

GOLDEN RAYS

CLASS X

ENGLISH BOOK-I



**BOARD OF SECONDARY EDUCATION
RAJASTHAN, AJMER**

Free distribution for all Govt. Schools



Publish

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TEXT BOOK DEVELOPMENT COMMITTEE

GOLDEN RAYS

CLASS-X

ENGLISH BOOK-I

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SYLLABUS DEVELOPMENT COMMITTEE

GOLDEN RAYS
CLASS-X
ENGLISH BOOK-I

Convener :

Dr S. K. Agrawal
Professor & Head, Department of English
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Bikaner

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Sagwara , Dungarpur | 4. Kewa Ram
Lecturer
Government Adersh Sr. S. School
Bagoba (Bhinmal), Jalore |

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Along with an insight into the social, cultural and historical benchmarks, factual information, project-based task and activity-based exercises have also been effectively dealt with in the prescribed books. The books will promote creativity, original thinking, contemplation and expression among the students. The modern techniques and teaching aids will make the learning more effective, interesting and result oriented.

I, therefore, on my behalf and on behalf of the Board of Secondary Education, Rajasthan extend my deep gratitude to the writers and Rajasthan State Text book Board for their kind co-operation in our endeavour to undertake the important work of text book writing and hope to get the same co-operation in future also.

Prof. B.L. Choudhary
Chairman
Board of Secondary Education, Rajasthan, Ajmer

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PREFACE

Knowledge of languages is always creditable. Apart from being indispensable medium of communication, languages play a vital role in laying foundations of physical and spiritual growth of a nation. Since English is used as a key language over a large part of the world, its influence on the worldly activities cannot be ignored. In the Indian context the need of proficiency in English language is earnestly felt because of the incessant wave of globalisation. The recent years have marked the establishment of many multinational companies in India, besides a spurt of native companies in pursuance of the motto 'Make in India'. These companies offer brilliant job opportunities to the Indian youth. But the operational system of these companies largely depends on the use of English language. The aspirants possessing a good knowledge of English succeed in getting jobs. Keeping this fact in mind, numerous coaching institutes have come up. For last few years, the number of the English medium schools in the State has gone up surprisingly. Consequently, the State Government has started making special efforts to enhance the skills of English language in the students of Hindi medium schools. As a matter of fact, the basic problem faced by the majority of students, particularly those of Hindi medium schools, and those living in rural areas, is that they are not fully aware of the basic components of English language. It has been observed that a proper attention is not paid to the study of glossary and vocabulary. Being so, the reading of the text does not appear pleasant and palatable to them and they develop a tendency to take this language as burden and boredom.

'**Golden Rays**' has been designed to provide authentic material to students through systematically prepared exercises and formulations of the rules of grammar in an easy way. Rigorous efforts have been made to make the students familiar with the fundamental particles of English language such as verbs, nouns, adjectives, adverbs and with the items of vocabulary like synonyms, antonyms, one word-substitutes and word-formation. These particles of language have been correlated with the texts to arouse the

interest of the students. The attention has been paid to update the students not only with the running curriculum, but also with the recent trends of testing exercises adopted in the competitive examinations conducted by RPSC, SSC, UPSC and Banking Institutes. Such exposure to the testing exercises will enable the students of the Hindi Medium schools to achieve success in competitive examinations. Ample exercises have been provided at the end so that the students may revise what they have learnt in the classrooms.

The themes selected for **Golden Rays** have been derived from varied disciplines including environment, science, history, civics, fiction, and fantasy with a view to blending delight with learning. The themes are aimed to inculcate among students a sense of devotion to the nation, protection of environment, preservation of social values and to attain emotional, intellectual and spiritual growth. The focus throughout the textbook has been on character building so as to prepare devoted individuals for the nation.

It is hoped that the combination of themes and formation of easily understandable patterns of exercise packed in the text book will be advantageous to both the students and the teachers.

Suggestions of the readers for further improvement are welcome.

Editors

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one	3.15 Hrs.	80	20	100

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Writing	14
Grammar	15
Text book : Golden Rays	23
Supp. book : Resolustion	10
Road Safety Education	04

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- (i) Two unseen passages of total 500 words with a variety of questions including 4 marks for vocabulary. Only prose passages will be used. One will be factual and the other will be literary. Passage 1 - 150 words (7 marks) - Four or five comprehension questions 07
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- Informal - personal, such as to family and friends.
- Formal - letters to the editor/letter of complaints, enquiries, requests, applications
- Email - formal letters to the Principal of the school or to the Editor of a Newspaper or a Magazine. 05
- (ii) Writing a short paragraph on a given outline / topic in about 60 words 04

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	* clause *gap-filling, *sentence-completion,	
	*sentence-reordering, *dialogue-completion	
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	3. Use of Active & Passive Voice	02
	4. Direct and Indirect Speech	04
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	These extracts would require effort on the part of the students to supply the responses. (One mark in each extract will be for vocabulary and remaining three marks will be for testing local and global comprehension.)	
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- (iii) One out of two short answer type questions based on factual aspects of the lessons to be answered in 20-25 words. **02**

Road Safety Education

04 Marks

- Poster Making, Carpooling, Comprehension Passage (Driver's Responsibility), Fill in Appropriate (General Exercise), Speed Writing (Drunk Driving).

Prescribed Text Books

1. **Golden Rays** - Published by Board of Secondary Education, Rajasthan, Ajmer
2. **Resolution** -Published by Board of Secondary Education, Rajasthan, Ajmer
3. **Road Safety Education-** Supplementry Material- Transport Deptt.

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1

THE BOOK THAT SAVED THE EARTH

Characters

HISTORIAN	Lieutenant Iota
GREAT AND MIGHTY THINK-TANK	Sergeant Oop
Apprentice Noodle	Offstage Voice
Captain Omega	

SCENE 1

READ AND FIND OUT

- Why was the twentieth century called the 'Era of the Book'?
- Who tried to invade the earth in the twenty-first century?

Time : The twenty fifth century

Place : The Museum of Ancient History: Department of the Twentieth Century on the Planet Earth

Before Rise : Spotlight shines on Historian, who is sitting at a table down right, on which is a movie projector. A sign on an easel beside her reads - Museum of Ancient History : Department of the Twentieth Century. She stands and bows to audience.

Historian : Good afternoon. Welcome to our Museum- of Ancient History, and to my department - **curiosities** of the good old, far-off twentieth century. The twentieth century was often called the Era of the Book. In those days, there were books about everything, from anteaters to **Zulus**. Books taught people how to, and when to, and where to, and why to. They illustrated, educated, punctuated, and even decorated. But the strangest thing a book ever did was to save the Earth. You haven't heard

(1)

about the Martian invasion of 2040? Tsk, tsk. What do they teach children nowadays? Well, you know, the invasion never really happened, because a single book stopped it. What was the book, you ask? A noble **encyclopedia**? A tome about rockets and missiles? A secret file from outer space? No, it was none of those. It was - but here, let me turn on the historiscope and show you what happened many centuries ago, in 2040. (She turns on projector, and points it left. Spotlight on Historian goes out, and comes up down left on Think-Tank, who is seated on a raised box, arms folded. He has a huge, egg-shaped henri, and he wears a long robe decorated with stars and circles. Apprentice Noodle stands beside him at an elaborate switchboard. A sign on an easel reads:

MARS SPACE CONTROL

GREAT AND MIGHTY THINK-TANK, COMMANDER-IN-CHIEF

Bows low before entering

Noodle: (bowing) O Great and Mighty Think-Tank, most powerful and intelligent creature in the whole universe, what are your orders?

Think-Tank: (**peevishly**) You left out part of my salutation, **Apprentice** Noodle. Go over the whole thing again.

Noodle: It shall be done, sir. (in a singsong) O Great and Mighty Think-Tank, Ruler of Mars and her two moons, most powerful and intelligent creature in the whole universe - (out of breath) what-are-your-orders?

Think-Tank: That's better, Noodle. I wish to be placed in communication with our manned space probe to the **ridiculous** little planet we are going to put under our generous rulership. What do they call it, again?

Noodle : Earth, your Intelligence.

Think-Tank : Earth - of course. You see how **insignificant** the place is? But first, something important. My mirror. I wish to consult my mirror.

Noodle: It shall be done, sir. (He hands Think-Tank a mirror.)

Think-Tank : Mirror, mirror, in my hand. Who is the most fan..astically intellectually gifted being in the land?

Offstage Voice : (after a pause) You, sir.

Think Tank : (smacking mirror) Quicker. Answer quicker next time. I hate a slow mirror. (He admires himself in the mirror.) Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and some day you'll have a balloon brain just like mine.

Noodle : Oh, I hope so, Mighty Think-Tank. I hope so.

Think Tank : Now, contact the space probe. I want to invade that primitive ball of mud called Earth before lunch.

Noodle : It shall be done, sir. (He adjusts levers on switchboard. Electronic buzzes and beeps are heard as the curtains open.)

SCENE 2

Read and Find Out

What guesses are made by Think-Tank about the books found on earth?

Time : A few seconds later

Place : Mars Space Control and the Centerville Public Library

At Rise: Captain Omega stands at centre, opening and closing card catalogue drawers in a confused fashion. Lieutenant Iota is up left, counting books in a bookcase. Sergeant Oop is at right, opening and closing a book, turning it upside down, shaking it and then riffling the pages and shaking his head.

(3)

Noodle: (adjusting knobs) I have a close sighting of the space crew, sir.

(Think-Tank puts on a pair of enormous goggles and turns towards the stage to watch.) They seem to have entered some sort of Earth structure.

Think-Tank: Excellent. Make voice contact.

Noodle: (speaking into a microphone) Mars Space Control calling the crew of Probe One. Mars Space Control calling the crew of Probe One. Come in, Captain Omega, and give us your location.

Omega: (speaking into a disk which is on a chain around her neck) Captain Omega to Mars Space Control. Lieutenant Iota, Sergeant Oop, and I have arrived on Earth without incident. We have taken shelter in this (indicates room) - this square place. Have you any idea where we are, Lieutenant Iota?

Iota: I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn. What do you think, Sergeant Oop?

Oop: I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a **haberdashery!**

Omega: (bowing low) Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter.

Think-Tank: Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.

:(to Iota and Oop) He says we're in a refreshment stand.

(4)

- : Well, the Earthlings certainly have a strange diet.
- Think-Tank : That item in your hand is called a sandwich.
- Omega : (nodding) A sandwich.
- Iota : (nodding) A sandwich.
- Oop : (taking book from his hand) A sandwich?
- Think-Tank : Sandwiches are the main staple of Earth diet. Look at it closely. (Omega squints at book.) There are two slices of what is called bread, and between them is some sort of filling.
- Omega : That is correct, sir.
- Think-Tank : To confirm my opinion, I order you to eat it.
- Omega : (gulping) -Eat it?
- Think-Tank : Do you doubt the Mighty Think-Tank?
- Omega : Oh, no, no. But poor Lieutenant Iota has not had her breakfast. Lieutenant Iota, I order you to eat this - this sandwich.
- Iota : (dubiously) Eat it? Oh, Captain! It's a very great honour to be the first Martian to eat a sandwich, I'm sure, but - but how can I be so impolite as to eat before my Sergeant? (handing Oop the book and saying brightly) Sergeant Oop, I order you to eat the sandwich immediately.
- Oop : (making a face) Who, Lieutenant? Me, Lieutenant?
- Iota and Omega : (saluting) For the glory of Mars, Oop!
- Oop : Yes, of course! (unhappily) Immediately. (He opens his mouth wide. Omega and Iota watch him breathlessly. He bites down on a corner of the book, and pantomimes chewing and swallowing, while making terrible faces.)
- Omega : Well, Oop?
- Iota : Well, Oop? (Oop coughs. Omega and Iota pound him on the back)
- Think-Tank : Was it not delicious, Sergeant Oop?

- Oop : (saluting) That is correct, sir. It was not delicious. I don't know how the Earthlings can get those sandwiches down without water. They're dry as Martian dust.
- Noodle: Sir, sir. Great and Mighty Think-Tank. I beg your pardon, but an insignificant bit of data floated into my mind about those sandwiches.
- ThinkTank: It can't be worth much, but go ahead. Give us you **trifling** bit of data.
- Noodle: Well, sir, I have seen surveyor films of those sandwiches. I noticed that the Earthlings did not eat them. They used them as some sort of communication device.
- Think-Tank: (haughtily) Naturally. That was my next point. These are actually communication sandwiches. Think-Tank is never wrong. Who is never wrong?
(saluting) Great and Mighty Think-Tank is never wrong.
- Think-Tank: Therefore, I order you to listen to them.
- Omega : Listen to them?
- Iota and Oop : (to each other, puzzled) Listen to them?
- Think-Tank: Do you have marbles in your ears? I said, listen to them.
(Martians bow very low.)
- Omega : It shall be done, sir. (They each take two books from the case and hold them to their ears, listening intently.)
- Iota : (whispering to Omega) Do you hear anything?
- Iota : (whispering back) Nothing. Do you hear anything, Oop?
- Oop : (loudly) Not a thing! (Omega and Iota jump in fright.)
- Omega & Iota : Sh-h-h! (They listen intently again.)
- Think-Tank: Well? Well? Report to me. What do you hear?
- Omega : Nothing, sir. Perhaps we are not on the correct frequency.
- Iota : Nothing, sir. Perhaps the Earthlings have sharper ears than

we do.

Oop : I don't hear a thing. Maybe these sandwiches don't make sounds.

Think-Tank: What? Does somebody suggest the Mighty Think-Tank has made a mistake?

Omega : Oh, no, sir no, sir. We'll keep listening.

Noodle: Please excuse me, your Brilliance, but a cloudy piece of information is twirling around in my head.

Think-Tank : Well, twirl it out, 'Noodle, and I will clarify it for you.

Noodle: I seem to recall that the Earthlings did not listen to the sandwiches; they opened them and watched them.

Think-Tank: Yes, that is quite correct, I will clarify that for you, Captain Omega. Those sandwiches are not for ear communication, they are for eye communication. Now, Captain Omega, take that large, colourful sandwich over there. It appears to be important. Tell me what you observe.

(Omega picks up a very large volume of Mother Goose, holding it so that the audience can see the title. Iota looks over her left shoulder, and Oop peers over her right shoulder.)

Omega : It appears to contain pictures of earthlings.

Iota : There seems to be some sort of code.

Think-Tank: (sharply interested) Code? I told you this was important. Describe the code.

Oop : It's little lines and **squiggles** and dots'-. thousands of them alongside the pictures.

Think-Tank: Perhaps the Earthlings are not as primitive as we have thought. We must break the code.

Noodle: Forgive me, your Cleverness, but did not the chemical department give our space people vitamins to increase their

intelligence?

Think-Tank: Stop! A thought of **magnificent** brilliance has come to me. Space people, our chemical department has given you vitamins to increase your intelligence. Take them immediately and then watch the sandwich. The meaning of the code will slowly unfold before you.

Omega : It shall be done, sir. Remove vitamins. (Crew takes vitamins from boxes on their belts.) Present vitamins. (They hold vitamins out in front of them, stiffly.) Swallow vitamins. (They pop the vitamins into their mouths and gulp simultaneously. They open their eyes wide, their heads shake, and they put their hands to their foreheads.)

Think Tank : Excellent. Now, **decipher** that code.

All : It shall be done, sir. (They frown over the book, turning pages.)

Omega : (brightly) Aha!

Iota : (brightly) Oho!

Oop : (bursting into laughter) Ha, ha, ha.

Think-Tank : What does it say? Tell me this instant. Transcribe, Omega.

Omega : Yes, sir. (She reads with great seriousness.)

Mistress Mary, quite contrary, How does your garden grow?

With cockle shells and silver bells

And pretty maids all in a row.

Oop : Ha, ha, ha. Imagine that. Pretty maids growing in a garden.

Think-Tank : (alarmed) Stop! This is no time for **levity**. Don't you realise the seriousness of this discovery? The Earthlings have discovered how to combine agriculture and mining. They can actually grow crops of rare metals such as silver. And cockle shells. They can grow high explosives, too. Noodle, contact our invasion fleet.

- Noodle : They are ready to go down and take over Earth, sir.
- Think-Tank: Tell them to hold. Tell them new information has come to us about Earth. Iota, **transcribe**.
- Iota : Yes, sir. (She reads very gravely.)
Hey diddle diddle! The cat and the fiddle, The cow jumped over the moon, The little dog laughed to see such sport, And the dish ran away with the spoon.
- Oop : (laughing) The dish ran away with the spoon!
- Think-Tank : Cease laughter. Desist. This is more and more alarming. The Earthlings have reached a high level of civilisation. Didn't you hear? They have taught their domesticated animals musical culture and space techniques. Even their dogs have a sense of humour. Why, at this very moment, they may be launching an interplanetary attack of millions of cows! Notify the **invasion** fleet. No invasion today Oop, transcribe the next code.
- Oop : Yes, sir. (reading)
Humpty Dumpty sat on the wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men,
Cannot put Humpty Dumpty together again.
Oh, look, sir. Here's a picture of Humpty Dumpty. Why, sir, he looks like - he looks like - (turns large picture of Humpty Dumpty towards Think-Tank and the audience)
- Think-Tank: (screaming and holding his head) It's me! It's my Great and Mighty Balloon Brain. The Earthlings have seen me, and they're after me. "Had a great fall!" - That means they plan to capture Mars Central Control and me! It's an invasion of Mars! Noodle, prepare a space capsule for me. I must escape without delay. Space people, you must leave Earth at once, but be sure to

2

ON VIOLENCE

There is a great deal of **violence** in the world. There is physical violence and also inward violence. Physical violence is to kill another, to hurt other people consciously, **deliberately**, or without thought, to say cruel things, full of **antagonism** and hate, and inwardly, inside the skin, to dislike people, to hate people, to criticise people. Inwardly, we are always quarrelling, battling, not only with others, but with ourselves. We want people to change; we want to force them to our way of thinking.

In the world, as we grow up, we see a great deal of violence, at all levels of human existence. The **ultimate** violence is war- the killing for ideas, for so called religious principles, for nationalities, the killing to preserve a little piece of land. To do that, man will kill, destroy, **maim** and also be killed himself. There is enormous violence in the world, the rich wanting to keep people poor and the poor wanting to get rich and in the process hating the rich. And you, being caught in society, are also going to contribute to this.

There is violence between husband, wife and children. There is violence, antagonism, hate, cruelty, ugly criticism, anger -all this is **inherent** in man, inherent in each human being. It is inherent in you. And education is supposed to help you to go beyond all that, not merely to pass an examination and get a job. You have to be educated so that you become a really beautiful, healthy, sane, **rational** human being, not a **brutal** man with a very clever brain who can argue and defend his brutality. You are going to face all this violence as you grow up. You will forget all that you have heard here, and will be caught in the stream of society. You will become like the rest of the cruel, hard, bitter, angry violent world and you will not help to bring about a new society, a new world.

But a new world is necessary. A new culture is necessary. The old culture is dead, buried, burnt, exploded, **vapourised**. You have to create a new culture. A new

culture cannot be based on violence. The new culture depends on you because the older generation has built a society based on violence, based on aggressiveness and it is this that has caused all the confusion, all the misery. The older generations have produced this world and you have to change it. You cannot just sit back and say, "I will follow the rest of the people and seek success and position." If you do, your children are going to suffer. You may have a good time, but your children are going to pay for it. So, you have to take all that into account, the outward cruelty of man to man in the name of god, in the name of religion, in the name of self-importance, in the name of the security of the family. You will have to consider the outward cruelty and violence, and the inward violence which you do not yet know.

You are still young but as you grow older you will realise how inwardly man goes through hell, goes through great misery, because he is in constant battle with himself, with his wife, with his children, with his neighbours, with his gods. He is in sorrow and confusion and there is no love, no kindness, no **generosity**, and no charity. And a person may have a Ph.D. after his name or he may become a businessman with houses and cars but if he has no love, no affection, kindness, no consideration, he is really worse than an animal because he contributes to a world that is destructive.

So, while you are young, you have to know all these things. You have to be shown all these things. You have to be exposed to all these things so that your mind begins to think. Otherwise you will become like the rest of the world. And without love, without affection, without charity and generosity, life becomes a terrible business. That is why one has to look into all these problems of violence. Not to understand violence is to be really ignorant, is to be without intelligence and without culture. Life is something enormous, and merely to **carve out** a little hole for oneself and remain in that little hole, fighting off everybody, is not to live. It is up to you. From now on you have to know about all these things. You have to choose deliberately to go the way of violence or to stand up against society.

Be free, live happily, joyously, without any antagonism, without any hate. Then life becomes something quite different. Then life has a meaning, is full of joy and clarity.

When you woke up this morning, did you look out of the window? You would have seen those hills become saffron as the sun rose against that lovely blue sky. And as the birds began to sing and the early morning cuckoo cooed, there was a deep silence all around, a sense of great beauty and loneliness, and if one is not aware of all that, one might just as well be dead. But only a very few people are aware. You can be aware of it only when your mind and heart are open, when you are not frightened, when you are no longer violent. Then there is joy, there is an extraordinary **bliss** of which very few people know, and it is part of education to bring about that state in the human mind.

J. Krishnamurti

About the Author

J. Krishnamurti is a reputed writer and an educationist. Like Bertrand Russel, his mind was full of revolutionary ideas to change the old fashioned world. There is a tinge of ethical values in his writings. His contribution in the field of education is remarkable. Under Krishnamurti Foundation many educational institutions are functioning which are devoted to build up a generation of brilliant students and academicians.

About the Text

In the present article Krishnamurti points out the dangers of violence which is a matter of global concern. There is a need to develop a new culture inclusive of love, pity, patience and generosity. Education can be a good tool to curb violence.

GLOSSARY

violence (n)	:	act of showing force
consciously(adv)	:	knowingly
deliberately (adv)	:	intentionally
antagonism (n)	:	aggressive opposition
ultimate (adj)	:	final, last stage
maim (v)	:	cause injury

enormous (adj)	:	immense, very large
inherent (adj)	:	inborn, natural
rational (adj)	:	wise
brutal (adj)	:	violent and cruel
vapourised (adj)	:	disappeared like vapour
generosity (n)	:	kindness
carve out (v)	:	develop, make
bliss (n)	:	supreme joy

ACTIVITY - I : COMPEREHENSION

A. Choose the correct alternative :

- Physical violence kills people :
(a) incidently (b) willingly
(c) unwillingly (d) none
- Violence in individuals comes :
(a) by birth (b) after birth
(c) through education (d) none.
- While showing violence to others, man is
(a) very thoughtful about his own safety
(b) not very much cruel
(c) conscious about his family
(d) even ready to be killed
- A person without the sense of love is
(a) better than animals
(b) worse than animals
(c) equal to animals
(d) worse than snakes
- The state of bliss in human mind may be generated by
(a) violence (b) mercy
(c) education (d) destruction

B. Answer the following questions in about 30-40 words each :

1. What are the characteristics of physical violence ?
2. What are the characteristics of inward violence ?
3. What is more important than having a Ph.D degree ?
4. How can a person become rational ?
5. What does man realise in older age ?
6. When does human life become full of joy ?

C. Answer the following questions in about 60 words each :

1. How does education contribute to overpower violence ?
2. What are the author's views about the old and the new cultures ?
3. How can the world of Nature be best enjoyed ?
4. When does life become a terrible business ?
5. How does J. Krishnamurti point out the dangers of violence ?

ACTIVITY - 2 : VOCABULARY

A. Given below is the list of a few affixes and a few words. Form new words by putting suitable affixes before the given words :

affixes : mis, dis, in, ir, il, im

words : advantage, legal, possible, rational, sane, behave, like, satisfaction, security, constant

Example : Irrational behaviour is a negative attribute.

B. Given below is the list of a few suffixes and a few words. Form new words by adding suitable suffixes after the given words :

suffixes : ness, ty, ity, ation, y, ment, ful

words : develop, cruel, health, consider, brutal, dust, happy, care, bliss
conscious, constant

Example : A regular exercise keeps us healthy.

C. Complete the following table by forming words :

	Adjective	Noun	Verb	Adverb
1.	violent	Violence	_____	violently
2.	conscious		_____	
3.	_____		criticise	
4.	enormous		_____	
5.	sane		_____	
6.	rational			
7.	brutal			
8.		generosity	_____	
9.		consideration		
10.			_____	happily

D. Fill in the blanks with synonyms of words given in the brackets :

- The world is full of _____ violence. (very large)
- Unfortunately people are motivated by _____. (opposition and hatred)
- Nowadays _____ has become a rare virtue. (kindness)
- The state of _____ can only be felt when violence is out of mind. (perfect happiness)
- Violence and anger are _____ in man. (natural)

E. Fill in the blanks with antonyms of words given in the brackets :

- In the _____ mind only negative thoughts enter. (sane)
- _____ behaviour in human beings is intolerable. (rational)
- A peaceful mind can observe the _____ of nature. (ugliness)
- A positive attitude is always _____. (criticised)
- A true _____ of past and present is desirable. (ignorance)

ACTIVITY 3: GRAMMAR :

1. Simple Past Tense:

Study the following sentences:

- (i) He wrote a letter.
- (ii) He did not write a letter.
- (iii) Did he write a letter?
- (iv) Did he not write a letter? Or Didn't he write a letter?

The above examples show an activity completed in the past. These are said to be in the **Simple Past form** : (i) is an affirmative using the past form of the verb, (ii) is negative using did not + present form of the verb, (iii) is interrogative using 'did' before the subject and the present form of the verb and a question mark at the end, and (iv) is negative interrogative.

The Simple Past tense is used for an action which took place in the past and is completed by the time of speaking. The following adverbs are normally used in this tense:

yesterday, last night /week/ year, just now, a few minutes ago, three months ago etc.

EXERCISE

Put in the blanks the correct form of the verbs given in brackets:

- 1. Columbus _____ America. (discover)
- 2. He _____ favourably from eight institutions. (hear)
- 3. She _____ from Agra on last Monday. (return)
- 4. When _____ you last _____ your father? (see)
- 5. It is exactly five years ago today that we _____ married. (get)
- 6. The Police _____ the thief yesterday. (catch)
- 7. He suddenly _____ that he was travelling in wrong direction. (realize)
- 8. He _____ me up just now. (ring)
- 9. I _____ a letter from my wife last week. (have)
- 10. The thief had escaped before he _____ into the room. (come)

2. Past Progressive / Continuous Tense:

Study the following sentences carefully:

1. Rahim was playing tennis at that time.
2. Was it raining at that time?
3. It was not getting dark at that time.
4. Was she not writing at that time?

The above sentences indicate the continuation of an activity in the past. This form is called Past Continuous or Past Progressive. This tense is used for continuous actions in the past about whose beginning and end we are not concerned. It is most often found in compound sentences with another verb in the Simple Past Tense to describe the background against which the Simple Past Tense took place:

I was reading a book **when** you came in.

It is often found with adverb clauses beginning with **while** and **when** and other adverbs which show the duration of the action:

all last week, all yesterday, all last night.

EXERCISE

Complete the following sentences using Past Continuous or Past Simple:

1. I _____ (wash) my hands when the telephone _____ (ring).
2. They all _____ (have) breakfast when I got up.
3. The door bell _____ (ring) while she was reading.
4. My aunt _____ (walk) in the park when I met her.
5. She _____ (talk) to her neighbours when the baby began to cry.
6. He suddenly _____ (realize) that he _____ (travel) in the wrong direction.
7. As I _____ (cross) the road I _____ (step) on a banana skin and _____ (fall) heavily.
8. He _____ (leave) the blind school and _____ (enroll) at another school.
9. The Hartmans _____ (feel) David _____ (head) for grief.
10. I was thinking about the problem at night, but I never _____ (find) the answer.

3. Past Perfect Tense:

Study the following sentences carefully:

- (i) The patient **had died** before the doctor came.
- (ii) When I entered the room the thief **had** already **escaped**.

In both the examples two actions happened, both in the past. For former action we use Past Perfect and for the latter action Simple Past.

Past Perfect tense is used to indicate that an action was completed at some point of time before another action took place in the past.

Past Perfect tense is generally found:

- (i) In indirect speech-
“I have finished my work.”
He said that he had finished his work.
- (ii) In compound sentences in the past with clauses of time introduced by such words as:
After, before, when, until, as soon as etc.
E.g. His finger began to bleed as soon as he had cut himself.
When we got home, night had already fallen.

EXERCISE

Put the verbs given in brackets in the correct forms, using Past perfect (had + past participle form) or Past Simple :

- 1. He said he _____ (be + not) present at the meeting.
- 2. John wanted to know why Mary _____ (come) home late.
- 3. Until he _____ (explain), the students _____ (not understand).
- 4. He _____ (go) blind before he _____ (be) nine years of age.
- 5. The fire _____ (burn) for three hours when the firemen _____ (arrive).
- 6. His neighbours _____ (will) not speak to him until he _____ (apologize)

7. The workers _____ (will) not call off the strike unless their demands (accept).
8. He told me that he never _____ (meet) you.

ACTIVITY 4: SPEECH ACTIVITY

Suppose some students of your school went on strike last Monday, demanding for library books. Some students expressed their anger before the principal, who accepted the demands of the students and gave them a moral lesson. Now create a dialogue between the students and the principal :

The Principal : You should daily reach school in time.

The Students : We daily come to school in time, sir.

The Principal : I see some of you have not worn the school uniform.

The Students : We are sorry sir. In future we shall always come in the uniforms.

Complete the dialogue.

ACTIVITY -5 : COMPOSITION

1. Write a paragraph in about 100 words describing the advantages of non violence.
2. Write a paragraph in about 100 words describing how you behave with your teachers. You may include the following points :
 - (i) Regular in the class / showing respect
 - (ii) Punctuality of time
 - (iii) The school uniform
 - (iv) Showing homework
 - (v) Participation in games and sports

3

POSITIVE HEALTH

Health is a positive state of physical and mental well-being. When we feel secure - by being physically healthy and free from disease, by feeling **content**, and by living in a comfortable and clean environment -we are in a state of positive health. Our close and **harmonious** interactions with family members, neighbours, and friends help us to stay well mentally.

