



All UG Courses

PART - II

ENGLISH

BHARATHIAR UNIVERSITY

SCHOOL OF DISTANCE EDUCATION

COIMBATORE - 641 046.

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PART - II ENGLISH

UNIT 1 - PROSE

1. The Golden Touch (Midas Touch)
2. The Selfish Giant
3. Lalajee
4. Face of Judas Iscariot
5. Cinderella

UNIT 2 - POETRY

1. Lucy Gray
2. Matilda
3. The Ballad of Father Gilligan
4. Laugh and Be Merry
5. Incident of the French Camp

UNIT 3 - SHORT STORIES

1. A Day's Wait
2. The Tattered Blanket
3. The Eyes Are Not There

UNIT 4 - ONE ACT PLAYS

1. The Informer
2. The Trial Scene from "The Merchant of Venice"

UNIT 5 - COMMUNICATIVE GRAMMAR

1. Function Grammar & Functional English Exercises at the end of every lessons.

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UNIT - 1
PROSE

THE GOLDEN TOUCH

LESSON

Long ago, there lived a very rich man called Midas. Besides being rich he was a king, and he had a little daughter called Marygold.

King Midas loved gold more than anything else in the world. He liked being a king, chiefly because he loved his golden crown. He loved, his daughter dearly too, and the more he loved her the more gold he wanted for her sake.

When King Midas saw the golden light of the sun at evening, he wished it could turn everthing into real gold. When Marygold came to him with a bunch of sweet yellow flowers, he would say, 'If they were as golden as they look, they would be worth picking!'

Even the roses in his garden did not please him any amore - the largest and sweetest and most beautiful roses ever seen - because they were not made of gold. And although the king was very fond of music in his youth, the only music he loved now was the sound of gold coins, one against another.

At last, Kind Midas could not bear to touch anything that was not gold. He used to go down to a secret room under his palace where he kept his precious store. He would let himself in and count his gold pieces. He would hold the bars of gold, and admire his gold cups and plates, until he could hardly bear to leave them.

Now in those days a great many wonderful things used to happen just as they do today. One morning King Midas was in his treasure-room when he noticed that the sun was shining into the room more brightly than usual. Not only that, but a stranger stood there, smiling at him in the light of the sunbeam. King Midas knew that he had locked himself in as usual, and so he guessed that his visitor was no ordinary person. The stranger looked at the gold pieces that the king was counting. 'You seem to be a very rich man' he said.

'But it has taken me a long time to collect this gold,' said King Midas. 'If I could live a thousand years, I might have time to get richer.'

'What! aren't you satisfied?' asked the stranger. 'What else do you want?'

Midas thought carefully. This was a wonderful chance, and he felt that the stranger had magical powers.

'I am tired of collecting my riches so slowly', he said. 'I wish everything I touch could be turned into gold'.

‘The Golden Touch!’ exclaimed the stranger. ‘Are you sure you would never regret it?’

‘How could I regret such a thing?’ said Midas. ‘It would give me perfect happiness at last’.

‘Very well, then’, the stranger said, as he turned to go. ‘Tomorrow at sunrise you will find that you have the Golden Touch.’

The light of the sunbeam brightened so vividly that Midas closed his eyes. When he opened them again, the stranger had gone.

Next morning, King Midas awoke before the dawn. He looked eagerly to see if his bed had been turned into gold. But no; it was exactly as it had been before. He lay, very disappointed, looking around his room.

Suddenly, the earliest sunbeam of the rising sun shone through the window and up to the ceiling above. It seemed to reflect its-golden light towards him. Looking at the sheet on his bed, Midas was astonished to find that it had become cloth of gold. The Golden touch had truly come to him, with the first sunbeam.

King Midas got out of bed in excitement. He touch one of the legs of the bed as he did so - and it immediately became a golden pillar. He pulled the curtain at the window, and at once it became golden, too. He put on his clothes, and found himself dressed in golden cloth.

He took up his spectacles and put them on - and he found he could see nothing at all. The glasses had turned into gold and he could not see through them. He took them off again.

‘Never mind’, he thought to himself. ‘The Golden Touch is worth more than a pair of spectacles, and Marygold will be able, to read to me’.

King Midas went downstairs and into the garden. He noticed that even the brass handle of the door became gold as soon as he turned it. Then he went among the rose-trees that had always been his pride and joy in the past.

When he went in to breakfast that morning he felt more hungry than usual. While he was waiting for his eggs to be ready, little Marygold came in crying bitterly. ‘Look, father!’ she cried, holding out a golden rose. ‘I went to pick you some rose and they are yellow and hard, and their sweet scent is gone’.

‘Never mind, my dear’, said her father. They are worth much more like that. Sit down and eat your breakfast’.

He poured himself a cup of coffee as he spoke. The coffee pot was a golden one when he put it back on the table. Then he tried a spoonful of coffee, to see if it was sweet enough. But it had become liquid gold.

‘Well~’ he exclaimed. He was thirsty.

‘What is the matter, father?’ asked Marygold.

‘Nothing, child. Drink your milk,’ Midas said.

But the eggs that he tried to eat, the fist, the bread, the butter all the food was uneatable for the king, that morning.

‘How am I to have any breakfast?’ he thought. ‘Such costly food is before me, and I can eat nothing!’

He looked across the table at Marygold. She was eating happily, her tears forgotten. She looked up, saw that something was wrong, and came around to comfort her father.

‘What is wrong, father?’ she asked.

Midas bent down and kissed his little daughter.

Then - what a terrible change, came over Margold! Her sweet little face turned to yellow gold, her lovely hair became gold metal, her little body hardened into a figure of solid gold. What had he done?

This story would be too sad for us all if we lingered for too long on this terrible sight. King Midas could not bear to look at Marygold; yet he could not leave her side. He felt so sad and sorrowful that he wished he was the poorest man in all the world, if only his beloved daughter could be herself again.

In despair, Midas looked about him. Suddenly he saw the stranger that had visited him the day before.

‘Well Midas’, said the stranger. ‘How do you like having the Golden Touch?’

‘I have lost everything I really loved’, said King Midas. I am full of sorrow and regret. Gold is of no use to me now’.

‘So you have learnt something since yesterday?’ asked the stranger. ‘Now which is worth more - the Golden Touch or a cup of cold water?’

‘Oh, blessed water!’ exclaimed Midas, ‘Will I ever taste it again’.

The Golden Touch - or a piece of bread?’ the stranger said.

‘A piece of bread’, answered Midas, ‘is worth all the gold on earth!’

‘Gold-or your own little daughter?’ asked the stranger.

‘Oh-my child, my child!’ cried poor Midas.

‘I would not have given one hair of her head for the power to change the whole earth into gold!’

The stranger looked seriously at King Midas.

‘You are wiser than you were’, he said. ‘Your heart is still flesh and blood. You know truly that the common things of life, which are within everyone’s reach, are more valuable than riches. Tell me, do you want to keep the Golden Touch?’

‘No, it is hateful to me now’, said Midas, passionately.

A fly settled on the king’s nose and immediately fell to the floor, a small scrap of gold. Midas shuddered.

‘Then go down to the end of your garden’, said the stranger, ‘and wash yourself in the water of the river there. Then bring to me of the same water and sprinkle it over anything that you wish to change, back again. If you do this, truly and sincerely, you can set right again the results of your greed of gold’.

King Midas bowed his head. When he looked up again, the stranger had vanished.

The king ran at once to the river. Without waiting to take off his clothes, he dived in. In the coolness of the water, he felt at once that a weight had been lifted from his heart and body.

He came out of the river. He was free of the Golden Touch! He put out his hand and touched a wild rose on the river’s bank, and he found with thankfulness that it remained the sweet flower. Taking up a water pot, he quickly filled with river water and took it back to the palace.

I expect the servants thought it very strange to see their royal master carrying a water pot; but that water was more precious to Midas than an ocean of gold.

The king went straight to the golden figure of little Marygold. As he sprinkled the water on her, the rosy colour came back to her cheeks. She began to sneeze and shake the water from her golden hair.

'Oh, father! See how wet I am - and my dress was clean this morning!' she said.

Marygold did not know what had happened to her, and her father did not tell her how wrong and foolish he had been. He took her out into the garden, where they watered the flowers together and picked a bunch of sweetly-scented roses.

Glossary

- bunch : a group of
- precious : worth a lot of money
- regret : feeling sadness
- excitement : the feeling of happiness
- vividly : clearly
- astonish : to surprise someone very much
- despair : feeling that a situation is very bad
- sprinkle : to shake small amounts of liquid over the surface of something
- vanish : to disappear in a sudden and mysterious way

Comprehension

Read the story and try to answer the questions :

1. Which of the following statements gives the summary of the story?
 - a) The story depicts the love of Midas for his daughter.
 - b) The story speaks of the excessive desire of Midas for wealth.
 - c) The story teaches the person(moral)that excessive desire for wealth often leads to misery. This is the moral of this lesson.

.....
.....
.....
.....

2. Who was Marygold?

.....
.....

3. Why did Midas like to be a King?

.....
.....

4. What did he think when he saw the evening sun?

.....
.....

5. What music did he love more?

.....
.....

6. Why did he consider the visitor seen in his treasure room not an ordinary person?

.....
.....

7. What did he consider as perfect happiness?

.....
.....

8. Which was the first thing that turned into gold after he got the magical power?

.....
.....

9. Why was Marygold crying?

.....
.....

10. Why did he consider himself as the poorest man?

.....
.....

11. List out the things that turned into gold.

.....
.....

12. Which are more valuable than riches in life?

.....
.....

13. What did the stranger ask Midas to do to change back again?

.....
.....

14. How did he bring water to the palace?

.....
.....

15. Was he ashamed of carrying water himself?

.....
.....

TASK 1

Questions for Discussions

a) Divide yourself into Groups. Each member of the group should contribute to the discussion of the following.

1. Think of a better title
2. Whom do you consider the cause for the change in Midas?
3. Identify the emotion which overcomes Midas when his daughter was turned as Gold.
4. Can you recollect any such story that gives importance to moral?
5. Do you think that Midas is completely without compassion? Which words of the stranger in the work bring out his compassion?

Here is the summary of the story which you can complete by filling in the blanks.

Long ago there livedcalled Midas. He was not only But, also He had a daughter He gold more than anything else. One day he was in his He a stranger. The stranger Midas. What he Midas wished that everything he could be turned into Gold. The stranger gave him Next morning every thing he turned into Gold. When he his daughter she into Gold. he very sorry. The stranger again Midas his daughter back, not Gold. The stranger him to in the river and water on him Midas water on his she to live. He was

Write the moral of the story in your own words.

.....
.....
.....
.....

TASK 2

State whether the following statements are True or False :

1. Midas was rich king.
2. Midas loved gold more than anything in the world.
3. Even the beauty of the roses did not please hime.
4. Midas loved his daughter clearly.
5. The Golden touch had given him perfect happiness at last.

6. The stranger met Midas in his court. (if the answer is "No" where did he meet)
7. King Midas awoke before dawn.
8. When Midas kissed his daughter she was smiling (If the answer is "No" say what happened?)
9. When Midas looked at his daughter who turned into gold he felt that he was the poorest man in the world.
10. Without waiting, Midas dived in the water.
11. The water was more precious to Midas than an ocean of gold.
12. Marygold went into the garden with her father and picked a bunch of sweetly-scented apples.

Writing Task

Divide yourself into groups and rewrite the story in the form of a playlet of Four Acts

Act I : Midas and his greed for gold.

Act II : Meeting with the stranger and getting the power of the golden touch.

Act III : Midas changing every thing as gold by his touch. Marygold his daughter being changed as gold. The grief of Midas.

Act IV : Second meeting with the stranger. Midas realizing his mistakes. Wants his daughter back alive. Taking water from the river and he sprinkles it on her and brings her back to life.

Vocabulary

1. Give the antonyms of the following words :

long	x
rich	x
beautiful	x
careful	x
perfect	x
wrong	x
sweet	x

2. Give the synonyms of the following :

- large -
- joy -
- wise -
- clean -
- open -

3. Give the meanings of these idioms and phrases

- to turn into
- to put on
- to take off
- to set right

Composition

Answer the following in about 100 words :

1. Give a brief account of the first meeting between Midas and the stranger.

Answer the following in 200 words :

1. Give a brief account of the story "The Golden Touch" and point out the moral

Grammar

Articles

Complete the following sentences by supplying the articles, 'a', 'an', or 'the', wherever necessary.

1. He was given glass of milk and piece of bread.
2. air we breathe is mixture of oxygen and nitrogen.
3. You must write ink; here is pen.
4. best thing to do on hot day is to have swim in sea.
5. milk is good for you, but milk you gave was sour.

After reading these sentences try to make sentences of your own.

THE SELFISH GAIANT

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden,

"What are you doing here?" he cried in a very gruff voice, and the children ran away.

"My own garden is my own garden," said the Giant; "any one can understand that, and I will allow nobody to play in it but myself." So he built a high wall all round it, and put up a notice-board.

TRESPASSERS
WILL BE
PROSECUTED

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high walls when their lessons were over, and talk about the beautiful garden inside.

"How happy we were there!" they said to each other.

