT** used
 - i) before **abstract nouns (unless they are used to particularize):**
joy, sorrow, patience, excitement, anger, determination, knowledge, etc.
 - ii) Before **proper nouns: India, Chennai, Saina, Fariya**
 - iii) before **names of meal: breakfast, lunch, dinner (unless specified)**
 - iv) before **parts of the body (when they are used with possessive pronouns- my legs, his eyes, her hands)**
 - v) before **names of substances (used in a general sense): steel, gold, silk**

- vi) before **nouns referring to certain institutions (unless they are used with a specific purpose): go to school, go to church, go to hospital, go to court,**
- vii) before **plural nouns (used in a general sense): students, houses**
- viii) before **titles/positions like King, Pope, President, Moulana, Principal, if the name follows: King Lear, Queen Victoria, Rani Rudrama, Moulana Abul kalam Azad, President Draupadi Murmu**
- ix) before **words showing nationality used in plural form: Australians, Indian, Russians, Frenchmen, Hungarians**
- x) before **names of mountains, peaks, hills: Mount Everest, Mount Abu, Tirumala**
- xi) before **all day/all night: It rained all day due to depression.**

Exercises

Fill in the blanks with ***a, an or the***

1. I bought ____ pair of new shoes.
2. I saw ____ movie last night.
3. It's raining. Do you need ____ umbrella?
4. Look at ____ woman over there! She is my mother.
5. ____ night is quiet. Let's take a walk.
6. ____ spider has eight legs.
7. Peter is ____ Italian.
8. I read ____ amazing story last Sunday,
9. ____ tiger is in danger of dying out.
10. She has got ____ long hair.
11. ____ blind, ____ deaf, and ____ dumb lead ____ miserable life.
12. My sister is married to ____ farmer.
13. We spent ____ whole week in ____ Hawaii.
14. They met ____ Minister yesterday.
15. It was ____ hottest day ever.
16. I put ____ unopened letters over there.
17. Is ____ clock slow, or is it me?
18. Keeravani is ____ music composer and also

19. I was moved by___ kindness that he showed.
20. I did not know that___ dictionary belonged to you

Writing

A Profile is an outline or a short article giving the details or description of a person's life events.

It provides the reader basic information about the person, and gives a sense of person's character.

Name	: Nikhat Zareen
Date of birth	: 14 June, 1996
Place of birth	: Nizamabad, Telangana.
Age	: 26 years
Height & Weight	: 5'7 & 52kg
Nationality	: Indian
Family	: Father – Mohammed Jameel Ahmed Mother – Parveen Sultana Siblings - 3 Sisters
Education	: Nirmala Hrudaya Girls High School, Nizamabad Bachelor of Arts (B.A.) from AV college, Hyderabad.
Profession	: Boxer
State/Team Represents	: Telangana, India
Debut (first entry)	: Erode Nationals - 2010
Career Best	: Gold Medal - 2022 Commonwealth Games, Birmingham, England. Gold Medal - 2022 IBA Women's World Boxing Championships Gold Medal -2011 Women's Junior and Youth World Boxing Championships
Hobbies	: Gym, Social networking
Awards/ Medals received	: 2014: Nikhat was appointed the official ambassador of her home town Nizamabad. 2016: The New Indian Express Devi Award 2019: JFW award for Excellence in Sports

Collect information from newspapers, magazines, periodicals and books about any two famous sports women. Prepare their profiles. Use the above format.

Study Skills

Information Transfer

Information is presented in two ways verbal and non-verbal. When we study texts we come across illustrations such as tables, bar graphs and some other diagrams that explain data. But why are diagrams preferred to texts? Here are some reasons.

- ❖ Diagrams help us grasp information quickly.
- ❖ They save our time and energy.
- ❖ Pictures are processed faster than text matter by our brain
- ❖ Diagrams break the monotony of reading.

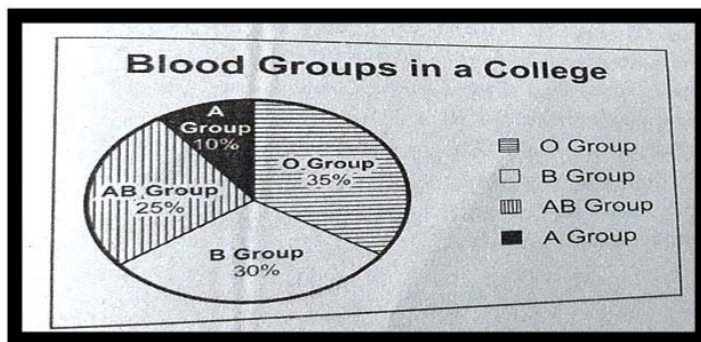
In this topic we will learn how data can be arranged in **pie charts**. This activity is called **Information transfer**.

1. Pie charts

In a pie chart, the information is presented in the form of a circle. The circle is divided into sections called 'sectors'. The contribution of each unit in the chart is represented in 'percentages'.

Example 1

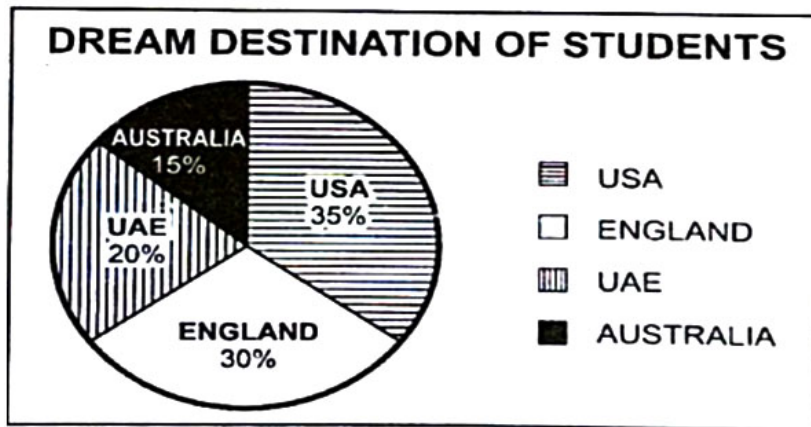
The following pie chart depicts the results of a survey regarding distribution of different Blood Groups in a college.



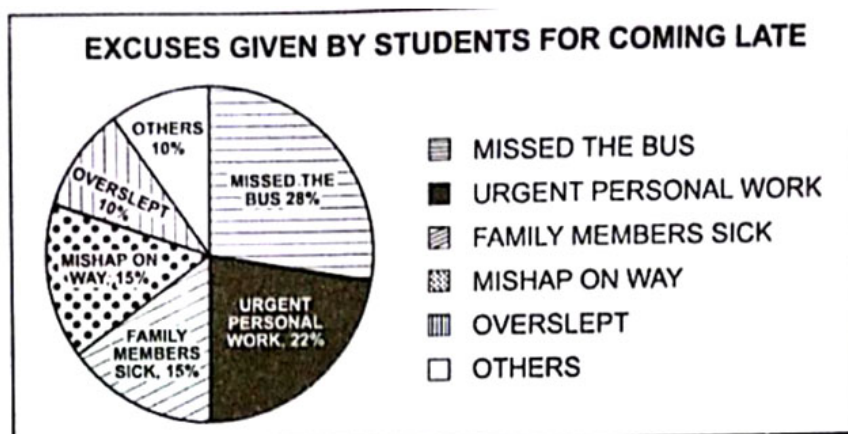
From the figure we can see that 35% of the students of the college have 'O' Group of Blood and these students form the largest group. The next largest group comprises the students with B Group of Blood. 30% of the students belong to this category. 25% of the students have 'AB' Group of Blood. Finally, we see that only 10% of students have 'A' Group of Blood. Thus, from the pie chart we can conclude that while many students have 'O' Group of Blood, very few have 'A' Group.

Exercises

1. **Students of TS Model Junior College Karimnagar** were asked which country they would like most to visit. Given below are the findings of the survey in the form of a pie-chart. Study it and answer the questions that follow.



1. What does the pie chart show?
 2. Which countries were chosen as 'Dream Destinations'?
 3. Which is the most preferred country?
 4. Which is the least preferred country?
 5. What is the difference in percentage between those who preferred the USA and those who preferred Australia?
 6. Some students wanted to visit China. Write True/False
2. Observe the pie chart given below. It contains information about the excuses given by the students of Govt. Junior College for coming late. Answer the following questions.



1. What does the pie chart show?
2. What was the most common reason cited by students for coming late to class?
3. The percentage of students who said that a family member was sick was_____.
4. The students who offered miscellaneous reasons, not specifically shown, comprised _____%.
5. The number of students who said that they had met with a mishap on the way was the same as those who said that _____(complete the sentence)
6. The number of students who missed the bus was more than that of those who had urgent personal work. Write True/False

UNIT 5

TELEVISION

- Roald Dahl

Objectives

After reading this lesson, you will be able to ...

- appreciate (recognize and enjoy) the beauty of the poem (style, tone, figurative language, etc.).
- read the poem aloud with rhyme and rhythm.
- appreciate the satire that is used in the poem.

Appetizer

Do you watch Television? What kind of shows do you like? Discuss with your friends: what is their preference? How much time do they spend watching T.V.

Do you know that children used to spend their leisure time by reading books? Do you also read books? How important is the reading habit?

Do you think that children of modern times do not read for pleasure at all? How does it affect them?

Now let us read the poem. Read the poem aloud to enjoy the rhythm. Then read it silently and slowly.

About the Author

Roald Dahl (1916-1990) was a British novelist, short story writer and a poet. His works were mostly for children like *The Twits*, *Charlie and the Chocolate Factory*, *Matilda*, and the *BFG*, which made him one of the best-selling authors. Apart from children's stories, he also published collections of poems titled *Revolting Rhymes* (1982), *Dirty Beasts* (1984). September 13, his birthday, is celebrated world-wide as Roald Dahl day.

About the Lesson

The poet-speaker compels the parents to keep their kids away from the television at all times. He claims to have witnessed kids in every home staring intently at televisions for extended periods of time. The speaker refers to television as an "idiotic thing" and cautions that worthless

television shows damage children's imaginations, weaken their ability to think critically, and weary them.

Dahl encourages the parents to put a beautiful bookshelf in the place of the television and fill it with books about interesting subjects and stories. Even if the kids initially express their dissatisfaction, they will eventually grow to enjoy books, find the joy of reading, and love their parents for what they've done.

Gist

This poem is taken from the collection 'Revolting Rhymes'. It is a stinging satire on Television. With the advent of television, books are no longer being read. Television is filling the young and impressionable children's head with nonsense. Children are so addicted to the 'idiot box' that they are hypnotized by it. Television kills the imagination of children as it does not allow them to think at all. It makes children so dull that they are unable to think or imagine on their own. The poet comments that the television has become the world's baby sitter. Most parents plop their kids in front of the television because it keeps the children out of mischief. He appeals to the parents to stop encouraging children to watch television. Instead of that, parents should get books for them to read. They could provide a bookshelf filled with books. Children might initially revolt but soon they will start reading in right earnest. Thus, they will be weaned away from the habit of watching television.

Poem

Segment - 1/3

The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set -
Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
They sit and stare and stare and sit

Until they're hypnotised by it,
Until they're absolutely drunk
With all that shocking ghastly junk.

Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink -

Check Your Understanding:

1. Who is the poet addressing?
2. What is referred to as the 'idiotic thing' by the poet?
 - a) watching television
 - b) installing television
 - c) gaping at the screen
3. Who are 'they' in the passage? What is being told about them?
4. What keeps them 'still'? Why?
5. Why do the parents let their children watch television?

Glossary

install(verb) : place or fix (equipment or machinery) in position ready for use

stare (verb) : looked fixedly or vacantly at someone or something

gaping(v) : opening one's mouth wide in wonder or awe

hypnotize(v) : to be in such a state that you would do what others say

ghastly junk(n) : horrid, repulsive nonsense (here) referenceto the useless programmes on television

Segment - 2/3

But did you ever stop to think,

To wonder just exactly what

This does to your beloved tot?

IT ROTTS THE SENSE IN THE HEAD!

IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK - HE ONLY SEES!
'All right!' you'll cry. 'All right!' you'll say,
'But if we take the set away,
What shall we do to entertain
Our darling children? Please explain!'
We'll answer this by asking you,
'What used the darling ones to do?
'How used they keep themselves contented
Before this monster was invented?'
Have you forgotten? Don't you know?
We'll say it very loud and slow:
THEY... USED... TO... READ! They'd READ and READ,
AND READ and READ, and then proceed
To READ some more.

Check Your Understanding

1. What is the poet asking us to 'wonder' in the second line?
2. What happens to the children if they watch TV continuously?
3. How did the children spend their free time before the TV was invented?
4. The poet wants us to say very loud and slow that
 - a) Children used to read more and more books in the past.
 - b) Children never used to watch T.V.
 - c) Children used to entertain the parents.
 - d) Parents used to read books.

Glossary

- clog (verb) : block or become blocked with an accumulation of something.
- clutter (verb) : (here) fill with unnecessary things.
- ignore (verb) : refuse to take notice of or acknowledge.
- contended (adjective) : feeling or expressing satisfaction.

Segment - 3/3

So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks-
Fear not, because we promise you
That, in about a week or two
Of having nothing else to do,
They'll now begin to feel the need
Of having something to read.
And once they start - oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They'll grow so keen
They'll wonder what they'd ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
And later, each and every kid
Will love you more for what you did.

Check Your Understanding

1. What does the poet want the parents to replace the TV set with? Tick mark the right answer.
a) games b) books c) mobile phones
2. What does the poet mean by the phrase “Ignoring all the dirty looks”?
3. Who are ‘they’ in the first line? What would they start doing?
4. What does the poet mean by ‘slowly growing joy’?
5. The poet refers the television as ‘repulsive’. What is the meaning of the word repulsive in this context? Pick the right answer from the options given below.
a) causing aversion or hatred b) delightful and attractive c) uninviting
6. What makes the children love their parents more?

Glossary

- keen (adjective) : having or showing eagerness or enthusiasm
ridiculous (adjective) : absurd, deserving or inviting mockery
repulsive (adjective) : arousing intense disgust

Comprehension

I. Annotate the following in about 100 words. The first one is done for you:

1. In almost every house we've been,
We've watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.

Ans: These lines are taken from the poem ‘Television’ by Roald Dahl. In this poem, Roald Dahl expresses his concern over what the modern invention, the television set, has done to children. Children are now addicted to television and sit in front of it watching programmes all day long. They laze around in front of the television and gape at the screen. They have no physical activity and this spoils their health. It also prevents them from using their imagination in a creative way. The poet bemoans this fact and feels that parents should encourage children to read books instead of watching T.V. The poet uses rhyming couplets. The use of verbs like ‘loll’, ‘slop’ and ‘lounge’ aptly describes the postures adopted by the children while watching television.

2. They sit and stare and stare and sit
Until they're hypnotized by it,
Until they're absolutely drunk
With all that shocking ghastly junk.
3. It rots the sense in the head!
It kills imagination dead!
It clogs and clutters up the mind!
4. So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. How does television kill one's imagination?

Ans: 'Television' is written by Roald Dahl. In this poem, the poet has described how a TV set takes a toll on the development and growth of a child's mind. Imagination helps you to form a picture in your mind of something that you have experienced or thought about. Nowadays, children sit for hours in front of the television set. A child in such a case does nothing but just watches the TV. He does not think too much. He loses the capability to understand and respond to the environment around him. This ability to think of new ideas diminishes when a child passively engages in watching television. Watching too much television destroys the child's abilities to create or understand worlds of fantasy. This loss of creativity is pointed out by the poet explicitly in the poem.

2. Describe how children spent their leisure time in the past and how they spend it now?
3. What is the moral conveyed by the poem 'Television'?

III. Read the following lines from the poem and answer the questions that follow.

Passage 1

Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping at the screen.

They loll and slop and lounge about,
And stare until their eyes pop out.
They sit and stare and stare and sit
Until they're hypnotized by it,
Until they're absolutely drunk
With all that shocking ghastly junk.

1. Whom does the poet address in the above lines? ()
a) parents b) children c) readers d) television
2. The common sight in every house these days is _____. ()
a) Children gaping at the TVscreen b) Children reading books
c) Children getting hypnotized d) Children spending time with parents
3. Children watch TV until their eyes _____ out ()
a) loll b) slop c) lounge d) pop
4. What does Roald Dahl call a TVset? ()
a) idiotic thing b) ghastly junk c) monster d) ridiculous machine
5. What is the most important thing that the poet has learnt so far as children are concerned?
6. What has the poet experienced at almost every house he has been?
7. What does the poet mean by 'ghastly junk'?
8. What are the adjectives the poet used to describe children's addiction to television?
9. What does the poet ask the parents not to install?

Passage 2

Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink -
But did you ever stop to think,

To wonder just exactly what
 This does to your beloved tot?
 IT ROTTS THE SENSE IN THE HEAD!
 IT KILLS IMAGINATION DEAD!
 IT CLOGS AND CLUTTERS UP THE MIND!
 IT MAKES A CHILD SO DULL AND BLIND
 HIS BRAIN BECOMES AS SOFT AS CHEESE!
 HIS POWERS OF THINKING RUST AND FREEZE!
 HE CANNOT THINK - HE ONLY SEES!

1. The poet says ‘**it keeps them still**’ What does he mean by ‘it’? ()
 a) Parents b) TV c) Reading d) Playing
2. According to the poet, what ill effects does TV have on children? ()
 a) It produces dullness in their mind b) It kills imagination and thinking ability
 c) It fills the mind with unwanted junk d) All of the above
3. The poet wants the parents to think about----- ()
 a) the damage caused by the TV
 b) the ill effects of the watching TV
 c) how watching TV continuously is damaging their child’s mental health
 d) the benefits of watching TV
4. The rhyme scheme followed in the above extract is--- ()
 a) aa, bb --- b) ab, ab- c) abc, abc d) abcd, abcd
5. The expression “**He only sees**” means.... ()
 a) he loses his creative thinking b) he watches TV
 c) he lives in a virtual world d) he becomes dull
6. What happens to the child’s power of thinking?
7. How does TV prove to be useful and convenient to parents?
8. Who are left free to ‘cook the lunch’? What do they do to ‘cook the lunch’?
9. What question does the poet ask the parents?
10. How does watching TV damage the children?
11. What does the poet mean by ‘he only sees’ in the last line of the passages?

Passage 3

So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
That, in about a week or two
Of having nothing else to do,
Fear not, because we promise you
That, in about a week or two
They'll now begin to feel the need
Of having something to read.
And once they start - oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They'll grow so keen
They'll wonder what they'd ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
And later, each and every kid
Will love you more for what you did.

1. The poet makes an appeal to _____ ()
a) throw away the TV sets b) stop their children from watching TV
c) uninstall the TV sets d) all of the above
2. The poet requests the parents to replace a TV set with _____ ()
a) a mobile phone b) book shelf c) video game d) outdoor games
3. The poet calls TV a '**ridiculous machine**'. What does he mean by that? ()
a) absurd b) wonderful c) funny d) useful

4. Children will slowly fall in love with the books. (True/False)
5. According to the poet, reading books is better than watching television. (Yes/No)
6. Why does the poet advise the parents to fill the shelves with books?
7. What will 'they' start? Why?
8. What would the children realize?
9. Why would the children love you more?
10. What do you think are the benefits of reading books?

Appreciating the poem

Roald Dahl has used numerous rhetorical devices in his poem 'Television'. In fact, almost every line has something figurative in it, leave alone the overall poetic devices like rhyme, rhythm and meter. Here is a list of all those devices that I have spotted so far:-

Simile: A simile is a direct comparison between two different things using 'as' or 'like'.

In the line "**HIS BRAIN BECOMES AS SOFT AS CHEESE**", the poet uses a simile. Brain is compared to cheese for its softness after watching TV.

Metaphor: "*Until they're absolutely drunk*" - Children's minds, filled with the images and stories of a virtual world, are compared to a drunk man's imaginary world in an apt metaphor here.

Consonance and Alliteration: Consonance is repetition of consonant sound in nearby words.

Example of other consonance: "*It makes a child so dull and blind*" (repetition of 'L' and 'D' sounds) / "He can no longer understand" ('N' sound repeated)

Assonance: Assonance is the repetition of vowel sounds in nearby words

"And in its place you can install" (repetition of 'i' sound)

What are the figures of speech and other poetic devices used in Roald Dahl's poem 'Television'? Write them?

Objectives

After reading this lesson, you will be able to ...

- appreciate the importance of film as a potent means of communication.
- understand the roles of actors, directors and film crew in creating stories using images in motion.
- acquire technical vocabulary to understand cinema and film making.
- become familiar with media skills and dramatic production skills.

Appetizer

Movies are as integral to our culture as tea and snacks. India is one of the largest producers of films. Is a movie the same as a film? Does it include digital video, broadcast content, and streaming media? Can we produce a film with a smartphone?

About the Lesson

Films are a great source of entertainment, information and education. In a world full of hardships, human beings need respite to relax and refresh. So, we have not only found many ways of entertaining ourselves but also invented umpteen number of means, machines, and technologies to make life easier. One such technology is motion picture or film.

More than 100 years have passed since the invention of the camera and the use of film for both still photos and motion pictures. The technique has a certain beauty to it because we can perceive visual things, and a picture really can say a thousand words! The film, despite its lengthy history, continues to be the ideal medium for capturing still and moving images due to its amazing capacity to capture information in a relatively stable form. In this lesson, we will learn about how a film is made, its uses and its impact on society. Also, we will know the connection between drama and film, and the role of directors and actors in bringing a script to life. If you love cinema, you would love how it is made too!

Gist

Lights, camera, action! Acting and drama have been a mainstay of entertainment even before the cameras were invented in the nineteenth century. Drama served as a vehicle for the dissemination of ideas and propaganda. Lives of many people, especially those from lower socioeconomic origins to monarchy, showed how vital the dramas and actors were. Despite the fact that drama and propaganda are transmitted through different media, their impact is nevertheless greater than ever.

Film - a drama in its modern avatar - can reach a wide range of people from many cultures and backgrounds. Thus, it is a very potent form of entertainment. The film, like theatre, is an artistic medium that conveys a story. However, many technological innovations have dramatically enhanced the quality of film making and the film itself. Moreover, films are used by producers and directors to change the audience's perception about a variety of subjects. Films can be used to educate people about different issues, like history, culture, religion, ideology, science, etc.

Text

Segment - 1/3

Film, often known as a motion picture, movie or cinema, is a collection of static images that are rapidly and successively projected onto a screen using light. This creates the appearance of true, smooth, continuous movement due to the optical phenomena known as 'persistence of perception'. Technically, the word cinema itself derives from the ancient Greek *kinema*, meaning movement.

Historically, it's a shortened version of the *French cinematographe*, an invention of two brothers, Auguste and Louis Lumiere, that combined cinema with another Greek root, *graphien*, meaning to write or record. Acting out ideas to entertain or inform others was one of the first forms of entertainment, possibly even existing before organised human language. This art form has changed over time. After its origin in ancient Greece, drama and theatre have changed a lot.

There were just comedies and tragedies in the early works. These two genres had to develop over time in order to fit the wide variety of writing styles and audiences attracted to theatrical performances. Film is a modern avatar of drama. It is fundamentally just another method of telling a story. It is a visual medium; because of this, it has the luxury of time to adjust the lighting, cameras, sound, actors, colour and angles to produce the setting that best fits the narrative.

Over the years, advances in hardware, computer effects, distribution and technique have influenced changes in film making. But its main objective has remained the same: to entertain and convey stories.

Film is an incredibly powerful tool for expressing drama and especially for evoking emotion. Motion picture art is extremely complicated, needing contributions from almost all other disciplines, as well as a wide range of technical abilities such as sound recording, photography, and optics. This new art form, which appeared at the end of the 19th century, went on to become one of the most well-liked and significant media of the 20th century and beyond. Film was rapidly acknowledged as possibly the first truly widespread form of entertainment. It provided fictional narratives to sizable crowds in theatres. The media also evolved as a way of artistic expression in disciplines like acting, directing, screenwriting, cinematography, costume and set design, and music - all without losing their broad appeal.

Check Your Understanding

1. What is a film?
2. Name any two genres of drama.
3. What is the main objective of the film?
4. Why did the film become the significant media of the 20th century?

Glossary

phenomena (n)	:	important events or patterns of things
derives (v)	:	comes from
tragedies (n)	:	terrible events
genres (n)	:	types of writing or art
theatrical (adj)	:	dramatic/theater-based
avatar (n)	:	symbolic picture or embodiment
technique (n)	:	way of doing things
evoking (v)	:	reminding people of/bringing out
acknowledged (v)	:	admitted/recognized/responded to
fictional (adj)	:	based on a made-up idea
evolved (v)	:	changed and got better
cinematography (n)	:	movie photography

Segment - 2/3

It is important to note that filmmaking is a complex process. In a drama, the story progresses through verbal and non-verbal interactions between the characters. Also, the presentation is suitably supplemented by audio and visual effects. In the digital era, filmmaking involves more than the basics of drama.

According to Aristotle, there are six elements of drama. They are plot, character, thought (theme), diction (language), spectacle, and song (music). Apart from these elements, a modern film has lighting, colouring, lens, framing of the shot and camera movement as other important elements. Moreover, the four characteristics that distinguish motion picture media from other artistic mediums are luminosity, movement, realism, and montage. Let us understand some of these technical concepts in detail.

Script: Script is the written form of a play, film, speech, etc. A script is a document that comprises the setting, characters, dialogue, and stage directions for a film, TV show, stage play, or even a video presentation nowadays. In filmmaking, the process begins with a script. The process of writing a script has also changed over time. It often adopts a particular format and style. The greatest way to present a story through visual imagery is to show viewers what is happening rather than simply informing them.

Acting: Acting means to perform a story by an actor or actress who adopts a character. When performed correctly, acting provides more than just amusement. It turns a play or script that has been created into a life, breathing work of art that can inspire many people. Actors hone the ability to construct characters who become likeable and memorable. Just like the memorable characters of Shakespeare, modern actors also play characters that leave imprints in the minds of viewers. For example, Telugu actress Savitri or Bollywood actor Amir Khan have done so through their acting.

Direction: Directing for a stage or film is similar. The director - the person responsible for the direction - creates an overall vision through which a film eventually becomes realized. The direction includes both the camera shots and the lighting to obtain a particular type of effect and mood. The director also interacts with the cast and other crew members to accomplish the shooting of the film and its editing in post-production. The director orchestrates everyone's participation in the artistic endeavour. In the editing phase of the film, the director involves in creating the pace, rhythm, coherence, story, and character development.

Check Your Understanding

1. What are the six elements of drama according to Aristotle?
2. What does the script mean in filmmaking?
3. What are the essential characteristics of a motion picture?

Glossary

diction (n)	:	speaking style
medium (n)	:	ways of communicating

luminosity (n)	:	brightness
realism (n)	:	interest in what's lifelike and actual
montage (n)	:	group of pictures
accomplish (n)	:	complete
orchestrate (v)	:	plan and control
endeavour (n)	:	effort / try
coherence (n)	:	clarity in thinking or speaking

Segment - 3/3

Now, let us understand a few technical concepts in filmmaking.

Film gauge: A film gauge is the size of the film stock. The film gauge is determined by measuring from corner to corner the individual frames that will be exposed to light. The standard film gauge in cinema is 35mm. However, sizes range from as small as 8mm all the way up to 70mm. And each size will render a different look, with more or less detail once enlarged.

Resolution & Frame rate: Resolution is the detail an image holds. The standard for “high definition” is an image measuring 1920×1080 pixels, also known as 1080p (‘p’ stands for the progressive scan). Pixels are the smallest visible unit in a screen's ability to produce an image. Nowadays, digital cinema is recorded at a much higher resolution of at least 4096×2160 pixels, or 4K. In fact, your smartphone camera could record a 4K video. With technology improving rapidly, 6K, 8K, and 10K would become standard too. But the resolution isn't the only factor that affects image clarity. Cinematographers can also manipulate the frame rate to render super-sharp imagery. For decades, the standard frame rate for cinema has been 24 fps (i.e., frames per second). That produces a familiar, cinematic "look" to the finished film in part because of motion blur. A film shot and projected at 48 fps, 96 fps, or even 120 fps render an ultra sharp image with almost no motion blur.

Lighting: Without light, there is no image, and there can be no cinema. But simply having enough light to expose an image is not enough. A cinematographer manipulates light to make the film look cinematic. To do that, one needs to know the basic properties of light: source, quality, direction and colour. Source refers to both the origin and intensity of the light. There are two sources of light: natural, i.e., light from the sun or moon; artificial, i.e., light generated from LED, incandescent, fluorescent, etc. In terms of quality, light could be hard or soft. Hard lighting is intense and focused, creating harsh, dramatic shadows. Soft lighting is more diffused and even, filling the space with smooth, gradual transitions from light to dark. Direction here means the direction from which the light is coming into the scene. It could be left, right, below, or above. Typically, a three-point lighting set-up is used: key light, fill light and backlight. The key

light is usually the brightest light on the set that adequately exposes the main subject. A fill light, a less intense light, fills the shadows from the key light. A combination of the two makes the scene feel a bit two-dimensional. Hence, the backlight is usually used to light the back of the subject's head. Colour is another property of light. Tungsten light is usually warm with an orange glow to it. On the other hand, a fluorescent tube light produces cooler and bluer light. Depending on colour temperature, which is measured in Kelvin, light could be warm or cool.

Lens: Lenses offer better image quality. There are two basic types of lenses: zoom and prime. Zoom lenses allow us to adjust the focal length, magnify the image or widen the angle of view. In other words, the zoom lenses can 'zoom in' or 'zoom out' to create the required image. Prime lenses have a fixed focal length. A prime lens is used to emphasize a character or object in the foreground from the background scenery.

Composition of shot: Composition here means the arrangement of people, objects and setting within the frame of an image. Framing a shot - how each shot is designed - is one of the most important elements in cinematic storytelling. Every frame is some variation of a rectangle. The width of the frame relative to its height is known as the aspect ratio. The current standard for motion pictures is 16:9, a rectangle that is almost twice as wide as it is tall. Earlier, the standard was 4:3, which is also known as the academy ratio. In order to create a proportional and pleasing composition, 'rule of thirds' is used. It is about proportion in the composition and bringing a sense of symmetry to the image. In terms of composition or framing, there are multiple possibilities, such as close-up, extreme close-up, medium close-up, medium shot, medium long, long etc.