According to this definition, very few people in the world enjoy positive health. In the rich and developed countries, family ties appear to be weakening, neighbours may be strangers and friendship is sometimes restricted to business contacts. In those countries environmental conditions have improved considerably, the populations have achieved a better **nutritional status**, and there is often plenty of money available to buy most of life's comforts. People in developed countries may enjoy better physical health, but they are far from achieving positive health, as many are not so contented mentally:

On the other hand, in the developing countries, the quality of human **interactions** within families, neighbours and friends are often more positive. However, both the environmental and nutritional status of these populations are lower, so the people suffer more from poor physical health. When a person's physical health is poor, the state of positive health cannot exist. So, we find that positive health is **eluding** many of us.

However, it is not impossible for people in developing countries to achieve positive health. To help achieve this state, we need an understanding of how our bodies function so that we can keep healthy; we also need a clean environment and healthy food that does not cost too much money. We need proper education for all people that leads to understanding the relationship between health and a positive approach to life.

We should remember that a contented mind and healthy living can help to keep us free from many diseases. In some ways, it is easier for the people, in developing nations to achieve positive health, because they have more **close knit** social systems,

with better communication between people, than do many people in wealthy and developed nations. With very little by way of resources or sophisticated medical facilities we can achieve positive health for the majority of individuals in our communities.

This does not mean that we do not need medical care. We definitely need proper medical care under certain circumstances. We need proper vaccination and **immunisation** against infectious diseases, proper treatment of diseases by medical and surgical **intervention** when required, proper **maternal** care before and after childbirth, and regular medical checks after the age of forty years. However, there is no need to be obsessed about our health, and we should use our own instincts and knowledge to decide when medical **intervention** is really necessary.

While most people in the developed countries enjoy better health, the doctors, of those countries attribute this better physical health largely to the improved medical facilities. They tend to ignore other important social factors, such as the higher standards of education, wealth, nutrition and cleaner environments enjoyed by most of these populations.

It may be helpful to realise that, although people in the wealthy and developed nations have mostly achieved better physical health than people in the developing world, many of them are suffering from a **decline** in basic human values. This is frequently reflected in complex problems such as drug dependence, psychological and mental illnesses, and stress related diseases. Family ties are breaking down and close, happy human interactions are becoming less common. To cope with these difficult situations, people often turn to a **psychoanalyst** or **psychiatrist** for professional help. Our aged aunts and wise friends used to solve similar problems by listening and showing understanding and **compassion** as they believed it was most important to relieve the distressed person's mind.

Unfortunately, people from many developing countries are trying to achieve the same level of physical health as that enjoyed by developed nations by providing medical facilities to cope with even minor health problems. Other important factors

associated with better physical health are being ignored. Often, the result is that many families are spending more money on doctors and medicines than on healthy food and other essentials to improve their physical environments. For the developing world this is a tremendous waste of limited resources.

Achieving Positive Health

Instead of wasting valuable resources on the provision of more medical facilities, it might be better to use our knowledge and basic common sense in an effort to maintain healthy bodies and minds. For example, learning the value of good nutrition for health, and teaching this to the children. And, we should use our **indigenous** simple home remedies to solve simple health problems instead of relying simply on modern drugs which are often very expensive. And remember most drugs have side effects which can be more dangerous than the disease itself.

In nature, animals are not influenced by media **campaigns** and they trust their own **instincts**. Nature has given each animal the power to monitor its own body and maintain normal health. As an example, salt is an essential element required by all animals. Wild animals in the forest (like rhinoceros, elephants or deer), try to find a place where salt is present in the soil. They regularly lick the soil to get the exact amount of salt their bodies need. They eat only the required amount of food and never suffer from **obesity** as we humans often do. They monitor their body needs by instinct and eat no more than is required. All **carnivorous** animals eat grass whenever they have **diarrhoea** or other stomach problems due to indigestion. And, they normally manage to maintain good physical health.

Eating Behaviour

We human beings seem to have lost the ability to monitor our own bodies in order to maintain health. We refuse to understand our own body signals and tend, instead to follow the advice of doctors or the media. Sometimes, overzealous parents force infants and small children to eat because it is feeding time - not because they are hungry. Or, children may be fed more than their bodies demand or need because some book dictates how much food a baby requires. As a result, children may grow up

ignoring important body signals until finally these signals become weak and fail to **stimulate** normally. People then either eat far too much or too little (as in the case of some young figure-conscious girls) and fail to eat the precise amounts of food required by the body. However, if we change our attitudes and learn to trust our own body signals from the beginning, we can have , proper nourishment in the correct amounts and, thus, enjoy good health.

Expectations and Responsibilities

By instinct, most parents love and care for their children. Yet, very often, their expectations and ambitions put too much pressure on the children. When children cannot reach the level of their parents' ambition, they can suffer from tremendous **frustration** and stress. This may lead to drug experimentation and other related behaviours as a way of avoiding the realities of the situation.

From the beginning, children should be allowed to develop in their own natural happy way within the control of parental love, guidance and care and without too much pressure. A change of some **conventional** parental attitudes may help to prevent many cases of drug dependence and other **adolescent** problems.

We should also understand our parental responsibilities to the world environment. Remember that the living space of this world is limited and we must have enough space for our future generations to live happily. To achieve that aim, we must practice family planning and limit the birth rate by having only one or two children per couple. Between each birth there should be a gap of three or four years so that each child is not deprived of the right to sufficient parental love and care. Family planning really means family welfare, as it helps to keep women healthy enough to contribute to a happy home environment. A happy healthy mother is a key to the welfare of the whole family.

The mind is most important in the maintenance of positive health. To develop a healthy mind it is important to learn to relax properly and to develop ways to deal with day to day stress. Many diseases such as high blood pressure and some heart problems are thought to be related to stress, so by using relaxation techniques you may avoid

many health problems.

However, even when we enjoy good health, diseases may occur. According to international statistics, each person is at risk of becoming sick or injured about twice a year on average. It is important to deal with any sickness or injury in a realistic and intelligent way without **panic**. Knowledge of the body should help you to manage an emergency situation before contacting a doctor for proper medical management when necessary. Any medications or drugs such as antibiotics, or strong pain killers need to be monitored by a doctor or other qualified person in the health profession.

Subhra Datta

About the Text

‘Positive Health’ has been taken from ‘The complete health encyclopedia’ written by Subhra Datta, a notable physician. She argues that positive health is a matter of disciplined daily routine including good eating habits and tension free minds. People in developed countries have achieved better physical health, but their mental health is poor. She believes that home-made remedies are very effective to treat many diseases; so too much dependence on doctors is undesirable.

Positive health in children sometimes depends on the attitude of their parents. If the parents put too much pressure on their children to achieve instant success, they become distressed and begin to take drugs.

GLOSSARY

content (adj)	:	satisfied
harmonious (adj)	:	friendly
nutritional status (n)	:	the level of taking food necessary for health and growth
interaction (n)	:	communication with others
eluding (v)	:	escaping, slipping away
close-knit (adj)	:	bound, woven together
sophisticated (adj)	:	highly developed

vaccination (n)	:	medical treatment by injecting a vaccine into the body to produce immunity against fatal diseases
immunisation (n)	:	creating ability in human body through medication to resist a particular infection
intervention (n)	:	interference
maternal (adj)	:	having to do with a mother
decline (n)	:	downfall, a gradual and continuous loss
psychoanalyst (n)	:	a person who treats mentally ill patients by making analysis of their past and present of life
history		
psychiatrist (n)	:	a doctor who studies and treats mental illness
compassion (n)	:	pity
indigenous (adj)	:	native, home-made (medicines)
campaigns (n)	:	series of planned activities intended to achieve a goal
instincts (n)	:	an inborn tendency to behave in a particular way
obesity (n)	:	fatness
carnivorous (adj)	:	meat eating/non-vegetarian
diarrhoea (n)	:	a stomach disorder caused by infection in bowels and intestines
stimulate (v)	:	cause a reaction in an organ
frustration (n)	:	feeling of dissatisfaction and despair
conventional (adj)	:	traditional
adolescent (adj)	:	pertaining to a young person who is developing from a child into an adult.

ACTIVITY - 1 : COMPREHENSION

A. Answer the following questions in about 30-40 words each :

(36)

1. What do you mean by health ?
2. How can we remain mentally well ?
3. What is the quality of environmental conditions in developed countries ?
4. What is the advantage of environmental conditions in developed countries?
5. How can the infectious diseases be treated properly ?
6. What is the attitude of doctors towards better health in developed countries?
7. What is the disadvantage of decline of human values in developed nations?
8. How do people in developing countries waste their limited resources ?
9. What are the benefits of using home remedies to maintain health ?
10. How can the body signals help in achieving good health ?
11. What is the harmful effect on children when their parents put too much pressure on them ?

B. Answer the following questions in about 60 words each :

1. Why do people in developed countries remain far from achieving positive health?
2. What problems are faced by people in developing countries in achieving positive health?
3. How do the animals keep themselves fit?
4. How do the parents spoil the eating habits of their children?
5. How can the world environment be kept in balance?

C. Say whether the following statements are true or false. Write T for true and F for false :

1. Only physical fitness is necessary for health.
2. Mental health requires harmonious interactions with family members, neighbours and friends.

3. In developed countries family ties are strong.
4. Physical health and positive health are synonymous terms.
5. People in developed nations have not only achieved better physical health, they are also leading in basic human values.
6. The trend of drug dependence is more frequently seen in developed countries than in the developing ones.
7. Too much eating results in obesity.
8. The meat eating animals never eat grass.
9. High blood pressure is not stress related disease.
10. Antibiotics and pain killers should be taken with the advice of a doctor.

ACTIVITY - 2 : VOCABULARY :

A. Form nouns by adding suffixes to the verbs given below and point out the suffixes :

S.No.	Verb	Suffix	Noun
1.	educate	-tion	education
2.	medicate		
3.	vaccinate		
4.	immunise		
5.	communicate		
6.	intervene		
7.	interact		
8.	stimulate		
9.	relax		
10.	state		

B. Form adjectives by adding suffixes to the nouns given below and point out the suffixes :

S.No.	Noun	Suffix	Adjective
1.	danger	ous	dangerous
2.	infection		
3.	harmony		
4.	zeal		
5.	psychology		
6.	environment		
7.	health		
8.	wealth		
9.	hunger		
10.	nature		

C. Form adverbs by adding suffixes to the adjectives given below and point out the suffixes :

S.No.	Adjective	Suffix	Adverb
1.	dangerous	ly	dangerously
2.	mental		
3.	positive		
4.	real		
5.	frequent		
6.	harmonious		
7.	necessary		
8.	great		
9.	intelligent		
10.	happy		

D. Fill in the blanks with antonyms of words given in brackets. Select your answers from the words given below :

sophisticated, harmonious, indigenous, better, contentment, relaxation

1. _____ relationship is essential for mental health. (full of quarrels)
2. We should use our _____ simple home remedies. (factory made)
3. Most people in developed countries enjoy _____ health. (worse)
4. The rich countries have _____ medical facilities. (poorly developed)
5. A cheerful health is a matter of _____. (dissatisfaction)

E. Fill in the blanks with one word substitutes for the expressions given in brackets. Select your answers from the words provided below :

diarrhoea, psychiatrist, carnivorous, panic, antibiotics, obesity

1. The disorders of mind are treated by a _____. (mental doctor)
2. _____ are used to treat infectious diseases. (a type of strong medicine)
3. Overeating causes _____. (state of being fat)
4. Diseases should be treated in an intelligent way without _____.
(a sense of fear)
5. All _____ animals eat grass whenever they feel sick. (meat eating)
6. Intestinal disorders in human beings and animals cause _____.
(stomach disease)

ACTIVITY - 3 : GRAMMAR :

TENSES SHOWING FUTURE TIME

There are several constructions by which future activities are indicated. When future events are not influenced by willingness, intention or likelihood, we may speak of a 'pure future'. These sentences which do not have personally controlled elements are the best examples of 'pure future'.

1. Tomorrow will be Monday.
2. I shall be sixty next birthday.
3. He will be eighty in June.
4. How long will the work take?
5. Will there be time to visit both the museums?

Traditionally we use 'shall' with first person pronouns 'I' and 'we' ; and 'will' with second person pronoun 'you', and third person pronouns 'he', 'she', 'it'. But

nowadays **will** is used in place of shall with the first person pronouns. The contracted forms **I'll** and **we'll** are common in speech. The negative **won't** is also used in place of **shan't**.

1. Simple Future time can be expressed in many ways without using a verb **shall/will** :

- (i) By using Simple Present Tense; as
The train leaves at 5:00 a.m.
Her birthday is on Monday.
- (ii) By using the Present Continuous tense; as
He is coming tomorrow.
They are leaving for Delhi tonight.
- (iii) By using is/am/are + about to + first form of verb; as
The bus is about to depart.
The college is about to open.

Note: The above future events are the part of a settled programme or likely to happen almost immediately.

- (iv) By using **be+ going to + first form of the verb**; as
He is going to buy a new flat next month.
The old house is going to fall soon.

Note: The above future events are likely or almost certain to occur and it is preferred to **will/shall**.

2. Future Progressive / Continuous Tense:

This tense is used to describe a future activity or state that will begin before and continue after a point or period of future time.

- (i) What will you be doing this afternoon?
- (ii) I shall be playing tennis all afternoon.
- (iii) When I get home my children will be watching TV.

Note: Shall be and will be as auxiliary + ing with infinitive form of verb is used in this

tense.

This tense can also be used for future events that are planned particularly related to tourism and travel.

e.g. Roshan will be going to China next week.

My son will be spending winter break in Goa this year.

3. Future Perfect Tense is used to indicate the activity and state which will be completed at some point of time in future; as

(i) He will have reached Delhi by now.

(ii) She will have planted a tree by tomorrow.

This tense puts more emphasis on the completion of the activity and on the consequence of it.

(i) In the year 2020 we will have been married for thirty years.

(ii) By this time next year I shall have finished my research work.

EXERCISE

(A) Put the verbs in brackets into be+going to form:

1. You _____ (miss) your train.
2. What _____ you _____ (do) with this room?
3. The cat _____ (have) kittens.
4. She _____ (not give) another concert this year.
5. Do you think he _____ (come) back before evening?
6. How soon _____ you _____ (be) ready?
7. I _____ (not sleep) in this room. It is haunted.

(B) Put the verbs in brackets into the future continuous or future perfect tense:

1. I _____ (finish) this book by tomorrow evening.
2. You _____ (do) geometry next term.
3. You should go back now, your father _____ (wonder) where you are.
4. By the time we reach the party everything _____ (be) eaten.
5. The train _____ (leave) before we reach the station.

6. By the end of the year 5000 people _____ (see) this exhibition.
7. I _____ (use) the car this afternoon.
8. The garden _____ (look) its best next month.

ACTIVITY - 4 : SPEECH ACTIVITY

1. **Prepare a dialogue supposed to take place between a doctor and a patient:**

Doctor : What is your name ?
Patient : Anil, Sir.
Doctor : What is your age ?
Patient : 22 Years
Doctor : Address ?
Patient : Sukhadia circle, Sri Ganganagar.
Doctor : Do you keep a mobile phone ?
Patient : yes, sir.
Doctor : Number, please
Patient : Sir, it is 9413037215
Doctor : Ok. Now tell me your problem.
Patient : Sir, I am suffering from fever.
Doctor : _____
Patient : _____

Complete the dialogue .

2. **Arrange a debate in the class on the topic “Too much used of the mobile phone is harmful.”**

ACTIVITY - 5 : COMPOSITION :

1. **Write a paragraph in about 100 words describing the injurious effects of chewing ‘gutka’.**
2. **Write a paragraph in about 70-80 words describing the advantages of eating vegetarian food.**

4

THE TALE OF THE BISHNOIS

Today Marwar is a treeless waste of sand and rocks. The only growing things are thorny shrubs, a few tufts of short rough grass and an occasional **stunted** ber or babul tree. But **incredibly** you can, even in this desert, come across the odd village with **groves** of well grown khejdi trees. This cousin of the babul is the kalpavriksha, the tree that fulfills all wishes. A full grown camel can enjoy a midday siesta in its shade, its **foliage** nourishes goat, sheep, cattle and camel; its pods can be made into a delicious curry, and its thorns guard the farmers' fields against **marauding** animals.

Once upon a time the desert of Marwar had not yet **conquered** the vast territory over which it holds **sway** today. Even though the climate was the same as it is today, the land was covered by thousands upon thousands of khejdi trees, and there was plenty of ber, ker, and sangri. These plains were home to thousands of **antelopes**, blackbuck, chinkara, and nilgai; and on this bounty lived the tribal Bhils.

About three thousand years ago, **hordes** of cattle keepers began to pour into India from West and Central Asia. Some of them spread into Marwar. The Bhils resisted their encroachment, but the invaders had horses and superior weapons and pretty soon, took care of the Bhils. In any case the land appeared boundless and the Bhils **retreated** a little towards the Aravallis. The population of Marwar was on the increase.

But as centuries passed, the large herds of cattle began to affect the vegetation. The seedlings and saplings were grazed down and had little chance to grow. **Invaders** and the tribal Bhils found less and less to sustain themselves. Finally, the thirteenth century AD saw the final **conquest** of the Bhils by the Rathores of Kanauj. The Rajputs now ruled the whole of Marwar.

In the year 1451 AD during the reign of Rao Jodhaji, one of the bravest of the Rathore kings, an extraordinary child was born in the village of Pipasar. His father was the headman Thakur Lohat and his mother was Hamsadevi. The boy was called Jambaji. As a little boy, he was given the task of looking after his father's large herd of cattle and sheep. It was great fun to take the animals out grazing, lie in the shade of a khejdi tree and watch the herds of blackbuck. Jambaji was fascinated by the **lithe** grace

of this handsome antelope, and thought that there was no sight more **enthralling** than a fight between two well-grown stags.

When Jambaji was twenty-five years old, a great **disaster** overtook the whole region. The small quantity of rain that used to come regularly ceased altogether. The worst sufferers were the cattle. In the first year of **drought**, they could eat the bajra straw stored in the houses. The second year was very bad. There was not a blade of grass left standing anywhere. People **hacked** at any trees they could find and fed the animals on the leaves, but even so there was not enough **browse** for all the hungry animals. And the drought continued for eight **consecutive** years.

The people had hacked and hacked the last bit of foliage from all the trees, which finally began to dry up. When the stored grain was exhausted people ate khejdi pods and the flour of dried ber seeds. When this too was exhausted, they tore the bark off the sangri trees and powdered and cooked it. They hunted every one of the starving blackbucks, and finally they **abandoned** all hope and migrated in masses. Tens of thousands of cattle **perished** on the way. By now the whole country was barren. There was not a tree in sight for miles together, nor a single cow, or a blackbuck. The only people to hold on were big landlords like Jambaji's father with huge stores of bajra that somehow lasted through the difficult times.

Jambaji was much affected by this drought. Many were the nights he spent in wakefulness because of the suffering he saw around him. The dying cattle, the starving children : they haunted him day and night. And finally, at the age of thirty-four, he had a vision. He saw man **intoxicated** with his own power, destroying the world around him. And he decided to change it all. If life was to flourish again in this **desolate** land, Jambaji saw that man would have to live in a different way, and according to different tenets and beliefs. Jambaji wanted the earth to be covered once again by an abundance of khejdi, ber, ker and sangri trees, he wanted herds of blackbuck to **frolic** again, and he wanted men to work for this. Jambaji knew the way to achieve this, and he began to broadcast his message in the year 1485.

His message included twenty nine basic **tenets**. Its two major commandments were a prohibition against the cutting down of any green tree or the killing of any animal. Jambaji's message of humanity and respect for all living things was eagerly

accepted. His teachings **prompted** the inhabitants of hundreds of villages to reclothe the earth with its green cover.

Jambaji's followers were called Bishnois or 'twenty-niners' (bis=twenty, noi=nine) because they **adhered** to Jambaji's twenty-nine precepts. They preserved the trees around their villages and protected blackbucks, chinkaras, peafowl and all other birds and animals. Gradually their territory became covered by trees, their cattle had abundant browse, their land recovered its fertility and the Bishnois became a prosperous people.

But outside their territory, all continued as before. The land was still being stripped of its green cover and the desert was spreading. The ninth descendant of Jambaji's contemporary Rao Jodhaji now occupied the throne of Jodhpur.

In the sixth year of his reign in 1730, this Maharajah, Abhay Singh, decided to construct a palace for himself - a beautiful palace made of the famous red sandstone of Jodhpur. This would need a lot of lime. Limestone is, of course, quite abundant in this tract, but it had to be cured, and the lime **kilns** would need a lot of fuel.

It was not an easy job to get so much fuel in the desert. But as luck would have it, there was a large settlement of Bishnois just sixteen miles from Jodhpur. These people had accepted Jambaji's precepts nearly two and a half centuries ago and had nursed hundreds of khejdi trees near their villages. And there was excellent limestone too near one of their villages - Khejadai. Abhay Singh's Diwan ordered that the lime kilns be started near Khejadali to begin the construction of the palace.

But when the workers got ready to cut the trees for fuel, they found that the Bishnois would not let them touch the trees. Their khejdi trees must be left alone, to cut these green trees was a violation of their religion. The workers returned to Jodhpur. The Diwan was **enraged**. What **insolence**! He personally accompanied the workers on horseback to Khejadali village and ordered that the trees be cut.

The axes were raised and the whole village gathered. They begged that their religion be not **desecrated**. They pleaded for the preservation of trees that their ancestors had nurtured over generations. But the Diwan was determined: the trees must be cut to fuel the lime kilns. He ordered the workers to go ahead. But the Bishnois were determined too, and the most determined among them was a **veritable incarnation** of Durga - Amritadevi, the wife of Bishnoi Ramkhod. The trees will never

be cut down unless you cut us down first, she said, and calling to her three daughters to join her, they clasped four of the trees. The Diwan fumed and ordered that all four of them be cut down with the trees. The axes fell and the brave women were cut to pieces. But the Bishnois were not to be cowed. More and more of them came forward to hug the trees and to be cut down with them. The news of this **massacre** spread rapidly and thousands of Bishnois rushed from their eighty-four surrounding villages to help their brave brothers and sisters. Altogether 363 Bishnois sacrificed their lives to guard their sacred heritage.

The Maharajah's men, who had never imagined that things could come to such a pass were now truly frightened. They rushed back to Jodhpur to report happenings to Abhay Singh. Abhay Singh saw clearly that the might which had successfully challenged the power of Aurangzeb, could do nothing in the face of such moral courage. He personally rode to Khejadali to mend matters. He assured the weeping, agonised mass of thousands of Bishnois that from now on he would fully respect their religious principles. A copper plate inscribed with this promise was presented to the Bishnois. Henceforth, the **inscription** said, no green tree would ever be cut near Bishnoi village, nor would any animals be hunted in their **vicinity**.

Two and a half centuries have passed since this episode. Bishnois have now been guarding the trees, giving **succour** to the wild animals of Rajasthan, Haryana and Madhya Pradesh for nearly five centuries. Everywhere else, the green cover of the Indian subcontinent has been **ravaged** and continues to be destroyed at an ever accelerating pace. The thousands upon thousands of blackbuck that once roamed the Indian plains have all vanished without a trace. But near the few Bishnoi villages the greenery not only persists, but also is ever on the increase and around their villages the blackbucks roam as freely as in Kalidasa's time near the ashram of sage Kanva. Akbar was so amazed to see these herds of fearless blackbucks near Bishnoi temples that he personally recorded his wonder at witnessing a scene from satyayuga, the age of truth, in this kaliyuga, the corrupt present.

The sight is even more astonishing for us today than it was for the emperor Akbar four centuries ago, for the Bishnois continue to hold on to their magnificent **obsession** to this day. At the village Khejadali where the Bishnois passed the supreme test of fire, there is one ancient Khejadi tree which escaped that massacre. Two years

ago, the Bishnois planted 363 more trees around it in memory of their 363 **martyrs**. And these trees, being nurtured with love as they are, are growing fast. Every year there is a religious fair at this spot five days before the full moon in the month of Bhadrapada. It is an occasion which every tree lover of India should witness at least once in his lifetime.

Madhav Gadgil

About the Author:

Madhav Dhananjaya Gadgil (born 1942) is an Indian ecologist, academician, writer, columnist and the founder of the Centre for Ecological Science. He is a recipient of the Volvo Environment Prize. The Govt. of India awarded him the fourth highest civilian award of the Padma Shri in 1981 and also the Padma Bhushana in 2006.

About the Text :

This tale is about the Bishnoi community that brought a drastic change in the ecology of Marwar in Rajasthan. This area had been very dry for centuries where trees and animals were not in a sufficient number. The Bishnois sacrificed their lives to guard the Khejdi trees and did a big plantation in the area. They contributed a great deal to protect birds and animals.

GLOSSARY :

stunted (adj)	:	not fully developed
incredibly (adv)	:	hard to believe
groves (n)	:	a small wood/ plantation
foliage (n)	:	plant leaves collectively / leafage
marauding (adj)	:	going about in search of things to steal / raiding / attacking
conquered (v)	:	captured / seized
sway (n)	:	rule / control
antelopes (n)	:	blackbucks / animal like a deer
hordes (n)	:	a large group of people / crowd

retreated (v)	:	moved back / withdrew
invaders (n)	:	encroachers
conquest (n)	:	victory
lithe (n)	:	moving with ease
enthraling (adj)	:	holding one's attention / beautiful
disaster (n)	:	an event resulting in great loss and misfortune
drought (n)	:	shortage of rainfall
hacked (v)	:	cut
browse (n)	:	leaves etc for eating
consecutive (adj)	:	continuity, serially
abandoned (v)	:	left
perished (v)	:	died
haunted (v)	:	unpleasant thoughts coming to mind
intoxicated (v)	:	excited
desolate (adj)	:	hopeless/ lonely
frolic (n)	:	amusement / fun
tenets (n)	:	principles
prompted (v)	:	motivated / activated
adhered to (p.v.)	:	followed
kilns (n)	:	furnace to prepare bricks or building material
enraged (v)	:	got very angry
insolence (n)	:	shamelessness / disrespect
desecrated (v)	:	misused / abused
veritable (adj)	:	real / actual
incarnation (n)	:	representing qualities of God / Avatar
massacre (n)	:	killing of many people
inscription (n)	:	carve into a surface / record
vicinity (n)	:	nearness

- succour (n) : help
ravaged (v) : damaged badly
obsession (n) : thing that somebody thinks about too much
martyr (n) : one who suffers death for the sake of principles/religion

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternative:

1. Who was the mother of Jambaji?
(a) Hamsadevi (b) Ramsadevi
(c) Amritadevi (d) Kauslyadevi
2. What was the age of Jambaji when the great disaster overtook the Marwar?
(a) Twenty three (b) Thirty five
(c) Twenty five (d) Twenty one
- (iii) How many Bishnois sacrificed their lives to guard their sacred heritage?
(a) 336 (b) 363
(c) 633 (d) 636

B. Say whether the following statements are true or false. Write T for true and F for false :

1. The Bhils resisted the encroachment made by hordes of cattle keepers from West and Central Asia. []
2. The Rathore of Kanauj finally conquered the Bhils in 1451 AD. []
3. Thakur Lohat was the father of Jambaji. []
4. The land was not covered by Khejdi trees. []
5. A copper plate was presented to the Bishnois by Diwan. []
6. Rao Jodhaji was the ruler of Marwar in 1451 AD. []

C. Answer the following questions in 30-40 words each :

1. What kind of trees and animals were found in the desert of Marwar?
2. Who were the original residents of Marwar?
3. How was the vegetation of Marwar affected?

4. Who conquered the Bhils finally and became the ruler of the whole Marwar?
5. What were the names of the parents of Jambaji?
6. What was the most fascinating and enthralling thing for Jambaji?
7. What were the two major commandments of Jambaji's message?
8. Why were Bishnois called by this name?
9. What is the use of lime kilns?
10. Why did Diwan send his men to Khejadali?
11. What promise did Abhay Singh make to Bishnois?
12. What was written on the inscription presented to Bishnois?

D. Answer the following questions in 60 words each :

1. What was the disaster Marwar faced when Jambaji was twenty five years old?
2. How did Jambaji's teaching affect the villagers?
3. What did Bishnois sacrifice their lives for?
4. How did Bishnois save the trees?
5. Why were Abhay Singh's men frightened?
6. What made Abhay Singh visit Khejadali?
7. What do you learn from this tale?
8. What impressions do you get from the action of Diwan? What would you have done if you had been in place of Diwan?
9. How did Abhay Singh console the enraged Bishnois ?
10. What message was inscribed on the copper plate ?

ACTIVITY 2: VOCABULARY :

- A. The negative prefix 'in' is more often used with words of Latin origin whilst 'un' is more frequently found with words of English origin.

Example: **credible – incredible**

lucky – unlucky

Now make the following words negative by adding the prefix 'in' or 'un':

Well, covered, humanity, fertility, quantity, comfortable, affected, die, convenient, acceptable, different, bearable, eligible, reasonable.

B. We can interchange nouns, verbs, adjectives, adverbs with the help of suffixes.

Example: **human – ity = humanity**

girl – ish = girlish

Example : Jambaji’s message of humanity was eagerly accepted.

Given below are some suffixes. Use them with the following words appropriately making slight changes in spelling where it is necessary. Use them in your own sentences:

-ly, -able, -ful, -less, -ship, -hood, -dom, -ness, -ar, -or

Suffixes : Faith, rapid, consider, noise, mother, dictator, wise, hard, lie, donate.

C. Write one word beginning with the letter given, for the group of words put in bracket. The first one is done for you as an example.

1. Marwar is a treeless **waste** of sand and rocks. (land with very few plants or animals)
 2. A camel can enjoy a midday **s _____** in the shade of babul tree. (rest or sleep in the early afternoon)
 3. The cattle were the worst sufferers in the first year of **d _____**. (dry or no rainfall at all)
 4. Jambaji wanted the region to be covered again by an **a _____** of Khejdi, Ber, Ker etc. (in sufficient quantity)
 5. Shelly and Keats were **c _____** poets. (belonging to the same period)
 6. Abhay Singh wanted to construct a beautiful **p _____** for himself. (official home of kings)
 7. We should pay due regards to our **a _____** from time to time. (forefathers who lived a long time ago)
 8. Bishnois celebrate the memory of their **m _____** by planting more and more trees. (persons killed because of beliefs)
- D. Two groups of words are given here. Make compound words choosing suitable words from each group like **horseback, nine twenty**.