Then the spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were

pleased wee the Snow and the Frost. "Spring has forgotten this garden," they cried, "so we will live here all the year round." The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down. "This is a delightful spot," he said, "We must ask the Hail on a visit." So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

"I cannot understand why the Spring is so late in coming," said the Selfish Giant, as he sat at the window and looked out at his cold, white garden; "I hope there will be a change in the weather."

But the Spring never came, not the Summer. The Autumn gave golden fruit to every garden. But to the Giant's garden she gave none. "He is too selfish," she said. So it was always winter there, and the North Wind and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he had heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open casement. "I believe the Spring has come at last," said the Giant; and he jumped out of bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms, and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing. It was a lovely scene, only in one corner it was still winter. It was the farthest corner of the garden, and in it was standing a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly. The poor tree was still covered with frost and snow, and the North Wind was

blowing and roaring above it. "Climb up! Little boy," said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said; "now I know why the spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever." He was really very sorry for what he had done.

So he crept downstairs and opened the front door quite softly, and went out into the garden. But when the children saw him they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck, and kissed him. And the other children when they saw that the Giant was not wicked any longer, came running back, and with them came the Spring. "It is your garden now, little children," said the Giant, and he took a great axe and knocked down the wall. And when the people were going to market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long they played, and in the evening they came to the Giant to bid him good-bye.

"But where is your little companion?" he said: "the boy I put into the tree." The Giant loved him the best because he had kissed him.

"We don't know," answered the children: "he has gone away."

"You must tell him to be sure and come to-morrow," said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. "How I would like to see him!" he used to say.

Years went over, and the Giant grew very old and feeble. He could not play about any more, so he sat in a huge arm-chair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said; "but the children are the most beautiful flowers of all."

One winter morning he looked out his window as he was dressing. He did not hate the winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.

Suddenly he rubbed his eyes in wonder and looked and looked. It certainly was a marvelous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were golden, and silver fruit hung down from them, and underneath it stood the little boy he and loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came near to the child. And when he came quite close his face grew red with anger, and he said, "Who hath dared to wound thee?" For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet.

"Who hath dared to wound thee?" cried the Giant; "tell me, that I may take my big sword and slay him."

"Nay!" answered the child: "but these are the wounds of Love."

"Who are thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on he Giant, and said to him, "You let me play once in you garden, to-day you shall come with me to my garden, which is Paradise."

And when the children ran in the afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.

EXERCISE:

Glossary :

Gruff	- rough
Frost	- very glad
Hail	- to greet or welcome
Castle	- large building with deceives to withstand attack
Linnet	- a small bird
Twittering	- chirp of birds
Wicked	- bad, immoral
Feeble	- weak
Paradise	- heaven

Answer the following questions :

1. Explain about the beauty of garden
2. Why the giant come back to the garden
3. What did the giant after he sees the children pays in garden when he comes back.
4. How the giant realize his mistake
5. When the boy came back again
6. What happens to garden after the giant throws out all children

Explain in detail

1. Explain the story “The selfish giant”

Grammar

I. Arrange the following in the proper order to give a meaningful sentence. Put them in the appropriate column and identify the sentence pattern.

- e.g.: The boy / the ball /kicked
 The boy / kicked /the ball -----S V O
 The leader / red / was
 Strong - shouldered and big / red / was
 At home / stayed / I
 Red / called / him / the boys
 Courage / me / taught / the street
 Sobbing / red / was
 On my head / me / struck / red

S	V	I.O.	D.O.	C	A

II. Use the following verbs in the pattern mentioned against them.

Pattern	Verbs	Sentences
1.SV	Fly Sleep Go Run rise	Birds fly
2.SVO	Kick Kill Know Answer boil	Ravi kicked the ball.
3. SVIDO	Buy Ask Show Give write	Father bought me a watch.
4.SVC	Seem Grow Turn Be become	The problem seems easy.
5.SVOC	Elect Paint Find Name appoint	We elected malar the leader
6.SVA	'be' verbs stand lean think sleep	The cat is on the roof.
7. SVOA	put keep place tell inform	Father put the kettle on the stove.

Writing

Here are a few examples of telegraphic messages. Try to expand them.

e.g.:

MOTHER

UNWELL

UNABLE TO

TRAVEL

Mother

Is not well

She is not able to

Travel

I. CONDOLENCE MESSAGES:

1. DEEPLY PAINED TO HEAR UNCLE'S DEMISE HEARTFELT CONDOLENCES.
2. SHOCKED ABOUT BALU'S TRAGEDY CONSOLE AUNT HEARTFELT CONDOLENCES.
3. MY DEEPEST CONDOLENCES.

II. CONGRATULATIONS:

1. CONGRATULATIONS ON YOUR VICTORY
2. HEARTLY CONGRATULATIONS ON THE NEW ARRIVAL.
3. THRILLED TO HEAR YOUR SUCCESS IN EXAM.

We send telegrams to communicate important messages urgently.

The address should contain must be brief and accurate, with minimum number of words, as we ate charged per word. The sender's name and address are to be given. The message should be written in BLOCK LETTERS.

	DEPARTMENT OF TELECOMMUNICATIONS TELEGRAM		
RECEIPT			
Address	SERV.IND.	Name:	VII
		Address:	III
	Dist.....	
		Pin.	
	Please see Reverse	Telegraph	Telex No. III
Message			VIII
			VIII
			VIII
			VIII
Sender's Name (To be Telegraphed)			III III V III
Not to be telegraphed			III V N III N N III N
Sender's signature			

Here are some tips to condense messages.

1. The subject is omitted.

E.g. we are not in a position à unable to

2. 'is' and 'are' are generally left out.

E.g. we are expecting à expecting.

3. The verb phrase is reduced to a single word.

E.g. kindly let us know à advise.

4. To inform the sender's plan of action, the present participles form (V -ing) or will / shall + V is used.

E.g. we are meeting the chairman à
Meeting the chairman we will pay à will pay.

5. Substitute long expressions with short one or two words.

E.g. we are extremely sorry à regret.

Without delay à immediately.

Tasks: Write telegraphic messages for the following situations. Remember to make them as short as possible.

1. You are Red's friend. You learn about his defeat. Send him a message of sympathy.
2. You are the narrator's friend. You hear about his victory over Red. Congratulate him.
3. Your friend has secured the first rank in the state in the S.S.L.C. examination. Felicitate him.
4. Your friend has won the first prize in a competition. Greet him.
5. Your friend has lost his father in an accident. Comfort him.
6. Your uncle has passed away. Send a telegram of condolence to your aunt.

Occupational Competency

Preparing and collecting data.

Collecting, arranging and interpreting data is an important aspect of research. It will help you understand the people around you, and know them better. Here is a simple activity which you can carry out in the class.

Go round the class and collect the following information from your friends.

Name of the student	Hobby	Games she/he likes	Favorite actor/actress	Leader he/she admires/most	Subject he/she likes most	Profession he/she would like to take up
1						
2						
3						
4						
5						
6						
7						

Prepare a report based on the information you have collected.

e.g.: the least popular subject among my classmates is

.....

Strategic Competence

Keeping a diary

Are you in the habit of keeping a diary? Maintaining a diary will help you to manage your time efficiently, plan your work properly, record your ideas, note down the important events of your life and evaluate yourself. May be you will need ti to write your autobiography one day!

Here's a page written by Ravi on the day he won the prize in a painting competition in school.

Painting competition today - collected paint, brush, reached the venue - many competitors - enjoyed painting my piece - no hope of winning a prize - judges announced result - pleasant surprise - won the first prize

Task 1: write the narrator's entries on

1. The day he was beaten up by Red.
2. The day of his victory over Red.

Task 2: write Red's Diary

1. His first meeting with the boy.
2. On the day he was beaten.

Creative Writing.

Talk to a street boy or a rag-picker about his life. Write a paragraph describing a day in his life.

A. Listening

Listen carefully while teacher reads the text.

Nelson Mandela, a great South African leader wanted to get equal rights for the Negroes. He called upon his people to fight till discrimination was ended. He advised them to continue the struggle peacefully and asked them to be ready for any sacrifice. Northing stopped him achieving his goal.

Did you notice how the pat tense makers of the verbs in the passage were pronounced?

The past tense marker is pronounced differently as /t/, /d/ and /id/ depending on the sound before -ed.

LALAJEE

The passenger steamer was late in arriving from Samaria hat. I was standing on the landing stage, watching the passengers disembark and hurry up the ramp to the broad gauge train, which I had arranged to detain a few minutes for them. Last to leave the steamer was a thin man with eyes sunk deep in their sockets, wearing a patched suit which in the days of long ago had been white, and carrying a small bundle tied up in a coloured handkerchief. By clutching the handrail of the gangway for support, he managed to gain the landing stage, but he turned off at the ramp, walked with slow and feeble steps to the edge of the river, and was violently and repeatedly sick. Having stooped to wash his face, he opened his bundle, took from it a sheet, spread it on the bank, and lay down with the Ganges water lapping the soles of his feet. Evidently he had no intention of catching the train, for when the warning bell rang and the engine whistled, he made no movement. He was lying on his back, and when I told him he had missed his train he opened his sunken eyes to look up at me and said, 'I have no need of trains, Sahib, for I am dying'.

It was the mango season, the hottest time of the year, when cholera is always at its worst. When the man passed me at the foot of the gangway I suspected he was suffering from cholera, and my suspicions were confirmed when I saw him being violently sick. In reply to my questions the man said he was travelling alone, and had no friends at Mokameh Ghat, So I helped him to his feet and led him the two hundred yards that separated my bungalow from the Ganges. Then I made him comfortable in my punkah coolie's house, which was empty, and detached from the servant's quarters.

I had been at Mokameh Ghat ten years, employing a large labour force. Some of the people lived under my supervision in houses provided by me, and the balance lived in surrounding villages. I had seen enough of cholera among my own people and also among the villagers to make me pray that if I ever contracted the hateful and foul disease some Good Samaritan would take pity on me and put a bullet through my hear, or give me an overdose of opium.

Few will agree with me that of the tens of thousands of people reported as having died of cholera each year at least half die not of cholera but of fear. We who lives in India, as distinct from those who visit the country for a longer or shorter period, are fatalists, believing that a man cannot die before his allotted time. This, however, does not mean that we are indifferent to epidemic disease. Cholera is dreaded throughout the land, and when it comes in epidemic form as many die of stark fear as die of the actual disease.

There was no question that the man in my Punkah coolie's house was suffering from a bad attack of cholera and if he was to survive, his faith and my crude treatment alone would pull him through; for the only medical aid within miles was a brute of a doctor, as callous as he was inefficient, and whose fat oily throat I am convinced I should have one day had the pleasure of cutting had not a young probationer clerk, who had been sent to me to train, found a less messy way of removing this medico who was hated by the whole staff.

I could not spare much time to nurse the thin man for I already had three cholera patients on my hands. From my servants I could expect no help, for they were of a different caste to the sufferer, there was no justification for exposing them to the risk of infection. However this did not matter, provided I could instill sufficient confidence into the man that my treatment; was going to make him well. To this end I made it clear of cremating him, but to make him well, and that it was only with his cooperation that this could be effected. That first night I feared that in spite of our joint efforts he would die, but towards morning he rallied and from then on his condition continued to improve and all the remained to be done was to build up his strength which cholera drains out of the human body more quickly than any there disease. At the end of a week he was able to give me his story.

He was a Lala, a merchant, and at one time possessed a flourishing grain business; then he made the mistake of taking, as partner a man about whom he knew nothing. For a few years the business prospered and all went well, but one day when he returned from a long journey he found the shop empty, and his partner gone. The little money in his possession was only sufficient to meet his personal debts, and bereft of credit he had to seek employment. This he found with a merchant with whom he had traded, and for ten years he had worked on seven rupees a month, which was only sufficient to support himself and his son-his wife having died shortly after his partner robbed him. He was on his way from Muzaf-farpur to Gaya, on his master's business, when he was taken I; in the train. As he got worse on board the ferry steamer, he had crawled ashore to die on the banks of the sacred Ganges.

Lalajee- I never knew him by any other name- stayed with me for about a month, and then one day, he requested permission to continue his journey to Gaya. The request was made as we were walking through the sheds, for Lalajee was strong enough now to accompany me for a short distance each morning when I set out for work and when I asked him what he would do if on arrival at Gaya he found his master had filled his place, he said he would try

to find other employment, 'Why not try to get someone to help you to be a merchant again?'

I asked; and he replied: 'The thought of being a merchant once again, and able to educate my son, is with me night and day, Sahib, but there is no one in all the world who would trust me a servant on seven rupees a month and without any security to offer, with the five hundred rupees I should need to give me a new start'.

The train for Gaya left at 8.00p.m and when that evening I returned to the bungalow a little before that hour, I found Lalajee with freshly washed clothes, and a bundle in his hand a little bigger than the in he had arrived with, waiting in the veranda to say goodbye to me. When I put a ticket for Gaya and five one-hundred rupee notes into his hand he, like the man with the coalgrimed face, was tongue-tied. All he could do was to keep glancing from the notes in his hand to my face, until the bell that warned passengers the train would leave in five minutes rang; the , putting his head on my feet, he said; 'within one year your slave will return you this money'.