Camera movement: There are many ways a camera can move. The two simplest moves are pans and tilt. A tilt is simply moving the camera up or down from a fixed point, usually a tripod. A pan is simply rotating the camera from side to side, also from a fixed point. A few more ways of camera movement are handheld shot, dolly shot, tracking shot, crane shot, etc.

In conclusion, it can be said that film is a potent communication tool. Film not only narrates a story but also motivates viewers to act in the characters' footsteps. Films can influence how individuals conduct their daily lives. It can also influence them by encouraging them to make long-term decisions. The art of filmmaking is a complex and challenging endeavour that involves a variety of skills, including script writing, direction, acting, and music. In the digital era, people with Smartphone and a basic understanding of filmmaking can produce their own short films, tutorial videos, etc.

Check Your Understanding

1. What is 'three-point' lighting?
2. What is the standard aspect ratio for a film?

3. How many basic types of lenses are there? What are they?
4. What are the simplest moves of the camera?

Glossary

concepts (n)	:	ideas
render (v)	:	make/give
resolution (n)	:	visual sharpness
cinematographer (n)	:	movie photographer
manipulate (v)	:	control/move around
cinematic (adj)	:	movie-based
intensity (n)	:	strength
incandescent (adj)	:	glowing
diffused (n)	:	spread out
emphasize (v)	:	bring attention to
symmetry (n)	:	reflection of form; balance among the parts of something
potent (adj)	:	strong
endeavour (n)	:	effort/undertaking

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you:

1. Film is a modern avatar of drama.

Ans: The above line is taken from the lesson titled 'On Films'. It is an essay on films. Film and drama are intrinsically linked. In a drama, the story progresses through verbal and non-verbal interactions between the characters. Also, the presentation is suitably supplemented by audio and visual effects. In the digital era, filmmaking involves more than the basics of drama. According to Aristotle, there are six elements of drama. They are plot, character, thought (theme), diction (language), spectacle, and song (music). Apart from these elements, a modern film has lighting, colouring, lens, framing of the shot and camera movement as other important elements. Moreover, the four characteristics that distinguish motion picture media from other artistic mediums in either degree or kind are luminosity, movement, realism, and montage. Hence, film can be regarded as a modern avatar of drama.

2. Filmmaking is a complex process.

3. Without light, there is no image, and there can be no cinema.
4. 'Rule of thirds' in film shot.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. Explain the importance of a film.

Ans: Film is a potent communication tool. Film not only narrates a story but also motivates viewers to act in the characters' footsteps. Films can influence how individuals conduct their daily lives and can influence them by encouraging them to make long-term decisions. Film was rapidly acknowledged as possibly the first truly widespread form of entertainment. It provided fictional narratives to sizable crowds in theatres. The media also evolved as a way of artistic expression in indiscipline like acting, directing, screenwriting, cinematography, costume and set design, and music - all without losing its broad appeal. In the digital era, people with Smartphone and a basic understanding of filmmaking could produce their own short films, tutorial videos, etc.

2. Discuss the importance of 'lighting' in filmmaking.
3. Write a note on lenses and camera movement.
4. What is the role of a director in making a film? Elaborate.

III. Read the following passage carefully and answer the questions that follow:

Passage 1

Film is a modern avatar of drama. It is fundamentally just another method of telling a story. It is a visual medium; because of this, it has the luxury of time to adjust the lighting, cameras, sound, actors, colour and angles to produce the setting that best fits the narrative. Over the years, advances in hardware, computer effects, distribution and technique have influenced changes in filmmaking. But its main objective has remained the same: to entertain and convey stories. Film is an incredibly powerful tool for expressing drama and especially for evoking emotion. Motion picture art is extremely complicated, needing contributions from almost all other disciplines, as well as a wide range of technical abilities such as sound recording, photography, and optics. This new art form, which appeared at the end of the 19th century, went on to become one of the most well-liked and significant media of the 20th century and beyond. Film was rapidly acknowledged as possibly the first truly widespread form of entertainment. It provided fictional narratives to sizable crowds in theatres. The media also evolved as a way of artistic expression in disciplines like acting, directing, screenwriting, cinematography, costume and set design, and music - all without losing their broad appeal.

1. Film is a modern avatar of ()
a) screenplay b) drama c) music d) photography
2. Film is a _____ medium. ()
a) audio b) visual c) music d) optical
3. Film appeared at the end of _____ century. ()
a) 17th b) 19th c) 18th d) 20th
4. Films provided..... ()
a) Pictorial media b) fictional narratives
c) modern art d) story
5. What is the main objective of the film?
6. How is film different from drama?
7. Name any two disciplines useful in filmmaking apart from photography.
8. Why is filmmaking extremely complicated?
9. What influenced changes in filmmaking over the years?
10. Who is your favourite actor?

Passage 2

Without light, there is no image, and there can be no cinema. But simply having enough light to expose an image is not enough. A cinematographer manipulates light to make the film look cinematic. To do that, one needs to have the basic properties of light. They are the source, quality, direction and colour. Source refers to both the origin and intensity of the light. There are two sources of light: natural, i.e., light from the sun or moon; artificial, i.e., light generated from LED, incandescent, fluorescent, etc. In terms of quality, light could be hard or soft. Hard lighting is intense and focused, creating harsh, dramatic shadows. Soft lighting is more diffused and even, filling the space with smooth, gradual transitions from light to dark. Direction here means the direction from which the light is coming into the scene. It could be left, right, below, or above. Typically, a three-point lighting set-up is used: key light, fill light and backlight. The key light is usually the brightest light on the set that adequately exposes the main subject. A fill light, a less intense light, fills the shadows from the key light. A combination of the two makes the scene feel a bit two-dimensional. Hence, the backlight is usually used to light the back of the subject's head. Colour is the fourth property of light. Tungsten light is usually warm with an

orange glow to it. On the other hand, a fluorescent tube light produces cooler and bluer light. Depending on colour temperature, which is measured in Kelvin, light could be warm or cool.

1. Who manipulates light to make the film look cinematic? ()
a) producer b) director c) cinematographer d) actor
2. Light from the sun or moon is _____. ()
a) artificial b) LED c) natural d) cinematic
3. _____ is the fourth property of light. ()
a) direction b) colour c) fill light d) key light
4. Colour temperature is measured in _____ units. ()
a) kelvins b) intensity c) light d) kilos
5. What are the basic properties of light?
6. What is soft lighting?
7. How is backlighting used?
8. What does the source refer to in lighting?
9. What does a fluorescent tube light produce?
10. How is key light used?

Passage 3

Composition here means the arrangement of people, objects and setting within the frame of an image. Framing a shot-how each shot is designed-is one of the most important elements in cinematic storytelling. Every frame is some variation of a rectangle. The width of the frame relative to its height is known as the aspect ratio. The current standard for motion pictures is 16:9, a rectangle that is almost twice as wide as it is tall. Earlier, the standard was 4:3, which is known as the academy ratio. In order to create a proportional and pleasing composition, 'rule of thirds' is used. It is about proportion in the composition and to bring a sense of symmetry to the image. In terms of composition or framing, there are multiple possibilities, such as close-up, extreme close-up, medium close-up, medium shot, medium long, long etc.

1. Current standard aspect ratio of the motion picture is _____. ()
a) 4:3 b) 16:9 c) 3:4 d) 9:16

2. In _____ ratio, a rectangle is almost twice as wide as it is tall. ()
a) 16:9 b) 4:3 c) 3:4 d) 9:16
3. The academy ratio is _____ ()
a) 3:4 b) 4:3 c) 9:16 d) 16:9
4. What is the most important element in cinematic storytelling?
5. What does composition mean?
6. What does symmetry mean?
7. What is 'rule of thirds'?
8. Name any three framing possibilities.
9. Which aspect ratio would you prefer in your phone for taking a picture?
10. Name a movie of which composition of shot you like most.

Vocabulary

Word Formation

Ever wondered how words are formed in English? There are many ways in which words can be formed. We will discuss prefixes and suffixes here with examples from your lesson.

In the word 'entertainment', the last part 'ment', also occurs in other words. For example, advertisement, achievement, excitement, etc. In all these words, the last part 'ment' is called a suffix. A suffix is a letter or group of letters added at the end of a word. So, when we add the suffix 'ment' to the word entertain (verb), it gives a new word 'entertainment (noun). There are many suffixes such as '-al', '-ly', '-er', '-or', '-ful', '-ter', '-ion' and '-tion' that are used to form new words in English.

Similarly, words like unpopular, unhappy and unnatural have 'un' as a part of the word that occurs in all of them. It is called prefix. A prefix is a letter or group of letters added at the beginning of a word to form a new word. For example, 'mis' in miscalculation, 'im' in impossible, 'in' in inexperience, 'dis' in disallow, 'pre' in preview, 'fore' in forecast, 'over' in overload are prefixes.

Now find out at least 20 words from your textbook which have prefixes and suffixes, and highlight prefixes and suffix parts in those words.

Reported Speech

Let us assume you have attended the Independence Day program in your school. Chief Guest of the program, SI Raju said in his speech, “I love school children.” In this speech, Raju’s words are put in quotation marks (“ ”). It is because any direct speech or statement of a person or organization is always put in quotation marks. But when you go home and ‘report’ what happened at the program in your school. You say the same thing differently. SI Raju said that he loved school children. You used ‘reported speech’. It is also called ‘indirect speech’. Let us see how we can change a ‘direct speech’ to a ‘reported speech’. There are some rules to understand:

1. Change of Subject

- a. Subject in the statement changes. For example, ‘I’ to ‘he or she’ depending on the gender of the speaker.

Change of Tense

- a. Simple Present → Simple Past
 - a. Simple Past → Past Perfect
 - b. Present Continuous → Past Continuous
 - c. Present Perfect → Past Perfect

Change of Place

- a. If there is a reference to a place, it also changes. For example, ‘here’ changes to ‘there’ in reported speech.

Change of Time expression

- a. If there is a reference to time, it also changes. For example, ‘today’ changes to ‘that day’, or ‘now’ changes to ‘then’ in reported speech.

Change of Demonstratives

- a. If there are any demonstratives like ‘this’ or ‘these’, they will change to ‘that’ and ‘those’ in reported speech.

6. Change of Modals

- a. If there are modals like ‘can’, ‘may’, ‘shall’ and ‘will’ in direct speech then they will change to ‘could’, ‘might’, ‘should’ and ‘would’ in reported speech.

Exercises

Rewrite the following in the reported speech:

1. He said to Poorna, "I have passed the test."
2. She said, "I am not well."
3. Rajesh said to me, "My book is better than yours."
4. He says, "Honesty is the best policy."
5. Ram says to his brother, "The sun is setting in the west."
6. My friend said to me, "I cannot help you at this time."
7. He says, "I shall help the poor."
8. She said, "I am working in the garden."
9. I said to the child, "Do not look down into the well."
10. He said to me, "Wait here till I return."
11. Mother said to daughter: "Put on your shoes."
12. Maya said to her uncle: "Don't be mad at me."
13. The instructor asked me, "Have you ever worked with groups from abroad?"
14. The assistant asked, "What are you looking for?"
15. She asked me, "Where is Arun staying now?"

Writing

Film Review

Now you know that making a film is teamwork. Many people contribute towards the production of a new movie. As soon as the movie is ready for release, reviews start coming in print and electronic media and on the internet. Let us understand how a movie reviewer or film critic writes a film review.

1. *Identify roles in the film.* Who are the film's actors, directors, producers, cinematographers etc.
2. *Outline the plot/story.* Note down the main events in the film and summarize them.
3. *Evaluate performance.* How were the acting and direction in the film? You can use grading adjectives like superb, good, okay, etc.

4. *Comment on technical aspects.* How was the music, cinematography, art, etc., in the film? If you understand these technical things, comment about it.
5. *Final verdict.* What is your overall opinion about the film? Do you suggest viewers to watch it? Is it a must-watch, worth watching, or a waste of time?

Exercise:

Find out any film review that appeared in print media and identify the above-mentioned five points in it.

Study Skill

10 GOLDEN RULES FOR ROAD SAFETY

STOP OR SLOW DOWN: Allow pedestrians to cross first at uncontrolled zebra crossings. They have the Right of Way (Rule 11)¹.

BUCKLE UP: so that your family and you are safe in the car (Section 138 (3))². Seat Belts reduce chances of death of a car occupant in accident by over 60%.

OBIEY TRAFFIC RULES AND SIGNS to prevent road accidents (Section 119)³.

OBIEY SPEED LIMITS for your own safety and that of others. (Section 112)⁴. In residential areas and market places, that ideal speed is 20 kmph and the limit is 30 kmph.

KEEP VEHICLE FIT to prevent breakdown and accidents on road (Section 193)⁵.

NEVER USE MOBILE WHILE DRIVING to avoid distractions that lead to accidents (Section 184)⁶.

WEAR HELMET to protect your head while riding a two wheeler (Section 129)⁷. A good quality helmet reduces the chances of severe head injury by over 70%.

NEVER DRIVE DANGEROUSLY to ensure your own safety and that of other road users (Section 184)⁸.

BE COURTEOUS: Share the road with all and be considerate. Never rage on the road.

NEVER MIX DRINKING AND DRIVING: Be Responsible... Don't drink and Drive (Section 185)⁹.

1. Section 11, Motor Vehicle Act, 1988
2. Section 138 (3), Motor Vehicle Act, 1988
3. Section 119, Motor Vehicle Act, 1988
4. Section 112, Motor Vehicle Act, 1988
5. Section 193, Motor Vehicle Act, 1988
6. Section 184, Motor Vehicle Act, 1988
7. Section 129, Motor Vehicle Act, 1988
8. Section 184, Motor Vehicle Act, 1988
9. Section 185, Motor Vehicle Act, 1988

Government of India
Ministry of Road Transport & Highways

When on the road, always say "Pehle Aap"

1. How many golden rules are there for road safety?
a. 8 b. 10 c. 12 d. a and c
2. Buckle up means ...
a. wear seat belt b. don't wear seat belt
c. a and b d. none of the above
3. Talk on the phone while driving.
a. Yes b. No c. both a and b d. none of the above
4. What is the stop light?
a. Green b. red c. orange d. all the above
5. Which section is talking about the speed limit?
a. Sec.100 b. sec. 110 c. sec.111 d. sec.112
6. Why should one wear a helmet?
7. When should one stop and slow down while driving the vehicle?
8. Where does one have to obey the speed limits?
9. Under which sec. does one have to obey the traffic signals?
10. What is the central theme of the poster?

Objectives

After reading this lesson, you will be able to ...

- read and understand a biography.
- find parts of speech of unfamiliar words.
- understand a narration and tone of biographical writing.

Appetizer

Have you ever read a text written to inform you about a real person's life? The writer is someone other than the person featured in the text. The person featured in the writing may be a famous personality or a family member. If you have read any such text, then you are introduced to biography. A biography, or simply bio, is a detailed description of a person's life.

About the Lesson

Kalpana Chawla was the first woman of Indian descent to travel to space. The text gives us a glimpse of her thrilling journey from the small hamlet of Karnal to NASA. Her constant desire, strong determination and commitment made her explore the outer space. She flew on NASA's space shuttle "Columbia". Chawla logged 30 days, 14 hours, and 254 minutes in space. Unfortunately, the space shuttle collapsed before landing. Kalpana Chawla died on 1st February 2003 in the space shuttle Columbia disaster.

Gist

The first Indian-born woman astronaut, Kalpana Chawla, came from the little town of Karnal in the Indian state of Haryana. She travelled across continents and the high seas to a foreign culture to explore outer space.

She overcame the barriers put in her way by her conservative family and the culture at the time. And, come to think of it, it was before the internet. It was harder to find information, look for opportunities, and plan a career back then. Through her constant desire and strong

determination, she pursued her goals and succeeded in the unattainable. Her trip to space from the small hamlet of Karnal is an amazing accomplishment.

The life of Kalpana Chawla demonstrates her commitment to space technology. She was the first woman of Indian descent to travel to space. Because of her remarkable achievement, she has come to represent conviction and bravery. Her biographies describe the thrilling journey of a brave woman, as well as the opinions of others and the factors that made her so popular with the nation's youth.



Segment - 1/5

About Kalpana Chawla,

Kalpana was born on 17th March 1962 in Karnal, Haryana. Her parents were Banarasi Lal Chawla and her mother Sanjyothi Chawla. She was the youngest one. Her father started a tyre manufacturing business. He worked hard to meet the needs of his family. Her mother used to take care of the children and household. Her parents encouraged their daughters to pursue education despite many difficulties. In those days educating a girl child was considered a luxury. She was an intelligent and hardworking girl. In her family, hard work was encouraged. She was very curious to know how things work. She was called by her parents 'Montu' till her schooling, and she selected her own name. The name 'Kalpana' means "imagination". Chawla was a very creative and imaginative girl. During hot summer days, all her family members slept on the rooftop of their small house. Kalpana was very fascinated, watching twinkling stars and staying awake for hours. One fine day her friends prepared a geographical map of India on the floor of their class, and Kalpana made the ceiling look like a twinkling sky. Chawla enjoyed flying, hiking, backpacking and reading.

Check Your Understanding

1. In which year was Kalpana Chawla born?
2. Where was Kalpana Chawla born?
3. What was her father's occupation?
4. What was her name before she joined school?
5. How was Kalpana Chawla as a child?

Glossary

pursue (v)	: to achieve something
imagination (n)	: to create a mental picture or new ideas
creative (adj)	: use skill to do new things
fascinating (adj)	: charming or appealing
twinkling (v)	: to shine
awake (v)	: to wake up

Segment 2/5

Kalpana Chawla's Education

Kalpana completed her secondary education at Tagore Baal Niketan school, Karnal, Haryana. She got a seat in DAV school and completed her plus two. There was a flying club in their town named Karnal Aviation. Therefore, many aeroplanes used to fly, and she was interested to see the planes. One fine day she asked her father to take them for a ride. He took them for a ride on the 'Pushpak' and a glider, which was the inspiration for her to pursue aerospace engineering.

Kalpana concentrated on her studies and secured the third rank in Aeronautical Engineering in the year 1982 and was the first woman to study Aeronautical Engineering at Punjab Engineering College. She was continually working on new ideas, and she surprised her professors and seniors by submitting a paper on "Time-Lapse in Space," which was based on Albert Einstein's theory of relativity.

After obtaining her bachelor's degree, Kalpana convinced her parents and moved to the United States and completed her Master's degree in Aerospace Engineering from the University of Texas in Arlington. She did her PhD in Aerospace Engineering from the University of Colorado in 1988.

Check Your Understanding

1. Where did she complete her secondary education?
2. What is the name of the aviation centre in their town?
3. Which rank did she secure in her aeronautical engineering?
4. From which college did she complete her Master's degree?

Glossary

concentrated (adj)	:	showing determination
obtained (ver)	:	to get something
convinced (adj)	:	satisfied, completely sure about something
career (noun)	:	a job or profession.

Segment 3/5

Personal Life and Career

In 1983, Kalpana married Jean Pierre Harrison, a flying instructor and an aviation author. She learnt from him how to fly a plane and obtained a flight instructor's licence and a commercial Pilot's licence. In the year 1988, Chawla started to work at NASA Ames Research Center. She worked on the concept of (CFD), Computational Fluid Dynamics and the research on Vertical or Short Take-off and Landing concepts (V/STOL) and simulation of complex airflow encountered around aircraft such as the Harrier in “ground-effect.”

She joined Overset Methods as Vice President and Research Scientist in 1993. She worked on the simulation of multiple body problems and was responsible for the development and implementation of effective techniques to perform aerodynamic optimization. Her research works were documented in journals and technical conference papers.

Check Your Understanding

1. Whom did she marry?
2. What licence did she obtain?
3. On which concept did she work?

Glossary

instructor (n)	:	a person who teaches a particular skill or sport
aviation (n)	:	flying of aircraft
vertical (adj.)	:	going straight up at an angle of 90 degrees from the ground.
implementation (n)	:	the act of putting a plan into action.
optimization (n)	:	an act, process, or methodology of making something fully perfect

Segment 4/5

Experience in NASA

Kalpana Chawla was selected by NASA in 1994 and reported to the Johnson Space Center in March 1995 in the 15th Group of Astronauts. After completing one year's training, she was appointed as a crew representative for organizing the Spartan Satellite, but she failed to do because of its malfunction.

The satellite defied the control of ground staff and flight crew members. Therefore, she was vindicated. But she made a record for being the first Indian woman to travel in a space shuttle. She travelled a journey of 6.5 million miles. It means 252 times around the Earth's orbit comprising 376 hours and 34 minutes in space.

Death

Kalpana Chawla was set to travel by STS - 107 Columbia from 16th January to 1st February 2003, working for 24 hours in two alternate shifts to do experiments. The crew have done approximately 80 successful experiments. The STS mission ended on February 1st, 2003. Unfortunately, the space shuttle collapsed before landing, and all seven crew members, along with Kalpana, perished.

Check Your Understanding

1. When was she selected by NASA?
2. To which space centre did she report in March 1995?
3. How many miles did she travel in space?

Glossary

malfunction (v) : to fail to function

vindicated (v) : to prove that somebody is not guilty when they have been accused of doing something wrong or illegal

collapsed (v) : to fall down or break into pieces suddenly Perish (v) - to die or be destroyed.

Segment 5/5

Flight Events:

1997: Her first mission on Flight STS-87

2000: Assigned on her second mission as part of Flight STS-107.

2003: Chawla got a second chance for the mission on Flight STS-107. On February 1st, she died when the space shuttle broke down.

Achievements:

Chawla received three awards during her lifetime.

1. The Congressional Space Medal of Honour,
2. NASA Space Flight Medal and
3. The NASA Distinguished Service Medal.

Memorials:

In 2010, the alumni of the International Space University (ISU) founded the Kalpana Chawla ISU Scholarship fund to support Indian student participation in international space education programs.

The Kalpana Chawla Memorial Scholarship program was instituted by the Indian Students Association (ISA) at the University of Texas at El Paso (UTEP) in 2005 for meritorious graduate students.

The Kalpana Chawla Outstanding Recent Alumni Award at the University of Colorado, given in 1983, was renamed for Chawla.

The Kalpana Chawla Medical College foundation stone was laid on November 18, 2013, in her memory by the state government.

Asteroid 51826 Kalpana Chawla is one of seven named after Columbia's crew. On February 5, 2003, India's prime minister announced that the meteorological series of satellites, MetSat, was to be renamed "Kalpana".

The first satellite of the series, "MetSat-1", launched by India on September 12, 2002, is now known as "Kalpana-1". "Kalpana-2" was expected to be launched by 2007. 74th Street in Jackson Heights, Queens, New York City, has been renamed 74th Street Kalpana Chawla Way in her honour.

The University of Texas at Arlington, where Chawla obtained a Master of Science degree in Aerospace Engineering in 1984, opened a dormitory named Kalpana Chawla Hall in 2004. The government of Karnataka instituted the Kalpana Chawla Award in 2004 for young women scientists. The girls' hostel at Punjab Engineering College is named after Chawla.

Check Your Understanding

1. When did Kalpana Chawla go on her first mission?
2. List the awards received by Kalpana.
3. "Kalpana-1" was formerly known as_____
4. Name the award instituted for a young woman scientist.

Glossary

congressional	:	government-related
meritorious	:	very good quality
meteorological	:	related to the weather

Comprehension

I. Annotate the following in about 100 words. The first one is done for you.

1. She was called by her parents 'Montu', till her schooling, and she selected her own name.
Ans: These lines are taken from the '*Biography Kalpana Chawla*' extracted from the internet. She was called by her nickname 'Montu' by her family members. All her family members used to call her Montu till she joined the school. When her school teacher asked her name to enrol in the register, then her family members said she was not named as per ceremony but had three names among them she chose to be called Kalpana.
2. She asked her father to take them for a ride.
3. But she made a record for being the first Indian woman to have travelled in a space shuttle.
4. The crew have done approximately 80 successful experiments.

II. Answer the following questions in about 100 words each. The first is done for you.

1. Write briefly about Kalpana's childhood and her hobbies.
Ans: Kalpana was born on 17th March 1962 at Karnal in Haryana State. She was not named as per rituals but called by her nickname 'Montu'. When she joined the school, she selected her own name Kalpana. She was a creative and imaginative girl. She always watched planes flying and was very curious to know about them. She spent hours watching the twinkling stars in the sky. She was interested in flying, backpacking, hiking and reading.
2. Whom did Kalpana marry, and what did she learn from him?
3. Write about Kalpana's work at NASA.
4. What were Kalpana's achievements?

III. Read the following passage carefully and answer the questions that follow it:

Passage 1

Kalpana was born on 17th March 1962 in Karnal, Haryana. Her parents were Banarasi Lal Chawla and her mother Sanjyothi Chawla. She was the youngest one. He worked as a street hawker. Later, Her father started a tyre manufacturing business. He worked hard to meet the needs of his family. Her mother used to look after the children and household. Her parents encouraged their daughters to pursue education despite many difficulties. In those days educating

a girl child was considered a luxury. She was an intelligent and hardworking girl. In her family, hard work was encouraged. She was very curious to know how things work. She was called by her parents Montu till her schooling, and she selected her own name. The name 'Kalpana' means "imagination". Chawla was a very creative and imaginative girl. During hot summer days, all her family members sleep on the rooftops of their small house. Kalpana was very fascinating, watching twinkling stars and awake for hours. One fine day her friends prepared a geographical map of India on the floor of their class. She made the ceiling look like a twinkling sky. Chawla enjoyed flying, hiking, backpacking and reading.

1. Kalpana was born on ()
a. 15th March 1962 b. 10th March 1963 c. 17th March 1963 d. 18th March 1964
2. Chawla was born in ()
a. Punjab b. Haryana c. America d. Karnal, Haryana
3. She was the..... daughter ()
a. Eldest b. youngest c. younger d. first child
4. Kalpana's father worked as a ()
a. Officer b. Vendor c. hawker d. painter
5. What was considered a luxury in those days? ()
a. Educating a child b. Educating a girl child
c. Child marriage d. Educating a boy
6. What is the other name of Kalpana mentioned in the passage?
7. When does 'Kalpana' mean?
8. Why did she make the ceiling look like a twinkling sky?
9. Where did her family sleep during the hot summer?
10. What are her hobbies?

Passage 2

She completed her secondary education at Tagore Baal Niketan school, Karnal, Haryana. She got a seat in DAV school and completed her plus two. There was a flying club in their town named Karnal Aviation. Therefore, many aeroplanes were used to fly, and she was interested to see the planes. One fine day she asked her father to take them for a ride. He took them a ride on the Pushpak and a glider, which was the inspiration for her to pursue aerospace engineering. Kalpana concentrated on her studies and secured the third rank in aeronautical engineering in the year 1982 and was the first woman from her college. She always worked on new projects and surprised her professors and seniors by presenting a paper on 'Time - Lapse in Space' based on the theory of relativity dealt with by Albert Einstein.

Chawla obtained her bachelor of Aeronautical Engineering degree from Punjab Engineering college. She convinced her parents and moved to the United States, and completed her Master's degree in Aerospace Engineering from the University of Texas in Arlington. She did her PhD in Aerospace engineering from the University of Colorado in 1988. .

1. Kalpana completed her secondary school at ()
a. Tagore Shanthinikethan school b. local school
c. Tagore Ball Nikethan school d. Municipal school
2. The name of the flying club was ()
a. Aviation club b. Karnal aviation c. Haryana aviation d. Indian aviation
3. Her father took them for a ride on _____ ()
a. Pushpak b. Skyler c. Concorde d. Indigo
4. She completed her aeronautical engineering in the year ()
a. 1980 b. 1981 c. 1983 d. 1982
5. She completed her plus two from ()
a. DAV school b. Balanikethan School c. Open School d. Govt.college
6. What was her inspiration to pursue aerospace engineering?
7. What was her aim?
8. On which project did she present the paper?
9. Why did she go to the United States?
10. Where was her highest qualification?

Passage 3

Stephen Hawking was born in Oxford on 8th January, 1942. He joined the University College, Oxford, where studied Physics, as the subject of his first choice, mathematics, was unbelievable. He pursued Ph.D., despite being diagnosed with amyotrophic lateral sclerosis (ALS), a rapidly progressive disease that cripples all nerves and muscles. In 1985, he became ill with pneumonia, and since then, he has required 24 hours nursing care. Through his incredible determination and with the help of his family and associates, he has continued to pursue research, write books, give lectures, travel widely and inspire millions of people. His research on black holes and his books like '*A Brief History of Time*', '*Black Holes*' and '*Baby Universe*'s bear testimony to the fact that he is a unique person with an extraordinary mind.

1. Stephen Hawking was born on ()
 a. 7th January b. 8th January c. 9th January d. 10th January
2. What was his first choice subject? ()
 a. Physics b. Mathematics c. Chemistry d. English
3. He became ill in 1985 because of ()
 a. Typhoid b. Malaria c. Pneumonia d. Flu
4. He has written _____ books. ()
 a. 4 b. 5 c. 3 d. 2
5. He researched on _____ ()
 a. Universe b. Black holes c. Mars d. Moon
6. What did Stephen Hawking study at Oxford University?
7. What did he actually want to study?
8. Elaborate ALS.
9. What was the effect of his illness in 1985?
10. Name his books and the area of his research.

Vocabulary

There are many prefixes and suffixes in English. A prefix is a letter or group of letters we add before the root word, whereas a suffix is added at the end of a word and changes the meaning of the word. Good knowledge of prefixes and suffixes helps in expressing better ways. Note that a prefix changes the meaning of the word to which it is added. Suffix changes the grammatical core form of the word.

Read the following prefixes and observe how prefixes change the meaning of the word.