Group (1): black, lender, office, fourth, sand, continent, moon, tree, life, four, some, lords, over, ordinary

Group (2): money, stone, buck, hence, sub, hour, full, lover, time, how, land, took, eighty, extra

- E. Homophones:** also known as sound-alike words, are words that are pronounced identically although they have different meaning and different spellings as well, for example ‘cattle’ and ‘kettle’, ‘plain’ and ‘plane’. Try to find out some more homophones (at least two) in the lesson you have read. Find their homophones using dictionary. Also try to find the homophones of the following words.

Sight, four, won, would, piece, their, heir, allowed, rose, two.

ACTIVITY 3: GRAMMAR

ACTIVE AND PASSIVE VOICE

Look at the following sentences:-

- (i) King Abhay Singh presented a copper plate to the Bishnois.
- (ii) A copper plate was presented to the Bishnois by King Abhay Singh.

In the first sentence the subject of the verb acts, so the verb is said to be in **Active voice**.

In the second sentence the subject of the verb is acted upon, therefore the verb is said to be in Passive Voice. It is the verb that is expressed in the active or in the passive voice.

When do we use the passive voice ?

- (i) When we are more interested in the action than the doer of that action: e.g. The bank was looted yesterday. (The thieves looted the bank yesterday.)
The burglar was caught in the house. (The house owner caught the burglar.)
- (ii) When we don't know the doer of action or when he/she can't be mentioned. e.g. The gate was opened. (Somebody opened the gate.)
Five terrorists were killed in Kashmir. (The army killed five terrorists in Kashmir.)

There are certain rules to be followed when the verb of active voice is changed into passive voice.

- (i) The object of the verb in active voice becomes the subject of passive voice.

Sita sings songs.

Songs are sung by Sita.

- (ii) Usually transitive verbs are passive voiced, but some intransitive verbs become transitive when a preposition is added to them and they can be passive voiced:

He aimed at a lion.

A lion was aimed at by him.

- (iii) When the verb in active voice has two objects (i.e. direct and indirect) either of them can be made subject in passive voice:

She gave me a gift.

I was given a gift by her.

A gift was given to me by her.

- (iv) We use 'let' while changing imperative sentences of active voice into passive voice. The construction of the sentence in passive voice will be as under:

Let + object + be + Past Participle.

E.g. open the door.

Let the door be opened.

Please sit down.

You are requested to sit down.

If the imperative sentence is negative

Let + object + not + be + past participle.

Don't shut it.

Let it not be shut.

- (v) Interrogative sentences in active voice are changed thus:

(a) Who found this box?

By whom was this box found?

- (b) Why do you study English?
Why is English studied by you?
- (c) Have you finished your homework?
Has your homework been finished by you?
- (d) Do you like him?
Is he liked by you?
- (vi) If there is to infinitive in active voice, it is changed into perfect infinitive to form the sentence in passive voice:

It is time to leave the school.

It is time for the school to be left.

Or It is time to shut the mall.

It is time for the mall to be shut.

- (vii) Sentences having, modal auxiliaries in active voice are changed into passive voice thus:

Active: - The aux. + root form of the verb.

Passive: - The aux. + be + Past participle of the root verb

He can lift the box.

The box can be lifted by him.

May God bless you!

May you be blessed.

The teacher should punish the boys.

The boys should be punished by the teacher,

- (viii) Always keep in mind that pronouns are changed in voice thus:-

Subject in active

Object in passive

I

by me

We

by us

You

by you

He

by him

She

by her

They by them (often omitted)

It by it

Shyam by Shyam

Always use past participle form of the verb of active voice to form passive voice:

(x) Change of Tenses is followed thus:

(a) In the Present Simple Tense 'is', 'am', 'are' are used with the third form of the verb:

He reads English novels.

English novels are read by him.

(b) In the Past Simple Tense 'was', 'were', are used with the third form of the verb.

She taught English in schools.

English was taught in schools by her.

(c) In Future Simple Tense 'be' is used after 'shall/will':

They will never harm us.

We will be never harmed by them.

(d) In Present continuous and Past continuous tenses 'being' is added to 'is', 'am', 'are', 'was', 'were' and the past participle form of the verbs is used:

The girls are watching the match.

The match is being watched by the girls.

The woman was cooking food.

Food was being cooked by the woman.

(e) In the Present Perfect, The Past Perfect and the Future Perfect Tenses 'been' is added to the perfect tense:

He has sent me a present.

I have been sent a present by him.

I will have written this matter by now.

This matter will have been written by me by then.

Note: There is no passive voice in Future Continuous, and all the Perfect

Continuous form of the Present , the Past and the future tenses.

EXERCISE

A. Change the following sentences into passive voice. Omit the agent.

1. Somebody had put out the light.
2. People serve ice-cream with meal.
3. They are expecting good news.
4. They admire the bravery of the Indian soldiers.
5. The Principal has dissolved the committee.
6. The Election commission announces elections for the state assemblies.
7. People hold honesty as the best policy.

B. Convert the following sentences into passive form:

1. The teacher has appointed him monitor.
2. I opened the door.
3. He can lift the box.
4. Why do you suspect me?
5. Are they offering him a chair?
6. Whom do we like most?
7. Who wrote Macbeth?
8. Put him this question.
9. Show him the way.
10. Don't tease her.
11. Give him a suitable reply.
12. Has someone informed the police?
13. Everyone believed that the movement was a failure.
14. People think that the government is working well.

(C) Convert the following sentences from Passive to Active Voice :

1. Khejdi trees are not allowed to cut in Rajasthan.
2. The green cover of the Indian sub continent has been ravaged.
3. Bishnois were not to be cowed.

4. Jambhaji's followers were called Bishnois.
5. The door was painted green by him.
6. By whom is English taught to you ?
7. He was given the task of looking after his puppy.

ACTIVITY 4 : SPEECH ACTIVITY

Divide the whole class into four to six groups/pairs. Each group will discuss the **contribution of Bishnois to protect the ecology of the desert** amongst them and then the each team leader would present their views before the whole class.

ACTIVITY 5 : COMPOSITION

1. Write a paragraph in about 150 words on '**Trees are essential for our life**'.
2. Write a short paragraph on '**Importance of animals**'.

5 A HERO

For Swami events took an unexpected turn. Father looked over the newspaper he was reading under the hall lamp and said, ‘Swami, listen to this: “News is to hand of the bravery of a village lad who, while returning home by the jungle path, came face to face with a tiger” ‘The paragraph described the fight the boy had with the tiger and his flight up a tree where he stayed for half a day till some people came that way and killed the tiger.

After reading it through, father looked at Swami fixedly and asked. What do you say to that? Swami said, ‘I think he must have been a very strong and grown up person, not at all a boy. How could a boy fight a tiger?’

‘You think you are wiser than the newspaper?’ Father **sneered**. ‘A man may have the strength of an elephant and yet be a coward; whereas another may have the strength of a **consumptive**, but if he has courage he can do anything. Courage is everything, strength and age are not important.’

Swami disputed the theory. ‘How can it be, father? Suppose I have all the courage, what can I do if a tiger should attack me?’

‘Leave alone strength, can you prove you have courage? Let me see if you can sleep along tonight in my office room.’ A frightful proposition, Swami thought. He had always slept beside his **granny** in the passage and any change in this arrangement kept him trembling and awake all night. He hoped at first that his father was only joking. He **mumbled** weakly, ‘yes’, and tried to change the subject; he said very loudly and with a great deal of **enthusiasm**. ‘We are going to admit even elders in our cricket club hereafter. We are buying brand new bats and balls. Our captain has asked me to tell you’

‘We’ll see about it, later’ father cut in. ‘You must sleep along hereafter.’ Swami realised that the matter had gone beyond his control: from a challenge it had become a plain command, he knew his father’s **tenacity** at such moments.

‘From the first of next month I’ll sleep alone, father.’

‘No, you must do it now. It is disgraceful sleeping beside granny or mother like a baby. You are in the Second Form and ... I don't at all like the way you are being brought up,’ he said and looked at his wife, who was rocking the cradle. ‘Why do you look at me while you say it?’ she asked, ‘I hardly know anything about the boy’

‘No, no, I don't mean you,’ father said.

‘If you mean that your mother is spoiling him, tell her so, and don't look at me,’ she said and turned away.

Swami's father sat gloomily gazing at the newspaper on his lap. He prayed that his father might lift the newspaper once again to his face so that he might slip away to his bed and fall asleep before he could be called again. As if in answer to his prayer father rustled the newspaper, and held it up before his face. And Swami rose silently and **tiptoed** away to his bed in the passage. Granny was sitting up in her bed, and remarked. ‘Boy, are you already feeling sleepy? Don't you want a story?’ Swami made wild **gesticulations** to silence his granny, but that good lady saw nothing. So Swami threw himself on his bed and pulled the blanket over his face.

Granny said, ‘Don't cover your face. Are you really very sleepy?’ Swami leant over and **whispered**, ‘Please, please, shut up, granny. Don't talk to me, and don't let anyone call me even if the house is on fire. If I don't sleep at once I shall perhaps die.’ He turned over, curled, and **snored** under the blanket till he found his blanket pulled away.

Father was standing over him. ‘Swami, get up,’ he said. He looked like an **apparition** in the semi-darkness of the passage, which was lit by a cone of light reaching from the hall lamp. Swami stirred and groaned as if in sleep. Father said, ‘Get up, Swami.’ Granny pleaded, “Why do you disturb him?”

‘Get up, Swami’ he said for the fourth time and Swami got up. Father rolled up his bed, took it under his arm and said, ‘Come with me,’ Swami looked at granny, hesitated for a moment and followed his father into the office room. On the way he threw a look of appeal at his mother and she said, ‘Why do you take him to the office

room? He can sleep in the hall, I think.'

'I don't think so,' father said, and Swami **slunk** behind him with bowed head.

'Let me sleep in the hall, father, Swami pleaded. 'Your office room is very dusty and there may be scorpions behind your law books.'

'There are no scorpions, little fellow. Sleep on the bench if you like.'

'Can I have a lamp burning in the room?'

'No, you must learn not to be afraid of darkness. It is only a question of habit. You must cultivate good habits.'

'Will you at least leave the door open?'

'All right. But promise you will not roll up your bed and go to your granny's side at night. If you do it, mind you, I will make you the laughing-stock of your school.'

Swami felt cut off from humanity. He was pained and angry. He did not like the strain of cruelty he saw in his father's nature- He hated the newspaper for printing the tiger's story. He wished that the tiger hadn't spared the boy, who did not appear to be a boy after all but a monster.

As the night advanced and the silence in the house deepened, his heart beat faster. He remembered all the stories of devils and ghosts he had heard in his life. How often had his **chum**, Mani, seen the devil in the banyan tree at his street end? And what about poor; Munisami's father who spat out blood because the devil near the river's edge slapped his cheek when he was returning home late one night" And so on and on his thoughts continued. He was faint with fear. A ray of light from the street lamp strayed in and cast shadows on the wall. Through the stillness, all kinds of noises reached his ears-ticking of the clock, rustle of trees, snoring sounds, and some vague night insects humming. He covered himself with the blanket as if it were an armour, covered himself so completely that :he could hardly breathe Every moment he expected the devils to come up and clutch at his throat or carry him away, there was the instance of his old friend in the fourth class who suddenly disappeared and was said to have been carried off by a ghost to Siam or Nepal....

Swami hurriedly got up and spread his bed under the bench and **crouched**

there. It seemed to be a much safer place, more compact and reassuring. He shut his eyes tight and encased himself in his blanket once again and unknown to himself fell asleep and in sleep he was racked with nightmares. A tiger was chasing him. His feet stuck to the ground. He desperately tried to escape but his feet would not move; the tiger was at his back and he could hear its claws scratch the ground... scratch, scratch, and then a light **thud**... Swami tried to open his eyes, but his eye-lids would not open and the nightmare continued. It threatened to continue all his life... Swami groaned in despair. What an **inescapable** dream!

With a desperate effort he opened his eyes. He put his hand out to feel his granny's presence at his side, as was his habit, but he only touched the wooden leg of the bench. And his lonely state came back to him. He sweated with fright. And now what was this rustling? He moved to the edge of the bench and stared in the darkness, something was moving down. He lay gazing at it in horror. His end had come. He became desperate. He knew that the devil would presently pull him out and tear him to shreds, and so why should he wait? As it came nearer he crawled out from under the bench and **hugged** it with all his might, and used his teeth on it like a mortal weapon....

'Aiyo! Something has bitten me,' went for an agonised, thundering cry and was followed by a heavy **tumbling** and falling amidst furniture. In a moment father, cook and the servant came in, carrying light.

And all three of them fell on the **burglar** who lay amidst the furniture with a bleeding ankle....

CONGRATULATIONS came showering on Swami next day. His classmates looked at him with respect and his teacher patted his back. The headmaster said that he was a true scout. Swami had bitten into the flesh of one of the most **notorious** house-breakers of the district and the police was grateful to him for it.

The Inspector said, 'Why don't you join the police when you are grown up?' Swami said for the sake of politeness, 'Certainly, yes,' though he had quite made up his mind to be an engine driver, a railway guard. or a bus conductor, later in life.

When he returned home from the club that night, father asked,

Where is the boy?'

'He is asleep' 'Already!'

'He didn't have a wink of sleep the whole of last night.' said his mother.

'Where is he sleeping?'

'In his usual place,' mother said casually. 'He went to bed at seven-thirty.'

'Sleeping beside his granny again!' father said. 'No wonder he wanted to be asleep before I should return home-clever boy!'

Mother lost her temper. 'You let him sleep where he likes. You needn't risk his life again...!' Father mumbled as he went in to change: 'All right, **mollycoddle** and spoil him as much as you like. Only don't blame me afterwards...!'

Swami, following the whole conversation from under the blanket, felt tremendously relieved to hear that his father was giving him up.

R. K. Narayan

About the Author:

R. K. Narayan, born on 10 oct 1906 was a leading writer of Indian English Writing. Most of his works are set in the fictional south Indian town of Malgudi which was first introduced in Swami and Friends. His famous novel *The Guide* has been woven into the Hindi feature film 'Guide'. His works depict the social contexts and everyday life of his characters who are pre-eminently Indian. He is well known for his simplicity in prose style.

About the Text :

This is one of the most interesting stories from Malgudi Days written by R.K. Narayan. It is a story about a boy named Swami who is afraid of sleeping alone in darkness. He is mistaken to be a hero whose one desperate act leads to the imprisonment of the most notorious thief of the area. The boy's father compels him to sleep in a dark room alone in order to teach him a lesson of courage for his future life. The boy has a nightmare in which he is chased by a tiger and awakens only to find himself lonely and sees 'something moving down' which turns out to be a burglar.

GLOSSARY

sneered (v)	:	spoke in taunting way.
consumptive (n)	:	one who suffers from consumption of tuberculosis (T.B.)
granny (n)	:	also spelled 'grannie' i.e. grandmother or grandma,
mumbled (v)	:	spoke quietly, muttered
enthusiasm (n)	:	excitement, zeal, fervour
tenacity (n)	:	firmness, determination
tiptoed (v)	:	walked very quietly on toes
gesticulations (n)	:	gestures, expressing something by movements of hands and arms.
whispered (v)	:	spoke very quietly so that other people could not under
snored (v)	:	breathed in a very noisy way while sleeping
apparition (n)	:	ghost
slunk (v)	:	moved quietly without any other's notice
chum (n)	:	friend
crouched (v)	:	lay close to the ground by bending knees in fear.
thud (n)	:	a great frightening sound
inescapable (adj)	:	unavoidable
desperate (adj)	:	without any hope
hugged (v)	:	put the arms around and held tightly
tumbling (v)	:	falling
burglar (n)	:	a thief who breaks into house and steals things
notorious (adj)	:	infamous, well known for something which is undesirable or bad.
mollycoddle (n)	:	to protect someone too much from unpleasant experiences.

ACTIVITY1: COMPREHENSION

(A) Tick the correct alternatives:-

1. The Father wanted to test.....in Swami.
(a) courage (b) strength
(c) fear (d) bravery
2. Swami was instructed to sleep in.....by his father.
(a) passage (b) hall
(c) office room (d) bedroom
3. Every moment he expected theto come up and clutch at his throat or carry him away:-
(a) god (b) tiger
(c) devils (d) scorpions
4. Whom did Swami bit in the night?
(a) burglar (b) monster
(c) tiger (d) cook
5. This chapter is about
(a) a hero
(b) a boy who is afraid of loneliness and darkness
(c) a boy who fights with a tiger
(d) a dispute between a father and son.

B. Say whether the following statements are true or false. Write 'T' for true and 'F' for false in brackets :

1. Courage is important than strength and age. []
2. Swami felt that his father was only joking. []
3. Swami went to his bed silently because he was sleepy. []
4. Father wanted to remove fear from the mind of his son. []
5. Swami had a sound sleep the whole of last night. []
6. His mother always supported Swami. []
7. Swami was really a hero. []

8. Swami bit the devil. []
9. Father pulled away Swami's blanket. []

C. Answer the following questions in not more than 30-40 words each:

1. What did the paragraph of the newspaper describe about?
2. Did Swami agree with the theory of courage given by the father?
3. What did Swami think of the boy who was reported in the newspaper to have fought with the tiger?
4. Why did Swami's father want him to sleep alone?
5. What did Swami do to avoid sleeping in his father's office room?
6. How did Swami's mother try to protect him from his father's anger?
7. What did Swami say to his father when he was taken to the office room for sleep?
8. What did Swami feel in the office room in the night?
9. What thoughts came into the mind of Swami when he was sleeping alone in the office room?
10. Why did Swami sleep under the bench?
11. What dream did Swami see in his sleep?
12. Why did Swami attack the burglar?
13. How did Swami's classmates and other people react to the news of his fighting with the burglar?
14. Do you think Swami's efforts made him fearless or courageous?
15. What indicates Swami's sleeping beside granny again?

D. Answer the following questions in about 60 words each:

1. What kind of a person Swami was and what the people took him to be? Do you agree with the theory?
2. Describe Swami's character on the basis of the story: 'A Hero'.
3. What impressions do you get of Swami's father?
4. Do you think the title 'A Hero' is appropriate in the light of Swami's character?
Discuss

5. What have you come to know about the character of Swami's mother?

ACTIVITY 2: VOCABULARY

- 1. Convert the following verbs into nouns and frame one sentence on each:**

Example :- Describe - Description : The description was very lively and touching.

arrange, admit, gesticulate, hesitate, expect, congratulate, converse

- 2. Convert the following nouns into adjectives and frame one sentence on each:**

Example :- hero - heroic

His deeds are no doubt heroic.

darkness, courage, strength, bravery, fright, description, respect, enthusiasm, wisdom.

- 3. 'ly' is a suffix. It is used to form adverbs when added to adjectives. It gives the meaning of 'in the stated manner', example:-**

brave + ly = bravely.

He fought very bravely.

silent + ly = silently

Swami rose silently and went to bed.

Find out at least seven other examples of adverbs formed this way from the text and use them in your own sentences.

4. Match the column 'A' with the Column 'B', finding their correct meanings :

A	B
1. a dull and heavy sound	slunk
2. to protect somebody too much	burglar
3. a friend	chum
4. moved quietly out of fear	mollycoddle
5. a person who steals away illegally	thud

ACTIVITY : 3 GRAMMAR

MODALS:

Look at the following sentences:

- (i) You must sleep alone hereafter.
- (ii) Can you prove you have courage?

The underlined words in both the sentences are examples of modal verbs. All auxiliary verbs except **be**, **do** and **have** are called modals. They are also called modal auxiliaries. They are helping verbs which are not affected by person or gender. These are, **will, would, shall, should, may, might, can, could, ought to, must dare, need, used to**. In most cases they express present or future time. The chief features of modals are:

- (i) They are never used alone; they always have a main verb with them. I can do it.
- (ii) Their forms remain unchanged whatever the person and number of subject is there: I can read; they can read, you can read,
- (iii) They do not have infinitives or past participle form.

We cannot write 'He can to go and can seen'.

Now we proceed to see how each modal is used:

1. Can

This modal verb is used to express four meanings which are: **ability, permission, request and possibility**.

(a) Ability

- (i) She can swim in a river,
- (ii) Ram can play a guitar.

'Ability' involves capacity to do some actions but with animate subject and dynamic verbs. With inanimate subjects the use of 'can' expresses their **potentiality**.

- (iii) The business of cabs can expand.
- (iv) This bike can run faster with this fuel.

(b) Permission

'can' is used to '**ask**' and '**give**' permission. It is used to seek permission in the circumstances where social authority is involved.

- (i) Boy: can I go now?
- (ii) Teacher: No, but you can go after this period.

(c) Request

- (i) Can you give me your pen? (to a friend)
- (ii) Can you bring me some more ice-cream? (in a hotel)

'Can' is used to make informal request. We often use it when we are talking to friends and also in shops, office, restaurants etc.

(d) Possibility

- (i) I am sure this problem can be solved.
- (ii) This road can be blocked. (a theoretical possibility)
- (iii) The fire can be dangerous.

Note: 'Can' indicates **theoretical possibility**.

2. Could (Past form of can')

- (a) To express **past ability or capacity**:
 - (i) I could swim across this river in my childhood.
- (b) In Indirect speech it is used as **past tense** of can.
 - (i) He said that he could run fast.
- (c) To express **polite request**:
Could you please lend me your pen?
Could you let me see your photo?
- (d) To express **permission**:
Could I use your cell phone?

Note: - to make requests and seek permission, 'could you' is more formal and polite. We often use it when we are talking to strangers, older people, teachers and bosses.

- (e) To express something remote in **likelihood**:
This road could be blocked.

3. May

- (a) Used for **asking and giving permission.**

May I come in, sir?

'Yes, you may.'

May I borrow your pen?

'Yes you may.'

'May not' is used to deny permission:

May I use the toilet?

'No, you may not.'

- (b) When **possibility** and **uncertainty** are mixed.

It may rain tomorrow.

That may, or may not, be true.

- (c) 'May' is also used for a **wish, faith** and **hope.**

May you live long!

May God bless you!

May India win the match!

- (d) 'May' is also used to indicate **purpose**

Children go to school so that they may learn things.

We eat so that we may live.

4. **Might:**

- (a) Used in reported speech for **past time:**

He said that Neeru might come.

- (b) To express **possibility** that is similar to 'may' but its use indicates the greater sense of doubt about this possibility than 'may':

I am afraid that if I ask him again, he might refuse.

She might win the prize.

- (c) To express **guess:**

That might be a thief.

- (d) 'Might' can also be used to express **permission** or to make **informal requests.**

May/might I borrow your pen for a minute?

Might I begin my lecture?

- (e) It is also used for **suggestion** in a statement form:

You might make a little less noise.

He might join the army.

5. **Must**

- (a) Used to express **compulsion** in affirmative sentences:

You must carry out my orders.

- (b) To express **necessity** in affirmative sentences:

We must get up early tomorrow.

- (c) To express **determination**.

They must complete this work by this evening.

- (d) To express **certainty / surety/ strong possibility**.

My sister has gone to bed early.

She must be tired.

Look at his life style. He must be rich.

- (e) To indicate **obligation or duty**:

You must do as you are told.

Candidates must answer at least five questions out of ten.

Note: - In the '**negative**' and to express '**prohibition** 'must not' is used that gives the meaning of 'Don't do this' :

We must not pluck the flowers.

Cars must not be parked here.

- (6) **Ought** (always followed by a 'to infinitive')

(a) To express **moral obligation, duty, probability** 'ought to' gives the meaning of should : but 'ought to' is used when a feeling of duty is involved based on external rules (social conventions, institutions etc.) and 'Should' when we have personal judgement of duty.

You ought to love your elders. (moral obligation)

I ought to help them. (moral duty)

The implementation of GST bill ought to enhance the government revenue
(probability)

(The negative form of ought to is ought not to.)

(7) Will

(a) To indicate **simple future time** : (with II & III persons)

She will go to school.

You will accept that he was wrong.

(b) To indicate/express **intentions, willingness, prediction and determination and request** :

I will go to Mumbai for a job. (intention)

I will sing at the concert tomorrow. (Willingness)

Many friends of mine will be in the party. (Prediction)

I will pass this examination. (Determination)

We will do or die. (Determination)

Will you do me a favour ? (request)

Will you please shut the door?(request)

Will you go with me there?(request)

Note: As compared to the use of 'Would' the use of 'will' shows a less polite request.

In negative its form changes to '**won't**'.

Won't you keep quiet?

I won't come to college.

Note:- Will is never used with I person in interrogative sentences.

(8) Would

(a) Used as **past tense** of will in indirect speech:

He told me that he would play kabaddi.

(He said to me, "I will play Kabaddi.") Direct speech.

(b) To express a **past habit**:

I would go up the hill daily in my childhood. (Here 'would' can be substituted

by 'used to')

Whenever I went there, I would see the shop closed.

- (c) To express **polite request** and offer:

Would you please sit down? (request)

Would you like a cup of tea? (offer)

Note: 'would' is more polite than 'will'.

- (d) To ask for something more politely:

I would like your support in this election.

I'd like to return this ticket, please.

- (e) To express one's **preference**:

I would prefer to stay at home instead of going with you.

He would rather study English than Mathematics.

(8) Shall

- (a) To indicate **future time** with I person :

I shall play tennis in the evening.

We shall go to Ajmer tomorrow.

Note: In present day English, however, there is a growing tendency to use 'will' in all persons.

- (b) To indicate a **command, promise or threat**:

You shall come here at once. (command)

She shall get a prize if she secures I Div. in Exam. (promise)

You shall be punished if you don't obey the rules. (threat)

- (c) We often use **shall I ?**, or **shall we ?**

when we are asking or suggesting what to do:

Shall I make a cup of tea for you?

Shall I buy this book?

Shall we go and see this movie?

(10) Should

- (a) Used as **past tense** of 'shall' in Indirect speech. He said, "I shall come

tomorrow." (Direct)

He said that he should come the next day. (Indirect)

(b) To express **duty** or **obligation** :-

We should keep our word.

(c) To express **suggestion**/ an **advice** or a thing to do :

You should take bath daily.

You should see the doctor.

We should obey our parents.

(d) After '**lest**' (expressing fear) :

Work hard lest you should fail.

(e) to express **probability** :

Demonetisation should prevent corruption in future.

EXERCISE

A. Fill in the blanks correct modals choosing from the box given below:

could, will, can, must not, would, could not, may, should not, might, need not

1. I did not feel very well yesterday. I _____ eat anything.
2. If you work hard, you _____ have to repeat the course next year.
3. At the age of ten Sheela _____ play the piano beautifully.
4. _____ I take a photograph of you?
5. _____ you speak French? Only a few words.
6. We _____ eat so much chocolate. It is not good for us.
7. We have a lot of work tomorrow, you _____ be late.
8. I _____ be able to help you. But I am not sure.
9. _____ you do me a favour please?
10. You _____ worry about it, I have managed it.

B. Complete the following conversation with suitable modals.

Amit _____ you help me revise? I am worried about the exam.

Nitin You _____ be able to pass the exam if you start revising now.

Amit _____ you lend your English dictionary?

Nitin You _____ borrow it but you cannot use it for exam.

Amit I know I _____ have left mine in library.

Nitin It _____ be in your desk drawer you could have left it there.

Amit I _____ to look for it when I get home.

Nitin You _____ not hurry, you can use mine for a few days.

C. Fill in the blanks with correct modals expressing the notions given in brackets:

1. When the National Anthem is played, all _____ stand in attention.
(command)
2. He said it _____ rain. (possibility)
3. _____ you give me your vehicle? (request)
4. You _____ remain on leave tomorrow. (permission)
5. The clouds are low. It _____ rain. (probability)
6. She _____ be in the library. (weak possibility)
7. She _____ be in the library. (strong possibility)
8. The traitor _____ be immediately hanged. (command)
9. _____ I make a call from your mobile? (request)
10. You _____ be there at 10 a.m. (obligation)
11. The new taxation policy _____ be in favour of the cottage industries.
(probability)
12. The office is going to be closed. Now you _____ go. (permission)
13. The students _____ attempt at least five questions in all. (obligation)
14. No soldier _____ apply for leave during war time. (command)
15. The water harvesting project _____ solve the problem of drinking water in rural areas. (probability)

6

WHAT IS AMISS WITH US?

Indian Intellect

Ours is a nation of intellectuals. It is not said out of **sheer patriotism**. Studies at home and **abroad** have revealed that. Not long ago a study was undertaken in the schools of Britain to find out children of which nation excelled in intelligence. It was discovered that Indians were superior to the natives of other countries. If that is the truth why we are lagging behind other super powers, why there is **brain drain** from our country to other **affluent** nations, why our imports exceed our exports, why we look to developed nations for help and aid, where we are amiss.

Saying so does not mean our progress is **nought**. The Bhakra Nangal dams, Bhilai, Rourkela, Durgapur steel plants, Tarapore nuclear reactor, etc., are some of our big achievements. But, in the grandeur of the 'big' the 'small' has been neglected. E.F.Schumacher was not wrong when he captioned his best-seller "Small is Beautiful". Here are a few instances to show how the neglect of these "small" but important issues has **hampered** our glory.

Social Behaviour and Civic Sense

Here we are at the lowest ebb. It may be a journey or a walk, a feast or a fair, a meeting or a gathering, a serious study or a leisure hour, most of us **exhibit crass** ignorance of minimum basic human decencies. Let us see how and where we lack in our social behaviour and **cultivation** of civic sense.

(i) Noise Pollution

Human ear is meant for receiving sound of normal range of decibels. Sound received beyond that measure would not only be **jarring** but also damaging to our hearing sense organs. How many of us take care of this? It may be a TV programme or a radio broadcast, playing a tape recorder or any other instrument, even a gossip or a chit-chat in a company, all are heard at a very high pitch. We may be used to it but what about those living around us. Our neighbour may be a serious student, a sick person, or

a peace-loving being. Have we ever thought of him? How much **agony** do we cause to him/her? The neighbour being a person of cool temperament does not quarrel with us and suffers in silence. The poor fellow shuts the windows and doors and puts cotton in his ears to reduce the impact of high-pitched noises. When shall we learn the simple civic sense?