And so Lalajee left me, taking with him the greater part of my savings. That I would see him again I never doubted, for the poor of India never forget a kindness; but the promise Lalajee has made was, I felt sure, beyond his powers of accomplishment. In this I was wrong, for returning late one evening I saw a man dressed in spotless white standing un my veranda. The light from the room behind him was in my eyes, and I did not recognize him until he spoke. It was Lalajee, come a few days before the expiry of the time limit he had set himself. That night as he sat on the floor near my chair he told me of his trading transactions, and the success that had attended them. Starting with a few bags of grain and being content with a profit of only four annas per bag he had gradually, and steadily, built up his business until he was able to deal in consignments up to thirty tons in weight, on which he was making a profit of three rupees per ton. His son was in a good school, as he could now afford to keep a wife he had married the daughter of a rich merchant of Patna; all this he had accomplished in a little under twelve months. As the time drew near for his train to leave he laid five one-hundred rupee notes on my knee. Then, he took a bag from his pocket, held it out to me and said, 'This is the interest, calculated at twenty-five per cent, that I owe you on the money you lent me. I believe I deprived him of half the pleasure he had anticipated from his visit when I told him it was not our custom to accept interest from our friends.

Before leaving me Lalajee said, 'During the month I stayed with you I had. Talks with your servants, and with your workmen, and I learnt from them that there was a time when you were reduced to one chapatti and a little dal. If such a time should ever come again, which parameshwar forbid, your slave will place all that he has at your feet'.

Until I left Mokameh Ghat, eleven years later, I received each year a big basket of the choicest mangoes from Lalajee's garden, for he attained his ambition of becoming a merchant once again, and returned to the home he had left when his partner robbed him.

Glossary

Landing stage: platform on which passengers and goods are landed

Disembark: get down from ship or boat

Ramp: sloping way from one level to another, such as the one in a hospital

Gangway: movable bridge connecting the ships side to the land was...sick: vomited

Good Samaritan: a person who helps others in distress. The expression is taken from the Bible fatalists: A fatalist is one who believes that events are decided by fate.

Callous: unfeeling

Rallied: recovered health, strength

Bereft of credit: having been deprived of his money

Tongue-tied: unable to speak

Comprehension

Read the story and try to answer the questions:

1. What was Jim Corbett?

2. Where did Corbett meet Lalajee and what was his condition?

3. How did Lalajee become poor?

4. Why did Lalajee come to Mokameh Ghat?

5. Write briefly about the Lala's family?

6. What did Lala do when Corbett gave him five hundred rupees?

7. What promise did Lala give to Corbett?

8. Did he keep up his work?

9. Why did Lala send Mangoes every year?

10. If you were Lala what would you have done?

Task 1

Questions for discussion

Divide yourself into groups. Each member of the group should contribute to the discussion of the following

1. Have you come across such an incident in your life? If so narrate in your own words.
2. Whom do you consider great, Lalajee or Corbett? Why?
3. What do you feel about having partnership in business?
4. Say a few words about cholera- the epidemic.

5. Can you speak about a virtue like gratitude which you feel essential for a man?

Complete the Summary of the story by filling in the blanks:

Jim Corbett _____ Lalajee are _____. He was _____. By cholera and _____. He _____ dying . Corbett took him to his compound and _____ him _____.

In a month Lala was _____ of _____.

Lala was a _____ merchant. But he took _____ as his partner and was _____ by him. He _____ poor and _____ under another man _____. He was _____ to begin grain _____ he need _____. No one was ready _____ as he was poor. But _____ gave him _____. Lalajee left promising that he _____ the money in one year time. He returned even before the _____ of one year. This story reveals Lalajee's _____ towards Jim Corbett who helped him in his _____.

Task 2

State whether the following statements are true or false

1. Lalajee was a flourishing grain merchant.
2. Jim Corbett had been at Mokameh ghat for 10 years.
3. Jim Corbett refused to give Lalajee Rs.500/- to start a new business.
4. Lalajee did not turn up as he promised.
5. Lalajee was affected by small pox
6. Jim Corbett did not doubt that he would see him again.
7. Corbett felt that the promise Lalajee made was beyond his powers.
8. Lalajee had come a few days before the expiry of time limit.
9. Lalajee had married the daughter of a rich merchant of Patna.
10. Every year till he left Mokameh Ghat, Corbett received a big basket of choicest mangoes from Lalajee.

Writing Task

Divide yourself into groups and rewrite the story in the form of a playlet of Four acts:

Act1: The meeting between Lalajee and Jim Corbett in the railway station.

Act2: Corbett giving shelter and treatment to Lalajee.

Act3: The flashback story of Lalajee.

Act4: Jim Corbett helping Lala. Lala's promise and his keeping of his promise.

Vocabulary

1. Give the antonyms of the following words

Small	x
Slow	x
Success	x
Profit	x
death	x
crude	x
continue	x
accept	x

2. Give the Synonyms of the following words

Empty	-
Detach	-
Aid	-
Trust	-
Gain	-
Feeble	-

Idioms and Phrases

To take pity on

To deprive of

In spite of

To take in

Composition

Answer the following in hundred words

1. Describe the condition of Lalajee as he got down from the steamer.
2. Briefly narrate the story of Lalajee till he met Corbett
3. In what way did Lalajee show his gratitude to Corbett

Answer the following in about 200 words

Narrate the story of Lalajee in your own words

Grammar

Direct and Indirect

Assertive sentences

Turn the following into indirect speech

1. The teacher says, "The boy was dull"
2. The teacher said, "The boy was dull"
3. He said, "jayakumar was playing hockey"
4. James said to the girl, " I know you and your aunt"
5. He said, "Last night I met a fool"
6. The leader said, "I will fight now or never"

Turn the following into direct speech

1. I said to him that I had much pleasure in granting his request.
2. The man confessed that he was guilty and deserved the punishment.
3. The teacher told me that I was wrong and would be fined.
4. He told the peon that he was responsible for the theft.

THE FACE OF JUDAS ISCARIOT

Bonne Chamberlin

An old priest told me this story when I was very young. I have since wondered many times where it came from. No one has been able to tell me.

Centuries ago a great artist was engaged to paint a mural for the cathedral in a Sicilian town. The subject was the life of Christ. For many years the artist labored diligently, and finally the painting was finished except for the two most important figures: the Christ Child and Judas Iscariot. He searched far and wide for models for those two figures.

One day while walking in an old part of the city he came upon some children playing in the street. Among them was a 12 year old boy whose face stirred the painter's heart. It was the face of an angel—a very dirty one, perhaps, but the face he needed.

The artist took the child home with him, and day after day the boy sat patiently until the face of the Christ Child was finished.

But the painter still found no one to serve as model for the portrait of Judas. For years, haunted by the fear that his masterpiece would remain unfinished, he continued his search.

The story of the unfinished masterpiece spread afar, and many men, fancying themselves of wicked countenance, offered to pose as models for the face of Judas. But in vain the old painter looked for a face that would serve to show Judas as he had envisioned him—a man warped by life, enfeebled by surrender to greed and lust.

One afternoon as he sat in the tavern over his daily glass of wine, a gaunt and tattered figure staggered across the threshold and fell upon the floor, 'Wine, wine,' he begged. The painter lifted him up, and looked into a face that startled him. It seemed to bear the marks of every sin of mankind.

Greatly excited, the old painter helped the profligate to his feet.

'Come with me,' he said, 'and I will give you wine, and food and clothing.'

Here at last was the model for Judas. For many days and part of many nights the painter worked feverishly to complete his masterpiece.

As the work went on a change came over the model. A strange tension replaced the stuporous languor, and his bloodshot eyes were fixed with horror on the painted likeness of himself.

One day, perceiving his subject's agitation, the painter paused in his work. 'My son, I'd like to help you', he said. 'What troubles you so?'

The model sobbed and buried his face in his hands. After a long moment he lifted pleading eyes to the old painter's face.

'Do you not then remember me? Years ago I was your model for the Christ Child.'

Glossary

Mural: a large wall-painting

Cathedral: a big church

Model: a person who poses for an artist usually for a payment

Haunted: troubled constantly

Masterpiece: an artist's best work

Countenance: face

Envisioned: imagined, pictured in the mind.

Enfeebled: made weak

Tavern: a place where liquor is sold and drunk

Gaunt: corrupted

Threshold: doorstep

Profligate: a very immoral man.

Comprehension:

Skim through the story and try to answer the questions. Do not try to read line by line. Do not ask for your teacher's help. Do it on your own.

1. Which of the following statements gives the best summary of the story?

(i) The story depicts the degradation of a man.

(ii) The story is about an artist trying to paint a mural.

(iii) The story is about two models- one of the Christ child and the other of Judas Iscariot.

2. Why did the artist fear that his masterpiece would remain unfinished?

3. The story consists of two parts. The first part describes the search for the model of the Christ child. What does the second part do?

4. the subject of painting was

- (i) Christ Child
- (ii) Judas Iscariot
- (iii) The Life of Christ
- (iv) The Last Supper.

Task 1

Answer the following questions.

1. Who related the story to the author?
2. The painting was made up of:
 - (i) The figures of Christ and Judas
 - (ii) The figures of the Christ child and Judas Iscariot.
3. Why did the artist choose the twelve year old boy?
4. Why did the artist take the child home?
5. The artist was haunted by the fear that:
 - (i) His masterpiece would remain unfinished.
 - (ii) That his painting would go unnoticed.
 - (iii) That he may not live to complete the painting.
6. The old painter imagined Judas to be:
 - (i) A gaunt and tattered figure,

- (ii) A man, warped by life, a victim of greed and lust,
 - (iii) A man who was in need of food, wine, and clothing.
7. Why was the painter startled?
 8. The painter was greatly excited because:
 - (i) He knew the man.
 - (ii) He had found his model,
 - (iii) The man was a sinner.
 9. Why did the painter give wine, food and clothing to the poor drunken man?
 10. At what pace did the painter work to finish his masterpiece?
 11. What was the change that came over the model? What was the reason for the change?
 12. What did the painter ask his model?
 13. How did the model react to the question?
 14. What was the truth that the model revealed to the artist?

Grammar

Direct and indirect interrogative sentences

Change them into indirect speech.

1. He said to me, "can you meet me tomorrow at the railway station?"
2. The teacher said to the boy, "will you listen to me?"
3. He said to jayakumar, "what do you mean by abusing me this way?"
4. I said to the porter, "when does the next train come in?"
5. He says to jayakumar, "what do you mean by abusing me like this?"

Change into direct speech.

1. He asked me what I should do when I left school.
2. He asked them whether they would follow him.
3. The king asked his ministers what they would do if they were all of a sudden attacked by a stronger enemy.
4. He asked if I could lend him a pen-knife.
5. The teacher asked me how old I was.

CINDERELLA

Once upon a time... there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. All this was laid on for her daughters.

But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella.

Cinderella used to spend long hours all alone talking to the cat. The cat said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters have and that is beauty."

Cinderella sighed at the cat, "Oh dear, I'm so unhappy!" and the cat murmured "Miaow".

Suddenly something amazing happened. In the kitchen, where Cinderella was sitting all by herself, there was a burst of light and a fairy appeared. "Don't be alarmed, Cinderella," said the fairy. "The wind blew me your sighs. I know you would love to go to the ball. And so you shall!"

"How can I, dressed in rags?" Cinderella replied. "The servants will turn me away!"

The fairy smiled. With a flick of her magic wand... Cinderella found herself wearing the most beautiful dress, the loveliest ever seen in the realm. "Now that we have settled the matter of the dress," said the fairy, "we'll need to get you a coach. A real lady would never go to a ball on foot! Quick! Get me a pumpkin!" she ordered.

"Oh of course," said Cinderella, rushing away. Then the fairy turned to the cat. "You, bring me seven mice!"

"Seven mice!" said the cat. "I didn't know fairies ate mice too!"

"They're not for eating, silly! Do as you are told!... and, remember they must be alive!"

Cinderella soon returned with a fine pumpkin and the cat with seven mice he had caught in the cellar. "Good!" exclaimed the fairy. With a flick of her magic wand... wonder of wonders! The pumpkin turned into a sparking coach and the mice became six white horses, while the seventh mouse turned into a coachman, in a smart uniform and carrying a whip. Cinderella could hardly believe her eyes.

"I shall present you at Court. You will soon see that the Prince, in whose honour the ball is being held, will be enchanted by your loveliness. But remember! You must leave the ball into a pumpkin, the horses will become mice again and the coachman will turn back into a mouse... and you will be dressed again in rags and wearing clogs instead of these dainty little slippers! Do you understand?" Cinderella smiled and said, "Yes, I understand!"

When Cinderella entered the ballroom at the palace, a hush fell. Everyone stopped in mid-sentence to admire her elegance, her beauty and grace. "Who can that be?" people asked each other. The two stepsisters also wondered who the newcomer was, for never in a month of Sundays, would they ever have guessed that the beautiful girl was really poor Cinderella who talked to the cat!

