



English Main Course Book

for

Class X

ਇਹ ਪੁਸਤਕ ਪੰਜਾਬ ਸਰਕਾਰ ਦੁਆਰਾ ਮੁਫਤ ਦਿੱਤੀ
ਜਾਣੀ ਹੈ ਅਤੇ ਵਿਕਾਊ ਨਹੀਂ ਹੈ ।

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Punjab School Education Board

Sahibzada Ajit Singh Nagar





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ਇਹ ਪੁਸਤਕ ਵਿਕਰੀ ਲਈ ਨਹੀਂ ਹੈ ।

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FOREWORD

This textbook, based on the new syllabus, is a part of the package meant for Class X students. It comprises a Main Course Book for intensive study, A Literature Book (Supplementary Book) for extensive study and development of reading skills and A Practice Book of English Grammar and Composition for further developing different language skills. These books aim at making the teaching and learning of English an interesting exercise by presenting a variety of real-life situations. The main objectives of teaching English at this stage are:

- 1 to develop communicative skills to enable the learners to perform different language functions.
- 2 to help them develop their cognitive and affective faculties.
- 3 to promote the skill of reading a text intelligently and imaginatively.
- 4 to enrich the learner's vocabulary, both active and passive.

The course is learner-centred. The learner is also encouraged to think creatively through questions given in each lesson. There are different types of exercises : Comprehension, Vocabulary, Grammar and Usage, Pronunciation and Composition:

- 1 Comprehension exercises are meant to develop factual, inferential and global comprehension which will deepen students' understanding of lesson.
- 2 Vocabulary exercises are meant for vocabulary enrichment and development of reference skills.
- 3 Grammar and Usage sections contain a wide variety of exercises of different areas of functional grammar.
- 4 Composition section is used to help learners communicate and express themselves effectively.
- 5 Some practice in the Pronunciation of words is given in each lesson to enable the students to speak correct English.

The book in hand has been prepared by Dr D.V. Jindal, External Faculty Member, Central Institute of English and Foreign Languages, Hyderabad and vetted by Dr (Mrs) Pushpinder Syal, Reader, Department of English, Panjab University, Chandigarh.

It is hoped that the textbook would meet the learners' need and help them develop the important language skills and use English effectively and meaningfully for the purpose of communication.

We would gratefully welcome comments and suggestions from teachers, experts and students as well, to improve this book further.

Chairperson





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1 The Happy Prince

[The Happy Prince was a beautiful statue. He was covered with gold. He had sapphires for eyes, and a ruby in his sword. Why did he want to part with all the gold and the precious stones that he had ?]

1. High above the city, on a tall *column*, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold ; for eyes he had two bright sapphires, and a large red ruby glowed on his sword hilt.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind ; then he decided to go to Egypt too.

All day long he flew, and at night time he arrived at the city.

“Where shall I put up ?” he said, “I hope the town has made preparations.”

Then he saw the statue on the tall column.

“I will put up there”, he cried. “It is a fine position with plenty of fresh air.” So he alighted just between the feet of the Happy Prince.

2. “I have a golden bedroom”, he said softly to himself as he looked around, and he prepared to go to sleep ; but just as he was putting his head under his wing a large drop of water fell on him. “What a curious thing !” he cried “There is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining.”

Then another drop fell.

“What is the use of a statue if it cannot keep the rain off ?” he said. “I must look for a good chimney pot”, and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw Ah ! What did he see ?





The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

“Who are you ?” he said.

“I am the Happy Prince.”

“Why are you weeping then ?” asked the Swallow. “You have quite drenched me.”

“When I was alive and had a human heart,” answered the statue, I did not know what tears were, for I lived in the Palace, where sorrow is not allowed to enter. My courtiers called me the Happy Prince, and happy indeed I was. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.”

“What ! Is he not solid gold ?” said the Swallow to himself. He was too polite to make any personal remarks.

3. “Far away,” continued the statue in a low musical voice, “far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamstress. She is embroidering flowers on a satin gown for the loveliest of the Queen’s maids of honour, to wear at the next Court ball. In a bed in the corner of the room her little boy is lying ill. He has fever, and is asking his mother to give him oranges. His mother has nothing to give him but river water, so he is crying. Swallow, little Swallow, will you not bring her the ruby out of my sword hilt ? My feet are fastened to this pedestal and I cannot move.”

“I am waited for in Egypt,” said the Swallow. “My friends are flying up and down the Nile, and talking to the lotus flowers. Soon they will go to sleep.”





The prince asked the Swallow to stay with him for one night and be his messenger. “The boy is so thirsty, and the mother so sad,” he said.

“I don’t think I like boys,” answered the Swallow. “I want to go to Egypt.”

But the Happy Prince looked so sad that the little Swallow was sorry. “It is very cold here,” he said. But he agreed to stay with him for one night and be his messenger.

“Thank you, little Swallow,” said the Prince.

The Swallow picked out the great ruby from the Prince’s sword, and flew away with it in his beak over the roofs of the town.

4. He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover.

“I hope my dress will be ready in time for the State ball,” she said. “I have ordered flowers to be embroidered on it, but the seamstresses are so lazy.”

He passed over the river, and saw the lanterns hanging on the masts of the ships. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman’s thimble. Then he flew gently round the bed, fanning the boy’s forehead with his wings. “How cool I feel!”, said the boy, “I must be getting better”; and he sank into a delicious slumber.

Then the Swallow flew back to the Happy Prince, and told him what he had done. “It is curious” he remarked, “but I feel quite warm now, although it is so cold.”





5. “That is because you have done a good action,” said the Prince. And the little Swallow began to think, and then fell asleep. Thinking always made him sleepy.

When the moon rose, he flew back to the Happy Prince. “Have you any commissions for Egypt ?” he cried. “I am just starting.”

“Swallow, Swallow, little Swallow,” said the Prince, “will you stay with me one night longer ?”

“I am waited for in Egypt,” answered the Swallow.

6. “Swallow, Swallow, little Swallow,” said the Prince, “far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in the glass by his side here is a bunch of withered violets. His hair is brown and crisp and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the grate, and hunger has made him faint.”

“I will wait with you one night longer,” said the Swallow, who really had a good heart. He asked if he should take another ruby to the young playwright.

7. “Alas ! I have no ruby now,” said the Prince. “My eyes are all that I have left. They are made of rare sapphires, which were brought out of India a thousand years ago.” He ordered the Swallow to pluck out one of them and take it to the playwright. ‘He will sell it to the jeweller, and buy firewood, and finish his play,’ he said.

“Dear Prince,” said the Swallow, “I cannot do that,” and he began to weep.

“Swallow, Swallow, little Swallow,” said the Prince, “do as I command you.”





So the Swallow plucked out the Prince's eye, and flew away to the student's garret. It was easy enough to get in, as there was a hole in the roof. Through this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up, he found the beautiful sapphire lying on the withered violets.

"I am beginning to be appreciated," he cried. "This is from some great admirer. Now I can finish my play," and he looked quite happy.

8. The next day the Swallow flew down on the harbour. He sat on the mast of a large vessel and watched the sailors working. "I am going to Egypt," cried the Swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

"I have come to bid you goodbye," he cried.

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"It is winter," answered the Swallow, "and the snow will soon be here. In Egypt the sun is warm on the green palm trees, and the crocodiles lie in the mud and look lazily about them."

"In the square below," said the Happy Prince, "there stands a little match girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her."

"I will stay with you one night longer", said the Swallow, "but I cannot pluck out your eye. You would be quite blind then."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So he plucked out the Prince's other eye, and darted down





with it. He swooped past the match girl, and slipped the jewel into the palm of her hand.

“What a lovely bit of glass !” cried the little girl ; and she ran home, laughing.

9. Then the Swallow came back to the Prince. “You are blind now,” he said “so I will stay with you always.”

“No, little Swallow,” said the poor Prince, “you must go away to Egypt.”

“No, I will stay with you always,” said the Swallow, and he slept at the Prince’s feet.

All the next day he sat on the Prince’s shoulder, and told him stories of what he had seen in strange lands.

10. “Dear little Swallow,” said the Prince,” You tell me of marvellous things, but more marvellous than anything is the suffering of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there.”

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of the bridge two little boys were lying in each other’s arms to try and keep themselves warm. “How hungry we are !” they said. “You must not lie here,” shouted the watchman, and they wandered out into the rain.

Then he flew back and told the Prince what he had seen.

“I am covered with fine gold,” said the Prince. “You must take it off leaf by leaf, and give it to the poor ; the living always think that gold can make them happy.”

Leaf after leaf of the fine gold the Swallow picked off, till the happy Prince looked quite dull and grey. Leaf after leaf of the





fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played in the street. "We have bread now !" they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver. Everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

11. The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking, and tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just enough strength to fly up to the Prince's shoulder once more. "Goodbye, dear Prince !" he murmured, "Will you let me kiss your hand ?"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince. "You have stayed too long here but you must kiss me on the lips, for I love you."

"It is not to Egypt that I am going," said the Swallow. "I am going to the House of Death. Death is the brother of sleep, is he not ?"

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

12. At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was dreadfully hard frost.

13. Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue. "Dear me ! How shabby the Happy Prince looks !" he said.





“How shabby, indeed !” cried the Town Concillors, who always agreed with the Mayor and they went up to look at it.

“The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer,” said the Mayor, “in fact, he is little better than a beggar !”

“Little better than the beggar,” said the Town Councillors.

“And here is actually a dead bird at his feet !” continued the Mayor. “We must really issue a proclamation that birds are not to be allowed to die here.” And the Town clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. “As he is no longer beautiful he is no longer useful,” said the Art Professor at the University.

Then they melted the statue in a furnace. “What a strange thing !” said the overseer of the workmen at the foundry. “This broken lead heart will not melt in the furnace. We must throw it away.” So they threw it on a dust heap where the dead Swallow was also lying.

“Bring me the two most precious things in the city,” said God to one of His Angels ; and the Angel brought Him the lead heart and the dead bird.

“You have rightly chosen,” said God, “for in my garden of Paradise this little bird shall sing for ever more and in my City of Gold the Happy Prince shall praise me.”

(Oscar Wilde)

Glossary :

gilded : (adj) covered with gold

The golden sunlight *gilded* the Sun.

column : (noun) pillar, a solid vertical post that supports a building.

The temple was supported by marble *columns*.





drenched : (verb) completely wet

The rain *drenched* her clothes.

court ball : (noun) dance

The princess invited the youth of the city for a *court ball*.

coarse : (adj) rough

The skin becomes *coarse* in winters.

seamstress : (n) a woman who earns her living by stitching clothes

This *seamstress* can no longer stitch clothes since her eyesight is almost gone.

hop : (verb) to move by jumping on one foot, move in short jumps

The children *hopped* in the park.

pedestal : (n) a base or platform for a statue

A strong *pedestal* is required for this heavy metal statue.

slumber : (noun) sleep

The kid was in a deep *slumber*.

garret : (noun) a small dark room at the top of a house

She shifted the broken furniture to the *garret*.

commissions : (n) some special business or duty

She was given some special *commissions* when she was sent to U.K. as an ambassador.

grate : (noun) metal frame for holding wood or coal in a fireplace

There was no fire in the *grate*.

swoop : (verb) to fly quickly downwards

The aircraft *swooped* down over the buildings.

dart : (v) to fly straight like an arrow

The bird *darted* through the open window and reached the cupboard straight.

listlessly : (adverb) without energy

He walked *listlessly* after he lost the game to his opponent.

crumbs : (noun) small pieces of bread or cake

The sweeper threw the *crumbs* into the wastebasket.





proclamation : (noun) an official order, announcement

The Mayor issued a *proclamation* to ban smoking at public places.

foundry : (n) a factory where metals are moulded into different shapes

They tried to make this metal into an oval shaped figure in their *foundry*.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) **Answer the following Questions :**

1. Where did the statue of the Happy Prince stand ?
2. How was the statue decorated ?
3. Where was the Swallow going ?
4. Why did the swallow put up between the feet of the Happy Prince?
5. Where were the drops coming from ?
6. Why was the Happy Prince crying ?
7. Describe the seamstress in the words of the prince.
8. Why was the seamstress's little boy crying ?
9. How did both the Happy Prince and the Swallow help the seamstress ?
10. Why did the Swallow feel warm ?
11. What troubled the young man in the garret ?
12. How was the young man helped ?
13. Why was the match girl crying ?
14. The Swallow said to the prince, "I will stay with you always." Why ?
15. How did the poor Swallow manage to live in so much cold ?





16. Why was the statue of the Happy Prince pulled down?
17. What were the two most precious things in the city ?

(ii) Answer the following in about 50 words each :

1. Why was the prince called the Happy Prince ?
2. "I cannot choose but weep." Why did the Happy Prince say so ?
3. Comment on the remark – 'The living always think that gold can make them happy.'
4. Why did the Mayor dislike the statue so much ?
5. Write a short note on the sufferings of the poor people in the city.
6. What is the message conveyed by the author ?

B. Vocabulary Exercises

(i) Look at the following sentence :

"It is a *fine* position with plenty of fresh air."

The word *fine* means good. But have you ever heard this word elsewhere ? What are you supposed to pay when you are late for school ? That money paid by you as punishment is also called *fine*.

Words like these which are identical in form but have more than one meaning are called *homonyms*.

Now fill in the blanks with words meaning both A and B, *for example :*

- | | | |
|----|-------------------------|----------------|
| a. | A. gift | <i>present</i> |
| | B. the time now passing | <i>present</i> |





- b. A. riverside
B. a financial institution
where money is deposited
- c. A. solid and reliable
B. noise
- d. A. portray
B. pull out
- e. A. cause to pass down
one's throat, gulp
B. a small migratory bird
- f. A. shut
B. near
- g. A. fireplace, framework of metal
bars for holding fuel
B. rub into small pieces
- h. A. try to win the love of
B. the place where legal trials
take place

ii. **Students are liable to confuse and misuse words that appear similar in sound but are different in meaning. There are many such words in this lesson. Fill in the blanks choosing the correct word from the following sets :**

- a. You have drenched me.
The patient is sleeping, please keep.... quiet/quite





- b. The poet's was filled with joy.
Do not hunt the You can be punished for it.
hart/heart
- c. Winter dryness makes her skin
You need good marks to get into this university
coarse/course
- d. There is no fire in the
She takes care of her kids. grate/great
- e. Do not in the rain.
The Pyramids are a great wonder/wander
- f. They pulled down the of the happy prince.
Penalties are laid down in the statue/statute
- g. nature is the same everywhere
All nations believe in the treatment of the
prisoners of war. humane/human
- h. They held their meeting on Tuesday.
I will bear your in mind. council/counsel
- i. A bird in hand is than two in the bush.
..... the mixture into a thick paste. batter/better
- j. He wrote an letter.
His manner made him many enemies.
official/officious

(iii) Match the following words with their antonyms :

| | |
|----------|-----------|
| above | destroy |
| plenty | hostile |
| bright | vanish |
| sorrow | happiness |
| entrance | disagree |
| personal | reject |





| | |
|-----------|-----------|
| coarse | devil |
| delicious | health |
| strange | departure |
| shabby | below |
| friendly | scarcity |
| arrival | dull |
| disease | joy |
| angel | public |
| accept | smooth |
| agree | exit |
| misery | insipid |
| appear | familiar |
| create | neat |

C. Grammar Exercises

(i) Look at these sentences

1. What is the use *of* a statue if it cannot keep the rain *off* ?
2. Leaf after leaf *of* the fine gold the Swallow picked *off*.

Now do you understand the difference between *of* and *off* ?

Fill in the blanks using these two prepositions :

1. Send me a cup tea.
2. I washed the dirt my hands.
3. Get the bus at the next stop.
4. Send me a copy this story.
5. Did you get a day this week ?
6. She died heart failure.
7. It was nice you to send me flowers.
8. He fell the bed and broke his leg.





9. He is a member the Parliament.
10. She is better without him.

(ii) Rewrite the following sentences in their past perfect and past perfect continuous form :

(Past perfect tells us about action begun and completed in the past. We use 'had' before the verb. Past perfect continuous tells us that the action began in the past, continued for some time, then stopped. e.g. The town had been making all preparations.)

1. The town has made all preparations.
2. He passed by the cathedral tower.
3. You have done a good action.
4. I have come to bid you goodbye.
5. He slept at the prince's feet.
6. The Swallow flew over the great city.
7. They pulled down the statue of the Happy Prince.
8. He picked up crumbs outside the baker's door.
9. They melted the statue in a furnace.
10. The poor little Swallow grew colder and colder.

(iii) Punctuate the following paragraph :

jack shouted back at his accuser you want to massacre 150000 people for nothing spitting out his words with fury roger the senior officer in the room shouted I have never seen such a gutsless general like you jack.

(iv) Given below is the list of adverbs used in this lesson.

Make adjectives and use them in sentences.

1. brilliantly
2. quickly





- | | |
|---------------|--------------|
| 3. nervously | 4. brightly |
| 5. eagerly | 6. carefully |
| 7. critically | 8. simply |
| 9. suddenly | 10. lovingly |

D. Pronunciation Practice

Say the following words aloud :

(The pairs of words given below differ in *one* sound only in the *initial* position. The words on the right start with /s/ sound (as in the word *seat*) while the words on the left start with the sound that appears in the beginning of the word *ship* :

| | | | | | |
|------|---|--------|-------|---|---|
| self | - | shelf | sin | - | shin |
| sign | - | shine | socks | - | shocks |
| sip | - | ship | sift | - | shift |
| sour | - | shower | sort | - | short |
| sun | - | shun | seek | - | chic (<i>meaning</i> very fashionable and elegant) |

E. Creative Writing and Extended Reading

1. Imagine yourself to be the Happy Prince. Write your autobiography.
2. Imagine yourself to be the Mayor of the city. Write your experiences vis-à-vis the statue of the Happy Prince.
3. Prepare a speech on the topic :
Service of Mankind is the Best Service
4. Discuss the topic : “What Constitutes Real Happiness?” with your class-fellows in the light of your study of the story ‘The Happy Prince.’





5. Every good short-story has a message in it. Read at least 5 short stories written by different authors. Try to find the message contained in each story.

6. Write about :

- What you feel when you see the statue of a person.
- What it would say if it had life
- What you think about the life of the person whose statue it is.

Just a little fun :-

Ned calls his wife his counter-part
With truth as well as whim ;
Since every impulse of her heart
Runs counter still to him.





2 Where is Science Taking Us ?

(If the aim of science is the conquest of man's environment, what should be its ultimate goal ?)

When man first began to think, he asked himself the deepest of all questions – a question which you have undoubtedly asked yourself many times : What is the Meaning of Life ? What is it all about ? Where are we all going ? What drives men ever forward to work and worry ?

And now there's this other big question – a newer question which is beginning to force itself into our notice. One that is not ages old that has not been with us since man first began to think. It is : Where is Science Taking Us ?

First, where is science taking us with regard to ethical and spiritual values ? We know what it is doing with regard to material things, for material things are its daily business ; but what is it doing with regard to non-material things ? If the answer were 'nothing at all,' that would be bad enough ; but the actual answer is 'less than nothing.' Here science is actually doing less than nothing. Its material teachings have been so over-emphasized that many people are floundering and wondering whether after all man is but a machine animated by forces over which he has no control.

Let's concentrate on material things, the things that form the very stronghold of science. Look at the machine, for instance.

This is the age of the machine. Machines are everywhere – in the fields, in the factory, in the home, in the street, in the city, in the country, everywhere. To fly, it is not necessary to have wings ; there are machines. To swim under the sea it is not necessary to have gills, there are machines. To kill our fellow men in overwhelming numbers, there are machines. Petrol machines alone provide ten times more power than all human beings in the world.





In the busiest countries, each individual has six hundred human slaves in his machines.

What are the consequences of this abnormal power ? Before the war, it looked as though it might be possible, for the first time in history, to provide food and clothing and shelter for the teeming population of the world – every man, woman and child. This would have been one of the greatest triumphs of science. And yet, many a time especially during the war we have seen the world crammed full of food and people hungry. For that's the way of science and the machine age. Science produces the goods, it makes the goods, but has no control over the consequences.

The machine age gives us year by year more hours of leisure but it fails to teach us how to use them. It gives us mechanical habits of mind and represses the spirit of adventure – except along machine-made lines. We will need all our creative powers to think our way out of the social problems which science has created for us.

It is science that has given us the unexpected redistribution of the age groups. Almost every year, some modern drug adds a little more to the average span of life, until the upper group is overcrowded. In the United States, for instance, there are already nine million people over the age of sixty. This talk was delivered around the 1950's. In fifteen years' time, this number will reach the astonishing figure of forty-five million. Who is to keep them ? It will need some readjustment.

And so science goes on raising its problems. Compared with our fundamental question-What is Life ? – these problems may seem to be of less importance. But they are not really so.

What is happening is that science is creating problems faster than they can be solved. Man is struggling in a sort of vicious circle, always striving to catch up and never getting nearer. And there are no signs that the glut of discoveries is coming to an end.





War is the worst example ; science has pushed it so far forward that ethics and morals are floundering hopelessly behind.

It makes one sometimes ask : What is science really after? What are its aims ? What is its goal ?

Its aims seem to be obvious. They are material, of course. One aim is the complete understanding, indeed the conquest, of man's environment ; the conquest of everything material, big or small, bringing all powers within man's reach.

The other aim is the understanding of all the mysteries that lie within the human body – the material mysteries, the innumerable chemical and physical actions that make the body work.

If these are the apparent aims of science, surely they cannot represent the ultimate goal. The ultimate goal, if there is such a thing, must be the understanding of everything that makes life worthwhile, the enrichment of all that life means. That goes beyond material things ; for man needs more than food and shelter and clothing and the understanding of what goes on within his stomach.

What is really needed in the world today, perhaps more than ever before, is not some new world-shattering discovery in nuclear physics, or some breath-taking discovery in chemistry or medicine. The advance for which the world is waiting ; beyond any doubt, is a small advance-a slight advance-in charity, in understanding, forbearance, tolerance, justice and mercy. That is what the world is waiting for, and waiting rather anxiously.

But charity, and tolerance, and forbearance, and the understanding of one another are non-material matters. And in non-material things-in the simplest social things-science has been helpless. It cannot even help us to distinguish good from evil.

May be this will not always be so. Who knows ? It is quite probable that some day science will effect an improvement in the human brain itself. Not a structural improvement, for in structure





the human brain is the greatest miracle of all ; its understanding will come last. But there might well be a functional improvement. That is far from fantastic. The advances in science might one day well increase the capacity and reasoning power of the human brain.