It may be a marriage ceremony or any other function, a **ritual** or a prayer, there is generally a fashion of hiring a loud speaker to be used the loudest besides engaging a band and other means of producing sound. The pitch is kept so high that sensitive beings get shocks. Even the stones or bricks of a building shake and the impression is gathered that the building may **collapse** one day because of this.

The vehicles, especially the trucks, make living unbearable even the drivers blow the horn not only loudly but also incessantly and that too often without any reason.

The noise pollution caused because of the lack of civic sense and careless social behaviour **mars** the sensibilities of our people at large and affects our efficiency.

(ii) Travel by Public Transport

We all travel by public transport, train or bus and have had many bitter and sad experiences. Orderly queue system at the time of either purchasing the tickets or boarding the train/bus is rarely followed. Everyone in his self-interest flouts the genuine rights of others. Those who are already occupying a seat would very **reluctantly** permit others to sit even on the neighbouring vacant seat. When they do so they grab about half of that vacant seat also. The thought of giving help to other needy ones rarely stirs them.

Some people are fond of chewing betels with tobacco. They spit and spit frequently all around showing no respect for public property. They forget that they have paid for journey and not for spoiling the train/bus. They throw all rubbish and **leftovers** wherever they so desire. Our public transport, our roads and streets, our public places and buildings are seen **littered** with all sorts of stinking refuse that tells upon our health and vigour.

In spite of the **statutory** warning "Smoking is injurious to health" we do not notice any slump in the sale of cigarettes or bidis. The pity is the smokers in their own enjoyment do not think of the people around them. Sometimes the surroundings become unfit for breathing. Passive smoking causes more harm.

(iii) Traffic Sense

We take roads as if they were especially meant for us only. Violation of traffic norms and driving rashly are considered signs of **gallantry**, though when required, such gallants prove to be the worst cowards. The modern youth take pride in driving at great speed. They ignore the basic norms of driving such as how and when to overtake a vehicle, when to take a turn, obeying the traffic signals, keeping the vehicle in order and smokeless, driving in proper lanes, etc. The result is danger to life. It affects them as also the others moving around. In fact the movement on roads has become so dreaded and unsafe that affect the nervous system of many a sensitive being. God knows what **calamity** may happen the next moment. The pity is there is no control on any such things. Most of the vehicles emit smoke to make the surroundings unfit for living beings. People ply their vehicles overloaded with every possible risk of causing an accident. They overtake another vehicle the way they want setting at naught the basic traffic rules and thus playing with the lives of innocent people.

(iii) Encroachment

"Pen is mightier than the sword" is very often kept the subject for debates in many an educational institution. In reality, the muscle power is stronger than the brainpower. And it has been so since **aeon**. Generally those with muscle power are uncivilised. They consider public property their own. Making a small beginning they grab whatever maximum property they can in course of time, thus snatching the rights of civilised and law-abiding citizens. The footpaths on both sides of the road become their property where they may sleep, install their shops or make their dwelling. In the name of religion they may occupy certain area even on the main road to meet their selfish ends. Some people try to encroach upon public property after constructing houses/ shops on their purchased piece of land by way of putting stairs or laying

gardens or making seating arrangement outside their marked boundary. Who is there to check and **thwart** their designs? None. A small beginning made undeterred grows into a big **menace** to all others except to those doing so.

(iv) Cleanliness

Cleanliness is next to Godliness. That seems to remain an **obsolete** adage now. We are so used to uncleanliness that it does not seem to affect our senses leave aside annoying us. We throw the rubbish and waste materials wherever we like, may be roads, public transport, educational institutions, historical monuments, government buildings and do not spare even holy places of worship. In our fond hope of keeping our home clean we do not hesitate in making our neighbour's home unclean. The rubbish may be dirt of the house, shit of the children, skin of the vegetables/fruits or any other waste stuff. The skin of the banana is seen littered on public roads which leads to making many normal beings physically handicapped.

Added to this **malady** is the free movement of stray animals who spoil the roads, houses, public places and hamper traffic. They also cause serious accidents.

We have become so immune against these ills that nobody sees to take a note of these. Even some African countries, not to talk of the advanced countries, when shown on the TV, seem cleaner than ours. We must understand that cleanliness is of paramount importance and the offenders should be dealt with strictly with **punitive** measures.

(v) Dharna Bandh/Rail Roko

The easiest way to give vent to our protest is to stage a Dharna or call for a Bandh or a Rail Roko demonstration. The agitators make the most out of such shows. These devices, besides causing inconvenience, nay sometimes irreparable damage to individuals, cause immense loss to the nation. Imagine someone is seriously sick, another has an inescapable appointment, and still another has no provisions at home. Who bothers for other's legitimate needs? One remains wonder struck to see that sometimes such Bandhs are sponsored even by responsible people. Occasionally these demonstrations become violent causing further loss to the national property and human life.

Can't we think of a suitable device for expressing our protest without causing inconvenience to others and loss to the nation? In Japan, the workers of a shoe factory wanted to demonstrate their protest. They made shoes of different sizes of right foot only. When the **dispute** was settled they made shoes of left foot thus completing pairs. It caused inconvenience to none and the initial loss to the owners was made good a little later. Alternatively, the protesters may follow the path of Satyagraha or hunger strike shown by Mahatma Gandhi as they would then put only themselves to inconvenience for their cause.

All these minor issues are of major significance. If things like these are set right, progress, prosperity and pleasure will knock at our doors.

S.M. Goyal

About the Text :

The lesson is about to learn civic sense which we knowingly or unknowingly don't obey or follow. The lesson is also very much inspiring to improve our behaviour and manners towards others and ourselves. If we develop civic sense in ourselves, we can make our life better and healthy.

GLOSSARY

sheer (n)	:	clear/mere
patriotism (n)	:	showing love for one's country
abroad (adv.)	:	in or to a foreign country
brain drain (idiom)	:	flow of native talents to foreign countries
affluent (adj.)	:	rich wealthy, prosperous
amiss (n)	:	wrong, improper
nought (n)	:	nothing
hampered (v)	:	curbed, confined
exhibit (v)	:	to show
crass (n)	:	showing no care to other people's feelings
ignorance (n)	:	not having enough knowledge or understanding
cultivation (n)	:	development/growth

jarring (adj.)	:	irritating or unpleasant
agony (n)	:	physical or mental pain or torture
ritual (n)	:	religious service or activity
collapse (v)	:	fall down/ faint
mar (v)	:	spoils
reluctantly (adv.)	:	unwillingly
leftovers (n)	:	the food that remains uneaten after a meal.
littered (adj.)	:	made dirty
statutory (adj.)	:	legal, something done because of laws
gallantry (n)	:	valour, bravery
calamity	:	sudden bad event that causes a lot of damage to lives and property etc.
aeon (n)	:	a very long period of time.
thwart (v)	:	to stop from what they want to do.
menace (n)	:	threat
obsolete (adj.)	:	out of date, old
malady (n)	:	a serious problem
punitive (adj.)	:	intended as punishment
dispute (v)	:	quarrel

ACTIVITY 1: COMPREHENSION:

A. Answer the following questions-in about 30-40 words each:

1. What was the study undertaken in the schools of Britain for?
2. Why are we not pacing up with other super powers?
3. Which are our big achievements?'
4. What are the means of noise pollution?
5. What is the statutory warning written on the packet of cigarettes?
6. Which are the basic norms of driving that we ignore on the road?
7. What does increase the possible risk of accidents?
8. Whom does the writer call uncivilized?

9. What is the easiest way of our protest?
10. When can we hope for prosperity and pleasure?

B. Answer the following questions in about 60 words each:

1. Which are the important issues that have hampered our glory?
2. How does noise pollution affect our life?
3. How can you keep public places clean?
4. Why has the movement on roads become dangerous?
5. What measures can we take to make clean our surroundings?
6. According to the writer how can we express our protest without causing any difficulties to others?
7. Which is superior between the muscle power and the brain power and Why?
8. How do the workers of a shoe factory in Japan demonstrate their protest?
9. How do we lack in our social behaviour and cultivation of civic sense?

C. Tick the correct alternatives:

1. The noise pollution is caused most because of:
 - (a) playing a tape recorder at high pitch.
 - (b) blowing horns
 - (c) using loud speakers in ceremonies.
 - (d) lack of civic sense and careless social behaviour.
2. What causes more harm to our health?
 - (a) direct smoking
 - (b) passive smoking
 - (c) chewing of tobacco
 - (d) selling of smoking substances.
3. is next to godliness.
 - (a) encroachment
 - (b) cleanliness
 - (c) social behaviour
 - (d) civic sense

D. Say whether the following statements are true or false. Write 'T' for true and 'F' for false:

1. According to the author, there is 'brain drain' from our country. []
2. High pitch of loud-speakers can collapse even buildings. []
3. People willingly allow others to sit on the vacant seat while travelling in a bus or train. []
4. Pen is mightier than the sword. []
5. Vehicles overloaded would not cause an accident. []
6. Protesters should not follow satyagraha and hunger strike which cause [] inconvenience to the citizens.

ACTIVITY 2 : VOCABULARY

(A) Match the following words in column A with the words of their meanings in column B -Also use them in your own sentences as given in the example below .:

Example: - collapse = fall down

Building may collapse one day because of the noise pollution.

A	B
(1) affluent	a serious problem
(2) ritual	physical and mental pain
(3) vigour	rich and wealthy
(4) malady	justifiable
(5) aeon	religious ceremony
(6) legitimate	energy
(7) reluctant	spoils
(8) mars	an extremely long period of time
(9) agony	unwillingly

B. Fill in the blanks with appropriate choice from the words given below: incessantly, littered, slump, calamity, grab, protest, hamper, crass-

1. These days there is a great.....in real estate sector.

2. Most of us exhibit.....ignorance of minimum basic human decencies.
3. Blowing the horns.....make living intolerable.
4. Public places can be seenwith all sorts of stinking refuse.
5. Violation of traffic rules may lead to serious
6. Can't we think other way of our expressing
7. Cultural barriers may.....the learning of language.

ACTIVITY 3: GRAMMAR

DIRECT AND INDIRECT SPEECH

In our routine life situations, we have to tell or report to others what we have actually heard or come to know from somebody else or some other source. There are two ways of narrating or saying this : first, by using the **actual words** of the speaker and secondly by reporting using the **words of one's own**.

When we use the exact words of the speaker without any change anywhere, it is called direct speech and it is put within inverted commas (".....") e.g. He said, "I did not do anything."

I said, "Why don't you just ask my size?"

When the words of the speaker are reported without quoting the actual words, it is called indirect speech or reported speech.

e.g. He said that he had not done anything.

I asked why he did not just ask my size.

We use reported speech more frequently than the direct speech because we are often more concerned about the speaker's intention to say than the actual words said for the purpose. Look at the several differences between them:

1. The actual words of the speaker are enclosed in inverted commas in direct speech.
2. In the indirect speech the inverted commas are removed and replaced by the word 'that' in affirmative sentences.
3. the comma after the main verbs disappears,

4. the tenses and the pronouns are also changed.
5. words that indicates nearness are changed into words that signify distance.

Let's get familiar with some other important terms that will be of our immense use while learning direct speech to indirect speech.

Sita said to Geeta, "My mother sings sweet songs"

In this direct speech sentence outside the inverted commas 'said to' is called the **reporting verb**. 'Sita' is the subject of the reporting verb and 'Geeta' is the object of the reporting verb. 'My mother sings sweet songs' are the actual words said by Sita to Geeta within inverted commas and this part is called direct speech or **reported speech**.

Important rules for changing Direct speech into Indirect speech.

1. **The reporting verb 'said to' is changed into told, added, observed, remarked, promised etc. 'said' is changed into told only when it is followed by an object, if there is no object 'said' will not change.**

The other verbs may be used in reported speech depending upon the manner and the purpose of the direct speech.

- e.g. He said to Shyam, "I am going to Ajmer". (Direct)
He told Shyam that he was going to Ajmer. (Indirect)
Ramesh said, "Rahul is very clever". (Direct)
Ramesh remarked that Rahul was very clever. (Indirect)

2. **When the reporting verb of direct speech is in the past tense the tense of the reported speech is also changed into the corresponding past tense:**

He said, "I am waiting."
He said that he was waiting.

3. **We can learn it in a better way through this table:**

Direct speech	Indirect speech
Present Indefinite	Past indefinite
Present Continuous	Past continuous
Present perfect	past perfect
Present perfect continuous	past perfect continuous

Past Indefinite	past perfect
Past Continuous	past perfect continuous
Conditional	conditional perfect

Auxiliary Verb

will	would
shall	should
can	could
may	might
must	had to
is, am are	was, were
has, have	had
was, were	had been

4. If the reporting verb is in Present tense or future tense, the tense of the verb in the reported speech will not change.

Madam says, "She is an intelligent girl."

Madam says that she is an intelligent girl.

Meena will say, "He was wrong."

Meena will say that he was wrong.

Exception: If the reported speech is some universal truth or habitual fact, the tense of the verb will not be changed.

The teacher said, "The sun rises in the East."

The teacher said that the sun rises in the East.

He said to me, "I go for a walk daily in the morning."

He told me that he goes for a walk daily in the morning.

4. Rules for changing pronouns

- (a) Let's first have the table of pronouns according to the type of persons and their forms:

PRONOUNS

Persons	Subjective	Objective	Possessive	Reflexive
I	I	me	my, mine	my self
	we	us	our, ours	our selves
II	you	you	your, yours	yourself, yourselves
III	he	him	his	himself
	she	her	her, hers	herself
	it	it	its	itself
	they	them	their, theirs	themselves

(i) First person pronouns of the reported speech are changed in accordance with the subject of the reporting verb.

He said, "I will do it myself." (Direct)

He said that he would do it himself. (Indirect)

(ii) Second person pronouns of the reported speech are changed in accordance with the object of the reporting verb.

She said to me, "You are wrong." (Direct)

She told me that I was wrong. (Indirect)

(iii) Third person pronouns remain unchanged in the **indirect speech**.

I said to her, "She helped her mother in cooking." (Direct)

I told her that she had helped her mother in cooking. (Indirect)

5. The words expressing nearness in the reported speech are changed into the words expressing distance.

Direct speech

now

here

today

yesterday

tomorrow

last night

Indirect speech

then

there

that day

the previous day, the day before

the next day, the following day

the previous night

this	that
these	those
ago	before
to- night	that night
thus	so
next day/week/ month etc.	the following day/ week/ month etc
last week/year etc.	the previous week/ year etc.
Just	then

6. Rules for changing of Interrogative sentences:

- (i) Said as a reporting verb is changed into 'asked' or 'enquired of' .
- (ii) Inverted commas and question marks are removed.
- (iii) Questions by the finite verb or its auxiliaries in which the answer is in 'yes' or 'no', we introduce if/whether as connector of both the clauses.
- (iv) In 'Wh' type questions, 'wh' words are used at the beginning of the reported speech.
- (v) The word order is changed from that of a question to that of an ordinary statement.

EXAMPLE

The Judge asked, "How old are you, Sohan?" (Direct)

The Judge asked Sohan how old he was. (Indirect)

7. Rules for the changing of Imperative sentences:

- (i) The appropriate reporting verb expressing 'command', 'request', 'order' or 'advise' is used in the reported speech.
- (ii) 'to' infinitive in place of inverted commas is used

EXAMPLE

He said to me, "Please keep your mobile on silent mode." (Direct)

He requested me to keep my mobile on silent mode. (Indirect)

The teacher said to the boys, "Don't make a noise" (Direct)

The teacher forbade the boys to make a noise (indirect)

OR

The teacher ordered the boys not to make a noise. (Indirect)

8. In reporting exclamations and wishes the reported speech is introduced by some verbs expressing exclamation or wish. Such verbs are:

exclaim, wish, congratulate, applaud etc.

EXAMPLE

He said, "Alas! It is a great loss." (Direct)

He exclaimed with sorrow that it was a great loss. (Indirect)

He said, "May you long live". (Direct)

He wished me that I should long live. (Indirect)

EXERCISE

A. Change the following sentences into Indirect speech:

1. John said, "I work every day."
2. Mohan said, "I am playing the Guitar now."
3. He said, "He has bought a new car recently. "
4. Shalini said, "I'll go to cinema tomorrow."
5. Sita said to me, "I can speak English fluently."
6. Mother said to the son, "I have cooked pasta for you."
7. She said to me, "Yesterday I saw the movie 'Pink.'"
8. Tom said to me, "Will you go with me there?"
9. Sister said, "Don't put this T-shirt on."
10. The teacher said to the boys, "Don't make a noise."
11. Ramesh said, "When does the train arrive?"
12. Sarla said, "I have forgotten my e-mail password."
13. Manish asked, "Where have you hidden the data?"
14. My friend said to me, "Have you finished your home work?"
15. He said to him, "Were you present in the party last night?"
16. She asked, "Can you bring the moon for me?"
17. My friends said, "Let's go to cinema"
18. I said, "Sit down"

19. Mali said to them, "Do you solve my problem?"

20. He said, "Who are you?"

B. Correct the errors in the following sentences:

1. He asked where she lives.

2. The instructor warned not drive too fast.

3. He asked there is anyone.

4. They said that they have done their work.

5. The taxi driver asked where I want to go.

6. Vasu assures that they will win the match.

7. She requested him bring a glass of water.

8. He exclaimed with joy that how beautiful is the rainbow.

9. I asked him what is his name.

10. They told him attend the classes regularly.

ACTIVITY 4 : SPEECH ACTIVITY

Divide the whole class into groups. The group should first discuss the dos and don'ts of our life amongst itself then each group should present its ideas through its leader before the class.

ACTIVITY 5 : COMPOSITION

1 Write a paragraph on importance of cleanliness in about 75 words.

2. Write a paragraph on importance of traffic sense in about 75 words.

7

THE LADY OR THE TIGER?

PART ONE

Long, long ago there lived a king who was **crude** and very much like a **savage**. He had learned some manners from his Latin neighbors, but mostly he was **barbaric**, loud, and **gruff**. He had none of the grace and polish of his neighbors. He was a man of great **fancies** and even greater enthusiasm. Because he had so much authority as a king, he was able to force some of these fancies into reality. Or at least he tried to.

His personality was normally calm when everything was in order. When there was a little **hitch**, however, he was **exultant** and happy. He loved it when things went wrong because that meant that he could then correct them. He loved to make the crooked straight, to crush down the uneven places in life.

He decided that there should be a way to add culture to the lives of his subjects. His method was the public **arena**. There, humans and beasts performed before audiences. But his fancies asserted themselves here. The arena that he built was not for the honor and glory of **gladiators**. It was not for beasts to fight each other to the finish. It was not even for throwing religious **heretics** to the lions. It was, he believed, for the purpose of widening and developing the mental energies of his people. It was a vast **amphitheater** with encircling galleries, mysterious vaults, and unseen passages. It was to be a means for poetic justice. It was to be a place where crime was punished or virtue rewarded-all by chance.

When the king was interested in people and their crimes, he would dictate that their fate should be decided in the arena. This king knew no traditions from other kingdoms. His only **allegiance** was to himself and his own fancies. This fancy, the chance-fate decision in the arena, came about because of his romantic, yet barbaric, idealism.

When all the people had gathered in the galleries and the king was seated on his throne high up on one side of the arena, he would give a signal. A door beneath him

would open, and the accused person would step out into the amphitheater. Directly opposite the accused there were two doors, exactly alike and side by side. The person on trial had to walk over to these doors and open one of them. He could open whichever door he wanted; he was subject to no pressure from the king or his court. The only influence was that of fate or luck.

If the accused opened one door, a hungry tiger came out. It was the fiercest and most cruel that could be found, and it immediately jumped on him and tore him to pieces as a punishment for his guilt. When the fate of the criminal was thus decided, sad iron bells were rung, and great wails went up from the hired **mourners** who were posted outside the arena. The audience went home with bowed heads and **doleful** hearts, sad that one so young and fair (or so old and respected) should have merited such a fate.

If he opened the other door, a lady came out. The king always chose the ladies himself. He made sure that each was of the same age and station as the accused and that she was beautiful. The rule was that the accused was to marry her immediately. It didn't matter if he were already married and had a family. The lady was a sign of his innocence, so if the accused already loved another, that other was to be forgotten. It was the king's way. He allowed nothing to interfere with his design. Indeed, immediately after the lady appeared, another door beneath the king opened, and out came a priest, musicians, singers, and a troupe of dancers. In a procession, they all cheerfully marched and sang for the couple standing in the middle of the arena. The bells rang, the audience shouted its approval, and the innocent man, preceded by children **strewing** flowers in the couple's path, led his new bride to his home.

This was the king's semibarbaric method of **administering** justice, and its fairness is obvious. The criminal could not know which door the lady was behind. He opened whichever door he wanted to without knowing whether in the next instant he was to be eaten or married. On some occasions the tiger came out of one door, and on other occasions it came out of the other. In this system, there was instant punishment for guilt and **instant** reward for innocence-whether the accused wanted the reward or

not. There was no escape from the judgment of the king's arena.

The institution was a popular one. When the people gathered together on one of the trial days, they never knew whether they were to witness a bloody **slaughter** or a **festive** wedding. This element of uncertainty usually made the occasion more interesting than it would have been otherwise. The people were entertained, and no one doubted that justice was being served. All believed that the accused had his fate in his own hands.

PART TWO

The semibarbaric king had a daughter whom he loved deeply. She was as **passionate**, fanciful, and strong as her father and was devoted to him. As is the case in many fairy tales, this daughter, the apple of her father's eye, was in love with a young man who was below her in station. He was a commoner. He was also brave, handsome, and daring, and he loved the royal daughter with all his being. The princess had enough barbarism in her that their love affair was dramatic ... too dramatic. It was a secret for months, but then the king found out about it.

The king didn't hesitate for a minute. He sent the young man to prison and set a date for his trial in the arena. When the date arrived, everyone in the kingdom wanted to attend. They all knew of the king's interest in the case, and there was excitement in the air.

The king's men searched for the **fiercest** tiger in the **realm**. They also searched for the fairest **maiden** in the land so that he could have a fitting bride in case he were found innocent. Of course, everyone knew that he had committed the "crime" of loving the princess, but the king did not allow the facts of the case to **alter** his decision. The trial would go on as planned. The youth would be gone no matter what happened; he would either be dead or married. The king could enjoy the proceedings for the sport of it.

The day arrived. The people were standing in every corner of the arena. All was ready when the moment came. A signal was given and the door opened, allowing the princess' lover to enter. The crowd gasped. He was handsome. Half the audience did

not know that one so attractive had lived among them; no wonder the princess loved him! How terrible for him to be there!

The princess had thought about this trial day and night for a long time. She knew she couldn't bear to miss the **spectacle**, but there was another reason for her being there. She had such power, influence, and force of character (as well as plenty of gold) that she did what no one had ever done before; she found out the secret of the doors for that day. She knew in which room stood the hungry tiger and in which waited the lady. She knew, too, that the doors were so thick that there was no way anyone could ever hear some hint from behind them. If she were going to warn her lover, she would have to do it by signal.

She also knew something which made the whole process more complicated. She knew that the lady was one of the most beautiful maidens in the whole country, and the thought of her young man living with this woman **enraged** her. She hated the lady and hated what might happen.

When the accused bowed to the royal box, as was the custom, he looked only at the princess, and immediately he knew. He had expected her to find out the secret of the doors, and now he knew that she had the answer. It was only left for her to tell him.

His quick glance at her asked, "Which?" It was as plain as if he had shouted it. There was no time to lose; the quick question had to be answered just as quickly so that the king would not suspect.

Her right hand was resting on a pillow in front of her. She raised it slightly and made a small, fast movement to the right. No one but her lover saw her. Every eye in the arena was fixed on him.

He turned, and with a firm and rapid step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was upon him. Without hesitation, he went to the door on the right and opened it.

Did the tiger come out of that door, or did the lady?

The more we think about this question, the harder it is to answer. It involves a study of the human heart which leads to mazes of passion, love, hate, and excitement.

Do not answer this for yourself, but put yourself in the place of the princess.

She was hot-blooded and semibarbaric, and her soul burned with the twin desires of longing and jealousy. She knew that she had already lost him. But to whom?

How often she had lain awake at night imagining the horror of her lover being killed by a tiger! Even in her dreams, she had covered her face with her hands to hide from the cruelty.

But how much more often had she seen him at the other door! In her mind she had screamed and torn her hair when she saw his happy face at opening the door to the lady. Her soul burned in agony as she saw him rush to that woman and then be wedded in the next moment, when all about her were joyous. She lived through the misery of the procession, the happy couple, the singing and dancing, the shouts of the crowd, the laughter of the wandering children. Her tears, of course, were lost in all the joy.

Would it be better for him to die at once? Then he could go to the place after death and wait for her.

And yet, that awful tiger, those shrieks, that blood!

Her decision had been made in the instant that she moved her hand. She had known that he would ask, but she had put off her decision until the last moment. She finally decided, and without hesitation, she indicated the right-hand door.

This is not a question to be taken lightly. Her decision was serious for her, so I do not presume to answer for her. I leave it to all of you. Which came out of the opened door-the lady or the tiger?

- Frank R. Stockton

About the Author :

Frank Richard Stockton (April 15, 1834 - April 20, 1902) was an American writer and humorist, best known today for a series of innovative children's fairy tales that were widely popular during the last decades of the 19th century.

About the Text :

The Lady or the Tiger ? was published in 1882. While the first half of the story provides a glimpse of a semibarbaric king whose method of giving judgements was

fanciful, the remaining half touches upon the psychology of human behaviour. As Stockton himself has written, this story “involves a study of human heart which leads to mazes of passion, love, hate, and excitement.” The charm of the story lies in the suspense left at the end which is likely to arouse a chain of curiosities in readers.

GLOSSARY

crude (adj)	:	not having grace or refined manners
savage (n)	:	a primitive man, an uncivilised person
barbaric (adj)	:	rough and rude, uncivilised
gruff (adj.)	:	rude, having no decent manners
fancies (n)	:	remot ideas
hitch (n)	:	obstacle, disorder
exultant (adj.)	:	joyful, hilarious
arena (n)	:	a particularly designed place for fighting
gladiators (n)	:	(in Ancient Rome) men trained to fight with weapons at public shows in an arena
heretics (n)	:	persons condemned for not supporting orthodox beliefs (in religion)
amphitheater (n)	:	(in ancient times) round / oval unroofed building with rows of seats rising behind and above each other round an open space used for public games and amusements
allegiance (n)	:	loyalty, faith
mourners (n)	:	persons expressing sorrow by weeping
doleful (adj)	:	sad
strewing (v)	:	throwing
administering (v)	:	handling, giving
instant (adj)	:	immediate
slaughter (n)	:	murder, killing
festive (adj)	:	joyful, jubilant
passionate (adj)	:	easily moved by passion

fiercest (adj)	:	most violent
realm (n)	:	kingdom
maiden (n)	:	girl
alter (v)	:	change
spectacle (n)	:	wonderful event
enraged (v)	:	made angry
mazes (n)	:	labyrinth, a narrow, confusing and misleading, path
put off (phr v)	:	postponed, cancelled

ACTIVITY 1 : COMPREHENSION :

A. Choose the correct alternative from the options given below :

- The king was full of
 - wisdom
 - emotions
 - fancies
 - good manners
- The king was happy when
 - things went right
 - things went wrong
 - people came with suggestions
 - people gave him gifts
- The princess loved the youngman who was
 - equal to her in status
 - above her in status
 - below her in status
 - a semibarbaric fellow

B. Say whether the following statements are true or false . Write T for true and F for false in brackets :

- The arena was meant for gladiators. []

2. The fate of the criminals was decided in the courts of law. []
3. Justice, good or bad, was always delayed. []
4. The ladies to be kept behind the door were selected through beauty contests. []
5. When the criminal was killed by the tiger, the songs of joy used to be sung. []
6. Quite often the beasts were also brought to the arena for fighting together. []
7. The princess was as barbaric as her father. []
8. The princess was free from jealousy. []
9. The mind of the princess was full of conflict. []
10. The lover of the princess was killed by the tiger. []

C. Answer the following questions in about 30-40 words each :

1. How was the king different from his neighbours ?
2. Why was the king happy when things went wrong ?
3. How did the king use the arena ?
4. If the accused chose the door with the tiger what happened ? How did the people react ?
5. If the accused chose the door with the lady, what happened ? How did the people react ?

D. Answer the following questions in about 60 words each :

1. Describe the character of the princess.
2. Why was the audience surprised when the young man entered the arena ?
3. What had the princess discovered about the doors ?
4. What did the princess feel when she imagined her lover opening the door that hid the tiger ?
5. What did she feel when she imagined her lover opening the door that hid the lady ?
6. "The princess had enough barbarism in her that their love affair was dramatic

----- too dramatic” Explain .

7. How could the princess find the secret of the doors ?
8. Comment on the king’s method of dealing out justice.
9. What do you think came out of the opened door - the lady or the tiger ? Give reasons.
10. What deeper message has been communicated to us in the story ?

ACTIVITY 2: VOCABULARY:

A. Find from the lesson one word substitutes for the expressions given in brackets. The initial letters have been provided as hints:

1. The king was uncivilized and much like a **s** _____. (a primitive man)
2. In ancient Rome, the **g** _____ were forced for the bloody fights. (those who fought with swords)
3. The fate of criminals was decided in the **a** _____. (unroofed arena for fights)
4. The princess was as **s** _____ as her father. (partly civilized and partly rude)
5. Great wails went up from the hired **m** _____ who were posted outside the arena. (persons expressing sorrow by weeping)

B. Fill in the blanks with appropriate choice from the words given below : hungry, glory, arena, judgement, traditions, hated

1. In the public _____ humans and beasts performed before audiences.
2. From the gate a _____ tiger would come out and kill the accused.
3. The arena built by the king was not for the _____ of gladiators.
4. The king knew no _____ from other kingdoms.
5. There was no escape from the _____ of the king’s arena.