Prefix	meaning	example
Bi	two, twice	bicycle, bi-monthly, bilingual, biannual
Micro	small	microchip, microwave, microscope Microprocessor, micron, microbiology
Multi	many	multinationals, multimedia, multiple, Multiplex,
Re	again	redo, restore, rewind, repair, restate, Retake, retell, revise, rewire
Semi	half	semi-final, semi-circular, semi-vowel,
Un	not, against	unwanted, unnecessary, unattached, undo, unwind, unbind, unearth,

Suffix	meaning	example
-ism	system, being	monotheism, socialism, capitalism, Idealism,
-ish	like something	childish, foolish
-less	without	countless, childless, hopeless, fearless, Careless, endless
-logy	the study of	biology, psychology, theology
-ness	state or condition	kindness, happiness, greatness
-acy	state or quality	democracy, aristocracy, accuracy

GRAMMAR

PARTS OF SPEECH

PARTS OF SPEECH	DEFINES	EXAMPLES	
Noun	Names a place, person or thing	Hyderabad, Geetha, kite	
Pronoun	In the place of noun	He, she, it, I, we, you, they etc.	
Adjective	Tells more about noun or pronoun	Good, white, clever, cool etc	
Verb	All action words, possession, process or an experience	Drink, jump, chop etc	
Adverb	modifies verb, another adverb or adjective	Slowly, today, calmly etc	
Conjunction	To join words, phrases, sentences and clauses	And, but, although, as, if etc	When you remove conjunction in a sentence meaning of the sentence doesn't change.
Preposition	Which relates to two noun or pronoun or other words in a sentence	In, on, at, by beside besides etc	When you remove preposition in the sentence, the meaning of the sentence collapses.
Interjection	Sudden feelings or expressions	Oh, alas, wow etc	

1. NOUNS

A noun is a narrating word which identifies a person, place, thing, language, branch of knowledge or idea. They are classified into five categories.

- Proper Noun
- Common noun
- Collective noun
- Material noun
- Abstract noun

Proper Nouns:

They are names of places, persons, mountains, rivers, languages, or branches of knowledge. It should be written in capital letters in the sentence.

Examples: Vivekananda, Bangalore, the Himalayas, the Krishna, Sanskrit, Monday, August, Philosophy, etc.

Common Noun: General nouns like a poet, boy, woman, school, temple, city, town, village, animal, river, etc.

Common nouns can be classified into two: countable and uncountable.

Countable nouns: These can be counted or numbered. They have singular and plural forms.

Example: boy - boys, woman - women, man - men, chair - chairs, book - books, etc.

Uncountable nouns: which can't be counted and don't have a plural form.

Examples: water, oil, rice, grains, hair, sand, etc.

Collective noun: Which means 'put together'.

Examples: group, herd, troupe, parliament, assembly, team, police, committee, etc.

Material Noun: which means all material.

Examples: gold, iron, wood, silver, mercury, etc.

Abstract noun: Which represents something that can't be seen or touched but can be felt or imagined, are called abstract nouns. They express an idea, quality, state, action or branch of knowledge.

Examples: death, knowledge, taste, smell, happiness, beauty, divinity, worship, etc.

A noun can function as a subject, an object a compliment, etc.

English is my third language. English - Subject

She likes sweets. Sweets - object

My sister is a ‘doctor’ - complement

A singular countable noun is normally preceded by an article ‘a’ or ‘an’.

A chair, an orange, a tall girl, an egg, etc.

2. PRONOUNS

A pronoun is used instead of a noun, like a place, person or thing.

Pronouns are classified into 8 types.

1. Personal Pronouns
2. Reflexive & Emphatic Pronouns
3. Demonstrative Pronouns
4. Indefinite Pronouns
5. Distributive Pronouns
6. Reciprocal Pronouns
7. Relative Pronouns
8. Interrogative Pronoun.

i. **Personal Pronouns** are those which stand for the persons speaking, spoken to or spoken of.

Person / form		Subject	Object	Possessive		Reflexive
				Attributive	Predicative	
First Person	Singular	I	me	my	mine	myself
	Plural	We	us	our	ours	ourselves
Second Person	Singular	You	you	your	yours	yourself
	Plural	You	you	your	yours	yourselves
Third Person	Singular	He, she, it	His, her, it	His, her, its	His, hers	Himself, herself, itself
	Plural	They	them	their	theirs	themselves

ii. **Reflexive Pronouns and Emphatic pronouns are identical but their use is different.**

a) **Reflexive Pronouns** are used as substitutes for nouns or pronouns. When the **Subject** turns back upon itself. For example,

I hurt **myself**.

b) **Emphatic Pronouns** are used for emphasis. For example,

I **myself** will do it.

Myself, ourselves, yourself, yourselves, himself, herself, themselves.

iii. **Demonstrative Pronouns** point to some persons or things they stand for. For example, This is not my book.

This, that, these, those

iv. **Indefinite Pronouns** are used to refer to persons or things in a general way and do not refer to any person or thing in a particular. For example,

None of the students was present in the library.

One, none, no one, nobody, anybody, something, someone, some, all, a few, many

v. **Interrogative Pronouns** are used for asking questions.

Whose sweater is this?

Who are you?

Who, whose, whom, which, what

vi. **Distributive Pronouns** are used to show things are person taken as one at a time. For example, **They** gave each of us a gift.

Each, either, neither

vii. **Reciprocal Pronouns:**

Latha and Geetha helped each other.

Each, each other, one another

viii. **Relative Pronouns** are used to refer to some noun going before.

who, whom, whose, where, which, that, etc.

3. **ADJECTIVES:** An adjective denotes the quality of a noun or pronoun, which describes more about nouns or pronouns. Adjectives express quality, quantity, number, etc. Articles and some other words like - no, some, any, much, many, few, a few, little, a little, etc., also function like adjectives.

- a. The story is **interesting**.
- b. The Red Fort is a **beautiful** monument.
- c. It is a **costly** dress.
- d. Ooty is a **cool** place.
- e. There are **many** shops in our area.

4. **VERBS:** A verb is a word that describes an action, a state, a possession, a process or an experience. A verb always carries tense. Verbs are divided into three classes. Main (or lexical) verbs, Auxiliary verbs and Modal verbs.

Main verbs can be 'transitive' or 'intransitive'.

A **transitive verb** takes an **object**.

- a. He drinks a cup of milk daily. ‘drink’ what? - A cup of milk.
- b. We water the plants daily. “water” what? - The plants.
- c. NGO organization helped abandoned children. ‘helped’ whom? - Abandon children.

Here **drinks, water, and help** are **transitive verbs**.

They answer the question ‘what/whom’.

An **intransitive verb** does not take an **object**.

- a. He **wake up** early in the morning.
- b. Many Telugu actors **live** in Hyderabad.
- c. Farmers **walk** at least 4 kilometres daily.

Here **wake up, live, and walk** is **intransitive verbs**. They don’t answer questions ‘what/whom’. Based on their position, verbs are classified as main verbs and auxiliary verbs or helping verbs. Helping verbs are:

Be-form: am, is, are, was, were, being

Do-forms: do, did, does

Have-forms: have, has, had

Modal Auxiliary: shall - should, will -would, can-could, may might, ought to, must, need, & dare

5. ADVERBS: An adverb is a word that modifies a verb or an adjective or another adverb. (It indicates how, when, where, or why something happens when qualifying a verb.)

- a. Ramesh writes **slowly**.
- b. Raju walked **very fast** to school today.
- c. The teacher **calmly** entered the class.
- d. Go there **now**.

On the basis of their meaning, adverbs are classified as:

- i. Adverbs of Time, frequency and duration: Answer the question ‘when?/ How often’?

Always, never, then, now, soon, tomorrow, yesterday, last year, etc.
--

- ii. Adverbs of Place: they answer the question ‘where’?

Always, never, then, now, soon, tomorrow, yesterday, last year, etc.
--

- iii. Adverbs of Manner: they answer the question - ‘how’?

Neatly, calmly, eagerly, angrily, happily, etc.

iv. Adverbs of Degree: they answer the question - 'To what extent'?

Just, quiet, very, hard, fast, well, etc.

6. **CONJUNCTIONS:** A conjunction is a word that is used to link words, phrases, clauses and sentences.

Conjunctions can be classified into two categories: coordinating conjunctions and subordinate conjunctions.

Coordinating conjunctions link similar parts: words, phrases, clauses, and sentences. For example, and, 'but', 'or', 'still' are single-word conjunctions.

- a. Radha **and** Ravi are siblings.
- b. She is weak **but** strong.
- c. Run **or** you miss the train.

Both....and, not only..... but also, either.....or, neithernor, as well as, therefore, otherwise, etc., are 'correlative conjunctions'.

- a. She is both intelligent and smart.
- b. He drinks neither tea nor coffee.

Subordinating conjunctions introduce a subordinate clause. For example,

that, since, as, after, because, if, as if, for, etc.

- a. Ravi said **that** he would draw a map.
- b. **As** they came late, they missed the train.
- c. **If** we waste time, we will not reach our aim.

7. **PREPOSITION:** A preposition is a word which relates two elements (a noun/noun phrase+ prep+ verb/verb phrase or an adjective or another noun.

Prepositions which indicate time.

At, on, in, by, after, before, for, since, until, etc.

Prepositions which indicate place or direction.

by, in, on, to, from, up, within, beside, between, etc

Phrasal prepositions: more than one word.

Due to, owing to, on account of, because of, according to, consequent upon, in spite of, in order to, on behalf of, etc.

Possessive preposition: of

The climate **of** Shimla is pleasant.

Miscellaneous prepositions:

Besides, among, until, above, below, under, beneath, across, against, over, behind, etc.

8. **INTERJECTIONS:** An interjection is a word which is used to express a sudden feeling of emotion, excitement, sorrow, etc. It is followed by an exclamation mark(!).

Ah! Alas! Oh! Hurrah!, etc.

Exercise

1. Identify the parts of speech of the underlined words.

- Rama is a clever boy.
- Children are source of joy to the parents.
- Walking is good for health.
- Snail crawls slowly.
- Alas! The first Indian woman astronaut Kalpana Chawla dead.
- Every one likes to listen music.
- Ramu and Shamu are classmates.
- The boy ran into the garden joyfully.
- They themselves solved the problem.
- The book is on the table.

Identify the parts of speech of the underlined words in the paragraph.

She was an intelligent and hardworking girl. In her family hard work was encouraged. She was very curious to know how things work. She was called by her parents 'Montu' till her schooling and she selected her own name. The name 'Kalpana' means "imagination". Chawla was very creative and imaginative girl. During hot summer days, all her family members sleep on roof top of their small house. Kalpana was very fascinating watching twinkling stars and awake for hours.

Writing

Making a Summary

In this lesson, we'll discuss how you can develop a summary for brief reports and presentations. Remember to follow the points given below.

1. Identity the main and supporting ideas, section-wise / part-wise.
2. Separate the main idea from the subordinate ideas.
3. Identify the words/phrases which carry ideas.
4. Link your ideas properly with appropriate linkers.
5. Use the words/phrases that express the essence of the text.
6. Present the ideas briefly.

Now briefly summarize the passages that described the ‘Education and Career’ of Kalpana Chawla.

Exercise: Study the following passages and summarize them.

1. You can do well in your exams if you are disciplined and methodical in the way you approach your studies. Follow your class lessons properly to cover your syllabus a systematic manner. After coming home, revise whatever is taught in the class, as the topics will be still fresh in your mind. Try and solve the questions at the end of each pic and also the last five years papers. If you are stuck, make sure you have it resolved by the next day at the most.

Do not hesitate to take help from teachers and seniors, as needed.

Jot down important notes and formulae that you come across during your studies. This will help before the exams as you can just grab the subject notebook and revise the portions you want. Revise the points as and when you get time.

Chalk out a timetable for board exam preparation and allocate ample time for each subject. Choose the time that you think is best for study. It can be early in the morning or late at night. Do not allow distractions to mar your studies. Hone your strength but do not ignore your weaknesses. Do not study anything new or from a book right before exams, as you may get confused. Revise what you have done and glance at important notes and formulae. Make a weekly revision plan, be healthy and take ample rest. Make sure you are also spending some time playing and re-energizing yourself.

2. Renewable energy resources are being used all over the world. Brilliant minds have devoted their lives to finding resources that do not leak greenhouse gases into the ozone layer and which do not cost large amounts of money. Hydro energy, solar energy, wind energy, energy from bio mass and bio fuels are viable alternative sources of energy. They are clean sources of energy and have lower carbon emissions compared to conventional sources of energy such as fossil fuels. What’s more, the energy generated is nearly 80% renewable.

Harnessing the power of moving water to generate electricity, known as hydroelectric power, is the largest source of emission-free, renewable electricity worldwide and has

been used over the ages. Solar power is another excellent energy resource. The sun gives us free rays, so why not use them as a power source? Solar power is trapped by special rows of panels which take in the energy of the sun and provide power for homes. In places which are windy, powerful wind turbines have been constructed to provide energy. The turbines are big towers with three prongs which are pushed around by the wind. This produces energy. The largest wind farm in the world is in Denmark.

Biogas is a popular source of energy in some countries. In Vietnam, cow and pig manure and waste is washed into a drain, where the gas is allowed to gather through pipes, then leak into a large bag, which is situated above the stove. The methane (the gas produced by the cow and pig manure) is then stored and used as fuel. This procedure is environmentally friendly. Biomass fuels used today come in the form of wood products, dried vegetation, crop residues, and aquatic plants. Biomass has become one of the most commonly used renewable sources of energy in the last two decades.

Study Skills

Understanding advertisements

One should know how to see an advertisement and what it tells. Therefore, one should be keen on observing the advertisement. When we answer questions on an advertisement it's clear that we understood the advertisement.

Observe the following advertisement and answer the following questions given

Ministry of Drinking Water and Sanitation
Government of India

This World Toilet Day
Let us
Resolve to Work towards
An Open Defecation Free India

Swachh Bharat Mission
Journey so far

- Over 25 crore people provided access to toilets
- 5.3 crore toilets built
- 2.7 lakh Villages made ODF
- 230 Districts made ODF
- 7 States/UTs made ODF

A Twin Pit Toilet Model

Build low-cost and environment-friendly
TWIN PIT TOILET
Build another for someone in need

Join the World's Largest Behaviour Change and Toilet Usage Programme

Connect with us on @swachhbharat www.facebook.com/SBMIndia

Tune into AIR FM today to catch the antics of Salesman Shaucha Singh

1. The Poster is depicting _____ ()
a. Swachh Bharath b. World Toilet Day c. International Yoga day d. All of the above
2. How many crores of people are provided access to toilets? ()
a. 15 b. 20 c. 25 d. 30
3. How many villages made ODF? ()
a. 2 lakh b. 2.5 lakh c. 2.7 lakh d. all the above.
4. How many districts made ODF nation wide? ()
a. 231 b. 232 c. 233 d. 230
5. How many states and UT made ODF? ()
a. 7 b. 6 c. 5 d. 29
6. Who issued the above advertisement?
7. What is the title of the advertisement?
8. What is the model of the pit?
9. What is the motto of the advertisement?
10. In which mission the present advertisement is given?

UNIT 8

THE GIFT OF INDIA

- *Sarojini Naidu*

Objectives

After reading this lesson, you will be able to ...

- arouse a sense of pride and patriotism in the hearts of learners.
- highlight the value of blood which the Indian soldiers sacrificed for the cause of Independence.
- acquaint them with patriotism and the devastation of wars.

Appetizer

Do you know what ‘patriotism’ means?

It is love for one’s country; the passion which moves a person to serve his country, either in defending it from invasion or in protecting its rights and maintaining its laws and institutions; Love of country is embodied or personified in patriots collectively.

Have you read anything representing patriotism before? Any representation of patriotism discusses about the emotions of love, dedication and attachment to one’s nation. This attachment might include a variety of feelings and words that are connected to one’s own country such as ethnic, cultural, political or historical elements.

About the Author

Sarojini Naidu was a great patriot, freedom fighter and poet of modern India. She was born in a Bengali family in Hyderabad on February 13, 1879. She got educated in Chennai, London, and Cambridge. She was a follower of Gandhiji and fought for freedom. She was one of the finest poets of India, popularly known as “The Nightingale of India”. Her poems describe Indian flora and fauna, customs and traditions, festivals, etc. She was a sensitive poet. She wrote poetry based on the beauty of simple joys and sorrows of life.

About the Lesson

It is a patriotic poem. It was composed in 1915. The poem personifies our country, India, as a mother who deplores not only the loss of her sons but also resources. It was a tribute to the

contribution of Indian soldiers in World War - I. The poem effectively presents the themes of patriotism and no glory in war. It not only brings to limelight the unpriced sacrifices of Indian soldiers for someone else`s war but also talks about the innumerable gifts as benefits offered to the East and Western countries. At last, ‘Mother India’ asks the people to remember the amount of blood sacrificed by Indian soldiers for independence.

Gist

The poem speaks about the boundless grief of Mother India for her brave sons. British rulers forced the Indian soldiers to fight for them in foreign countries, resulting in their death. She appeals to the world to remember the contribution of Indian soldiers during the World war - I. She laments at the loss of not only her resources but also of her sons, who fought for the British in the World War - I. The poet speaks about patriotism and the painful sufferings of war.

Poem

Segment - 1/2

Is there aught you need that my hands withhold,
Rich gifts of raiment or grain or gold?
Lo! I have flung to the East and West
Priceless treasures torn from my breast,
And yielded the sons of my stricken womb
To the drum-beats of duty, the sabres of doom.

Gathered like pearls in their alien graves
Silent they sleep by the Persian waves,
Scattered like shells on Egyptian sands,
They lie with pale brows and brave, broken hands,
They are strewn like blossoms mown down by chance
On the blood-brown meadows of Flanders and France.

Check Your Understanding

1. Who is the speaker of these lines?
2. What is personified in the poem?
3. What “gift” did mother India give to the British?

4. “Gathered like pearls....” Who was compared to pearls here?
5. What do you think might have happened to the soldiers?

Glossary

aught (Pronoun)	:	anything at all
raiment (n)	:	clothing
east and West	:	eastern countries like Persia and western countries like France and Belgium
sabres (n)	:	heavy sword with curved blade
alien graves	:	buried in foreign countries
strewn (adj)	:	to spread here and there; scatter or distribute

Segment 2/2

Can ye measure the grief of the tears I weep
Or compass the woe of the watch I keep?
Or the pride that thrills thro’ my heart’s despair
And the hope that comforts the anguish of prayer?
And the far sad glorious vision I see
Of the torn red banners of Victory?

When the terror and tumult of hate shall cease
And life be refashioned on anvils of peace,
And your love shall offer memorial thanks
To the comrades who fought in your dauntless ranks,
And you honour the deeds of the deathless ones
Remember the blood of thy martyred sons!

Check Your Understanding:

1. What was the question raised by Mother India?
2. Why do you think Mother India bore immeasurable pain?
3. What does the poet mean by the phrases “glorious vision” and “banner of victory”?
4. What kind of life was Mother India expecting to see one day?
5. Do you think the Britishers thank the Indian soldiers for their sacrifices?

Glossary

ye	:	you
compass	:	comprehend
woe (n)	:	a feeling of great pain or sadness
anguish (n)	:	extremely distressed about something, pain in heart
sad glorious vision	:	a vision of India's freedom from the British but it is sad as it would be at a loss of many lives.
red banners of Victory	:	victory at the cost of Indian soldier's blood.
tumult (n)	:	a loud confused noise
cease (v)	:	end
anvils(n)	:	heavy iron blocks on which heated metal is shaped by hitting it with hammer
dauntless (adj)	:	determined
martyred (adj)	:	martyrize, put to death

Comprehension

I. Annotate the following in about 100 words. The first one is done for you:

1. Is there aught you need that my hands withhold,
Rich gifts of raiment or grain or gold?
Lo! I have flung to the East and West
Priceless treasures torn from my breast

Ans: These lines are taken from the poem "The Gift of India" written in 1915 by the "Nightingale of India" Sarojini Naidu. It is a patriotic poem. This poem focuses on the valuable contribution that the Indian soldiers made to live up to their commitment to the allied forces during the First World War. Sarojini Naidu has attempted to pay homage and respect to the martyred Indian Soldiers and awaken the nation's people to cultivate and nurture a spirit of patriotism for their own country. These are the opening lines of the poem. The poem begins with Mother India asking if she has withheld any resources from the world, be it garments, clothes, or food. She suggests that even though the British were exploiting the Indian resources for their own selfish needs, India has always fulfilled their global obligations.

2. They lie with pale brows and brave, broken hands,
They are strewn like blossoms mown down by chance
On the blood-brown meadows of Flanders and France.

3. Can ye measure the grief of the tears I weep
Or compass the woe of the watch I keep?
Or the pride that thrills thro' my heart's despair
And the hope that comforts the anguish of prayer?
4. When the terror and tumult of hate shall cease
And life be refashioned on anvils of peace,
And your love shall offer memorial thanks
To the comrades who fought in your dauntless ranks,

II. Answer the following questions in about 100 words each. The first one is done for you.

1. What gifts did Mother India give to the world, according to the poem "The Gift of India"?
Ans: According to the poet, the rich gifts Mother India gave the world are the raiment, grain and gold. This refers to all the resources from agricultural productions to priceless metals which the foreign colonisers took to their country while they were ruling India. She also mentions her soldier sons, whom she had sent to foreign lands to fight for others in the World Wars.
2. "They are strewn like blossoms mown down by chance On the blood-brown meadows of Flanders and France." What do these last lines of the poem suggest?
3. How does the poem describe the sacrifices of India for the British cause?
4. What is the hope that Mother India has in her heart?

III. Read the following lines of the poem and answer questions following that.

Passage 1

Is there aught you need that my hands withhold,
Rich gifts of raiment or grain or gold?
Lo! I have flung to the East and West
Priceless treasures torn from my breast,
And yielded the sons of my stricken womb
To the drum-beats of duty, the sabres of doom.
Gathered like pearls in their alien graves
Silent they sleep by the Persian waves,
Scattered like shells on Egyptian sands,
They lie with pale brows and brave, broken hands,

4. How could Mother India forget her despair? ()
a) hope b) pride c) belief d) victory
5. What rhetorical question did Mother India ask through the poem?
6. What made Mother India forget the grief?
7. How did Mother India feel when she remembered her great heroes?
8. What does the phrase “far sad glorious vision” mean?
9. What does the poet say about ‘the red banners of victory’?
10. Why was Mother India bearing immeasurable pain and anguish in her heart?

Passage 3

When the terror and tumult of hate shall cease
 And life be refashioned on anvils of peace,
 And your love shall offer memorial thanks
 To the comrades who fought in your dauntless ranks,
 And you honour the deeds of the deathless ones
 Remember the blood of thy martyred sons!

1. Here the speaker concludes on a note of ()
a) pessimism b) optimism c) arrogance d) disappointment
2. Which of the following is not the synonym of ‘tumult’? ()
a) havoc b) commotion c) agitation d) trouble
3. What does the speaker talk about in this stanza of the poem? ()
a) Ensuring peace after war. b) The sacrifices of soldiers.
c) The sacrifices of mother India d) The pain of the mothers of the soldiers.
4. What is the antonym of ‘dauntless’? ()
a) unafraid b) brave c) intimidated d) fearless
5. How did Mother India expect the world to be at the end of the war?
6. What was the desire of Mother India, according to the poem?
7. What did Mother India demand at last?
8. Who was personified in these lines?
9. What do you think is the responsibility of the young generation towards the martyred sons?
10. “...in your dauntless ranks...” Who does this refer to?

Appreciating the poem

“The Gift of India” has an elegant rhyme scheme of aabbcc. The entire poem has a subtle flow in it where Mother India herself speaks about her gifts to the west. Do you see any personification or simile in the poem? If so, what is it?

Have you observed that Sarojini Naidu’s, poem highlights patriotism? It is an elegy to all the soldiers. Do you observe any evidence? The poet said, “To the drum-beats of duty, the sabres of doom” What period was the poet talking about? Any significance? The poem begins with a rhetorical question. Here the poet personifies India as a ‘Mother’ who loves her children. Did you observe the tone of every stanza? What does it reflect?

UNIT 9

REFUND

- *Fritz Karinthy*

Objectives

After reading this lesson, you will be able to ...

- introduce to the learners the beauty of drama.
- enable the students understand that a mere certificate won't guarantee a job in life but hard work with personality does matter.
- enable the students identify the loopholes in the present-day education system.
- inculcate among the students a sense of respect towards their teachers.

Appetizer

What kind of education should a school provide? Should there be more of theory or practical aspects or a mix of both? Does education alone always allow a person to succeed in life? Is the person right in blaming the school for his failure?

About the Author

Fritz Karinthy (1887-1938) a noted Hungarian writer was known for the optimism reflected in his plays, novels and scholarly essays. Karinthy reveals deep psychological insight into the minds of his characters. His popular works include “Professor, Please” (1916) and *Journey Round My Skull* (1939). It was the American playwright Percival Wilde (1887-1953) who adapted Fritz Karinthy's play *Refund* for general audience.

About the Lesson

The play ‘Refund’ is a satire on the present education system. A good-for nothing fellow goes back to the school in which he had studied. He demands a refund of the fees he had paid years ago as a student there. He claims that the education that was imparted in school had been of no use to him. The principal of the school is in a fix as he does not know how to tackle the situation. However, his teachers come to his rescue.

In Fritz Karinthy's play 'Refund', a former student, Wasserkopf, asks for his money back, because the tuition that he paid did not improve his prospects in life. Wasserkopf's education did not make him particularly smart, nor did it help him gain a stable job. Wasserkopf seems to believe that his education had an obligation to provide these things for him. Since it didn't, Wasserkopf thinks he has a right to ask for his money back.

The teachers want Wasserkopf to appear for a test. Wasserkopf determined to fail the test as he intends to get a refund. The teachers, on the other hand, are equally determined to see that Wasserkopf passes at any cost, or they have to refund the tuition fee. This peculiar conflict between the student and the teachers leads to a hilarious situation.

The history teacher is the first to question him. The question that is asked is the duration of the Thirty Years War. Wasserkopf gives the absurd reply: seven metres. The history teacher is taken aback but convincingly argues that the answer is correct explaining it in terms of the theory of relativity.

Next, the physics teacher asks him if clocks in church steeples really become smaller as one walks away from them, or whether they merely appear to become smaller because of an optical illusion. Wasserkopf replies that objects become larger when he moves away from them and adds that the teacher is 'an ass'. The teacher is quick to link this epithet to his answer.

She appreciates Wasserkopf for rightly explaining that the ass looks sad because it is subjected to optical illusions. The geography teacher questions Wasserkopf about the city of the same name which is the capital of the German province of Brunswick. Wasserkopf says 'Same' and the teacher accepts it as the right answer.

Finally, it is the turn of the mathematics teacher. The mathematics teacher says she will ask two questions-one easy and another difficult. Wasserkopf is unable to answer the so-called easy one correctly. So, he fails the examination. All the other teachers are shocked as this is precisely what they had tried to prevent. At this point, there is a twist in the tale. The mathematics teacher asks Wasserkopf to calculate the money that the school has to refund.

Wasserkopf calculates it correctly. The mathematics teacher congratulates him on answering the difficult question correctly and announces that he has passed the test. The principal throws Wasserkopf out of the school. Thus by skillful use of language and tremendous presence of mind, the teachers are able to get round the problem and succeed in outwitting Wasserkopf.

Segment - 1/4

(The Principal is seated at his flat-topped desk in his office in a high school.)

(Enters a servant.)

THE PRINCIPAL: Well, what is it?

THE SERVANT: A man, sir. Outside. He wants to see you.

THE PRINCIPAL: Show him in.

THE SERVANT: Yes, sir.

[An instant later the door reopens to admit a bearded man, carelessly dressed, some what under forty. He is energetic and decided].

WASSERKOPF: How do you do? [He remains standing].

THE PRINCIPAL: [rising] What can I do for you?

WASSERKOPF: I'm Wasserkopf. [He pauses.] -Don't you remember me?

THE PRINCIPAL: [shaking his head] No.

WASSERKOPF: It's possible I've changed. What the hell...! Your class records will show I've got a right to come here.

THE PRINCIPAL: The class records? How so?

WASSERKOPF: Mr. Principal, if you please, I'm Wasserkopf. Well, Mr.Principal, I was a student in this school eighteen years ago.

THE PRINCIPAL: [without enthusiasm] Oh, were you? Well, What do want now? A certificate?

WASSERKOPF: [doubtfully] Since I'm bringing back the leaving certificate you gave me I suppose I can get along without another one. No, that isn't why I came here.

THE PRINCIPAL: Well?

WASSERKOPF: (clearing his throat; firmly) As a former pupil of this school I want you to refund the tuition fees that were paid to you for my education eighteen years ago.

THE PRINCIPAL: I'm not sure I understand.

WASSERKOPF: Dammit. I want my tuition fees back! Is that plain enough?

PRINCIPAL: Why do you want it back?

WASSERKOPF: Because I didn't get my money's worth, that's why! This certificate here says I got an education. Well, I didn't. I didn't learn anything. I want my money back.

THE PRINCIPAL: But look here, look here! I don't understand it at all! I've never heard of anything like it! What an absurd idea!

WASSERKOPF: Absurd, is it? It's a good idea. It's such a good idea that I didn't get it out of my own head, thanks to the education I got here, which made nothing but an incompetent ass out of me. My old classmate Leaderer gave me the idea not half an hour ago.

THE PRINCIPAL: You're mad! [He breaks off, to continue in a more conciliatory tone.] My dear sir, Herr - er - Wasserkopf please go away quietly. I'll think the matter over after you've gone.

WASSERKOPF: [sitting] No, no! You don't get rid of me so easy. I can't do anything because I was taught so badly, and anybody can see I ought to have my money back.

THE PRINCIPAL: [trying to gain time] What makes you think you can't do anything?

WASSERKOPF: Everybody thinks so. If I get a Job I can't keep it. Give me an examination and tell me what I ought to do. Call in the teachers and let them say.

THE PRINCIPAL: What a distressing business! How unfortunate! You really want to take another examination?

WASSERKOPF: Yes, I have the right to take one. (Leaves the room)

THE PRINCIPAL: [rings; the servant enters] Ask the staff to come here at once. A most extraordinary conference!

THE SERVANT: Yes, sir. [The servant goes out].

THE PRINCIPAL: [trying out his speech] Colleagues, a former pupil has just come to see me - er - an individual named Wasserkopf. He brought up a question that I have never encountered in my many years of experience. [He explodes.] I never heard of anything like it!

THE MATHEMATICS TEACHER: Tell us about it.

THE PRINCIPAL: He wants - he wants his tuition fees back.

THE MATHEMATICS TEACHER: Why?

THE PRINCIPAL: He says he learned nothing. He says a re-examination will prove it. I'd like to know what you people think about it.