When the prince set eyes on Cinderella, he was struck by her beauty. Walking over to her, he bowed deeply and asked her to dance. And to the great disappointment of all the young ladies, he danced with Cinderella all evening. "Who are you, fair maiden?" the Prince kept asking her.

But Cinderella only replied: "What does it matter who I am! You will never see me again anyway."

"Oh, but I shall, I'm quite certain!" he replied.

Cinderella had a wonderful time at the ball... But, all of a sudden, she heard the sound of a clock: the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince's arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound...oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up her slipper and said to his ministers, "Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!" So the ministers tried the slipper on the foot of all the girls... and on Cinderella's foot as well... Surprise! The slipper fitted perfectly.

“That awful untidy girl simply cannot have been at the ball,” snapped the stepmother.

“Tell the Prince he ought to marry one of my two daughters! Can’t you see how ugly Cinderella is! Can’t you see?” Suddenly she broke off, for the fairy had appeared. “That’s enough!” she exclaimed, raising her magic wand.

In a flash, Cinderella appeared in a splendid dress, shining with youth and beauty. Her stepmother and stepsister gaped at her in amazement, and the ministers said, “Come with us, fair maiden! The Prince awaits to present you with his engagement ring!” So Cinderella joyfully went with them, and lived happily ever after with her Prince.

And as for the cat, he just said “Miaow”!

The End.

Glossary

Grates: the bars and frame which hold the coal, wood etc.

Attic: the part of the house just below the roof.

Ball: a large formal occasion for social dancing

Trimmings: ornamental patterns

Brocade: ornamental cloths

Tiara: a piece of jewellery that looks like a small crown

Coiffeur: hair dresser

Awry: not in the correct position or shape

Comprehension

1. What sort of woman did Cinderella’s father marry after the death of her mother?

2. How did the stepmother treat Cinderella?

3. How did Cinderella come to be called by that name?

4. How did Cinderella do when all left for the ball?

5. How did the step sisters treat her?

6. Who appeared before her?

7. What was the condition laid down by the fairy?

8. Did the stepsisters recognize Cinderella?

9. How did the prince react to Cinderella's beauty?

10. How did the prince identify Cinderella at the end?

Task 1

Say true or false.

1. The stepmother was jealous of Cinderella's beauty
2. The stepsisters were kind of Cinderella.
3. Cinderella wanted to go to the ball.
4. Cinderella wept bitterly when she was left alone.
5. A fairy god mother appeared before her.
6. Cinderella lost count of time as she was engrossed in the prince's conversation
7. At twelve o' clock the fairy grandmother made a parting speech.
8. As Cinderella ran out of the palace she was no longer a princess.

Divide yourself into groups. Each member of the group should contribute to the discussion of the following.

1. Can you narrate a fairy tale which you have read?
2. What is your opinion about the stepmother and stepsister?
3. What is your opinion about Cinderella who had no grudge for her sisters?
4. If you were Cinderella what would you do?

Here is the summary of the story. You can complete by fill in the blanks.

Cinderella was a beautiful girl. She _____ a stepmother and two _____. They _____ her _____. One day _____ of the country arranged _____. Two step-sisters _____. Cinderella was _____ alone in the house. She _____ crying. A fairy godmother _____ before her. She changed her into a beautiful _____. She permitted her to attend the ball on one _____. She should return before _____. Because after _____ the coach, horses and the coachman would be become pumpkin, rats and big black rat. She attended the _____. At the stroke of twelve she _____. When she was leaving she _____ one of her _____. The prince wanted to _____ the girl whom _____ fitted the best.

The slipper _____ Cinderella. She became _____.

UNIT - 2

POETRY

THE SOLITARY REAPER

BEHOLD HER, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Along she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.

No nightingale did ever chaunt
More welcome notes to weary bands
Of travelers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings ? –
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of today?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending; -

I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

- William Wordsworth

EXERCISE :

Glossary :

Highland lass	- a girl of the highlands of Scotland
Vale	- valley
Profound	- deep
Chaunt	- sign
Weary bands of travellers	- tired groups of travellers
Shady haunt for water and rest	- an oasis in the desert where travellers stop over
Arabian sands	- the deserts of Arabia
Hebrides	- islands west of Scotland in the Atlantic Ocean
Plaintive numbers	- sad music
Humble lay	- song about an ordinary event

Check your reading

1. What did the poet behold in the highland?
2. Name the two birds to which comparison is made. With does the poet compare the song of the solitary reaper? Why?
3. What possible themes could the poet think of?
4. Why did the poet remain still and motionless?

Reading Between The Lines

1. What phrases does the poet use to show that the reaper was the only person in the Highland?
 - a. alone
 - b. single
 - c. one
2. Why are the 'bands of travellers' referred to as 'weary bands of travellers'?
3. 'Breaking the silence of the seas' means
 - a. the sea was so silent without waves.

b. the cuckoo's voice could reach farther than the sound of the waves. c. the Hebrides was a broken island.

4. "The music in my heart I bore" means

- a. the poet remembers the theme of the song even now.
- b. the song seemed to be a never-ending source of relaxation.
- c. the poet went back to the valley to listen to the song again and again.

Reading Beyond The Lines

1. Do you agree with the poet's statement that he bore the music in his heart long after it was heard no more? Give reasons.
2. Let's assume you happen to hear the song of a Highland lass. Do you think it can help you relax? Give reasons.

MATILDA

WHO TOLD LIES, AND WAS BURNED TO DEATH

Matilda told such Dreadful Lies,
It made one Gasp and Stretch one's Eyes;
Her Aunt, who, from her Earliest Youth,
Had kept a Strict Regard for Truth,
Attempted to Believe Matilda:
The effort very nearly killed her,
And would have done so, had not She
Discovered this Infirmity.
For once, towards the Close of Day,
Matilda, growing tired of play,
And finding she was left alone,
Went tiptoe to the Telephone
And summoned the Immediate Aid
Of London's Noble Fire-Brigade.
Within an hour the Gallant Band
Were pouring in on every hand,
From Putney, Hackney Downs, and Bow.
With Courage high and Hearts a glow,
They galloped, roaring through the Town,
'Matilda's House is Burning Down!'
Inspired by British Cheers and Loud
Proceeding from the Frenzied Crowd,
They ran their ladders through a Souse
Of windows on the Ball Room Floor;
And took Peculiar Pains to Souse
The Pictures up and down the House,
Until Matilda's Aunt succeeded
In showing them they were not needed;
And even then she had to pay
To get the Men to go away!

It happened that a few Weeks later
Her Aunt was off to the Theatre
To see that Interesting Play
The Second Mrs.Tanqueray.
She had refused to take her Niece
To hear this Entertaining Piece:
A Deprivation Just and Wise
To Punish her for Telling Lies.
That Night a Fire did break out –
You should have heard Matilda Shout!
You should have heard her Scream and Bawl,
And throw the window up and call
To People passing in the Street—
(The rapidly increasing Hear
Encouraging her to obtain
Their confidence) – But all in vain!
For every time she shouted ‘Fire!’
They only answered ‘Little Liar!’
And therefore when her Aunt returned,
Matilda, and the House, were Burned.

- Hillarie Belloc

EXERCISE

Glossary

Dreadful: dangerous

Gasp: shock

Regard: respect

Infirmity: bad practice, health

Summoned: called

Galloped: going in full speed

Frenzied: uncontrolled

Score: point

Souse: drench (to pour water over something until they are completely wet)

Deprivation: a situation in which you do not have something you want

Bawl: shout in loud angry way

Rapidly: quickly

Comprehension

From your knowledge of the poem 'Matilda' rearrange the following sentences in logical order. Afterwards rewrite the sentences (without numbering them) in one paragraph.

1. Then she moved silently, took the telephone and informed the fire-Brigade in London that her house was on fire.

2. Matilda had a very bad habit of telling lies.

3. Within a short time the fire-service men came from all the nearby stations and started making arrangements to put out the fire.

4. Her aunt tried her best to correct it, but in vain.

5. A few weeks later the old lady went out leaving the girl alone at home.

6. One evening the little liar was alone and did not know how to while away the time.

7. During her absence there was a fire in the house and Matilda shouted for help.

8. Matilda's aunt managed to convince them that their services were not needed and sent them away

9. Therefore when the lady returned she found the child charred to death.

10. Hearing her shout the people passing by simply remarked that she was a little liar who ought to be ignored.

Composition

1. How did Matilda, the little liar, die?
2. What lesson do you learn from the story for Matilda? Your answer should be written according to the following plan.
 - (a) introduction - one or two sentences
 - (b) The story of Matilda in three paragraphs.
 1. Matilda's habit of telling lies (line 1-8)
 2. Telephoning the police (lines 9-30)
 3. Matilda's end (lines 31-50)
 - (c) Moral of the poem

Answer the following questions.

1. What was the habit of Matilda
2. Who brought up Matilda?
3. What did her aunt try to teach?
4. From where did the gallant band come?
5. Where did Matilda's aunt of leaving Matilda behind? Why?
6. Why did people ignore her cries?

7. What happened at last?
8. Do you remember any such story? If so narrate to your friends in your own words.

Task 1

If you remember having read any story like Matilda's narrate it to you class

Grammar

Interrogative and imperative sentences

Change into passive voice.

1. Who wrote Ramayana?
2. Have you finished the assignment?
3. Is he meeting his friends?
4. Where had you met him?
5. Can you seek his help?
6. Do the work immediately.
7. Don't commit mistakes.

Change into active voice.

1. By whom is the deed done?
2. Has the work been finished by him?
3. When is she being married by you?
4. Can the elephant be shot by you?
5. Let not children be beaten.
6. Let the parents be obeyed.

THE BALLAD OF FATHER GILLIGAN

The old priest Peter Gilligan
Was weary night and day;
For half his flock were in their beds,
Or under green sods lay.

Once, while he nodded on a chair,
At the moth-hour of eve,
Another poor man sent for him,
And he began to grieve,

'I have no rest, nor joy, nor peace,
For people die and die;'
And after cried he, 'God forgive!
My body spake, nor I!'

He knelt, and leaning on the chair
He prayed and fell asleep;
And the moth-hour went from the fields,
And stars began to peep.

They slowly into millions grew,
And leaves shook in the wind;
And God covered the world with shade,
And whispered to mankind.

Upon the time of sparrow-chirp
When the moths came once more,
The old priest Peter Gilligan
Stoop upright on the floor.

'Mavrone, mavrone! the man has died
While I slept on the chair';
He roused his horse out of its sleep,
And rode with little care.

He rode now as he never rode,
By rocky land fen;

The sick man's wife opened the door:
'Father ! you come again !'

'And is the poor man dead?' he cried.
'He died an hour ago.'
The old priest Peter Gilligan
In grief swayed to and fro.

'When you were gone, he turned and died
As merry as a bird.'
The old priest Peter Gilligan
He knelt him at that word.

'He who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down
To help me in my need.

'He who is wrapped in purple robes,
With planets in His care,
Had pity on the least of things
Asleep upon a chair.'

- William Butler Yeats

THE POET AND THE POEM

(For information on the poet see note to the lake isle of innisfree in section I)

The Ballad of father Gilligan is a quaint tale about god's kindness to man. Father Gilligan is a priest who has served his parish well. But he has grown old and is no longer able to serve the people cheerfully. He becomes irritated when his peace and the rest are disturbed. One day he is asked to come immediately to pray for a dying man. He promises to go but he falls asleep. When he wakes up he rushes guiltily to his task only to find that the man is dead. But to his surprise the widow thanks him for in performing his duties, and returns home thankfully.

EXERCISE

Glossary

Flock: here it means parishioners

Under the sod: in the grave

The moth hour of eve: the time of the day when moths come out

Twilight: the faint light after sunset and before sunrise

Millions grew: many more stars appeared in the sky

Mavrone: corruption of a Irish word 'movonurneen' used as noun or interjection meaning 'my dear one'

Comprehension

Answer the following questions

1. Why was the father Gilligan tired?

2. When did another man send for him?

3. Did the father go? If not why?

4. What did the father complain?

5. Why did he apologize?

6. How did he travel after he got up?

7. Why was the sick man's wife surprised on seeing father Gilligan?

8. How did the poor man die?

9. Who had come in his absence?

10. Do you remember anyone who served the people like father Gilligan? If so say a word about him/her.

Composition

1. Trace the story of 'The Ballad of Father Gilligan' and point out the typical features of the ballad which you find in the poem.
2. Explain the following passages with reference to context:
 - (a) And after, cried he 'God forgive!' my body spake, not I'
 - (b) The sick man's wife opened the door; 'father! You come again!'
 - (c) The old priest peter Gilligan he knelt him at that word.

Grammar

Degrees of Comparison

Change the degree of comparison in each of the following sentences

1. Mumbai is the biggest city in India.
2. Chennai is not the biggest city in India.
3. Kolkata is one of the biggest cities in India.
4. Mumbai is not bigger than Kolkata.
5. No other animal is so big as an elephant
6. Very few boys in the class are as tall as Moorthy
7. Moothy is not taller than some other boys in the class.
8. Lion is not stronger than an elephant.

LAUGH AND BE MERRY

Laugh and be merry, remember, better the world with a song,
Better the world with a blow in the teeth of a wrong.
Laugh, for the time is brief, a thread the length of a span.
Laugh, and be proud to belong to the old proud pageant of man.