C. Fill in the blanks with nouns derived from the verbs given in brackets :

1. At last the princess took _____ to deal with the situation. (decide)
2. The _____ would go as planned. (try)
3. The tiger tore the accused to pieces as _____ for his guilt. (punish)
4. The king allowed no _____ with his design. (interfere)
5. The bells rang and the audience shouted its _____. (approve)

ACTIVITY 3 : GRAMMAR

In the lessons 1-4 you studied about tenses, word formation and active/passive voice. Complete the following paragraphs by using the correct forms of verbs given in brackets:

1. The king was semibarbaric. People _____ (afraid of) him. His method of (give) justice was funny. But the (terrify) people (have) no courage (speak) against him. The life of the accused absolutely (depend) on the trick of fate. People (know) well that if they (interfere), they (meet) the same fate as the common criminals. So they (choose) (keep) silent.
2. The princess was beautiful and extremely (like) by her father. One day the king (discover) that his daughter (fall) in love with a young and handsome man of his kingdom. The man (arrest) and (send) to prison. (Hear) this, the mind of the princess (become) (occupy) with strange thoughts. She (know) to the King's method of justice. On the one hand she (want) (save) him, on the other she (shock) (think) about the possibility of the lady (come) out of the gate instead of the tiger!

3. **Complete the following paragraph choosing nouns, adjectives or adverbs from the list given below:**

[decisions, knowledge, fury, arena, brutish, judgements, distance, savage, whimsical, stroke, ferocious, advisor, glamorous, grace]

The King's behaviour was _____ and he looked like _____. People were well known to his _____ nature and thought it better to keep _____. As no person dared to become his _____, his _____ were self-made. But the most frightening ones were his _____ dealt out to criminals. There were two gates in the public _____. Behind one gate hid a _____ tiger and behind the another the most _____ girl of the land. But nobody had _____ as which gate hid the tiger and which gate hid the girl. It was only the _____ of fate that decided whether the accused would have the _____ of the girl or _____ of the tiger.

ACTIVITY 4: SPEECH ACTIVITY

Imagine that a dialogue took place between the king and the accused, beginning like this :

- The King** : You are a criminal.
The accused : Your majesty, what is my crime ?
The King : So you are fearless ! How dare you talk to me ?
The accused : Me lord, I humbly want to know about my crime.
The King : How dared you see my daughter !

Complete the dialogue.

ACTIVITY 5: COMPOSITION

1. Write a paragraph in about 150 words on judicial system of India.
2. Write a paragraph in about 100 words on importance of the rule of law.
3. Write a paragraph in about 100 words comparing the king in the lesson with the Indian King Chandragupta Maurya. You may take help of a history teacher.

8

A DISCOURSE ON PRAYER

I am glad that you all want me to speak to you on the meaning of, and the necessity for prayers. I believe that prayer is the very soul and **essence** of religion, and, therefore, prayer must be the very core of the life of man, for no man can live without religion. There are some who in the **egotism** of their reason declare that they have nothing to do with religion. But it is like a man saying that he breathes but that he has no nose. Whether by reason or by instinct, or by **superstition**, man acknowledges some sort of relationship with the divine. The rankest **agnostic** or **atheist** does acknowledge the need of moral principle, and associates something good with its observance and something bad with its non-observance.

Now, I come to the next thing, viz. that prayer is the very core of man's life, as it is the most vital part of religion. Prayer is either petitional, or, in its wider sense, is inward communion. Even when it is petitional, the petition should be for the cleansing and purification of the soul, for freeing it from the layers of ignorance and darkness that envelop it. He, therefore, who hungers for the awakening of the divine in him must fall back on prayer. But, prayer, is no mere exercise of words or of the ears, it is no mere repetition of empty formula. Any amount of repetition of Ramanama is **futile**, if it fails to stir the soul. It is better in prayer to have a heart without words, than words without a heart. And I am giving you a bit of my experience, and that of my companions when I say, that he who has experienced the magic of prayer, may do without food for days together, but not a single moment without prayer. For, without prayer there is no inward peace.

If that is the case, someone will say we should be offering our prayer every minute of our lives. There is no doubt about it. But we erring **mortals**, who find it difficult to retire within ourselves for inward communion even for a single moment, will find it impossible, to remain perpetually in communion with the Divine. We, therefore, fix some hours when we make a serious effort to throw off the attachments of the world for a while, we make a serious **endeavour** to remain, so to say, out-of the

flesh.

I have talked of the necessity for prayer, and I have dealt with the essence of prayer. We are born to serve our fellow men, and we cannot properly do so unless we are wide awake. There is an external struggle raging in man's breast between the powers of darkness and of light, and he, who has not the sheet anchor of prayer to **rely upon**, will be a victim to the powers of darkness. The man of prayer will be at peace with himself and with the whole world; the man who goes about the affairs of the world, without a prayerful heart, will be miserable and will make the world also miserable. Apart, therefore, from its bearing on man's condition after death, prayer has **incalculable** value for man in this world of living. We, inmates of the Asharma, who come here in search of Truth and for insistence on Truth, professed to believe in the efficacy of prayer, but had never upto now made it a matter of vital concern. We did not bestow on it the care that we did on other matters. I awoke from my **slumber** one day and realized that I had been woefully negligent of my duty in the matter. I have, therefore suggested a measure of stern discipline, and far from being any the worse, I hope, we are the better for it. For, it is so obvious. Take care of yourself and the things will take care of themselves. **Rectify** one angle of square and the other angles will be automatically right.

Begin, therefore, your day with prayer and make it so soulful that it may remain with you until the evening. Close the day with prayer, so that you may have a peaceful night free from dreams and **nightmares**. Do not worry about the form of prayer. Let it be any form; it should be such as can put us in communion with the Divine.

All things in the universe, including the sun, and the moon and the stars, obey certain laws. Without the restraining influence of these laws, the world will not go on for a single moment. You, whose mission in life is service of your fellow men, will go to pieces if you do not impose on yourselves some sort of discipline, and prayer is a necessary spiritual discipline. It is discipline and restraints that separate us from the brute.

- M.K. Gandhi

About the Author:

Mahatma Gandhi, the father of our nation was born on Oct 2, 1869 at Porbandar, Gujrat. He was a pre-eminent leader of Indian national movement in British ruled India. Gandhiji dedicated his life to the discovering of 'truth' or 'satya' and led the path of non-violence in the political field. He practised the principles of truth and non-violence not only in his personal life but applied them in political field also. His famous autobiography is *My Experiments with Truth*. He is also called Bapu in India.

About the Text:

The present extract is from Gandhiji's lecture on the necessity of Prayer which he delivered to a group of students at Sabarmati Ashrama. The author highlights the need of purity of mind and heart which may be obtained through sincere prayers. The faith in religion teaches us a sense of discipline and duty.

GLOSSARY

discourse (n)	:	talk, speech
conference (n)	:	a meeting at which formal discussions take place.
essence (n)	:	gist, central and important characteristic of something
egotism (n)	:	state of reflection of one's ego
superstition (n)	:	belief in magic, ghosts, devils, fairies etc.
agnostic (n)	:	one who believes that it is not possible to say surely whether or not there is God.
atheist (n)	:	one who does not believe in God
futile (adj)	:	useless
mortals (n)	:	human, being temporal, fatal, one who has necessarily to die.
endeavour (n)	:	attempt, effort
to rely upon (phr)	:	to trust on some one
incalculable (adj)	:	that cannot be calculated
insistence (adj)	:	emphasis
slumber (n)	:	sleep
rectify (v)	:	to correct, reform

- nightmares(n) : horrible, dreams
restraining : curbing, checking
brute (n) : animal

ACTIVITY -1 COMPREHENSION

A. Choose the correct alternative:

1. The lesson is about:-
 - (a) the necessity of religion
 - (b) the necessity of prayer
 - (c) the need for physical requirements
 - (d) None of the above []
2. In a 'better prayer' according to Gandhi ji, one should have:-
 - (a) a heart without words
 - (b) words without a heart
 - (c) neither words nor heart
 - (d) both words and heart []
3. Which, according to Gandhiji, is the greatest prayer for human beings?
 - (a) meditation
 - (b) worshipping god
 - (c) service of mankind
 - (d) abiding by religion

B. Say whether the following statements are True or False:

1. Prayer is the essence of religion []
2. Atheist also acknowledges the need for moral principle. []
3. Prayer is mere exercise of words or of the ears. []
4. Prayer does not bring any inward peace. []
5. For true prayer and communion with the divine one has to make serious efforts to throw off the attachments of the world for a while. []
6. There are no laws which can control the Universe []
7. It is discipline and restraints that separate us from animals. []

C. Answer the following questions in about 30-40 words each :

1. Where was this lecture delivered by Gandhiji?
2. Who constituted audience of this lecture?
3. What was the central idea of the speech?
4. Why should prayer be the essence of human life in Gandhiji's opinion?
5. What types of prayer does Gandhiji describe in this lecture?
6. Do you think that prayer brings discipline in life?
7. What should be the mission of a human being in life?

D. Answer the following questions in about 60 words each:

1. How does prayer purify one's soul ?
2. Gandhiji says "it is better in prayer to have a heart without words, than words without a heart". Explain.
3. What do you understand by Gandhiji's statement "Rectify one angle of square and the other angles will be automatically right"?
4. What do you mean by 'Spiritual discipline' and how can it be achieved?

ACTIVITY2: VOCABULARY

A. Match the words in Column 'A' with the words of their meanings in column 'B' and also use them in your own sentences as given in the example below:

Example : Discourse = speech

Gandhiji gave a discourse on prayer to the students in Sabarmati Ashrama.

A	B
(i) efficacy	sleep
(ii) egotism	shake
(iii) vital	holding back
(iv) slumber	practice of talking about one self
(v) stir	supreme
(vi) restraining	producing the desired results

B. Give one word for each of the following:

- (a) One who does not believe in God.
- (b) One who thinks that nothing can be known about God.
- (c) Something that is of, from or like God.
- (d) Practice of belief in magic, witchcraft etc. without any solid reason.
- (e) A horrible dream

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

- (i) Prayer is either..... (petition) or in its wider sense, is inward(commune).
- (ii) Man without a prayerful heart will be..... (misery) and will also make the world so.
- (iii) The author has emphasized the need of.....(religion) devotion because it develops self discipline and duty.
- (iv) Without the (restraint) influence of laws the world will not run for a single moment.

ACTIVITY 3: GRAMMAR

Clauses

In English grammar, clauses and phrases are often mistaken. There are three types of clauses - Noun clause, Adjective clause, and Adverb clause. Similarly, there are three types of phrases - Noun phrase, Adjective phrase and Adverb phrase. While phrases are only groups of words, separately standing for nouns, adjectives or adverbs, clauses have grammatical structures of their own, having subjects and predicates, giving a look of separate sentences, though they are not independent sentences ; they are only parts of the sentences. Phrases do not have units like subjects and predicates. Note below how the words in italics, showing difference between clauses and phrases :

- 1. We hope *to win the match*. (noun phrase)
- 2. We hope *that we shall win the match*. (noun clause)
- 3. The tiger *with white stripes* is from Africa. (adjective phrase)
- 4. The tiger *which has white stripes* is from Africa. (adjective clause)

5. They arrived *at night*. (adverb phrase)
6. They arrived *when the night fell*. (adverb clause)

EXERCISE

Complete the following sentences by using phrases and clauses as directed:

1. He believes to _____ the examination. (noun phrase)
2. He believes that _____ the examination. (noun-clause)
3. The dress with _____ is costly. (adj. phrase)
4. The dress which _____ is costly. (adj. clause)
5. She lives near a _____ . (adv. phrase)
6. She lives where a _____ . (adv. clause)
7. I know how to _____ . (noun phrase)
8. I know that _____ . (noun clause)
9. The man with the big moustache _____ . (adj. phrase)
10. The man who _____ . (adj. clause)

ACTIVITY 4: SPEECH ACTIVITY

Divide your class into groups and ask each group member to deliver a speech on the necessity of Prayer.

ACTIVITY 5: COMPOSITION

Write a paragraph in about 150 words regarding the contribution of Mahatma Gandhi in National Freedom Movement.

A MAN'S TRUE SON

There was a great **feast** being held in the house of a certain gentleman. It was his birthday, and many of his relations had come from far and near to **greet** him and bring him gifts. He **entertained** his guests. It was his duty to look - after them well. In the evening he gave a great feast, and the gifts which the guests brought were placed in the centre of the hall so that all might see them.

When the feast was over and the guests had gone away, the man went towards the place where the gifts were, and began to put them away carefully. As he did so, he suddenly **caught sight** of the shadow of a man's head on the floor of the hall. He knew that there must be someone hiding in the roof, and realized that there was a thief up there. He called his servant and said, "All the guests have not yet been fed. Bring back the dishes."

The servant did as he was told. He brought back several dishes, and waited for his master to tell him to serve them. But the man told him to leave them and go, as he wished to be alone. Then he looked up at the man who was hiding in the roof and said, "It is good of you to come to my house on my birthday, I thought that all the guests had left. But you have not been yet served. Please come and share this humble meal with me. The thief was very much afraid as he climbed down from his hiding place, but he was surprised to find himself treated as all the other guests. His host served him with great courtesy and when he rose to leave, the old man gave him a gift and a bag of coins, and himself took him to the gate of the courtyard.

Several years later, the old gentleman's birthday feast was again being held. Many guests came and brought him gifts, and as he was greatly loved, some of the gifts were beautiful. Towards the end of the evening a stranger came bringing a small box for the old man. He refused to tell his name but asked if he could see the old man himself.

When the old man opened the box, he found inside it a precious pearl, worth a **great-deal** of money. He told his servant to bring the stranger immediately.

The stranger entered. As he approached the old gentleman, he bowed low. He knew that his host was unable to recognise him because his sight was dim. So he went nearer and said **quietly**. "I am the one whom you helped greatly many years ago. It was very kind of you to feed me when I came to your house uninvited." The old man replied, "It is a great joy to hear that I was able to do some good to you. It is my duty to look after you. I want you to have dinner with me but in order to invite you I must first know your name."

The man who had brought the **priceless** gift replied, "Sir, once before, on another occasion like this, you invited a guest without knowing his name. That guest was hiding in your roof and wishing you ill, yet you treated him with honour and courtesy. Could you not invite him today as you did then?"

The old gentleman remembered how he had found the thief hiding in his roof, and the stranger explained how the kindness shown to him on that occasion had changed his life. Since that day he had given up his evil ways and tried to earn his living by honest work. As years went by, he became very rich. But that did not make him arrogant. It was his duty, he felt, to show to others the same kindness that had been shown to him by the gentleman.

The old gentleman was deeply touched by the story, and when all the other guests had left, he turned to the stranger and said to him, "You see, I have many sons and grandsons. But none of them seems so dear to me this night as you. Through a little kindness which I did to you so many years ago, other acts of kindness have been born, and now there is no limit to the number of sons and grandsons and great grandsons of that one small deed of mine. I am **grateful** to you because you have been the means of passing on that kindness. You are indeed a true son to me. And it was very good of you to come to me and tell me your story."

H.M. Lambert

(Adapted)

About the Text:

A MAN'S TRUE SON is a touching story about an old gentleman who treated

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a thief generously instead of giving him any punishment. The gentleman's kindness touched the heart and mind of the thief who became a reformed person and gave a surprise gift to the gentleman.

GLOSSARY

feast (n)	:	a grand treat, banquet
greet (n)	:	welcome
entertained (n)	:	served, took care of
caught sight of (idiom):	:	saw
a great deal of (idiom):	:	a big quantity
quietly (adv)	:	in a low voice
priceless (adj)	:	very costly
grateful (adj)	:	thankful

ACTIVITY - 1 : COMPREHENSION

A. Tick the correct alternatives :

- The gentleman gave a great feast in
(a) morning (b) noon
(c) evening (d) night
- The thief was hiding in
(a) the hall (b) the roof
(c) the room (d) the toilet
- The gentleman found inside the box
(a) a diamond (b) a pearl
(c) a gold ring (d) a neckless
- The thief was treated with
(a) rudeness (b) kindness
(c) cruelty (d) abuses

B. Say whether the following statments are true or false. Write T for true and F for false :

- The gentleman was quite young.

2. The feast was arranged on the gentleman's birthday.
3. The thief was abused and insulted.
4. The thief was treated as a guest.
5. A gold ring was found inside the box.
6. The gentleman immediately recognised the stranger.
7. The servant did not obey the gentleman.
8. The gentleman's eye sight was weak.

C. Answer the following questions in about 30-40 words each :

1. What was the occasion of feast in the house of the gentleman ?
2. Who were the guests in the feast ?
3. Why were the gifts placed in the centre of the hall ?
4. What strange thing did the gentleman notice after the feast was over ?
5. Why did the gentleman order his servant to bring back the dishes ?
6. What was in the box brought by the stranger on the gentleman's birthday?
7. Why was the gentleman unable to recognise the stranger ?
8. Who was the stranger ?
9. What did the gentleman give to the thief?

D. Answer the following questions in about 60 words each :

1. How did the gentleman recognise the stranger ?
2. How did the kindness of the gentleman influence the life of the thief?
3. What did the gentleman say to the stranger at the end of the story ?
4. "Through a little kindness which I did to you so many years ago, other acts of kindness have been born" Explain with reference to the story A Man's True Son.
5. Explain the title of the story 'A Man's True Son'.

ACTIVITY 2 : VOCABULARY

A. Match the words in column A with the words of their meanings in column

B and also use them in your own sentences :

Example : humble = simple

Please come and share this humble meal with me.

1. greet : in a slow voice
2. arrogant : costly
3. quietly : bow in respect
4. touched : generous behaviour
5. precious : full of pride
6. courtesy : emotionally influenced

B. Fill in the blanks with appropriate choice from the words given below :

catch sight of, a great deal of, pass on, put away, look up, look after, give up

1. It is our duty to _____ our parents in their old age.
2. Courtesy is great attribute that should _____ to posterity.
3. People often _____ a rainbow during rainy season.
4. It is good to _____ smoking.
5. The demonetisation of currency will reveal _____ black money.
6. We had to _____ at the sky to view the lunar eclipse
7. The gentleman began to _____ the gifts carefully

ACTIVITY -3 : GRAMMAR

NOUN CLAUSES

Noun clauses are groups of words, having subjects and predicates of their own, serving the same functions as nouns. They are introduced by adding the introductory words 'that', 'whether', 'what' etc.

Noun clauses with 'that' :

1. The match will start at 4 p.m. (independent sentence)
That the match will start at 4 p.m. _____ (The use of 'that' has made the sentence dependent. It will be complete when a finite verb is added.)
2. *That the match will start at 4 p.m.* is sure. (The part of the sentence 'that the match will start' is a noun clause doing the work of a noun, functioning as a subject to the verb 'is'.)

Types of Noun Clauses

Noun clauses as parts of **statements** are introduced by the conjunction ‘that’. They may appear at different parts of sentences, functioning as different grammatical units, as specified below :

A. 1. Subject of verb :

Noun clauses formulated with the introductory ‘that’ are used as subjects in the sentences having finite verbs like ‘establish’, ‘prove’, ‘show’ and the linking verb ‘be’ :

- (i) *That the sun rises in the east* is a well known fact.
- (ii) *That smoking causes health disorders* has been established by science.
- (iii) *That the man is guilty* has been proved in the court.
- (iv) *That the train will be late* has been shown in the display chart.
- (v) *That the monsoon will be late* is sure

It is notable that the use of ‘that’ clauses as subjects, as shown above, is more suitable in writing than in speech.

2. Direct object of verb :

- (i) We believe *that the train will arrive on time.*
- (ii) We know *that the sun rises in the East.*
- (iii) We must accept the fact *that the pole star appears in the North.*
- (iv) We cannot disagree with the *fact that terrorism is a global issue.*
- (v) I admit that *the Indian economy is improving fast.*

It is to be observed that in above sentences the noun clauses introduced by ‘that’ are objects to the verbs whose subjects denote human being (I/We). But when verbs like ‘prove’, ‘reveal’, ‘indicate’, ‘show’ occur, ‘that’ clauses function as objects even when the subjects of these verbs are non-humans.

- (vi) The survey shows *that too much use of mobile phones is harmful.*
- (viii) Everything indicates *that prices of land property will come down.*

3. Subject complement :

Noun clauses may be used as complements to subjects :

- (i) The fact is *that the sun rises in the East.*

- (ii) The factory workers say *that their lives are in danger*.

4. Complement of Adjective :

‘That’ clauses after adjectives are labelled as complements of adjectives; but the use of such adjectives is limited. The popular adjectives in such sentence structures are ‘sure’, ‘certain’, ‘confident’, ‘hopeful’ etc.

- (i) I am hopeful *that he will give up bad habits*.
- (ii) We are confident *that India will win the match*.
- (iii) I am sure *that demonetisation will curb black money*.

B. Noun clauses are introduced by ‘whether’ in the sentences indirectly containing Yes/ No type of questions:

- (i) It does not trouble me (statement)
- (ii) Will she sing or not ? (Yes /No type question)
- (iii) *Whether she will sing or not* does not trouble me (i and ii are combined by the noun clause introduced by ‘whether’)

Such clauses are used as pointed out below :

1. Subject of verb :

- (i) *Whether he accepts the invitation or not* is uncertain.
- (ii) *Whether she says yes or no for marriage* depends on herself.
- (iii) *Whether we shall succeed or not* is unpredictable.

2. Object of verb :

- (i) I don’t know *whether / if the offices are open on Saturday*.
- (ii) We don’t know *whether / if she is ill*.
- (iii) I don’t know *if she is ill or not*.

Note - ‘If’ is frequently used in place of ‘whether’ in noun clauses functioning as objects in the subject position of this noun clause, the use of ‘if’ is avoided.

Before an infinitive only ‘whether’ is used; the use of ‘if’ is avoided :

- (iv) They have yet to decide whether to travel by air or train.

C. Noun clauses may be constructed by using question words as ‘who’,

‘why’,

‘what’, ‘where’, ‘whose’ or ‘how’:

- (i) *Where he lives* is not known to me. (subject of verb)
- (ii) I don’t know *where he lives*. (object of verb)
- (iii) *How they do it* is not known to me. (subject of verb)
- (iv) I don’t know *how they do it*. (object of verb)
- (v) I am ignorant of *what you say*. (object of preposition after adjective)

D. Noun Clauses with imperatives :

Most commonly used verbs to construct imperatives are : request, order, advise, demand, suggest, propose, recommend, urge, etc. Noun clauses in this category of constructions are introduced by ‘that’. They function as objects in the sentences:

- (i) People demanded *that the terrorist should be punished*.
- (ii) The economists suggested *that GST bill should be passed in Parliament*.
- (iii) The court ordered *that the traitor should be executed*.

EXERCISE

Frame noun clauses by joining the following sentences :

Example : The sun rises in the East. It is a well known fact.

 That the sun rises in the East is a well known fact.

- 1. Mr. Donald Trump will visit India. It has been reported in newspapers.
- 2. Prices of gold will come down. It has been declared by economists.
- 3. Tobacco causes cancer. It is a proved fact.
- 4. The use of carrots improves eyesight. It has been approved by doctors.
- 5. The wheat production will go up. It is doubtful.
- 6. A huge amount of black money has been detected. It is a claim of Income Tax Department.
- 7. The Government plans to open more schools in rural areas. It has been announced by the education department.

8. More funds will be allocated for civil aviation. It has been declared in Parliament.
9. India was a prosperous nation. It is a historical fact.
10. The Ramayana is a holy book. This fact is known to every Indian.

ACTIVITY-4: SPEECH ACTIVITY

Group discussion : Divide the class into two groups, the group A and the group B. The group A represents hosts and B represents guests in a feast. Now call one student from the group A and one from the group B and ask them to hold a dialogue between the host and guest.

The Host : You are welcome, sir.

The Guest : Thank you dear.

Complete the dialogue.

ACTIVITY-5: COMPOSITION

1. Write a paragraph in 150 words on how you saved a drowning person.
2. Write a paragraph in about 75 words on how you tackled a thief in the street of your colony.

10

THE TRIBUTE

As I reached my desk in the office, my eyes stopped over a letter. It contained that familiar, petite handwriting of my elder brother. After a very long time he had written to me. I shrank within for not writing letters home, all these days.

In my student days, it was almost a routine affair. I used to go home to that distant village on a **rickety** bus, caring nothing for the strain of the journey. My home - my village - they used to pull me away from the **moribund** city life. Now things have changed and I too have changed, a great deal at that! A lot of **cobwebs** have settled around me. I am swept by that invisible tide of time, and business. I was studying at Bhubaneswar, where I got my job and now for these two years, I have thought of home not even once. Many a time my mother has written letters complaining about my negligence in writing to her. She has even reminded me of those pre-marriage days of mine.

Yet I have never been able to break those **strands** of **complacency** which have coiled around me. I have kept quiet to prove that I am busy and preoccupied. Now she does not complain. Probably, she understands my position.

Usually my elder brother does not write to me. He does not need anything from me. He has never sought a token from me in lieu of his concern for me as an elder brother. In those days when I was a student, the only thing that he enquired about was my well-being. During my stay at home, he would catch fish for me from the pond behind our house and would ask his wife to prepare a good dish, for I loved fish. When the catch was **scanty**, the dish would be prepared exclusively for me. He would say to his wife: "You must make the dish as delicious as possible using mustard paste for Babuli." Even now, he is the same man with the same tone of love and compassion. Nothing has changed him - his seven children, father, mother, cattle, fields, household responsibilities. He is the same - my elder brother.

I handled the letter carefully. He had asked me to come home. Some **feud** had

cropped up. The two sisters-in-law had quarrelled. Our paddy fields, the cottage and all the movables and immovables were to be divided into three parts amongst us. My presence was **indispensable.**

It was my second brother who was so particular and **adamant** about the division He wanted it at any cost.

I finished reading the letter. A cold sweat **drenched** me. I felt helpless, orphaned. A sort of despair **haunted** me for a long time. Quite **relentlessly**, I tried to drive them away, **yawning** helplessly in a chair.

In the evening when I told my wife about the partition that was to take place, I found her totally unperturbed. She just asked me “When?” as if she was all prepared and waiting for this event to take place! “In a week’s time”. I said.

In bed that night my wife asked me all sorts of questions. What would be our share and how much would it fetch us on selling it? I said nothing for a while but in order to satisfy her, at last guessed that it should be around twenty thousand rupees. She came closer to me and said, “We don’t need any land in the village What shall we do with it? Let’s sell it and take the money. Remember, when you sell it, hand over to me the entire twenty thousand. I will make proper use of it. We need a fridge, you know. Summer is approaching. You need not go to the office riding a bicycle. You must have a scooter. And the rest we will put in a bank. There is no use keeping land in the village. We can’t look after it, and why should others draw benefits out of our land?”

I listened to all this like an innocent lamb looking into the darkness. I felt as if the butcher was sharpening his knife, **humming** a tune and waiting to tear me into large **chunks** of meat and consoling me saying that there is a better life after death.

Gone are those days: gone are those feelings, when the word "Home" filled my heart with emotion. And that affectionate word "Brother" what feeling it had! How it used to make my heart **pound** with love! Recollecting all these things, I feel weak, **pathetic.**

'Where is the heart gone? Where are those days? Where has that **spontaneity** of feeling gone? I just can't understand how a stranger could all of a sudden become so

intimate, only sharing a little warmth by giving a silent promise of keeping close.

But I became my normal self in twin days. I grew used to what had been a shock. Later on, in the market-place, keeping pace with my wife, enquired about the prices of the different things she intended to buy. Buying a fridge was almost certain. A second-hand scooter, a stereo set and some gold ornaments. I prepared a list of the prices. She kept reminding me about her intentions, and was showing lot of impatience.

It was Saturday afternoon. I left for my village. The same bus, was there, inspiring in tile the old familiar feeling. I rushed to occupy the seat just behind the driver, my favourite seat. In my hurry I **bruised** my knee against the door. It hurt me. The brief-case fell off and the little packet containing the Prasad of Lord Lingraj, meant for my dear mother, was scattered over the ground. I felt as if the entire bus was **screeching** aloud the question. "After how many years? You have not bothered in the least to retain that tender love you had in your heart for your home! Instead you have sold it to the butcher to help yourself become a city Baboo!! Curses be on you!"

I boarded the bus, collecting the brief case and the content of the soiled packet, wearing a shameless smile for the cleaner and the conductor of the bus.

It was five in the evening when I got down. I had written beforehand. My elder brother was there to meet me at the bus-stop.

He appeared a little tired and worn out. "Give that brief-case to me. That must be heavy" He almost snatched it away from me. I forgot even to touch his feet. This had never happened earlier. He was walking in front of me.

We were walking on the village road, dusty and ever the same.

I was usually crossing the street along to go to a teacher in the evening for tuition. It was generally late and dark when I returned from my studies. Unfailingly my elder brother would be there to **escort** me back home test I should be frightened. He would carry the lantern, my bag of books and notes. I had to follow him to do so. If I lagged behind he would ask, "Why! You are perhaps tired. Come hold my hand and walk with me." He sometimes used to carry me on his shoulders while going to the fields for a **stroll**.

The bus-stop was some distance from the village. I had fallen behind him. He stopped and asked the same old question he used to ask. I just could not speak.

The past was sprouting up in me. The childhood days and the days now! Time has **coagulated** for me. I have changed. But my elder brother? Time could not bring upon him any change. As in those days, he was still walking in front of me, carrying my bag. I felt so small!

Hesitatingly I said, "Brother! Give me that brief-case. Let me carry it for a while."

"Don't you worry," he said, "It is heavy, and you are tired. Let us quicken our steps. You must be feeling hungry. It is time for the evening meal." I followed him in silence.

We reached home. It was already dark, the time for the lighting of wicks before the sacred Tulsi plant. Unlike those days, none of my nephews rushed towards me howling. "Here's uncle." My sister-in-law did not run from the kitchen to receive me. I was all quiet and calm. Only my mother came and stood near me. The second brother and his wife were nowhere to be seen. In the entire house, there was an air of unusualness - rather the stillness of the graveyard. As if the house was preparing for its ultimate collapse!