Check Your Understanding

1. Why did Wasserkopf want the school to refund his tuition fee? Was Wasserkopf right in asking for a refund?
2. How did Wasserkopf get the idea of refund?

Glossary

- plain (adv.) : clearly or unequivocally.
absurd (adj) : wildly unreasonable, illogical, or inappropriate.
incompetent (adj) : not having or showing the necessary skills to do something successfully.

Segment - 2/4

THE MATHEMATICS TEACHER: [**chuckling**] A re-examination? Friends it is my conviction that we shall lose nothing by re-examining Wasserkopf. If he fails, he will place us in an awkward position; therefore, he must not fail. We will not make our questions too difficult -agreed? We are dealing with a **sly, crafty** individual, who will try to get the better of us - and his money back - **by hook or crook**. We must **checkmate** him.

THE PHYSICS TEACHER: How?

THE MATHEMATICS TEACHER: By sticking together. The object is to prevent him from failing, because if he fails he succeeds. We will ask him questions. Whatever he answers, we agree beforehand that they are correct.

THE HISTORY TEACHER: Who will decide?

THE MATHEMATICS TEACHER: I, if you will permit me. Mr. Principal, let us proceed with the examination. We will show the former pupil that we too can be shrewd!

THE PRINCIPAL: [to the servant, who has appeared] Show in Herr Wasserkopf.

[Wasserkopf enters, without waiting to be shown in.]

WASSERKOPF: I don't give a damn for the lot of you. My being gentlemanly isn't going to pass this examination. Let me fail as quickly as possible, and give me my money. Everything else is just damned nonsense.

THE PRINCIPAL: The examination will begin. History.

THE HISTORY TEACHER: Candidate, answer this question: How long did the Thirty Years' War last?

WASSERKOPF: *Thirt-* [He interrupts himself] I mean to say, I don't know

THE HISTORY TEACHER: Please answer my question! I am sure you know! Give me an answer!

WASSERKOPF: [grinning] I know! Exactly seven meters! [They are paralyzed. He looks about in triumph.] Ha, ha! Seven meters! I know it lasted that long.

[THE TEACHERS look at each other, at their wits' ends]

THE HISTORY TEACHER [decisively]: Seven meters? Right! Your answer is excellent.

WASSERKOPF: [incredulously] What? What did you say?

THE HISTORY TEACHER: [watching THE PRINCIPAL out of the corner of his eye] The answer is correct, as a matter of fact. The candidate has shown us that researches based on - based on -based on-

THE MATHEMATICS TEACHER: Relativity, of course. **The quantum theory.** Planck. Einstein. It's all very simple. [To *THE HISTORY TEACHER*] Don't say another word. We understand perfectly. Einstein has taught us that time is as real as space and matter. A year may be represented by a meter, or seven years by seven meters. We may even assert that the Thirty Years' War lasted seven years only because because - -because

THE HISTORY TEACHER: Because actual warfare took place only half of each day- that is to say, twelve hours out of the twenty-four- and the thirty years at once become fifteen. But not even fifteen years were given up to **incessant** fighting, for the combatants had to eat - three hours a day, reducing our fifteen years to twelve. And if from this we deduct the hours given up to noontday **siestas**, to peaceful diversions, to non-warlike activities - [*She wipes her brow*]

THE MATHEMATICS TEACHER: To social distractions, we have left only the time that the candidate has represented by the Einsteinian equivalent of seven metres. Correct! I take it upon myself to propose a grading **Good'** in history. Oof! [*She too wipes her brow*].

THE STAFF: Bravo! Excellent! He has passed! [They congratulate WASSERKOPF].

WASSERKOPF: [objecting] But I don't see -

THE PRINCIPAL: That ends the examination in history. [Writing] "**History: Very Good.**" [THE STAFF surround THE HISTORY TEACHER and congratulate her.] Now the examination in physics.

[**THE PHYSICS TEACHER takes the place of THE HISTORY TEACHER.**]

THE PHYSICS TEACHER: [Very sweetly] And now, tell me, Herr Wasserkopf, do clocks in church steeples really become smaller as you walk away from them, or do they merely appear to become smaller because of an optical **illusion**?

WASSERKOPF: What absolute rot? How should I know? Whenever I walk away from clocks they get larger! Invariably! If I want them to get smaller I turn round and walk right up to them, and then they're not small at all.

THE PHYSICS TEACHER: In a word, therefore, in a word –

WASSERKOPF: In a word, therefore, you give me a pain in the neck. You're an ass! That's my answer.

THE PHYSICS TEACHER: [furiously] Is that your answer? [She controls herself] Good! It is correct. [Turning to THE STAFF] A difficult answer, but a most brilliant one. I'll explain - that is to say, I'll explain. [With a sigh, she gets on with it.] When we talk of the ass we always notice -we always notice- -

THE STAFF: [anxiously] Yes? Yes?

THE PHYSICS TEACHER: - that his look is sad. Therefore - [She thinks. Suddenly triumphant.] I've got it!

WASSERKOPF: [worried] What have you got?

THE PHYSICS TEACHER: I've got it, and the answer is right. Why is the look of the ass so sad? Why, in general, are all of us usually so sad? Because we are all the victims of **illusion**. The ass, like us, observes that objects appear to become smaller as - he moves away from them. The candidate has given us the most excellent answer. The answer was correct. I certify, therefore, that the candidate may be given 'Very Good' in physics.

THE PRINCIPAL: [writing] 'Physics: Very Good.'

THE STAFF: Bravo!

[They surround THE PHYSICS TEACHER, slapping her on the back and shaking her hands, while she sinks into her chair, completely exhausted].

WASSERKOPF: I protest!

THE PRINCIPAL [*silencing him with a gesture*]: The examination in Geography.

[**THE GEOGRAPHY TEACHER takes the place facing WASSERKOPF**].

THE GEOGRAPHY TEACHER: Tell me, candidate –

WASSERKOPF: I'll tell you! I'll tell you! Oh, how I used to hate you eighteen years ago!

THE GEOGRAPHY TEACHER [*imperturbably*]: Please tell me what city of the same name is the capital of the German province of Brunswick?

WASSERKOPF: 'Same', of course. That's the answer. If the name of the city is the same, then the name of the city is 'Same.' Right? If it isn't I fail, and you refund my tuition fees.

THE GEOGRAPHY TEACHER: The answer is correct. The name of the city is 'Same.'

Colleagues, the candidate shows exceptional knowledge of history of the city of Brunswick. There is a legend that once, as the Emperor Barbarossa was riding into the city, he met a young peasant girl who was munching a bun, and whose mouth was full. He called out to her, 'God bless you. What's the name of this city?' and the peasant girl answered, 'Same to you, sir.' Then she stopped,

because her mouth was full, and the Emperor laughed, and said ‘Ho, ho! So the name of the city is ‘Same?’” The answer is excellent. The candidate is entitled to a grade of ‘**Excellent**’ in geography [She returns to her place, to be showered with congratulations].

THE PRINCIPAL [writing]: ‘Geography: Excellent.’ Thus far the candidate has come through with **flying colours**. Only the examination in mathematics is left. Should he pass that he will have passed the entire examination.

Check Your Understanding

1. What was the history teacher’s question and what was Wasserkopf’s answer?
2. How did he answer the physics teacher’s question?
3. What was his reply to the geography teacher’s question?

Glossary

chuckling (v)	: laughing quietly
sly (adj)	: clever, especially in a secretive dishonest way
crafty (adj)	: clever, especially in a dishonest way
by hook or crook (idiom)	: by any method possible
checkmate(V)	: to attack in such a way that no escape is possible
at their wits’ end (idiom)	: did not know what to do and became desperate
incessant (adj)	: continuing without interruption
siesta (n)	: short nap after midday meal
illusion (n)	: deceptive appearance, unreal image
relativity (n)	: a theory of physics that give relationship between space, time and energy
quantum theory (n)	: a theory of physics that explains behavior of particles both separately and in groups
flying colours (idiom)	: remarkable success.

Segment - 3/4

WASSERKOPF [*nervously*]: I’m going to be more careful now.

[THE MATHEMATICS TEACHER takes her place facing WASSERKOPF. *The OTHER TEACHERS are much worried, but THE MATHEMATICS TEACHER assures them with a gesture that they may depend on her.*]

THE MATHEMATICS TEACHER [*forcibly*]: I'm going to ask you two questions. One of them is easy; the other is hard. The easy question: If we represent the speed of light by x , and the distance of the star Sirius from sun by y , what is the circumference of a one-hundred-and-nine-sided regular **polyhedron** whose surface area coincides with that of the hip-pocket of a State railway employee.

THE STAFF [much upset] But look here, Professor! Professor!

THE PRINCIPAL: Professor!

WASSERKOPF: I'll tell you: two thousand six hundred and twenty-nine litres. Exact. No fractions. And now did I give you the correct answer? [*He chuckles.*] I've given you an answer that is too good!

THE MATHEMATICS TEACHER: No, The answer is wrong. The correct answer is two thousand six hundred and twenty-eight litres, and not twenty-nine. [He turns to THE PRINCIPAL] I refuse to pass the candidate. Mark him "Failure"

WASSERKOPF [bounding] : I told you so! I told you so!

THE PRINCIPAL [thunderstruck] : Professor! Professor!

THE MATHEMATICS TEACHER: I'm sorry. It is true that his error amounted to less than a tenth of a percent in the total, but it was an error. He fails.

WASSERKOPF: My tuition fees! My tuition fees!

THE MATHEMATICS TEACHER: In my opinion the candidate's request is reasonable. How much do we owe you, Herr Wasserkopf?

WASSERKOPF: [*greedily, forgetting everything else*] I'll tell you exactly. I attended this school for six years in all. During the first three years the fee was 150 crowns quarterly. Total for three years 1,800. During the second three years the fee was 400 **crowns** semi-annually. Total: 2,400 and 1,800 is 4,200. Examinations fees, 240 crowns 95 **heller**. Certificates, documents, books, stamp taxes, 1,241 crowns 43 heller. Total: 5,682 crowns 38 heller. Incidentals, stationery, notebooks, 768 crowns 12 heller. Grand total: 6,450 crowns 50 heller.

THE MATHEMATICS TEACHER: [*checking with paper and pencil as WASSERKOPF calls out the amounts*] Exactly!

THE MATHEMATICS TEACHER: [**TO THE PRINCIPAL**] I certify that the candidate passes in mathematics. His answer to the easy question was a very little out of the way; but his answer to the difficult question - how much the refund should be- was exactly correct. Herr Wasserkopf is really a mathematical genius.

Check Your Understanding

1. What were the questions asked by the mathematics teacher?
2. Did Wasserkopf answer the first question correctly?
3. Did Wasserkopf answer the second question correctly? How?

Glossary

polyhedron (n)	:	a solid shape with four or more flat faces.
crown (n)	:	a coin that is no longer used
heller (n)	:	a currency used in Germany in the past.

Segment - 4/4

WASSERKOPF: [*striking his forehead*] So you did put one over on me!

THE PRINCIPAL: [*rising*] I present the results of the examination. Herr Wasserkopf has passed with distinction in every subject, and has again shown that he is entitled to the certificate we awarded him on his graduation. Herr Wasserkopf, we offer our congratulations- accepting a large share of them for ourselves for having taught you so excellently. And now that we have verified your knowledge and your abilities [*he makes an eloquent gesture*] get out before I have you thrown out!

THE PRINCIPAL (turns to THE STAFF and beams.) Thank you, colleagues, for your magnificent co-operation. In the future it will be our proudest **boast** that in this school a pupil simply cannot fail!

[*They shake hands and slap each other's back*].

CURTAIN

Check Your Understanding

1. Did Wasserkopf pass the examination? How?
2. What did the Principal do to Wasserkopf in the end? Do you think it was justified?
3. Is the title of the play appropriate? Can you think of any other title?

Glossary

magnificent (adj)	:	great in deed, exalted
boast (n)	:	positive appraisal of oneself.

Comprehension

I. Annotate the following in about 100 words. The first one is done for you:

1. Since I'm bringing back the leaving certificate you gave me I suppose I can get along without another one.

Ans: These lines are taken from the humorous play 'Refund' by Fritz Karinthy, Hungarian playwright. The play is a satire on the present day educational system which does not prepare students for life. In the play Wasserkopf, a good-for nothing fellow, goes back to school. He asks for a refund of the school fees he had paid as a student there. He argues that the education that had been imparted there had been of no use to him. Initially, the principal enquires if Wasserkopf had come to collect his certificate. However, Wasserkopf replies in the negative and says he has in fact come to return the one that had been given by the school. He repeats that what he needs is a refund and not a certificate.

2. Because I didn't get my money's worth, that's why!
3. We are dealing with a sly, crafty individual, who will try to get the better of us- and his moneyback-by hook or crook. We must checkmate him.
4. Seven meters! I know it lasted that long.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. What did the teachers decide to do when Wasserkopf asked for a refund?

Ans: The humorous play 'Refund' is written by Fritz Karinthy. The play is a satire on the present day educational system which does not prepare students for life. In the play Wasserkopf, a good-for nothing fellow, goes back to school. He asks for a refund of the school fees he had paid as a student there. He argues that the education that had been imparted there had been of no use to him. The teachers finally decided to accept Wasserkopf's request for a re-examination and pass him in all subjects, even if his answers were incorrect. They decided to assist one another during his examination. They agreed to prove Wasserkopf's answers correct to their questions.

2. What were some of the ridiculous answers given by Wasserkopf? Why did the teachers accept those answers?
3. How did the teachers outwit Wasserkopf?
4. The play is a satire on the modern education system, which doesn't prepare students for life. Do you agree? Justify.

III. Read the following dialogue and passages and answer the questions that follow.

Passage 1

THE MATHEMATICS TEACHER: In my opinion the candidate's request is reasonable.

How much do we owe you, Herr Wasserkopf?

WASSERKOPF: [*greedily, forgetting everything else*] I'll tell you exactly. I attended this school for six years in all. During the first three years the fee was 150 crowns quarterly. Total for three years 1,800. During the second three years the fee was 400 **crowns** semi-annually. Total: 2,400 and 1,800 is 4,200. Examinations fees, 240 crowns 95 **heller**. Certificates, documents, books, stamp taxes, 1,241 crowns 43 heller. Total: 5,682 crowns 38 heller. Incidentals, stationery, notebooks, 768 crowns 12 heller. Grand total: 6,450 crowns 50 heller.

THE MATHEMATICS TEACHER: [*checking with paper and pencil as WASSERKOPF calls out the amounts*] Exactly!

THE MATHEMATICS TEACHER: [**TO THE PRINCIPAL**] I certify that the candidate passes in mathematics. His answer to the easy question was a very little out of the way; but his answer to the difficult question - how much the refund should be- was exactly correct. Herr Wasserkopf is really a mathematical genius.

- 1) In the _____ opinion candidate's request is reasonable ()
A) Principal B) Maths teacher C) Physics teacher D) Geography teacher
- 2) Wasserkopf attended school for _____ years. ()
A) 5 B) 4 C) 7 D) 6
- 3) During Second three years Fee was collected _____ ()
A) annually B) semi-annually C) yearly D) quarterly
- 4) Fee was not collected for _____ ()
A) stationery B) books C) documents D) sports
- 5) Candidate was passed in Mathematics. TRUE or FALSE
- 6) What was the Candidate's request?
- 7) How many questions did the mathematics teacher ask?
- 8) Which question was correctly answered by Wasserkopf?
- 9) What was the title Wasserkopf given by the teacher?
- 10) Find out the word from the passage which means *to repay*.

Passage 2

The answer is correct. The name of the city is 'Same.' Colleagues, the candidate shows exceptional knowledge of history of the city of Brunswick. There is a legend that once, as the Emperor Barbarossa was riding into the city, he met a young peasant girl who was munching a bun, and whose mouth was full. He called out to her, 'God bless you. What's the name of this city?' and the peasant girl answered, 'Same to you, sir.' Then she stopped, because her mouth was full, and the Emperor laughed, and said 'Ho, ho! So the name of the city is 'Same?'" The answer is excellent. The candidate is entitled to a grade of '**Excellent**' in geography

[She returns to her place, to be showered with congratulations].

- 1) The actual name of the city was _____ ()
A) Barbarossa B) Same C) Brunswick D) peasant
- 2) The Peasant girl was eating _____ ()
A) bun B) biscuit C) cookie D) munch
- 3) The Peasant girl stopped answering because _____ ()
A) king stopped her B) her mouth was full
C) scared of soldier D) teacher scolded
- 4) The _____ was entitled Excellent grade ()
A) peasant girl B) king C) candidate D) teacher
5. The Emperor didn't listen completely to the girl. State **TRUE or FALSE**
- 6) Who is the candidate mentioned in the passage?
- 7) What was exceptional about the candidate?
- 8) Which subject test was conducted?
- 9) What happened to the peasant girl?
- 10) Find out the word from the passage which means *to eat (something) steadily and often audibly*

Passage 3

Often students who are very fond of reading books are labelled by their comrades as bookworms. Those things generally come from the mouths of students who consider themselves as being 'gamesters'. Boys who shine in athletics or in the playing of some game-particularly cricket, consider that the games field is a better or nobler arena for their activities and the expenditure of their energies than the classroom or the reading desk. The idea is born out of an

inferiority complex inherent in the games-minded students who actually envy their fellows who shine academically. Academic honors have a glamour which is unique. It is not to be denied that the playing of games is a worthy activity; it is worthy in the sense that the team spirit can be engendered in the individual only if he has learnt to participate in the playing of games. It is also true that the player does much for society and for his country on the playing field. It is true that the feeling of cooperation can be cultivated in a person only through group activity. But studies should not be sacrificed in order that students devote their time only to the playing of games. It is my observation that those boys who become obsessed with the playing, particularly of cricket, begin to ignore their studies and then their academic ability suffers, as it must.

1. Bookworms are those students who _____ ()
 (a) act like worms (b) read much
 (c) love reading and read much (d) read every time.
2. What makes the gamesters feel inferior to the bookworms? ()
 (a) hatred (b) ill-will (c) envy (d) anger.
3. Playing of games teaches us one great thing. It is _____ ()
 (a) fellow-feeling (b) team spirit (c) mutual love (d) love for fellow men.
4. Playing in groups means _____ ()
 (a) getting feeling of togetherness. (b) fellow-feeling
 (c) team spirit (d) feeling of cooperation.
5. The word '*devote*' means ()
 (a) take (b) dedicate (c) give away (d) apply.
6. Who labelled the students fond of books as *bookworms*?
7. Which particular games are mentioned in the passage?
8. What is special about academics?
9. How are games useful to students?
10. Write the Antonym of the word *unique*?

Vocabulary

In the play, 'Refund', Wasserkopf asks for a refund of his fee as he feels that he hasn't been successful in life. He couldn't **fulfil his ambition** of becoming rich. He couldn't **realize his dreams**. There are some verbs that collocate with nouns that indicate a goal, ambition, target, etc. Look at the table given below:

	reach	realise	achieve	fulfil
A dream		✓	✓	
A target	✓		✓	
An ambition		✓	✓	✓
An agreement	✓			

Use the correct collocation to fill in the blanks.

1. Vinod tried hard and managed to _____ his ambition of becoming a doctor.
2. After much discussion, the management and the employees _____ an agreement.
3. To _____ one's target, one must be much focused.
4. Very few people _____ their hopes and dreams in life.
5. Many freedom fighters laid down their lives to _____ their dream of an independent India.

What is an idiom?

An idiom is an artistic expression whose meaning is unpredictable from the usual meanings of its component words. It is a dialect which is peculiar to a people and adds glamour to the language.

Now, let's look at some idiomatic expressions and their usage.

1. **on cloud nine:** very happy
Safoora is on cloud nine as she got a good rank in NEET
2. **once in a blue moon:** happen very rarely
Pravin attends classes once in a blue moon.
3. **a drop in the ocean:** a very small part of something much bigger
The small donation was just a drop in the ocean.
4. **a piece of the cake:** very easy
English exam is a piece of cake for me.
5. **an arm and a leg:** very expensive
It cost me an arm and a leg to study in the USA.
6. **go the extra mile:** doing much more than required
My father always goes the extra mile to help the needy.
7. **get ducks in a row:** to get one's affairs in order or organized
I can't hope to do well at my job until I get my ducks in a row.

8. **let the cat out of the bag:** reveal a secret
Safa let the cat out of the bag about my surprise birthday party.
9. **bite one's tongue:** want to say something but stopping oneself
John wanted to speak out about the unfair decision, but she bit her tongue
10. **flogging a dead horse:** attempting to continue with something that is over
We are flogging a dead horse. Our present business is making no money. So, let's do something else.
11. **working against the clock:** not having enough time to do something
I am really working against the clock now. I must hurry.
12. **donkey's years:** doing something for a long time
I have been teaching grammar for donkey's years.
13. **at the eleventh hour:** something done in the last possible moment
If you want to do your best, don't do things at the eleventh hour.
14. **bee in one's bonnet:** an idea which constantly occupies one's thoughts
Mr. Irshad Ali has a bee in his bonnet about correct pronunciation.
15. **cook some one's goose:** spoil some one's plans or chances of success
This year's severe drought cooked Sinnaiah's goose.
16. **feather in one's cap:** the achievement of which one can be proud of
'Major' movie's success is a feather in Adavishesh's cap.
17. **rags to riches:** start off being very poor and become very rich and successful
Jhulan Goswami's life is a story of rags to riches.
18. **in the blink of an eye:** happen fast and instantaneously
The announcement of the lockdown reached every corner in the blink of an eye.
19. **in/by leaps and bounds:** make rapid or spectacular progress
Our business flourished in leaps and bounds.
20. **risk life and limb:** in danger of death or serious injury
Don't risk your life and limb by participating in reality shows.
21. **no spring chicken:** one is quite old or well past youth
Kumar is no spring chicken. How can he dance?
22. **turn a deaf ear:** refuse to listen
We shouldn't turn a deaf ear to elder's advice.

23. **at the drop of a hat:** do it immediately without hesitation
My clerk responds at the drop of a hat.
24. **thrilled to bits:** extremely pleased about something
Fariya was thrilled to bits when she received a fancy gift from her husband.
25. **blow one's horn:** to praise oneself; to boast
People avoid her as she constantly blows her horn.

Look at some idioms and their meanings. Use them in your own sentences.

1. a hot potato: controversial and sensitive issue
2. beat around the bush: avoid the main topic
3. judge a book by its cover: judge something primarily on appearance
4. caught between two stools: find it difficult to choose between two alternatives
5. devil's advocate: one who advocates an opposing or unpopular cause for the sake of argument
6. put all your eggs in one basket: put all the resources in one possibility
7. every cloud has a silver lining: every misfortune has some positive aspect
8. hit the nail on the head: do or say something exactly right
9. last straw: the final one in a series of problems
10. acid test: something that shows the true worth of something or someone

One-word Substitutes

We can master vocabulary by learning one-word substitutes. A one-word substitute, as its name indicates, is a word that replaces a group of words. The knowledge of one word substitutes not only saves time while writing but also helps you in scoring good marks in competitive examinations.

Given below is a list of words to enrich your vocabulary.

1. agenda: a list of things to be discussed at a meeting
2. agnostic: a person who claims neither faith nor disbelief in the existence of God
3. altruism: unselfish interest in the welfare of others
4. amateur: one who engages in an activity as a pastime rather than as a profession

5. ambidextrous; able to use both hands equally well
6. ambiguous: having more than one meaning and is unclear
7. amphibious: living on land as well as in water
8. anarchist: one who rebels against authority or established order
9. anarchy: the absence of government or control in a society
10. annihilation: complete destruction of something
11. anonymous :(a person) not identified by name, of unknown name
12. anthology: a collection of poems or stories
13. antidote: a substance that can act against the effect of poison
14. antiseptic: a substance that prevents infection by inhibiting the growth of micro-organisms
15. archaeology: the study of life and culture of ancient people through the excavation of sites
16. atheist: a person who does not believe in the existence of God
17. audience: a number of people listening to a lecture or a concert
18. autobiography: the life story of a person written by himself
19. autonomous: (an organization) having the freedom to govern/control its own affairs
20. benefactor: one who gives money or helps to another person or cause
21. bibliophile: a person who loves reading and keeping books.
22. biography: a story of someone's life written by another person
23. bouquet: an attractively arranged bunch of flowers given as a present or to welcome someone
24. calligraphy: the art of good handwriting
25. cannibal: a person who eats human flesh
26. cantonment: a permanent station for soldiers, garrison
27. cardiologist: a doctor who treats heart diseases
28. celibacy: the state of remaining unmarried (especially for religious reasons)
29. chronicle: a record of historical events
30. colleagues: people who work in the same organization
31. contemporary: living or occurring at the same time
32. cosmopolitan: an outlook that is influenced by people from all over the world
33. dermatologist: a doctor who treats skin diseases

Question Tags

Read the following dialogue and observe how question tags are used.

A student has gone to his teacher to get his doubts cleared:

Student: Good morning, Sir. Hope, I'm not disturbing you, **am I?**

Teacher: No, not at all. What can I do for you?

Student: Well, a grammar point. The present continuous tense, as you say, is used for present actions, **isn't it?**

Teacher: Yes, of course.

Student: But I have seen my friend using it to refer to future activity.

Teacher: Yes, it also has other uses. It may refer to an action in the immediate future, as in "I am going to Delhi tomorrow." I think you understand the point, **don't you?**

Student Yes, sir. But...

Teacher: Another example: You are going to attend a job interview tomorrow, **aren't you?**

Student: Yes, sir. I am.

Teacher Now it is clear to you, **isn't it?**

Student Yes sir. Thank you.

In this conversation, forms like *am I? haven't you? isn't it? don't you? aren't you?* are questions, but of a different kind. They are called **question tags**.

1. A **question tag (tag question)** is a type of question form which is added to a statement to invite the listener's attention to the statement. It is used in conversations.
2. When a **tag** is spoken, the voice may go down or up and the meaning of the tag depends on the intonation.

Rules for using Question tags

1. An **affirmative statement** ' _____ a **negative tag**
2. Only the short form **n't** is used in **question tags**.
They are ready, **aren't they?**
3. A **negative statement** _____ an **affirmative tag**
They are **not yet ready, are they?**

4. A suitable **pronoun** is used according to the subject of **the statement**.
Srinivasa Ramanujan is a famous mathematician, **isn't he?**
Sportsmen practice regularly, **don't they?**
Mary kom is not a cricketer, is she?
5. The tag begins with the **auxiliary verb** of the statement.
Taj can speak in English, **can't he?**
He did not attend the class, **did he?**
6. Appropriate forms of do / does in the **simple present tense** and **did** in the **simple past tense** are used in **question tags**, when the statement **doesn't have** an **auxiliary verb**.
The Governor administers the oath of office to ministers, doesn't she/he?
Arshad did not bribe any one, **did he?**
Most of the villagers depend on agriculture, **don't they?**
They do not seem to lead a happy life, **do they?**
Children love to play with toys, **don't they?**
7. **The positive tag for positive statement** when the speaker wants to show his/her reaction to what someone has just said (by expressing **interest surprise, doubt or anger**).
Son: Dad, I got two prizes in sports.
Father: Oh, you got two prizes, **did you?**
8. **With imperatives** expressing an order or request, **modal auxiliary verbs like will, would, can, could** are used.
Do me a favour, Raju, **can you?**
Take a right decision, **will you?**
9. After a **negative imperative**, '**will you?**' is used.
Don't waste time, **will you?**
10. After **let's, shall we** is used.
Let's understand their problems, **shall we?**
11. For the **statements** beginning with **everybody / everyone, somebody / someone**, and **nobody / no one**, '**they**' is used in the **question tag**.
No one complained against us, **did they?**
Everyone appreciated her performance, **didn't they?**
Someone should take the initiative, **shouldn't they?**

12. For the **statements** beginning with **everything, something, nothing**, 'it' is used in the question tag.

Nothing is impossible, **is it?**

13. For **the statements** beginning with **there and one**, they are repeated in the question tags.

There will be problems in that case, **won't there?**

One can achieve anything by faith, **can't one?**

14. The practice is to use **aren't I?** in place of **amn't I?**

I am going home, **aren't I?**

Exercises

Add an appropriate question tag to each one of the following statements.

1. Sandeep has attended all the classes_____?
2. We are lucky to be born in India_____?
3. English is an interesting language, _____?
4. He was very busy yesterday_____?
5. I am very happy now, _____?
6. I can face challenges_____?
7. Ravi always thinks positively, _____?
8. He does not criticize others_____?
9. Some people always depend on others_____?
10. Discipline must be maintained at any cost_____?
11. Let us keep to the pavement, _____?
12. Don't blame others for everything_____?
13. One can do wonders with knowledge, _____?
14. Nothing is permanent except change_____?
15. Students are our best judges_____?

Add an appropriate question tag to each one of the following statements.

1. You don't like me, _____?
2. It is not raining, _____?

3. You have done your homework, _____?
4. I'm not late, _____?
5. I am invited to your party, _____?
6. You like fast food, _____?
7. You will come to my party, _____?
8. You remembered to feed the cat, _____?
9. Let's play tennis, _____?
10. There's a problem here, _____?
11. He never says a word, _____?
12. Nobody came to your party, _____?
13. Don't forget, _____?
14. You think you're clever, _____?
15. I am not a cheater, _____?
16. We don't have to go to the party, _____?
17. It has stopped raining, _____?
18. Have a seat, _____?
19. Help yourself to some cake, _____?
20. Children, be quiet, _____?

Writing

Resume/CV/Bio-data

Students usually look for a job, either part-time or full-time, during or after completion of Intermediate. To get a job you must look for job / placement advertisements in the classifieds section of newspapers or in College WhatsApp groups, Notice Boards. To apply, you need to draft a **Resume or CV or Bio-data** or a Profile.

Resume, CV and Bio-data serve the same purpose - to showcase your qualifications and abilities. They are an **advertisement** of yourself. They do not ensure a job but, if well drafted, help you shortlisted for a job interview. They can be the gateway to a successful career.

In this unit you will learn differences among these terms and their structure shown as templates. Certain general sections of these formats include your personal details, objectives, educational qualifications, technical skills, additional information like previous work experience and references.

Personal details: This part includes your full name and address for correspondence with Pincode. It also has your mobile number and email id.

Objective: Career objective is of one or two sentences stating what you wish to ATTAIN through this job. It reflects your professional and personal goals.