I should say there is little doubt that man will one day improve on the natural man, raise his intellectual status, and give him greater power of reasoning and understanding. He might have sufficient reason and understanding to abolish war. Whether that will be so, whether and when he will have a better understanding of his fellow men that remains to be seen.

It brings us back to the question : Where is Science Taking Us ? Despite the present vicissitudes, we are going somewhere. There are troublesome times ahead. But those who fear for the future are the craven (*cowardly*) in spirit ; for life is becoming more and more interesting, intriguing and exciting. I wish I had another hundred years.

Dr. S.W. Pennycuick

From a Broadcast Talk from ADELAIDE, Australia

Glossary :

ethical : (adj) connected with beliefs and principles about what is right and wrong

Is it *ethical* to promote smoking through advertising?

spiritual : (adj) connected with the human spirit

People have set aside *spiritual* values and do what they feel like.

animated : (adj) : full of life and activity

In the TV show, the cartoons were quite *animated*.

overwhelming : (adj) very good or very strong

She felt an *overwhelming* desire to go home.





flounder : (v) to struggle to say something

When he was asked difficult questions at the interview, he began to *flounder* helplessly.

forbearance : (n) being patient and sympathetic

I thanked him for his *forbearance*.

vicissitude : (n) change in circumstances

We all have to go through all the *vicissitudes* of our lives.

intriguing : (adj) unusual but interesting, secret and suspicious

The expedition to the Mars has raised *intriguing* questions.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in your own words :

1. Why does the author of 'Where is Science Taking US' say that Science is doing less than nothing ?
2. What are machines doing for the humans ?
3. What is the greatest triumph of Science ?
4. What are the consequences of war ?
5. "Today the upper age group is overcrowded." Why ?
6. What has happened to the ethics and morals in the modern world ?
7. What is really needed in the world today ?
8. Why does the author of 'Where is Science Taking Us' wish to live another hundred years ?

(ii) Answer the following questions in about 50 words each :

1. List the material triumphs of Science and the non-material necessities to make the world a better place.
2. What should be the ultimate aim of Science ?





B. Vocabulary Exercises

- (i) A synonym is a word which is either identical in sense or has the same meaning as the other word. In the exercise which follows, some words have been taken from this lesson. The synonym of each word under column A rhymes with the other word given under column C. Try to fill up the blanks in column B with the synonyms of words under A. The first one is done for you.

| | A | B | C |
|-----|-------------|-------|---------|
| 1. | fury | rage | page |
| 2. | began | ..... | parted |
| 3. | consequence | ..... | insult |
| 4. | conquest | ..... | history |
| 5. | ethical | ..... | oral |
| 6. | apparent | ..... | tedious |
| 7. | tolerate | ..... | tear |
| 8. | charity | ..... | nation |
| 9. | sufficient | ..... | rough |
| 10. | abolish | ..... | mend |

- (ii) Match the words under A with their antonyms under B:

| A | B |
|-----------|-------------|
| material | destructive |
| forward | defeat |
| necessary | more |
| creative | unnecessary |
| triumph | spiritual |
| less | backward |
| obvious | injustice |
| ultimate | dull |





| | |
|-------------|---------------|
| justice | initial |
| improvement | unclear |
| exciting | deterioration |

(iii) Look at the italicized words in the following sentences:

1. To kill our fellowmen in *overwhelming* numbers, there are machines.
2. Material teachings have been *over-emphasized*.
3. What is needed today is not some new *world-shattering* discovery in nuclear Physics or some *breath-taking* discovery in chemistry or medicine

These are compound words. They are formed by joining two simple words. An addition to the beginning of the word is a *prefix* and an addition to the ending is a *suffix*.

See if you can make some more meaningful words by using *over* and *under* as prefix or suffix.

| | |
|-----------------|--------------|
| come | arm |
| line | do |
| estimate | ground |
| statement | pull |
| current | age |
| | pants |
| | charge |

C. Grammar Exercises

(i) Rewrite the following in Direct speech :

- a. The minister said that he had spoken about the rights of the citizens in a democracy. He went on to say that he must speak about the citizen's responsibilities too.





- b. My mother advised me not to waste my time during the holidays but to do some useful reading.
- c. The school inspector said that he had been very pleased with the school. He added that he wished to congratulate the principal and the staff.
- d. The boys said to the teacher that they hadn't understood the question and they requested her to explain it once more.

(ii) Change the voice in the following sentences :

1. He has passed the examination.
2. You must speak the truth.
3. You should follow your uncle's advice.
4. She can sing a song now.
5. Ram will pass the test.
6. Why did you abuse him ?
7. I have to do it.
8. He will be arrested soon.
9. She cannot tell a lie.
10. This must be accepted.

(iii) Put the words in the brackets into the 'be-going to' form (Present Tense)

- a. You (miss) your bus.
Ans. You *are going to miss* your bus.
- b. The man with a brick in his hand (throw) it at the dog.
- c. We are wearing red clothes and the bull (attack) us.
- d. I (not sleep) in this room, it is dirty.
- e. Due to some technical fault, the aeroplane (crash).
- f. They (make) a lot of money out of this deal.





- g. I (collect) my new dress this evening.
- h. I've reminded you once ; I (not do) it again.
- i. He (smuggle) this gold out of the country.
- j. Look at the clouds. It (rain)

D. Pronunciation Practice

Note that the words given below contain the vowel sound /i :/, long vowel sound as in *beat, seat, heat, keep* etc. Say these words aloud :

| | | | | |
|------|------|---------|--------|--------|
| each | weep | receive | police | foetus |
| lead | keep | brief | ravine | people |
| sea | tree | siege | ski | quay |

(pronounced like **key**)

Note that the *same sound* has *different spellings* in different words.

E. Creative Writing and Extended Reading

1. Write a short essay on any one of the following topics :
 - a. Science and Human Happiness
 - b. Advantages and Disadvantages of Science
 - c. Your Idea of Happiness
2. Discuss the following topics with some of your class-fellows under the guidance of your teacher.
 - a. Is man really happier today than his forefathers?
 - b. Man today is not a master, but a slave of the machines.





3. Put together your ideas on the following topic with the help of a table :

| Science | |
|------------|---------------|
| Advantages | Disadvantages |

4. On the basis of the above ideas, sum up the topic “Science and Human Happiness”. You have to consider : how much has science added to human happiness ?
5. (a) With another classmate, make a chart showing what man can do and what machines can do. Later compare this chart with those made by other classmates.
(b) Divide your class into two groups. One group can *prepare to speak “for” and the other “against” the topic. ‘We are happier than our forefathers.’*
6. See some pictures of World Wars on the Internet. What do you see about the weapons, machines etc. used in these wars ? Some of you can tell the class about the use/misuse of Science in wars.

Just a little fun :

Doctor Bell fell down the well
And broke his collar-bone.
Doctors should attend the sick
And leave the well alone.





[William Shakespeare (1564-1616) was born at Stratford-on-Avon and educated at a Grammar School. He had established himself as an actor and playwright by 1592. One of the greatest writers of English Literature, Shakespeare is a phenomenon unto himself. He has no parallel anywhere in world literature. Shakespeare has written thirty seven plays and a sonnet sequence consisting of some 156 sonnets. Some of Shakespeare's best poetry is found in his plays.]

Glossary :

exile : expulsion

pomp : show and glamour

peril : danger

penalty of Adam : Adam was punished and sent to this world to suffer extreme heat and cold as the seasons change

envious : jealous

fang : teeth (of a snake)

churlish chiding : rude and rough teasing, rebuking, punishment

venomous : poisonous

exempt : free from

Enjoying the poem :

1. What is 'adversity' ?
2. Why is 'pomp' described as 'painted' and 'court' as 'envious' ?
3. Why are the woods 'more free from peril than the envious court' ?





4. Why doesn't the speaker find any flattery in adversity?
5. How does he find adversity sweet ? [hint : 'old custom'
6. What is the 'penalty of Adam' ?
7. How does the speaker 'find tongues in trees' ?
8. What is the inspiration do we derive from the poem 'Sweet are the Uses of Adversity' ?
9. Read any poem which inspires you to face the reality of life and discuss it with your friends.

Suggested reading : If You Can Keep Your Head – Rudyard Kipling.





3 Secret of Happiness

[N.V.Peale is an author with a positive message in life. He has written several books in an attempt to teach people the Art of Living. The present extract has been culled from his book The New Art of Living.]

I

Dynamics of Self-Realization

The greatest day in any individual's life is when he begins for the first time to realize himself.

It happened to a college student friend of mine once with dramatic suddenness. He was as unsuccessful in his studies as he was efficient upon the athletic field.

Destiny, however, has its own strange ways. One day in a class in Psychology, our student friend suddenly became enthralled as the professor described how the average man fails because he does not learn to control and consolidate his powers. He used the familiar illustration of the burning glass. The rays of the sun, falling upon a piece of paper, have little effect. Let them, however, be drawn by the burning glass to a focus and they create an intense heat which will quickly burn a hole in the paper.

The professor pointed out that the man who succeeds is the one who can draw his dissipated and therefore futile powers to a focus. Our student said that in a flashing illumination he saw the cause of his own failure and oblivious of all in the room and under the spell of a veritable new birth leaped to his feet, crying, "I see it ; I see it" What had happened ? He had met himself, a *new* self, his *real* self, which he never before had seen and the





revelation changed him from a failure to a potential success, the possibilities of which were later abundantly realized. He was now a grand success in whatever he chose to do.

II

You are Greater than you Think

In his famous address on “The Energies of Men” William James, a great psychologist, said, “Men habitually use only a small part of the powers which they possess and which they might use under appropriate circumstances.” A scientist is reported recently to have said that the average man uses but twenty per cent of his brain power. When you think of some people, that sounds like optimism. Think of it—you are using, if you are an average person, only one fifth of your mental capacity.

Consider what you could make of life if you increased that by only fifty per cent. In the personality of every individual there is a great reservoir of unused power. But in many of us just a miserable little trickle is getting through, and on that we live and do our work. The great secret of life is to put a key into the lock, turn back the sluice gates and let that power, like a terrific stream, flow into your mind and personality. It will transform you into a person of strength and effectiveness, well able to meet and master all circumstances. The important thing to emphasize is that it is a source of inward power by which weak personalities can become strong ; divided personalities can become unified ; hurt minds can be healed ; and the secret of peace and poise attained.

III

The Escape from Fear

A British publishing house issued, some years ago, a volume of sermons, under the title, *If I Could Preach Only Once*.





One of these sermons was by Gilbert Chesterton. “If I had only one sermon to preach.” Chesterton declared, “it would be sermon against fear.”

Why should this eminent man of letters single out so ordinary an adversary ? First of all, because fear is one of man’s most common enemies. It touches every one of us in some way. Many people, for example, have financial fears. We have fears of ill health, anticipating the direful consequences of being overtaken by some bodily affliction. We allow ourselves to be made miserable by fear of what the future holds or fears of the consequences of past acts and decisions. Fears of one kind and another haunt us and cast a shadow over our happiness.

No person is at his best or in full control of his powers if he is the victim of fear. In many ways fear lays its paralyzing hand upon an individual and becomes a chief obstacle to the full development of personality and to the achievement of success in life. The person who wishes to become adept in the art of living must learn to conquer and subdue his fears.

This is a problem common to us all, and I want to state at the outset the encouraging fact that any and every individual can escape from fear. Remember this, however –only *you* can conquer your fears. Others may help you but ultimately *you* must do it *yourself*.

The first step and, for that matter, a large part of the campaign against one’s fears is to get a complete and thorough-going knowledge of them. Bring them out into the light of day and watch them shrivel up.

A fear is not unlike a ghost. It frightens you in the gloom, but there isn’t much to it when you get it into the light. Most of the things one fears never happen ; at least they do not amount to anything. As one frog in a pond may sound like a hundred when one is trying to sleep, so one little fact may be enlarged by mental





fear and distorted imaging out of all proportion to its real size.

Once in a lonely cabin on a dark night, deep in the North Woods, I heard on the porch noises that sent a shiver up my spine. It sounded like the cautious approach of several intruders. I sat transfixed, rooted to my chair, with every hair seemingly standing on end. Newspaper accounts of a recent murder in that section flashed across my mind. This is the end, I thought, but I was far from being prepared to die. I didn't want to die ; I wanted to get out of there. Finally, unable to stand the suspense longer and desperation lending bravado, I leaped to the door and flung it open, expecting to see a whole array of gangsters with machine guns and pistols. Instead, a little chipmunk scurried off into the darkness, leaving me limp and mortified but yet the learner of a great lesson, namely, that it is very salutary to get a good look at your fears, and that when you do, they are much less impressive than you had imagined them to be.

IV

Faith in Him

A great Japanese, Kagawa, a preacher and social worker, once visited our country. Everyone noted that he carried about himself a sense of peace and poise, an inner strength and confidence that was truly remarkable. Kagawa had discovered a priceless secret, and he gave us his secret by saying that if one will do as he did, "immerse him self over a long period in the grace of God," he will enter into a profound calm that nothing can destroy. Kagawa said that encountering mobs, threatened by soldiers, hurt by opponents, the calm never left him. His eyesight was threatened ; disease afflicted him : but he never lost his calm. He testified that he was often amazed by the depth of this peace. This he assured us he had found in God. In that relationship he lost his fears.





There is the real escape from fear. Get a deep, unshakable faith in the fact that you are not alone, but that God watches over you and cares for you and will bring you through all difficulties. Then you will have total peace of mind. Confidence, not fear, will be yours forever.

Norman Vincent Peale

Glossary :

I

enthralled (adj) : filled with wonder and delight

I was simply *enthralled* at her dance performance.

consolidate (v) : joined together into a whole

It is very necessary to *consolidate* your resources before embarking upon any ambitious project.

illustration (n) : example

Give me an *illustration* to explain your point.

familiar (adj) : well-known

The new boss is quite *familiar* with the state of affairs as he was here 3 years ago.

focus (n) : a central point, a rallying point

You must bring the rays of light to a *focus* to produce the desired effect.

dissipated (adj) : weakened

The sermon fired him to make use of his *dissipated* power to the full and he achieved success.

futile (adj) : useless

All his effort to win the game proved *futile*.

a flashing illumination : a sudden knowledge or realization

In a moment of *flashing illumination* Lord Buddha became alive to the Truth of the mystery of life.





revelation (n) : a new knowledge

It was a *revelation* to me that she was the daughter of the big boss.

potential (n) : having power and energy for something

I am sure of his *potential* ; he can do real wonders in this field.

abundantly (adv) : in a large measure

She was *abundantly* praised at the conclusion of her successful trip to the historic conference.

II

optimism (n) : looking at the bright side of things, a positive attitude of hope

It was his sheer *optimism* that won him success in the trial.

reservoir (n) : a store

Every human brain is a big *reservoir* of energy and power.

III

eminent (adj) : famous

He is an *eminent* personality in this part of the country.

a man of letters : a scholarly person

A *man of letters* like him should not commit such a minor error.

adversary (n) : enemy

Fear is man's greatest *adversary*.

direful consequences : bad, dangerous results

You must be prepared for the *direful consequences* if you insist on going against the stream.

obstacle (n) : obstruction, hindrance

Her father's objection became a great *obstacle* in the way of her marriage.





intruder (n) : one who comes unseen as an enemy, an unwelcome, uninvited person

The *intruders* from across the border generally attack the border villages and commit several crimes.

desperation (n) : a state of hopelessness

In a state of *desperation*, he decided to do or die and won the game.

bravado (n) : bravery

Desperation produced in him a sense of *bravado* and he attacked the enemy with all his might.

chipmunk (n) : a type of rodent or rat

It was nothing but a small *chipmunk* that scurried off.

mortified (adj) : ashamed

I felt badly *mortified* when I learnt of my folly.

IV

poise (n) : a state of balance, calmness

You must not lose your *poise*, especially in this hour of difficulty.

profound (adj) : deep

His *profound* thoughts impressed everyone.

afflicted (v) : caused pain and agony

Cholera *afflicted* the city in a big way last year.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in your own words :

1. Which is the greatest day in any individual's life ?
2. What enthralled the student in the Psychology class ?





3. Did the boy change as a result of the realization ?
 4. What is there in the personality of every man ?
 5. How can weak personalities become strong ?
 6. What would Chesterton preach if he had just one sermon to deliver ?
 7. What are the different types of fear experienced by the people ?
 8. What did the author of 'Secret of Happiness' find when he flung open the door?
 9. How can one have a real escape from fear ?
 10. What was the priceless secret discovered by Mr. Kagawa?
- (ii) Answer the following questions in 50 words each :**
1. Describe, in your own words, how the professor changed the total attitude of the student.
 2. Write a small paragraph on 'The Proper use of Human Energy.'
 3. Relate the incident of North Woods in your own words.
 4. Write, in brief, the message given by Mr. Kagawa.

B. Vocabulary Exercises

(i) Give the synonyms of :

- a. eminent
- b. adversary
- c. profound
- d. poise
- e. obstacle
- f. illustration
- g. futile
- h. abundant
- i. conquer
- j. total





(ii) Give the antonyms of :

- a. destroy
- b. opponent
- c. shakable
- d. optimism
- e. strength
- f. ordinary
- g. ignorance
- h. real
- i. fact
- j. cautious

(iii) Give one word for each of the following expressions:

- a. a science that studies the working of the human mind
- b. a speech from the pulpit in a church
- c. one who believes in the bright side of things
- d. a daily or periodic paper that gives news and views
- e. one who does not believe in God.

(iv) Frame sentences to show distinction between the following pairs of words :

- a. birth-berth
- b. familiar-familial
- c. gate-gait
- d. adept-adapt
- e. mental-mantle
- f. root-route
- g. peace-piece

C. Grammar Exercises

(i) Fill in the blanks with suitable articles :

1. _____ dog is _____ faithful animal.





2. Tanuja is _____ honest girl.
3. I saw _____ American and _____ European at the market.
4. We visited _____ Golden Temple at Amritsar.
5. _____ Himalayas have many ranges.
6. I use _____ umbrella in the rainy season.
7. Chandigarh is _____ capital of Punjab.

(ii) Change the following sentences into passive voice:

1. I know him very well.
2. They sought my help.
3. It is time to say goodbye.
4. This jug contains milk.
5. Don't use foul language.
6. My father will receive me.
7. I annoyed her.

(iii) Fill in the blanks with the appropriate comparatives or superlatives of the adjectives given in the brackets :

1. Milk is _____ than water. (thick)
2. Pen is _____ than the sword. (mighty)
3. Ludhiana is the _____ city of Punjab. (large)
4. It is _____ said than done. (easy)
5. The condition of the patient is much _____ now. (good)
6. _____ late than never. (good)

(iv) Fill in the blanks with a non-finite

(to-infinitive, gerund or participle) :

1. He used the illustration of the _____ glass (burn).





2. The great success of life lies in _____ (put) a key into the lock and releasing that terrific power.
3. If I had only one sermon _____ (preach), I would preach people _____ (shun) fear.
4. We allow ourselves _____ (make) miserable by fear.
5. The person who wishes _____ (become) adept in the art of _____ (live) must learn _____ (subdue) his fears.
6. I sat _____ (root) to my chair.
7. I wanted _____ (get) out of there.
8. I found the door _____ (break).
9. He did not learn the art of _____ (control) his powers.
10. _____ (have) faith in God gives a lot of strength.

D. Pronunciation Practice

Speakers of English should learn to distinguish between the sounds /v/ and /w/

/v/ is produced with the help of upper teeth and lower lips.

/w/ is produced by rounding the lips as in the vowel sound in *shoe* and then *immediately* spreading the lips as in the vowel in the initial position of the word *above*.

Now say the following words aloud :

| | |
|---------------|--------------|
| vest – west | vile – while |
| vale – whale | vine – wine |
| vie – why | vend – wend |
| vent – went | vim - whim |
| verse – worse | vain – wane |





E. Creative Writing and Extended Reading

1. List out some pieces of advice for a man who wants to succeed in life.
2. Write a paragraph on :
 - i. Fear, Man's Worst Enemy
 - ii. Faith – Man's Saviour
 - iii. Self Realization as a Key to Success
3. Read any one of the books written by Norman Vincent Peale :
 - i. The Power of Positive Thinking
 - ii. Stay Alive All Your Life
 - iii. A Guide to Confident Living

Just a little fun

For years a secret shame destroyed my peace
I'd not read Eliot, Auden or MacNeice.
But now I think a thought that brings me hope :
Neither had Chaucer, Shakespeare, Milton, Pope.





[*Sir Henry Wotton was born in 1568 in Kent (UK). He was a famous poet and diplomat. Wotton studied at Winchester and Oxford. In 1595 he was engaged by the Earl of Essex as agent and secretary. His poems and other writings were collected in 1651.*]

Glossary :

| | |
|-------------------|--|
| <i>armour</i> | – defensive covering, protection |
| <i>still</i> | – always |
| <i>ruin</i> | – downfall |
| <i>state</i> | – estate |
| <i>entertains</i> | – occupies agreeably, utilises |
| <i>servile</i> | – slavish |
| <i>fame</i> | – a state of being known by many people |
| <i>bond</i> | – something that binds or holds together |

Enjoying the Poem

1. What does the poet want to say in the poem ?
2. Write a note on the central idea of the poem.
3. Write a summary of the poem in your own words.
4. Explain the lines.
“Whose armour is his honest thought
And simple truth his utmost skill !”
5. How does a man become really happy ?
6. How does ‘a religious book or a friend’ give happiness?
7. How does a contented man have all without having anything?





8. A 'synonym' means a word with a similar meaning. Write down the synonyms of the following words from the poem.

- passions
- fame
- grace
- service
- vice

9. Life is not made difficult by a hostile fate but because of our own dreamy, unrealistic desires. Alexander Pope's poem "The Quiet Life" conveys the same idea. Compare the two poems.





4. A Gift for Christmas

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time. Three times Della counted it. And the next day would be Christmas.

There was clearly nothing that Della could do except to throw herself on the dirty little couch and cry.

While Della is crying let us take a look at her home which is a furnished flat at \$8 a week. You see signs of poverty wherever you turn your eyes. What else can you expect when Della's husband, Mr. James Dillingham Young, earns just \$20 a week ?

Della finished crying. She went up to the looking-glass and began to powder her cheeks. Then she stood by the window and looked out dully at a grey cat walking on a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Oh, the many happy hours she had spent planning for something nice for him ! Something fine and rare, worthy of the honour of being owned by Jim.

Suddenly Della turned away from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its colour all of a sudden. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took great pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair.

Della let fall her beautiful hair and it looked like a cascade of brown waters. It reached below her knees. Quickly and





nervously she combed it and did it up again. For a minute she faltered. Tears appeared in her eyes.

That was only for a moment. She put on her old brown jacket, she put on her old brown hat. With her eyes shining brightly she fluttered out of the door and down the stairs to the street.