I tried to be normal with everyone. But there was that **abominable** lull all around. My second brother and his wife, in spite of their presence at home, showed no emotion. They were all set for the partition and they cared for nothing else. I could not sleep that night. And the following morning passed quite uneventfully.

It was mid-day. Seven or eight people had gathered in our courtyard to supervise the division. We three brothers were present. Mother was not to be seen anywhere in the **vicinity**.

We were waiting for the final separation, as if ready to slice out the flesh of the domestic body which our parents had nourished since the day of their marriage. And then we would run away in three different directions clutching a piece each.

All the household articles were heaped in the family courtyard. These were to be divided into three parts; all the small things of the house, almost everything movable

starting from the **ladles** made out of coconut shells and bamboo to the little box, where father used to keep his betels. The axe and the old radio set too had been produced. A long list of all the items was made. Nothing was spared, neither the dhinki (wooden-rice-crusher) nor the little figures of the family idols.

I saw my elder brother rise. He stopped for a moment near the pile of things and unfastened the strap of his wrist-watch and placed it on the heap with the other things. Perhaps a tear trickled down his cheek. With a heavy sigh he left the place.

I had often heard him say that father had bought him that wrist-watch when he was in his eleventh class. But I also remember well-in my M.A. final year he had mortgaged that watch to send me money to go to Delhi for an interview. He had sent me an amount of one hundred and fifty rupees - I remember clearly. No one knows whether the wrist-watch would come back to him or not. His action seemed symbolic on his snapping all his attachment with the past.

I was silent. My elder sister-in-law was in the backyard. My second brother was often whispering things into his wife's ear and was there taking his place with us. It was like the butcher's knife going to the stone to sharpen itself. The elder brother was calm and composed. Like a perfect gentleman he was looking at the proceedings dispassionately, exactly as he had done on the day of the sacred thread ceremony of his son and on the day of my marriage. It was the same preoccupied and grave manner, attending sincerely to his duty. While discussing anything with my second brother, he had that same calm and composed voice. Not a sign of disgust and regret.

I remember, the year father died, we had to live under a great financial strain. It was winter. The chill was as its height. We had a limited number of blankets. The cold was so biting, particularly at midnight, that one blanket was not enough for one.

That night, I was sleeping in the passage room. When I woke up in the morning I found my elder brother's blanket on me, added to mine. Early at dawn he had left for the fields without a blanket on his shoulders. If he had been asked why, he would have surely said in his usual manner, that he did not feel the cold. Now I have a comfortable income. Yet it had never occurred to me to think of buying any warm cloth for my elder brother. He is still satisfied and happy with that old **tattered** blanket

that he had covered me with once. The same blanket was there before me, with all the other things.

I shivered with the cold, and my own ingratitude. The process of division was finally over. Whatever the second brother demanded, my elder brother agreed to it with a smile. My second brother proposed to buy the, share of land that was given to me and offered eighteen thousand rupees as the price.

In the evening, my elder brother took me along with him to show me the paddy fields that were to be mine. I quietly followed him. We moved from boundary to boundary. Everywhere, I could feel the imprints of his feet, his palm and his fingers. On the bosom of the paddy fields **sparkled** the pearls of my elder brother's sweat. He was showing me the fields, as a father would introduce a stranger to family members.

In the morning, I was to leave for Bhubaneswar. I had no courage to meet my elder brother. Before leaving for the bus-stop, I had handed over the same slip of paper to my elder sister-in-law, which had the details about my share. Writing on the blankside of that slip, I had asked her to deliver it to my elder brother and stealthily slipped out of our house. I had written:

Brother,

What shall I do with the land? You are my land from where I could harvest everything in life. I need nothing save you. Accept this, please. If you deny, I shall never show my face to you again.

- Babuli

Dash Benhur

About the Author

Jitender Narayan Dash was born on August 3, 1953 in Nayagarh District, Odisha. He writes under the pseudonym (pen-name) of Dash Benhur and is a very popular name in Oriyan literature. His major contribution has been in the field of child literature consisting of folktales and legendary stories. He was the winner of Orissa Sahitya Academy Award for his *Kunapain Anabana Geeta* in 1987.

About the Text

‘The Tribute’ shows how the joint family system in India is crumbling. Babuli, the main character in the story, feels emotionally shocked when he hears about a dispute in his family and the consequent partition.

GLOSSARY

rickety (adj)	:	loosely built
moribund (adj)	:	coming to an end, dying
cobwebs (n)	:	spider webs
strands (n)	:	threads, pieces
complacency (n)	:	self-satisfaction
scanty (adj)	:	small in quantity
feud (n)	:	a bitter quarrel, dispute
cropped up (v)	:	grew
indispensable (adj)	:	very urgent
adamant (adj)	:	firm; not moving
drenched (v)	:	made wet
haunted (v)	:	kept in grip
relentlessly (adv)	:	mercilessly
yawning (v)	:	opening the mouth to inhale air, showing boredom
humming (v)	:	giving out a low sound
chunks (n)	:	pieces
pound (v)	:	beat fast, throb
pathetic (adj)	:	sad
spontaneity (n)	:	sharpness
bruished (v)	:	got hurt, scratched
screeching (n)	:	screaming
escort (v)	:	go with someone
stroll (v)	:	walk in a slow and relaxed way

coagulated (v)	:	became very thick, frozen
abominable (adj)	:	very bad, unpleasant
vicinity (n)	:	the nearby place
ladles (n)	:	spoons with long handles
tattered (adj)	:	torn
sparkled (v)	:	shone

ACTIVITY - 1 : COMPREHENSION

A. Choose the correct alternative :

- The story shows Babuli's father as
(a) healthy (b) dead
(c) ill (d) none
- Babuli's second brother appears as
(a) broad minded (b) selfish
(c) friendly (d) none
- Babuli was gifted a wrist-watch when he was studying in
(a) eighth class (b) ninth class
(c) tenth class (d) eleventh class
- In the story the tribute has been paid by
(a) the elder brother to Babuli
(b) Babuli to the elder brother
(c) the second brother to the mother
(d) the sister-in-law to the father
- The chief reason of the division of property is a quarrel between
(a) the brothers living in the village
(b) the sisters-in-law living in the village
(c) the mother and the sisters in law
(d) Babuli and the second brother
- The theme of *The Tribute* is
(a) religious (b) domestic

(c) political

(d) historical

B. Say whether the following statements are true or false :

1. Babuli has a deep love for his village. []
2. Babuli's wife was disturbed to hear about the partition. []
3. The village bus is quite luxurious and attractive. []
4. The second brother did not want any partition. []
5. Babuli touched the feet of his elder brother after coming down from the bus. []
6. The mother was present at the time of the partition. []
7. The second brother was unwilling to buy Babuli's land. []
8. Babuli's wife wanted to buy a car. []
9. The elder brother had seven children. []
10. Babuli donated his property among the poor. []

C. Answer the following questions in about 30-40 words :

1. What was the complaint of Babuli's mother in her letters to him ?
2. How did Babuli's wife react to hear about the partition ?
3. What was the attitude of Babuli's second brother regarding the partition ?
4. How did Babuli feel when he accompanied his elder brother to the paddy fields?
5. Why was Babuli's wrist-watch mortgaged ?

D. Answer the following questions in about 60 words :

1. How did Babuli differentiate between his student life and the present life ?
2. How was Babuli fed during his stay at home when he was a student ?
3. How did the family members behave with Babuli when he came home at the time of the partition ?
4. Which childhood memories did come up in Babuli's mind when he was on the village road while returning from Bhubaneswar ?
5. Justify the title of the story 'The Tribute'.

ACTIVITY - 2 : VOCABULARY

A. Match the words in column A with the words of their meanings in column B and also use them in your own sentences :

Compassion = feeling of sympathy

Example : The younger brother had no compassion for the elder brother.

	A		B
1.	indispensable	:	torn
2.	abominable	:	very urgent
3.	adamant	:	a relaxed walk
4.	stroll	:	a nearby place
5.	tattered	:	pawned
6.	mortgaged	:	firm
7.	pathetic	:	frozen
8.	coagulated	:	sad
9.	vicinity	:	hateful

B. Find out synonyms of the following words :

pathetic, adamant, feud, screeching, abominable, mortgaged, compassion, complacency, unperturbed

C. Write one word from the lesson for each of the following expressions :

1. A spoon with a long handle
2. A nearby place
3. thanklessness
4. something small in quantity
5. sacred

D. Convert the following adjectives into adverbs and frame one sentence on each:

words : invisible, relentless, abominable, busy, quiet, helpless, innocent

Example : pathetic : pathetically.

Babuli pathetically remembered this past days.

E. Fill in the blanks of the following sentences with antonyms of words given

in brackets :

1. People soon forget goodness shown to them and become full of _____ . (gratitude)
2. We do not have sympathy for _____ people. (innocent)
3. I am always _____ to those who are in trouble. (helpless)
4. The Government is going to levy tax on _____ property.(movable)
5. A _____ breakfast is good for digestion. (heavy)
6. The GST bill was initially _____ by the Rajya Sabha. (accepted)
7. Babuli’s wife was _____ to hear about the partition.(perturbed)
8. Hindus are _____ towards all human beings. (cruel)

ACTIVITY-3 : GRAMMAR

RELATIVE /ADJECTIVE CLAUSES

An adjective clause works as an adjective in the same way as a noun clause works as a noun in a complex sentence. An adjective clause modifies or tells something about a noun or pronoun; the noun or pronoun that is modified is known as the **antecedent** . Usually an adjective clause is placed immediately after its antecedent; the clause is connected to its antecedent by a relative pronoun - who, whom, whose, which, that ; it may also be connected by a relative adverb, why, when, where. Hence this clause is also identified as a **Relative Clause** :

Types of Adjective Clauses :

- (a) Defining (also called restrictive Relative clause)
- (b) Non - defining (also called non-restrictive Relative clause)

Defining Relative Clause :

1. A doctor is a person *who has been trained in medical science* .
2. An atheist is a person *who does not believe in God*.
3. A teacher is a person who *imparts knowledge to students*. If we omit the words in italics, we learn only that a doctor is a person, an atheist is a person, and a teacher is a person. Such information about these persons is unsatisfactory, even though all the three sentences are grammatically correct. The “persons”

in the sentences are defined or distinguished from each other by the adjective clauses in italics. The definition of a teacher is no longer simply a person, but a person who imparts knowledge to students.

As the antecedents in all the three sentences have been defined by the adjective clauses (relative clauses) they are called defining clauses. Since they are integral part of the sentences, they are not separated from the antecedent by commas.

EXERCISE

Complete the following sentences by using defining relative clauses.

Example : A tailor is a person *who stitches clothes*

1. A surgeon is a person _____
2. A barber is a person _____
3. A dietician is a person _____
4. A poet is a person _____
5. A painter is a person _____
6. An engineer is a person _____
7. A wrestler is a person _____
8. A cook is a person _____

The relative pronoun 'that' is used only in defining clauses ; it may denote both 'persons' and 'things'. The relative pronoun 'who' denotes persons and 'which' denotes things :

1. I like men **that** work hard. (person)
2. I like books **that** contain classical learning. (thing)
3. I like men **who** work hard. (person)
4. I like books **which** contain classical learning. (thing)

If the antecedent is a vague noun / pronoun the use of 'that' or 'who' is equally appropriate.

1. I am waiting someone **that / who** can help me.
2. They are the type of people that / who can support demonetisation.

If the antecedent is a well identified category of individuals, 'who' is preferred to 'that':

1. The judge *who was popular for quick judgements* has resigned
2. The air hostess who met me at the airport turned out to be my classmate.

The relative pronoun of a **defining** relative clause may be omitted when it is not the subject of the relative clause :

1. The district administration did not give me information (that) *I wanted*.
2. The dress (which) *I saw in the showroom* was attractive.

Such clauses are called **contact clauses**.

Non -Defining relative clauses :

Non defining relative clauses merely provide additional information about the noun/pronoun (antecedent).

My brother, *who lives in America*, is coming next week.

The relative clause in italics gives additional information about the antecedent (my brother). In this situation the relative clause is called **non-defining** (or parenthetical), and is enclosed by commas. Even if we omit the clause, the meaning of the main clause remains sensible. The information contained in the main clause and relative clause may be given in two separate statements :

My brother is coming next week. He lives in America.

As the relative clause gives additional information, and not the essential one, it could even be represented by an independent clause in parenthesis :

My brother (he lives in America) is coming next week.

The use or absence of commas in relative clauses change the meaning of sentences altogether:

1. My brother who lives in America, is coming next week.
2. My brother who lives in America is coming next week.

In the first sentence the presence of commas implies that the writer / speaker has only one brother (it is therefore impossible to define which one). It is a **non defining clause**. In the second sentence the adjective clause is not separated by

commas. The absence of commas implies that the writer / speaker has more than one brother ; that one of them in particular is being referred to _ the one who lives in America and another may be living somewhere else. It is called a **defining clause** because it distinguishes and defines which brother is coming.

EXERCISE

Fill in the blanks with appropriate conjunctions ‘who’, ‘whom’ or ‘that’ :

1. The person _____ donated money is a famous industrialist.
2. The boy from _____ I borrowed the book is my friend.
3. The book _____ contains the data of census is in our library.
4. The bank manager _____ the police arrested is from Mumbai.
5. The currency notes _____ were banned on Nov. 8, 2016 are no more acceptable.
6. The wrist-watch _____ I bought last year is not working properly.
7. Is Anil the man _____ you met at the airport last Sunday ?
8. The terrorist _____ the army killed is said to be from Pakistan.
9. The Indian scientists _____ work at the NASA are highly talented.
10. The foreign travellers _____ visited India in the past praised the Indian culture.

ACTIVITY-4 : SPEECH ACTIVITY

Divide the class into Group A and Group B. Now ask them to hold a debate on the topic - ‘Joint family system should be maintained’. Let the Group A speak in favour and the Group B against the topic .

ACTIVITY-5 : COMPOSITION

Write a paragraph in about 100 words describing the benefits of a joint family. You may include the following points :

- (i) A joint family - heritage of ancient culture
- (ii) Promotes emotional attachment
- (iii) Mutual harmony

11

THE BETRAYAL OF FAITH

Belief in an ideal dies hard. I had believed in an ideal for all the twenty-eight years of my life-the ideal of the British Way of Life.

It had sustained me when as a youth in a high school of nearly all white students I had to work harder or run faster than they needed to do in order to make the grade. It had inspired me in my College and University years when ideals were dragged in the dust of disillusionment following the Spanish Civil War. Because of it I had never sought to acquire American citizenship, and when, after graduation and two years of field work in Venezuela, I came to England for postgraduate study in 1939, I felt that at long last I was personally identified with the hub of fairness, tolerance and all the freedoms. It was therefore without any hesitation that I volunteered for service with the Royal Air Force in 1940, willing and ready to lay down my life for the preservation of the ideal which had been my lodestar. But now that self-same ideal was gall and wormwood in my mouth.

The majority of Britons at home have very little appreciation of what that intangible yet amazingly real and invaluable export-the British Way of Life-means to colonial people; and they seem to give little thought to the fantastic phenomenon of races so very different from themselves in pigmentation, and widely scattered geographically. assiduously identifying themselves with British loyalties, beliefs and traditions. This attitude can easily be observed in the way in which the coloured Colonial will quote the British systems of Law, Education and Government, and will adopt fashions in dress and social codes, even though his knowledge of these things has depended largely on second hand information.

Yes, it is wonderful to be British-until one comes to Britain. By dint of careful saving or through hard-won scholarships many of them arrive in Britain to be educated in the Arts and Sciences and in the varied processes of legislative and administrative government. They come, bolstered by a firm, conditioned belief that Britain and the British stand for all that is best in both Christian and Democratic terms; in their naivete they ascribe these high principles to all Britons, without exception.

I had grown up British in every way. Myself, my parents and my parents'

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parents, none of us knew or could know any other way of living, of thinking, of being; we knew no other cultural pattern, and I had never heard any of my forebears complain about being British. As a boy I was taught to appreciate English literature, poetry and prose, classical and contemporary, and it was absolutely natural for me to identify myself with the British heroes of the adventure stories against the villains of the piece who were invariably non-British and so, to my boyish mind, more easily capable of villainous conduct. The more selective reading of my college and university life was marked by the same predilection for English literature, and I did not hesitate to defend my preferences to my American colleagues. In fact, all the while in America, I vigorously resisted any criticism of Britain or British policy, even when in the privacy of my own room, closer examination clearly proved the reasonableness of such criticism.

It is possible to measure with considerable accuracy rise and fall of the tides, or the behaviour in space of objects invisible to the naked eye. But who can measure the depths of disillusionment? Within the somewhat restricted sphere of an academic institution, the Colonial student learns to heal, debate, to paint and to think; outside that sphere he has to meet the indignities and rebuffs of intolerance, prejudice and hate. After qualification and establishment in practice or position, the trials and successes of academic life are half forgotten in the hurly-burly of living, but the hurts are not so easily forgotten.

To many in Britain a Negro is a "darky" or a "nigger" or a "black"; he is identified, in their minds, with inexhaustible brute strength; and often I would hear the remark "working like a nigger" or "labouring like a black" used to emphasize some occasion of sustained effort. They expect of him a courteous subservience and contentment with a lowly state of menial employment and slum accommodation. It is true that here and there one sees Negroes as doctors, lawyers or talented entertainers, but they are somehow considered "different" and not to be confused with the mass.

I am a Negro, and what had happened to me at that interview constituted, to my mind, a betrayal of faith. I had believed in freedom, in the freedom to live in the kind of dwelling I wanted, providing I was able and willing to pay the price; and in the freedom to work at the 'kind of profession for which I was qualified, without reference to my racial or religious origins. All the big talk of Democracy and Human Rights seemed as

spurious as the glib guarantees with which some manu-facturers underwrite their products in the confident hope that they will never be challenged. The Briton at home takes no responsibility for the protestations and promises made in his name by British officials over seas.

I reflected on my life in the U.S.A. There, when prejudice is felt, it is open, obvious, blatant; the white man makes his position very clear, and the black man fights those prejudices with equal openness and fervour, using every constitutional device available to him. The rest of the world in general and Britain in particular are prone to point an angrily critical finger at American intolerance, forgetting that in its short history as a nation it has granted to its Negro citizens more opportunities for advancement and betterment per capita, than any other nation in the world with an indigenous Negro population. Each violent episode, though greatly to be deplored, has invariably preceded some change, some improvement in the American Negro's position. The things they have wanted were important enough for them to fight and die for, and those who died did not give their lives in vain. Furthermore, American Negroes have been generally established in communities in which their abilities as labourer, artisan, doctor, lawyer, scientist, educator and en-tertainer have been directly or indirectly of benefit to that community; in terms of social and religious intercourse they have been largely inde-pendent of white people.

In Britain I found things to be very different. I have yet to meet a single English person who has actually admitted to anti-Negro prejudice it is even generally believed that no such thing exists here. A Negro is free to board any bus or train and sit anywhere, provided he has paid the appropriate fare; the fact that many people might pointedly avoid sitting near him is casually overlooked. He is free to seek accommodation in any licensed hotel or boarding house-the courteous refusal which frequently follows is never ascribed to prejudice. The betrayal I now felt was greater because it had been perpetrated with the greatest of charm and courtesy.

I realized at that moment that I was British, but evidently not a Briton, and that fine differentiation was now very important; I would need to re-examine myself and my whole future in terms of this new appraisal.

E.R. Braithwaite

(adapted from 'To Sir, With Love')

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About the Author:

Edward Ricardo Braithwaite (born 1922) is a Guyanese novelist, writer, teacher and diplomat, best known for his stories of social conditions and racial discrimination against black people.

Braithwaite was first educated at Queen's College, Guyana and then the City College of New York (1940). He went on to attend the University of Cambridge (1949), from which he earned an undergraduate degree and a doctorate in Physics. During World War II, he joined the Royal Air Force as a pilot.

After the war, like many other ethnic minorities, despite his extensive training, Braithwaite could not find work in his field and, disillusioned, reluctantly took up a job as a school teacher in the East End of London. The book *To Sir, with Love* (1959) was based on his experiences there.

Braithwaite's numerous writings have primarily dealt with the difficulties of being an educated man, a black social worker, a black teacher and simply a human being in inhumane circumstances.

About the Text:

The extract is from E.R. Braithwaite's autobiographical novel 'To Sir, With Love'. It deals with his disillusionment with the British way of life which he finds full of hypocrisy and deception. He felt deceived and disillusioned and wrote about the misleading British way of life. There is a lot of difference between what the English people say and do. They say that they do not make difference between the white and the black and that the Britons and the negroes enjoy equal rights of living. But Braithwaite feels that such high sounding words are a part of polished policy to befool the negro population in Britain. He points out that in Britain there are abusive terms such as "darker", "nigger" or "black" used to address a negro. He satirically comments, "yes, it is wonderful to be British-until one comes to Britain".

GLOSSARY

disillusionment (n) : breaking of a belief
hub (n) : centre

volunteered (v)	:	offered willfully
preservation (v)	:	protectoin; keeping safe
lodestar (n)	:	pole star, the guiding principle
gall and wormwood (fig.)	:	giving bad taste; unpleasant
Britons (n)	:	natives of Britain
intangible (adj.)	:	that cannot be touched
Colonial people (n)	:	the people living in the countries once controlled by the British authorities
phenomenon (n)	:	thing that appears to or experienced by the senses
pigmentation (n)	:	colour of the skin
assiduously (adv)	:	diligently; laboriously
by dint of (ph)	:	by means of; with the help of
bolstered (v)	:	supported; motivated
naivete (n)	:	natural innocence in speech and behaviour
ascribe (v)	:	consider to be the cause or reason
forebears (n)	:	ancestors
predilection (n)	:	companions working together
vigorously (adv)	:	forcefully
indignities (n)	:	insults
rebuffs (n)	:	unkind refusal, hitting back
hurly-burly (n)	:	noisy commotion, disturbing hustle and bustle
nexhaustible (adj)	:	not ending
brute (n)	:	beast
subservience (n)	:	bowing down in respect
contentment (n)	:	satisfaction
menial (adj)	:	suitable to be done by a servant
betrayal (n)	:	breach of trust
spurious (adj)	:	false; not genuine

glib (adj)	:	about talking smoothly but insincerely
underwrite (v)	:	provide guarantee for quality
protestations (n)	:	declarations
reflected (v)	:	thought seriously
blatant (adj)	:	noisy and rough
prone (adj)	:	habitual; having a tendency
betterment (n)	:	improvement
per capita (adj)	:	per head
deplored (v)	:	condemned

ACTIVITY-1 : COMPREHENSION

A. State True or False. Write T for true and F for false in brackets :

1. The author has a trust in the British way of life. []
2. Britons are not the natives of Britain. []
3. The British make no difference between a white and a black. []
4. The author has shown his faith in Human Rights. []
5. The Americans are more considerate towards negroes than the British. []
6. Negroes earn more money in America than in Britain. []
7. The interview disappointed the author. []

B. Answer the following questions each in about 30-40 words:

1. Why did Braithwaite not think to acquire American citizenship ?
2. Why did he volunteer for service with the British Royal Air force ?
3. What is the British way of Life ?
4. Which subjects does the colonial student learn in an academic institution of Britain?
5. Which type of work is expected from a negro in Britain ?
6. Why did Braithwaite resist any criticism of British policy ?
7. What does the expression “labouring like a black” suggest ?

8. State how Braithwaite reacts to Democracy and Human Rights.
9. What is difference between a British and a Briton ?
10. Why did Braithwaite voluntarily offer his service to the British Royal Air Force ?

C. Anser the following question each in about 60 words :

1. “Yes, it is wonderful to be British - until one comes to Britain”. Explain.
2. How did the reading of English literature, poetry and prose influence the thinking of Braithwaite ?
3. Describe his views on freedom.
4. What is the nature of anti-negro tendency in America ?
5. Comment on the nature of anti- negro policy noticed in Britain.

ACTIVITY 2 : VACABULARY

A. Match the following :

- | | | | |
|----|---------------|---|-----------------|
| 1. | bolstered | : | criticized |
| 2. | indignities | : | untouchable |
| 3. | subservience | : | deception |
| 4. | contentment | : | insults |
| 5. | betrayal | : | motivated |
| 6. | blatant | : | salutation |
| 7. | hurly - burly | : | satisfaction |
| 8. | deplored | : | noisy and rough |
| 9. | intangible | : | routinely noise |

B. Convert the following adjectives into nouns and frame one sentence on each :

Example : intangible = intangibility :

People felt confused at the intangibility of the idea.

Adjectives : independent, administrative, violent, courteous, villainous, available, confident, intolerable, responsible

C. Find out synonyms for the following words from the lesson :

lodestar, predilection, rebuff, hub, forebears, brute, appraisal,

D. Find one word for each of the following expressions from the words given below :

betrayal, Briton, pigmentation, phenomenon, naivete

1. colour of the skin.
2. natural innocence in speech and behaviour.
3. breach of trust
4. thing that appears to or experienced by the senses.
5. a native of Britain.

ACTIVITY - 3 GRAMMAR

ADVERBIAL CLAUSES

An adverbial clause does the work of an adverb ; like the noun clauses and the adjective clauses, the adverbial clauses too have structures of their own, consisting of their own subject predicate pattern, attached to the main clauses in the complex sentences.

Type of Adverbial Clauses

A. Adverbial clause of time : They are introduced by the following conjunctions as soon as, when, whenever, while, as, since, after, before, until, once.

1. I took coffee *soon after the office work was finished.*
2. *As soon as the guests arrive,* the function will start.
3. *When she comes,* I shall go.
4. *Before you begin your journey,* lock your house well.
5. Students do not go to the classrooms *until the bell goes.*

B. Adverbial clauses of place : conjunctions used to introduce the clause are: where, wherever.

1. Drugs are kept where children do not reach.
2. Armed forces were deployed wherever the terrorist hideouts were expected .

C. Adverbial clauses of manner : conjunctions used to introduce this clause are : as, as if,

1. The plan is to be implemented as it is.
2. He lives in a luxurious house as if owned by a king.

D. Adverbial clauses of comparison : conjunctions : as, as, so - as, more than, less -than , er - than

1. The floor tiles are as tough as stone.
2. Your house is not as large as mine.
3. India is more powerful than Pakistan.
4. His new poem is less interesting than the old one.
5. The new trains are faster than the old ones.

E. Adverbial clauses of purpose or result : conjunctions : lest, so that in order that, for fear that, such that

1. He ran fast *lest he should miss the train* (purpose)
2. The minister reached the hospital *so that he could see the condition of the patients with his own eyes.* (purpose)
3. *In order that the mob might be controlled,* armed forces were sent (purpose)
4. *For fear that floods might* disrupt common life, a control room was set up. (purpose)
5. The book was so boring that I returned it to the bookseller without asking for the money back. (result)

F. Adverbial clauses of reason or cause : conjunctions : because, as since

1. He has been arrested *because the court has declared him* guilty
2. *Since she is ill,* she cannot attend the conference.
3. *As the winter has begun,* people will buy warm clothes.

G. Adverbial clauses of condition: conjunctions : if, unless, whether, provided that:

1. I should be obliged *if they could finish this work in time.*
2. *If you come,* I shall go.
3. *Unless you show your identity card,* you cannot enter the school.
4. He can enter the office *provided that he shows his identity card.*

5. *Whether you come or not*, the programme will start.

H. Adverbial clauses of concession : conjunctions : although, as, even though, while, though, even if, whatever, when ever, whoever, no matter

1. Although he is wealthy, he is not satisfied.
2. Wealthy though he is, he is not satisfied.
3. Even if he has won the election, he is not reliable.
4. She is not laborious, even though she is intelligent.
5. whatever may be the result, your hardwork will be appreciated.
6. While I believe that the book is difficult, it is full of ancient learning.

EXERCISE

Join the following sentences using 'when' :

1. The students stood up. The teacher entered the class.
2. The audience clapped. The chief guest finished his speech.
3. Electricity supply was stopped. The storm came.
4. I learnt flute playing. I was fifteen at that time.
5. I reached home. The sun had set.

EXERCISE

Join the sentences using the words given in brackets :

1. He fell asleep. He was reading. (while)
2. He is rich. He never helps the poor. (although)
3. The police reached. The accident had taken place there. (where)
4. The function began. The guest arrived. (as soon as)
5. He cannot buy a car. He does not have much money. (as)
6. You cannot drive a vehicle. You should have a driving licence. (unless)
7. She was ill. She could not walk. (so, that)
8. Work hard. You may fail. (lest)
9. He is a criminal. One day he will go to jail. (because)
10. People will buy coolers. The summer has set in. (as)

EXERCISE

Join the following sentence using the conjunctions given in brackets :

1. More ATM booths will be opened. People need them. (if)
2. The wheat crop will be adversely affected. The rains fail. (if)
3. Complete your homework. You will not be allowed to enter the class. (unless)
4. You cannot drive a motorcycle. You should wear a helmet. (unless)
5. We can see the rainbow. The weather should be clear. (provided that)
6. You will be proved guilty. The court will punish you. (if)
7. Don't hoard the currency notes. you may be arrested. (if)
8. I shall go to see the Nahargarh fort. My parents will permit me.
(provided that)
9. You should read the history of Mewar. You will be influenced by Maharana Pratap. (if)
10. You should read Indian philosophy. You will learn the depth of spiritualism. (if)

ACTIVITY - 4 : SPEECH ACTIVITY

Facing an interview for a job :

Select from the class three students to form an interview panel; then ask the other students of the class to appear before the interview panel one by one for an interview for a job, allowing five minutes to each student.

ACTIVITY - 5 : COMPOSITION

1. Write a paragraph on the freedom struggle of India in 100 words.
2. Write a paragraph in 75 words on how the negroes are treated in Britain and America.
3. Write a paragraph in 60 words about the Christian missionaries in India.