Educational Qualifications: This is generally written in reverse chronological order. That is, the degree or qualification you are pursuing or completed recently followed by others. A table with qualification, college studied, name of university or board, year of study, percentage of marks or grade as shown in the grid below can be used.

Qualification Year of	Name of College	Name of University/Board	Year of study	Percentage marks/Grade

Technical Skills: You need to mention technical skills like electrical or machine operations or computer related software/hardware, that you are able to handle.

Additional Information/ Work Experience: Additional information usually is not related to the job applied for like certificate courses, internships and volunteer work.

Work Experience is about previous jobs you took up in other work places.

References: Though giving details of one or two people who can give an endorsement for you is not compulsory, some companies insist. You can choose not to mention in resume/cv/bio-data and can say that the references will be provided on request. Make sure to get permission from people whose details you want to provide in the application as references.

Cover Letter: Resume/ CV/ Bio-data require a cover letter. In India it is also called covering letter. It is an introduction to yourself addressed to the employer giving your details in brief. For job applications, read the notification or advertisement carefully and apply in the format specified. If the employer asks for a resume, draft one; if it's a CV, send a CV with a Cover Letter.

Whichever format you adopt, follow certain general guidelines. They are:

1. Type your form neatly, use appropriate fonts: Name must be in Bold. Underline headings, use simple layout, standard margins, use bullets (.) for sub-sections or lists.
2. Write your name, postal address in full for correspondence; personal mobile number (ensure it is working) and personal email id.

3. Keep the layout of the page neat. Don't clutter it with many details with too many font types, sizes and colours.
 4. The draft must look professional, easy to read, short and attractive.
 5. Use simple, and formal language, active verbs and few adjectives and adverbs.
 6. The job objective should be a sentence not more than two lines. Do not use borrowed phrases from the Internet.
 7. Write the educational qualifications in reverse chronological order. **The latest qualification** is first followed by others as a list. E.g.: Post Graduation, Degree, Intermediate, then SSC, Middleschool. If you have work experience, put it in Work Experience Section.
 8. Once the draft is ready, show it to your teachers/seniors to tell you how to make it better.
 9. Write facts and avoid any false information.
- ☛ **One should read an advertisement carefully to understand what exactly the requirement is.**
 - ☛ **One should respond to the advertisement accordingly.**

If you are asked to send your **Resume**, for example, you should not send your **CV**.

1. Now, let's look at a job advertisement that appeared in a newspaper.

Notice the requirements of the company and how Chiranjivi Chandrashekhar applies for it.

**We are
looking for
Senior PROGRAMMERS**

To handle & develop superb desktop software,
such as P.O.S, Inventory, and other customized
programmes

- i. Bachelor's Degree in Computer Science / IT or equivalent
- ii. AWESOME SKILL & personality is required.
- iii. Atleast 2 years of working experience in the related field.
- iv. Male/female max age: 28 years
- v. Responsible; good health is a must
- vi. Loves both independent & team working
- vii. Willing to learn something new every year

Please mail your resume to
deepak@mastersoftware.co.in

MASTER SOFTWARE SOLUTIONS

Here is the Resume of Ch. Chandrasekhar

Chiranjivi Chandrashekhar

I-177, Vindya Towers

Sapna Colony

Karimnagar -505001

Mobile: +91-9959767424

E-mail: c.chand0309@gmail.com

CAREER OBJECTIVE

A position as Senior Programmer in Masters Software Solutions.

EDUCATION

2010 - 2014

B.Tech. in Computer Science and Engineering, National Institute of Technology, Warangal.86% aggregate.

2008 – 2010

Intermediate: Board of Intermediate Education, TS Model Government Junior College, Karimnagar. 92% aggregate.

2008

SSC: Board of Secondary School Education, Kamala High School, Karimnagar, Telangana.93% aggregate.

TECHNICAL SKILLS

Languages:C, C++, Java, VHDL

Operating systems: Ubuntu, Windows XP, 7, 8, 8.1, 10

Software: MATLAB, P SPICE, Cadence Virtuoso

Web Designing:HTML, Java script, MySQL

Graphic Designing:Photoshop, Illustrator, Corel Draw, Flash

WORK EXPERIENCE

2014 - 2015 Software Developer, Persistent Systems, Hyderabad.

PROFILE

Highly energetic, growth oriented individual seeking to establish a career in the IT industry.Ability to take up challenges, work under pressure; dedication towards work.

STRENGTHS

Good Communicator

Attention to Detail

Flexibility and Adaptability

Strong Analytical Abilities

Positive attitude

Team work Skills

ADDITIONAL INFORMATION

Languages known: English, Telugu and Hindi

Interests : Reading Books, Painting, Cricket.

Age : 23years

Father's name : **Chiranjivi Rajesham**

References : Available on request

DATE: 17-07-2015

PLACE: KARIMNAGAR

CHIRANJIVI CHANDRASHEKHAR

Read the Following Advertisement

ARE YOU CREATIVE WITH WORDS?

HAVE YOU WORKED ON ANY BRANDS?

A leading advertising agency with national operators requires Copywriters; Hindi, English and Bilingual and Creative Managers; Hindi and English, for its head office in Hyderabad.

Any Graduate from reputed universities, having excellent communication and presentation skills, with a good command over Hindi and English language may apply for these positions.

Interested candidates must have experience of working on brands and/or in leading advertising agencies.

Please e-mail your CV at jobs@syed-ventures.co.in, with position applied for in the subject of your e-mail. Last date to apply is 17 July 2022

Given below is a CV which has been prepared by Syed Ali in response to the above advertisement.

CURRICULUM VITAE

Objective: Position as a Creative Manager

Details

Name: SYED ALI

Father's Name: SYED OMER ALI

Date of Birth and Age: 12-02-1998, Age 24

Full Address: H.no: 1-1-153,

Zaheda Mansion, Amernagar

Komuram Bheem Asifabad- 504293

Telangana.

Academic Qualifications

Qualification	Institution	University/Board	Year of passing	Percentage/ Grade
B.A Literature	University Arts College, Hyderabad	Osmania University	2019	77%
Intermediate C.E.C.	Govt. Junior College Nizamabad	Board of Intermediate Education	2016	72%
SSC	TS Model School, Nizamabad	Board of Secondary School Education	2014	'A' Grade

TECHNICAL SKILLS

- ◆ Working knowledge of Computers
- ◆ Typing skills

WORK EXPERIENCE

- ◆ Working as Creative Designer in Dolby Ad Agency, Hyderabad, since 2019.

HOBBIES

- ◆ Playing Chess
- ◆ Drawing

Languages known: English, Telugu and Hindi

References: Available on request

Date: 17-7-2022

PLACE: Komuram Bheem Asifabad

SYED ALI

Writing a 'newspaper report'

Do you read the newspaper every day? You must have come across many interesting articles in newspapers. How is a newspaper article written?

Imagine you are a reporter. Here are some guidelines. You can use them to write a report.

Headline: This is a short statement to draw the reader's attention

Byline: This tells who wrote the story

1. *First paragraph*

In your first one or two sentences tell 'who', 'what', 'when', 'where', and why something happened. You could use an interesting beginning to grab the reader's attention.

2. *Second and (third) paragraph(s)*

Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they).

3. *Last paragraph*

Conclude with a quote or a catchy phrase.

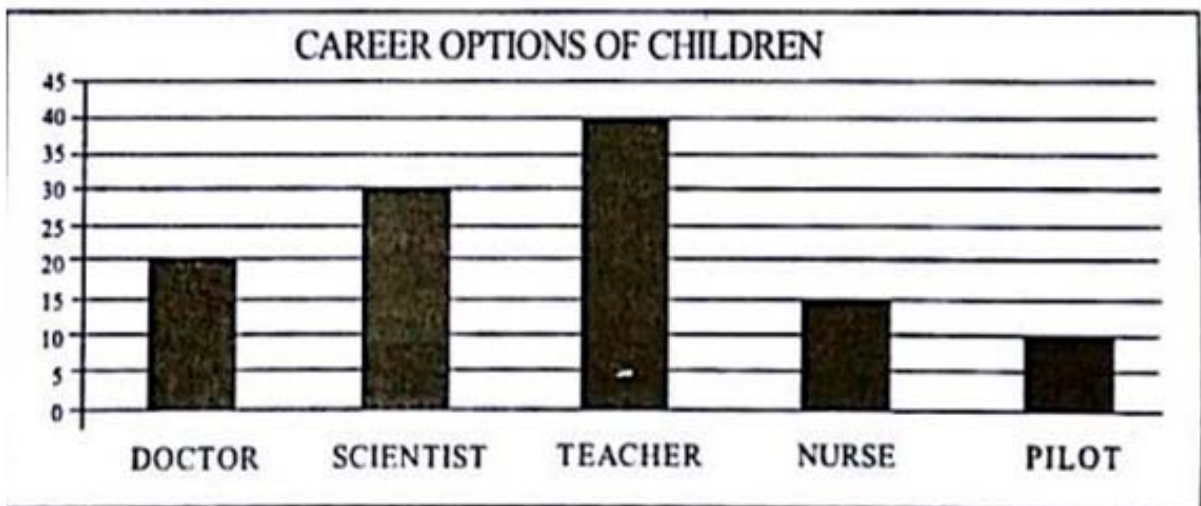
Write the story of 'Refund' as a newspaper article. Remember to keep it short and crisp.

STUDY SKILLS

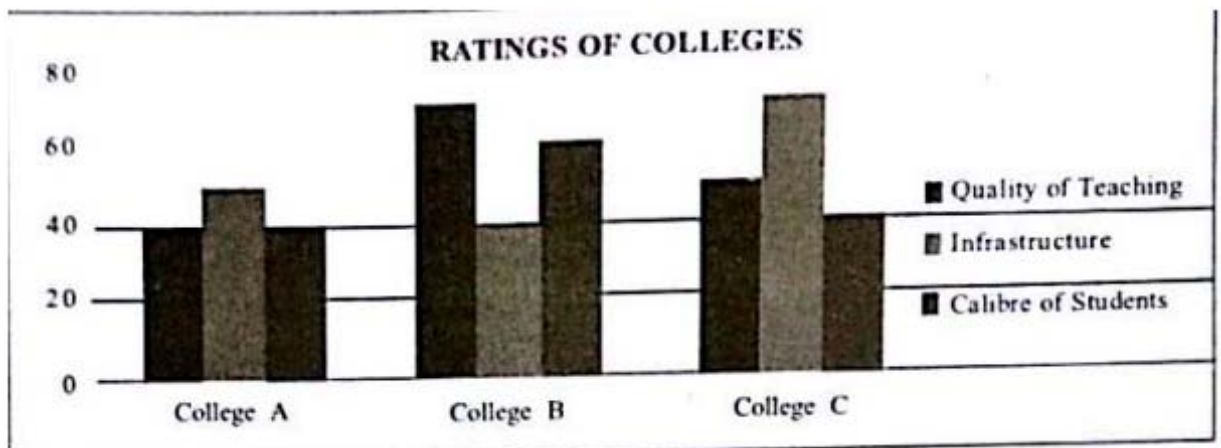
Bar graphs

1. Students of Class IV in a school were asked what they wanted to be when they grew up. Their answers were compiled in the form of a bar graph.

Study the bar graph given below and answer the questions that follow.



1. What does the bar graph depict?
 2. How many children wanted to become doctors?
 3. The most preferred career was that of a _____
 4. 10 students wanted to become _____
 5. How many students wanted to become nurses?
- 2. Three Junior colleges in Telangana were rated by experts based on certain criteria. Their findings are expressed in the bar graph given below. Study it and answer the questions.**



1. What does the bar graph depict?
2. What were the 3 criteria on which the ratings were done?
3. Which was the best college in terms of teaching?
4. Which college had the best infrastructure?
5. Which college had almost the same ratings on all three criteria?
6. Four colleges were compared. Write True or False.

UNIT 10

DAFFODILS

- *William Wordsworth*

Objectives

After reading this lesson, you will be able to ...

- appreciate and recognize the beauty of the poem.
- understand - style, tone, figurative language, etc.
- identify rhyme and rhythm.
- enjoy the music of the poem.
- appreciate the poet's love towards nature.
- understand the basic structure of a poem.

Appetizer

Do you have any knowledge about environment? What does it include? Do you love nature, if yes, how many of you enjoy nature? How do you feel when you see greenery and flowers? Do you love to see orchids? When you are in agony or disappointment, what would you like to do? How does nature comfort you to come out of your disappointment? Do you like to read such poems? Read the poem loudly to assimilate.

About the Author

William Wordsworth was born on April 7, 1770, at Cockermouth, Cumberland, England and died April 23, 1850, at Rydal Mount, Westmorland, His *Lyrical Ballads* (1798), written with Samuel Taylor Coleridge, helped launch the English Romantic movement. Wordsworth was born in the Lake District of Northern England, the second of five children of a modestly prosperous estate manager. He lost his mother when he was 7 and his father when he was 13, upon which the orphan boys were sent off by guardian uncles to a grammar school at Hawkshead, a village in the heart of the Lake District. At Hawkshead, Wordsworth received an excellent education in classics, literature, and Mathematics, but the chief advantage to him there was the chance to indulge in the boyhood pleasures of living and playing in the outdoors. The natural scenery of the English lakes could terrify as well as nurture, as Wordsworth would later testify in the line "I grew up fostered alike by beauty and by fear," but it's generally benign aspect gave the growing boy the

confidence he articulated in one of his first important poems, “Lines Composed a Few Miles Above Tintern Abbey...,” namely, “that Nature never did betray the heart that loved her.”

About the Lesson

Daffodils, often known as “I Wandered Lonely as a Cloud,” is one of William Wordsworth's most appealing and well-known poems. The poem was written in the year 1802. It was first published in 1807 in “Poems in Two Volumes.” The poem’s opening line, “I wandered lonely as a cloud,” expresses the poet's deep feelings at being left alone. His “loneliness” was actually brought on by his brother John's death. Thus, the poem was the outcome of actual visualisation rather than simple imagination.

Gist

The speaker claims to have come across a field of daffodils next to a lake while drifting like a cloud floating above hills and valleys. While the lake's waves danced besides the dancing, fluttering flowers for miles along the shore, the daffodils were more joyful than the water.

A poet, according to the speaker, could not help but feel content in the presence of such joyous flowers. He claims that despite his prolonged staring, he was unaware of the wealth the scene would bring him. For the time being, whenever he feels “empty” or “pensive,” he remembers it and his heart rejoices, “and dances with the daffodils,” since it brings back happy memories of loneliness.

Text

Segment - 1/2

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:

Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

Check Your Understanding

1. Who wandered as a cloud?
2. What floats on high valleys and hills?
3. Who is the host?
4. What are the daffodils doing?
5. Who is shining and twinkling on the milky way?
6. Who is stretched along the bay?
7. What did the poet see at a glance?

Glossary

wandered (v)	:	move about aimlessly, without any destination
floats (v)	:	move lightly
o'er (prep)	:	over
valley (n)	:	a long depression in the surface of the land that usually contains river crowd
host (n)	:	a person who invites guests
lake (n)	:	a body of water surrounded by land
beneath (prep)	:	at a lower place
fluttering (v)	:	a motion made by flapping up and down
breeze (n)	:	a slight wind (usually refreshing)
shine (n)	:	radiance, being bright
twinkle (v)	:	a brief spark or flash
milky way (n)	:	the galaxy containing the solar system
bay (n)	:	a broad inlet of the sea
glance (v)	:	take brief look
tossing (v)	:	move from side to side
sprightly (adv)	:	full of spirit and vitality

Segment - 2/2

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,

In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Check Your Understanding

1. Who is dancing beside the waves?
2. Who is superior to the sparkling waves?
3. Who gazed and gazed with a little thought?
4. Where did the poet lie?
5. What flashes to his inward eye?
6. What made the poet's heart fill with pleasure?

Glossary

outdid (v)	:	be superior in action or performance
glee (n)	:	great delight
gay (adj)	:	happy
jocund company(n)	:	cheerful company
gazed (v)	:	look steadily
oft (poetic use)	:	often
couch (n)	:	a piece of furniture for seating
lie (v)	:	resting
pensive mood (adj)	:	sad thoughts
inward eye	:	depth of our hearts
bliss (adj)	:	happiness

solitude (n) : being alone
Pleasure (n) : enjoyment, happy

Comprehension

I. Annotate the following in about 100 words. The first one is done for you.

1. When all at once I saw a crowd,
A host of golden daffodils,

Ans: These lines are taken from the poem “Daffodils” written by William Wordsworth. He was a Romantic poet and a nature lover.

Here the poet himself is the speaker. When he was wandering alone, he saw a crowd of daffodils, which were hosting the viewers, golden daffodils. He forgot his sadness and immersed himself in watching the golden daffodils which were an eye feast for him.

2. They stretch'd in never-ending line
Along the margin of a bay:
3. I gazed, and gazed, but little thought
What wealth the show to me had brought:

II. Answer the following questions in about 100 words. The first one is done for you.

1. Who was the speaker of the poem and how did he feel when he saw the golden daffodils?

Ans: In this poem, the poet himself is the speaker. He was wandering lonely as a cloud. He saw daffodils along the bay of the lake under the tree. He thought that the golden daffodils, a host, making him to see the crowd of ten thousand daffodils. He had never seen so many daffodils at a time.

They were shining like stars in a milky way. They were fluttering and dancing along the bay making the speaker to forget his loneliness. He enjoyed the beauty of nature.

2. How did the daffodils look along the day? How does the mood of the poet change in the poem?
3. What impact does the sight of the daffodils make on the poet's life?
4. Do you agree that. ‘Nature soothes people’. Justify.

III. Read the following poem and answer the questions.

Passage 1

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

1. Who wandered lonely? ()
a) Doffodils b) Breeze c) The poet d) Clouds
2. Who is compared with the cloud? ()
a) Poet b) daffodils c) both a and b d) all the above
3. Who was the host in the poem? ()
a) Daffodils b) golden daffodils c) cloud d) lake
4. The word 'breeze' in the above lines mean ____ ()
a) wind b) rain c) a light wind d) storm
5. Who is tossing and dancing? ()
a) Cloud b) Poet c) Daffodils d) All the above.
6. Who is compared with whom in the first line?
7. How did the daffodils look like?
8. "When all at once I saw a crowd" who does 'I' refer to?
9. How many daffodils did the poet see at a glance?
10. How do you feel when you see a lot of flowers?

Passage 2

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed-and gazed-but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

1. 'The waves beside them danced', here 'them' refers to ()
a) Lake b) waves c) daffodils d) clouds
2. The word 'sparkling' in the above lines mean.... ()
a) Dull b) shining brightly c) foaming d) flat
3. The word 'couch' in the above lines mean.... ()
a) Resting chair b) chair c) sofa d) bed
4. "I gazed and gazed, but little thought". Here 'I' refers to.. ()
a) Daffodils b) lake c) the poet d) waves
5. 'They flash upon that inward eye'. In this line 'inward eye' refers to... ()
a) Soul b) mind c) thoughtful mood d) imagination
6. Who surpassed whom in the first two line of the poem?
7. What does **Jocund Company** mean?
8. What flashes in the mind of the poet when he lies on his couch?
9. What is the bliss of solitude?
10. When does the poet's heart fill with pleasure?

Appreciating the poem

Poetic Devices

Simile: I wandered lonely as a cloud (Poet compared himself with a cloud)

Metaphor: 'Golden Daffodils' (Daffodils are in golden colour)

Personification: I saw a crowd, fluttering and dancing (Daffodils are taken as a crowd and then dancing.) Both are human qualities.

The Poet was immensely happy and contented at the sight of the crowded daffodils. The beauty of the golden daffodils enchanted his mind and soul. He forgot his surroundings in the company of daffodils. He felt its bliss for his solitude. He was immersed in the company of daffodils, admiring the beauty of nature which made him overcome his loneliness and pensive mood.

Objectives

After reading this lesson, you will be able to...

- set goals and achieve success in life.
- know about the rewards of patience and perseverance.
- comprehend the speech delivered by Azim Premji.

Appetizer

Name a few of your strong points (what you are good at). List your shortcomings (what you are not good at). How do we get past our flaws? Think about it

About the Author

Azim Hashim Premji (born 24 July 1945) is an Indian business tycoon and the chairman of Wipro Limited, one of India's largest software development companies. In 2000, he was voted among the 20 most powerful men in the world by Asia Week. He was also among the 50 richest people in the world from 2001 to 2003 according to Forbes. Premji is also often called Indian Bill Gates.

The essay is the address given by Azim Premji, in the "Shaping Young Minds Program" (SYMP) organized in collaboration with the Bombay Management Association (BMA) on February 9, 2004 in Mumbai.

About the Lesson

'Respond Instead of Reacting' is a thought-provoking essay by Azim Premji, Chairman of Wipro Technologies. This is an extract from his speech given as part of the Shaping Young Minds Program held in Mumbai in 2004. The essay is inspirational and lists certain qualities that youngsters should imbibe to achieve success in life.

Gist

The lesson 'Respond Instead of Reacting' mentions that one should build on one's strengths. Every one of us is good in some areas and it is important for us to work on that particular aspect. Further, achieving something on one's own gives a person more satisfaction than being gifted with something. Life is full of challenges; we fail sometimes and succeed sometimes. Neither should failure discourage us nor success make us arrogant. We must strive for excellence in whatever field we are in; after all, our only competitor is ourselves. Perseverance is required to reach the top. This does not mean that we use short cuts; one should not compromise on one's principles or ideas. One should have the courage of conviction and faith in one's ideals. Finally, one should respond calmly without reacting and remember that victory is in one's reach when we believe 'we can'.

Text

Segment - 1/3

I am very happy to be here with you. It is always wonderful to be with young people. The funny thing about life is that you realize the value of something only when it begins to leave you. As my hair turned from black, to salt and pepper and finally salt without the pepper, I have begun to realize the importance of youth. At the same time, I have begun to truly appreciate some of the lessons, I have learnt along the way. I hope you will find them useful when you plan your own career and life.

The first thing I have learnt is that we must always begin with our strengths. From the earliest years of our schooling, everyone focuses on what is wrong with us. While it is important for us to know what we are not good at, we must also cherish what is good in us. That is because it is only our strengths that can give us the energy to correct our weaknesses. There is an imaginary story of a rabbit. The rabbit was enrolled in a rabbit school. Like all rabbits, it could hop very well but could not swim. At the end of the year, the rabbit got high marks in hopping but failed in swimming. The parents were concerned. They said, "Forget about hopping. You are anyway good at it. Concentrate on swimming." They sent the rabbit for tuitions for swimming. And guess what happened? The rabbit forgot how to hop! As for swimming, have you ever seen a rabbit swim?

The second lesson I have learnt is that a rupee earned is of far more value than five pounds. My friend was sharing with me the story of his eight year-old niece. She would always complain about the breakfast. The cook tried everything possible, but the child remained unhappy. Finally, my friend took the child to a supermarket and brought one of those ready-to-cook packets. The

child had to cut the packet and pour water in the dish. After that, it took just two minutes in the microwave for it to be ready for the child to eat. The child found the food to be absolutely delicious! The difference was that she had cooked it! In my own life, I have found that nothing gives as much satisfaction as earning our rewards. In fact, what is gifted or inherited follows the old rule of come easy, go easy. I guess we only know the value of what we have if we have struggled to earn it.

Check Your Understanding

1. Who is referred to 'I' in the passage?
2. provide us the energy to correct our weaknesses.
3. The child complains about ()
a) lunch b) dinner c) breakfast d) meals
4. Was it necessary for the rabbit to learn swimming?
5. What does the story 'A Rabbit' teach us?
6. Why do you think it is good to do certain things ourselves?

Glossary

salt and pepper (idiom) : (here) white (or grey) and black hair
come easy, go easy (idiom) : whatever comes easily is also lost easily

Segment - 2/3

The third lesson I have learnt is no one bats a hundred every time. Life has many challenges. You win some and lose some. You must enjoy winning. But do not let it go to the head. The moment it does, you are already on your way to failure. And if you do encounter failure along the way, treat it as an equally natural phenomenon. Don't beat yourself for it or anyone else for that matter! Accept it, look at your own share in the problem, learn from it and move on. The important thing is, when you lose, do not lose the lesson.

The fourth lesson I have learnt is the importance of humility. Sometimes, when you get so much in life, you really start wondering whether you deserve all of it. This brings me to the value of gratitude. We have so much to be grateful for, our parents, our teachers and our seniors have done so much for us that we can never repay them. Many people focus on the shortcomings, because obviously no one can be perfect. But it is important to first acknowledge what we have received. Nothing in life is permanent but when a relationship ends, rather than becoming bitter, we must learn to savour the memory of the good things while they lasted.

The fifth lesson I learnt is that we must always strive for excellence. One way of achieving excellence is by looking at those better than ourselves. Keep learning what they do differently.

Emulate it. But excellence cannot be imposed from the outside. We must also feel the need from within. It must become an obsession. It must involve not only our mind but also our heart and soul. Excellence is not an act but a habit. I remember the inspiring lines of a poem which says that your reach must always exceed your grasp. That is heaven on earth. Ultimately, your only competition is yourself.

The sixth lesson I have learnt is never give up in the face of adversity. It comes on you suddenly without warning. One can either succumb to self-pity, wring one's hands in despair or decide to deal with the situation with courage and dignity. Always keep in mind that it is only the test of fire that makes fine steel. A friend of mine shared this incident with me. His eight-year old daughter was struggling away at a jigsaw puzzle. She kept at it for hours but could not succeed. Finally, it went beyond her bedtime. My friend told her, "Look, why don't you just give up? I don't think you will complete it tonight. Look at it another day." The daughter looked with a strange look in her eyes, "But dad, why should I give up? All the pieces are there! I have just got to put them together!" if we persevere long enough, we can put any problem into its perspective.

Check Your Understanding

1. The fourth lesson learnt by the author is ()
a) no one bats a hundred every time b) importance of humility
c) always strive for excellence d) never give up in the face of adversity
2. When you get so much in life, you wonder, you deserve all of it. It's the value of
3. We have so much to be grateful for parents, teachers and seniors. We never repay them (True/False)
4. Is it true that 'failure' is the stepping stone to success?
5. Should we be sad and bitter about failures in life? Justify.
6. Who is your main competitor in life?
7. Should we give up when we can't do something? Why/Why not?

Glossary

bats a hundred (idiom)	:	is extremely successful; In cricket it is an achievement to bat up to a hundred or hit a century.
humility (n)	:	the quality of being humble, modesty
bitter (adj)	:	filled with anger or hatred
savour (v)	:	enjoy the taste of
emulate (v)	:	try to do as well as or better than, especially through imitation
obsession (n)	:	an uncontrollable, persistent idea

adversity (n)	:	hardship or misfortune
succumb (v)	:	submit, stop resisting, yield
wring one's hands (v)	:	squeeze or twist one's hands in sorrow or worry
persevere (v)	:	to continue doing something in spite of difficulties

Segment - 3/3

The seventh lesson I have learnt is that while you must be open to change, do not compromise on your values. Mahatma Gandhiji often said that you must open the windows of your mind, but you must not be swept off your feet by the breeze. You must define what your core values are and what you stand for. And these values are not so difficult to define. Values like honesty, integrity, consideration and humility have survived for generations. Values are not in the words used to describe them as much as in the simple acts. At the end of the day, it is values that define a person more than the achievements. Because it is the means of achievement that decide how long the achievements will sustain. Do not be tempted by short cuts. The short cut can make you lose your way and end up becoming the longest way to the destination.

And the final lesson I learnt is that we must have faith in our own ideas even if everyone tells us that we are wrong. There was once a newspaper vendor who had a rude customer. Every morning, the customer would walk by, refuse to return the greeting, grab the paper off the shelf and throw the money at the vendor. The vendor would pick up the money, smile politely and say, "Thank you, Sir." One day, the vendor's assistant asked him, "Why are you always so polite with him when he is so rude to you? Why don't you throw the newspaper at him when he comes back tomorrow?" The vendor smiled and replied, "He can't help being rude and I can't help being polite. Why should I let his rude behaviour dictate my politeness?"

In my youth I thought of myself as a rebel and was many times a rebel without a cause. Today, I realize my rebellion was another kind of conformity. We defied our elders to fall in line with our peers! Ultimately, we must learn to respond instead of reacting. When we respond, we evaluate with a calm mind and do whatever is most appropriate. We are in control of our actions. When we react, we are still doing what the other person wants us to do.

I wish you all the best in your life and career. I hope you achieve success in whatever way you define it and what gives you the maximum happiness in life. Remember, those who win are those who believe they can.

Check Your Understanding

1. What was Gandhiji's teaching?
2. Was the vendor right in what he did? Why/Why not?

3. The values mentioned by the author are
 a) integrity b) honesty c) humility d) all the above
4. The short cut can make lose the way and end up becoming the longest way to the destination (True/False)
5. How did the writer realize about his rebellion?

Glossary

- sustain (v) : to give support
- compromise (v) : to arrive at a settlement by making concessions, to reduce in quality or weaken
- integrity (n) : honesty, adherence to a strict moral code

Comprehension

I. Annotate the following in about 100 words. The first one is done for you:

1. The first thing I have learnt is that we must always begin with our strengths.
 Ans: This line is taken from the essay 'Respond Instead of Reacting' by Azim Premji. The essay is actually a speech given by Azim Premji in the “Shaping Young Minds” program. The essay is inspirational as the writer lists the qualities that are required by the youth of today to achieve their goals. The writer emphasizes that youngsters should build on their strengths rather than worry about their weaknesses. All of us may be good at some things but not at others. We should develop our abilities and talents. The writer narrates the story of a rabbit that has the innate ability to hop. When the rabbit was forced by his parents to swim instead of hop, he forgot even how to hop and of course, rabbits are not programmed by nature to swim! This story teaches us that when people are forced to do what they are not good at or interested in, they might lose even their innate abilities. Once the innate abilities are identified and nurtured, one can work on one's weaknesses and overcome them.
2. In fact, what is gifted or inherited follows the old rule of come easy, go easy.
3. The important thing is, when you lose, do not lose the lesson.
4. You must open the windows of your mind, but you must not be swept off your feet by the breeze.