She stopped at a shop with the sign 'M'me Sofronio. Hair Goods of All Kinds.' The shop was located on the second floor. Della ran up the stairs.

'Will you buy my hair ?' asked Della.

'I buy hair,' said Madame. 'Take your hat off and let me have a look at it.'

Down came the brown cascade.

'Twenty dollars,' said Madame, lifting the beautiful hair with her experienced hand.

'Give it to me quickly,' said Della.

Della spent the next two hours in the stores eagerly looking for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores. It was a platinum watch-chain, simple but well made. It was worthy of the watch. As soon as she saw it she decided that it was the right present for Jim. She paid twenty-one dollars for it and hurried home with the 87 cents that remained.

When Della reached home, pleased with the present, she grew nervous as she thought calmly about what she had done. She looked at the reflection in the mirror long, carefully, and critically. She brought out her curling irons and began to curl her hair carefully. The tiny curls made her look like a schoolboy. 'If Jim doesn't kill me,' she said to herself, 'before he takes a second look at me, he'll say I look like a boy. But what could I do-Oh ! What could I do with a dollar and eighty-seven cents ?'





At seven o'clock the coffee was made and everything arranged to get dinner ready. Jim was never late. Della sat on the corner of the table near the door with the watch chain in her hand. Then she heard his step on the stairs. She turned white for just a moment. She prayed, 'Please God, make him think I am still pretty.'

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two-and he was burdened with a family ! He needed a new overcoat and he was without gloves. Jim's eyes were fixed on Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise. He simply stared at her with a strange expression on his face.

Della got off the table and moved towards him. 'Jim, darling,' she cried, 'don't look at me that way. I had my hair cut off and sold it because I had to buy a Christmas present for you. I just had to do it. My hair grows so fast-you don't mind, do you? Say "Merry Christmas ! Jim, and let's be happy. You don't know what a nice – what a beautiful present I've got for you.'

'You've cut off your hair ?' asked Jim, speaking with difficulty.

'Cut it off and sold it,' said Della. 'Don't you like me just as well, without my hair ?'

Jim looked about the room curiously.

'You say, your hair is gone ?' he said with an air almost of disbelief.

'You needn't look for it,' said Della. 'It's sold, I tell you - sold and gone. It's Christmas Eve, Jim. Be good to me, because I did it all for you.'

Jim seemed to wake up at last, and to understand. He





kissed Della. He suddenly remembered that he had bought something for Della too. He drew a package from his overcoat pocket and threw it upon the table.

‘Don’t make any mistake, Dell,’ he said, ‘about me. Whatever happens I shall always love you just the same. Now open the package and you will understand why I behaved as I did.’

Della’s white fingers quickly opened the package. And then at first a scream of joy followed by a quick feminine change to tears.

For there lay The Combs – the set of combs, side and back, that Della had seen in a Broadway window and liked so much. They were beautiful combs, so expensive and they were hers now. But alas, the hair in which she was to wear them was sold and gone ! She took them up lovingly, smiled through her tears and said, ‘My hair grows so fast, Jim !’

And then Della jumped up like a little cat and cried, ‘Oh, oh !’

Jim had not yet seen his beautiful present. She held it out to him eagerly on her open palm.

‘Isn’t it lovely, Jim ? I hunted all over town to find it. You’ll have to look at your watch a hundred times a day now. Give me your watch. I want to see how it looks on it.’

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

‘Dell,’ said he, ‘let’s put our Christmas presents away and keep them awhile. They are too nice to use just at present. I sold the watch to get the money to buy your combs. And now please get the dinner ready.’





Glossary :

expenses (noun) : operating cost

The salary he gets barely covers his *expenses*.

rare (adj) : uncommon

It is *rare* to find sincerity these days.

possession (noun) : owning something

The gang was caught in *possession* of cocaine.

cascade (v, noun) : flowing like a small waterfall

Water *cascaed* down the stairs. The cascade made a lovely scene.

falter (verb) : to become weak

His courage never *faltered*.

flutter (verb) : to move quickly

The flag *fluttered* in the breeze.

critically (adv) : with disapproval

She spoke *critically* of her sister.

feminine (adj) : qualities connected with women

This dress gives you a typical *feminine* look.

scream (verb) : loud cry

The boys were *screaming* with excitement.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in your own words :

1. Why was Della crying ?
2. Describe the poverty of Della's house.
3. What type of present had Della planned for Jim ?
4. What were the two prized possessions of Jim ?





5. Describe the present Della bought for Jim.
6. How did Della manage to buy the gift ?
7. What did Della think when she looked at herself in the mirror?
8. What was Jim's reaction on seeing Della's hair gone ?
9. What explanation did Della give to Jim for getting her hair cut ?
10. What was in the package that Jim had brought for Della ?
11. How had Jim managed to bring the present for Della ?

(ii) Answer the following questions in about 50 words each :

1. Expenses had been greater than she had calculated. Why ?
2. Describe the incident of Della's selling her hair in your own words.
3. Why was Della pleased with her selection of the present for Jim ?
4. Why does the storywriter call Jim 'a poor fellow' ?
5. What do you think about the expression in Jim's eyes? Was it shock, surprise or anger ? Why ?
6. Both of them gave each other the gift of rare love. How ? Explain.

(iii) Write true or false against the following statements :

1. Jim loved Della more than she loved him.
2. Della could easily buy a present for Jim without selling her hair.
3. Della was proud of being Jim's wife.
4. Both the gifts proved their true love for each other.
5. Jim and Della could do without gifts.





B. Vocabulary Exercises

(i) Look at the sentences :

She went up to the *looking glass*.
 She brought out her *curling irons*.

The words *looking* and *curling* are the *verbs* ending in-*ing* and have the force of *noun* as well as *verb*. Such words are called ‘*gerunds*’.

(ii) Supply suitable gerunds in the blanks :

1. I am not interested in a celebrity. (become)
2. I am used to by the phone. (sleep)
3. I feel like the mountains. (climb)
4. Your plants need (prune)
5. He didn't want to risk the boss. (annoy)
6. I am not interested in in luxury. (live)
7. Will it help if we try ... the cake back in the oven?
(put)
8. I feel like across the river. (swim)
9. I am not used to irregular hours. (work)
10. I am used to overtime. (do)

ii (a) Combine the nouns with gerunds in the table to form meaningful compound nouns.

| | | | | |
|-------|--------|------|----------|---------|
| fruit | lorry | bird | farming | picking |
| coal | weight | fish | lifting | mining |
| | | | watching | driving |





(b) Now combine the gerunds with the nouns to form compound nouns :

| | | | | | |
|---------|----------|---------|-----------|-------|------|
| waiting | diving | driving | committee | pool | rink |
| dining | swimming | | licence | board | hall |
| housing | skating | | room | | |

(iii) Fill in the blanks with the suitable word :

1. *Happiness* is to *sorrow* as *strength* is to
(muscle/lion/weakness/strong)
2. *Touch* is to *strike* as *whisper* is to
(shout/kill/quiet/anger)
3. *Snow* is to *white* as *honey* is to
(light/bee/sweet/tree)
4. *Deep* is to *shallow* as *bold* is to
(dull/strong/timid/loud)
5. *Bear* is to *cub* as *horse* is to
(lamb/fawn/foal/kid)
6. *Herd* is to *deer* as *bunch* is to
(people/chickens/cattle/keys)
7. *Horse* is to *neigh* as *lamb* is to
(bleat/screech/roar/yell)
8. *Haste* is to *delay* as *honour* is to
(king/judge/shame/prize)
9. *Puppy* is to *dog* as *fawn* is to
(bear/wolf/duck/deer)
10. *Victory* is to *defeat* as *vague* is to
(lose/definite/virtue/fame)





C. Grammar Exercises

(i) (c) **Look at the sentences :**

She *put on* her old brown hat.

Della *got off* the table and moved towards him.

When a preposition or an adverb is placed after a verb, the phrase so formed gives a variety of meanings.

Now fill in the blanks with the phrases given below :

| | |
|-------------|------------|
| put off | look ahead |
| put out | look after |
| put on | look out |
| put forward | look up |

1. Will you my dog when I am away.
2. You should and make plans for your future.
3. While swimming in the sea, for sharks.
4. He was depressed after his accident, but with time, life began to
5. the light, I want to read.
6. the light, I want to sleep.
7. I shall my visit to Delhi till the weather is fine.
8. The new officers many new suggestions.

(ii) **Correct the following sentences : (errors in the use of prepositions)**

1. To save the child he jumped in the well.
2. You have to answer on your misbehaviour.
3. He did not agree with my proposal.





4. We should abide with the decision of the management.
5. He has been accused for theft.
6. You must apologize from the boss on your misbehaviour.
7. The student assured the teacher with his honesty.
8. Della was absorbed with her studies.
9. The nurse is attending near your father.
10. He is addicted from drugs.

(iii) Rewrite the following in the Indirect Form of Narration :

1. “You have cut off your hair ?” asked Jim, speaking with difficulty.
“Cut it off and sold it,” said Della. “Don’t you like me just as well, without my hair ?”
2. “You needn’t look for it,” said Della. “Be good to me, because I did it all for you.”
3. “Isn’t it lovely, Jim ? I hunted all over the town to find it. You will have to look at your watch a hundred times a day now. Give me your watch. I want to see how it looks on it.” said Della to Jim.

D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud.

| | | |
|-------|------------|---------------|
| wool | onion | suite |
| lamb | oven | adjective |
| cough | potato | interrogative |
| ewe | quay | bury |
| hero | suggestion | exhibition |





Don't you think you should learn some phonetic symbols to be able to read the correct pronunciation of words from the dictionary?

E. Creative Writing and Extended Reading

1. Continue an imaginary dialogue (started below) between Jim and Della while sitting over the dinner table on the Christmas Eve.

Jim: Della, how could you think of this gift ?

Della:

Jim: But, why did you not tell me anything about it ?

Della:

Jim: Couldn't we do without gifts this Christmas ?

Della: But you too did not disclose your plans. Why ?

Jim:

Della: Should we not put them away for the next Christmas?

Jim:

2. Write a short paragraph on :
The Practice of Exchanging Gifts on special occasions.
3. Discuss with your friends, the wisdom (or otherwise) of Jim and Della in matter of the practice of exchanging gifts on the Christmas eve.

Just a little fun :

Here lies my wife.

Here let her lie !

Now she's at rest

And so am I.





5 The War of Troy

(The Iliad is a Greek epic poem. It was written by the blind poet, Homer. It describes the famous War of Troy which took place between the Greeks and the Trojans some 1200 years B.C. This story has a number of characters – both human and divine. The Trojan War continued for ten years between the Greeks who lived on the mainland and the people of Troy which is now in Turkey. The war was sparked off by the elopement of Spartan Queen Helen to Troy. Troy was finally defeated and Helen was brought back to Sparta by her husband, Menelaus).

The story goes that when Peleus married Thetis (a Greek sea-goddess who married a mortal named Peleus and gave birth to Achilles) all the gods and goddesses were invited to the wedding feast. Eris, goddess of discord, was somehow the only exception. She was left out. She felt infuriated at this insult. She thought of a revenge plan. She threw a golden apple among the assembled guests. The apple bore on it the words : ‘meant for the fairest.’ This apple was claimed by three of the goddesses present on the scene. They were all proud of their beauty. They were Athene (patron goddess of Athens, personified wisdom), Hera (a jealous, quarrelsome Greek goddess) and Aphrodite (Greek goddess of fertility and love). They soon started quarrelling bitterly over it.

They took their problem before Zeus. Zeus did not like to take any risk. He thought of keeping himself out of such a difficult matter. He sent the goddesses to Mount Ida, where Paris was tending his flocks. The goddesses, gathered around the handsome shepherd. Each of them offered to reward him richly if he gave her the prize. Hera promised Paris power and riches. Athene said she would bring him glory and fame. Aphrodite vowed that she





would give him the most beautiful woman in the world as his wife. Paris chose Aphrodite and gave her the golden apple. This enraged the other two goddesses who became his enemies.

Paris was the son of Priam, the King of Troy. Though he was born in a royal family, he had been brought up in obscurity because an oracle had prophesied that he would one day bring ruin to the city. Under the protection of Aphrodite, Paris sailed for Sparta to claim his prize, the most beautiful woman in the world. This woman was Helen, the wife of Menelaus, King of Sparta. With the help of Aphrodite, Paris succeeded in persuading Helen to elope with him. They sailed away to Troy. Overcome by grief, Menelaus called upon all the kings and chieftains of Greece to help him recover his wife. They organized a huge army. Agamemnon, his brother, was commander-in-chief of that army. Among the other illustrious warriors were Ajax, Nestor, Odysseus and Achilles. Achilles was the greatest of the warriors.

King Priam of Troy was old and weak. His son Hector was, however, a brave and noble young man. Hector had felt a premonition of danger when his brother Paris brought Helen to Troy. He knew that he must fight for his family, but grieved at the circumstances that had set hero against hero. The other principal warriors on the Trojan side were Aeneas, Glaucus and Sarpedon.

After a long preparation, the Greek fleet and army assembled and set out for Troy. For nine long years the Greek army besieged Troy. The two armies fought, neither side winning over the other. Achilles soon showed himself to be the bravest and most daring of the Greek warriors. However, he had a quarrel with Agamemnon, his commander in the war. He refused to go on fighting.

After this, the war went badly for the Greeks. Patroclus, who was his best friend, persuaded Achilles to lend him his armour. He hoped that wearing Achilles' armour would deceive the Trojans





into thinking that Achilles was once more fighting against them. Hector proved stronger than Patroclus. He fought with Patroclus and killed him.

When Achilles learned of his friend's death he was infuriated. He swore to take revenge and decided to fight again. He joined the Greek army and fought so fiercely that the Trojans withdrew into the city. Hector, who refused to retreat, was left alone on the battlefield. However, when Hector saw that he was facing the real Achilles, he lost his wits. He ran towards the city gates. Achilles ran faster and cut off his retreat. When Hector saw that escape was impossible, he decided to fight. Achilles killed Hector with a thrust of his spear.

With Hector's death, the Trojans suffered a serious setback. Paris was sent to fight with Achilles. Before Achilles was born, a prophecy had told his mother that he would die young. After his birth she bathed him in the river Styx / stiks /. It was a river whose water had magical powers. This water gave Achilles protection from all wounds and diseases. However, the water did not touch the heel by which his mother Thetis had held him. So, when Paris shot a poisoned arrow at Achilles, the gods guided Paris' arrow to his heel which was the only vulnerable part of his body. Achilles died from the wound.

The Greeks now lost hope. They did not now have much hope of ever conquering the city of Troy. Still they held on. They decided to resort to a trick. They pretended to abandon the siege. Most of their ships set sail with warriors on board and disappeared from the scene. They did not, in fact, head for home. They only sailed to a nearby island where they hid in a harbour. The Greeks who were left behind built a huge wooden horse which was hollow. The armed men left in the camp climbed into the horse and closed the opening. The remaining Greeks then sailed away, giving the impression that the entire army had left.





When the Trojans saw that the Greek camp had disbanded and the fleet had gone, they threw open the gates of the city. They rushed out to look at the abandoned camp. They found nothing but the huge wooden horse there. They wondered what it could be. Some of them suggested that it may be carried back to the city and put on display as a trophy of war but others were afraid of it.

Laocoon, a priest, tried to sound a note of warning to the Trojans. "Are you mad?" he exclaimed. "Have you not seen enough of Greek trickery to be on your guard against it? I have my strong doubts against the Greeks. They can be treacherous even when they appear to be offering gifts." As Laocoon was speaking, some Trojans appeared, dragging a captive between them. It was a young Greek boy. The Trojans promised to spare his life if he answered their questions truthfully.

"My name is Sinon," said the young Greek. "My countrymen have abandoned me here because they were angry with me. I had committed a small offence to incur their displeasure. The wooden horse is a peace-offering to Athene. The gods had told us that if you Trojans took possession of it, we would lose the war. We have made the horse huge so that you cannot carry it into the city."

The Trojans were tricked into believing his story. They eagerly began to drag the enormous horse into the city of Troy. They placed it in the main square so that everyone could see it as a sign of their victory. They spent the rest of the day celebrating and feasting. At last, exhausted from the festivities, they went to their homes and fell into their beds.

The city was quiet in the night. The Greek army was only waiting for this opportunity. The armed men who were hidden inside the body of the horse were let out by Sinon. They opened the gates of Troy and let in their companions, who had returned under the cover of darkness. The Greeks caused great havoc and set





fire to the city. The Trojans died in their beds. Menelaus hastened to the palace. He found Helen and took her back to Sparta. Troy had fallen and the city was completely destroyed.

Glossary :

infuriated (*adv*) : enraged

He felt *infuriated* when she announced that he would go her own way.

discord (*noun*) : disagreement

A note of *discord* between the members was felt during the annual meeting.

tending (*v*) : taking care of

A shepherd was *tending* his sheep.

enrage (*v*) : to make someone very angry

The servant's behaviour *enraged* the master.

obscurity (*n*) : a state of being forgotten

He spent most of his life in *obscurity*.

prophecy (*v*) : forecast, say in advance

The priest had *prophesied* that she would go up in life.

armour (*n*) : metal clothing that soldiers wore in war

This is the statue of a knight in shining *armour*.

premonition (*n*) : fear of some impending imagined danger

I had somehow the *premonition* that some serious danger lay ahead.

vulnerable (*adj*) : weak and easily hurt

Young children are more *vulnerable* to diseases of the stomach.

abandon (*v*) : to leave with no intention of returning

The child was *abandoned* by its parents.

havoc (*n*) : lot of destruction, ruin.

The floods caused *havoc* all over the city.





treacherous (*adj*) : that cannot be trusted, unreliable

He was warned against the *treacherous* ways of his enemies.

incur (*v*) : to deal with an unpleasant situation, suffer, cause to happen

He *incurred* the wrath of his father by not obeying him.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following in about 10 to 20 words each :

1. Who was not invited to the wedding feast ?
2. How did Eris react when she learnt that she had not been invited to the wedding feast ?
3. What did Eris do to take her revenge ?
4. What was written on the apple ?
5. Who claimed the apple ?
6. Why did Zeus not solve their problem ?
7. What rewards did the three goddesses promise Paris ?
8. Why was Paris brought up in obscurity ?
9. What was the prize given to Paris ?
10. Why did the Greek army besiege Troy ?
11. How was Hector killed ?
12. What was the prophecy about Achilles ?
13. How did Achilles die ?
14. Did the Greeks turn back ?
15. What was inside the wooden horse ?
16. What was the priest's suggestion ?





17. What did Sinon tell about the horse ?
18. When did the soldiers come out of the horse ?
19. Did the Greeks get Helen at last ?

(ii) Write short notes on the following :

1. The dispute between the three goddesses.
2. Death of Achilles
3. The trickery of the Greek soldiers

B. Vocabulary Exercises

(i) Give one word for the following expressions selecting suitable words from the list given below :

| | | | | |
|---------|---------|-------------|------------|-----------|
| mortal | vow | elope | vulnerable | obscurity |
| discord | besiege | premonition | captive | setback |

1. Weak and easily hurt.
2. To capture a town by surrounding it.
3. One who takes birth and dies one day.
4. A feeling that something unpleasant is going to happen.
5. A difficulty that makes a situation from bad to worse.
6. A formal and serious promise.
7. To run away with someone to get married.
8. A state of being unknown.
9. One who is under arrest.
10. A serious difference of opinion.





(ii) Match the words in column A with their antonyms in column B :

| A | B |
|----------|-----------|
| discord | joy |
| assemble | pushing |
| proud | obscurity |
| fame | accept |
| grief | concord |
| refuse | disperse |
| dragging | humble |

(iii) Fill in the blanks using adverbs of the following words:

| | | |
|----------|-------|----------|
| bitter | eager | fierce |
| truthful | rich | complete |

1. The boy was promised to be spared if he answered their questions
2. The surprised soldiers dragged the horse
3. The city of Troy was destroyed
4. The goddess promised to reward him
5. The goddesses were quarrelling
6. The armies fought

(iv) Match the following, making references to the lesson:

- | | |
|----------------------------------|-----------|
| 1. Greek sea-goddess | Priam |
| 2. Goddess of discord | Menelaus |
| 3. Goddess of wisdom | Aphrodite |
| 4. Goddess of fertility and love | Hera |
| 5. King of Sparta | Athene |
| 6. King of Troy | Thetis |
| 7. Goddess of jealousy | Eris |





C. Grammar Exercises

(i) **Punctuate the following :**

- (a) ah i thought he will come in and my seventeenth chapter will never be finished
- (b) rehman gave it to me said tina cheerfully rehman gave it to you cried her mother much shocked o tina how could you take it from him
- (c) he caught my hand and said you are very kind sir do not offer me money you have a little girl I too have one like her in my own home I think of her and bring fruits to your child
- (d) he made a promise to the kings surgeon bleed the king to death with this lancet and I will give you a thousand pieces of gold and when I ascend the throne you will be my chief minister

(ii) **Join the following sets of sentences using appropriate conjunctions / connectors :**

- 1. (a) To see Mary quiet is unnatural.
(b) I cannot bear it long.
- 2. (a) He offered her nuts and raisins.
(b) She would not be tempted.
- 3. (a) This is the house.
(b) My father built it.
- 4. (a) You cannot win the trophy.
(b) You should work hard.
- 5. (a) She must be operated upon.
(b) She will die.





6. (a) I reached the station.
(b) The train had left.
7. (a) You are mistaken.
(b) I am mistaken.
8. (a) Sita was afraid of being late.
(b) She ran.
9. (a) You do as I tell you.
(b) You will be punished.
10. (a) I am in the right.
(b) You are in the wrong.

(iii) Fill in the blanks with the indirect objects (*Direct/ Indirect*) of your choice :

a

| Subject | Transitive verb | Direct object | To | Indirect object |
|---------|-----------------|---------------|----|-----------------|
|---------|-----------------|---------------|----|-----------------|

| | | | | |
|---------------|-----------|------------------|----|--------|
| Mr. Bedi | teaches | Mathematics | | _____. |
| My friend | lent | her umbrella | | _____. |
| I | have sold | my land | to | _____. |
| The Principal | granted | scholarship | | _____. |
| The company | offered | a manager's post | | _____. |





b

| Subject | Transitive verb | Direct object | Indirect object |
|--------------|-----------------|---------------|------------------|
| My uncle | bought | ..... | a new watch. |
| The Chairman | appointed | ..... | a new director. |
| The minister | got | ..... | a good job. |
| She | cooked | ..... | a nice dinner. |
| The student | fetches | ..... | a box of chalks. |

D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud :

| | | |
|---------|--------|------------|
| measure | loose | rumour |
| murder | vase | mass |
| bosom | police | balcony |
| tour | woman | machine |
| horse | threw | government |

Don't you think you should learn phonetic symbols to be able to read the correct pronunciation of words from the dictionary ?