1
RISKS

To laugh is to **risk** appearing the fool.
To weep is to risk appearing **sentimental**.
To reach out for another is to risk **involvement**.
To expose feelings is to risk exposing your true self.
To place ideas and dreams before a crowd is to risk
being called **naive**.
To love is to risk not being loved in return.
To live is to risk dying. 8
To hope is to risk despair.
To try is to risk failure.
But risk must be taken, because the greatest **hazard**
in life is to risk nothing. 12
The person who risks nothing, does nothing, has nothing,
is nothing, and becomes nothing.
They may avoid suffering and **sorrow**, but they 16
cannot learn, feel, change, grow, love, live.
Chained by their certitude, they are **slaves**; they have
forfeited their freedom.
Only a person who risks is truly free. 20

Janet Rand

About the Poem :

Risk is a motivational poem. Every act to be done by human beings anticipates risk : hope may result into despair and life into death. Risk is an integral part of life. We can say that life is full of risks and to overcome fear one needs courage. Success is all about having the courage to take risks.

The poet gives a message to all human beings to take risk if they want to

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achieve something. If we don't take risks there is a chance for avoiding sorrow and painful situations in life ; but we will be missing so much. Without taking risks, we would not learn anything.

GLOSSARY

risk (n)	:	a situation that could be dangerous or have a bad result
sentimental (adj)	:	undesirably emotional
involvement (n)	:	the act of taking active part or keen interest in something
expose (v)	:	bring to light
naive (adj)	:	showing a lack of experience
hazard (n)	:	danger
sorrow (n)	:	expression of sadness, grief
chained (v)	:	restrained
slaves (n)	:	people having no freedom of any kind
certitude (n)	:	a feeling of complete certainty
forfeited (v)	:	lost

ACTIVITY 2 : COMPREHENSION

A. Tick the correct alternative :

1. What does the line 'To hope is to risk despair' express ?
 - (a) fear about failure
 - (b) fear about discouragement
 - (c) fear about some losses
 - (d) fear to being hopeless

2. Who composed the poem "Risks" ?

- | | |
|-----------------------|---------------------|
| (a) Oliver Goldsmith. | (b) Charles Mackay |
| (c) Janet Rand | (d) Alfred Tennyson |

B. Answer the following questions not exceeding 30-40 words each :

1. What is success ?
2. Who is truly free ?

3. What is the greatest hazard in life ?
4. When is a man filled with despair ?
5. How can freedom be enjoyed ?

C. Anser the following questions not exceeding 60 words each :

1. Why should we take risk ?
2. What is immediate advantage of avoiding risks ?
3. “Chained by their certitude”. Explain this phrase.
4. Write main theme of the poem.
5. What is the importance of opposite images in the poem ?

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. To live is _____ to risk nothing. (L-08-12)
2. The person who _____ grow, love, live. (L-13-17)

2

MY GOOD RIGHT HAND

I **fell** into **grief**, and began to **complain**;
I looked for a friend, but I **sought** him in **vain**;
Companions were shy, and acquaintance were cold ;
They gave me good **counsel**, but **dreaded** their gold. 4

"Let them go," I **exclaimed** : "I've a friend at my side,
To lift me, and aid me, whatever **betide**.
To trust to the world is to build on the sand :
I'll trust but in heaven and my **good Right Hand**" 8

My courage **revived**, in my **fortune's despite** ,
And my hand was as strong as my **spirit** was **light** ;
It raised me from sorrow, it saved me from pain ;
It fed me, and clad me, again and again. 12

The friends who had left me came back every one,
And **darkest** advisers **looked bright** as the Sun ;
I need them no more, as they all understand,
I thank thee, I trust thee, my good Right Hand! 16

C. Mackay

About The Poet :

Charles Mackay (27 march 1814 - 24 December 1889) was a Scottish poet, journalist, author, novelist and song writer. Mackay is mainly remembered for his book *Extraordinary popular Delusions and the madness of Crowds*.

About the Poem :

The poem is related with the common theme of poverty and the way how it can be removed. When the poet fell in grief and some adversity, all his friends and relatives deserted him. No one came to help him. He found only lip sympathy from them. The poet thinks that trusting other people is like building a castle on sand. Therefore he decided to believe in God and the hard work to be done by himself. With this realisation his courage returned in him. He overcame his sorrow and soon became prosperous. His hard work lifted him up from sorrow and pain.

GLOSSARY

fell into (phr v)	:	was overpowered
grief (n)	:	sadness (because of poverty)
complain (v)	:	to express dissatisfaction
sought (v)	:	tried to find
in vain (idiom)	:	without success
companions (n)	:	friends
acquaintance (n)	:	somewhat familiar persons
counsel (n)	:	advice, opinion
dreaded their gold (phr):	:	were afraid of lending their money
exclaimed (v)	:	said loudly with confidence
lift (v)	:	boost up
to build on the sand	:	to base a building on a weak foundation
good Right Hand (n)	:	my own effort/self-confidence
revived (v)	:	restored, came back
in fortune's despite (phr):	:	inspite of ill fortune
spirit (n)	:	mood
light (adj.)	:	cheerful
darkest (adj)	:	selfish
looked bright (v)	:	looked cheerful in a hope to get my financial help in their need

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternative :

1. What is the meaning of word “sought”?
(a) sadness (b) tried to find
(c) advice (d) without success
2. “Let them go” : the word “them” here refers to:
(a) God the Almighty (b) enemies
(c) friends (d) None of above

B. Answer the following questions each in 30-40 words :

1. Why did poet fall in to grief?
2. Why did the poet’s search for a friend prove to be fruitless?
3. Who is the friend that could help and make the poet happy?
4. Why did the poet feel disappointed?
5. What was the result of the poet’s hardwork?

C. Answer the following questions each in 60 words :

1. How did the poet overcome his sadness?
2. Why does the poet not need the friends anymore?
3. What inspirations do we get from the poem?
4. What does the “ Good Right Hand” represent?
5. Which are the two things that the poet puts his trust in? Explain.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. My courage revived _____ again and again.
2. The friends who _____ good Right Hand.

3 THE LOTUS

Love came to Flora asking for a flower
That would of flowers be undisputed queen,
The lily and the rose, long, long had been
Rivals for that high honor. Bards of power
Had sung their claims. 'The rose can never tower
Like the pale lily with her Juno mien' -
'But is the lily lovelier?' Thus between
Flower-factions rang the strife in Psyche's bower.
'Give me a flower delicious as the rose
And stately as the lily in her pride' -
But of what color?' - 'Rose-red,' Love first chose,
Then prayed - 'No, lily-white - or, both provide;'
And Flora gave the lotus, 'rose-red' dyed,
And 'lily-white' - the queenliest flower that blows.

- Toru Dutt

About the Poet (March 4, 1856 - Aug. 30, 1877)

Toru Dutt is a well known poet of India whose contribution in Indian writing in English is memorable. Her father was a rich man of Calcutta. Her mother had a deep knowledge of the Hindu myths. This family was impressed by the glitter of the West and had embraced Christianity. But Toru Dutt had a deep attraction for the Indian epics and mythology. She read the **Ramayana**, the **Mahabharata**, the **Vishnu Purana** and the **Bhagavata**. Her imagination was shaped by these indian classics. Her literature abounds in the cultural heritage of India.

About the Poem:

'The Lotus' is a small poem called **sonnet**. It is a Petrarchan sonnet. The lotus has been a favourite flower with Indian gods and goddesses. Both Lord Vishnu and

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Goddess Laxmi love this flower. In present times many prizes have been named after the lotus - the Padamshri, the Padam Bhushan, the Padam Vibhushan etc.

For Toru Dutt the lotus is the most perfect flower regarding the combination of colours and appearance. The poet describes a dispute among flowers in the manner of a beauty contest. The rose and the lily are rivals to get the status of the best flower. But Flora, the goddess of flowers chooses the lotus as a flower of supreme beauty because this flower retains in it the whiteness of the lily and the redness of the rose. So neither the lily nor the rose can equal the beauty of the lotus.

Symbolically, the victory of the lotus is the victory of Indian culture over the western world, since the lily and the rose are the western flowers.

GLOSSARY

Love (n)	:	used for Cupid, the god of love in Roman mythology
Flora (n)	:	goddess of vegetation and flowers
undisputed (adj.)	:	without any dispute or doubt
lily (n)	:	a flower of white colour
rose (n)	:	a flower of red colour
rivals (n)	:	contestants, opponents
Bards (n)	:	poets
tower (v)	:	stand straight
pale (adj)	:	dim
Juno (n)	:	a goddess known for stately beauty
mien (n)	:	a person's appearance, look (Juno mien: standing straight with confidence like the goddess Juno)
flower-factions (n)	:	groups of flowers (one group in the leadership of the rose and another in the leadership of the lily)
rang (v)	:	clashed
strife (n)	:	quarrel
bower (n)	:	residence
delicious (adj)	:	sweet

stately (adj)	:	appearing noble, great
pride (n)	:	confidence
rose-red (adj)	:	red as rose
lily-white (adj)	:	white as lily
blows (v)	:	blooms

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternatives:

1. Who wrote 'The Lotus'?

- | | |
|--------------------|--------------------|
| (a) Sarojani Naidu | (b) Toru Dutt |
| (c) R.K. Narayn | (d) Khuswant Singh |

2. 'Rivals' in the poem are:

- | | |
|----------------------------|----------------------------|
| (a) the lotus and the rose | (b) the lily and the lotus |
| (c) the lily and the rose | (d) the lotus and love |

3. Flora is the goddess of:

- | | |
|-------------|----------------|
| (a) fruits | (b) vegetables |
| (c) flowers | (d) milk |

B. Say whether the following statements are True or False. Write T for true and F for false in brackets:

- | | |
|---|-----|
| 1. Cupid came to Psyche to obtain a flower. | [] |
| 2. The lily and the rose quarrelled for the title of superior reputation. | [] |
| 3. The lily stands straight in pride like Juno. | [] |
| 4. Cupid first selected the colour of the lily. | [] |
| 5. Flora gave the lotus to Psyche. | [] |

C. Answer the following questions in about 30-40 words each:

1. Why did Cupid come to Flora?
2. What was the cause of quarrel between the lily and the rose?
3. Describe the appearance of the lily.
4. Describe the appearance of the rose.
5. How did Cupid hesitate in choosing the colour of the desired flower?

D. Answer the following questions in about 60 words each:

1. How had the poets sung about the lily and the rose?
2. How is the lotus considered as a cultural symbol in the Indian society?
3. What do you know about Cupid and Flora?
4. How did Flora solve the problem of Cupid?
5. Do you agree with Flora's decision about the quarrel between the rose and the lily? Explain.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context:

1. Love came to Flora high honour.
2. Thus between flower factions Psyche's bower.
3. And Flora gave the lotus that blows.

4

AN ELEGY ON THE DEATH OF A MAD DOG

Good people all, of every sort,
Give ear unto my song ;
And if you find it **wondrous** short,
It cannot hold you long. 4

In **Islington** there was a Man
Of whom the world might say,
That still a **godly race** he ran,
Whene'er he went to pray. 8

A kind and gentle heart he had,
To **comfort** friends and **foes** ;
The naked every day he **clad**,
When he put on his clothes. 12

And in that town a Dog was found,
As many dogs there be,
Both **mongrel, puppy, whelp, and hound**,
And curs of low degree. 16

This Dog and Man at first were friends;
But when a **pique** began,
The Dog, to gain his private ends,
Went mad, and bit the Man. 20

Around from all the neighboring streets
The wondering neighbors ran,
And swore the Dog had lost his **wits**,
To bite so good Man. 24

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The wound it seem's both **sore** and sad
To every Christian eye ;
And while they swore the Dog was mad.
They swore the Man would die. 28

But soon a **wonder** came to light,
That show'd **the rogues** they **lied** ;
The man recover'd of the bite,
The Dog it was that died. 32

Oliver Goldsmith

About the Poet :

Oliver Goldsmith (1728-1774), one of the most popular 18th century English writers, lived a fascinating life of contradiction between his unquestionable brilliance and self destructive tendencies. His plays, poems and essays have been very popular.

About the Poem :

The present poem is an extract from Oliver Goldsmith novel *The Vicar of Wakefield*. It mourns the death of a mad dog and is called an "Elegy" in a satirical way. An elegy is a poem which expresses sad feelings over the death of a friend or of an important person.

The poet describes friendship between a man and a dog. At first they get along well, but after some time they begin to quarrel and become enemies. The dog goes mad and bites the man. The towns people lament that this good man must die a wretched death, betrayed by the ungrateful cur that he had trusted. Contrary to the prediction of the townspeople, the man has recovered and the dog has died. Thus something unusual happened.

The poem is a good example of satire on human behaviour. The sudden reversal of situations in the end of the poem makes the satire bitter : the man believed to die recovers and the dog cursed for deceit dies. The man, under the mask of innocence, proves fatal to the innocent animal.

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GLOSSARY

wondrous (adj)	:	unusual and surprising
Islington (n)	:	a town where Goldsmith lived for sometime
godly race (n)	:	a moral life based on religious principles
comfort (v)	:	to give relief to a worried person
foes (n)	:	enemies
clad (adj.)	:	clothed
mongrel (n)	:	a dog that is a mixture of different breeds
puppy (n)	:	a young dog, less than a year old
whelp (n)	:	a young dog, usually rash
hound (n)	:	a hunting dog
cur (n)	:	an aggressive mongrel dog
pique (n)	:	bitterness in relation
wits (n)	:	mind's capacity to take quick and good decisions
sore (adj.)	:	showing pain and inflammation
Christian eye	:	a person who follows Christianity, a good or religious person
a wonder	:	a surprise
the rogues	:	the unprincipled and immoral men. (here it refers to the people who said that the man would die, as they talked nonsense)

ACTIVITY 1 : COMPREHENSION

A. Tick the correct alternative :

- The present poem is extracted from
(a) The Vicar of Wakefield (b) The Good Natured Man
(c) The Deserted Village (d) She Stoops of Conquer
- What is 'a cur' ?
(a) a hunting dog (b) an aggressive dog
(c) a family dog (d) a young dog

(155)

B. Answer the following questions each in 30-40 words each :

1. What is an elegy ?
2. What does the poet urge to people ?
3. Where did the poet live for some time ?
4. What kinds of dogs have been described in the poem ?
5. What wonderful event does happen at the end of the poem ?

C. Answer the following questions each in 60 words each :

1. What are the qualities of the good Man ?
2. What does the poet think about a pious man ?
3. Why did an ordinary dog bite his friend ?
4. What did the neighbours think about the dog ?
5. Point out the element of satire in the poem.

ACTIVITY 2 : REFERENCE TO CONTEXT

Explain the following lines with reference to context :

1. A Kind and _____ on his clothes.
2. This dog _____ bit the man.
3. The wound _____ man would die.
4. But soon _____ was that died.

LITERARY TERMS

SONNET:

Sonnet is a lyric poem, which consists of fourteen iambic pentameter lines linked by a definite rhyme scheme. In English literature sonnet is divided in two categories; (1) 'Italian' or 'Petrarchan' (named after the fourteenth century Italian poet, Petrarch). (2) The English sonnet or the Shakespearean sonnet.

The Petrarchan sonnet falls into two parts: an octave (eight lines) rhyming abba abba and a sestet (six lines) rhyming cde cde or some variant, such as cdc cdc. Thomas Wyatt first introduced Petrarch's sonnet in England in the early sixteenth century. The Petrarchan form was later used by Milton, Wordsworth, D.J. Rossetti and other sonneteers. The Earl of Surrey and other English experimenters in the sixteenth century also developed a new form called the English or the Shakespearean sonnet. The stanza form in this type of sonnet is different from that of Petrarchan sonnet. This stanza falls into three quatrains and a concluding couplet: a b a b, c d c d, e f e f, g g. There was one especially important variant, the Spenserian sonnet, in which Spenser links each quatrain to the next by a continuing rhyme: a b a b, b c b c, c d c d, e e. 'The Lotus' by Toru Dutt is a Petrarchan sonnet.

ELEGY:

In Greek and Roman literature, an Elegy was any poem composed in a special Elegiac meter; and in England, the term was often applied to any poem of solemn meditation. In present critical usage, however, an elegy is a formal and sustained poem of lament for the death of a friend, e.g, Tennyson's 'In Memoriam' which was written on the death of Arthur Hallam. Some times the term is more broadly used for meditative poems, such as Gray's 'Elegy Written in a Country Churchyard'. The Pastoral elegy which represents both the mourner and the one he mourns, who is usually a poet as Shepherd. Nature also joins in the mourning. Finally, the poet realizes that death is a reunion with God. The most notable English Pastoral elegies are Milton's "Lycidas", Shelley's "Adonais" and Arnold's "Thyrsis".

Goldsmith's 'An Elegy on the Death of a Mad Dog', is an example of a modified version of the conventional concept of Elegy. He mixes humour to make fun of the cunningness in human behaviour. Conventionally, an Elegy on the death of an animal would be impossible.

SIMILE:

Simile involves a direct comparison between two objects and can be recognized by the use of the words 'like' and 'as'. In a simile the objects brought for comparison should be of different species; for example, if the beautiful physical features of a girl are compared to those of a beautiful film actress cannot be cited as an instance of a simile, since both the objects belong to the same species: both are human beings. The dissimilarity of objects is necessary for a simile. Example: (1) As idle as a painted ship / Upon a painted ocean. (2) The ice is as green as emerald. (3) Her lips are as tender as petals of a rose.

The use of a simile enables the poet to convey his idea effectively. In the first example cited above the poet has related the real ship to a painted one so as to enable the reader to imagine how motionless the ship is. In the second example the image of the bright ice floating in the green water of the ocean has been created which gives impression of a shining emerald.

METAPHOR:

Metaphor is a figure of speech belonging to sense devices in English literature. It is rather like a simile except that the comparison is not direct but implied. The words 'like' and 'as' are not used as marks of identification. The poet does not say that one object is like another; he says it is another. The example "He is as cruel as a tiger" illustrates the use of a simile; but the example "He is the tiger of this town" illustrates the use of metaphor.

ALLITERATION:

Alliteration is a figure of speech belonging to sound devices in English literature. It involves repetition of the same sound at a frequent interval in the same line; for example, in the lines from 'The Ancient Mariner' by S.T. Coleridge "The fair

breeze blew, the white foam flew/ The furrow followed free" the repeated 'bs' and 'fs' make the lines run quickly and give impression of a ship travelling at high speed. At the same time the lines, when read aloud, create a great musical effect and sooth the ears of the listeners.

RHYME:

Rhyme is a figure of speech belonging to sound devices in English literature. It occurs at the line endings in poetry and consists of words, which have the same sound; the letter preceding the vowels must be unlike in sound; for instance, 'night' and `sight' are true rhymes; but 'night' and 'knight' or 'right' and `rite' are not. If rhymes are used too much, the poem becomes monotonous.

Blank verse uses the rhyme in a balanced manner. There is no excessive use of rhymed verse as we find in heroic couplets.

RYTHM:

Poetry has much in common with music. When we read a poem aloud, it is nearly always possible to notice that sounds used follow a definite pattern and are meant to appeal to the ear. The rhythm of a poem must always help to convey the poet's intention and gives us indication of his mood; for example we notice in `The Ancient Mariner' how the rythm of the lines "The fair breeze blew, the white foam flew / The furrow followed free", matches the speed of the ship. When the ship stops, the rythm changes and pace of the poem becomes much slower.

DRAMA:

In general, a work written to be performed by actors on a stage. Most dramatic works can be classified as tragedy or comedy.

Drama originated in ancient Greece, developing from religious ceremonies. The great classical writers of tragedy were Aeschylus, Sophocles and Euripides (in Greece) and the Roman philosopher, Seneca. Well-known comic writers of antiquity included the Greek, Aristophanes, and the Romans, Plautus and Menander.

Medieval drama developed from religious rituals commemorating the birth and resurrection of Christ. As it evolved, it took the form of mystery, miracle and

morality plays.

In England during the Renaissance, a revived interest in classical drama united with the traditions developed from medieval techniques to produce the vigorous and varied Elizabethan drama.

The English theaters were closed in 1642 by the Puritans. However, during the Restoration, drama was revived under the auspices of the court. In the eighteenth century, neoclassical plays and the comedy of manners flourished.

Melodrama and spectacle predominated in most nineteenth-century drama until the end of the century, when shorter plays stressing ideas, problems or situations began to appear.

This trend toward a more faithful and accurate representation of life continued into the twentieth century. Further developments included expressionism and the introduction of the theater of the absurd.

TRAGEDY:

Tragedy as a dramatic form refers to a serious play in which the hero becomes engaged in a conflict, experiences great suffering and is finally defeated and dies.

The classical conception of tragedy, as defined by Aristotle in his 'Poetics', involves a hero of noble stature whose fortunes are reversed as a result of a weakness ('Hamartia') in an otherwise noble nature. The Middle Ages, lacking knowledge of classical theory, conceived tragedy merely a tale of an eminent person passing from happiness to misery. He is shown as a victim of fate. In England, tragedy began in Elizabethan times. The chief influences, in so far as dramatic tradition and theory were concerned, were classical: the 'Poetics' of Aristotle and the tragedies of Roman Philosopher, Seneca. Senecan tragedy was written to be recited rather than acted. In the later part of the sixteenth-century, however, playwrights paid less attention to classical restriction, producing dramas that varied widely in form and structure. These plays culminated in Shakespeare's tragedies. "King Lear", "Hamlet", "Macbeth" are usually regarded as the highest achievements of English stage.

DRAMATIC IRONY:

Irony basically is contrast between appearance and reality. It is a device generally used by dramatist to provide universality to his drama. It is a contrast between two aspects of the same situation or remark. It may be found in a situation or dialogue where some of the characters are ignorant of certain facts, which are known to other characters and to the audience. Dramatic character says one thing and means the opposite of it. The character utters words but himself does not know the deep meaning of this utterance. Other characters and the audience know the meaning and understand the significance of these words.

Shakespeare has used this device more frequently and abundantly in '*Macbeth*.' The very first words uttered by Macbeth are Ironic. "So foul and fair a day I have not seen" because they startle the readers by recalling the words of the witches in the opening scene: "**Fair is foul and foul is fair.**" When king Duncan comes to the castle of Macbeth, he admires the atmosphere. Thus he is ignorant of the fact. The audience know that he is going to be murdered by Macbeth in the same castle. So the description of Macbeth's castle is highly ironical: "This castle hath a pleasant seat."

PLOT:

Plot may be defined as the plan or outline of the events of the story of a novel or drama. It forms the backbone of the play. The plot of a drama should include only those events that can be represented by characters on the stage. It is governed by the limitation of the stage. The novel has great freedom in this respect. A good plot is more than a mere sequence of events. Events are selected and arranged with a dramatic effect in such a way that irrelevances are omitted. For Aristotle, Plot is the life blood and soul of tragedy. He further says that it is possible to have tragedy without character but without Plot there can be no tragedy. Plot is essential for tragedy in the same way as a proper shape in the art of painting. Colours are lifeless until filled in a proper shape. Similarly, without a proper Plot, characters are lifeless. The plot must be true to the function of tragedy, i.e., to arouse the emotions of pity and fear and then to seek for their catharsis. To achieve this goal, the action of tragedy should be "complete in itself".

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Hence, the plot must have the beginning, the middle, and the end. Aristotle instructed that the events should be constructed in such a way that they have a unity. At the end it should give the picture of a united whole. The rising events should slowly lead to the crisis or climax.

COMEDY:

A form of drama that is intended to amuse and that ends happily. Since comedy strives to amuse, both wit and humor are utilized. The range of appeal is wide, varying from the crude effects of low comedy, to the subtle and idealistic reactions aroused by some high comedy.

English comedy developed from native dramatic forms growing out of the religious drama, the morality plays and interludes, and the performances of wandering entertainers, such as dancers and jugglers. In the Renaissance, the rediscovery of Latin comedy and the effort to apply the rules of classical criticism to drama significantly affected the course of English comedy. Foreign influences have also been important at times, such as the French influence on Restoration comedy or the Italian influence on Jacobean pastoral drama.

In medieval times, the word comedy was applied to non-dramatic literary compositions marked by a happy ending and by a less exalted style than was found in tragedy (e.g., Dante's Divine Comedy).

SHORT STORY:

A short story is a work of prose fiction. It differs from the anecdote - the simple and unelaborated narration of a single incident - in that it organizes the action, thought, and interactions of its character into the artful pattern of a plot, which has a beginning and develops through middle to some sort of denouement at the end. The plot form may be comic or tragic or romantic or satiric. It may be written in the mode of fantasy, realism or naturalism.

In the tale or "Story of incidents", the focus of interest is on the course and outcome of the events, as in Poe's 'The Gold Bug' or other tales of detection. The short story, however, differs from the novel in the dimension which Aristotle calls

'magnitude'. Poe, who is sometimes called the originator of the short story as a specific genre, was at any rate its first critical theorist. He defines what he called the 'prose tale' as a narrative that can be read at one sitting from one half hour to two hours and this is limited to "A certain unique or a single effect" (Review of Hawthorne's Twice-told tales).

ESSAY:

The essay refers to any brief composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject whatever. The essay is addressed to a general rather than a specialised audience; as a result, the essay discusses its subject matter in non technical fashion, and often with a liberal use of such devices as anecdote, illustration, and humour to enhance its appeal.

A usual distinction is often made between the formal and informal essay. The formal essay is relatively impersonal : the author writes as an authority on the subject and examines it in an ordered and thorough fashion. Examples will be found in the serious articles on current topics and issues in any of the magazines, addressed to a thoughtful audience. In the informal essay the author assumes a tone of intimacy with his audience and tends to be concerned with everyday things rather than with public affairs or specialised topics and writes in a relaxed, self-revelatory and often whimsical fashion.

The Greeks, Theophrastus, and Plutarch, and the Romans, Cicero and Seneca, wrote essays long before the genre was given its standard name by Montaigne's great French *Essais* in 1550. The title signifies 'attempts' and was meant to indicate tentative and unsystematic nature of Montaigne's discussion. Francis Bacon, late in 16th century inaugurated the English use of the term in his own series of Essays. Pope adopted the term for his expository compositions in verse and wrote the Essay on Criticism and the Essay on Man. Later on Addison and Steele, Hazlitt and Lamb contributed a great deal in the development of the essay.

PROBLEM PLAY:

Problem play is a fairly recent dramatic device which was popularized by Norwegian playwright, Henrik Ibsen. The problem play depicts a particular social problem (e.g., women's right, slavery, drug, abuse etc) and attempts chiefly to arouse interest in the problem to explore it. The issue may be one of the inadequacies allowed to a woman in the middle class 19th century family (Ibsen's *A Doll's House*) or of the morality of prostitution, regarded as a typical economic aspect in a capitalist society (Shaw's *Mrs. Warren's Profession*); or of the crisis among the relations between black and white men and women in present day America (in numerous current dramas and films); or of the presentation of a political conflict (*The Apple Cart*).

One subtype of the problem play is the discussion play in which the social issue is not incorporated into a plot, but expounded in the dramatic give and take of a sustained debate among the characters (Shaw's *Man and Superman*). There are other terms like thesis play and propaganda play which are often linked with the type of the problem play. All these types are essentially didactic forms.

WRITING SKILLS

LETTER WRITING

Forms of Letters:

1. Informal : Personal such as to family and friends.
2. Formal/Official - Formal letters are written in an official capacity. These include letters to the editor, letter of complaints, enquiries, requests, application etc.
3. Business letters: Business letters are addressed to business firms for business purpose.

Format of Letter (Informal Letter)

1. 24/2 Ganeshpura
Ratanada, Jodhpur
December 15, 2016
2. My Dear Anjana
3. I was glad to get your letter yesterday. Thank you so much. I was very happy to know that you got 85% marks in class 10th. But I also know that you are very careless about your health.
As you know that healthy mind lives in a healthy body. So you should always remember about it. You should pay attention to your health.
4. Give my regards to uncle and aunt.
5. Yours sincerely
6. Saroj

Format of a letter (as pointed above) :

1. **The Heading** : It consists of the writer's address and the date of writing the letter. The address is written at the top left or right hand corner of the page and the date is put just below it.
2. **Salutation or courteous greeting**: It is the form of greeting written a little below the date and on the left side of the page. The form of greeting depends upon the relation in which you stand to the person to whom you are writing. The first and the second word of salutation are capitalized. If there are three words, the second one is not capitalized e.g. Dear Sir, Dear Father, My dear

Pawan.

3. **Body of the Letter:** This is the main part of the letter in this part we write the message or communication. It should be written in simple or direct language. It should also be divided into paragraph.
4. **Courteous leave taking:** In formal letters use thanks. In informal letters you may use ‘With best regards/wishes/Love to etc. as per your terms with the person you are writing to.
5. **The subscription:** It is written below the courteous leave taking phrase on the left side of the page. This also depends on the degree or relationship between the writer and addressee.
 In formal letters : Yours faithfully
 In informal letters : Yours sincerely/Yours truly
6. **Signature :** Put the signature below the subscription.

Forms of Salutation and Subscription

Relation	Salutation	Subscription
1. Blood Relation	My dear Father, Mother, Brother etc. or Dear Brother, Sister etc.	Yours affectionately or Yours loving son, daughter, brother etc.
2. Friends	My dear Ramesh Or Dear Ramesh	Yours sincerely Yours truly
3. Officers or strangers	Sir	Yours faithfully
4. Teachers Headmasters Principals	Sir	Yours obediently Or Yours faithfully

EXAMPLE

1. **You are Mahendra living at 176, Malviyanagar, Jaipur. Write a letter to**

your father that you are working hard for your examination.

Ans. 176, Malviyanagar

Jaipur

December 10, 2016

Dear Father,

I received your letter yesterday. I know that you are very worried about my studies. But I want to assure you that my study is going well. I do not waste my time in idle gossip. I regularly attend my classes in school. My teachers guide me well.

I complete my home task regularly. In the second terminal test, I was the topper in the class.

With best regards to mother and love to Harshita.

Yours affectionately

Mahendra

EXERCISE

1. You are Suresh residing at 135, Shastri Nagar, Jodhpur. Write a letter to your father requesting him to allow you to go on a historical/educational tour and send some money for the same.
2. Write a letter to your brother about the choice of a career.
3. Imagine that you are Vipul living at Rani Bazar Bikaner. Your uncle sent you a dictionary as birthday gift. Write a letter to thank for the gift.
4. Suppose you are Radhika living at Ridhi-Sidhi Colony, Sri Ganganagar. Your friend Sushmita has failed in the Secondary Examination this year. Write a letter expressing your sympathy to her.