II. Answer the following questions in about 100 words each. The first one is done for you:

1. Briefly summarize the lessons that Azim Premji recounts in the essay ‘Respond Instead of Reacting’.

Ans: 'Respond instead of Reacting' is actually the address given by Azim Premji in the 'Shaping Young Minds Programme'. He describes some of the lessons he learnt in his life. The first lesson, he says, he has learnt is that one should focus and begin with one's strengths to overcome our weaknesses. The second message from him is that we only know the value of what we have if we have struggled to earn it. The third note he shares with us is that when one loses, one should not lose the lesson comes from it. When one wins, one must not let it go to the head. The fourth point is the importance of humility which brings the value of gratitude. The fifth lesson cautions us to strive always for excellence in everything we do. The next message is that one should not compromise with one's values while allowing oneself to change. The final point presents an important quality that we might listen to all others but we should stick to our values alone. He says that essential values like honesty, humility and consideration are more important than our achievements.

2. It is often believed 'Your attitude, not your aptitude, will determine your altitude'. (Zig Ziglar) Is this true? Discuss it in the light of Azim Premji's lessons.
3. 'Remember, those who win are those who believe they can.' Is this true? How can one achieve one's goals, according to Azim Premji?
4. How does the newspaper vendor prove that one must have faith in one's own ideas even if everyone else tells us that we are wrong?

III. Read the passage given below and answer the questions that follow.

Passage 1

Water is a resource used by every human being on this planet. That makes it the responsibility of every individual to do their bit to conserve water. Government agencies can never fight this battle alone. They can only take the initiative and provide the necessary support. But ultimately conserving water has to be a people's programme. New strategies for generating awareness should be devised. The most important is to spread awareness among youngsters, as they have to face the maximum challenges in the coming future. Environment education has already been made compulsory in our education system. The need is to make it more comprehensible so that students can understand the practical aspects and challenges related to environment.

1. What is the responsibility of every individual with regard to the use of water?
2. What is the role of government agencies in this regard?
3. Why is it important to spread awareness about water conservation among youngsters?
4. In what way should environment education be modified?

5. The writer suggests: (Choose the best answer.)
- Individuals alone can devise ways to conserve water.
 - Government agencies alone can implement methods of water conservation.
 - Both individuals and government have an important role to play in this regard.

Passage 2

I saw my mother's hand feeling for the clasp of her purse. She saw me watching her. I was giving her one of my own frosty-nosed looks this time and she knew exactly what I was telling her. Now listen, mummy, I was telling her, you simply mustn't take advantage of a tired old man in this way. It's a rotten thing to do. My mother paused and looked back at me. Then she said to the little man, 'I don't think it's quite right that I should take an umbrella from you worth twenty pounds. I think I'd better just give you the taxi-fare and be done with it.'

- What did the narrator see?
- What did the narrator's mother see?
- What was the rotten thing referred to in the passage?
- Did the narrator's mother agree with the little girl when she said, "You mustn't take advantage of a tired old man" ?
- Mother said it was quite right to take the umbrella from the old man. Say 'true' or 'false'.
- What did the narrator's mother offer to do?

Passage 3

Ganesh Chaturthi is celebrated around India but most grandly in Maharashtra. But the ten day extravaganza, the festival has become is a relatively recent creation. In Pen, in Maharashtra, there are nearly 250 families which work on Ganapathi statues for a living. Both clay and plaster of Paris (POP) are used for the making of the "murtis". Clay is more difficult than POP to work with and there are few expert clay sculptors left. Many devout customers insist on clay "murtis", for after they are immersed in water, clay dissolves readily while POP can take months with fragments floating to shore days after the immersion, upsetting both devotees and environmentalists. Once a "murti" is made, it is ready for decoration. It is first buffed with a soft cloth. Then a small red 'tilak' is placed reverently on its forehead. Next it is sprayed with clay resin primer. After it dries, it is again buffed with 'jheel', a subtle sheen that highlights skin tones. Finally, the most important finishing touch, 'aakhni' the painting of the eyes, is done. It is when the eyes are painted on that an idol comes alive.

1. How many days is Ganesh Chaturthi celebrated?
2. The number of families which work on Ganapathi statues for a living are about _____
3. How is a 'murti' prepared by the families?
4. Fewer clay murtis are made these days because _____
5. The devout customers, however, demand clay murtis because _____
6. Ganesh Murtis are immersed in water (True/False)
7. What happens when Ganesh Murtis are immersed?

Grammar

Present Perfect

The present perfect tense has the auxiliary verb 'have/has' and the past participle of the main verb. Its uses are listed below.

Use	Examples	Time expressions
Events at an unstated time in the past	Have you ever been to Delhi? I've already completed my homework.	<i>already, always, ever, just, lately, recently, still, yet, so far, up to now</i>
Repeated past actions at unstated times	They have watched the movie three times. How many times have you visited Hyderabad?	<i>once, twice, three (four, five) times and so on</i>
Events or situations that developed in the past and that have continued until the moment of speaking	I've studied English for 5 years. We've lived here since 2001. She hasn't worked here for very long.	<i>for, since, so far, till now, to date, up to now, and so on.</i>

Exercises:

Complete the sentences using the present perfect tense or the simple past of the verb in brackets.

Ex:

- A : Have you ever been to Bangalore?
 B : Yes, **I have. I have been (be)** to Bangalore several times.
 A : In fact, I **was (be)** in Bangalore last year.

1. A : Are you going to finish the home work before 7'o clock?
B : I (*finish, already*) it. I (*finish*) it two hours ago.
2. A : Have you ever gone to the Krishna's IMAX?
B : Yes, I (*go*) there many times. In fact, I (*go*) there last night with my brother.
3. A : Do you want to watch the movie at the Rama theatre with us tonight?
B : No, thanks. I (*see, already*) it. I (*see*) it last Saturday.
4. A : When are you going to submit the ICET form?
B : I (*submit, already*) it. I (*submit*) it last week.
5. A : This is a good book. Would you like to read after I finish it?
B : Thanks. I (*read*) it. I (*read*) it last month.

Use the following; make questions beginning with "Have you ever".

Example : take a course in English

Question : Have you ever taken a course in English?

Then, answer those questions, Yes/No

1. write a story
2. shake hands with any teacher
3. go to a movie without informing your parents
4. save money to buy something
5. tell your parents a lie
6. swim in a river
7. ride a motorbike
8. see a ghost
9. cry while watching a film
10. run for your life

Write complete sentences as answers.

Answer with 'yes': Yes, I have taken a course in English.

Answer with 'no' : No, I have not taken a course in English.

Complete the sentence "I have been here" Using 'since' or 'for' with the time expressions given below.

I have been here

1. _____ three weeks.
2. _____ 2010.
3. _____ January.
4. _____ last year.
5. _____ last Monday.
6. _____ about two months.
7. _____ 12 noon.
8. _____ yesterday.
9. _____ three days.
10. _____ a half an hour.
11. _____ the fifth of June.
12. _____ almost seven years.
13. _____ the beginning of the year.
14. _____ a couple of days.

Complete the following passage by filling in the blanks using the correct form of verbs given in brackets:

The boys were playing cricket. Krishna bowled. Abdul hit the ball hard. It (i)_____. (fly) into the sky. Nobody could (ii) _____ (see) it. The fielders ran here and there (iii) _____ (search) for it. The umpire declared it was a six. But the ball could not be (iv) _____ (find) for a long time. Then, Snooby, Abdul's pet dog came running holding the ball in his mouth. He had (v) _____ (see) it fall in a pit. What a faithful dog! Everyone (vi) _____ (pat) Snooby.

Writing

- 1) You have read the lesson "Respond Instead of Reacting". In the lesson the author explained what he learnt from the society and people.

Now, write a letter to your friend about your feelings of what have you learnt from the text.

2. You joined in TOSS Intermediate course in an accredited Institution (Study centre). You are waiting for the text books.

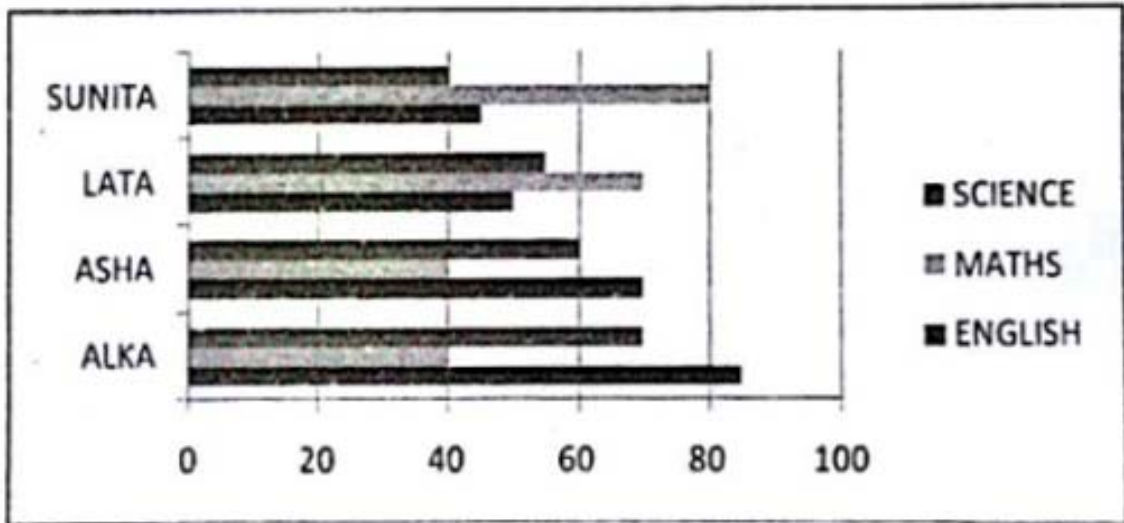
Now, write a letter to the accredited Institution coordinator to get the text books.

Study Skills

Given below is a bar graph depicting the performance of 4 girls in a unit test.

Now, answer the following questions.

PERFORMANCE IN THE UNIT TEST IN JULY



1. What is the bar graph about?
2. Name the subjects taken into account.
3. Name the girls whose performance in the test is being compared.
4. Who got the highest marks in English?
5. Who got the highest marks in Science?
6. Latha got the lowest marks in Science. Write (True or False)

UNIT 12

ROBINSON CRUSOE

- Daniel Defoe

Objectives

After reading this lesson, you will be able to ...

- understand story of adventure.
- appreciate the character of Crusoe.
- get acquainted with adventurous voyager.

Appetizer

It is said that life is a journey. Have you ever embarked on a journey? Have you ever been alone for a long period? How would you feel, if you were left alone in an Island? Now let us know the fun and challenges we may encounter on an isolated Island.

About the Author

Daniel Defoe (1660-1731) was an English writer, journalist and spy, who gained fame for his novel *Robinson Crusoe*. Defoe is notable for writing the first English novel. He is also known for popularizing novel as a genre in England. He wrote *Captain Singleton* (1720), which portrays the redemptive power of one man's love for another. His novel *Roxana: The Fortunate Mistress* (1724) offers remarkable examples of the way in which he seems to inhabit his fictional characters.

Defoe's famous novel *Robinson Crusoe* (1719) tells of a man's shipwreck on a deserted island and his subsequent adventures. The author may have based his narrative on the true story of the shipwreck of the Scottish sailor Alexander Selkirk. Interestingly, the name 'Crusoe' may have been taken from Timothy Crusoe, who had been a classmate of *Defoe* and who had gone on to write guidebooks.

Gist

Defoe's novel is about how Robinson Crusoe becomes marooned on an island off the north-east coast of South America. As a young man, Crusoe had gone to sea in the hope of making his fortune. His ship had been destroyed by the sea. He was alone for many years. He was longing for company. One day he discovered a footprint on the sand. He realized that he was not alone on the Island. It is inhabited.

Text

Segment - 1/2

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good; I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot - toes, heel, every part of a foot. I could not imagine how it came there.

I stayed long time thinking, but became more and more confused.

At last I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man. When I came to my cave (which I called my castle), I ran inside it, as if I was being chased.

Check Your Understanding

1. What was Crusoe surprised to see?
2. Why did he go up and down the shore?
3. Why did he become more confused?

Glossary

amazed (adj)	:	feeling or showing great surprise or wonder
no good (phrase)	:	of no use
castle (n)	:	huge fancy stone house

Segment - 2/2

I do not remember whether I used the ladder or went in by the hole in the rock, which I called the door. I ran for cover, faster than any animal could run. I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realized that someone lived on the island and would soon return with others to kill and eat me.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realized that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, as I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there. The island was inhabited!

Check Your Understanding

1. Robin assumed that the footprints belonged to
2. 'If he had seen the boat.....' Who does 'he' refer to?
3. What did he realize after coming closer to the footprint?
4. Was the island inhabited?

Glossary

savages (n)	:	violent people
realized (v)	:	understand
fearful (adj)	:	scary
investigate (v)	:	ask lots of questions about something to try to find the truth
frequently (adv):	:	often
alongside (prep):	:	next to
inhabited (v)	:	lived-in

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you:

1. 'But I was not mistaken, for there was exactly the print of a foot-toes, heel, every part of a foot.'

Ans: The above lines are taken from the lesson 'Robinson Crusoe' written by Daniel Defoe. This is an extract from Defoe's novel about Robinson Crusoe's adventures. Robinson's ship had been destroyed by the sea. He had been alone for many years on the island. One day he discovered a footprint on the sand. He tried to discover whose footprints it could be. Crusoe was surprised to see the footprint of a man on the sand. He tried to listen and look around, but he could neither hear nor see anything. So to know further he went up and down the shore, but of no use. He rechecked and confirmed that there was exactly a print of a foot.

2. 'I ran inside it, as if I was being chased.'
3. 'If he had seen the boat he would have realized that someone lived on the island and would soon return with others to kill and eat me.'
4. 'I went home again, believing that there was someone there.'

II. Answer the following questions in about 100 words each. The first one is done for you:

1. How did Robinson react on seeing the footprint? What did he do?

Ans: Robinson was surprised to see the footprint of a man on the sand. He thought that he was alone on the Island. He looked around to hear or see something, but he could not. He then went up and down the shore to find if there were any more footprints. He checked twice, if it had been his imagination. He was not mistaken, there was exactly the print of a foot, which made him stay for a long time thinking. He became more and more confused. He finally returned home looking behind him after every two or three steps.

2. How did Robinson conclude that the island was inhabited?
3. "If you were Crusoe, how would you react seeing the footprint?"

Read the following passage carefully and answer the questions that follow.

Passage 1

One day, when I was going towards my boat, I was surprised to see the footprint of a man on the sand. I stood amazed! I listened; I looked around me; I could neither hear nor see anything. I went up higher to look down; I went up the shore and down the shore, but it was no good;

I could find no other footprint but that one. I went to it again to see if there were any more footprints and to tell if it had been my imagination. But I was not mistaken, for there was exactly the print of a foot - toes, heel, every part of a foot. I could not imagine how it came there.

I stayed long time thinking, but became more and more confused.

At last I returned home very frightened, looking behind me after every two or three steps, mistaking every bush and tree to be a man. When I came to my cave (which I called my castle), I ran inside it, as if I was being chased.

I do not remember whether I used the ladder or went in by the hole in the rock, which I called the door. I ran for cover, faster than any animal could run.

1. Robinson was surprised to see the footprint of _____. ()
a) A man b) a child c) a tiger d) a bird
2. "It was no good". Choose the right meaning of the phrase. ()
a) Not good b) not interesting c) no use d) not real
3. Robinson went up and down the shore to find _____. ()
a) the man b) more footprints c) his boat d) his cave
4. What confused Robinson more and more? ()
a) Imagining how the footprints came there b) Imagining about his ship
c) Being isolated on the Island d) Both a and b
5. Robinson called his _____ as his castle. ()
a) ship b) footprint c) cave d) fear
6. Why was Robinson surprised?
7. The footprint was an imagination of Crusoe. [True/False]
8. How could he say that he wasn't mistaken?
9. Why was he frightened?
10. How did he run inside?

Passage 2

I did not sleep that night. The more I thought about what I had seen, the more afraid I became. I thought it could be one of the savages of the mainland who had wandered out to the sea, in a small boat.

Luckily I was not on shore at that time, but what if he had seen my boat! If he had seen the boat he would have realized that someone lived on the island and would soon return with others to kill and eat me.

And so I lay fearful for many days and prayed for protection. In doing so, I was much comforted and began going out to investigate. But even now as I went forward, I looked behind me frequently, because I was still very frightened.

However, as I went about for two or three days and saw nothing I became a little bolder. I decided to go down to the shore again and examine the footprint once more. I decided to measure it with my own footmark.

As I came closer to the footprint, I realized that it could not be my footprint because I had not come to this part of the beach since a long time. Secondly, as I placed my foot alongside that footprint, it seemed larger than my own.

My fear returned! I went home again, believing that there was someone there. The island was inhabited!

1. Robinson ran back his home, as fast he could because he was _____ ()
a) racing. b) afraid c) in a hurry to go home d) hungry
2. He could not sleep because _____. ()
a) there was an animal outside his cave.
b) he thought savages had come from the mainland.
c) his bed was uncomfortable.
d) he was hungry.
3. Why was Robinson Crusoe sure that it was not his footprint? ()
a) It didn't look like a human footprint.
b) It looked smaller than his.
c) He had not come to this part of the beach in a long time.
d) It looked bigger than his.
4. Where was Robinson Crusoe? ()
a) On a boat b) In a town c) Alone on an island d) On an aero plane
5. Robinson prayed for _____ ()
a) the savages b) his protection c) his rescue d) food
6. What would the savages do, if they found him?
7. Why did Crusoe decide to go down to the shore again?
8. What did Crusoe realize?
9. Why did he believe in the end that the island was inhabited?
10. Do you think that the island was inhabited? Support your statement.

Conjunction

A conjunction is a word like *and*, *but*, *because*, etc. Conjunctions have an important function because they **join words and phrases** together. Without conjunctions, it would be difficult to create compound and complex sentences.

There are **two types** of conjunctions:

1. Coordinating conjunctions

Example: for, and, nor, but, or, yet, so (it can be remembered as FANBOYS)

2. Subordinating conjunctions

Example: although, because, since, unless, that, which, etc.

Conjunctions have **two basic functions**:

Coordinating conjunctions are used to join two parts of a sentence that are grammatically equal. The two parts may be single words or clauses.

Examples:

- Ram *and* Rahim went to market.
- I like ice-cream, *but* I did not buy it.

Subordinating conjunctions are used to join a subordinate dependent clause to a main clause, for example:

- I went to school *although* it was raining.

Conjunctions have **three basic formats**:

- Single word - *Example:* and, but, because, although, etc.
- Compound (often ending with 'as' or 'that') - *Example:* as long as, in order that, provided that, etc.
- Correlative (in pairs) - *Example:* either.. or, neither... nor, but... and, not only... but also.

Grammar

Transformation of Sentences

Transformation of sentences means changing the words or form of a sentence without changing its meaning. In other words, form is changed without altering its sense.

Sentences can be classified into affirmative, negative, interrogative (question), declarative (statement), imperative (command) and exclamatory (exclamation). **Declarative (a.k.a. assertive)** sentences state a fact or opinion. They can be again divided into two types of sentences known as affirmative and negative sentences. Each declarative sentence ends with a period or full-stop (.). **Interrogative** sentences ask a question. Each interrogative sentence ends with a question mark (?). **Imperative** sentences give a command. They tell us to do something. Each imperative sentence ends with a period or full-stop, or exclamation mark (!). **Exclamatory** sentences express strong emotion. Each exclamatory sentence ends with an exclamation mark.

Each of these types of sentences can be transformed into different form without changing the meaning of the sentence. Let us consider a few examples of transformation of sentences below:

Affirmative to Negative:

- I love reading fiction. → I do not love reading fiction.
- Only God can help us. → None but God can help us.
- She has only a book. → She has nothing but a book.
- Hyderabad is the smartest city in India. → No other city in India is as smart as Hyderabad.

Assertive to Interrogative:

- He was handsome. → Was he handsome?
- She reads novels. → Does she read novels?
- They played cricket. → Did they play cricket?
- I never drink tea. → Do I ever drink tea?
- Everybody wishes to be happy. → Who doesn't wish to be happy?
- There is no use of this book. → What is the use of this law?

Exclamatory to Assertive:

- How fortunate you are! → You are very fortunate.
- Hurrah! We have own the game. → It is a matter of joy that we have won the game.
- Alas! He has failed. → We mourn that he has failed.
- What a beautiful story! → It is a very beautiful story.

Imperative to Assertive:

- Do the work. → You should do the work.
- Please, help me. → You are requested to help me.
- Do not run in the sun. → You should not run in the sun.
- Never tell a lie. → You should never tell a lie.
- Let him play football. → He might play football.
- Let us go out for a walk. → We should go out for a walk.

Sentences: Simple, Compound, Complex

In English, there are mainly three types of sentences: Simple sentence, Compound sentence and Complex sentence. A **simple sentence** has just one clause. A **compound sentence** has more than one main clause. We have to use coordinating conjunction to form a compound sentence. A **complex sentence** has one main clause and one or more subordinate clauses. We have to use subordinating conjunction to form a complex sentence. Please note that main clause is also known as independent clause, whereas subordinate clause is also known as dependent clause.

Let us consider a few examples of transformation from simple to compound and complex:

Simple: I saw a beautiful girl.

Compound: I saw a girl **and** she was beautiful.

Complex: I saw a girl **who** was beautiful.

Simple: He woke up at daylight.

Compound: He woke up **and** it was daylight.

Complex: It was daylight **when** he woke up

Simple: We eat healthy to live well.

Compound: We eat healthy **and** we live well.

Complex: We eat healthy **so that** we can live well.

Change of Degree

In English grammar, there are three degrees of comparison. They are: Positive degree, Comparative degree and Superlative degree. The degrees referred here are adjectives that change form. They are used to compare one thing or person to another. Let us consider following examples of transformation in degree.

Superlative to comparative and positive

Example 1:

Superlative: Ramesh is the **tallest** boy in the school.

Comparative: Ramesh is **taller** than any other boy in the school.

Positive: No other boy in the school is as **tall** as Ramesh.

Example 2:

Superlative: Iqbal was one of the **greatest** poets in India.

Comparative: Iqbal was **greater** than most other poets in India.

Positive: Very few poets in India were so **great** as Iqbal.

Example 3:

Superlative: Rajanna is the **oldest** of all men in the village.

Comparative: Rajanna is **older** than all other men in the village.

Positive: No other man in the village is as **old** as Rajanna.

Comparative to positive

Example 1:

Comparative: Rani is **wiser** than Reema.

Positive: Reema is not so **wise** as Rani.

Example 2:

Comparative: Raju is not **smarter** than Suresh.

Positive: Suresh is atleast as **smart** as Raju.

Writing

Note Making

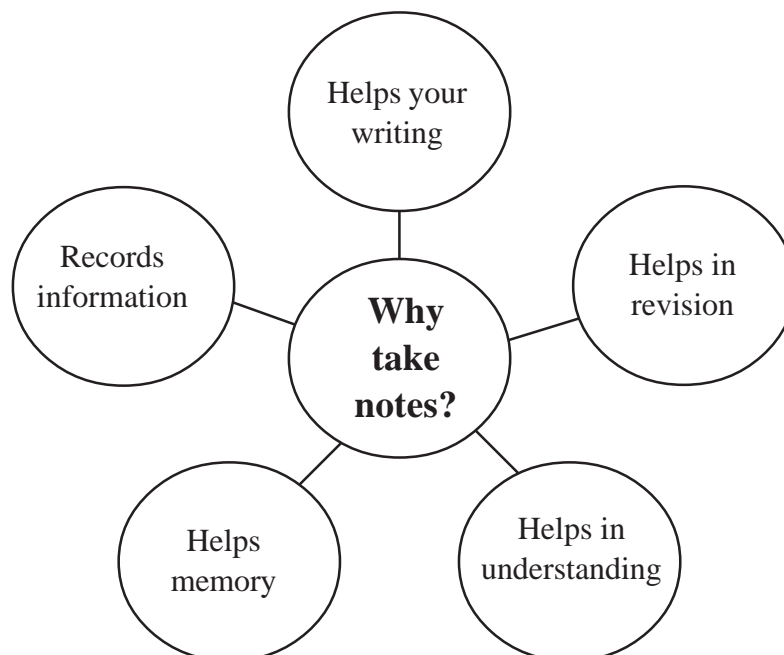
Note making and summarising is a crucial skill that helps us in our career and personal life. Notes are short written record of facts to aid the memory. Students need to write down running notes during a lecture in the classroom. The function of notes is to filter the important information and help us retain it. Notes are usually taken to record a speech or dictation while listening to it or after reading a book, magazine or article. It also makes it easier for us to refer to the important points in future.

How to make note?

You may follow these steps:

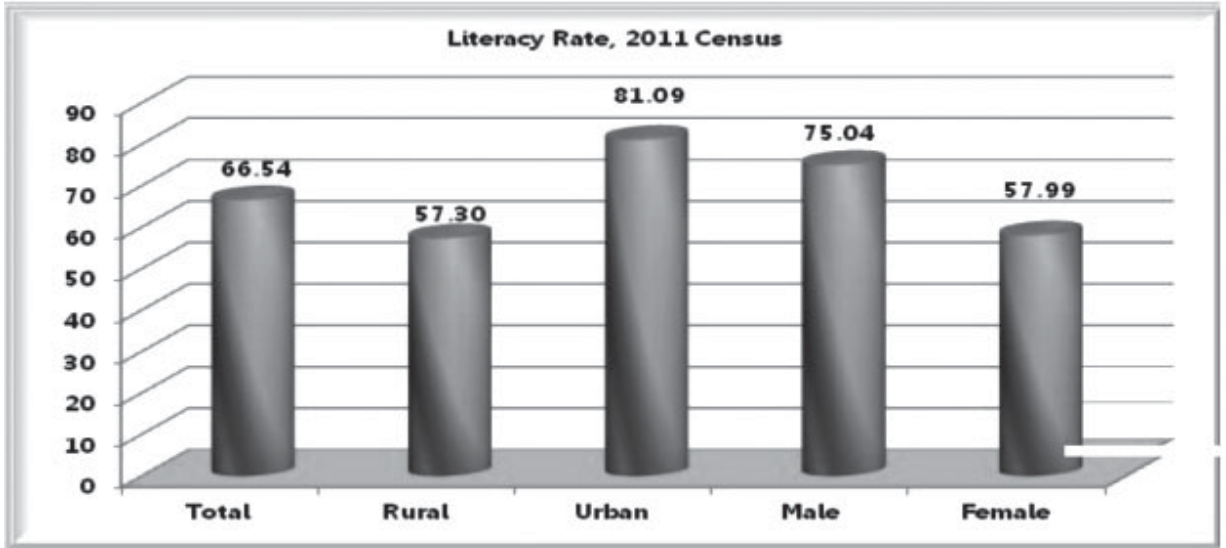
- (1) Read the given passage carefully.
- (2) Understand the subject or theme of the passage, i.e., what is this passage about?
- (3) Identify main ideas and important supporting details.
- (4) Keep main ideas under headings, and add supporting points under sub-headings.
- (5) Use proper layout/format, e.g.,
 - (a) Tabular form
 - (b) Flow chart
 - (c) Sequential form
 - (d) Pie chart, graphs or diagrams
 - (e) Indented, linear form, etc.
- (6) Use identifiable abbreviations wherever possible

Let us consider the below diagram as an example of making note on ‘Why take notes?’



Study Skill

Observe the bar chart given below. It contains information about the literacy rate in Telangana as per 2011 Census.



Answer the following questions:

1. What is the chart about?
2. % of illiteracy is observed in Telangana, as per the above data.
3. According to 2011 Census, the literacy rate in Telangana is
4. In which area is the literacy rate more?
5. How much percentage of illiteracy is recorded in rural areas?
6. The percentage of male literacy is more. (True /False)
7. What is the literacy rate of female mentioned in the above chart?
8. What percent of difference do you observe in literacy rate of male and female?
9. How much difference do you notice in urban and rural literacy percentage?
10. What specification do you observe in urban literacy rate?

UNIT 13

OZYMANDIAS

- *Percy Bysshe Shelley*

Objectives

After reading this lesson, you will be able to ...

- enjoy the beauty of the poem.
- know the poet's diction.
- know the universal truth about the futility of human vanity.

Appetizer

History has demonstrated that the most notable winners usually encountered heartbreaking obstacles before they triumphed. They won because they refused to become discouraged by their defeats.

About the Author

Percy Bysshe Shelley, whose literary career was marked with controversy due to his views on religion, atheism, socialism, and free love, is known as a talented lyrical poet and one of the major figures of English romanticism.



Shelley was also generous in his support and encouragement of fellow poets; he was a key figure in the development of English romantic poetry. His most notable poems are “Ozymandias”, “Ode to the West Wind”, “To a Skylark”, “Music”, “When Soft Voices Die”, “The Cloud” and “The Masque of Anarchy”.

About the Lesson

“Ozymandias” is one of the most anthologized poems written by the English poet, Percy Bysshe Shelley. It is a sonnet, first published in “The Examiner” in 1818. The next year, it got a place in Shelley’s collection “Rosalind and Helen, a Modern Eclogue: With Other Poems” (1819).

The sonnet is about the ruins of a statue of Ozymandias. In antiquity, Ozymandias was a Greek name for the ancient Egyptian pharaoh Ramesses II, who ruled from 1279 BCE to 1213 BCE. It’s no surprise that the poem is named after him. However, the poem ironically presents a great message about the transitory (short-lived) existence of the boastful might of the ruler.

The king once enjoyed his commanding power, but time has brought its decay. Even his statue is now reduced to dust. But the head of the statue which is half-sunk in the sand, still expresses the passions of the ruler. So, what remains alive is the sculptor's work of art. So, the poet here highlights the mortality and inevitable decline of so-called mighty leaders and their false pride in contrary to the immortality of creative works.

Gist

“Ozymandias” is a sonnet written by the English Romantic poet, Percy Bysshe Shelley. Shelley wrote “Ozymandias” in 1817 as part of a poetry contest with a friend and had it published in “The Examiner” in 1818 under the pen name Glirastes.

The speaker of the poem meets a traveller who came from an ancient land. The traveller describes two large stone legs of a statue, which lack a torso to connect them and which stand upright in the desert. Near the legs, half-buried in sand, is the broken face of the statue. The statue's facial expression—a frown and a wrinkled lip—form a commanding, haughty sneer. The expression shows that the sculptor understood the emotions of the person the statue is based on, and now those emotions live on, carved forever on inanimate stone.