Laugh and be merry: remember, in olden time,
God made Heaven and Earth for joy He took in a rhyme,
Made them and filled them full with the strong red wine of His mirth,
The splendid joy of the stars; the joy of the earth.

So we must laugh and drink from the deep blue cup of the sky,
Join the jubilant song of the great stars sweeping by,
Laugh, and battle, and work, and drink of the wine outpoured
In the dear green earth, the sign of the joy of the Lord.

Laugh and be merry together, like brothers akin,
Guesting awhile in the rooms of a beautiful inn,
Glad till the dancing stops, and the lilt of the music ends.
Laugh till the game is played; and be you merry, my friends.

- John Masefield

NOTES

John Masefield (1878-1967) was born in Herefordshire, England. Though Masefield wrote, essays, plays and books for the young, it was his best-known works are salt water ballads (1902) and Reynard the fox (1919). Masefield was made the poet laureate in 1930.

In "Laugh and be merry", the poet advocates a philosophy of joyous living, facing life as it comes. He argues that God himself made heaven and earth for his joy.

Line 1 *better* (v): improve

Line 3 a thread the length of a span: span is the space from the end of the little finger when the fingers are extended. By comparing the time available to a thread whose length is a span, the poet underscores the brevity of life.

The idea of life as a thread goes to the Greek myth of the fates. The fates, according to Greek mythology, are three sisters dressed in white; they are Clotho, Lachesis, and Atropos. They are the spinner, the measurer, and the one who cuts the thread of life respectively.

Line 4 *pageant*: a spectacle, especially one carried around in a procession

Line 6 *rhyme*: song

God made... rhyme: god carried the world for his own joy, like the joy of listening to a song.

Line 7 *made them... his mirth*: god filled the world with the strong red wine of happiness and joy.

Line 9 *drink from... sky*: enjoy the beauty of the sky

Line 10 *jubilant*: joyful

Line 11 *outpoured*: poured out in abundance

Line 13 *akin*: of the same kin, or family

Line 14 *guesting*: staying as a family

Line 15 *lilt*: a regular of rising and falling sound, as in music

Line 13 – 16 here, the poet compares life on the earth to the time spent by guests in a beautiful inn. The guests spend their happily till the dancing stops and the music end. They are happy as the game is played. By comparing life on this earth to the stay in an inn, the poet emphasizes the brevity of our lives.

EXERCISE

Glossary

Blow in the teeth: against the full force

Brief: life is short

Span: distance

Pageant: procession

Thyme: song

Mirth: joy

Junbilitant: happy

Akin: similar

Lilt: raising and falling sound

Guesting awhile: blowing strong

Comprehension

1. Why does the poet want us to be merry?

2. To what does the poet compare the life of man? (can you come out with some more comparisons of others) (say for example Shakespeare compare life to a bubble)

3. With what intention god made heaven and earth?

4. Why God did create stars?

5. What does the poet say about earth?

6. To what does the poet compare the earth in the last stanza?

7. What are the other comparisons of life made by the poet in the last two lines?

8. What is your opinion about life?

9. Do you know anybody who has taken life at ease in spite of sufferings? If so narrate the life of the man.

Sl.No.	Recap	Feeling	Key Lines
1.	I stanza	Life is a very short and is meant for joy	Laugh for the time is brief, a thread the length of a span.
2.	Second	Purpose of God's Creations of earth & heaven, with stars And sky - joy	God made heaven and earth for joy in the dear green earth, the sign of the joy of the lord.
3.	Third	comparisons of life and earth. Earth - an inn; life - a dance, liet of the music; a game.	Gusting a while in the rooms of a beautiful inn a glad till the dancing stops, and the liet of the Music ends, laugh till the game is played.

Task 1

Write a summary of the poem

What is your opinion about life?

Topic for discussion

11.To Shakespeare "life is a tale told by an idiot"

12.To Shelley "life is not a bed of roses, but full of thorns"

To what other things on earth will you compare life?

13.Failures are the stepping stones for success. Do you agree? Substantiate.

Grammar

Assertive sentences

Change into passive voice.

1. I like doing exercise in the morning.
2. I am doing my home work regularly
3. Sita has married her cousin
4. Valmiki wrote Ramayana
5. he was writing ten pages every day till 1960
6. I had not committed any mistake.
7. I will meet my friend very soon.

Change into active voice.

1. He had been met by his friend
2. The captain ordered the soldiers to shoot.
3. My friend is being honored by his friends
4. My friend will be met by me very soon.
5. Many letters are written by him everyday.

AN INCIDENT OF THE FRENCH CAMP

You know, we French strom'd Ratisbon:
 A mile or so away
On a little mound, Napoleon
 Stood on our storming-day;
With neck out-thrust, you fancy how,
 Legs wide, arms lock'd behind,
As if to balance the prone brow
 Oppressive with its mind.

Just as perhaps he mus'd "My plans
 That soar, to earth may fall,
Let once my army leader Lannes
 Waver at yonder wall,"—
Out 'twixt the battery smokes there flew
 A rifer, bound on bound
Full-galloping; or bridle drew
 Until he reach'd the mound.

Then off there flung in smiling joy;
 And held himself erect
By just his horse's mane, a boy:
 Your hardly could suspect—
(So tight he kept his lips compress'd,
 Scarce any blood came through)
You look'd twice ere you saw his breast
 Was all but shot in two.

"Well", cried he, "Emperor, by God's grace
 We've got you Ratisbon!
The Marshal's in the market-place,
 And you'll be there anon
To see your flag-bird flap his vans
 Where I, to heart's desire,
Perched him!" The chief's eye flashed; his plans
 Soared up again like fire.

The chief's eye flashed; but presently
Softened itself, as sheathes
A film the mother-eagle's eye
When her bruised eaglet breathes;
"You're wounded!" "Nay," the soldier's pride
Touched to the quick, he said:
"I'm killed, Sire!" And his chief beside,
Smiling the boy fell dead.

- Robert Browning

Grammar

A. Listening

In the first Unit, you have learnt in detail how to listen to a passage being read and to divide it into tone groups. Pauses served as cues for dividing into tone groups. *Now* let us focus on pause alone. As you are aware, in written English, pauses are indicated by commas, semicolons and full stops. So when you read a text you will have to pause wherever and whenever necessary so as to convey the meaning of the sentence effectively.

The teacher will read a passage twice. Listen carefully.

(The teacher reads)

Were you able to comprehend the passage in the first reading? If not, why?

How did the reading sound?

Were you able to comprehend the passage in the second reading?

What do you think, helped you in your comprehension? How did the second reading sound?

Task: *One of your classmates will read a passage. Listen carefully and identify the number of pauses made during his/her reading.*

(A student reads)

B. Speaking

Excerpts from an interview with Anju George, a day after her sixth-place finish in the long jump final at the 2004 Olympics, Athens.

Q: What happened in the final?

A: I'm really disappointed and don't know what happened to me. After the first jump, I was feeling giddy. And I felt tired all of a sudden. I opened with a 6.83m jump. I should have then jumped almost 7m. In earlier competitions, I have started with 6.4m and gone on to 6.8m. The heat was a little too much and the wind was fluctuating a lot. There was a lot of dust in the training area and I am allergic to dust. Also, there was something wrong with my new spikes. It was just bad luck.

Q: Did you feel the pressure of a billion people?

A: Not at all. I have learnt to cut myself off from pressure.

Q: Did the medal ceremony and practice going around the long jump arena distract you?

A: Not at all. That is very common and we are used to it. There cannot be any excuses.

Q : Do you think the Russians (who won the three medals) were on drugs?

A: I don't want to comment on that.

Q: Are there any jumpers who have increased their range dramatically?

A: Yes, there are some who have increased by 40 to 50cm in one year. It is actually very difficult to go from one range to another.

Q: How much are you capable of jumping?

A: I can reach 7.15-7 20m, but so far, I have not been able to achieve it. But I know I can do it.

Q: Are you happy that you smashed a national record.?

A: I was't trying for a national record. I had won a world championship bronze last year in Paris against the same group of athletes who competed in the Olympics. And it was a dream of Bobby (husband) and I to win an Olympic medal.

Q: Are you aiming for the world championship next year?

A : Yes.

Q : Do you feel comfortable being in the limelight?

A: Athletics rarely gets coverage in the media. My world championship

bronze had a good effect. Others felt that they could also win something: You saw how the 4x400m women's relay team reached the final.

Q: Are you upset over ~our performance in the final?

A: Yes I'm upset, but my best is to yet to come.

Q: What are your future plans?

A: The day I cannot continue, I will stop. But my performance now is up there with the very best.

The above is an interview with a famous sports personality. This is one kind of interview conducted by the media and for the media. Please note that the language used here is informal and the register is connected to athletics and sports. In such interviews there is no rigidity on the part of both the interviewer and the interviewee. There is a relaxed atmosphere and friendliness between the two.

There is yet another kind of interview wherein you may be interviewed not as a celebrity, but as an aspirant for a position in a firm or company. Here it is a formal setting.

An interview for the post of Software Engineer in a reputed firm

Setting : Board Room

Participants: Interview - Senior Manager, Human Resources
Panel Managing Director
 Head of Department (Software)
Candidate

(The candidate enters the interview chamber after being summoned.)

HR : Good morning Ms. Indira! Please take a seat.

MD : You seem to be a little nervous. Relax please.

HD : Hope you're comfortable now.

C : Thank you for making me feel comfortable.

HR : Tell us something about yourself

C : I am a first generation engineering graduate in my family.

Why? I'm a first generation 'graduate' for that matter. Basically, ours is a family of farmers. Computers have been my passion from my school days.

- MD : Your English is good. How did you pick it up?
- C : Exposure, Sir. Pure exposure. Thanks to the medium of instruction in my school days.
- HR : You talked about your passion for computers. How did this come about?
- C : Sir, I had a lesson on Bill Gates in Class X. That was the inspiration, probably the turning point.
- HR : Does it mean that' you had some other plans before you came to know of Bill Gates?
- C : Hailing from a family of farmers, originally I wanted to be an Agricultural Scientist.

(After a few questions to test the candidate s expertise in software engineering)

- HD : Who are the two Indians who have done us proud in the field of computers?
- C : Infosys' Narayana Murthy and Wipro's Aziz Premji.
- MD : Why is it that Indians are in great demand in countries like the USA?
- C : Indians are prepared to work for a far less remuneration than the native Americans.
- HD : Are you convinced about this?
- C : I think yes.
- MD : Isn't it an insult to the Indian brain and Indian pride?
- C : I'm sorry. I didn't mean it. I take back what I said. There is yet another reason. Indians are known for their unquestionable loyalty to those whom they work for. They are also known for their hard work, and by far they are more intelligent than the others .
- HR : Would you like to go to America, if offered a chance?
- C : I would love to.
- MD : If youngsters like you go in search of greener pastures, will it not result in brain drain?.

C : mmm ... I'm not very sure about it.

.....

HR : Your resume speaks very well about your academic achievements.
Tell us something about your hobbies and interests?

C : I read a lot. I listen to music and play chess.

.....

MD : Thank you Ms. Indira. We will get back to you.

C : Thank you gentlemen

Remember : An interview is not an ordeal. It is-

- a chance to show your ability to communicate effectively to a small group
- a challenge to prove yourself, your potential and worth

Before the interview:

- have a check list of things to take
- arrange your certificates, testimonials, etc.
- relax, do not fret
- start well in time
- take care to present yourself well
- be thorough in your specialized subject
- be familiar with current affairs

During the interview:

- be confident
- watch your body language and manners
- give precise, appropriate answers
- do not exaggerate, merely state facts
- if you do not know something, acknowledge it
- do not interrupt when: 'you're being questioned, listen to the questions carefully

Task 1: Practise both the above interviews taking roles.

Task 2: You are a sports correspondent. Prepare an interview between yourself and Rajyavardhan S Rathore who won a silver medal for India at the 2004 Olympics,

Athens, in the men's double-trap shooting event. Practise the interview taking roles.

(You can collect information from the sports columns of newspapers, sports magazines and Internet.)

Task 3: Form pairs and prepare an interview between a candidate and the interview panel, for the post of Sales Executive. Practise the interview taking roles. (Include questions on remuneration, perks, place of posting, when willing to join, etc.)

Reading

Pre-reading

- *Given an opportunity, women will prove better explorers and more adventurous than men.*
 - *Women are more decisive than men, they will prove to be better soldiers in non violent struggle.*
 - *Woman is the companion of man, gifted with equal mental capacity.*
1. What's the theme of the lesson to which you are being led?
 2. Who do you think, said the above - 'Woman is the companion mental capacity'?"
 3. Do you agree with him/her?

UNIT - 3
SHORT STORIES

A DAY'S WAIT

Ernest Hemingway

He came into the room to shut the windows while we were still in bed and I saw he looked ill. He was shivering, his face was white, and he walked slowly as though it ached to move.

'What's the matter, Schatz?'

'I've got a headache.'

'You better go back to bed.'

'No. I'm all right.'

'You go to bed. I'll see you when I'm dressed.'