E. Creative Writing and Extended Reading

1. Get hold of an abridged version of *The Iliad*. Read the story in detail. Make a list of the various gods and goddesses mentioned in the story.
2. Ask your teacher to relate the story of Adam and Eve and the Fall of Man on the basis of his study of Milton's poem, *The Paradise Lost*. Discuss the story in the class.





3. Read the abridged versions of The Ramayana and The Mahabhart. What are the messages contained in these books ? Write these in brief.

Just a little fun :

There's a clever old miser who tries
Every method to e-con-omise.
He said with a wink,
"I save gallons of ink
By simply not dotting my I's."





(iii) Death the Leveller

[The idea conveyed by the poet in this poem is that death is a great leveller and it does not have any prejudice for or against a king or a pauper, the mighty or the weak, the rich or the poor. All bow before Death's power. Everyone has to yield and submit before the might of Death. Hence man should not be proud of his great deeds.]

| | |
|--|----|
| The glories of our blood and state Are shadows, not substantial things ; There is no armour against Fate ; Death lays his icy hand on kings : | 4 |
| Sceptre and Crown Must tumble down, And in the dust be equal made With the poor crooked scythe and spade. | 8 |
| Some men with swords may reap the field, And plant fresh laurels where they kill : But their strong nerves at last must yield ; They tame but one another still : | 12 |
| Early or late They stoop to fate, And must give up their murmuring breath When they, pale captives, creep to death. | 16 |
| The garlands wither on your brow ; Then boast no more your mighty deeds ! Upon Death's purple altar now See where the victor-victim bleeds. | 20 |





Your heads must come
To the cold tomb :
Only the actions of the just
Smell sweet and blossom in their dust. 24

-James Shirley

[James Shirley was born in 1596 in London. Educated at Oxford and Cambridge, he worked as a schoolmaster most of his life. His reputation as a writer rests largely on his plays. He wrote about forty plays including tragedies, romantic comedies and comedies of manners. His famous songs and lyrics are found in his plays.]

Glossary :

- blood* – birth, parentage
sceptre – rod or staff carried by a ruler as a sign of power or authority.
laurels –emblem of the conqueror, symbols of victory
captives – prisoners
victor - victim – the conqueror as well as the vanquished.

Enjoying the poem :

1. What is the theme or the central idea of the poem ?
2. Write the summary of the poem in your own words.
3. What lesson do you get from this poem ?
4. What does the expression ‘scythe and spade’ stand for in line 8 ?
5. Do the conquerors tame death or the dead ?





6. Explain the lines
“Only the actions of the just
Smell sweet and blossom in their dust”.
7. Write true or false against the following sentences :
 - (a) There is no armour against fate.
 - (b) Death spares the mighty but punishes the weak.
 - (c) Death can even kill good deeds.
 - (d) Death lays his icy hand on kings.
8. This poem highlights the uselessness of human power and might. What is that cannot be snatched by death ?
9. Read John Donne’s poem ‘Death, Be not Proud’ and compare the two poems.





6 Some Glimpses of Ancient Indian Thought and Practices

[Since times immemorial India has always occupied a place of honour and glory in the comity of nations. The rich culture of this great country has been illumined by the great Vedas and the Puranas, the Gita, the Ramayana and the Mahabharata and rich thoughts that these and thousands of other Indian books of yore are studded with. Some selected snippets, episodes and gems of thought representing the ethos and philosophy of this great land are being given here as food for thought.]

I

In a fight between the demons and the gods once, the demons were having an upper hand. In desperation and anxiety, the gods went to Lord Vishnu to find out as to how they could vanquish the demons. The Lord advised them to get a mighty sword (*a thunderbolt, Vajarpatt*) prepared from the bones of some great sage. Accordingly, the gods approached the sage Dadhichi, a great saint. Dadhichi took no time in laying down his life so that his bones could be made into an invincible weapon (*amoghastra*). This victory of the good over evil is the rarest of the rare examples of great renunciation and sacrifice that this culture teaches. Who can forget the supreme sacrifice of the young sons of Sri Guru Gobind Singh ? They chose to be bricked alive for the sake of their faith and the canons of justice and true liberty. Our philosophy and thought teach us to renounce, to sacrifice, to give away in charity in the real spirit of detachment. '*Idam Naa mam*' (This does not belong to me) is the real spirit behind the *yajnas* we are called upon to perform frequently in our homes. Should corruption,





greed and lust for easy money have any place in a country rich with such noble and lofty traditions ?

II

The elder ones of this country, as per tradition coming down from thousands of years to this day, consider it a divine and blessed duty to feed the birds flying in the sky, the animals moving about on this earth and the insects living in small holes inside the earth. This noble tradition is an ocular proof of the fact that the people of this country believe in the unity of life, anywhere and everywhere. '*Vasudhev Kutumbukam*', the entire Universe is one family, is the basic thought that works here and in the various such ceremonies like the tradition of '*langar*' in the holy temples and Gurudwaras and the message of the holy Gurus contained in the directive : 'Eat only after you have shared your meal with others. (*Wand chhako*).' This idea of distribution applies not to food only ; it extends well up to the entire resources and funds that are available to man. Do we still need to be taught to love the entire mankind as our kith and kin and respect the sanctity of life through total non-violence ?

III

Once, the story goes, king Janaka of Maithil (present Bihar) called a meeting of the scholars to discuss some ticklish issue based on high philosophic thought. A well-known sage named Ashtavakara (so called because of his deformed body) was also invited to this meeting. As Ashtavakara entered the portals of the palace hall and walked up the passage, some scholars already present there burst into a derisive laughter. How could such a deformed and misshapen person discuss high philosophy, they felt. Ashtavakara thundered back to the King." O King ! I feel ashamed of being invited to this assembly of skimmers (a person who deals





in animal skins ; *charamkar*). It is only a skinner who measures intelligence or status of a person from his skin or physical looks or the colour and shape of his skin or body.”

This put the entire assembly to shame and brought them to their knees to beg pardon of this great saint. Colour of the skin or shape of the body has never been a measure of intelligence or status in this country. Lord Rama’s eating of the tasted berries from a Bheel woman (a *Shudrá* woman who used to sprinkle water on the earth with the help of a leather bag) is a sufficient proof of the fact that there was never any discrimination on the basis of caste, creed or profession of a person in ancient India. One is here also reminded of what the enlightened sage, Swami Vivekananda said to a lady in America who laughed at his ‘simple’ dress : “Madam, in your country, it is the tailor who makes a man; in my country it is the intrinsic worth and character of a person that make him or her great.”

Isn’t it unwise to support, tacitly or otherwise, any talk of such discrimination on such frivolous bases today ?

IV

The history of this great land is full of examples where no auspicious function was considered to be held properly without the participation of women. So much so, that if no woman could somehow make it to the function, a statue of the woman was created to mark her auspicious presence*. This only proves that a woman in this great land was never looked upon as an object of lust or sex ; she was always considered a devi (goddess) , a Kanjak (a young, unmarried girl child fit to be worshipped), the mother of mankind, the *ardhangini*, the inseparable but equal wheel of the *rathá* (chariot) of life.

*At the occasion of the *Setubandh* (Rameshwaram bridge) *Puja*, a statue of Lord Rama’s *ardhangini*, Sita, was specially made for the auspicious occasion.





This fitly explains Chhatrapati Shivaji's bowing his head before a woman and respectfully restoring her dignity as a mother when some misguided soldiers of his victorious army presented her to Shivaji as a gift. This too explains that the great wars in both the sacred epics, the Ramayana & the Mahabharata, were fought for defending and upholding the honour of this *matrishakti*, the powerful motherhood. Does this not put those to shame who think of resorting to female foeticide or denying the female sex their rightful place in the affairs of the world ?

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Glossary :

desperation (noun) : a state of having no hope

In *desperation*, she called her father and asked for his help.

anxiety (noun) : a state of feeling nervous

Lack of sleep can cause *anxiety*.

vanquish (verb) : to defeat completely

The demons were *vanquished* by the gods.

invincible (adj) : too strong to be defeated

The cricket team of Australia seemed *invincible*.

renunciation (noun) : the act of giving up

Gandhiji appealed to the people for the *renunciation* of





violence. Dadhichi's sacrifice was a noble example of *renunciation*.

canons (noun) : principles

The *canons* of great men are unshaken. He stuck to the *canons* of justice and morality till his last breath.

lofty (adj) : very high and impressive

She was always praised for her *lofty* principles.

ocular (adj) : connected with the eyes

The accident injured his *ocular* muscles. He was satisfied only after he had an *ocular* proof.

sanctity (noun) : the state of being holy

The sage lived a life of *sanctity*. *Sanctity* of religious places should be maintained at all costs.

ticklish (adj) : difficult to deal with, a touchy subject

My throat is irritated by a dry *ticklish* cough.

I found it difficult to solve that *ticklish* problem.

derisive (adj) : unkind and showing that something is ridiculous

She gave a short, *derisive* laugh at his dress sense.

intrinsic (adj) : a part of the real nature of something

Some small shops are *intrinsic* to the town's character.

Intrinsic worth is more important than professed qualifications.

tacitly (adv) : suggested indirectly

The plan received a *tacit* disapproval. The boss *tacitly* supported the move to get his man elected.

frivolous (adj) : silly or absurd

Do not waste your time in *frivolous* pastimes.





LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions :

1. What caused desperation to the gods ?
2. Who did the gods go to in desperation ?
3. What did the Lord advise them ?
4. What was the sacrifice of saint Dadhichi ?
5. What is the real spirit behind the *yajnas* performed in our homes ?
6. What does the tradition of feeding birds and animals prove?
7. Why did some scholars laugh at *Ashtavakara* ?
8. How did Ashtavakara react ?
9. What did Vivekananda say to the lady who laughed at his simple dress ?
10. What was the status of women in the ancient India ?
11. Why did Shivaji bow his head before the woman who was brought to him as a gift ?
12. Why, according to you, were the wars fought in the Mahabharata and Ramayana sacred ?
13. What does Lord Rama's meeting with a Bheel woman and eating the tasted berries show ?

(ii) Answer the following in about 50 words each :

1. Why, according to the author, should those people be ashamed of themselves who believe in female foeticide ?
2. How does the author support the idea of the victory of the good over the evil ?





3. What is the basic difference between the position of women in society in the ancient times and now ?
4. What does the practice of '*langar*' stand for? Explain.
5. Give an example to prove that in ancient India, there was no discrimination on the basis of caste.

B. Vocabulary Exercises

- (i) **Pick out the odd word which is not a synonym of the word given in italics in each set and put a circle around it.**

demon : devil, angel, fiend, imp

sage : intellectual, mystic, spirit, guru

victory : defeat, conquest, triumph, win

faith : confidence, trust, belief, perception

auspicious : holy, important, promising, impure

sacred : blessed, secular, holy, revered

- (ii) **Add prefixes to the given words to form their antonyms:**

| | | | |
|-------|------------|---------|------------|
| easy | available | respect | justice |
| wise | auspicious | proper | separable |
| equal | guide | honour | sufficient |

- (iii) **Look at the following sentences :**

1. This idea of distribution applies not to food only ; it extends well up to the entire resources and funds that are available to man.
2. "Madam, in your country, it is the tailor who makes a man ; in my country it is the intrinsic worth and character of a person that make him or her great."





3. This only proves that a woman in this great land was never looked upon as an object of lust or sex ; she was always considered a *devi*.

Do you notice the semicolon (;) in these sentences ? When two independent clauses are linked without any conjunction between them ; a semicolon is inserted. We use a comma after the first independent clause when we link two independent clauses with one of the following coordinating conjunctions : *and, but, for, or, nor, so, yet*. For example :

I am going home, and I intend to stay there. (*comma*)

I am going home ; I intend to stay there. (*semi coloum*)

Each of the following sentences needs either a comma or a semicolon. Choose the correct punctuation mark :

1. Satish has given up smoking about five times but he cannot break the habit.
2. Our dog seems to have a built-in alarm clock he wakes us up at exactly the same time every morning.
3. The passengers on the plane were alarmed but the pilot and the crew kept their calm.
4. I realized at once that something was wrong I was not, however, the only person who was concerned.
5. I had to complete the assignment by Sunday..... otherwise, I would have failed the course.
6. Ram decided to be a doctor but he changed his mind after he heard of the fees of the medical college.
7. I finished reading *Freedom At Midnight* and then I went to bed.
8. The air was beautifully clear it was a lovely day.





C. Grammar Exercises

(i) **Fill in the blanks using the modals *might, should* or *must* :**

1. Your friend said you didn't need to buy her anything for her birthday, but (insistence) you at least get her some flowers.
2. Anju said she was really busy this week, but I think she show up at the party if she doesn't have to work overtime.
3. My husband said he would come over right after work, so he be here by 6:00.
4. Don't move her. She be having some internal injuries because of the accident.
5. You be joking !
6. Your trip to Europe have been absolutely fascinating !
7. You not worry so much. Your father will be all right.
8. The doctor says that you use gloves to avoid skin irritations.
9. Your shopping at The Mall cost you a fortune.

(ii) **Choose the correct preposition :**

1. He swore God that he was innocent. (by/in)
2. It was a fight the gods and the demons.
(in/between)
3. They live the same roof. (below/under)
4. They will do it pleasure. (with/in)





5. Divide the food the two boys. (between/among)
6. There is no truth what she just said. (in/about)
7. She stood leaning the wall. (on/against)
8. She pushed the letter the door. (under/below)
9. The boys ran the road. (across/through)
10. Climb the tree to get the mangoes. (on/up)

(iii) Fill in the blanks with the suitable articles :

Once upon time there was old woman who lived in little house. She had in her garden bed of beautiful striped tulips. One night she was awakened by sounds of sweet singing of birds and the sound of some babies laughing. She looked out of window. The sounds seemed to come from tulip bed, but she could see nothing. next morning she walked among her flowers, but there were no signs of any one having been there night before. On following night she was again awakened by the same sounds. She rose and stole softly through her garden. The moon was shining brightly on tulip bed, and flowers were swaying to and fro. old woman looked closely and saw, standing by each tulip, little Fairy mother who was crooning and rocking the flower like cradle, while in each tulip cup lay Little Fairy baby laughing and playing. good old woman stole quietly back to her house, and from that time on she never picked tulip, nor did she allow her neighbours to touch flowers.





D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud :

| | | |
|---------|---------|------------|
| sauce | clerk | debris |
| yak | swan | chew |
| butcher | ballet | demon |
| monk | yacht | example |
| canal | balcony | thoroughly |

Don't you think you should learn some phonetic symbols to be able to read the correct pronunciation of words from the dictionary?

E. Creative Writing and Extended Reading

1. Consult your teacher and read the original books that contain the incidents referred to in the lesson.
2. Write a paragraph on any one of the following :
 - i. Importance of Charity in Life.
 - ii. Status of Women in Ancient India.
 - iii. The Idea of the World Being a Big Family.
3. India is said to be a country of rich values and noble thoughts. How ? Discuss.
4. Ask the Humanities Forum of your school to organize a Declamation Contest on the following subjects :
 - i. Status of Women in India – Past and Present
 - ii. The More You Give, the More You Get
 - iii. Virtue is its Own Reward





- iv. The Pleasure of Sharing Food and Resources with Others
 - v. A Man is Great not by Caste or Birth, but by his Intrinsic Worth
 - vi. Woman – The Mother of Mankind
5. Relate, in your own words, any 2 stories from your study of the ancient Indian scriptures that convey the ideas of sacrifice, renunciation and charity.

Just a little fun :

There was a young lady of Crete,
Who was so exceedingly neat,
When she got out of bed
She stood on her head,
To make sure of not soiling her feet.





7 The Home-Coming

[Childhood is a time for constant care and nurturing. A boy of fourteen wants to fly and see the world. But at the same time he needs all the affection and attention of the people who are closer to him. What happens to a boy who leaves his home and stays with his relatives ? Is his own home the only and real paradise for him ? This is the issue that R.N. Tagore explores in this story.]

Phatik Chakravarti was the ring-leader amongst the boys of the village. One day a plan for new mischief entered his head. There was a heavy log lying on the mud-flat of the river, waiting to be shaped into a mast for a boat. His plan was that they should all work together to shift the log by main force from its place and roll it away. The owner of the log would be angry and surprised, while they would all enjoy the fun. Every one supported the proposal, and it was carried unanimously.

But just as the fun was about to begin, Makhan, Phatik's younger brother, sauntered up without a word and sat down on the log in front of them all. The boys were puzzled for a moment. One of them pushed him rather timidly, and told him to get up ; but he remained quite unconcerned. He appeared like a young philosopher meditating on the futility of things. Phatik was furious. 'Makhan', he cried, 'if you don't get up this minute, I'll thrash you!'

Makhan only moved to a more comfortable position. Now, if Phatik was to keep his regal dignity before the public, it was clear that he must carry out his threat. But his courage failed him at the crisis. His fertile brain, however, rapidly seized upon a new manoeuvre which would discomfit his brother and afford his followers added amusement. He gave the word and command to roll the log and Makhan over together. Makhan heard the order and made it a point of honour to stick on. But like those who





attempt earthly fame in other matters, he overlooked the fact that there was peril in it.

The boys began to heave at the log with all their might calling out, "One, two, three, go !" At the word 'go' the log went; and with it went Makhan's philosophy, glory and all.

The other boys shouted themselves hoarse with delight. But Phatik was a little frightened. He knew what was coming. And he was not mistaken, for Makhan rose from Mother Earth blind as Fate and screaming like the Furies. He rushed at Phatik, scratched his face, beat him and kicked him, and then went crying home. The first act of the drama was over.

Phatik wiped his face, and sitting down on the edge of a sunken barge by the river bank, began to nibble at a piece of grass. A boat came up to the landing and a middle-aged man, with grey hair and dark moustache, stepped on to the shore. He saw the boy sitting there doing nothing and asked him where the Chakravartis lived. Phatik went on nibbling the grass and said : 'Over there' ; but it was quite impossible to tell where he pointed. The stranger asked him again. He swung his legs to and fro on the side of the barge and said : 'Go and find out' and continued to nibble the grass.

But, at the moment, a servant came down from the house and told Phatik that his mother wanted him. Phatik refused to move. But on this occasion the servant was the master. He roughly took Phatik up and carried him, kicking and struggling in impotent rage.

When Phatik entered the house, his mother saw him and called out angrily : 'So you have been hitting Makhan again ?'

Phatik answered indignantly : 'No. I haven't ! Who told you that I had ?'

His mother shouted : 'Don't tell lies ! You have.' Phatik said sullenly : 'I tell you, I haven't. You ask Makhan !' But Makhan thought it best to stick to his previous statement. He said : 'Yes, mother, Phatik did hit me.'





Phatik's patience was already exhausted. He could not bear this injustice. He rushed at Makhan and rained on him a shower of blows : 'Take that,' he cried, 'and that, and that, for telling lies.'

His mother took Makhan's side in a moment and pulled Phatik away, returning his blows with equal vigour. When Phatik pushed her aside, she shouted out : 'What ! You little villain ! Would you hit your own mother ?'

It was just at this critical moment that the grey-haired stranger arrived. He asked what had occurred. Phatik looked sheepish and ashamed.

But when his mother stepped back and looked at the stranger, her anger was changed to surprise, for she recognized her brother and cried ; 'Why, Dada ! Where have you come from?'

As she said these words, she bowed to the ground and touched his feet. Her brother Bishamber had gone away soon after she had married, and had started business in Mumbai. She herself had lost her husband while he was there. Bishamber had now come back to Calcutta*, and had at once made enquiries concerning his sister. As soon as he found out where she was, he had hastened to see her.

The next few days were full of rejoicing. The brother asked how the two boys were being brought up. He was told by his sister that Phatik was a perpetual nuisance. He was lazy, disobedient, and wild. But Makhan was as good as gold, as quiet as a lamb, and very fond of reading. Bishamber kindly offered to take Phatik off his sister's hands and educate him with his own children in Calcutta. The widowed mother readily agreed. When his uncle asked Phatik if he would like to go to Calcutta with him, his joy knew no bounds, and he said : 'Oh, yes, uncle !' in a way that made it quite clear that he meant it.

It was an immense relief to the mother to get rid of Phatik.

* Now renamed Mumbai *Kolkata* respectively





She had a prejudice against the boy, and no love was lost between the two brothers. She was in daily fear that he would some day either drown Makhan in the river, or break his head in a fight, or urge him on into some danger. At the same time she was a little distressed to see Phatik's extreme eagerness to leave his home.

Phatik, as soon as all was settled, kept asking his uncle every minute when they were to start. He was on pins all day long with excitement and lay awake most of the night. He bequeathed to Makhan, in perpetuity, his fishing-rod, his big kite, and his marbles. Indeed at this time of departure, his generosity towards Makhan was unbounded.

When they reached Calcutta, Phatik met his aunt for the first time. She was by no means pleased with this unnecessary addition to her family. She found her own three boys quite enough to manage without taking any one else. And to bring a village lad of fourteen into their midst, was terribly upsetting. Bishamber should really have thought twice before committing such an indiscretion.

In this world there is no worse nuisance than a boy at the age of fourteen. He is neither ornamental nor useful. It is impossible to shower affection on him as on a smaller boy ; and he is always getting in the way. If he talks with a childish lisp he is called a baby, and if in a grow-up way he is called impertinent. In fact, talk of any kind from him is resented. Then he is at the unattractive, growing age. He grows out of his clothes with indecent haste : his face grows suddenly angular and unsightly. It is easy to excuse the shortcomings of early childhood, but it is hard to tolerate even unavoidable lapses in a boy of fourteen. He becomes painfully self-conscious, and when he talks with elderly people he is either unduly forward, or else so unduly shy that he appears ashamed of his own existence.

Yet, it is at this age that in his heart of hearts, a young lad most craves recognition and love ; and he becomes the devoted





slave of any one who shows him consideration. But none dare openly love him, for that would be regarded as undue indulgence and therefore bad for the boy. So, what with scolding and chiding, he becomes very much like a stray dog that has lost its master.

His own home is the only paradise that a boy of fourteen can know. To live in a strange house with strange people is little short of torture ; while it is the height of bliss to receive the kind looks of women and never to suffer their slights.

It was anguish to Phatik to be an unwelcome guest in his aunt's house, constantly despised and slighted by this elderly woman. If she ever asked him to do anything for her, he would be so overjoyed that his joy would seem exaggerated ; and then she would tell him not to be so stupid, but to get on with his lessons.