In making the face, the sculptor's skilled hands mocked up a perfect recreation of those feelings and of the heart that fed those feelings (and, in the process, so perfectly conveyed the subject's cruelty that the statue itself seems to be mocking its subject). The traveller next describes the words inscribed on the pedestal of the statue, which say: “My name is Ozymandias, the King who rules over even other Kings. Behold what I have built, all you who think of yourselves as powerful, and despair at the magnificence and superiority of my accomplishments.” There is nothing else in the area. Surrounding the remnants of the large statue is a never-ending and barren desert, with empty and flat sands stretching into the distance.

Poem

I met a traveller from an antique land,
Who said- “Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,

The hand that mocked them, and the heart that fed;
 And on the pedestal, these words appear:
 My name is Ozymandias, King of Kings;
 Look on my Works, ye Mighty, and despair!
 Nothing beside remains. Round the decay
 Of that colossal Wreck, boundless and bare
 The lone and level sands stretch far away.”

Check Your Understanding

1. Who was Ozymandias?
2. The poem has two settings. Identify them.
3. What is the only thing remaining in the vast desert?
4. How was the visage?
5. Who is referred to as ‘them’ in the poem?
6. What does the poet mean when he says ‘trunkless legs’?
7. What do the words tell us about the King?
8. What features on the King’s face tell that he was proud?
9. What happens to the people who are proud?
10. In what condition was the statue found?

Glossary

antique land (n)	:	reference to the Egyptian land
vast (adj)	:	huge
trunk (n)	:	torso, the upper part of body (from abdomen to where the neck starts)
trunkless (n)	:	without a torso
desert (n)	:	a barren tract
shattered visage	:	destroyed face
frown (v)	:	a facial expression of indicating thought or displeasure or dislike (eyes brows brought together forming wrinkles on forehead)
wrinkles (n)	:	lines or creases on face due to age or worry
sneer (v)	:	a look or expression (smile, laugh etc.) of scorn or contempt to belittle sb/sth.
Cold (adj)	:	unfriendly and without any emotions or feelings or care for others

cold command (n)	: arrogant, egoist command demanding obedient submission or face punishment
sneer cold command (n):	an expression of haughtiness, scorn or contempt and snobbery while commanding that is dismissive and lacks care for the feelings of the subject. (It shows the autocratic, domineering and uncaring character of the ruler Ozymandias)
sculptor (n)	: a person who makes figures
passions (n)	: a fit or mood of some emotion
survive (v)	: to sustain the effects of and continue to live
stamped (v)	: sculpted
mock (v)	: make fun of by laughing in disrespectful and unkind way (especially by copying what others say)
pedestal (n)	: the base or support on which a statue is mounted
ye (pro)	: you (old form English) or the mighty
despair (n)	: lose or give up hopes
decay (v)	: decline or get destroyed with time
colossal (adj)	: great in size or force to bring out a feeling of admiration and respect
wreck (n)	: the destruction of a vessel
boundless(n)	: without limits or any end
bare (n)	: open area without plants and trees
stretch far way (phrase):	expanding far and wide

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you:

1. Who said- “Two vast and trunkless legs of stone stand in the desert...”

Ans: This line is taken from the poem ‘Ozymandias’, written by P.B.Shelley. Ozymandias was an Egyptian pharaoh, Ramses II who vainly believed that he was powerful and his empire would last forever. The poet said these words with the traveller that only two legs remained and the face which lay half buried in sand.

2. Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
3. Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”
4. And on the pedestal, these words appear:
My name is Ozymandias King of Kings;
Look on my Works, ye Mighty, and despair!

II. Answer the following questions in about 100 words each. The first one is done for you.

1. What does the narrator mean when he says “Nothing besides remains”?

Ans: The narrator thought the sentence, ‘Nothing besides remains’ means that Ozymandias, the king of kings, the mightiest ruler of his times had led the life of a man perpetually in pursuit of power, might and worldly pleasure. He had fought many battles and expanded his kingdom to an unthinkable vastness. After his death, nothing remained, time had wiped every trace of his kingdom and there was a vast sandy desert that remained.

2. In what condition was the statue found?
3. How did the poet come to know about the broken statue of Ozymandias?
4. How does the poet describe the broken statue?

III. Read the following lines of the poem and answer the questions following that.

Passage 1

I met a traveller from an antique land,
Who said—“Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed.

1. Who is “I” in the above lines? ()
a) the king b) a man in the desert c) the traveler d) the soldier
2. Whom did the poet meet?
3. Where did the poet meet the traveller? ()
a) on the way b) in the country c) in the desert d) none of the above
4. What did the traveller find in the sand?
5. What does the poet mean by ‘Two vast and trunkless legs of stone’?
6. How was the visage?
7. “That its sculptor well those passions read”- Explain.
8. The feature of the King’s face is..... ()
a) happy b) unhappy c) angry d) none of the above
9. The meaning of the ‘shattered visage’ is..... ()
a) beautiful face b) angry face c) happy face d) destroyed face
10. What is referred to as ‘them’ in the above lines?

Passage 2

And on the pedestal, these words appear:
My name is Ozymandias King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

1. The words were written on the pedestal is ()
a) My name is Ozymandias. b) Ozymandias.
c) My name is Ozymandias King of Kings. d) King of kings.
2. The statue of Ozymanias was found in ()
a) on a distant way b) in a distant river c) in a distant desert d) in a distant land
3. The King goes down in history by his frown. (True/False)
4. Why is the traveller in despair?

5. What does it mean 'nothing beside remains'?
6. What do the last three lines describe?
7. According to the passage, what happens to the people who are proud?
8. What expressions did the face have?
9. "Look on my works, ye mighty and despair" Who is referring to when he speaks of 'ye mighty'?
10. What do the words on the pedestal indicate?

Appreciating the poem

The poem starts like a narrative. The speaker tells that he met a traveller who returned from an ancient country. The traveller saw a broken statue in the desert. The statue's two legs stood on the pedestal. The body was not upon the two legs. Near them was lying the shattered face of the statue. There were frown and sneer expressions of the cruel authority in the face. It seemed that the person who made the statue could understand the king's character well and took every care to reflect it on the stone. Though the sculptor and the king died long back, the broken statue still reflects the pride and cruelty of the king. The small platform on which the legs stood bore an inscription.

The poem is a short lyric of fourteen lines. It is composed in the form of a sonnet. However, unlike a sonnet, it has three narrators: the I- speaker, the traveller and the king. The observations of these narrators have been accommodated to the sonnet form. The first eight lines, the speaker introduces the traveller who narrates the broken statue, its surroundings and the impression reflected on the shattered face of it. The last six lines, the traveller quotes the inscription on the pedestal. The inscription says that the statue is of Ozymandias who was the king of kings. He was more powerful than other kings were, and so, he was proud of his power.

The octave (the first eight lines) introduces the subject and the sestet (the last six lines) concludes it with a reflection on the theme, the futility of human power on earth. The sonnet suggests Shelley's dislike for autocratic rule. Shelley revolted against all conventional values and corruption of the kings and priests. Though Shelley does not say anything directly here against the king, his disgust for power mongers has obviously been suggested in it. However, the poem deals with a universal truth about the futility of human vanity that causes pity in the readers. Therefore, it has a melancholic tone.

Objectives

After reading this lesson, you will be able to ...

- narrate important milestones in the history of tea.
- describe different types of tea and the benefits related to drinking tea.
- identify certain objects and elements which are important in tea ceremonies.
- know the use of tea as medicine, refreshment, for religious purposes and as an indicator of social status.

Appetizer

Can you name the most widely consumed beverage in the world, after water? Perhaps many of you have guessed the answer: the most popular beverage in the world is tea - the fresh, aromatic brew with which people like to begin their day. Do you also drink tea? What brand do you like? Have you seen a tea-plantation? What was it like?

Let's read the story of tea and its origin

Alongside water and coffee, tea is one of the three most consumed beverages in the world, delighting those who enjoy it across the globe. But while the drink is ubiquitous today, its history boils down to one accidental cup consumed nearly five millennia ago. Read on to discover the birthplace and history of tea. The story of tea is based on the legends that run across the centuries.

About the Lesson

Tea is a medicinal drink and can be consumed to cure diseases and fight viruses. The origin of tea is just as tasteful and exciting as the beverage itself. The chapter narrates the story of tea and how a simple leaf turned into the most consumed beverage in the world. It provides an insight into the processes of tea making. The chapter takes one on a captivating ride to the world of tea.

Segment - 1/4

Camellia Sinensis

Tea is the most popular beverage in the world. It has a refreshing, astringent flavour. It is actually made by brewing, that is by infusing in boiling water, the leaves and shoots of a plant whose botanical name is *Camellia sinensis*. The leaves are at first dried, cured and processed before they are packed and sold to us.

Camellia sinensis is an evergreen plant that grows in tropical and sub-tropical climates. Tea plants require at least 100-125 cm of rainfall a year and prefer acidic soils. Many of the world's best tea estates are located on hill slopes at elevations of up to 1500 meters: it is said that the tea plants grow slowly and acquire a richer flavor at this height. When the plants mature, only the top 1-2 inches of the plant are picked. These buds and leaves are called flushes. A new flush appears on the plant every seven to ten days during the peak growing season. Left to grow on its own, the tea plant may actually grow into a small tree. But in all tea gardens, the plants are pruned and kept at a height of about three feet (waisthigh) to enable easy plucking of the leaves.

The tea powders we buy are usually classified according to their leaf size. Accordingly, we have (1) Assam type of tea, characterized by the largest leaves; (2) China type, characterized by the smallest leaves; and (3) Cambodia, characterized by leaves of intermediate size.

We have three very distinct and different tea growing regions in India. Each of these regions is famous for the special type of tea it produces, which are unique in taste, aroma, strength and flavour. The three regions are: Darjeeling in North-Eastern India, Assam in far North-East India and Nilgiris in South India.

Check Your Understanding

1. How is tea the beverage made?
2. How is tea that is packed and sold to us made?
3. Where are tea estates located?
4. Why are tea plants pruned?

Glossary

aromatic(adjective) : having a pleasant smell; fragrant

brew(verb) : drink made by boiling or keeping something in hot water for sometime

astringent (noun) : sharp

Segment - 2/4

The Discovery of Tea

How and when did people first begin to drink tea? An amusing story has come down to us from Chinese legends. It is said that Emperor Shen Nung, the father of Chinese agriculture and medicine, was on his travels, when a servant was boiling some water for the emperor to drink. Just then, a few leaves from a nearby tree blew into the boiling water. The water immediately changed colour. On drinking the water, the emperor was amazed by the rich flavor and the refreshing quality of the resulting infusion. Excited by the unknown plant and its amazing flavour, he carried out further investigations, and discovered that tea had many healing and restorative properties and could also be used as an antidote to certain poisons.

Yet another legend tells us that it was a Buddhist monk named Bodhidharma who was the first to use tea as a drink. He was keen to find a herb or a medicinal plant which would help him stay awake and alert for long periods of time in prayer and meditation. After considerable search and trial, he found that chewing leaves from the tea shrub acted as a stimulant, helping him stay awake. It was he who introduced tea among his disciples in China. It is said that Japanese priests studying under Buddhist teachers in China carried tea seeds and leaves back home with them. Turkish traders also began to bargain for tea on the border of Mongolia. In fact, the story goes that the Chinese Emperor Hui Tsung was so taken up with tea that he set up a research into the best tea-whisking methods and also hosted **tea-making** and tea-tasting tournaments in the court. So 'tea minded' was he, that he failed to notice that Mongolia had actually taken over his empire! Thus the habit of drinking tea spread to Japan, Europe and England, where it became a fashionable and popular drink among the people.

Check Your Understanding

1. Who was Emperor Shen Nung?
2. Why did he carry out further investigations about tea?
3. How did tea reach other parts of the world?

Glossary

legend (n)	:	a traditional story sometimes popularly regarded as historical but not authenticated.
amazed (v)	:	filled with astonishment or surprise
antidote (n)	:	a medicine taken or given to counter a particular poison.

Segment - 3/4

Celebrating Tea

The Chinese character “*t'u*” was first used in early inscriptions to describe tea. But later, a new character, “*ch'a*”, was developed to refer specifically to tea. The word “*ch'a*” is now sometimes used in English to refer to China tea. And, as we all know, it is very close to the Hindi word *chai*, which is used all over India to refer to tea.

How did tea first come to India? Historians think that tea had been known in India as a medicinal plant since ancient times, but tea was not drunk for pleasure until the British began to establish plantations in the 19th century. In May 1838, the first Indian tea from Assam was sent to England for public sale. Since then India has gone onto become one of the leading producers of tea in the world.

Tea lovers claim that tea may be able to reduce the risk of cancer, control blood pressure, fight viruses in our body and actually help us live longer! Our body produces chemicals called free radicals. They can damage our body and our health. Tea contains antioxidants called flavonoids. Scientists believe these help to protect our system against free radicals.

For many people tea is a popular drink to have with friends. In many countries around the world, tea drinking is an important social occasion. Japan, China, Russia and Korea have special tea ceremonies and traditions. These ceremonies give people the time to relax and enjoy the taste and the smell of the tea.

Most people in Japan belong to a ‘tea club’ where they go every week to take part in the tea ceremony. Ordinary people also feel that tea ceremonies are spiritual occasions that are closely associated with their religion. ‘Tea,’ they say, ‘is a healthy, enjoyable and stimulating drink, full of good qualities. It reduces loneliness and calms your heart; it is a comfort in everyday life’.

Many Koreans today still have tea ceremonies for important occasions including special birthdays and anniversaries. In most areas of China the tea is made in small clay teapots. At tea ceremonies, cups are only half-filled. The Chinese believe that the rest of the cup must be filled with friendship and affection.

Check Your Understanding

1. The word “*ch'a*” is now sometimes used in English to refer to : ()
 - a) China tea.
 - b) Japan tea
 - c) *t'u*

2. What are the good qualities of tea?
3. Why are the cups only half-filled in Chinese tea ceremonies?

Glossary

claim (v)	:	assert or declare
antioxidants (n)	:	a substance such as vitamin C&E that removes damaging oxidizing agents in a living organism.
ceremonies (n)	:	a formal religious or public occasion

Segment - 4/4

Tea Unity

In Russia, tea is made and served in samovars- a special Russian tea kettle, made of metal. Vietnam produces special varieties of tea such as lotus tea and jasmine tea. In Japan, tea is made using powdered green tea called ‘matcha’. The tea is mixed with boiled water using a bamboo whisk and served in small bowls.

And how about India? A cup of tea is offered to any guest or visitor as a token of hospitality even in the humblest of homes. Most Indians like their tea hot with a good deal of milk and sugar in it. In the rainy season, it is brewed with ginger to give it additional medicinal properties. Others add spices like cardamom, cloves or mace to add to its taste and flavour.

Tea is a must after a plate of spicy snacks, especially in the morning and evenings. Some connoisseurs relish delicately flavoured jasmine tea, green tea, lemon tea and even iced tea! How about you?

It is understood that tea is a medicinal drink and can be consumed to cure diseases and fight viruses. The origin of tea is just as tasteful and exciting as the beverage itself. Without tea, rainy days are incomplete and although there are many different countries and cultures around the world, they all share the same love for this refreshing hot beverage. In a sense, tea unites us all.

Check Your Understanding

1. What is a special Russian tea kettle known as?
2. How is tea made in Japan?
3. Why is a cup of tea offered to a guest in India?

Glossary

- hospitality (n) : the act of being friendly and welcoming to guests and visitors:
- connoisseurs (n) : a person who knows a lot about and enjoys one of the arts, or food, drink, etc.
- relish (v) : to like or enjoy something

Comprehension

I. Annotate the following in about 100 words each. The first one has been answered as a model.

1. Excited by the unknown plant and its amazing flavour, he carried out further investigations, and discovered that tea had many healing and restorative properties and could also be used as an antidote to certain poisons.

Ans: We find these sentences in the prose The Story of Tea. It is based on the legends and facts from various countries. The chapter narrates the story of tea and how a simple leaf turned into the most consumed beverage in the world. It provides an insight into the processes of tea making. The chapter takes one on a captivating ride to the world of tea.

An amusing story has come down to us from Chinese legends. It is said that Emperor Shen Nung, the father of Chinese agriculture and medicine, was on his travels, when a servant was boiling some water for the emperor to drink. Just then, a few leaves from a nearby tree blew into the boiling water. The water immediately changed colour. On drinking the water, the emperor was amazed by the rich flavor and the refreshing quality of the resulting infusion. Excited by the unknown plant and its amazing flavour, he carried out further investigations, and discovered that tea had many healing and restorative properties and could also be used as an antidote to certain poisons.

2. In many countries around the world, tea drinking is an important social occasion.
3. The Chinese believe that the rest of the cup must be filled with friendship and affection.
4. A cup of tea is offered to any guest or visitor as a token of hospitality even in the humblest of homes.

II. Answer the following questions in about 100 words each. The first one has been answered as a model.

1. How did tea reach other parts of the world?

Ans: A legend tells us that it was a Buddhist monk named Bodhidharma who was the first to use tea as a drink. He was keen to find a herb or a medicinal plant which would help him stay awake and alert for long periods of time in prayer and meditation. After considerable search and trial, he found that chewing leaves from the tea shrub acted as a stimulant, helping him stay awake. It was he who introduced tea among his disciples in China. It is said that Japanese priests studying under Buddhist teachers in China carried tea seeds and leaves back home with them. Turkish traders also began to bargain for tea on the border of Mongolia.

2. Explain the origin of the Hindi word 'chai'?

3. What are the benefits of drinking tea?

4. Japan, China, Russia and Korea have special tea ceremonies and traditions. Write about them.

5. Write about some varieties of tea that are made in various countries.

6. Who was Emperor Shen Nung? Why did he carry out further investigations about tea?

7. Do you have any ceremonies associated with food items? Mention about them.

8. Why are tea plants pruned?

9. How is tea the beverage made?

10. How and when did people first begin to drink tea?

11. What are the three different tea-growing regions in India.

12. What is 'matcha'? How is it made?

13. What do people do in a 'tea club'?

14. What are the benefits of drinking tea, according to the Japanese?

15. How do Indians like to have their tea?

III. Read the following passages given below and answer the questions that follow.

Passage 1

Camellia sinensis is an evergreen plant that grows in tropical and sub-tropical climates. Tea plants require at least 100-125 cm of rainfall a year and prefer acidic soils. Many of the world's best tea estates are located on hill slopes at elevations of up to 1500 meters: it is said that

the tea plants grow slowly and acquire a richer flavoured at this height. When the plants mature, only the top 1-2 inches of the plant are picked. These buds and leaves are called flushes. A new flush appears on the plant every seven to ten days during the peak growing season. Left to grow on its own, the tea plant may actually grow into a small tree. But in all tea gardens, the plants are pruned and kept at a height of about three feet(waisthigh) to enable easy plucking of the leaves.

The teas we buy are usually classified according to their leaf size. Accordingly we have (1) Assam type of tea, characterized by the largest leaves;(2) China type, characterized by the smallest leaves; and (3) Cambodia, characterised by leaves of intermediate size.

We have three very distinct and different tea growing regions in India. Each of these regions is famous for the special type of tea it produces, which are unique in taste, aroma, strength and flavour. The three regions are: Darjeeling in North-Eastern India, Assam in far North-East India and Nilgiris in South India..

Complete the following sentences with the help of the passage:

1. Camellia sinensis is the scientific name of..... ()
a) Chinese traveler b) tea plant c) tea estates d) a variety of tea
2. The teas we buy are usually classified according to ()
a) their flavours b) areas they grow
c) the country they belong to d) their leaf size
3. In all tea gardens, the plants are pruned and kept at a height of about three feet (waist high). The reason for this is to ()
a) enable easy plucking of the leaves. b) enable easy pruning.
c) look good d) enable easy growing.
4. Cambod, Assam and China are the varieties of ()
a) tea leaves b) tea flavours c) tea plants d) tea bags
5. The uniqueness of tea lies in its ()
a) taste and aroma b) strength and flavour
c) taste and flavour d) taste, aroma, strength and flavour
6. Why are tea estates usually located in hill slopes?
7. How do the tea plants acquire richer flavour?
8. What are flushes?

9. How are the teas we buy classified?
10. Name the regions where tea is grown in India?

Passage 2

How did tea first come to India? Historians think that tea had been known in India as a medicinal plant since ancient times, but tea was not drunk for pleasure until the British began to establish plantations in the 19th century. In May 1838, the first Indian tea from Assam was sent to England for public sale. Since then India has gone on to become one of the leading producers of tea in the world.

Tea lovers claim that tea may be able to reduce the risk of cancer, control blood pressure, fight viruses in our body and actually help us live longer! Our body produces chemicals called free radicals. They can damage our body and our health. Tea contains antioxidants called flavonoids. Scientists believe these help to protect our system against free radicals.

For many people tea is a popular drink to have with friends. In many countries around the world, tea drinking is an important social occasion. Japan, China, Russia and Korea have special tea ceremonies and traditions. These ceremonies give people the time to relax and enjoy the taste and the smell of the tea.

Most people in Japan belong to a 'tea club' where they go every week to take part in the tea ceremony. Ordinary people also feel that tea ceremonies are spiritual occasions that are closely associated with their religion. 'Tea,' they say, 'is a healthy, enjoyable and stimulating drink, full of good qualities. It reduces loneliness and calms your heart; it is a comfort in everyday life'.

Many Koreans today still have tea ceremonies for important occasions including special birthdays and anniversaries. In most areas of China the tea is made in small clay teapots. At tea ceremonies, cups are only half-filled. The Chinese believe that the rest of the cup must be filled with friendship and affection.

Answer the following questions:

1. In India, tea was not drunk for pleasure until ----- ()
a) 18th Century b) 19th Century c) 14th Century d) 20th Century
2. When was the first Indian tea from Assam sent to England for public sale? ()
a) In May 1838 b) In 19th Century c) In March 1838 d) In 18th Century
3. India is one of the leading producers of tea in the world. (True/False)

4. Tea contains antioxidants called ()
a) flavonoids. b) free radicals c) cholesterol d) chemicals
5. The countries which have tea ceremonies are----- ()
a) India, China, Russia and Korea b) Japan, China, Russia and Korea
c) England, Korea and Japan d) None of the above.
6. According to the scientists, what are the benefits of drinking tea?
7. Why do people in some countries have tea ceremonies?
8. What are the benefits of tea ceremonies, according to the Japanese?
9. On which occasions do the Koreans have tea ceremonies?
10. Why are the tea cups half -filled in Chinese tea ceremonies?

Passage 3

In Russia, tea is made and served in samovars- a special Russian tea kettle, made of metal.

Vietnam produces special varieties of tea such as lotus tea and jasmine tea. In Japan, tea is made using powdered green tea called 'matcha'. The tea is mixed with boiled water using a bamboo whisk and served in small bowls.

And how about India? A cup of tea is offered to any guest or visitor as a token of hospitality even in the humblest of homes. Most Indians like their tea hot with a good deal of milk and sugar in it. In the rainy season, it is brewed with ginger to give it additional medicinal properties. Others add spices like cardamom, cloves or mace to add to its taste and flavour.

Tea is a must after a plate of spicy snacks, especially in the morning and evenings. Some connoisseurs relish delicately flavoured jasmine tea, green tea, lemon tea and even iced tea! How about you?

It is understood that tea is a medicinal drink and can be consumed to cure diseases and fight viruses. The origin of tea is just as tasteful and exciting as the beverage itself. Without tea, rainy days are incomplete and although there are many different countries and cultures around the world, they all share the same love for this refreshing hot beverage. In a sense, tea unites us all.

Answer the following questions:

1. What is a special Russian tea kettle made of metal called? ()
a) Samovar b) Samosa c) Somewhere d) Somvar
2. Name the country which produces special varieties of tea such as lotus tea and jasmine tea.
a) Russia b) Japan c) Vietnam d) China ()

After that incident Kalam never forgot the needs of those around him. He could never again eat without making sure there was enough to go around for everyone.

Answer the following questions

1. How did Kalam's mother and grandmother manage the shortage of food?
2. Why did his elder brother scold him?
3. Did Kalam understand why he was being scolded? Pick out the statement from the passage to support your answer.
4. Pick out the phrase from the passage that has the meaning “to criticize for something wrong that one has done.”
5. From this incident Kalam learnt that ()
 - a. we should never forget the needs of those around us.
 - b. we should only think about our needs.
 - c. we should think about our parents.
 - d. we should not eat in a banana leaf plate.

Vocabulary

Match the following words in Column A with their meanings in Column B.

Column A	Column B
i. aromatic ()	a. any liquid for drinking
ii. brew ()	b. the hot regions of the world
iii. beverage ()	c. a scientific examination for finding the truth.
iv. tropical ()	d. fragrant
v. investigation ()	e. making you strong and healthy again.
vi. restorative ()	f. a drink made by leaving shrubs (leaves), etc. in boiling water.
vii. infusion ()	g. a substance (tea) that helps you to stay awake.
viii. stimulant ()	h. to make tea etc. by boiling
ix. legend ()	i. a person who knows a lot about and enjoys food, drink etc.
x. connoisseurs ()	j. a traditional story sometimes popularly regarded as historical but not authenticated

Active Voice and Passive Voice

The term 'voice' is a term that is used to denote the form of the verb which shows if the subject in a given sentence is the doer or receiver of the action.

The Two Voices in the English Language

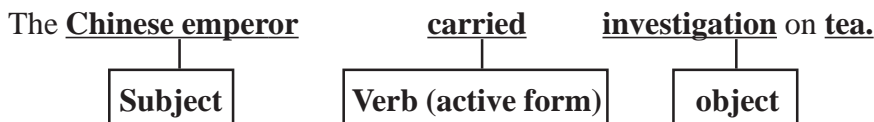
There are two voices in the English language and they are as follows:

- Active Voice
- Passive Voice

The Active Voice

The active voice, in a sentence, denotes that the noun or pronoun that acts as the subject in the sentence is the doer of the action. In other words, the subject performs the action or acts upon the verb.

Read the following sentences from the text.



In the above sentence the verb is in active form, the doer of the action (agent) is the subject and the recipient/sufferer of the action is the object.

The Passive Voice

We use the passive voice when the action/recipient of the action is more important than the doer of the action. We also use the passive voice when the doer of the action is either unknown or unimportant.

Read the following examples.

1. **The window is broken.** (It is not known who broke the window, or it is not important to know who broke the window.)
2. **Tea is actually made by brewing.** (It is not known or important who made tea)
3. **In all tea gardens, the plants are pruned.** (It is not known who pruned the plants)
4. **The first Indian tea from Assam was sent to England for public sale.**

Usage

A sentence is normally put into the passive when the active subject contains no real information.

Example: Someone sent the first Indian tea from Assam to England.

It is better to say-----

1. **The first Indian tea from Assam was sent to England**

Transformation

In the process of **transformation**, the general practice is that

1. The **object** of the active voice becomes the subject of the passive voice.
2. The suitable form of **be** is added.
3. The **verb** of active voice is changed into the past participle (v3) form.
4. **by** is added and the subject of active voice is mentioned at the end.

Look at the following sentence and observe the changes.

Active	<u>The Manager</u>	sent	<u>a mail yesterday.</u>
	Subject	Active form of the verb.	Object
	A mail	was sent	by the manager
Passive	<u>A mail</u>	<u>was sent</u>	<u>by the manager.</u>
	Subject	Passive form of verb (the suitable	Object Preposition)

Note:

- o Intransitive verbs are not used in passive constructions.
- o Present perfect continuous, past perfect continuous, future continuous and future perfect continuous are usually NOT used in passive constructions.

Given below is a table which shows the **Transformation** of sentences from Active Voice to Passive Voice.

Tense	Active Voice	Passive Voice
Simple Present	Floods cause a lot of damage.	am/are/is+V3(past participle) A lot of damage is caused by floods.
Present Continuous	The gardener is watering the plants.	am/are/is+being+V3 The plants are being watered by the gardener.

Present perfect	We have organised a special programme for children.	have/has+been+V3 A special programme has been organized for children.
Simple Past	The Manager sent a mail.	was/were +V3. A mail was sent by the manager.
Past Continuous	When they were shifting the patient to the ICU, he died.	was/were+being+V3 When the patient was being shifted to the ICU, he died.
Past perfect	The driver had already alerted the passengers before the robbers entered the bus.	had+been+v3 The passengers had already been alerted before the robbers entered the bus.
Simple future	I will conduct a meeting.	Shall/will+be+v3 A meeting will be conducted by me.
Future perfect	They will have decorated the hall by evening.	Shall/will+have+been+v3 The hall will have been decorated by evening.
The future of intention	He is going to compose music for this song.	Is going to be+v3 The music for this song is going to be composed by him.
Modal verbs (should, must, ought to, can etc.)	We should start a sentence with a capital letter.	Should/would/must/ought/ can+be+V3 A sentence should be started with a capital letter.
It is said (that) or subject+is said to be---	Villagers say that there is a ghost in the old building	It is said that there is a ghost in the old building.
Imperative	Check the spelling.	Let----be+V3 Let the spelling be checked.
Interrogative (Yes/No)	Do you spell the word correctly?	Is the word spelt correctly?
Interrogative (Wh-)	Why have you posted it?	Why has it been posted?

Exercise

1. Change the following sentences into passive voice.

1. The judge declared the verdict.
2. He will make all the arrangements.
3. Switch off the lights before going to bed.
4. The workers called off the strike.
5. Many students sacrificed their precious lives for Telangana.
6. The woodcutter cut down the tree.
7. The man dropped his axe in the river.
8. People are enjoying the match.
9. Who has broken the cup?
10. How did he manage the trick?

Describing a Process

Read the following recipe for tea.

- Take sufficient water in a kettle
- Add tea-powder.
- Put it on the stove.
- Add milk.
- Stir it two or three times.
- Then strain the hot tea. Add sugar.
- Serve it hot in eco-friendly cups!

Now read the recipe written in the passive voice.

At first sufficient water is taken in a kettle. Next, tea powder is added to it and it is kept on the stove. Then it is allowed to boil for some time. Now, required quantity of milk is added to it and stirred two or three times. Then, sugar is added and the hot tea is strained. Finally, let it be served in eco-friendly cups.