But when I came downstairs he was dressed, sitting by the fire, looking a very sick and miserable boy of nine years. When I put my hand on his forehead I knew he had a fever.

'You go up to bed,' I said, 'you're sick.'

'I 'm all right,' he said.

When the doctor came he took the boy's temperature.

'What is it?' I asked him.

'One hundred and two.'

Downstairs, the doctor let three different medicines in different coloured capsules with instructions for giving them. One was to bring down the fever, another a purgative,

The third to overcome an acid condition. The germs of influenza can only exist in an acid condition, he explained. He seemed to know all about influenza and said there was nothing to worry about if the fever did not go above one hundred and four degrees. This was a light epidemic of flu and there was no danger if you avoided pneumonia.

Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules.

'Do you want me to read to you?'

'All right. If you want to,' said the boy. His face was very white and there were dark areas under his eyes. He lay still in the bed seemed very detached from what was going on.

I read aloud from Howard Pyle's Book of Pirates; but I could see he was not following what I was reading.

'How do you feel, Schatz?' I asked him.

'Just the same, so far,' he said.

I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule. It would have been natural for him to go to sleep, but when I looked up he was looking at the foot of the bed, looking very strangely.

'Why don't you try to go to sleep? I'll wake you up for the medicine.'

'I'd rather stay awake.'

After a while he said to me, 'You don't have to stay in here with me, Papa, if it bothers you.'

'It doesn't bother me.'

'No, I mean you don't have to stay if it's going to bother you.'

I thought perhaps he was a little lightheaded and after giving him the prescribed capsules at eleven o'clock I went out for a while.

It was a bright, cold day, the ground covered with a sleet that had frozen so that it seemed as if all the bare trees, the bushes, the cut brush and all the grass and the bare ground has been varnished with ice. I took the young Irish setter for a little walk up the read and along a frozen creek, but it was difficult to stand or walk on the glassy surface and the red dog slipped and slithered and I fell twice, hard, once dropping my gun and having it slide away over the ice.

We flushed a covey of quail under a high clay bank with overhanging brush and I killed two as they went out of sight over the top of the bank. Some of the covey lit in trees, but most of them scattered into brush piles and it was necessary to jump on the ice-coated mounds of brush several times before they would flush. Coming out while you were poised unsteadily on the icy, springy brush they made difficult shooting and I killed to, missed five, and started back pleased to have found a covey close to the house and happy there were so many left to find on another day.

At the house they said the boy had refused to let any one come into the room.

'You can't come in,' he said. 'You mustn't get what I have.'

I went up to him and found him in exactly the position I had left him, white-faced, but with the tops of his cheeks flushed by the fever, starting still, as he had stared, at the foot of the bed.

I took his temperature.

'What is it?'

'Something like a hundred,' I said. It was one hundred and two and four-tenths.

'It was a hundred and two,' he said.

'Who said so?'

'The doctor.'

'Your temperature is all right,' I said. 'It's nothing to worry about.'

'I don't worry,' he said, 'but I can't keep from thinking.'

'Don't think,' I said. 'Just take it easy.'

'I'm taking it easy,' he said and looked straight ahead. He was evidently holding tight onto himself about something.

'Take this with water.'

'Do you think it will do any good?'

'Of course it will'.

I sat down and opened the Pirate book and commenced to read but I could see he was not following, so I stopped.

'About what time do you think I'm going to die?' he asked.

'What?'

'About how long will it be before I die?'

'You aren't going to die. What's the matter with you?'

'Oh, yes, I am. I heard him say a hundred and two.'

He had been waiting to die all day, ever since nine o'clock in the morning.

'You poor Schatz,' I said. 'Poor old Schatz. It's like miles and kilometers. You aren't going to die. That's a different thermometer. On that thermometer thirty-seven is normal. On this it's ninety-eight.'

'Are you sure?'

EXERCISE

Glossary

- Shivering : Shaking or trembling with fear, cold etc.
- Capsule : medicine in a soluble container to be swallowed
- Purgative : medicine to clean the bowels
- Epidemic : disease that is wide spread at a time (like plague, cholera etc)
- Light headed : dizzy or delirious

Comprehension

1. The fever of schatz was diagnosed as
 - a. 'flu
 - b. pneumonia
 - c. Howard Pyle 's fever
 - d. none of these
2. The doctor did not prescribe any medicine for
 - a. cleaning the bowels
 - b. bringing down the fever
 - c. relieving headache
 - d. overcoming the acid condition
3. The father tried to divert the boy's attention by
 - a. telling stories
 - b. reading from a book
 - c. asking him out for to read
 - d. taking him out for a walk

4. While the father read the boy was
 - a. listening attentively
 - b. intervening with questions
 - c. demanding his father to discuss his fever
 - d. distracted and lay tossing in bed
5. It is like 'miles and kilometers' means that
 - a. the right unit is not used
 - b. the reading are different
 - c. one can be converted into the other
 - d. they are not different

Guided Composition

a) Paragraphs

1. The boy's condition

Hints : schatz - little boy - fever - doctor reads temperature - 102-boy is afraid - distracted - tense and restless - fears death.

2. How does the father attend on schatz

Hints : boy ill - doctor called - prescribes medicines - father administers - reads to the boy - goes for a walk - returns - attends on the boy.

3. How does the father dispel the boy's fear?

Hints : Boy's temperature - 102 - boy fears would die - father

Explains - Celsius and Farenheit - 38 in the one is 98 in the other

-boy relieved.

b) Essay

1. Narrate the story of Schatz

Hints : A little boy - Schatz - ill with flu - doctor attends - 102 - prescribes medicines - father gives the medicines - reads to the boy - boy inattentive - restless - distracted- fears he would die - 38 is normal - 102 is fatal - father explains - Celsius and Farenheit - boy relieved - recovers.

Grammar

1. 'What's the matter, Schatz?' said the father.

'I've got a headache,' replied Schatz.

'You go to bed. I'll see you when I am dressed,' said the father.

- into indirect speech'

2. They went _____ sight _____ the clay bank.

-Fill in the blanks with prepositions.

3. Use in sentences of your own:-

Downstairs, Lightheaded, Scattered

4. Give the antonyms of

Exist, Scatter, Difficult

5. Distinguish between:

Sight and Site, Bare and Bear, Prescribe and Proscribe.

THE TALTERED BALNKET

When he reached the house in a jeep owned by the Government of India unexpectedly one evening, his old mother made an unsuccessful attempt to rise from her easy-chair.

Kamalam, who had come to our house, asked in a panicstricken voice, just go out and see who has come.

The widowed daughter was seated on a ledge with a towel covering her head and cold ears; and so most reluctantly she rose to walk up to the door and peer into the darkness outside.

A stout balding man was walking towards the porch.

Gopi? she asked him in a raucous voice, what kind of a visit is this, without writing about your coming?....

Who is it, Kamalam, asked the mother.

This is me, Mother, Gopi, said the man, I had to come to Trivandrum for a meeting and I thought I would motor down and stay the night here.

Who is this Kamalam, who is this man, asked the mother again nervously.

Why are you geeting so disturbed, *Amma*, this is only Gopi, have you forgotten your son Gopi, he is here to see you, said the widow.

- The man bent forward to touch with his cheek his mother's wrinkled forehead.

Amma, this is me, your son Gopi, he said gently.

Gopi, what does this mean, asked the mother. Is the boy's school closed?

Mother is like this these days, said the sister, Occasionally, she forgets everything. Her mind blanks out. But sometimes she remembers only too clearly. Then she asks me why you have not written for such a long time. I tell her that you had written and that all of you are well. You, Vimala and the children. How can I tell her that you stopped writing a year ago? What is the use hurting mother's feelings?

Last year, I got a promotion, said the man, after that I have always been on the move. I hardly get any time to read or write.

You could have asked Vimala to write letters, said his sister, or is she as busy as yourself?

Who are you talking with, asked the old lady, who has come in a car?

Didn't I tell you, Amma, that it is Gopi, asked the younger woman.

Gopi? Is he not in Delhi, asked the mother.

Yes, Amma, I have just come from Delhi, the man said.

The old lady lowered her voice and asked her daughter, whom has he married?

Vimala. Don't you remember Vimala, the Collector's daughter, asked the sister of the man.

I forgot the name, said the mother apologetically, has he written to us this week, Kamalam?

Yes, his letters are regular, said the daughter.

When his letters get delayed, I feel wretched, said the old lady.

He knows it, said the daughter. That is why he writes every week.

Didn't I tell you how it was with her, asked Kamalam turning to her brother. But you are far away and probably don't care...

Who is standing here, asked the mother. Who is this man who has come by car?

This is me, your son Gopi. I came up to Trivandrum on official work and thought that...

Where does your mother live, asked the old lady. Is she anyone I know?

She lives close by, he said.

I can never explain things to Amma, said the sister in exasperation.

The man lifted his bag onto the ledge and opened it. It contained two shirts, a pair of terylene trousers, some pieces of underwear, his shaving kit and a few files.

Do you know Gopi, asked the old lady. He is in Delhi. He is a Government official. The astrologers told me that he had framed Kesari *yogam*. That is why he gets promotions so frequently. He gets two thousand and five hundred rupees every month. You must have surely heard of him.

Yes, I know him, said the man.

Please tell him that I want a new blanket, said the old mother, tell him that I cannot stand the cold in the mornings. When I catch a cold it does not leave me for at least a fortnight. Ask him to send me a blanket at once. A red blanket. I had one like that years ago. He had given it to me when he came home from his college hostel in Madras for the summer vacation. That was years ago. It got torn and tattered. I cannot use it any longer. It is now like a fisherman's net, it is if no use as a blanket. I want a new red blanket.

I will tell him, said the man.

Don't forget, reminded the old lady, the mornings are very cold. I am afraid of catching a cold. Let me go and lie down for a few minutes. I am tired. My back aches...

When the old lady had gone in to lie down, the man's sister turned to face him.

Why have you come, she asked him. It is not merely to see *Amma*, is it?

My expenses have increased, the man said, now I have four children and I can't make both ends meet. I have to maintain my status and live decently. I want to sell my share of the property and carry the money back to Delhi to put it in a fixed deposit.

You will sell your land and take leave of us. Then, we shall never be able to see you again, said the sister.

No, no, I shall come once a year to see Amma, he said. Whenever I get a chance to come to Kerala I shall take you up.

A chance to come to Kerala, exclaimed the widow, a sob rising in her throat. Is this not the first visit after five years? Amma is eighty-five years old. She is not likely to live much longer. How could you have stayed away from her for such a long time? What kind of a son are you, anyway?

But Amma does not remember me, he said with a laugh.

But did you remember your mother, asked his sister.

He did not answer.

Notes

Glossary :

Unsuccessful attempt...: The mother is so old that she finds it difficult to get up from her easy-chair.

- who had come.... has come.... : Perhaps this should read like a question put by the mother: "... who has come to our house, she asked in a panic stricken voice, just go out and see who has come."

Most reluctantly...: Because she is feeling cold she is unwilling to go and see who has come.

Who is this man...: The mother cannot recognise her son because she has lost her memory due to old age.

Is the boy's school closed...: She thinks that he is a small boy.

Blanks out...: loses her memory.

I tell her...: Kamalam tells their mother a lie. She does not want here to get hurt because Gopi forgets to write to her.

Always been... move... : He has to travel a lot after his promotion.

His letters are regular... : Kamalam tells another lie.

Who is this man...: Again she does not recognise him.

I can never...Amma...: Kamalam sometimes get irritated by the mother's words.

THE EYES ARE NOT THERE

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

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

‘Are you going all the way to Dehra?’

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

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

I didn’t see you either,’ I said. ‘But I heard you come in.’

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

The girl said, ‘I’m getting down at Saharanpur. My aunt is meeting me there.’

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

‘Where are you going?’, She asked. ‘To Dehra, and then to Mussoorie’.

‘Oh, how much lucky you are, I wish I were going to Mussoorie. I love the hills. Especially in October’.

‘Yes, this is the best time,’ I said, calling on my memories. ‘The hills are covered with wild dahlias, the sun is delicious, and at night you can sit in front of a log-fire and drink a little brandy. Most of the tourists have gone, and the roads are quiet and almost deserted. Yes, October is the best time.’

She was silent, and I wondered if my words had touched her....,whether she thought me a romantic fool. Then I made a mistake.

‘What is it like?’, I asked.

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

‘Why don’t you look out of the window?’ she asked.

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

‘Have you noticed,’ I ventured, ‘that the tress seem to be moving while we seem to be standing still?’.

‘That always happens’, she said. ‘Do you see any animals?’.

Hardly any animals were left on the forests near Dehra.

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

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

She laughed pleasantly, a clear, ringing laugh.

‘It’s nice to be told I have an interesting face. I’m tired of people telling me I have a pretty face!’

Oh!, so you do have a pretty face, thought I, and aloud I said: Well. An interesting face can also be pretty.’

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

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

‘We’ll soon be at your station,’ I said.

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

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

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

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

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

'Good-bye,' said the girl.

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

'You may break, you may shatter the vase if you will. But the scent of the roses will linger there still.....'