There was no more backward boy in the whole school than Phatik. He gaped and remained silent when the teacher asked him a question, and like an overlaid ass patiently suffered the many thrashings that were meted out to him. When other boys were out at play, he stood wistfully by the window and gazed at the roofs of the distant houses. And if by chance he espied children playing on the open terrace of a roof, his heart would ache with longing.

One day he summoned up all his courage, and asked his uncle, 'Uncle, when can I go home ?'

His uncle answered : 'Wait till the holidays come.'

But the holidays would not come till October and there was still a long time to wait.

One day Phatik lost his lesson book. Even with the help of books he had found it very difficult to prepare his lesson. But, now, it became impossible. Day after day the teacher caned him unmercifully. He became so abjectly miserable that even his cousins were ashamed to own him. They began to jeer and insult him more than even the other boys did. At last he went to his aunt and told her that he had lost his book.





With an expression of the greatest contempt she burst out: 'You great, clumsy, country lout ! How can I afford to buy you new books five times a month, when I have my own family to look after ?'

That night, on his way back from school, Phatik had a bad headache and a shivering fit. He felt that he was going to have an attack of malaria. His one great fear was that he might be a nuisance to his aunt.

The next morning Phatik was nowhere to be seen. Search in the neighbourhood proved futile. The rain had been pouring in torrents all night, and those who went out to look for the boy were drenched to the skin. At last Bishamber asked the police to help him.

At nightfall a police van stopped at the door of the house. It was still raining and the streets were flooded. Two constables carried Phatik out in their arms and placed him before Bishamber. He was wet through from head to foot, covered with mud, while, his face and eyes were flushed with fever and his limbs were trembling. Bishamber carried him in his arms and took him inside the house. When his wife saw him she exclaimed : 'What a heap of trouble this boy has given us ! Hadn't you better send him home ?'

Phatik heard her words and sobbed aloud : 'Uncle, I was just going home ; but they dragged me back again.'

The fever rapidly increased, and throughout the night the boy was delirious. Bishamber brought in a doctor. Phatik opened his eyes, and looking up to the ceiling said vacantly : 'Uncle, have the holidays come yet ?'

Bishamber wiped the tears from his eyes and took Phatik's thin burning hands in his own and sat by his side through the night. Again the boy began to mutter, till at last his voice rose almost to a shriek : 'Mother !' he cried, 'don't beat me like that Mother! I am telling the truth.'





The next day Phatik, for a short time, became conscious. His eyes wandered round the room as if he expected someone to come. At last, with an air of disappointment, his head sank back on the pillow. With a deep sigh he turned his face to the wall.

Bishamber read his thoughts, and bending down his head whispered : 'Phatik, I have sent for your mother.'

The day dragged on. The doctor said in a troubled voice that the boy's condition was very critical.

Phatik began to cry out : 'By the mark-three fathoms. By the mark-four fathoms.' By the mark. Many times had he heard the sailors on the river-steamers calling out the mark on the lead line. Now he was himself plumbing an unfathomable sea.

Later in the day Phatik's mother burst into the room like a whirlwind, and rocking herself to and fro from side to side, began to moan and cry.

Bishamber tried to calm her, but she flung herself on the bed, and cried : 'Phatik, my darling, my darling.'

Phatik stopped his restless movements for a moment. His hands ceased beating up and down. He said : 'Ehtrs' ?

The mother cried again : 'Phatik, my darling, my darling.'

Very slowly Phatik's eyes wandered, but he could no longer see the people around his bed. At last he murmured : 'Mother, the holidays have come.'

Rabindranath Tagore

Glossary :

ringleader (n) : the leader in any prank or mischief.

Phatik was the *ringleader* of the boys in the village.

mud-flat (n) : stretch of muddy land

He got stuck in the mud-flat near his house.

unanimously (adv) : collectively, without opposition from anyone.

He was elected leader of the party *unanimously*.





sauntered (v) : walked slowly and silently.

The arrogant boy *sauntered* up to his father and started shouting.

timidly (adv) : couragelessly, in a cowardly manner

She *timidly* said that she would obey as she was told.

meditating (v) : thinking deeply

He was *meditating* on his future plans.

futility (n) : uselessness.

A pessimist is convinced of the *futility* of life in this world.

furios (adj) : very angry

He was *furios* when he was not allowed to enter.

thrash (v) : beat or flog

The teacher *thrashed* the boy without much reason.

regal (adj) : royal

The prince was wearing a *regal* dress.

carry out (v) : fulfill, perform

You must *carry out* the orders of your father.

crisis (n) : difficult time

He is upset as he is passing through a *crisis*.

fertile brain (n) : brain capable of plenty of thoughts.

His *fertile brain* is full of new ideas.

manoeuvre (n) : clever plan

The army displayed some excellent *manoeuvres* and impressed everybody on the scene.

discomfit (v) : annoy

His foolish behaviour *discomfited* me a lot.

amusement (n) : happiness, entertainment

The show was full of fun and *amusement*.

earthly (adj) : worldly

His *earthly* ways show his humility.

peril (n) : danger

You must know the *perils* involved in this project.





glory (n) : fame

The *glory* of the great never fades.

shouted themselves hoarse (v) : shouted excitedly until their voices became rough.

The boys *shouted themselves hoarse* with delight.

blind (adj) : unreasonable

He is *blind* to his own faults.

impotent rage (n) : helpless anger

He only shouted in *impotent rage* but could do nothing.

sheepish (adj) : embarrassed

She felt very *sheepish* when she was proved to be a liar.

perpetual (adj) : never ending

Your absence from home will be a *perpetual* problem.

nibble (v) : to chew

She was *nibbling* at her nails when the teacher told her to behave properly in the class.

indignantly (adv) : annoyingly

The servant answered back *indignantly* that he would like to quit.

sullenly (adv) : with a bad temper, sulkily

She only *sullenly* told her father that she would give up all contacts with her friend.

stick to (v) : continue doing

You should *stick to* your promise.

exhausted (v) : extremely tired

I was totally *exhausted* after the day's work. All the rations were *exhausted* by the end of the month.

vigour (n) : force

You should work with full *vigour* to achieve success.

nuisance (v) : trouble

This naughty boy is a perpetual *nuisance* in the class.

prejudice (n) : bias

You should have no *prejudice* against manual work.





urge him into (v) : get him involved

I shall *urge him into* taking interest in his job.

distressed (v) : disturbed

She was *distressed* at his poor condition.

on pins : extremely uneasy

The young boy was all the time *on pins* when he was waiting for his turn.

bequeathed (v) : left behind, presented

She *bequeathed* her belongings to her sister before she left home for good.

in perpetuity (adv) : for ever

He gave her all her property *in perpetuity* before she left for USA.

unbounded (adj) : unlimited

This mother has an *unbounded* love for her only son.

upsetting (adj) : disturbing

It was quite *upsetting* to learn that she had lost her wedding ring.

anguish (n) : deep mental pain

I had to suffer a lot of *anguish* during those difficult days.

despised (v) : held in contempt

I *despised* his habit of postponing things.

meted out (v) : gave

The punishment *meted out* to him was greater than the crime he committed.

espied (v) : saw

The policeman *espied* the thief running away and got him captured.

abjectly miserable (adj) : extremely miserable

She was living in an *abjectly miserable* condition after the death of her husband.





to own (v) : to claim belonging

I *own* a big house on the Mall.

jeer (v) : mock, abusing vocally

People *jeered* at him when he failed to give a good performance on the stage.

lout (n) : ill-mannered person

No body likes the ways of that country *lout*.

torrent (n) : heavy downpour

A big *torrent* of rain flooded the city in no time.

flushed (adj) : reddened

I found him *flushed* with anger when he failed to convince his father.

delirious (adj) : suffering from illusions, semi-conscious

Phatik was in a *delirious* state when his mother came to see him.

read his thoughts : understood his feelings

The mother could easily *read the thoughts* of her son even though he kept quiet.

critical (adj) : very serious

He was in a *critical* state before he died.

by the mark - three fathoms etc : this is how sailors

measure the depth of water

The water was *three fathoms* deep.

fathom (n) : measure of six feet

lead line (n) : piece of lead attached to the end of a string to measure the depth of water.

The sailor measured the depth of water with a *lead line*.

plumbing (v) : measuring out

The official is *plumbing* out the depth of the hole.

whirlwind (n) : spiral windstorm

He was caught in a *whirlwind* but was saved by timely action.





LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in your own words :

1. Who was Phatik ?
2. What was the new mischief Phatik thought of ?
3. Why were Phatik and his friends annoyed with Makhan ?
4. What was Phatik's 'new manoeuvre' ?
5. Why did Phatik beat Makhan even in the presence of his mother?
6. Was Makhan speaking the truth ?
7. Why did Phatik's mother want to send him away to her brother's house ?
8. How was Phatik received by his aunt ?
9. Why couldn't Phatik do well at school in Calcutta ?
10. How did Phatik's aunt behave on learning about the loss of his book ?
11. What was the immediate reason for Phatik's departure from his uncle's house ?
12. Why did Bishamber send for his sister ?
13. What were Phatik's last words ?

(ii) Answer the following questions in about 50 words each :

1. How does Phatik feel when he is at Calcutta ?
2. Why does Bishamber want to take Phatik to Calcutta?
3. Who is responsible for Phatik's death ?
4. Write a character-sketch of
 - a. Bishamber
 - b. Makhan
 - c. Phatik's aunt
 - d. Phatik's mother
5. Give a pen-portrait of Phatik.
6. Describe the quarrel between Phatik and Makhan.

(iii) Tick (✓) the correct statements as found in the lesson :

1. Phatik loved his brother Makhan.





2. Phatik was a perpetual nuisance to his mother.
3. Bishamber wanted to help his sister.
4. Phatik was welcomed by his aunt.
5. Phatik's cousins too made fun of him.

B. Vocabulary Exercises

II(i) Fill in the blanks with adjective forms of the following words :

| | | |
|------------|---------|-----------|
| futility | dignity | delirium |
| philosophy | | fertility |

1. Phatik had a brain.
2. He behaved in a manner.
3. He knew that it was a attempt.
4. By night he had become
5. Makhan sat on the log in a mood.

(ii) Match the words in Column A with their opposites in Column B :

| A | B |
|-------------|---------------|
| unanimously | applaud |
| timidly | liked |
| futile | take, receive |
| furious | invigorated |
| fertile | individually |
| earthly | boldly |
| impotent | useful |
| exhausted | barren |
| bequeath | calm |
| despised | heavenly |
| jeer | potent |





(iii) Makhan was 'as good as gold'. Complete the following expressions in the same way :

1. as white as
2. as black as
3. as innocent as
4. as obstinate as
5. as gentle as

C. Grammar Exercises

III (i) Fill in the blanks with the correct verb form of the italicized words :

1. All Indians should try to their motherland. (*glory*)
2. Makhan sat and in a corner. (*sulk*)
3. Phatik was not by Makhan's antics. (*amusement*)
4. Mother was at Phatik's ways. (*distress*)
5. Phatik's patience was already (*exhaust*)
6. Phatik's aunt constantly him. (*despise*)
7. One day he his patience. (*loss*)

(ii) Fill in the blanks with suitable articles :

1. Ganga is sacred river.
2. He reads Bible every day.
3. The man struck match.
4. Where is money to come from ?
5. He began series of experiments.
6. I was on official visit.
7. There was elephant on the road.





(iii) **Fill in the blanks with the passive forms of the verbs given in italics to complete the following sentences :**

1. Children were making a noise. The Principal was
(*inform*)
2. This letter should (*post*)
3. He is not well ; he to the hospital. (*take*)
4. The child is crying ; it should (*help*)
5. It is getting dark ; the shop (*close*)

(iv) **Put proper punctuation marks in the following passage and use capital letters wherever necessary :**

the effect of books is two fold books preserve knowledge in time and spread it in space suppose for example that you think of an important idea or a beautiful poem unless you can write it down your idea or poem will probably die.

D. Pronunciation Practice

Check up the pronunciation of the following words in the dictionary and say them aloud :

| | | |
|---------|-----------|---------|
| sugar | tobacco | soot |
| tomb | colleague | menu |
| career | alcohol | grammar |
| iron | cadre | climb |
| colonel | echo | woman |

Don't you think you should learn phonetic symbols to be able to read the correct pronunciation of words from the dictionary ?





E. Creative Writing and Extended Reading

1. Write a paragraph on the psychology of the working of the mind of a boy at the age of fourteen. (Refer to the para beginning with : In this world there is)
2. Do you remember any particular incident of your childhood? Write a few lines about what you remember.
3. Read the following stories by R.N. Tagore :
 - a. The Cabuliwallah
 - b. The Postmaster
 - c. The Child's Return

Do you see any similarity between these stories ?
Discuss it with some of your class-fellows in the presence of your teacher.

4. Why do you (or don't you, in case) like the story, The Home-Coming ? Discuss with some of your class-fellows.
5. Write a paragraph on :
 - i. East or West, Home is the Best.
 - ii. Role of Parental Love in the Life of a Child

Just a little fun :

A Turk named Abdullah Ben Barum
Had sixty-five wives in his harem.

When his favourite horse died,
"Mighty Allah," he cried,
"Take a few of my wives. I can spare 'em."





(iv) The Tables Turned

[In this poem the poet wants us to turn away from the world that we have created around us. He exhorts us to enjoy the world that is God's creation. He says that nature is the true teacher and human knowledge and wisdom acquired through intellectual or bookish sources is useless. Nature alone can help us see and understand the inherent beauty of things around us. Our intellect deprives us of the aesthetic enjoyment of nature and takes us away from her.]

Up ! up ! my Friend, and quit your books ;
 Or surely you'll grow double :
 Up ! up ! my Friend, and clear your looks ;
 Why all this toil and trouble ?

The sun, above the mountain's head, 5
 A freshening lustre mellow
 Through all the long green fields has spread,
 His first sweet evening yellow.

Books ! 't is a dull and endless strife ;
 Come, hear the woodland linnet, 10
 How sweet his music ! On my life,
 There's more of wisdom in it.

And hark ! how blithe the throstle sings !
 He, too, is no mean preacher :
 Come forth into the light of things, 15
 Let Nature be your teacher.





She has a world of ready wealth,
Our minds and hearts to bless
Spontaneous wisdom breathed by health,
Truth breathed by cheerfulness. 20

One impulse from vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

Sweet is the lore which Nature brings ; 25
Our meddling intellect
Mis-shapes the beauteous forms of things :
We murder to dissect.

Enough of science and of art ;
Close up those barren leaves ; 30
Come forth, and bring with you a heart
That watches and receives.

-WILLIAM WORDSWORTH

[William Wordsworth was born on April 7, 1770, in Cockermouth, Cumbria, England, and educated at St. John's College, Cambridge University. He developed a keen love for nature as a youth, and during school holidays he frequently visited places noted for their scenic beauty. This love for nature is strongly reflected in his poetry and for this reason he is called a nature poet. He was one of the most accomplished and influential of England's Romantic poets. His theories and style created a new tradition in poetry.]





Glossary :

quit – leave

mellow – soft

linnet – a singing bird

blithe – happy

lore – knowledge

meddling intellect – sense of dry reason

barren – dead, sterile

lustre – shine

throstle – a bird with
spots on chest

hark – listen

vernal – spring time

Enjoying the poem

1. Give the central idea of the poem.
2. Write a brief summary of the poem in your own words.
3. How is nature a better teacher than books ?
4. What gives a better aesthetic pleasure—man made world or the world of nature ? How ?
5. Why are books a ‘dull and, endless strife’ ?
6. What is the ‘toil and trouble’ referred to in line 4 ?
7. ‘Antonyms’ are words opposite in meaning.

Give antonyms of the following words :

double –

bless –

evil –

dull –

wisdom –

barren –

8. Have you noticed the rhyme—scheme of the first four stanzas (each a *quatrain* – a stanza of 4 lines) shown as ab ab, ed cd, ef ef, gh gh ? Write down the rhyme scheme of the remaining stanzas.
9. Read some other nature poems by the same author, e.g. Three Years She Grew, My Heart Leaps, Nutting, Daffodils. How do you like these poems ?





8 The Making of the Earth

[Jawaharlal Nehru (1889-1964) was a prolific writer. He was an original thinker and had great insight. His famous books are 'Glimpses of World History' and 'Discovery of India']

This small piece is an extract from Nehru's 'Letters from a Father to His Daughter' which he wrote to his daughter Indira in the summer of 1928 when she was at Mussoorie. This bunch of 30 letters contains essential facts of evolution of man beginning from the making of the earth to the great age of The Ramayana and The Mahabharata. In this letter Nehru begins by defining the solar system to which our earth belongs. He goes on to differentiate between a planet and a star. He later talks of the breaking away of the earth from the sun, the breaking away of the moon from the earth, the gradual cooling of the earth and the moon, the condensation of vapours on the surface of the earth and the formation of the great oceans.]

You know that the earth goes round the sun and the moon goes round the earth. You know also perhaps that there are several other bodies which like the earth go round the sun. All these, including our earth, are called planets of the sun. The moon is called a satellite of the earth because it hangs on to it. The other planets have also got their satellites. The sun and the planets with their satellites form a happy family. This is called the solar system. Solar means belonging to the sun, and the sun being the father of all the planets, the whole group is called the Solar System.

At night you see thousands of stars in the sky. Only a few of these are the planets and these are really not called stars at all. Can you distinguish between a planet and a star? The planets are





really quite tiny, like our earth, compared to the stars but they look bigger in the sky because they are much nearer to us. Just as the moon which is, in reality quite a baby, looks so big because it is quite near to us. But the real way to distinguish the stars from the planets is to see if they twinkle or not. Stars twinkle, planets do not. That is because the planets only shine because they get the light of our sun. It is only the sunshine on the planets or the moon that we see. The real stars are like our sun. They shine of themselves because they are very hot and burning. In reality our sun itself is a star, only it looks bigger as it is nearer and we see it as a great ball of fire.

So that our earth belongs to the family of the sun – the solar system. We think the earth is very big and it is big compared to our tiny selves. It takes weeks and months to go from one part of it to another even in a fast train or steamer. But although it seems so big to us it is just like a speck of dust hanging in the air. The sun is millions of miles away and the other stars are even further away.

Astronomers, those people who study the stars, tell us that long-long ago the earth and all the planets were part of the sun. The sun was then as it is now a mass of flaming matter, terribly hot. Somehow little bits of the sun got loose and they shot out into the air. But they could not wholly get rid of their father, the sun. It was as if a rope was tied to them and they kept whirling round the sun. This strange force, which I have compared to a rope, is something which attracts little things to great. It is the force which makes things fall by their weight. The earth being the biggest thing near us, attracts everything we have.

In this way our earth also shot out from the sun. It must have been very hot, with terrible hot gases and air all around it, but as it was very much smaller than the sun, it started to cool. The sun also is getting less hot but it will take millions of years to cool





down. The earth took much less time to cool. When it was hot, of course, nothing could live on it – no man or animal or plant or tree. Everything would have been burnt up then.

Just as a bit of the sun shot out and became the earth, so also a bit of the earth shot out and became the moon. Many people think that the moon came out of the great hollow which is now the Pacific Ocean, between America and Japan.

So the earth started to cool. It took a long time over it. Gradually the surface of the earth became cooler although the interior remained very hot. Even now if you go down a coal mine it becomes hotter and hotter as you go down. Probably if you could go down deep enough inside the earth you would find it red hot. The moon also started to cool and because it was much smaller than even the earth it cooled more quickly than the earth. It looks delightfully cool, does it not? It is called the “cold moon”. Perhaps it is full of glaciers and ice fields.

When the earth cooled all the water vapour in the air condensed into water and probably came down as rain. It must have rained a tremendous lot then. All this water filled the great hollows in the earth and so the great oceans and seas were formed.

As the earth became cooler and the oceans also became cooler, it became possible for living things to exist on the earth’s surface or in the sea

JAWAHAR LAL NEHRU

Glossary :

planet : (n) a heavenly body that rotates round the sun, e.g.

Mercury, Venus, Earth, etc.

Earth is a *planet*. Jupiter is the biggest *planet* in the solar system.





satellite : (n) an electronic device that is sent into the space and that moves round the earth ; a natural object that moves around a larger object in space.

Moon is a natural *satellite* of the earth.

speck : (n) a small piece

A *speck* of dust irritated her eye.

astronomer : (n) a scientist who studies sun, moon, stars etc.

An *astronomer* uses a telescope to see the heavenly bodies.

hollow : (adj) having a hole or empty space inside.

The tree trunk was *hollow* inside.

condense : (v) become thicker

Water *condensed* into snow with the fall in temperature.

tremendous : (adj) huge and remarkable

A *tremendous* amount of hard work is required to finish this project.

LANGUAGE EXERCISES

A. Comprehension Questions

I. (i) Answer the following questions :

1. What are planets ?
2. Define solar system.
3. How can you distinguish between planets and stars ?
4. Why do the stars twinkle ?
5. How was earth formed ?
6. How were oceans and seas formed ?

(ii) Answer in 50-60 words :

1. Write a short note of about 100 words on the making of the earth.
2. Write a few words on the happy family of the sun.





B. Vocabulary Exercises

(i) Look at the following sentences :

The moon is called the satellite of the earth because it *hangs on* to it.

In this way our earth also *shot out* from the sun.

The italicized verbs followed by prepositions are called *phrasal verbs*.

Now fill in the blanks with the given prepositions making appropriate phrasal verbs :

into off out on down

- a. He lived milk for two months.
- b. Please turn the lights before you sleep.
- c. The thieves broke of the prison.
- d. The thieves tried to break the house to steal.
- e. She fell and broke her leg.

(ii) Fill in the blanks selecting suitable words from the given list :

| | | |
|-----------|---------------|-------------|
| fraction | centre | beginning |
| extends | comprehension | calculation |
| including | advancement | entire |
| exists | | |

Everything in space. But what exactly is space is something beyond human imagination and It is also beyond mathematical We do not know for sure how far space It does not have a And it does not have an end. It was earlier believed that the earth was the of the universe and that all heavenly bodies, the sun, revolved around it.





With the of science and technology, it was known that the sun was the centre of the solar system and that the solar system occupies just a tiny of space in the entire universe.

C. Grammar Exercises

(i) Fill in the blanks using the correct infinitive or participle:

1. Do you regret your exams ?
(to fail/failing/to failing)
2. Would you like to the theatre with me ?
(to go/going/to going)
3. Would you mind to the theatre with me ?
(to go/going/to going)
4. The soldiers get used in the jungle.
(to live/ to living / living)
5. He used in the jungle.
(to live / to living / living)
6. Do you mind until I have finished my work ?
(to wait / waiting / to waiting)
7. Do you want the new shopping mall ?
(to visit / visiting / to visiting)

(ii) Fill in the blanks with suitable articles :

So—earth started to cool. It took—long time over it. Gradually—surface of—earth become cooler although—interior remained very hot. Even now if you go down—coal mine it becomes hotter and hotter as you go down. Probably if you could go down deep enough inside—earth you would find it red hot.