What is a Process?

- In the above paragraph we have written the process of making tea. The process is written in a step by step manner without breaking the sequence. A process can be defined as 'a series of actions or steps taken in order to achieve a particular end'.

- When a process is described in the form of a paragraph, it is common to use passive voice. The focus is placed on the task being performed, rather than the agent who performs it.

Describing a process.

Describing a process, as the term implies, is an account of various stages or steps involved in the completion of a task. The description may be in the form of a set of instructions. It is common to use imperative sentences.

Let's take the example of a description of how to polish shoes.

1. First, brush off any dirt, dust or other debris on your shoe with a brush or a damp cloth.
2. Next, apply a little shoe polish to the shoe with a brush or an old cloth, using the same colour of polish as that of the shoe.
3. After that, use the brush to remove any excess polish off the shoe.

A look at the above example reveals that in describing a process it is common to use words and phrases like **first, next, then, after that, finally** and **at the end**. These words are called linkers and they show the connection between the various steps of the process.

A flow chart is a diagrammatic representation of the various steps involved in a process.

Given below is a description of buying a mobile phone.

First of all, you'll need to do a bit of research to figure out what kind of phone you want to buy. Think about what you do and don't like about your last phone; see what your friends have; and have read about some models to find out what's out there. Once you've had a good look at what's around and worked out what you like, it's time to make a shortlist and pick out your favourite phone. Or, if you can't narrow it down, choose two or three that you'd be happy to own, and compare the deals you can get on each of them. Go to a nearby mobile store that offers best deals for you and select the one that fits your budget and requirements like 5GB RAM and a big screen. You can finally buy the model that you like.

Exercises

I. Write a paragraph of about 100 words on each of the following topics.

1. Describe how to draw Rs.500 from an ATM.
2. Describe how to book a railway ticket.
3. Write down the procedure to apply for an Aadhar card.
4. Describe how to prepare potato fry.
5. Describe how one can make a glass of orange juice.

Study Skills

Understanding advertisements:

One should know how to see an advertisement and what it tells. Therefore, one should be keen in observing the advertisement. When we answer questions on an advertisement it is clear we understood the advertisement.

Observe the following advertisement and answer the following questions given below.

Ministry of Health and Family Welfare
Government of India

NHP INDIA NATIONAL HEALTH PORTAL
Gateway to authentic health information
www.nhp.gov.in
NHP Voice Web (Toll Free): 1800-180-1104

Tips To Save Water

01 Cook food in less water

02 Group plants with the same watering needs

03 When washing dishes by hand, don't let the water run

04 Don't leave the water running after washing hands

05 Take short showers

06 Use a bucket instead of a hose to wash your car

Website: <http://www.nhp.gov.in/> Toll Free no.: 1800-180-1104

- How many tips are shown in the advertisement? ()
a. 3 b. 4 c. 5d .
6
- Who issued the advertisement?
a. Govt. of Telangana ()
b. Govt. of India
c. a and b
d. ministry of Health and family welfare govt. of India.
- What did the advertisement depict? ()
a. Save earth b. save water c. save forest d. a and c
- Tip one is talking about. ()
a. Plants watering b. cook food in less water
c. take short showers d. none of the above
- Fourth tip is ____ in colour. ()
a. blue b. red c. maroon d. green
- Elaborate NPH.
- What is the tollfree number?
- What is the 6th tip to save water?
- Mention the 2nd tip to save water?
- What is the NPH voice web site?

UNIT 15

MAURITIUS

- R. K. Laxman

Objectives

After reading this lesson, you will be able to ...

- read and understand a travelogue.
- use travel words in oral and written discourses.
- transform the sentences into different degrees.
- fill a bank deposit form.

Appetizer

Have you ever tried to explore a new place? What kind of places would you like to travel? What are the basic things that a tourist must carry while visiting a new place? Do you compare the things you observe in a new place with yours? How do you get the information about the place? Well, here is a travelogue by R.K. Laxman about his visit to Mauritius. read on to find more.

About the Author

R.K. Laxman was born in Mysuru on October 24th, 1921. Laxman was the youngest of six sons, and his father was a headmaster. R.K. Narayan, one of his elder brothers, is a well-known novelist. Laxman began creating cartoons while still a student for “The Hindu”, “The Koravanji” (a Kannada humour magazine), and later for “The Times of India”. He is renowned for his striking book covers, most notably for R.K. Narayan’s *Malgudi Days*. He has received numerous honours, including the Ramon Magsaysay Award, Padma Bhushan, and Padma Vibhushan. “Mauritius” is a travelogue that R.K. Laxman adapted from his book *Idle Hours* (IBH Publishing Co. 1982).

About the Lesson

“*Idle Hours*” is the book that has served as an inspiration for the travelogue “Mauritius.” The author of this essay gives a comprehensive overview of Mauritius. He claims that Mauritius

is a small area of an island that is located close to the twentieth parallel 4,500 kilometres below the equator. An old world atlas that was covered with a lot of tiny dots and spots belonged to the author. These points were either caused by roaches or by the bad weather. He had no interest in geography at all. Because of this, the author had a hard time finding Mauritius in his atlas. The author had a fascinating encounter while visiting Mauritius. He was eager to investigate what was underneath the moving aircraft.

After his decision of retiring from cartooning, Laxman decided to go on a trip to Mauritius with his wife, Kamala, hoping to figure out what to do with the rest of his life. It was after this expedition he penned down this master piece in his book, *Idle Hours*.

Gist

The author goes on a plane with his outdated atlas, which was covered with numerous dots and spots caused by cockroaches or weather. He finds it difficult spotting the tiny island. He was intrigued by the geography of Mauritius. He describes the geography, the people, flora and fauna of the colourful island. He envisions a different Mauritius in the future-one with industrialization, broad streets, tall buildings, pollution, unemployment, slums, etc. He wishes that wise people would steer Mauritius' growth and protect this paradise on earth.

Text

Segment - 1/5

The World Atlas I have with me has many little dots and specks which have really nothing to do with the world or geography. It is an old one, and time, the weather and generations of cockroaches have put them there. So it was with some difficulty that I was able to locate Mauritius in the vastness of the Indian Ocean. It is a tiny speck of an island situated below the Equator on the Twentieth parallel, some 4,500 km. south-west of Bombay.

Our aircraft is bearing us towards it. Through the occasional gloss in the clouds I glimpse the ocean spread like a bluish-grey steel sheet. There are acres and acres of cloud below me having all sorts of funny shapes in an odd abstract way. Curiously they resemble figures in the ancient legends of China, Rome, Greece, India and what-have-you.

I cannot help drawing a comparison, albeit ridiculous and rather far-fetched, between my vague observations at 10,000 metres watching the clouds and what I learn of Mauritius later. This tiny island has an astonishingly similar variety, strange juxtapositions, incongruities, odd mixtures of race and language.

Here Africans and Chinese, Biharis and Dutch, Persians and Tamils, Arabs, French and English all rub shoulders merrily with one another and emerge with a peculiar sense of oneness. A Tamil, for instance, bears a deceptively South Indian face and a name to go with it to boot; Radha Krishna Govindan is indeed from Madras. I speak to him in Tamil. He surprises me by responding in a frightfully mangled English with a heavy French accent. Mr. Govindan has no knowledge of Tamil and his tongue has ceased curling to produce Tamil sounds centuries ago!

Like others of his fellowmen, his ancestors were brought to the islands as slaves or, later, as indentured labourers to work in sugarcane fields and factories or to cut timber in the jungle and haul it to the boats. Their roots in their original homelands withered and disappeared with the passage of time. All of them together happily came to share in the triumphs and defeats of whoever happened to be their masters among the buccaneering trinity of those days - the Dutch, the French and the English - who constantly waged battle for the possession of the island for its spices and sugar or just for the strategic position on the maritime route to the East, conveniently placed as it was for piratical purposes.

However, the battle of 1810 ended all that in favour of the English. The French surrendered and handed over the island after extracting a favour from the conquerors that the French influence on the island be left intact. The English kept their word to the last day of their rule, which ended in 1968. And so we still have very musical but unpronounceable names like Trouaux Biches, Beau Bassin, Quarter Bornes, Curepipe, Ross Belle and so on.

Check Your Understanding

1. Where is Mauritius?
2. Name the people of different origins found in Mauritius.
3. When did the British rule end in Mauritius?

Glossary

bearing (v)	:	carrying
albeit (conj)	:	although
juxtaposition (n)	:	put side by side
incongruities (n)	:	out of place, absurd
indentured (v)	:	bound by
strategic (adj)	:	important
buccaneering (buka-neering)	:	piratical
trinity (n)	:	(here) the three countries

Segment 2/5

The people are extremely relaxed and warm towards strangers. In the streets, in the bazaar, in restaurants, it is common to be greeted and smiled at as if you were a long-lost friend. Coming from Bombay, with my pre-cast grim expression of a city-dweller, I react awkwardly at first to such spontaneity and feel ashamed that I am not even able to produce a matching smile.

The same atmosphere of friendliness prevails even in Port Louis, the seat of Government. The Cabinet Ministers and others in high positions do not act as if they were born to the grace. They are just like ordinary people one bumps into in an airport lounge or in a hotel lobby. They are unassuming, accessible, communicative and above all, go about without a protective shield of hangers on and security men to repel casual approaches. I am shown a modest looking flat in a busy street lined with shops and crawling traffic. It is the residence of the Prime Minister of Mauritius. Port Louis brings to my mind Joseph Conrad and Maugham. This little port-town seems as if it were built at the suggestion of these writers to suit their novels and short stories. Merchant ships, trawlers, dinghies stand anchored in the harbour with cobwebs of ropes and festoons of flags hanging from their masts. Grimy sailors and dock-hands in seamen's caps lounge on oil drums and packing cases or lean against bleak warehouse walls, smoking pipes. Sugarcane fields like a carpet of green, cover the island on all sides as far as the eye can see up to the foot of the distant blue mountains that ring the island - a volcanic happening of geological ages. These mountains do not have the traditional monotonous pyramidal shapes. Their outlines are freakish and whimsical with unexpected sweeps and perpendicular drops and pin-pointed peaks precariously doing a balancing act with boulders as big as a skyscraper.

There is no railway in Mauritius. Well-maintained trunk and arterial roads connect various villages and towns, cutting through the ubiquitous sugarcane fields. Although the whole country is only 64 km by 50 km in size, driving round the island for sight-seeing makes me feel curiously that I am in a place as sprawling as India. But the excellent weather and breathtaking landscapes all round make up for many hours spent just sitting inside a car. It is very common for people to drive up and down an average 70 km to a cocktail party or dinner with friends.

I note the trees here are so unlike the gigantic specimens I have seen in Andaman Islands. Disappointingly enough, they are short and gnarled even in the interior of jungles, looking just like abnormally overgrown bonsai. These jungles have no tigers or lions or elephants or any kind of wildlife. There are not even poisonous snakes or insects. The bat was the only mammal before man arrived on the island with the monkey and the deer centuries ago. Unfortunately, the birds are dwindling in number and variety. The dodo, a bird which could not fly and which certainly had no claims to beauty and elegance, was a native of this island and mercifully is extinct now. And so are the giant tortoises of the Aldabra variety, of which a few specimens have been brought and kept in an enclosure in the botanical gardens at Pamplemousses.

Check Your Understanding

1. What is the area of Mauritius?
2. How are the trees in Mauritius different from that of Andaman Islands?
3. Name the flightless birds that have gone extinct in Mauritius.
4. Where are the giant tortoises kept?

Glossary

spontaneity (n)	: resulting from natural impulse not forced or suggested or caused from outside.
whimsical (adj)	: capricious, fantastic
precariously (adv)	: dependent on chance, uncertain, risky
ubiquitous (adj)	: omnipresent, seeming to be everywhere
sprawling (v)	: be of loose, irregular form.
gnarled (adj)	: ragged
dwindling (v)	: diminishing gradually
pamplemousses (n)	: a district of Mauritius, located in the north west of the island.

Segment 3/5

The people of Mauritius shudder to think of the night the King cyclone struck them. On February 6, 1975, a 320 km broad howling wind moved in at some 255 km per hour. The eye of the cyclone alone, I am told, was 48 km. wide and it churned the country for two days, relentlessly flattening everything that stood, smashing windows and doors, tearing up rooftops, uprooting trees and bringing them down on buildings.

Now, of course, the island has recovered from the devastation. But the valley of the dead trees gives me a fair idea of the enormous violence with which the cyclone had struck these people, who are actually quite used to facing these storms as they are an annual event in Mauritius. But the big ones come only once in 15 years. The sad part of it is by the time the next one is due, the memory of the previous disaster fades or nearly comes to be believed as a myth. So, again, trees are planted in congested areas, tall buildings come up, plateglass picture windows are fixed and rooftops are put up with an eye on elegance. But, sure enough, at the end of the 15-year period, the King cyclone appears promptly on the horizon to surprise the people of Mauritius.

A coral reef runs all round the island parallel to the shore line keeping the hysterical waves away at a safe distance from the beaches. The calm turquoise-blue lagoons of Mauritius thus have become world-famous. They are still and calm like lotus ponds and are a delight to those

who like water sports such as scuba-diving, swimming, surf-riding, speedboat racing and yachting. In some places the sea is so shallow there is even horse-riding.

My wife and I, not being aquatic, we watch with amusement the avidity of the tourists from all parts of the world extracting every bit of fun that the magnificent beach could yield.

Check Your Understanding

1. When did the cyclone strike Mauritius?
2. How often do the big cyclones strike Mauritius?
3. What are the lagoons compared with?
4. What are the water sports common in Mauritius?

Glossary

Shudder (v)	:	tremble
relentlessly (adv)	:	in an extreme way that continues without stopping.
devastation (n)	:	damage and destruction
avidity (n)	:	eagerness.

Segment 4/5

We step into a glass-bottomed boat carefully without getting our feet wet and go on a cruise to observe submerged coral reefs and marine life. I see sea-shells on yellow sands. To start with, little indefinable creatures, stray bits of seaweed float by. Alarmed crabs scurry for shelter. Then comes the skeleton - like formation of coral. The sea deepens; pale green bushes, slimy white blobs big as pumpkins, lobsters, slithering snaky forms.

As the boat moves further into the sea the scene below turns eerie. Among the jagged rocks the coral jungle becomes dense and huge and is draped with a brownish moss. I see shapeless ugly creatures crawling in the dark depths of the sea covers. I feel unblinking eyes are watching us from below the giant mushroom like growth all over; headless animals pretending to be plants, stuck in one place sway from side to side in a ghostly manner. A cold shiver runs down my spine.

All of a sudden, standing out against the darkness, a school of fish - coloured bright lemon yellow with black bars all along their sides - pass majestically by, cheering up the whole world of overwhelming gloom. Further on I see the coral branches tipped with a peculiar blue light like hundreds of candles dying out; plenty of colours coming now, violet, yellow, pink, green, post-box red. Fishes with hideous spikes all over their body, fishes with long tails, fishes with battered faces, all of them with the damned look of condemned souls, criss-cross our path in a weird twilight against a nightmarish landscape..

Check Your Understanding

1. Find the synonym of 'ghostly' from the text.
2. “A cold shiver runs down my spine.” What does it mean?
3. What is a group of fish called?

Glossary

- eerie (adj) : strange in a frightening and mysterious way.
jagged (adj) : rough with sharp points
nightmarish (adj) : extremely unpleasant and very upsetting or frightening.

Segment 5/5

Fastening my seat belt preparing for my return flight I vaguely think of the future of Mauritius. Will it be able to preserve its pristine charm? It has no population problem now, with its 8,50,000 people evenly spread over. There is hardly any unemployment question yet. People seem to live fairly well at all levels. The government is aware of all these advantages but seems to feel a certain nervousness about an economy so dependent basically on a single commodity - sugar. So it is eager to have foreign entrepreneurs start their industries here.

With industrial growth, the living space will shrink. Cars and trucks will increase. Their roads will have to be widened to take the load. The price of land will go up and flats will appear. Cost of living, pollution, unemployment, slums, taxation, controls.... Oh, all these thoughts come to me from force of habit! An enlightened people can, of course guide themselves away from all such evils and still preserve this paradise on earth.

I turn hopefully to the window for clouds to entertain me. But the sun has set. It is dark outside and I shall be in India in a few hours.

Check Your Understanding

1. What is the population of Mauritius?
2. What is the economy of Mauritius dependent on?
3. What is referred to as 'paradise on earth' by the writer?

Glossary

- vaguely (adv) : in a way that is uncertain, indefinite or unclear.
pristine (adj) : original and pure; not spoiled or worn from use.

Comprehension

I. Annotate any one of the following in about 100 words. The first one is done for you:

1. “It is an old one, and time, the weather and generations of cockroaches have put them there.”

Ans: The above given lines are taken from the prose “Mauritius” written by R.K. Laxman. It is a travelogue.

The chapter is about the vivid description given by R.K. Laxman during his expedition to Mauritius. He describes the geography, the people, the flora and the fauna of Mauritius.

The writer opens his atlas while travelling in a plane to locate Mauritius on it. He finds it difficult as his old atlas has many dots and specks. He assumes it to be due to cockroaches or weather. So Mauritius could not be easily located by the author in his atlas. The author's experience on his journey to Mauritius was exciting. He was curious to see the sight below the flying aircraft.

2. “But the big ones come once in 15 years”.
3. “Disappointingly enough, they are short and gnarled even in the interior of jungles, looking just like abnormally overgrown bonsai.”
4. “Cost of living, pollution, unemployment, slums, taxation, controls.... Oh, all these thoughts come to me from force of habit!”

II. Answer the following questions in about 100 words each. The first one is done for you:

1. Describe the island of Mauritius.

Ans: Mauritius does not have claim to any specific flora or fauna. The trees are all short and gnarled. It does not have any wild animals or snakes or even insects. The bat was the only mammal found when the island was discovered. The Dodo which was an inhabitant of this island has become extinct. The giant tortoises of Aldabra variety are found but are dwindling. The entire island is surrounded by gigantic underwater coral reefs and the underwater teems with a variety of marine creatures like crabs, lobsters, fish, coloured bright lemon with black stripes, fishes with spikes all over their body, fishes with long tails, fishes with battered faces, shiny white blobs, etc.

2. How does the author explain the absence of protocol among the government officials and ministers in Mauritius?
3. Describe how the people of Mauritius fight against the cruel jaws of nature.

4. What would be the future of Mauritius as opined by the author?
5. Compare and contrast the arriving and departing experience of the author during his flight. Does it suggest you anything?

III. Read the following passage and answer the questions that follow:

Passage 1

The World Atlas I have with me has many little dots and specks which have really nothing to do with the world or geography. It is an old one, and time, the weather and generations of cockroaches have put them there. So it was with some difficulty that I was able to locate Mauritius in the vastness of the Indian Ocean. It is a tiny speck of an island situated below the Equator on the Twentieth parallel, some 4,500 km, south-west of Bombay.

Our aircraft is bearing us towards it. Through the occasional gloss in the clouds I glimpse the ocean spread like a bluish-grey steel sheet. There are acres and acres of cloud below me having all sorts of funny shapes in an odd abstract way. Curiously they resemble figures in the ancient legends of China, Rome, Greece, India and what-have-you.

I cannot help drawing a comparison, albeit ridiculous and rather far-fetched, between my vague observations at 10,000 metres watching the clouds and what I learn of Mauritius later. This tiny island has an astonishingly similar variety, strange juxtapositions, incongruities, odd mixtures of race and language.

1.that I was able to locate Mauritius on the world Atlas. ()
 - a. With some difficulty.
 - b. Very easily.
 - c. With great difficulty
 - d. None of these.
2. Mauritius is an island situated ()
 - a. on the Equator on the Twentieth parallel, some 2,500 km, south-west of Bombay.
 - b. above the Equator on the Twentieth parallel, some 4,500 km, south-east of Bombay.
 - c. below the Equator on the Twentieth parallel, some 4,500 km, south-west of Bombay.
 - d. above the Equator on the Tenth parallel, some 4,500 km, south-west of Bombay.
3. “Our aircraft is bearing us towards it”. Here ‘it’ refers to... ()
 - a. China
 - b. Mauritius
 - c. Rome
 - d. India
4. There areof clouds below me. ()
 - a. acres and acres
 - b. yards and yards
 - c. metres and metres
 - d. hectares and hectares

5. “This **tiny** island has an astonishingly similar variety. Identify the part of speech of the underlined word. ()
- a. Noun b. Verb c. Adjective d. Adverb
6. What was the condition of the world atlas which the writer had with him?
7. How did the author perceive the ocean from the aircraft?
8. What did the clouds resemble?
9. What was far-fetched, according to the writer?
10. What was peculiar or rather special about Mauritius?

Passage 2

Mr. Govindan has no knowledge of Tamil and his tongue has ceased curling to produce Tamil sounds centuries ago!

Like others of his fellowmen, his ancestors were brought to the islands as slaves or, later, as indentured labourers to work in sugarcane fields and factories or to cut timber in the jungle and haul it to the boats. Their roots in their original homelands withered and disappeared with the passage of time. All of them together happily came to share in the triumphs and defeats of whoever happened to be their masters among the buccaneering trinity of those days - the Dutch, the French and the English - who constantly waged battle for the possession of the island for its spices and sugar or just for the strategic position on the maritime route to the East, conveniently placed as it was for piratical purposes.

However, the battle of 1810 ended all that in favour of the English. The French surrendered and handed over the island after extracting a favour from the conquerors that the French influence on the island be left intact. The English kept their word to the last day of their rule, which ended in 1968. And so we still have very musical but unpronounceable names like Trouaux Biches, Beau Bassin, Quarter Bornes, Curepipe, Ross Belle and so on.

The people are extremely relaxed and warm towards strangers. In the streets, in the bazaar, in restaurants, it is common to be greeted and smiled at as if you were a long-lost friend. Coming from Bombay, with my pre-cast grim expression of a city-dweller, I react awkwardly at first to such spontaneity and feel ashamed that I am not even able to produce a matching smile.

1. The battle of 1810 ended in favour of. ()
- a. The British b. The Portuguese c. The French d. The Germans
2. The battle of 1810 was between: ()
- a. Portugal and France b. France and Britain
- c. India and Britain d. Netherlands and France

3. "His ancestors were brought to the islands as slaves." Whose ancestors are referred to here? ()
a. R. K. Laxman's b. Mr. Govind's c. Mr. Govindan's d. Mr. Krishnaswamy's
4. The people are extremely relaxed. Identify the antonym of the underlined word ()
a. moderately b. extraordinarily c. immensely d. tremendously
5. "We still have very musical but unpronounceable names." Identify the part of speech of the underlined word. ()
a. Noun b. Verb c. Adjective d. Adverb
6. Who are referred to as the 'buccaneering trinity' of those days?
7. Why did the trinity wage wars?
8. What favour did the French get from the conquerors?
9. List out some 'very musical but unpronounceable names' found by the author.
10. How is the attitude of the people of Mauritius towards strangers?

Passage 3

All of a sudden, standing out against the darkness, a school of fish - coloured bright lemon yellow with black bars all along their sides - pass majestically by, cheering up the whole world of overwhelming gloom. Further on I see the coral branches tipped with a peculiar blue light like hundreds of candles dying out; plenty of colours coming now, violet, yellow, pink, green, post-box red. Fishes with hideous spikes all over their body, fishes with long tails, fishes with battered faces, all of them with the damned look of condemned souls, criss-cross our path in a weird twilight against a nightmarish landscape.

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1. What does the phrasal verb 'standing out' mean? ()
a. projecting b. compress c. leaning d. shrink
2. Identify the wrong collective noun: ()
a. A school of fish b. A school of whales
c. A school of dolphins d. A school of owls
3. According to the narrator, with industrial growth: ()
a. The living space will shrink with the increase in the number of cars and trucks.
b. The living space will shrink with the decrease in the number of cars and trucks.
c. The city-dwellers will become affluent. d. There will be no effect of city-dwellers.
4. Fishes with hideous spikes all over their body. Chose the antonym of the underlined word.
a. attractive b. repulsive c. ugly d. dreadful ()
5. Fishes with battered faces. Identify the part of speech of the underlined word. ()
a. Noun b. Verb c. Adverb d. Adjective
6. 'Fastening my seat belt preparing for my return flight.' Where is the author heading?
7. How were the coral branches?
8. 'There is hardly any unemployment question yet.' Why does the author think so?
9. Why is the government nervous about the economy?
10. What measures would the government take to increase their economy, according to the author?

Vocabulary

Match the words in column A with their meanings in column B

A		B
1. Vague	()	a. grace
2. Juxtaposition	()	b. principal
3. Peculiar	()	c. omnipresent
4. Avidity	()	d. a decorative chain
5. Spontaneity	()	e. fantastic
6. Festoons	()	f. naturalness
7. Whimsical	()	g. strange
8. Arterial	()	h. eagerness
9. Ubiquitous	()	i. comparison
10. Elegance	()	j. unclear

In the lesson the writer has noticed that the trees in Andaman are gigantic whereas in Mauritius, they are short. Here is a table showing the difference in their heights and number of inhabited islands.

Places	Number of inhabited islands	Height of trees (in mtrs)
Mauritius	16	24
Andaman	28	40
Maldives	187	30

The trees of Mauritius are **short** and **gnarled** even in the interior of jungles.

As per the table,

The trees of Andaman are **taller** than Mauritius.

Maldives has the **most** number of inhabited islands.

Now, make three more sentences in the similar way.

The above sentences are adjectives/adverbs in different forms.

There are three degrees of comparison.

The Positive Degree: In the above sentence, the word ‘**short**’ is used in positive degree. In this form, there is no comparison done. The base form of the adjective is used.

Ex: This **tiny** island has an astonishingly similar variety.

The Comparative Degree: The adjective ‘**taller**’ is in the comparative degree. The comparative degree is used to compare two persons, places or things. Generally ‘**than**’ follows the comparative adjective/adverb.

Ex: The trees of Andaman are **taller** than that of Mauritius.

The Superlative Degree: The adjective ‘**most**’ is in superlative degree. The definite article ‘**the**’ is used before the superlative degree.

Ex: Maldives has the **most** number of inhabited islands.

Degrees of Comparison:

Type	Positive Degree	Comparative Degree	Superlative Degree
Inot so tall as.....taller than.....	No superlative degree for comparing TWO things
II	No other..so/as tall as...taller than any other.....	...the tallest.....

III	Very few.....as tall as....taller than most other....one of the tallest....
IV	Some.....at least as tall as.....not taller than....not the tallest....

Study the following examples

Positive Degree	Comparative Degree	Superlative Degree
The elephant is not as tall as the giraffe.	The giraffe is taller than the elephant	No superlative degree for comparing TWO things
No other state in India is so small as Goa.	Goa is smaller than any other state in India.	Goa is the smallest state in India.
Very few men in the world are as rich as Mukesh Ambani.	Mukesh Ambani is richer than most other men in the world.	Mukesh Ambani is one of the richest men in the world.
Some girls in the college are at least as short as Ramya.	Ramya is not shorter than some other girls in the college.	Ramya is not the shortest of all the girls in the college.

Rewrite the following as directed.

- Teaching is the best of all professions. (other degrees)
- No other bank in India is as widely spread as SBI. (Superlative)
- Jupiter is bigger than any other planet. (other degrees)
- Shimla is cooler than Ooty. (Positive degree)
- Rakesh is not as mischievous as some other boys in the college. (Comparative)
- Alexander was the greatest soldier in the world. (Positive Degree)
- Lara is not as great as Tendulkar. (Comparative Degree)
- Hindi is one of the most popular languages in India. (Positive Degree)
- I cannot speak as fast as you. (Comparative Degree)
- He is not the worst student in the class. (Comparative Degree)

Writing Skill

Follow the steps to fill the Bank Deposit Form

- Write the name of the branch from where you are having the transaction or from where you are depositing it. For example, Mahabubabad
- Mention the date on which you are depositing. Eg. -01.10.2022

3. Tick the box, SB- Savings bank, CA – Current Account, RD – Recurring Deposit, CC- Cash Credit, TL – term Loan
 4. In this section, write the account number in which you want to deposit. Write carefully. Fill one number in one box. It start like 3540554057
 5. Write account holder’s name. [Full Name] Eg. Mahesh Kumar
 6. Mention the amount you want to deposit in numbers. For example -5000
 7. Write the amount in words. For example, if you are depositing Rs 5000, “Five Thousand Only”.
 8. Don’t forget to write your mobile number here. In case of any discrepancy or error, the bank staff/officials will contact you.
 9. Mention your Permanent Account Number (PAN), if your deposit is above Rs 50000, otherwise it is optional.
 10. At the end, sign in the space provided.
1. You are Mr. Ranjith Kumar. You have a Savings Bank Account in the SBI Begumpet, Main Branch. Your account number is 6857542896. Your son has your debit card and wanted to travel to Mauritius. He asked you to deposit Rs. 48500/- for travel expenditure. Deposit Rs. 48500/- by filling the Savings Bank Deposit Form.

The form is titled 'जमा पर्ची / PAY-IN-SLIP' and 'वकद/अंतरण / CASH/TRANSFER'. It is for the 'भारतीय स्टेट बैंक / State Bank of India'. The form includes the following fields and sections:

- Account Type:** SB / CA / RD / CC / TL
- Account No.:** [Field for account number]
- Branch:** [Field for branch name]
- Date:** [Field for date]
- For the credit to the Bank Account of:** [Field for beneficiary name]
- Total Deposit (in words):** [Field for amount in words]
- Total Deposit (in figures):** [Field for amount in figures]
- PAN:** [Field for Permanent Account Number]
- Mobile/Cellular No.:** [Field for mobile number]
- Signature of the Depositor:** [Field for signature]
- Cash Officer/Passing Officer:** [Field for official name]
- Date:** [Field for date]

Study Skills

Study the advertisement:



For queries contact us at:

68XXXXXX48

www.dream@myrland.com

(Call us between 10 am – 6 pm)

Package Inclusions:

5 Nights stay at a 3-star Hotel

Mauritius Airport – Hotel – Airport

Sightseeing with free guide

Now, answer the questions:

1. Name the travel agency.
2. What is the advertisement about?
3. How many days is the travel package for?
4. What are the package inclusions offered by the travel agency?
5. What is the cost to Mauritius per person?
6. Mention the contact details of the travel agency.