Writing a letter of complaint (formal letter) :

Suppose you are Vinay. You are writing to complain about a defective purchase. Your letter should be something like this:

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The Manager address

The Electrical... date

Dear Sir,

On date I purchased from your shop a vacuum cleaner (give name of the make, the name of the Model, the serial number if you can read it) for Rs.

It does not work. Could you please arrange to have it put in order?

Yours faithfully

Signed

(Vinay)

REMINDER

Perhaps no action has been taken and you have to write again. You should document your case as much as you can. If you have a spare copy (or can make one) of the first letter, enclose it.

Your letter should now run something like this:

The Manager address

The Electrical... date

Dear Sir,

Would you please refer to my letter (or letters) of(date or dates) copy (or copies) of which is/are attached.

I have received no answer so far.

Do you want me to report the matter to the Consumer Forum? I would be grateful for an answer within a week.

Yours faithfully

Signed

(Vinay)

... Enclosures (give the number)

By enclosing the copy of previous correspondence you make it impossible for the Manager to plead ignorance. Even if he did not receive your letter dated. . . , he now has before his eyes a copy of it. By writing 'Enclosures,' and giving their number (you

may have written many times) you make it impossible for someone in the office to throw away the carbons. If they get separated from the letter by mistake, they will be looked for.

2. Write a letter to the collector of your district complaining the misuse of microphones (loudspeakers) in examination days:

Ans. 59 L Block,
Sri Ganganagar.
March 7, 2016

The District Collector

Sri Ganganagar.

Sub. : To ban the use of loudspeakers

Sir,

Most respectfully I beg to draw your kind attention towards misuse of loud speakers in the city. It is the peak time of the board examination. The students need a peaceful atmosphere to prepare well for the examination.

But unfortunately there are some shopkeepers who blare loud speakers from morning to midnight in order to attract the customers.

So please you are requested to issue orders to ban the use of micro phones in the city until the Board Examinations are over.

Thanking you

Yours faithfully

Rohit

WRITING A JOB APPLICATION

This may involve you in filling in a form, in which case treat it in the same manner as an official letter. Suppose you are applying for a job in answer to an advertisement in the press. Construct your letter in such a way that it helps the selector to get at the key facts. It pays.

Write a covering letter saying where you saw the advertisement and the date on which you saw it; this shows you are systematic.

Give your reasons for applying and, if already employed, why you want to change. State any points which may be in your favour, such as willingness to go abroad, driving experience and outside interests.

Give the names and addresses of at least two people who can be contacted for references. This is very important. Preferably your last employer, or the present one. Your headmaster or your tutor. And one responsible person who has known you for a long time. You must, of course, ask these referees beforehand whether they are prepared to vouch for you.

Enclose a passport size photograph of yourself (with your name written on it).

On a separate sheet with your name, address and telephone number give your curriculum vitae, i.e. all the relevant factual information about yourself.

1. Give your age (you may be too young or too old to be considered).
2. Give your nationality (it may be important because of work permits or for other reasons).
3. Give your marital status (married applicants may be preferred or excluded).
4. Give your education with the name of your school, college, university, the dates you were there in brackets after each. Then give the subjects you studied and your grades.
5. Give your experience: list the jobs you have done with the dates in brackets.

This is how the letter of application with its enclosures should look.

The Managing Director	address
	date
Dear Sir,	
In answer to your advertisement in The Times of India, I wish to apply for the position of Personnel Manager.	
I am 29 years old, Indian, unmarried.	
My reason for applying to you is that I feel the need for change. Uttam Steel is a small family firm which does not offer enough scope for promotion.	
For references please contact my present employer, CEO, Uttam Steel (address).	
Yours faithfully	
signed	
(Rakesh Kumar)	
Enclosed: 1 passport photograph and my curriculum vitae.	

CURRICULUM VITAE (on a separate sheet)

Name : Rakesh Kumar
DOB : 1 March, 1995
Marital Status : Unmarried
Schooling : Adarsh Vidhya Mandir Sr. Sec. School, Sri Ganganagar
N.C.C. : 'C' Certificate in Grade A
Certificate : Computer : O Level
Experience : Joined as a clerk in Uttam Steel Ltd. Pune on July, 1, 2015

E-MAIL WRITING

E-mail is so convenient that it is tempting to use it on all occasions. E-mail is especially suitable when,

you are making a simple request,

you are sending some simple information

The word 'e-mail' is the short form of the 'electronic mail' which can only be sent from one computer to another using an Internet connection and a mail browser. Of course you and your receiver both require mailing addresses which are unlike our conventional postal addresses. An e-mail address, commonly known as **e-mail ID**, is like:

abc@sancharnet.in (sender of the e-mail)

xyz@sancharnet.in (receiver of the e-mail)

You can have your e-mail ID by buying an Internet connection or by creating it on many web-sites which offer you a free e-mail ID.

One has to be very careful while writing any e-mail ID because a single error will not send your e-mail and it will bounce.

"Addressing the receiver or salutation:

It is not strictly necessary to address the receiver as you would in a letter. But if you are sending a message to someone that you feel is in a higher position and you know his/her name, you may want to begin with, for example, 'Dear Mr. Gupta' or 'Dear Ms. Aiyer'. Avoid guessing people's names or gender. If you are sending an e-mail to someone in their official capacity use 'Dear Sir' or 'Dear Madam' as the case may be.

Making requests:

The first e-mail you send is the most important and it is likely to be a request of some kind. When making a request it is crucial that you provide all the information needed for the receiver to make a decision. You could follow this model:

Explain who you are

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Explain how you found out the name and e-mail address of the receiver.

Explain the background to your request.

Make the request.

Explain how you would like the receiver to respond.

To abc@sanharnet.in

cc

bcc

Sub.: Online purchase of book - Communicative English Grammar

Dear Sir

I am a student of Secondary class of Nosegay Public School, Sri Ganganagar.

I got your email ID from the catalogue of the books brought out by you. A book titled 'Communicative English Grammar' also appears in that catalogue which I shall like to buy. I write this to request you to send a copy of the same. I promise to pay the required amount to the delivery-man at the time of the delivery of the same.

My postal address is as follows:

Sunil,

132-G-Block, Sri Ganganagar (Rajasthan)

Thanking you

Yours faithfully

Sunil

Language and Style:

1. Keep your messages as short as possible and use short paragraphs-people do not like to read long messages on a computer screen.
2. Try making each paragraph informative and self-contained and avoid using too many pronouns, and do not assume that the receiver remembers what you have written in an earlier e-mail.
3. Check your grammar and spelling-do not assume that accuracy does not matter in e-mail.

4. Never send an email IN CAPITALS THROUGHOUT. It is deemed to be the equivalent of shouting. Use single line spacing with an extra line between paragraphs.
5. There is no need to write the date of sending the e-mail as the date and time of sending it is automatically generated and displayed on the computer of the recipient.

Reply to the above e-mail by the publisher:

To xyz@yahoo.com

cc

bcc

Sub.: **An enquiry about a book - Communicative English Grammar**

Dear Sir

Thank you very much for your mail. Your order has been executed and the book titled 'Communicative English Grammar' has been sent to you quick delivery is ensured.

We look forward to serve you more.

Thanking you

Yours faithfully

Sameer

Manager (Sales)

Note: For writing personal or informal e-mails follow the personal pattern and style of writing as is adopted while writing personal or informal letters.

EXERCISE

1. Dr. S. Bansal is the Director of the School of Management, Amrawati. Write an e-mail to him asking him to send you the details about the PGDBM courses his institution runs.
2. Write an e-mail to a news channel congratulating and thanking it for a very

good talk it telecast on the uses of the Computer Technology.

3. There is an online Group of Doctors. Its e-mail address is : doctorsgrcupt.yahoo. zroupsocom Write an e-mail to the Group members asking them to give you the latest information on the development of any new drugs for diabetes. You can address the Group members as 'Dear all'.
4. Write an e-mail to the Director, Education, Rajasthan requesting him to make your school the venue for organising the next State Level School Wrestling Championship. His e-mail address is : directoredu@raj.nic.in

PARAGRAPH WRITING

A paragraph deals with one particular point of a subject communicated through logically built and grammatically correct sentences. While writing a paragraph the following points should be kept in mind:

1. **Theme :** The writer should remember the main theme of the paragraph and focus attention on it. Do not mention other topics in the paragraph.
2. **Unity :** A paragraph is kept in balance by using logical arguments. If there is a cause of something mentioned in the paragraph, it should have the effect also.
3. **Variety:** Use familiar nouns, adjectives or adverbs. To avoid boredom, different types of sentence structures should be used. Don't begin your sentences with the same noun/pronoun, e.g., He says that, He thinks that, He tells that and so on. Such sentences show the poor performance of the writer.
4. **End:** The end should not be sudden. The thought with which the paragraph begins should have the conclusion also; for example, if the paragraph begins with the description of a disease, it should end with some suggestion to treat the disease or with an advice of precaution about it.

How to attempt writing a short paragraph:

You may be asked to write a short paragraph on a given outline/topic in about 60-70 words.

Writing a short paragraph essentially differs from writing larger paragraphs.

While writing a short paragraph, particularly when an outline has been given, the writer has to be much careful because ignoring the points given in the outline will negatively affect your performance. So, be careful in attempting the short paragraphs.

Example

Write a paragraph in about 60 words on the importance of Ayurvedic Medicines. You may use the following points:

- i) natural
- ii) cheaper
- iii) no side effects
- iv) in favour of Swadeshi Movement

Ans. India is the birth place of the Ayurveda which is devoted to physical as well as mental health of individuals. The ayurvedic medicines are prepared from natural properties like herbs, tinctures of plants, powder of roots, and herbal concoctions, they are easily absorbed in our bodies. Since their ingredients are natural. They do not produce side effects. As compared to the allopathic medicines the Ayurvedic medicines are cheaper. If we buy these home-made medicines, the profit goes to the native manufacturers. This process will be beneficial for the Indian economy.

EXERCISE

Write paragraphs on the following topics each in 60 words:

- 1. Swachh Bharat Abhiyan
- 2. Demonetisation
- 3. GST Bill
- 4. My school library
- 5. My class teacher
- 6. My favourite book
- 7. A historical tour
- 8. Importance of trees
- 9. Protection of animals
- 10. Corruption as a social evil

UNSEEN PASSAGE

An unseen passage from a book/magazine/journal/newspaper set to test the student's ability to understand language is a very popular practice in examinations. Not only in the regular examinations of the education Boards and the universities, the unseen passages are set in the papers of the competitive examinations conducted by the State Service Commissions, the Staff Selection Commission, the Union Public Service Commission and the various other agencies including the banks. The aim of an unseen passage, also known as comprehension passage, is to know about the level of the students/examinees about their understanding of the given text, its meaning, its grammar and vocabulary. Since the students have not read this piece of literature during their regular studies, and that they are confronted with it for the first time in the examination hall, some difficulties naturally arise. So, the students are advised to consider the following points before attempting an unseen passage:

1. Read the passage carefully without hesitation.
2. During the first reading of the passage, try to get the central idea of the message given in it.
3. Do not be afraid if you don't know the meanings of a few words in it. In spite of a few difficult words in the passage you will be able to understand its main theme.
4. Read the questions given below the passage. Some of the doubts will be clear after reading the questions.
5. Read the passage for the second time, now keeping the questions in mind. Try to underline the parts which you consider to be the answers.
6. Answer briefly in your own language. Do not copy the original lines from the passage.
7. Long answers should be avoided.

EXERCISE

Read the passage carefully and answer the questions given below:

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Under the influence of English education and the line of analytical and scientific thought, young Narendra, in his college days, turned agnostic for sometime. He had a strong desire to test the validity of the spiritual teachings. He confronted many religious teachers with his question; “Have you seen God?”, but was not satisfied with their explanation or reasoning and was in search of someone who had seen God face to face. He met such a person in Sri Ramkrishna, who replied “Yes, my child, I have seen God as I see you, but more intensely. I talked to God I have talked to God more intimately than I am talking to you.”

About the faith in God, “Swami Vivekananda said at the Chicago Parliament of Religions” Whatever may be the position of philosophy, whatever may be the position of metaphysics, so long as there is such a thing as weakness in the human heart, so long as there is a cry going out of the heart of man in his very weakness, there shall be a faith in God.”

1. Why did Swami Vivekanand become doubtful about the existence of God?
2. What was the attitude of Vivekanand towards the spiritual teachings?
3. How did Sri Ramkrishna satisfy Vivekanand?
4. What was the essence of the speech of Swami Vivekanand delivered at the Chicago conference?
5. The word ‘agnostic’ means:
 - (a) a believer in religion
 - (b) a critic of religion
 - (c) a person doubting the existence of God
 - (d) an admirer of religion
6. The word ‘metaphysics’ means:
 - (a) physical science
 - (b) study of metals
 - (c) study of spiritualism
 - (d) study of chemicals
7. Write words from the passage which means:
 - (a) came face to face
 - (b) dearly

REVISION

TENSES

A. Simple Present/Progressive/Perfect:

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

1. The children are quiet. Go and see what they _____ (do).
2. _____ you _____ (understand) what the lecture is saying? No, I _____ (not understand) him at all.
3. Sita _____ (sweep) the steps inside her house.
4. Water always _____ (freeze) at 0 degrees centigrade.
5. I wonder what he _____ (speak) now.
6. I won't go out now, as it _____ (rain) and I _____ (not have) an umbrella.
7. Hardly anyone _____ (wear) a hat nowadays.
8. You _____ (not tell) the truth. How do you know that I _____ (not tell) the truth?
9. Mohan _____ still _____ (do) his homework. His sister who always _____ (work) quicker, _____ (play) already in the garden.
10. What you generally _____ (do) for a living?
11. Whenever he drinks water, he begins _____ (cough).
12. A wise pianist _____ (practise) four hours a day.
13. I _____ (lose) my pen. _____ (you/see) it anywhere?
14. He often _____ (see) her but he never _____ (speak) to her.
15. I _____ (buy) a new car. Would you come and look at it?
16. It seems you just _____ (cut) your hair.
17. She _____ (not read) a newspaper since June 2.
18. The windows _____ (not clean) for three months.
19. He _____ (not shave) since the day before yesterday.
20. Meena is on leave. She _____ (go) to France.

B. Simple Past/Past Progressive:

I. Put the verbs in the correct forms :

1. I _____ (watch) television when my friend _____ (arrive).
2. Sheela _____ (break) down when she _____ (hear) the news.
3. She _____ (cook) food when I visited her.
4. They were thinking about the problem all day, but they never _____ (find) the answer.
5. How fast _____ (he/drive) when the accident _____ (occur)?
6. The bus crashed and many passengers _____ (get) hurt.
7. When he _____ (correct) the fuse he _____ (get) a very bad shock.
8. A little later the teacher _____ (notice) that smoke _____ (rise) from the desk.
9. Ramesh _____ (work) when the mother came in.
10. Where _____ you _____ (go)? How long _____ (be) your stay?

C. Put the verb in the correct form (Past Perfect or Simple Past)

1. Hardly _____ (hunter/see) the tiger when it _____ (leap) on him.
2. The students believed that they _____ (already/do) the exercise.
3. When we _____ (get) home, night already _____ (fall).
4. She looked as if she _____ (not wash) for years.
5. This _____ (cause) a war between two nations.
6. He _____ (die) by the time the doctor _____ (reach).
7. When I _____ (arrive) at the theatre, the show _____ (already/begin).
8. When we _____ (reach) the bank it had closed.
9. By 2005, the singer _____ (record) ten albums.
10. He _____ (say) that he _____ (study) the book before.

D. Future Tense/Time:

- I. Put the verbs in brackets into present continuous or the future tense. The 'be + going to' form could be used here instead of the present continuous.
1. You _____ (be) able to drive after five days practice.
 2. She _____ (play) in a cricket match on Sunday.

3. Which horse you _____ (ride) tomorrow?
4. By next year he _____ (leave) studies.
5. They _____ lay the foundations on Monday.
6. I _____ (change) my house next month.
7. _____ you (open) the door for me please?
8. _____ you _____ (buy) stamps? Yes, I am.
9. Why _____ you (take) up that floor board?
10. I _____ (catch) the 7:30 train.

E. Fill in the blanks with the correct form of verbs given in brackets:

1. At last you are here! I (wait) here for more than two hours.
2. If I were a bird, I (fly) in the sky.
3. I shall not go unless he (come).
4. It's time children (go) to bed.
5. You had better (take) an umbrella, as it may rain.
6. Have you ever (see) a tiger?
7. Don't cut the fully (grow) up trees.
8. For rash driving his licence (cancel).
9. English (speak) all over the world.
10. Killing of birds and animals (ban) by King Abhay Singh.

F. Complete the following paragraph choosing nouns, adjectives or adverbs from the list given below:

[ego, extremely, invasion, surprise, advanced, action, prosperous, immediately, boundary, intelligent, arrogance, curious, fantastic, imagination, withdraw]

The Book that Saved the Earth is a _____ play. The author's _____ allows him to put the dramatic _____ in the twenty fifth century. Think-Tank is a _____ character designated as commander-in-chief of the Mars. But he is full of _____ and believes that the people of the Earth are not so _____ as the

people of the Mars. His plan of _____ on the Earth seems to be _____ ambitions and is motivated by _____. To his utter _____, the people of the Earth turn out to be more _____ and _____. He _____ instructs his officers for a quick _____ of the space-crew from the _____ of the Earth.

PASSIVE VOICE

A. Put the following sentences into passive forms:

1. Who bought it?
2. Many people opposed this.
3. Students do a lot of work.
4. She has written a poem.
5. We use this room on special occasions.
6. Somebody has knocked the door.
7. I don't know him.
8. They are playing tennis in the ground.
9. Close the windows.
10. Please don't overeat or you will be ill.
11. The principal gave me a prize.
12. Why should you not trust me?
13. Nobody can go there.
14. Don't make fun of the handicapped.
15. Someone is following us.

B. Put the following sentences in a passive voice as shown:

Eg. They like Mango. Mango is liked.

1. They did not look after the children properly.
The children _____.
2. Nobody called the police.
The Police _____.
3. People must not take their weapons in hand.
Weapons _____.

4. People say that he was a thief.
It is said _____.
5. We hope that they will turn down the proposal.
It is hoped _____.
6. It is your duty to know.
You are supposed _____.
7. Don't do it.
Let _____.
8. Don't tease the weak boys.
Let _____.
9. Someone is following us.
We _____.
10. Don't touch this switch.
You are _____.

C. Complete the following sentences using one of the following verbs in the correct form:

check, close, allow, post, translate, find, cure, organise, damage

1. The troops have been called out.
2. My parcel _____.
3. Godan _____ into English.
4. Smoking _____ in public places.
5. Let all the gates _____.
6. My book _____ after a big search.
7. A hospital is a place where patients _____.
8. Annual function _____ every year in our school.
9. The road _____ quite _____.
10. He _____ for his ticket.

D. Rewrite the sentences in the passive form, beginning your sentences with the words in italics:

1. It is thought that *our scientists* are popular abroad.
2. It is said that *tobacco* is injurious to health.
3. It was believed that *France* had test fired a missile.
4. It was felt that the *new income tax rules* were insufficient.
5. It is said that *Japan* has invented a new photostate machine.
6. It is expected that *the guests* will arrive tomorrow.
7. It is thought that *RPSC* is advertising vacancies for teachers.
8. It was thought that a *T.V.* channel had leaked the budget data.

E. Exercise:

Complete the sentences using the verb in the passive form:

1. Smoking at public places _____ unlawful. (declare)
2. The thief _____ yesterday. (catch)
3. Honesty _____ everywhere. (appreciate)
4. The audit of accounts _____ (do already)
5. They _____ to me. (know)
6. The enemy plane _____ recently. (gun down)
7. The gallantry awards for this year _____ (announce)

DIRECT / INDIRECT SPEECH

A. Put the following sentences into indirect speech:

1. The boys said, “we want to play a match”.
2. The teacher said, “we don’t have much time for a match now”.
3. Nisha said him, “I have something to show you”.
4. “I am going away tomorrow, father”, Ram said.
5. She said, “My husband has just been made the commissioner of Police.”
6. “I have a message for your sister”, I said.
7. Sohan said, “Yesterday I did not go to college”.
8. Satish said to Manisha, “You promised to ring me everyday.”
9. The teacher said to the class, “If you don’t work hard, you will fail.”
10. They said, “We will wait for you if you are late”.

B. Put the following sentences into indirect speech:

1. "Would you like to come with us." they said.
2. The commandar in chief said, "Farewell, my country".
3. "Why are you not appearing in exams?" said his friend.
4. "When do you want to speak?" asked the gatekeeper.
5. "How long have you been learning French?" said the teacher.
6. "Where will you be tomorrow," I said, "incase I have to ring you?"
7. She said, "Let's enjoy a good dinner and party".
8. He said to her, "May you live long!"
9. The son said, "Do you think you could give some more pudding, please, Mother?"
10. "Go and get me a piece of chalk, and come straight back," the teacher said to the boy.
11. He said, "thank you".
12. He said, "Liar".
13. She said, "What a pity!"
14. "Let me explain, "She said", Don't be in such a hurry".
15. "Get yourself some new clothes. "I suggested.

Given below are more sentences for exercise on direct/indirect speech.

C. Change the following sentences into indirect speech.

1. "Where do you live?" asked the stranger.
2. He said, "Will you listen to such a man?"
3. "Do you suppose you know better than your own father?" asked his angry mother.
4. Rama said to Arjun, "Go away."
5. He said to him, "Please wait there till I return."
6. He shouted, "Let me go."
7. "Call the first witness," said the judge.
8. He said, "Alas! I am undone."

9. Alice said, "How clever I am!."
10. He said, "Bravo! You have done well!"

D. Change the following sentences into indirect speech.

1. She wrote, "I am waiting and watching and longing for my son's return."
2. He said to her, "What do you want?"
3. He asked, "Are you coming home with me?"
4. "Do you really come from China?" said the Prince.
5. "Don't you know the way home?" asked I.
6. The young sparrow said, "Mother, what is that queer object?"
7. "Who are you, Sir, and what do you want?" They cried.
8. "Run away, children," said their mother.
10. "Go down to the Bazaar. Bring me some oil and a lump of ice", ordered his master.
11. The teacher said, "The Earth moves around the sun."

CLAUSES

A. Fill in the blanks with Relative Pronouns (who, which, that, whose)

1. Mohan work in the bank _____ is situated on the main road.
2. We like the teachers _____ always help students.
3. We are afraid of the animals _____ are carnivorous.
4. People dislike officers _____ attitude is negative.
5. Remove the stones _____ are found on roads.
6. Respect the people _____ always speak the truth.
7. Our school library has some books _____ are rare.
8. The birds _____ come in the Ghana Bird Sanctuary are wonderful.
9. The computers _____ were bought last year are out of use.
10. The bronze statue _____ I saw in the museum has been stolen.

B. Combine the following sentences using the conditional clauses (if, unless, as soon as):

1. The function began. The guest arrived.

2. People do not wear helmets. They will be fined.
3. You have no proof of innocence. The court will convict you.
4. The hospital provides emergency services. The serious patients will be saved.
5. You heat ice. It will melt.
6. You are thirsty. You drink water.
7. You call off the strike. The Government will accept your demands.
8. You want to talk to me. Give me a missed call around 5 O'clock.
9. You did not consult the doctor. Your disease would be cured.
10. You did not pay your telephone bill. You would not escape the penalty.

Relative Clauses:

D. Fill in the blanks with appropriate conjunctions 'who', 'whom', 'whose', 'which' or 'that':

1. The man _____ organised the blood donation camp is a professor.
2. The Government will compensate the farmers _____ crops have been destroyed by floods.
3. The diamond ring _____ I bought last year has been lost.
4. The kites _____ are made in Jaipur attract foreigners.
5. The herbs _____ are found in the Himalayas are rare.
6. The chief secretary _____ the police arrested had a lot of money and gold.
7. The borrowers _____ bank loans are unpaid will be penalised.
8. The furniture _____ has been declared useless will be repaired.
9. The trees _____ were planted two years back have grown big.
10. The tennis player _____ the customs officials detained at the airport was interrogated.

Noun Clauses:

E. Read the italicised noun clauses in the sentences given below:

1. *What you say* I do not understand.
2. I understand *what you say*.

F. Complete the following sentences by adding noun clauses as shown above:

1. What _____ we do not believe.
2. What _____ makes me disappointed.
3. I am satisfied with _____.
4. We cannot rely on _____.
5. What _____ cannot be ignored.
6. The students should know _____.
7. What the crowd did _____.
8. What the Government has announced _____.
9. What the scientists say _____.
10. Parents know _____.

G. Complete the following sentences using noun clauses:

1. He said that _____.
2. _____ may not be the answer of this question.
3. The boy _____ is my brother.
4. The horse _____ is in the stable.
5. Ram asked _____.
6. That _____ was not the problem.
7. The book that _____ has been stolen.
8. I must refer you _____ yesterday.
9. You must do _____.
10. Tell me _____.

H. Fill in the blanks with 'whom', 'which', 'that' or 'who':

1. My friend _____ is blind.
2. She has broken the pen _____ I gave her.
3. The gun _____ I wanted to buy was not in the market.
4. The person _____ you don't know is one of the best friends of mine.
5. He knows the boy _____ you are going to see.
6. The student _____ the teacher scolded is standing.
7. The story _____ you told is an interesting one.

I. Combine the following pairs of sentences by using who, which, that, where, when and why.

Example:

That is the man. He looks after the garden. (who)

That is the man who looks after the garden.

1. That is not the car. It runs smoothly. (which)
2. He trained the horse. It will win the race. (which)
3. This is the cat. It caught the rat. (that)
4. He is the gentleman. He will give us a speech. (who)
5. We saw the man. He sells bananas. (who)
6. I met a girl yesterday. This is the girl. (whom)
7. Here is a story. I want to tell it. (that)
8. Is this the house? You were born in it. (where)
9. Can you remember the time. Your grandfather died. (when)
10. Give me the reason. You have not done your homework. (why)

J. Complete the following sentences by using adverbial clauses:

1. I will forgive you if _____.
2. The mouse will play when _____.
3. He had just finished his work when _____.
4. You will get good marks because _____.
5. Although _____ he is honest.
6. We should not go where _____.
7. She did not tell why _____.

K. Join the following sentences using the conjunctions given in brackets :

1. The guests arrived. The function began. (as soon as)
2. People will buy coolers. The summer has set in. (as)
3. He cannot buy a car. He does not have much money. (as)
4. She fell asleep. She was reading. (while)
5. You should read the history of Shivaji. You have free time. (whenever)

MODALS

A. Fill in the blanks with appropriate modals:

1. He had no key, so he _____ not open the lock.
2. _____ you stand on your head?
3. _____ I borrow your pen?
4. If you feel ill you _____ leave early.
5. The buses were all full; we _____ get a cab.
6. Mother told the son that he _____ play with matches.
7. She has the key; you _____ ring the bell.
8. I _____ like to draw your attention to our problem.
9. If you favour me, I _____ be very grateful to you.
10. How you to come in my chamber without my permission.

B. Complete the following conversation using suitable modals:

- Seema : _____ I come in sir?
- Teacher : No, you _____ because you are late.
- Seema : Sorry sir, it was all due to heavy traffic. I _____ never be late again.
- Teacher : Ok, but you _____ be late in future.
- Seema : Thank you sir.
- Teacher : _____ I start the new lesson now?
- Seema : Oh! Sir I _____ not bring my textbook because Naresh had taken it yesterday.
- Teacher : But you _____ not have it. I _____ teach you about modals today.
- Seema : All right sir, one thing more, _____ you lend me your pen please?
- Teacher : No, you are a very negligent student. You _____ see everything before you come to school.

TRANSFORMATION

A. Combine the following sentences using the words given in brackets:

1. The weather is very cold. We cannot go out. (so-that)
2. He is very ill. He cannot go to his office. (too-to)
3. The man is very rich. He can help you. (enough to)
4. She works hard. She may not fail. (lest)

5. Russia is powerful. America is more powerful. (not as)
6. The ceiling of the room is very high. I cannot touch it. (too-to)
7. He is prosperous. He is famous. (not only-but also)
8. He ran fast. He might miss the train. (lest)
9. Don't drive fast. You may not have an accident. (so that)
10. He had not worked hard. He would have passed the examination. (If)

B. Combine the following sentences using 'lest':

1. Hurry up. You may miss the conference.
2. He wore warm clothes. He might catch a cold.
3. She does not use the mobile phone. Her father may rebuke her.
4. He does not take medicines regularly. The infection may recur.
5. Don't stand beneath the roof of the old building. The roof may collapse.

FINDING ERRORS

A. Each of the sentences given below contains an error. Rewrite the correct sentences by removing the errors:

1. Gandhiji gave emphasis about the prayer.
2. Babuli shocked by the dispute in the family.
3. The American negroes are more richer than their brethren in Britain.
4. It's time we eat our food.
5. Having take rest, we continued our journey.
6. If you will get proper training, you will become successful.
7. Hardly he had reached the station than the train started.
8. No sooner did the feast ended when the old man saw the thief.
9. It does not hardly matter if says yes or no.
10. He has celebrated his birthday yesterday.
11. The teacher told him come late.
12. The boy denied obey the teacher.
13. He has sent e-mail yesterday.
14. They just returned from Mumbai.

15. It is raining since morning.
16. There the bus is going!
17. The earth went round the sun.
18. The guests have entertained properly.
19. I told him why he is telling a lie.
20. The seller asked me that I wanted to buy shoes.

B. Each of the sentences given below contains an error. Rewrite the correct sentences by removing the errors:

1. The students did not stood up when the teacher came.
2. What you want from me?
3. Where the thief hid the stolen watch?
4. He cried that how unlucky was he.
5. I was invited on tea.
6. When it will rain, the farmer will sow their fields.
7. You had better to take a helper with you.
8. When he saw you last?
9. He is living here for 20 years.
10. Did not you complete your homework?