D. Pronunciation Practice

The past morpheme – *ed* is pronounced in three ways

- a. / d /
- b. / I d /
- c. / t /

Read the following words now with the correct sound at the final position.

- | | | | | | |
|----|----------|----|--------|----|---------|
| a. | bagged | b. | wanted | c. | pushed |
| | played | | headed | | laughed |
| | tried | | heated | | passed |
| | clubbed | | waded | | hushed |
| | breathed | | waited | | booked |

E. Creative Writing and Extended Reading

1. Read Pandit Jawahar Lal Nehru’s ‘Letters from a Father to a Daughter’. How do you find it ?
2. Read the biography of Pandit Jawahar Lal Nehru and describe Pt. Nehru (i) as a political leader (ii) as a scholar and (iii) as a humanist.
3. Name all the planets of the Solar System.
4. Write a paragraph on : An Imaginary Trip to the Moon.

Just a little fun :

There once was a girl of New York,
Whose body was lighter than cork ;
She had to be fed
For six weeks upon lead,
Before she went out for a walk.





9 The Rule of The Road

[A.G Gardiner (1855-1946) wrote his essays under the pen name of Alpha. His essays remind us of 'pleasant things, sunshine and mirth, laughter and peace'. They are, in fact, a commentary on the Art of living. The Rule of the Road discusses the important issue of rights and responsibilities in social life. The rights of one individual end where the rights of another begin. The writer has brought this point through some interesting anecdotes.]

That was a jolly story which Mr. Arthur Ransome told the other day in one of his messages from Petrograd. A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for foot passengers, but she replied : 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the foot passenger to walk down the middle of a road, it also entitled the car driver to drive on the pavement, and that the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say at Picadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry and seeing your motor car





pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway ? Then, if you are a reasonable person, you will reflect that if he did not, incidentally, interfere with you he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the Strand in a dressing-gown with long hair and bare feet, who shall raise an objection ? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache or wearing a tall hat, a frock-coat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission.

In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practise on the guitar from midnight till three in the morning. If I went on to the top of a hill to do it, I could please myself, but if I do it out in the streets, the neighbours will remind me that my liberty to play on a guitar must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties. We are all liable to forget this and, unfortunately, we are much more conscious of the imperfections of others in this respect than of our own.





I got into a railway carriage at a country station the other morning and settled down for what the school-boys would call an hour's 'swot' at a Blue-book. I was not reading it for pleasure. The truth is that I never do read Blue-books for pleasure. I read them as a lawyer reads a brief, for the very humble purpose of turning an honest penny out of them. Now, if you are reading a book for pleasure it doesn't matter what is going on around you. I think I could enjoy a really good novel even in the midst of an earthquake.

But when you are reading a thing as a task, you need reasonable quiet, and that is what I didn't get, for at the next station in came a couple of men, one of whom, talked to his friend for the rest of the journey in a loud and pompous voice on any and every subject under the sun.

If I had asked him to be good enough to talk in a lower tone, I daresay he would have thought I was a very rude fellow. It did not occur to him that anybody could have anything better to do than to listen to him, and I have no doubt he left the carriage convinced that everybody in it had, thanks to him, had a very illuminating journey, and would carry away a pleasing impression of his great knowledge. He was obviously a well-intentioned person. The thing that was wrong with him was that he had not the social sense. He was not 'a clubbable man'.

A reasonable consideration for the rights or feelings of others is the foundation of social conduct.

Let us take the guitar as an illustration again. A man who wants to learn to play on it is entitled to learn it in his own house, even though he is a nuisance to his neighbours, but it is his business to make the nuisance as slight as possible. He must practise in the attic and shut the window. He has no right to sit in his front room, open the window, and blow his noise into his neighbours' ears with the maximum of violence. You are interfering with the liberties





of your neighbours if you don't do what you can to limit the noise to your own household. Your neighbours may prefer to have their Sunday afternoon undisturbed, and it is as great an impertinence for you to wilfully trespass on their peace as it would be to go, unasked, into their gardens and trample on their flower beds.

There are cases, of course, where the clash of liberties seems to defy compromise. My dear old friend X, who lives in West End Square and who is an amazing mixture of good nature and irascibility, flies into a passion when he hears a street piano, and rushes out to order it away. But nearby lives a distinguished lady of romantic picaresque tastes, who dotes on street pianos, and attracts them as wasps are attracted to a jar of jam. Whose liberty in this case should surrender to the other? For the like of me, I cannot say. It is as reasonable to like street pianos as to dislike them and *vice versa*. I would give much to hear Sancho Panza's¹ solution of such a nice riddle.

I suppose the fact is that we can be neither complete anarchists nor complete socialists in this complex world. We must be a judicious mixture of both. We have both liberties to preserve our individual liberty and our social liberty. I shall not permit any authority to say that my child must go to this school or that, shall specialize in science or arts, shall play cricket or soccer. These things are personal. But if I proceed to say that my child shall have no education at all, that he shall be brought up as a primeval savage, or at Mr. Fagins' academy for pickpockets, then society will politely but firmly tell me that it has no use for primeval savages and a very stern objection to pickpockets, and that my child must have a certain minimum of education whether I like it or not. I cannot have the liberty to be nuisance to my neighbours or make my child a burden and a danger to the commonwealth.

It is in the small matters of conduct, in the observance of

¹a character in Cervantes' novel Don Quixote





the rule of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey. I hope my friend in the railway carriage will reflect on this.

Glossary :

universal chaos (n) : total disorder

If we talk of rights and ignore our duties it would create a *universal chaos*.

peril (n) : danger

Her life in that hostile house is in great *peril*.

jolly (adj) : funny, very interesting, happy and cheerful

All of the boys were in a *jolly* and relaxed mood at the party.

anarchy (n) : a state of lawlessness and disorder (usually resulting from a failure of government)

We witnessed a state of complete *anarchy* in our country at the time of partition.

curtail (v) : to reduce, cut short

We want to *curtail* the total monthly expenditure of our family.

tyranny (n) : unfair and strict control over someone

He wished to escape from the *tyranny* of his step-father.

insolent (adj) : rude and showing no respect

His son is not only naughty but *insolent* too.

swot (v) : to study a lot in a short time as before an exam

I was busy *swotting* for my Civics examination.

pompous (adj) : trying to make people think you are very

important, self important, foolishly serious and grand





Our boss gave a *pompous* speech in the party. Nobody likes your *pompous* ways.

swagger (n) : bully, frighten with threats or domineering manner.
He appeared to be a man of immense *swagger*.

banal (adj) : ordinary and not interesting
It was a *banal* write-up.

irascibility (n) : rudeness, an angry temper
His *irascibility* is the cause of his frequent quarrels with his wife.

dote on (v) : love or like excessively
The new principal has no hold on the situation because he is *doting on* some sycophants and flatterers only.

trespass (v) : to go into someone's private land without permission
It was written on the board : '*Trespassing* is prohibited'.

savage (adj) : very cruel and violent
The punishment given to John seemed a little too *savage*.

primeval savage (n) : an uncivilized brute belonging to the earliest ages.
Man has evolved a long way from a *primeval savage* to become the master of universe.

nuisance (n) : problem, something that causes annoyance
I cannot tolerate this *nuisance* of a dog in the house.

judicious (adj) : intelligent, wise
His *judicious* handling of the case saved the situation from getting worse.





LANGUAGE EXERCISES

A. Comprehension Questions

- (i) **Answer the following questions in your own words in 10-12 words :**
1. Why was the stout old lady walking down the middle of a road ?
 2. How was the stout old lady mistaken about liberty ?
 3. What does the policeman at Picadilly Circus symbolize ?
 4. Can we do whatever we feel like doing ?
 5. What was the writer reading during the journey ?
 6. Why did the writer of "The Rule of the Road" need a reasonable silence in the compartment?
 7. Who disturbed the writer of "The Rule of the Road" ?
 8. What was the intruding passenger talking of ?
 9. What is the basis of social contract ?
 10. 'We should be a judicious mixture of both.' What does the writer of 'The Rule of the Road' mean by his statement ?
- (ii) **Answer the following questions in your own words in 30-50 words.**
1. What is the theme of the essay 'The Rule of the Road' ? Explain.
 2. Describe, in your own words, how the writer was disturbed doing his train journey.
 3. 'Liberty is not a personal affair only, but a social contract.' Explain in 50-60 words.





B. Vocabulary Exercises

II(i) Match the phrases in column A with their meaning in column B.

| A | B |
|-----------------------|----------------------|
| pointed out | to ignore |
| of course | to think about |
| to have a fancy for | to come to mind |
| to be indifferent to | to come out quickly |
| to occur | without doubt |
| to look after | showed, explained |
| to fly into a passion | to have a liking for |
| to rush out | to go mad |
| to reflect on | to take care of |

(ii) Add the correct *suffixes* to the words given in the brackets and fill in the blanks, choosing words from the list given below :

_____ dom, _____ ful, _____ ness, _____ hood.

- We must work hard for our (free)
- The difference between madness and (wise) is measured by success.
- Human journey from (child) to (man) is full of surprises.
- (truthful) is essential for (sweet) in life.
- (parent) is an art.
- (happy) is an intrinsic quality.





- (iii) **Fill in the blanks with suitable words from amongst those given in the box :**

| | | |
|-----------|-----------|---------|
| eccentric | despised | lantern |
| followed | questions | blew |
| tub | pressed | |

There once lived in Athens a very wise man called Diogenes. He was an fellow. To show people how he wealth and luxury, he lived in an old tub. One day he came to the market-place with a lighted in broad daylight. He looked at the face of everyone he met with his lantern. People him wondering as to what he was searching. But he did not answer their At last he out his lantern and went in to his When people him for an answer he replied, "I was looking for an honest man ; but there is not a single such man in all Athens."

C. Grammar Exercises

- (i) **Punctuate the following sentences :**

- but why isnt it absurd i persisted i can buy as many things as i like he replied.
- John said i am in a hurry and cant spare time.
- phatik was furious he cried if you don't get down this minute i ll thrash you.
- what an easy paper said ashok was it set by a kind examiner.
- on tuesday the prime minister of afghanistan would reach India.





(ii) Rearrange the following words and phrases to form meaningful sentences :

- a. game / is / glorious / Cricket / a / of / uncertainties.
- b. a / city / very / large / Mumbai / is.
- c. has / thirty-nine / Jupiter / satellites / the / planet / in / solar / system / largest / the.
- d. imaginary / line / equator / equal / halves / earth / into / that / divides / the / two / an / is / the.

(iii) Fill in the blanks with correct form of the verb given in brackets :

- a. Sitar maestro Pandit Ravi Shankar (nominate) for this year's Grammy Award for his album Full Circle.
- b. This is the fourth time he (nominate) for the music world's top award.
- c. Shankar (already won) two Grammy Awards.
- d. 'Full Circle', which was (record) in October 2000, (feature) Shankar's rendering of the night raga Kaushi Kanhara.

D. Pronunciation Practice

The plural morpheme -e(s) is pronounced in three ways :

- a. / z /
- b. / IZ /
- c. / s /





Read the following words now with the correct sound at the final position :

- | | | | | | |
|----|----------|----|---------|----|--------|
| a. | bags | b. | washes | c. | caps |
| | heads | | benches | | books |
| | breathes | | judges | | laughs |
| | flies | | asses | | cats |
| | plays | | kisses | | jumps |

E. Creative Writing and Extended Reading

1. Read Norman Vincent Peale's book *The New Art of Living*. List ten guidelines that should help man to live better.
2. Write a paragraph on :
 - i. Rights and Duties Go Together
 - ii. Value of Discipline in Life
 - iii. Individual Liberty Vs Social Responsibility

Just a little fun :

There was a young person from Perth,
Who was born on the day of his birth.
He was married, they say,
On his wife's wedding day,
And died when he quitted this earth.





(v) A Ballad of Sir Pertab Singh

[The present poem exposes and attacks the tyranny of the caste system in India and asserts that a man's caste is determined not by his birth, but by his actions. Men of noble heart, irrespective of their birth, belong to one caste. A true soldier is related to all the soldiers of the world. He shares a common bond of valour, courage and brotherhood with all the soldiers.]

In the first year of him that first
Was Emperor and King,
A rider came to the Rose-red House,
The House of Pertab Singh.

Young he was and an Englishman,
And a soldier, hilt and heel,
And he struck fire in Pertab's heart
As the steel strikes on steel.

Beneath the morning stars they rode,
Beneath the evening sun,
And their blood sang to them as they rode
That all good wars are one.

They told their tales of the love of women,
Their tales of East and West,
But their blood sang that of all their loves
They loved a soldier best.





So ran their joy the allotted days,
Till at the last day's end
The Shadow stilled the Rose-red House
And the heart of Pertab's friend.

When morning came, in narrow chest
The soldier's face they hid,
And over his fast-dreaming eyes
Shut down the narrow lid.

Three were there of his race and creed,
Three only and no more :
They could not find to bear the dead
A fourth in all Jodhpore.

'O Maharaj, of your good race
Send us a sweeper here ;
A Sweeper has no caste to lose
Even by an alien bier.'

'What need, what need ?' said Pertab Singh,
And bowed his princely head.
'I have no caste, for I myself
Am bearing forth the dead.

'O Maharaj, O passionate heart,
Be wise, bethink you yet :
That which you lose to-day is lost
Till the last sun shall set.'





‘God only knows,’ said Pertab Singh,
‘That which I lose to-day :
And without me no hand of man
Shall bear my friend away.’

Stately and slow and shoulder-high
In the sight of all Jodhpore
The dead went down by the rose-red steps
Upheld by bearers four.

When dawn relit the lamp of grief
Within the burning East
There came a word to Pertab Singh,
The soft word of a priest.

He woke, and even as he woke
He went forth all in white,
And saw the Brahmins bowing there
In the hard morning light.

‘Alas ! O Maharaj, alas !
O noble Pertab Singh !
For here in Jodhpore yesterday
Befell a fearful thing.

‘O here in Jodhpore yesterday
A fearful thing befell.’
A fearful thing,’ said Pertab Singh,
‘God and my heart know well





‘I lost a friend.’ ‘More fearful yet !
When down these steps you passed
In sight of all Jodhpore you lose
O Maharaj – your caste.’

Then leapt the light in Pertab’s eyes
As the flame leaps in smoke,
‘Thou priest ! thy soul hath never known
The word thy lips have spoke.’

‘My caste ! Know you there is a caste
Above my caste or thine,
Brahmin and Rajput are but dust,
To that immortal line :

‘Wide as the world, free as the air,
Pure as the pool of death
The caste of all Earth’s noble hearts
Is the right soldier’s faith.’

-SIR HENRY NEWBOLT

[*Sir Henry Newbolt (1862-1938) was a famous British poet, novelist and barrister. Born in Bilston, Newbolt was educated at Corpus Christi College, Oxford. He was called to the Bar in 1887. He is known for his poems about war on land and on sea. He was an ardent believer in the power and inspirational quality of many patriotic verse. He is the author of patriotic poems.*]





Glossary :

- a soldier,* – the Englishman was a complete soldier
hilt and heel
struck fire – won respect and love (from Pertab)
their blood – both being soldiers, their blood evoked in them
sang – common feelings of courage and bravery for a noble cause
shadowed – a deathly silence fell on the Rose-red
stilled House of Pertab because of the death of his friend
fast – eyes that had lost touch with the reality of the
dreaming earth
lid – cover
creed – religious faith
alien – foreigner
bier – a crude stretcher to carry the dead body
chest – coffin
dawn – morning
befell – happened, occurred
immortal – noble and deathless race of men who live in their
line deeds

Enjoying the Poem :

1. Rewrite the poem 'A Ballad of Sir Pertab Singh' in prose (one sentence for each stanza)
2. Write a summary of the poem 'A Ballad of Sir Pertab Singh' in your own words.
3. What is the central idea of the poem 'A Ballad of Sir Pertab Singh' ?
4. Who was Sir Pertab Singh ?
5. Why did he immediately like the English soldier ?





6. How did the two comrades spend their days ?
7. Why was Pertab Singh asked to send a sweeper when the English soldier died ?
8. What was the problem that arose when the Englishman died ?
9. What, according to the priests, had Pertab Singh lost ? Why ?
10. A ballad is a long narrative poem which tells a simple story. Read some other famous ballads. You can choose from :
 - (i) The Ballad of Father Gilligan by W.B. Yeats.
 - (ii) A Diverting History of John Gilpin by William Cowper.
 - (iii) Robin Hood and Allen-A-Dale (Anonymous)
11. Have you noticed that in some stanzas the first line rhymes with the third while in some others, the second line rhymes with the fourth line ? Study these rhyming lines carefully.
12. Write a small paragraph on Caste System (50-100 words)





10 The Merchant of Venice

I

[The Merchant of Venice is a play written by William Shakespeare, a doyen of English literature. It is a story of two friends named Antonio and Bassanio. Bassanio asks Antonio to lend him some money as he needs this amount to win the hand of his beloved named Portia. Portia is a very wise and beautiful girl. Since Antonio does not have ready money, he borrows it from a rich but very crafty Jew named Shylock. He promises to pay this money back in three months' time. He is sure that his ships would return from abroad and bring back a lot of wealth soon. He signs a pledge that in case he failed to pay back the money, Shylock would be entitled to a pound of flesh from any part near Antonio's heart. Antonio suffers losses in business and is brought to the court. In the court, Portia appears as a legal expert (a judge) in disguise. She is able to save Antonio's life in a very intelligent manner.]

Characters in the Play

Duke of Venice

Portia : Bassanio's wife, disguised as Doctor of Law

Shylock : the miserly, crafty Jew

Antonio : a merchant of Venice

Bassanio : Antonio's friend and Portia's husband

Gratiano : friend of Antonio and Bassanio

Balthazar : Portia's assumed name

Nerissa : maid to Portia, disguised as a clerk





Act IV, Scene one

Enter Portia for Balthazar, dressed like a Doctor of Law

- DUKE You hear the learn'd *Bellarion*¹, what he writes ;
 And here, (I take it), is the doctor come.
 Give me your hand ; come you from old *Bellarion*?
- PORTIA I did, my lord.
- DUKE You are welcome ; take your place.
 *Are you acquainted with the difference*²
 That holds this present question in the court ?
- PORTIA I am informed thoroughly of the cause.
 Which is the merchant here, and which the Jew ?
- DUKE Antonio and old Shylock, both stand forth.
- PORTIA Is your name Shylock ?
- SHYLOCK Shylock is my name.
- PORTIA Of a strange nature is the suit you follow ;
 Yet in such rule that the Venetian law
 Cannot impugn you as you do proceed.
 You *stand within his danger*³, do you not ?
- ANTONIO Ay, so he says.
- PORTIA Do you *confess the bond*⁴ ?
- ANTONIO I do.
- PORTIA Then must the Jew be merciful.
- SHYLOCK *On what compulsion must I*⁵? Tell me that.
- PORTIA The quality of *mercy is not strain'd*⁶ ;
 It droppeth as the gentle rain from heaven

¹*Dr. Bellario had recommended Portia's (Balthazar's) name to act as a judge*

²*Do you know the nature of the case or the dispute ?*

³*are liable to be punished by him* ⁴*accept that you signed this bond*

⁵*what compels me to show mercy ?*

⁶*mercy is not shown under compulsion*





Upon the place beneath. It is twice blest :
 It blesseth him that gives and him that takes.
 'Tis *mightiest in the mightiest*⁷ ; it becomes
 The throned monarch better than his crown ;
 His sceptre shows the force of temporal power,
 The attribute to awe and majesty,
 Wherein doth sit the dread and fear of kings ;
 But mercy is above this sceptred sway,
 It is enthroned in the hearts of kings,
 It is an attribute to God himself ;
 And earthly power doth then show likest God's
 When mercy reasons justice.
 Therefore, Jew, consider this –
 we do pray for mercy,
 And that same prayer doth teach us all to render
 The deeds of mercy. I have spoke thus much
 To mitigate the justice of thy plea,
 Which if thou follow, this strict court of Venice
 Must needs give sentence'gainst the merchant there.

SHYLOCK *My deeds upon my head*⁸ ! I crave the law,
 The penalty and forfeit of my bond.

PORTIA Is he not able to discharge the money ?

BASSANIO Yes ; here I tender it for him in the court ;
 Yea, twice the sum ; if that will not suffice,
 I will be bound to pay it ten times o'er . . .
 I beseech you,
 Wrest once the law to your authority ;
 To do a great right do a little wrong,

⁷ *The more powerful a person is, the more merciful he is*

⁸ *I'll face the result of my actions*





And curb this cruel devil of his will.

PORTIA It must not be ; there is no power in Venice
Can alter a decree established . . .

SHYLOCK *A Daniel*⁹ come to judgement ! Yea, a Daniel!

PORTIA O wise judge, how I do honour thee !
A pray you, let me look up on the bond.

SHYLOCK Here 'tis, most reverend Doctor ; here it is.

PORTIA Shylock, there's thrice thy money offered thee.

SHYLOCK An oath, an oath ! I have an oath in heaven.
Shall I lay *perjury upon my soul*¹⁰ ?
No, not for Venice.

PORTIA Why, this bond is forfeit ;
And lawfully by this the Jew may claim
A pound of flesh, to be by him cut off
Nearest the merchant's heart. Be merciful.
Take thrice thy money ; bid me tear the bond.

SHYLOCK . . . By my soul I swear
There is no power in the tongue of man
To alter me. I stay here on my bond.

ANTONIO Most heartily I do beseech the court
To give the judgement.

PORTIA Why then, thus it is :
You must prepare your bosom for his knife.

SHYLOCK O noble judge ! O excellent young man !

PORTIA For the intent and purpose of the law
Hath full relation to the penalty,
Which here appeareth due upon the bond.

SHYLOCK 'Tis very true. O wise and upright judge,

⁹A character in the Bible. He was known for his wisdom and justice.

¹⁰get my soul cursed or condemned





How much more elder art thou than thy looks!

PORTIA Therefore, lay bare your bosom.

SHYLOCK Ay, his breast –
So says the bond ; doth it not, noble judge ?
'Nearest his heart,' those are the very words.

PORTIA It is so. Are there balance here to weigh
The flesh ?

SHYLOCK I have them ready.

PORTIA Have by some surgeon, Shylock, *on your charge*¹¹,
To stop his wounds, lest he do bleed to death.

SHYLOCK Is it so nominated in the bond ?

PORTIA It is not so express'd, but what of that ?
'Twere good you do so much for charity.