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

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

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

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

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

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

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

EXERCISE

Glossary

Compartment: to divide space within a larger space

Slapped against her heels: to hit or bang against the heels of the feet

Exclamation: atone of surprise

Essentials: that which is necessary and important

Register: that which remains or sticks to a surface or mind

Formidable: something that makes one feel fear or respect

Tantalizing: a feeling or sensation that you want something

Comprehension

Answer the following questions briefly

1. Who entered the compartment when the author was travelling to Rohana?
What instructions did the couple give to the new passenger?

2. Why was the writer unable to say what the girl looked like? What did he like about her?

3. What, according to the author, would prevent the girl from discovering that he was blind?

4. Why did the girl say that the writer was lucky?

5. What mistake did the writer make? When did he realize that it was not a mistake?

6. Why did the author move to the window?

7. What did the author tell the girl about her face? What was her reaction?

8. What happened when the girl was about to get off the train?

9. What makes this story both enjoyable as well as a bit sad?

Composition

Answer the following questions in one sentence each:

1. What was the girl tired of?
2. Which station was the girl going to?
3. What did the author think about the girl's hair?
4. The writer wanted to touch the girl's hair because
 - Its perfume was tantalizing
 - He was blind and could not see her hair
 - She had very short hair
5. What did the new passenger tell the author about the girl's eyes?

Complete the following on the basis of our knowledge of the text

1. *The hills are covered with wild dahlias, the sun is delicious, and at night you can sit_____*
2. *It's nice to be told that I have an interesting face. I'm tired of_____*
3. *I wanted to raise my hand and_____*
4. *She had beautiful eyes_____ but they were_____*
5. *The couple who saw her off were_____*

Grammar

Modals

Dare, need, shall, will, should, would

Read the following sentences and note the differences in meaning.

1. I shall help you
2. You shall have a holiday tomorrow.
3. He shall not go.
4. If you do this, you shall be dismissed.
5. You shall apologize for that
6. He will win the first prize.
7. He will do as I like.
8. I will expose her.
9. I will lend you my pen.
10. Will he come today?
11. Will you be here by 10'o clock?
12. We should help the poor.
13. You shouldn't give the child a knife to play with.
14. If it should rain the school will remain closed.
15. I would know what my duty is
16. She said that he would help me.

17. Would you please lift this box?
18. He does not dare to refuse what you ask.
19. How dare you ride a bicycle without brakes?
20. He need not copy out the whole page.

After reading sentences given above you will be somewhat familiar with the use of modals. Frame sentences of your own by making use of the modals.

Functional English

Letter asking for time to join

You have received an appointment letter asking you to join in two days. You want to join after four days. Write a letter asking for time to join.

From
P. Moorthy,
34, kamarajar nagar,
Chennai 14.

To
The Secretary,
Achariya Arts and Science College,
Pondicherry 11.

Sir,

Ref : PBR 128- 20.03.08

Sub : Appointment- lecturer in Maths - asking for time to join - request-
reg.

As per the above reference I have been appointed as Lecturer in Maths and have been asked to join in two days. As I m indisposed I am sorry. I am not in a position to join in two days. The doctor advised me to have complete rest for two days. So I wish to state that I would definitely join after four days. Sorry for the inconvenience.

Thanking you,

Yours faithfully,
(signed)

Place :

Date :

AN ASTROLOGER'S DAY

R.K.Narayanan

Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowrie shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position – placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban around his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the Town Hall Park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road, morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and, above all, an auctioneer of cheap cloth, who created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnut, who gave his ware a fancy name each day, calling it "Bombay Ice-Cream" one day, and on the next "Delhi Almond", and on the third "Raja's Delicacy", and so on and so forth, and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps, and one or two like the astrologer's managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life; and he knew no more of what was going to happen to himself next minute. He was as much stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone: that was more a matter of study, practice and shrewd guess work. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of a day.

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers—namely, tilling the land, living, marrying, and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left it behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed between.

He had a working analysis of mankind's troubles: marriage, money, and the tangles of humanities. Long practice had sharpened his perception. Within five minutes understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, "In many ways you are not getting the fullest results for your efforts," nine out of ten were disposed to agree with him. Or he questioned: "Is there any woman in your family, may be even a distant relative, who is not well disposed towards you?" Or he gave an analysis of character: "Most of your troubles are due to your nature. How can you be otherwise with Saturn where he is? You have an impetuous nature and a rough exterior." This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

The nut vendor blew out his flare and rose to go home. This was signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowrie shells and paraphernalia and was putting them back into his bag when the green shaft of light was blotted out: he looked up and saw a man standing before him. He sensed a possible client and said: "You look so careworn. It will do you good to sit down for a while and chat with me." The other grumbled some reply vaguely. The astrologer pressed his invitation; whereupon the other thrust his palm under his nose, saying: "You call yourself an astrologer?" The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light: "Yours is a nature...." "Oh, stop that," the other said. "Tell me something worth while..."

Our friend felt piqued. "I charge only three pies per question, and what you get ought to be good enough for your money.." At this the other withdrew his arm. Took out an anna, and flung it out to him, saying: "I have some questions to ask. If I prove you are bluffing you must return that anna to me with interest."

“If you find my answers satisfactory, will you give me five rupees?”

“No.”

“Or will you give me eight annas?”

“All right, provided you give me twice as much if you are wrong,” said the stranger. This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the matchlight. There was a pause as cars hooted on the road, Jutka drivers swore at their horses, and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, sat there ruthlessly. The astrologer felt very uncomfortable. “Here, take your anna back. I am not used to such challenges. It is late for me today...” He made preparations to bundle up. The other held his wrist and said: “You can’t get out of it now. You dragged me in while I was passing.” The astrologer shivered in his grip; and his voice shook and became faint. “Leave me today. I will speak to you tomorrow.” The other thrust his palm in his face and said: “Challenge is challenge. Go on.” The astrologer proceeded with his throat drying up: “There is a woman...”

“Stop,” said the other. “I don’t want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins.” The astrologer muttered a few incantations and replied: “All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth, and you may do what you like.” After a good deal of haggling the other agreed. The astrologer said: “You were left for dead. Am I right?”

“Ah, tell me more.”

“A knife has passed through you once?” said the astrologer.

“Good fellow!” He bared his chest to show the scar. “What else?”

“And then you were pushed into a well nearby in the field. You were left for dead.”

“I should have been dead if some passer-by had not chanced to peep into the well,” exclaimed the other, over-whelmed by enthusiasm. “When shall I get him?” he asked, clenching his fist.

“In the next world,” answered the astrologer. “He died four months ago in a far-off town. You will never see any more of him.” The other groaned on hearing it. The astrologer proceeded:

“Guru Nayak—”

“You know my name!” the other said, taken aback.

“As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two days journey due north of this town. Take the artintexnnad be gone. I see once again great danger to your life if you go from home.” He took out a pinch of sacred ash and held it to him. “Rub it on your forehead and go home. Never travel southward again, and you will live to be a hundred.”

“ Why should I leave home again?” the other said reflectively. I was only going away now and then to look for him and to choke out his life if I met him.” He shook his head regretfully. “He has escaped my hands. I hope at least he died as he deserved.” “Yes,” said the astrologer. “He was crushed under a lorry.” The other looked gratified to hear it.

The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The strange had gone off into the night, after giving the astrologer a handful of coins.

It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said: “Count them. One man gave all that.”

“Twelve and half annas,” she said counting. She was overjoyed. “I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her.”

“The swine has cheated me! He promised me a rupee,” said the astrologer. She looked up at him. “You look worried. What is wrong?”

“Nothing.”

After dinner, sitting on the pyol, he told her: “Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here, and married you. He is alive.”

She gasped. “You tried to kill!”

“Yes, in our village, when I was a silly youngster. We drank, gambled, and quarreled badly one day—why think of it now? Time to sleep,” he said, yawning, and stretched himself on the pyol.

Introduction:

Rasipuram Krishnaswamy Narayanan was born in 1960 in Madras. He had his education in Mysore. He learnt English mostly from Indian teachers. He spoke Tamil at home, a sort of Kannada in the streets, and English with a south-Indian accent in educated circles. But he has become the most outstanding Indo-Anglian novelist and short-story writer. He has created and invariably concentrated on the traditional Malgudi set in and around it.

He made a name with his maiden novel 'SWAMI AND FRIENDS.' Since then, he has been writing a number of novels, sketches, essays and short-stories. Special mention must be made of his novels - the English teacher, the Bachelor of Arts, the man-Easter of Malgudi, the financial expert, the dark-room, and the guide. His autobiography, serialized in the Illustrated Weekly of India shows how intimately his novels are connected with his life both as an artist and as a man. He is known for his humour and gentle ironic satire.

'An Astrologer's Day' is the title story of one of Narayan's collection of stories. It is an interesting study of Indian character and temperament. Here he highlights the large-scale deception which is practiced in the name of astrology. It is quite a familiar theme. The conclusion is highly surprising.

EXERCISE

Glossary:

Obscure	:	unclear, vague
Resplendent	:	shining.
Gleam	:	brightness.
Enhanced	:	increased.
Cosmos or dahlia		
Stalks	:	kind of flowers.
Din	:	sound.
Vociferousness	:	loud talking.
Junk	:	discarded things.
Flare	:	flame, torch.
Bewildering	:	fearful, dreadful.
Criss-cross	:	a net work of crossing referring to rays of light and moving shadows.
Tangles	:	clashes, puzzles.

Sharpened	:	refined; polished.
Perception	:	view.
Gazing	:	looking constantly
Queried	:	asked, questioned.
Saturn	:	one of the planets, supposed to do harm.
Forbidding exterior	:	threatening look (outside).
Shaft	:	shadow.
Paraphernalia	:	equipment
Careworn	:	full of worries.
Piqued	:	offended
Pact	:	agreement
Babble	:	loud talk.
Vendor	:	seller.
Muttered	:	murmured.
Incantations	:	spells, mantras.
Haggling	:	bargaining
Reflectively	:	thoughtfully.
Overwhelmed	:	over powered.
Gratified	:	satisfied
Gasped	:	breathed heavily
Stretched	:	extended, spread.

Comprehension

Answer each of the following questions in a sentence or two.

1. What were the astrologer's professional instruments?

2. Where did he conduct his business?

3. What were the trades and occupations represented there?

4. How did the ground vendour attract customers?

5. How did the astrologer learn his trade?

6. How did he arrive at the answers to questions put to him by his clients?

7. At what time did a new client come to him?

8. What was the pact between the astrologer and his client?

9. When did the astrologer see the client's face? What was his reaction?

10. How did he try to get away from the new client?

11. What did the client want to know from the astrologer?

12. How did the astrologer answer the client's question 'when shall I get at him?'

13. How did the astrologer make guru Nayak agree not to leave his village any more?

14. What did the astrologer say about the death of Guru Nayak's enemy?

15. What did the astrologer's wife want to do with the money he brought?

16. What was the great load the astrologer had got rid of?

Answer the following questions in short paragraphs.

1. Describe briefly the appearance of the astrologer?
2. Describe the place where the astrologer did his business
3. How did he manage to answer questions and give advice to his clients?
4. Why did the astrologer ask Guru Nayak not to travel southward?
5. Write a short paragraph on the presence of mind shown by the astrologer.

State whether the statements are true or false.

1. The astrologer wound a saffron coloured turban around his head.
2. He sat under a tamarind tree.
3. Long practice had sharpened his perception
4. He charged three rupees per question
5. The astrologer used to leave when the nuts vendor left.
6. The stranger agreed to give eight annas if the answers were found satisfactory.
7. The village of Guru Nayak was two days journey due north of the town.

Task 1

1. Try to find out the sentence which brings out that the astrologer is a stranger to the profession.
2. Find out the words which bring out the astrologer's intelligence of getting enough informers about the client.

Task 2

1. Convert this short into an One Act Play.

UNIT - 4
ONE ACT PLAY

THE INFORMER

A note on the writer

Bertolt Brecht (1898-1956) is an outstanding dramatist of that century. He was a great believer in the socialist cause and condemned the Nazi movement.

A note on the work

The play is a unique comedy. It is a portrayal of the Psychology of a schoolmaster I and his wife. They were against Nazi movement. They were afraid that they would be arrested. They doubted their son to be a member of the Hitler Youth Club, and a spy in the house. There is a knock at the door and the couple trembles at the prospect of arrest by the Police escorted by their son. But to their surprise their son comes in carrying a bag of chocolates he had bought with the ten cents given earlier by this mother.

ONE ACT PLAY

Characters

Husband

Wife

Boy

Maid

It is a rainy Sunday afternoon. Father, mother, and child have just finished lunch. MAID enters.

MAID : Herr and Frau Klimbtsch want to know if you're at home, sir.

HUSBAND (*snapping*) : We're not.

(The MAID goes out.)

WIFE : You should have gone to the phone yourself. They know we couldn't possibly have, gone out yet.

HUSBAND : Why couldn't we have gone out. WIFE: Because it's raining.

HUSBAND : That's not a reason.

WIFE : What would we have gone out for? They'll certainly wonder about that now. HUSBAND: There are plenty of places to go to.

WIFE : Then why don't we go?

HUSBAND : Where should we go to?

WIFE : If only it weren't raining.