SHYLOCK I cannot find it ; 'tis not in the bond.

PORTIA You, merchant, have you anything to say ?

ANTONIO But little : I am arm'd and well prepar'd.
Give me your hand, Bassanio ; fare you well.
Grieve not that I am fall'n to this for you,
For herein Fortune shows herself more kind
Than is her custom . . .
Commend me to your honourable wife ;
Tell her the process of Antonio's end ;
Say how I lov'd you; *speake me fair in death.*¹²

BASSANIO Antonio, I am married to a wife
Which is as dear to me as life itself ;
But life itself, my wife, and all the world,
Are not with me esteem'd above thy life ;

¹¹you'll pay for it

¹²praise me after my death





I would lose all, ay, sacrifice them all
Here to this devil, to deliver you.

PORTIA Your wife would give you little thanks for that,
If she were by to hear you make the offer.

GRATIANO I have a wife who I protest I love ;
I would she were in heaven, so she could
Entreat some power to change this *currish*¹³
Jew.

NERISSA 'Tis well you offer it behind her back ;
The wish would make else an unquiet house
.....

PORTIA A pound of that same merchant's flesh is thine.
The court awards it and the law doth give it.

SHYLOCK Most rightful judge !

II

PORTIA And you must cut this flesh from off his breast.

SHYLOCK Most learned judge ! A sentence ! Come,
prepare.

PORTIA Tarry a little ; there is something else.
This bond doth give thee here no *jot*¹⁴ of blood:
The words expressly are 'a pound of flesh.'
Take then thy bond, take thou thy pound of flesh;
But, in the cutting it, if thou dost shed
One drop of Christian blood, thy lands and goods
Are, by the laws of Venice, confiscate
Unto the state of Venice.

¹³like a dog ¹⁴drop





GRATIANO O upright judge ! Mark, Jew. O learned judge!

SHYLOCK I take this offer then : pay the bond thrice,
And let the Christian go.

BASSANIO Here is the money.

PORTIA *Soft*¹⁵ !

The Jew shall have all justice. Soft. No haste.
He shall have nothing but the penalty.

GRATIANO O Jew ! an upright judge, a learned judge !

PORTIA Therefore, prepare thee to cut off the flesh.
Shed thou no blood, nor cut thou less nor more
But just a pound of flesh ; if thou tak'st more
Or less than a just pound... if the scale do turn
But in the estimation of a hair –
Thou diest, and all thy goods are confiscate.

GRATIANO A second Daniel, a Daniel, Jew

PORTIA Why doth the Jew pause ? Take thy forfeiture.

SHYLOCK Give me my principal, and let me go.

BASSANO I have it ready for thee ; here it is.

PORTIA He hath refus'd it in the open court ;
He shall have merely justice, and his bond.

GRATIANO A Daniel still say I, a second Daniel !
I thank thee, Jew, for teaching me that word.

SHYLOCK Shall I not have barely my principal ?

PORTIA Thou shalt have nothing but the forfeiture
To be so taken *at thy peril*¹⁶, Jew.

SHYLOCK Why, then the devil give him good of it.
*I'll stay no longer question*¹⁷.

¹⁵wait

¹⁶at your risk

¹⁷no longer continue my case





PORTIA Tarry, Jew.
The law hath yet another hold on you.
It is enacted in the laws of Venice,
If it be proved against an alien
That by direct or indirect attempts
He seek the life of any citizen,
The party against the which he doth contrive
Shall seize one half his goods ; the other half
Comes to the *privy coffer*¹⁸ of the state ;
And the offender's life lies in the mercy
Of the Duke only

GRATIANO Beg that thou mayst have leave to hang thyself ;
And yet, thy wealth being forfeit to the state,
Thou hast not left the value of a cord ;
Therefore thou must be hang'd at the state's
charge.

DUKE That thou shalt see the difference of our spirit,
I pardon thee thy life before thou ask it.
For half thy wealth, it is Antonio's ;
The other half comes to the general state,
Which humbleness may drive unto a *fine*¹⁹.

PORTIA Ay, for the state ; not for Antonio.

SHYLOCK Nay, take my life and all, pardon not that.
You take my house when you do take the prop
That doth sustain my house ; you take my life
When you do take the means whereby I live.

PORTIA What mercy can you render him, Antonio ?

GRATIANO A *halter gratis*²⁰ ; nothing else, for God's sake!

¹⁸Private treasury

¹⁹in humility, I reduce it to a fine

²⁰a rope free of cost





ANTONIO So please my lord the Duke and all the court
To quit the fine for one half of his goods ;
I am content, so he will let me have
The other half in use, to render it
Upon his death unto the gentleman
That lately stole his daughter –
Two things provided more ; that, for this favour,
He presently become a Christian ;
The other, that he do record a gift,
Here in the court, of all he dies possess'd
Unto his son Lorenzo and his daughter.

DUKE He shall do this or else I do recant
The pardon that I late pronounced here.

PORTIA Art thou contented, Jew! What doest thou say?

SHYLOCK I am content.

PORTIA Clerk, draw a deed of gift.

SHYLOCK I pray you, give me leave to go from hence ;
I am not well ; send the deed after me
And I will sign it.

DUKE Get thee gone, but do it . . .

Exit Shylock

DUKE Sir, I entreat you home with me to dinner.

PORTIA I humbly do desire your Grace of Pardon ;
I must away this night toward Padua,
And it is meet I presently set forth.

DUKE I am sorry that your leisure serves you not.
Antonio, gratify this gentleman,
For in my mind you are much bound to him.

Exeunt Duke, and his train

[an extract from Merchant of Venice, Act IV, Scene 1]

WILLIAM SHAKESPEARE





Glossary :

I

acquainted (n) : familiar with

I am *acquainted* with the situation.

thoroughly (adv) : completely

The minister was *thoroughly* acquainted with the situation.

impugn (n) : express doubt, find a flaw, challenge

The law cannot *impugn* him as he is perfectly legal in what he is doing.

sceptre (n) : rod of authority carried by a king

Sceptre is the symbol of the king's authority.

monarch (n) : king

The *monarch* should be respected.

enthroned (v) : to place on a throne

The bishop was *enthroned* by the people of the city.

render (n) : to perform in return

We should *render* good deeds for the kindness that God bestows on us.

mitigate (v) : to lessen

I failed to *mitigate* his sense of hurt.

suffice (v) : to be enough

I am taking one thousand rupees. I think that should *suffice* during the journey.

beseech (v) : beg

Stay a little longer, I *beseech* you.

curb (v) : control

Bad habits should be *curbed*.

reverend (adj): highly respected.

The *reverend* Bishop has arrived.

bid me (n) : allow me

Bid me go along with my father.

for the intent and purpose : in all important ways, for intention and aim of





For the *intent and purpose* of the plan, the project is now complete.

grieve (v) : to feel or express sadness.

He is still *grieving* for his dead wife.

deliver (v) : save from sins

I pray to God to *deliver* me from sinfulness.

entreat (n) : ask for or request earnestly

Mothers have to *entreat* children to eat properly.

II

confiscate (v) : to take away something

All his property was *confiscated* by the court.

upright (adj) : honest

Upright officers and leaders are the need of the hour.

pause (v) : to stop

He *paused* for a while as he told his story.

merely (adv) : only

He wanted *merely* justice, nothing more.

attempts (n) : efforts

All her *attempts* to persuade her father failed.

enacted (n) : made into a law

The U.S. of America *enacted* some sanctions against Iran.

contrive (v) : to plot against someone.

Somehow she *contrived* to defeat her enemy.

seize (n) : to hold

Customs officials have *seized* 60 kilograms of heroin.

offender (n) : a person guilty of crime

The law should be soft on first-time *offenders*.

cord (n) : rope

Where's the *cord* that ties back the curtains ?

prop (n) : support

I need some sort of *a prop* to keep the clothes in position.





prop : (v) to support

I *propped* my bike against the wall.

sustain : (n) to keep up

Relations are easy to make but difficult to *sustain*.

content : (adj) happy

He seems fairly *content* with life.

pronounced : (n) officially stated

The judge *pronounced* the penalty on the defaulter.

draw : (v) to make

A deed was *drawn* for the sale of the shop.

humbly : (adv) without attaching importance to self

He *humbly* ascribes his success to his wife.

leisure : (n) spare time.

Leisure is a bliss in a busy life.

gratify : (v) to please someone.

We were *gratified* by the response we received.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in brief :

1. How was Portia dressed and on whose recommendation did she come to the court ?
2. What is the suit between Shylock and Antonio ?
3. What does Shylock want ?
4. Why does Portia want the Jew to show mercy ?
5. What does the Jew insist upon ?
6. What does Bassanio offer the Jew ?
7. Why does Shylock call Balthazar (Portia) a Daniel ?
8. Why is not Shylock ready to take money ?





(ii) Answer the following questions in 50-60 words each :

1. What does the bond say ?
2. Why can't Shylock take his pound of flesh ?
3. What does Antonio want Bassanio to tell Portia ?
4. What is the vow taken by Bassanio ?
5. What does Shylock offer after he fails to take his pound of flesh ?
6. What is the penalty imposed upon Shylock ?
7. What does Antonio want the law to do ?

(iii) Describe the following briefly in your own words :

- a. Portia's speech on Mercy
- b. Portia's character
- c. Shylock's character

(iv) How does Portia turn the tables on Shylock ?

B. Vocabulary Exercises

(i) Match the Phrases in column A with their meanings in column B.

| A | B |
|---------------------|--------------------------|
| acquainted with | tell positively about me |
| stand within danger | to open |
| confess the bond | respect the law |
| discharge the money | to change |
| crave the law | familiar with |
| to alter | liable to be punished |
| lay bare | accept the bond |
| commend me | give back the money |





(ii) **Fill in the blanks with the opposites of the italicized words :**

- a. The police should *commend* the honest citizen, anyone who fails to do his duty should be _____ .
- b. *Virtue* and _____ go together in life.
- c. Ramesh is an *upright* officer while Shyam is a _____ one.
- d. Don't *pause* during your speech ; _____ speaking.
- e. The enemy *seized* the fort but Shivaji soon got it _____ .
- f. Request *humbly*, don't order _____ .

(iii) **Match the words in column A with their meanings in column B :**

| A | B |
|------------|------------------|
| gratitude | to change |
| learned | to check |
| offence | to lessen |
| thoroughly | actions |
| monarch | placed on throne |
| dread | fear |
| enthroned | educated |
| deeds | crime |
| mitigate | completely |
| curb | thankfulness |
| alter | king |





C. Grammar Exercises

(i) Fill in the blanks with the correct forms of the words given in brackets :

- a. She _____ to rob his brother of all his property.
(contrive)
- b. I _____ the tent with a big bamboo stick. (prop)
- c. One should be _____ with what one has. (content)
- d. The sentence was _____ in the court. (pronounce)
- e. The child _____ asked me to help him out of the difficulty.
(humble)
- f. _____ someone at the cost of your self respect is useless. (gratify)
- g. He _____ adieu to his friends. (bid)

(ii) Correct the following sentences.

1. This is an useful article
2. He has no informations.
3. What foolish I have been !
4. I will be binding to pay it.
5. The football match ended to a draw.
6. The class has less boys today.
7. She has bought new furnitures.
8. I cannot give you some money.

(iii) Punctuate the following sentences :

- (a) nonsense said the father don't people die even after swallowing all kinds of drugs.
- (b) if costly medicines could save life how is it that kings and emperors are not immortal said the monk.



**(iv) Rewrite the following sentences in Passive Voice :**

- i. I know him very well.
- ii. This glass contains milk.
- iii. Whom do you want to see ?
- iv. What wrong have I done to you ?
- v. Inform the police.
- vi. Don't walk on grass.
- vii. You have forgotten your property.
- viii. He will punish her for being late.

D. Pronunciation Practice

Try to perceive the vowel sounds in the following sets of words and say them aloud :

| A | B | C |
|---------------|--------------|--------------|
| end – and | test – taste | fast – first |
| lend – land | fell – fail | far – fur |
| mess – mass | men – main | hard – heard |
| merry – marry | sent – saint | heart – hurt |
| said – sad | hell – hail | bath – birth |

E. Creative Writing and Extended Reading

1. Write a paragraph on :

Virtues of mercy

or

Never a Borrower or a Lender Be

or

Value of Tolerance and Compassion





2. Read the following plays of William Shakespeare and write in 10-15 lines the message you find in each :
 - i. The Merchant of Venice
 - ii. The Tempest
3. Do you think Shylock was treated rightly in the court ? Justify your answer. Discuss the issue with some of your class-fellows.
4. Visit a local court. Describe in your own words some court scene you witness.
5. Describe an interesting incident in which an elder one sorted out a difficult case of misunderstanding or a genuine quarrel between you and a friend.

Just a little fun :

There was a young lady of Niger,
Who smiled as she rode on a tiger.
They returned from the ride
With the lady inside –
And the smile on the face of the tiger !





(vi) Razia, the Tigress

[The present poem sketches before the reader a world of fast depleting natural resources which is threatening the wildlife around us. Razia, the tigress, is worried for her partner and two cubs who, like many other tiger cubs, are in danger of being poached and killed. The poem also shows how man has usurped all land and how he has plundered his natural resources. This has threatened both the wildlife as well as human life and environment.]

The tigress Razia lives alone.
Her two cubs haven't yet been named.
Sheru barely played with them
And now he's gone, O what a shame !

Sheru was an expert on winds,
Knew how they traversed dale and hill,
And where they put up for the night
When no leaf stirred and all was still.

He knew his winds, their traffic lanes !
He knew the deer would smell him out,
If they were down-wind.
So he would belly-crawl and crouch

And take a long circular route,
Hiding behind bush and shrub
Once he knew his scent won't carry,
In a flash he would erupt.





(Deer hadn't sniffed that thick and musty
Smell of his which people dubbed
As tiger-scent.) He got the stag,
His claw fell like a giant club

On neck and antler-both were crushed
Now Sheru's gone. Not any more
Do people fear his dreaded spoor,
Pug-marked on the forest floor.

Grief and fear start competing
In Razia's heart. With Sheru gone,
Will the hyenas hound her cubs ?
Can she leave the little ones alone,

When she goes hunting flesh and bone ?
The tigress Razia lives in fear.
A greater dread, when will again
The poachers with their guns appear ?

Keki N Daruwalla

[Keki N Daruwalla is a great contemporary Indian poet. He was born in Lahore in 1937 and was educated at Government College, Ludhiana. He currently lives in New Delhi. He is the winner of the Sahitya Akademi and Commonwealth Poetry Awards. He is praised for his bitter, satiric tone, which is rather exceptional in Indian poetry in English.]





Glossary :

| | |
|------------------|-------------------|
| <i>traversed</i> | – travelled |
| <i>dale</i> | – valley |
| <i>stirred</i> | – moved |
| <i>shrub</i> | – small, low tree |
| <i>erupt</i> | – jump, come up |
| <i>dubbed</i> | – described |
| <i>dreaded</i> | – feared |
| <i>spoor</i> | – animal scent. |
| <i>poachers</i> | – animal hunters |

Enjoying the Poem :

1. Rewrite the poem 'Razia, The Tigress' in prose, with one sentence for each stanza.
2. Write a summary of the poem 'Razia, The Tigress'.
3. What is the theme of the poem 'Razia, The Tigress' ?
4. Why does Razia, The Tigress live alone ?
5. What was Sheru's expertise ?
6. What happened to Sheru ?
7. What are Razia's fears ?
8. What kind of a creature was Sheru –
 - (a) coward
 - (b) shrewd hunter
 - (c) lazy
 - (d) timid
9. Rhyming words are those words which end in similar sounds. Some rhyming words are 'branch – avalanche', 'prayer – air', 'hound – found'. Write two pairs of rhyming words each from the last two stanzas of the poem.





11 The Grief

[Anton Pavlovich Chekhov (1860-1904) is the Russian dramatist and short-story writer. He is one of the foremost figures in Russian literature. Born on January 29, 1860, in Ukraine, Chekhov was educated in medicine at Moscow University. He rarely practised medicine because of his success as a writer. His stories have a universal appeal and transcend all boundaries of time and space. He wrote about the common man. In this story, he portrays the story of the life of a poor cab driver whose only son dies. The unhappy and broken father is too upset to contain himself. In spite of several attempts, he fails to find a patient listener to his tale of woe. Finally, he relates his story to his horse and thus finds his catharsis]

It is twilight. A thick wet snow is slowly twirling around the newly lighted street lamps, and lying in soft thin layers on roofs, on horses' backs, on people's shoulders and hats. The cabdriver Iona Potapov is quite white, and looks like a phantom. He is bent double as far as a human body can bend double. He is seated on his box ; he never makes a move. If a whole snowdrift fell on him, it seems as if he would not find it necessary to shake it off. His little horse is also quite white, and remains motionless. It is, no doubt, plunged in deep thought.

Iona and his little horse have not moved from their place for a long while. They left their yard before dinner and up to now, not a fare. The evening mist is descending over the town, the white lights of the lamps replacing brighter rays, and the hubbub of the street getting louder. 'Cabby for Viborg way !' suddenly hears Iona. 'Cabby !'

Iona jumps, and through his snow-covered eyelashes sees an officer in a greatcoat, with his hood over his head.





‘Viborg way !’ the officer repeats. ‘Are you asleep, eh ? Viborg way !’

With a nod of assent Iona picks up the reins, in consequence of which layers of snow slip off the horse’s back and neck. The officer seats himself in the sleigh, the cabdriver smacks his lips to encourage his horse, stretches out his neck like a swan, sits up, and more from habit than necessity, brandishes his whip. The little horse also stretches its neck, bends its wooden-looking legs, and makes a move undecidedly.

‘What are you doing, eh !’ is the exclamation Iona hears from the dark mass moving to and fro, as soon as they have started.

‘Where the devil are you going ? To the r-r-right !’

‘You do not know how to drive. Keep to the right !’ calls the officer angrily.

A coachman from a private carriage swears at him ; a passerby, who has run across the road and rubbed his shoulder against the horse’s nose, looks at him furiously as he sweeps the snow from his sleeve. Iona shifts about on his seat as if he were on needles, moves his elbows as if he were trying to keep his equilibrium. He gapes about like someone suffocating, who does not understand why and wherefore he is there.

‘What scoundrels they all are !’ jokes the officer ; ‘one would think they had all entered into an agreement to jostle you or fall under your horse.’

Iona looks round at the officer, and moves his lips. He evidently wants to say something, but the only sound that issues is a snuffle.

‘What ?’ asks the officer.

Iona twists his mouth into a smile, and with an effort says hoarsely :

‘My son, Barin, died this week.’





‘Hm ! what did he die of ?’

Iona turns with his whole body towards his face and says:

‘And who knows ! They say high fever. He was three days in the hospital and then died God’s will be done.’

‘Turn round ! The devil !’ sounds somebody from the darkness. ‘Have you popped off old doggie, eh ? Use your eyes!’

‘Go on, go on,’ says the officer, ‘otherwise we shall not get there by tomorrow. Hurry up a bit !’

The cabdriver again stretches his neck, sits up and, with a bad grace, brandishes his whip. Several times again he turns to look at his face, but the latter has closed his eyes, and apparently is not disposed to listen. Having deposited the officer in the Viborg, he stops by the tavern, doubles himself up on his seat, and again remains motionless, while the snow once more begins to cover him and his horse. An hour, and another Then, along the footpath, with a squeak of galoshes, and quarrelling, come three young men, two of them tall and lanky, the third one short and humpbacked.

‘Cabby, to the Police Bridge !’ in a cracked voice calls the humpback. ‘The three of us for two griveniks.’

Iona picks up his reins, and smacks his lips. Two griveniks is not a fair price, but he does not mind whether it is a rouble or five kopeks-to him it is all the same now, so long as they are fares. The young men, jostling each other and using bad language, approach the sleigh, and all three at once try to get into the seat ; then begins a discussion as to which two shall sit and who shall be the one to stand. After wrangling, abusing each other, and much petulance, it is at last decided that the humpback shall stand, as he is the smallest.

‘Now then, hurry up !’ says the humpback in a twanging voice, as he takes his place and breathes in Iona’s neck. ‘Old





furry ! Here, mate, what a cap you have ! There is not a worse one to be found in all Petersburg !'

'He-he He-he,' giggles Iona. Such a ...'

'Now you, "such a," hurry up, are you going the whole way at this pace ? Are you ? do you want it in the neck ?'

'Are you going to get on or not, you old pest ? Is that the way to drive ? Use the whip a bit ! Go on, devil, go on, give it to him well !' says the lanky one a little later.

Iona feels at his back the little man wriggling, and the tremble in his voice. He listens to the insults hurled at him, sees the people, and little by little the feeling of loneliness leaves him. The humpback goes on swearing until he gets mixed up in some elaborate six-foot oath, or chokes with coughing. Iona looks round at them several times ; he waits for a temporary silence, then, turning round again, he murmurs :

'My son died this week.'

'We must all die,' sighs the humpback, wiping his lips after an attack of coughing. 'Now, hurry up, hurry up ! Gentlemen, I really cannot go any farther like this ! When will he get us there ?'

'Well, just you stimulate him a little in the neck !'

'You old pest, do you hear, I'll bone your neck for you. If one treated the like of you with ceremony one would have to go on foot ! Do you hear, old serpent Gorinytch ! Or do you not care a spit ?'

Iona hears rather than feels the blow they deal him.

'Hi, hi,' he laughs. 'They are gay young gentlemen. God bless 'em !'

'Cabby, are you married ?' asks a lanky one.

'I ? Hi, hi, gay young gentlemen, ! Now I have only a wife and the moist ground He, ho ho that is to say, the grave. My son has died, and I am alive A wonderful thing,





death mistook the door ... instead of coming to me, it went to my son '

Iona turns round to tell them how his son died but at this moment, the humpback, giving a little sigh, announces. 'Thank God, we have at last reached our destination.' Iona watches them disappear through the dark entrance. Once more he is alone, and again surrounded by silence His grief, which had abated for a short while, returns and rends his heart with greater force. With an anxious and hurried look, he searches among the crowds passing on either side of the street to find whether there may be just one person who will listen to him. But the crowds hurry by without noticing him or his trouble. Yet it is such an immense, illimitable grief. Should his heart break and the grief pour out, it would flow over the whole earth so it seems, and yet no one sees it. It has managed to conceal itself in such an insignificant shell that no one can see it even by day and with a light.

Iona sees a hall porter with some sacking, and decides to talk to him.

'Friend, what sort of time is it ?' he asks.

'Past nine. What are you standing here for. Move on.'

Iona moves on a few steps, doubles himself up, and abandons himself to his grief. He sees it is useless to turn to people for help. In less than five minutes he straightens himself, holds up his head as if he felt some sharp pain, and gives a tug at the reins, he can bear it no longer. 'The stables,' he thinks, and the little horse, as if it understood, starts off at a trot.

About an hour and a half later Iona is seated by a large dirty stove. Around the stove, on the floor, on the benches, people are snoring ; the air is thick and suffocatingly hot. Iona looks at the sleepers, scratches himself, and regrets having returned so early.

'I have not even earned my fodder,' he thinks. 'That's





what's my trouble. A man who knows his job, who has had enough to eat and his horse too, can always sleep peacefully.'

A young cabdriver in one of the corners half gets up, grunts sleepily, and stretches towards a bucket of water.

'Do you want a drink ?' Iona asks him.

'Don't I want a drink !'

'That's so ? Your good health. But listen, mate – you know, my son is dead ... Did you hear ? This week, in the hospital It's a long story.'

Iona looks to see what effect his words have, but sees none – the young man has hidden his face and is fast asleep again. The old man sighs, and scratches his head. Just as much as the young one wants to drink, the old man wants to talk. It will soon be a week since his son died, and he has not been able to speak about it properly to anyone. One must tell it slowly and carefully ; how his son fell ill, how he suffered, what he said before he died, how he died. One must describe every detail of the funeral, and the journey to the hospital to fetch the dead son's clothes. His daughter Anissia has remained in the village – one must talk about her too. Is it nothing he has to tell ? Surely the listener would gasp and sigh, and sympathize with him ? It is better, too, to talk to women ; although they are simple, two words are enough to make them sob.

'I'll go and look after my horse,' thinks Iona ; 'there's always time to sleep. No fear of that.'

He puts on his coat, and goes to the stable to his horse ; he thinks of the corn, the hay, the weather. When he is alone, he dares not think of his son ; he can speak about him to anyone, but to think of him, and picture him to himself, is unbearably painful.

'Are you tucking in ?' Iona asks his horse, looking at its bright eyes ; 'go on, tuck in, though we've not earned our corn,





we can eat hay. Yes I am too old to drive – my son could have, not I. He was a first-rate cabdriver. If only he had lived !’

Iona is silent for a moment, then continues :

‘That’s how it is my old horse. There’s no more Kuzmalonitch. He has left us to live, and he went off pop. Now let’s say, you had a foal, you were the foal’s mother, and suddenly, let’s say, that foal went and left you to live after him. It would be sad wouldn’t it ?’

The little horse munches, listens, and breathes over its master’s hand...

Iona’s feelings are too much for him, and he tells the little horse the whole story.

(Anton Pavlovich Chekhov 1860-1904)

Glossary :

twilight (n) : the time just before it becomes totally dark in the evening

I saw a dark figure in the *twilight*.

cab (n) : a vehicle pulled by a horse, used for a ‘taxi’ too.

John’s father is an expert *cab* driver.

phantom (n) : a ghost, a spirit of a dead person.

Over the years many *phantoms* have been seen in that enchanted castle.

nod of assent (n) : bowing of the head as a sign of agreement.

He gave a *nod of assent* and signed the papers happily.

brandish (v) : to wave about or display before using.

He *brandish* a sword at me ; so I ran out of the room.

scoundrel (n) : a wicked or evil person.

His company should be avoided at all costs ; he is a *scoundrel*.





snuffle (v) : to make noises with nose

The dog was snuffling around in the garden.

galoshes (n) : waterproof shoes (usually made of rubber),
worn over ordinary shoes

Are your new *galoshes* very expensive ?

griveniks (n) : 20 kopecks (a Russian coin)

He owes me ten *griveniks*.

sleigh (n) : sledge, a vehicle designed for travelling on snow
and drawn by a horse.

The children enjoyed the *sleigh* ride very much.

jostle (v) : to push roughly against

The naughty boys *jostled* against her.

wrangling (n) : arguing angrily

I could not follow his *wrangling* voice.

giggle (v) : to laugh nervously or foolishly

Though the matter was serious yet the children were
giggling.

lanky (adj) : lean and tall

A *lanky* beggar was sitting near the temple.

indignantly (adj) : in an angry & surprising manner

“I am not asking for the money”, he retorted *indignantly*.

wriggling (v) : having a twisting or snakelike or wormlike motion.

The snake made a *wriggling* movement and disappeared.

rend (v) : tear or pull violently

The plastic cover was *rent* apart.

trot (v) : a speed faster than a walk but slower than a gallop

She *trotted* her horse round the campus.





LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions in 10-12 words:

1. Why does the cab driver Iona Potapov look quite white ?
2. Who is the first passenger and where does he want to go?
3. Is Iona Potapov driving the cab properly ?
4. Who has died in the story 'The Grief' ?
5. Why does Iona Potapov want to talk about it ?
6. Who are the next passengers ?
7. Do the three young men going to the Police Bridge listen to what Iona wants to say ?
8. How do his young clients treat Iona ?
9. 'Now I have only a wife and the moist ground.' What does 'moist ground' refer to ?
10. Is Iona able to tell the passengers how his son died ?

(ii) Answer the following questions in your own words in about 30-50 words each :

1. Why is Iona Potapov yearning to talk about his son's death?
2. Why don't people listen to Iona Potapov ?
3. Write a note on the character of Iona Potapov.
4. What is the theme of the story ?

(iii) Tick (✓) the correct statement :

1. Potapov looked like a phantom because he was
 - (a) very old
 - (b) very sad
 - (c) covered with snow and did not move





2. Iona wanted to talk to the passengers because
 - (a) he wanted to pass his time
 - (b) he was very talkative
 - (c) he wanted to share his grief
3. People did not listen to him because
 - (a) they didn't want to talk to a cab driver.
 - (b) they were busy with their own thoughts and did not bother about others.
 - (c) they were hard of hearing and could not properly understand Iona.

B. Vocabulary Exercises

- (i) Match the words in column A with their meanings in column B

| A | B |
|-------------|---------------|
| twilight | angrily |
| twirling | snake |
| phantom | tall and thin |
| descending | apparently |
| assent | thrown at |
| furiously | ghost |
| equilibrium | coming down |
| evidently | agreement |
| hurled | balance |
| serpent | evening |
| lanky | turning round |





(ii) Fill in the blanks with noun forms of the following words:

| | | |
|---------|--------|-----------|
| move | seated | plunged |
| exclaim | angry | stretches |

1. The _____ of the dancer were very agile.
2. It was a long _____ and the walk had tired us.
3. _____ is the cause of high blood pressure.
4. Mihir Sen was ready for the _____ into the water.
5. Why don't you have the corner _____ ?
6. I don't like your _____ , you frighten me.

(iii) Match the words in column A with their antonyms (opposites) given in column B :

| A | B |
|------------|-----------|
| assent | calmly |
| phantom | simple |
| descending | dry |
| bright | real |
| furiously | praise |
| elaborate | noise |
| silence | ascending |
| moist | dull |
| condemn | dissent |





C. Grammar Exercises

(i) Change the following sentences from Direct to Indirect speech :

1. I say to you, "You have failed in your mission."
2. The teacher said to us, "Always speak the truth."
3. The officer said to the peon, "Why have you come late today?"
4. Seema said to me, "What were you doing out there last night?"
5. The teacher said to the students, "Have you done your work?"
6. The preacher said, "Always speak the truth and do good to others."
7. My brother said to me, "Do you have any money?"
8. I said to him, "I shall always help you whenever you need me."
9. "You do not know how to drive. Keep to the right," said the officer angrily.
10. "Are you asleep, eh?" asked the passenger.

(ii) Join the following sets of sentences to make a simple sentence each :

1. I came home early. I wanted to meet a friend.
2. She made a loud cry. She wanted to attract attention.
3. My son plays with bad boys. I don't like it.
4. The batsman lifted the bat. He wanted to hit the ball.
5. He fell down. He caught the ball.
6. The elephant trumpeted loudly. It didn't like the behaviour of the crowd.





7. I go to college. I study there.
8. My father plays hockey. He loves it.
9. Do you like this ? I go to pictures too often.
10. I am fond of it. I take coffee frequently.

(iii) Correct the following sentences :

1. The sceneries of Kashmir is charming.
2. He has written many poetries.
3. The furnitures in my office are imported.
4. There are not much boys in the class today.
5. Please lay down.
6. She is not angry at you.
7. She was standing on the middle of the road.
8. I don't like him talking to you like this.
9. Why you did not act on time ?
10. Walk fast lest you will miss the train.

D. Pronunciation Practice

Try to perceive the vowel sounds in the following sets of words and say them aloud :

| A | B | C |
|---------------|--------------|--------------|
| last – lost | sop – soap | tile – toil |
| part – pot | hop – hope | line – loin |
| sharp – shop | rob – robe | buy – boy |
| calf – cough | cost – coast | vice – voice |
| large – lodge | rod – road | tie – toy |





E. Creative Writing and Extended Reading

1. Find out the poem 'Home They Brought Her Warrior Dead' on the internet. Read it and bring out the tragedy contained in it.
2. Read the story "God Sees the Truth but Waits" by Leo Tolstoy. Write a few lines on the character of the unfortunate merchant in the story.
3. Write a small paragraph on : The Importance of Sympathy in Life.
4. Every human being needs to share his joys or sorrows with others. Why ? Discuss.
5. Imagine that you are living all alone in a tent on a hill where all your material needs are being supplied to you. How would you take such a life ? Say in 10-12 lines.

Just a little fun :

You beat you pate, and fancy wit will come ;
Knock as you please, there's nobody at home !





12 Fathers and Sons

[There is something universal about the message in the lesson. All the fathers of this world not only think but are sure that their sons are fools. In the same way, all the sons are sick of the absurdity of their fathers. Here the sons, although proven fools, claim their mental superiority over their fathers. Alexander Pope, a great poet of the 18th century, has rightly said so in a famous couplet :

*“They call their fathers fools, so wise they grow.
Their wiser sons no doubt, will think them so.”]*

‘Come in, Harry’ said Peter Everton kindly at the front door.

He took his old friend into the sitting-room, and they sat down in front of the fire. Their wives were in London, and the two men liked a talk when they had the time. Their sons were running about outside the windows.

Everton sat down, but he looked through the window first.

‘My son George has nothing in his head,’ he said sadly. ‘George can’t think at all. Every other boy in the town has a better head than George. Poor boy ! What kind of life is he going to have ? I wanted him to be a doctor, but he’ll never be a doctor. Doctors have to think.’ He laughed sadly.

‘Oh, he can’t be as bad as my boy Vernon,’ said Harry Glossop. ‘Vernon has never been a thinker and he never will be one. It’s very sad. He’ll never be rich. He’ll be poor all his life.’

‘Your Vernon must be a lot better than my George,’ said Everton. He did not know much about Vernon, but he knew his own son well. ‘No one can be as bad as George. His head’s made of wood. Let me show you.’





He opened the window and asked George to come in.

The boy soon ran into the room. His face was red and he looked happy.

‘George,’ said his father, ‘what did you say yesterday about a car ? Do you want a new car ?’

‘Oh, yes please, Father. A big car, please. A car for myself.’

‘But you’re too young to own a car.’

‘Oh, that doesn’t matter,’ said George.

‘But the laws of England don’t let small boys own cars.’

‘Oh, I don’t care about the laws,’ said George. ‘So can I have a big car, please ? A red one ?’

Everton took out a twenty pound note and gave it to his son. ‘Here’s a pound,’ he said. ‘I was in the town this morning, and I saw some big new cars in a flower shop in Hudson street. Do you know Hudson Street ?’

‘Oh yes, Father.’

‘Right ! Take this note and go to the flower shop. You’ll see a lot of cars there. Buy the car that you like best.’

The boy thanked his father, took the twenty pound note and ran happily out of the room. The two men could see him through the window. The boy ran into the road and turned along it with twenty-pound note in his hand.

‘You see ?’ said Everton, looking at his friend. ‘George wants to buy car for twenty pounds, and he’s going to a flower shop to buy it. What has he got in his head ?’

‘Oh,’ said Harry. ‘My Vernon’s just the same. I’ll show you.’

He called his son into the room.

‘Vernon, my boy,’ said Harry Glossop kindly, ‘do you remember Rope Street ?’





‘In the town, Father ? Oh yes. You work there, don’t you?’

‘That’s right. I want you to go there at once. Your mother wants me to go home. She has just telephoned. Our house is on fire. It isn’t very late yet and I may still be at work in Rope Street. So go and look there.

‘If I’m still there, please tell me to go home at once. Be as quick as you can !’

The boy went out and ran along the road after his friend George. Glossop looked at Everton sadly.

‘What do you think of that ?’ he asked.

‘Yes,’ said Everton. ‘That was bad, wasn’t it ? He didn’t think very quickly then, did he ?’

‘He didn’t think at all. He never thinks. He can’t think. He’ll run all the way to Rope Street, but he’ll not find me there. So he’ll run all the way back here to tell me the great news.’

The two boys were walking along the road and talking.

‘My father can’t think very well,’ said George. ‘He gave me a twenty-pound note to buy a car at a flower shop. But it’s a long way to the flower shop and he gave me nothing to pay for a taxi. I must keep this money to pay for the car, so I’ll have to walk all the way there. Then, after I buy the car, I’ll have to walk all the way back. Why couldn’t he give me some more money ?’

‘You’re right,’ said Vernon, walking by his side. ‘Men can’t think. They don’t even try. My father’s just as bad as yours. He told me to go to Rope Street to find him. Mother wants him to go home. Our house is on fire. But it’ll take me nearly an hour to walk to Rope Street, and there was a telephone on the table near his chair. He knew about it, too, because Mother telephoned to him about the fire. He said so. Why didn’t he telephone to Rope Street and tell himself to go home ? He could do that very quickly. But





now he'll have to wait for an hour or more before I tell him about the house. So the fire will burn the house to the ground. It makes me very angry. Men can't think, can they ?'

Glossary :

a better head : a better brain

He would have been successful, had he been born with *a better head* !

doesn't matter : is of no consequence or importance

It *does not matter* whether one is a Muslim or a Christian so long as he is blessed with a real human heart.

too young to own a car : so young that he/she should not have a car

He is too young to own a car.

LANGUAGE EXERCISES

A. Comprehension Questions

(i) Answer the following questions :

1. What were the two men talking about ?
2. Why couldn't George be a doctor ?
3. What did Harry say about Vernon ?
4. What did George want to own ? How much money did he get for it ?
5. Where was George sent by his father ?
6. Where did Harry ask Vernon to go ?
7. What did George think about his father ?
8. What did Vernon say about his father ?
9. What did both the fathers conclude at last ?
10. What did both the sons conclude at last ?





(ii) Tick The Right Answer :

1. Peter said George could not
 - (b) walk
 - (c) think
 - (d) study
 - (e) play
2. George could not own a car because
 - (a) his father did not have enough money.
 - (b) laws of England didn't allow small boys to own cars.
 - (c) he didn't know how to drive.
 - (d) there were no cars available.
3. Vernon was sent by his father to
 - (a) call the police.
 - (b) to call his father.
 - (c) to the flower shop.
 - (d) to call his mother.
4. George was angry with his father because
 - (a) he didn't give him money to pay for the taxi.
 - (b) he asked him to go to a flower shop.
 - (c) he couldn't buy a big car.
 - (d) he couldn't think.
5. Vernon was angry with his father because
 - (a) he didn't give him money.
 - (b) he sent him with George.
 - (c) he didn't use the telephone.
 - (d) he sent him to his mother.





B. Vocabulary Exercises

(i) In each of the following sentences there is one word spelt incorrectly. Pick out the word and write the spelling correctly :

1. In the first instence, notify the police and then contact your insurance company.
2. The child could not resist the tamptation.
3. Their sons were runing outside the windows.
4. Father couldn't do that very qickly.
5. Their quarrel ended after I intervined.
6. The paintings were sold for absurdely high prices.
7. If we work hard, nothing is imppossible.
8. The workers were on an indefinate strike.
9. George was a foriegner in India.
10. He made elaborate arangements for his daughter's marriage.

(iii) a. Fill in the blanks with the words given

| | | | |
|-----------|---------|----------|-----------|
| believing | wayside | pace | nap |
| goal | steady | boasting | challenge |
| accept | beaten | route | darted |

The hare was once _____ of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I _____ anyone here to run a race with me."

The tortoise said quietly, "I _____ your challenge."





“That is a good joke,” said the hare ; “I could dance around you all the way.”

“Keep your boasting till you’ve _____ me,” answered the tortoise. “Shall we start the race ?”

So a _____ was fixed and a start was made. The hare _____ almost out of sight at once, but soon stopped and _____ that the tortoise could never catch him, lay down by the _____ to have a nap. The tortoise never for a moment stopped, but went on with a slow but steady _____ straight to the end of the course.

When the hare woke up from his _____, he saw the tortoise just near the winning-post. The hare ran as fast as he could, but it was too late. He saw the tortoise had reached the _____. Then said the tortoise :

“Slow and _____ wins the race.”

b. Fill in the blanks with the words given :

| | | | |
|---------|--------|----------|---------|
| piece | caw | exchange | trust |
| bright | beak | glossy | greet |
| snapped | walked | | surpass |

A fox once saw a crow fly off with a piece of cheese in its _____ and settle on a branch of a tree. “That’s for me, as I am a fox,” said Master Reynad, and he _____ up to the foot of the tree. “Good-day, Mistress Crow,” he cried. “How well you are looking to-day : how _____ are your feathers ! How _____ is your eye ! I feel sure your voice must _____ that of other birds, in melody and sweetness just as your figure does ; let me hear but one song from you that I may _____ you as the Queen of Birds.” The crow lifted up her head and began to _____, but the moment





she opened her mouth the _____ of cheese fell to the ground, only to be _____ up by Master Fox. "That will do," said he. "That was all I wanted. In _____ for your cheese I will give you a piece of advice for the future : "Do not _____ flatterers."

C. Grammar Exercises

(i) Look at the following sentences :

"That was bad, *wasn't it* ?

"He didn't think very quickly then, *did he* ?"

These are question tags. Look at the way they are added to the *negative* as well as the *affirmative* statement.

Now add question tags to the following statements :

- (a) You aren't afraid of snakes.
- (b) This isn't yours.
- (c) Mary doesn't confide in you.
- (d) This small child can read English.
- (e) She's got lovely green eyes.
- (f) Her father is proud of her.
- (g) We must hurry.
- (h) Jack hasn't got a house.

(ii) Rewrite the following using indirect speech :

- (a) "He didn't think at all. He never thinks. He can't think," said Harry about his son.
- (b) "Vernon, my boy," said Harry Glossop kindly, "do you remember Rope street ?
- (c) "I know the place well because I used to live here," said he.
- (d) "I'll do it tomorrow," he promised.





- (e) Jack said to Peter, "I will not lend you any money."
- (f) "You used to be a good football player," she reminded him. "Why don't you take it up again?"
- (g) "If the children do anything clever, you call them your sons," complained his wife. "But if they do anything stupid, you call them mine."

(iii) Fill in the blanks with the interrogative pronouns :

- (a) I asked _____ she was speaking.
- (b) Oh ! _____ you have done ?
- (c) _____ shirt is this ?
- (d) _____ book are you reading ?
- (e) _____ do you wish to see ?
- (f) _____ did she say at the party ?
- (g) _____ of the movies do you like the best ?
- (h) _____ is better, money or fame ?
- (i) _____ is our life worth ?

D. Pronunciation Practice

You must have noticed a vertical mark placed in some words in the dictionary. This vertical mark is placed in front of the syllable (part of the word) which is *accented*. This part of the word should be made more prominent by using an increased muscular effort.

Read the following words with proper accent as shown :

| | | | |
|---------|--------------|--------------|--------------|
| be`gin | engi`neer | pho`tography | ciga`rette |
| to`day | millio`naire | bi`ography | ther`mometer |
| a`bove | adres`see | exami`nation | hy`pocrisy |
| be`hind | pa`yee | chi`nese | elec`tricity |
| re'pent | de'mocracy | fa`miliar | `beautiful |





E. Creative Writing and Extended Reading

1. Read the one-act play 'The Mother's Day' by J.B. Priestly. What is the message conveyed in it ? Write down in 10 lines.
2. Write a paragraph on :
A Father's Duties towards His Children
Or
A Son's Duties towards His Father
3. Suppose you had a quarrel with your father. You are now genuinely sorry. Write a letter of apology to him.
4. Imagine that you committed a wrong and the guilt is hanging heavy on your head and heart. Write a confessional statement to your father, accepting everything and promising never to behave like that in future.

Just a little fun :

There was a young lady of Lynn,
Who was so uncommonly thin
That when she essayed
To drink lemonade,
She slipped through the straw and fell in.





(vii) Where the Mind is Without Fear

[This poem is an earnest prayer to God where the poet prays to God to bless his motherland with that awakening freedom which may drive away all fear, divisions among men, curbs on knowledge and truth. He wants that God may bless his countrymen with reason, desire for perfection and a freedom from dogma and inertia.]

Where the mind is without fear and the head is held high ;
Where knowledge is free ;
Where the world has not been broken up into frag-
ments by narrow domestic walls ;
Where words come out from the depth of truth ;
Where tireless striving stretches its arms towards perfection ;
Where the clear stream of reason
has not lost its way into the dreary desert sand of
dead habit ;
Where the mind is led forward by Thee
into ever-widening thought and action
Into that Heaven of freedom, my
Father, let my country awake.

RABINDRANATH TAGORE

[Rabindranath Tagore was born in 1861 in an aristocratic family of Bengal. Tagore had no formal education, yet he was a genius. In 1912, when he sailed to England, he translated some of his poems and plays for his English friends. The collection was published under the title of 'The Gitanjali'





with an introduction by Yeats and won Tagore the Nobel Prize in Literature. Tagore is the most versatile genius. He wrote poetry, drama, novel, short stories, essays and literary criticism. He was an actor, an educationist and a social reformer. He is revered by every Indian.]

Glossary :

| | |
|-------------------|------------------------|
| <i>fragments</i> | – parts |
| <i>tireless</i> | – having great energy |
| <i>striving</i> | – making great efforts |
| <i>perfection</i> | – completion |
| <i>dreary</i> | – dull |

Enjoying the Poem :

1. What is the central idea of the poem ?
2. Write a summary of the poem.
3. What is the meaning of the line ‘where knowledge is free’?
4. Why is the world broken by narrow domestic walls ? What can we do about it ?
5. What does the poet desire for his country ?
6. Read some other poems by R.N. Tagore. How do you find these ?





English Main Course Book

for

Class X

Written by : Dr. D.V. Jindal

Vetted by : Dr. (Mrs.) Pushpinder Syal

Edited by : Manoj Kumar (Retired) Subject Expert



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