HUSBAND : And where on earth should we go if it weren't raining?

WIFE : In the old days you could at least arrange to meet somebody.
(There IS a pause.) It was a mistake not to go to the phone. Now they know we don't want them here.

HUSBAND : What if they do?

WIFE : Why, then it means we're dropping them just when everybody is dropping them.
I don't like it.

HUSBAND : We're not dropping them.

WIFE : Then why shouldn't they come here?

HUSBAND : Because this Klimbtsch fellow bores me stiff. WIFE: In the old days he didn't bore you.

HUSBAND : 'In the old days'. Don't keep saying that. You make me nervous.

WIFE : At any rate you wouldn't have cut him in the old days just because his case is being looked into by the school inspectors,

HUSBAND : Are you suggesting I'm a coward? *(There is a pause.)* All right. Call them and
Say we've just come back because of the rain. *(The WIFE remains seated.)*

WIFE : Shall we ask the Lemkes if they want to come over?

HUSBAND : So they can tell us we're not keen enough on Civil Defense?
WIFE *(to the BOY)*: Klaus-Heinrich! Leave the radio alone.
(The BOY turns to the newspapers.)

HUSBAND : It's certainly a catastrophe to have rain today. You just can't live in a country where it's a catastrophe when it rains.

WIFE : Is it wise to throw remarks like that around?

HUSBAND : Within my own four walls I can make whatever remarks I please. In my own home I can say what I...

(He is interrupted. The MAW comes in with the coffee things. There is silence while she is in the room.)

Must we have a maid whose father is Block Warden?

WIFE : I think we've talked about that enough. Last time you said it had its advantages. HUSBAND: I've said a lot of things. Only say something of the sort to your mother and we'll be in a wonderful mess.

WIFE : What I say to my mother. ...

(The MAID 'interrupts them again as she brings in the coffee.) Leave it now, Ema, you can go. I'll look after this. MAID: Thanks very much, Madame. *(She goes out.)*

Boy *(looking up from the paper)*: Do all priests do this, Papa?
HUSBAND: What?

Boy : What it says here.

HUSBAND : What is it you're reading? *(He snatches the paper out ~f his hand.)*
Boy: Our Group Leader told us we could all know what it says in this paper.

HUSBAND : I don't care what the Group Leader said. I decide what you can read and what you can't.

WIFE : Here's ten cents, Klaus-Heinrich, go buy yourself something.
Boy: But it's raining. *(He hangs around near the window, undecided.)*

HUSBAND : If these reports of the priest trials don't stop, I won't order this paper any more .

WIFE : And which one will you subscribe to? It's in all of them.

HUSBAND : If all the papers carry filth like that, I'll read none. I couldn't know less of What's going on in the world?

WIFE : A house cleaning doesn't hurt once in a while. HUSBAND:
House cleaning! That's just politics.

WIFE : Anyway it's no concern of .ours: we're Lutherans.

HUSBAND : It's not a matter of indifference for our people -if they can't think of a church without also thinking of such abominations.

WIFE : Then what should they do if such things happen?

HUSBAND : What should they do? Maybe they might look to their own affairs. It may not all be as clean as it might be in their own Brown House, so I fear.

WIFE : But that goes to prove our people has recovered its health, Karl. HUSBAND: If that's what health looks like, give me disease.

WIFE : You're nervous today. Did anything happen at school?

HUSBAND : What should happen at school? And please stop telling me I'm nervous. That's what makes me so.

WIFE : We shouldn't always b~ quarrelling, Karl. In the old days....

HUSBAND : I was waiting for it: 'in the old days!' I didn't want my child's mind poisoned in the old days and I don't want it poisoned now!

WIFE : Where is he anyway? HUSBAND: How do I know? WIFE: Did you see him leave? HUSBAND: No.

WIFE : I don't understand where he can have gone. (*Shouting.*) Klaus-Heinrich! (*She runs out and is heard shouting. She returns*) Well, he's out.

HUSBAND : Why all. earth shouldn't he be out?

WIFE : Why, because it's simply pouring...

HUSBAND : Why are you so nervous if the boy goes out once in a while?
WIFE: What have you been sayi11g?

HUSBAND : What's that got to do with it?

WIFE : You're so uncontrolled these days.

HUSBAND : I certainly am not uncontrolled these days, but, even if I were, what has that got to do with the boy being out?

WIFE : Oh, you know they listen. HUSBAND: So what?

WIFE : So what? What if he tells tales? You know what's drummed in to them at the Hitler Youth. They're under orders to report everything. Strange he left so quietly.

HUSBAND : Nonsense!

WIFE : Didn't you notice it, when he'd left? HUSBAND: He was at the window quite a while. WIFE: I wonder what he overheard.

HUSBAND : He knows what happens to people who get denounced.

WIFE : What of the boy the Schmulkes told about? His father must be in the concentration camp still. If only we know how long he was in the room.

HUSBAND : Oh, that's all nonsense. *(He goes through the other room and shouts for the BOY)* WIFE: I can't believe he'd just go off without saying a word. He isn't like that. HUSBAND: Maybe he's at some school friend's.

WIFE : In that case he can only be at the Mummernmann's. I'll phone. *(She phones.)* HUSBAND: I regard the whole thing as a false alarm.

WIFE *(at the phone)*: This is Frau Studienrat Furcke. Good afternoon, Frau Mummernmann. Is Klaus-Heinrich at your place?-He isn't?-Then I just can't think where the boy is-Tell me, Frau Mummernmann, is the club room of thy Hitler Youth open Sunday afternoon?-It is?-Thanks, I'll try there. *(She hangs up. The couple sit in silence.)*

HUSBAND : What can he have heard after all?

WIFE : You talked about the paper. You shouldn't have said that about the Brown House.

He's such a nationalist.

HUSBAND : And what may I have said about the Brown House? WIFE: You can hardly have forgotten: that it's not clean!

HUSBAND : That can't be interpreted as an attack. To say: it's not clean, or rather as I more moderately put it, not quite clean, which certainly makes a difference, a considerable difference, why, that's more of a jocular observation, idiomatic and popular, one might almost say a colloquialism. It means little more than that probably, even there, something is not always, and under all circumstances, as the Ftihrer wishes it. I intentionally indicated the merely probable character of my

allegation by using the expression: 'it may not all be quite'- quite in the mildest sense- 'clean'. This was my formulation of the matter. May be! Not: is! I can't say that anything there is not clean, there' no proof. But wherever there are men, there are imperfections. I never suggested anything more than that, and that only in the mildest form. The Fthrer himself on a certain occasion said much the same thing a good deal more sharply!

WIFE : I don't understand. You don't have to talk this way to me.

HUSBAND : I wish I didn't. I'm not sure what' you yourself say, in the way of gossip, about the things you've heard between these four walls, insignificant things, probably only said in a moment of excitement. Naturally I'm far from accusing you of spreading frivolous tales against your husband and I don't for a moment assumes the boy would do anything against his father. But unfortunately there is an important distincti0l1 between doing wrong and knowing you do it.

WIFE : Now please stop! Watch your tongue! You said one can't live in Hitler Germany.

All along, I've been trying to remember whether you said that before or after what you said about the Brown House.

HUSBAND : I didn't say it at all.

WIFE : You go on as if I were the police! What can the boy have heard? That's what tortures me.

HUSBAND : The expression 'Hitler Germany' is not in my vocabulary.

WIFE : And about the Block Warden and about the papers being full of lies and what you said recently about Civil Defense-the boy hears nothing positive at all! That certainly isn't good for a young mind. Youth can only be perverted by such talk. The Fuhrer always stresses: 'Germany's youth is Germany's future'. the boy doesn't run off and turn informer. He isn't made that way. I feel bad.

HUSBAND : He's revengeful.

WIFE : What can he take revenge for?

HUSBAND : God knows. There's always something. Maybe because I took his green frog away from him.

WIFE : That was a week ago. HUSBAND: He remembers. WIFE: Why did you take it?

HUSBAND : Because he caught no flies for it. Just let it starve. WIFE: He really has too much to do, though.

HUSBAND : That's not the frog's fault!

WIFE : But he never said anything about that. And just now I gave him ten cents. Why, he gets everything he wants.

HUSBAND : Bribery.

WIFE : What do you mean?

HUSBAND : They'll say we tried to bribe him to 'keep his mouth shut. WIFE: What do you think they can do to you?

HUSBAND : Oh, everything. There are no limits to what they can do. Good God! 'Educator of the youth!' I fear them. To be a teacher in such circumstances!

WIFE : But there's nothing against you.

HUSBAND : There's something against everyone. All are suspect. If suspicion exists, one is suspected. Suspicion need only exist.

WIFE : A child is not a reliable witness. A child has no idea what he's saying.

HUSBAND : That's your opinion. Since when have they needed a witness for anything?

WIFE : Can't we figure out what you must have meant by your remarks? I mean: then it will be clear he misunderstood.

HUSBAND : What could I have said? I can't remember. It's the fault of the damned rainIt makes you disgruntled. After all I'd be the last to say anything against the spiritual revival the German people have experienced! I saw it coining in 1932.

WIFE : Karl, we haven't time to talk. We must straighten everything out at once. We haven't a moment to lose.

HUSBAND : I can't think it of Klaus-Heinrich.

WIFE : Now first this matter of the Brown House and the filth.
HUSBAND: said nothing about filth.

WIFE : You said the paper is full of filth and you intend to cancel you
subscription. HUSBAND: Yes, the paper, not the Brown *House*,

WIFE : Mightn't you have said you disapprove of such filth in the
churches? And you think it's quite possible the very men no"
on trial invented the atrocity stories about the Brown House
and they said that it wasn't clean? Therefore, they should
have looked to their own affairs? Above all, you told the boy to
leave the radio and read the paper instead because you take
the stand that youth in the Third Reich should note with open
eyes what is going on?

HUSBAND : All this wouldn't help in the least.

WIFE : Karl, don't let your courage fail you. You must be strong, as
the Fuhrer always HUSBAND: I can't stand in the dock with
my own flesh and blood in the witness stand giving evidence
against me!

WIFE : You mustn't take it this way.

HUSBAND : It is unpardonably careless to have anything 'to do-with the
Klimbtsches!

WIFE : Why? Nothing's happened to him yet.

HUSBAND : But an investigation is pending.

WIFE : An investigation is pending for a lot of people. What would
happen if they were all in despair?

HUSBAND : Do you think the Block Wardyn has 'anything against us?

WIFE : You mean if inquiries are made? He 'got a box of cigarettes on
his birthday and a splendid tip at New Year's.

HUSBAND : The Gauffs next door gave fifteen marks!

WIFE : They read Vonvarts as late as '32 and in May '33 they put out
the black-white-and- red flag. (*The Telephone rings.*) HUSBAND:
The telephone!

WIFE : Shall I go?

HUSBAND : I don't know.

WIFE : Who can it be.

HUSBAND : Wait a while. If it rings again, you can answer it. *(They wait. It does not ring again.)* This isn't living.

WIFE : Karl!

HUSBAND : You bore me a Judas. He sits at the table listening while he drinks the soup we place before him! He commits to memory the conversation of his own parents! He's an informer!

WIFE : You mustn't say that! *(There is a pause.)* Do you think we should make preparations?

HUSBAND : Do you think they'll come with him now?

WIFE : It's quite impossible.

HUSBAND : Maybe I should put on my lion Cross?

WIFE : By all means, Karl. *(He brings the cross and puts it on 'with trembling fingers.)* There's nothing against you at school?

HUSBAND : How should I know? I'm willing to teach everything they want taught. But

What do they want taught? If only I ever knew! How do I know how they want

Bismarck to have been if they're so slow bringing out the new test-books? Can't you give the maid another ten marks? She's always listening too.

WIFE *(nods)* : And the picture of Hitler. Shall we hang it over your desk? It'll look better.

HUSBAND : Yes, do that. *(The WIFE begins to move the pictures.)* But if the boy says we hung it specially, it'll all end in consciousness of guilt. *(She puts the picture back where it was.)*

Wasn't that the door?

WIFE : I heard nothing.

HUSBAND : There!

WIFE : Karl! (She throws her arms around him.)

HUSBAND : Don't lose your nerve. Pack me some underwear. *(The door is heard opening.*

HUSBAND and WIFE stand close together, petrified, in the corner of the room. The door opens and in comes the BOY, a bag of chocolates in his hand. There is a silence.)

Boy : What's the matter?

WIFE : Where have you been? *(The BOY points to the bag of chocolates.)*
Have you only been buying chocolate?

Boy : Sure. What do you think? *(He walks, munching, across the room and out. His parents look after him searchingly.)*

HUSBAND : Do you think he's telling the truth? *(The WIFE shrugs her shoulders.)*

CURTAIN

Glossary:

Snapping: to make a biting movement Catastophe: sudden disaster

Abomination: hatred and disgust.

Firvolous: not serious

Disgrunted: dissatisfied

informer: a person who informs against a crime

Bismarck: the first Chancellor of German Empire

Petrified: frightened

Comprehension

1. What is the significance of the rainy afternoon?

2. How does the boy's reference to a newspaper report touch off the argument between his parents?

3. Give an account of the parent's reaction to the boys disappearance from the house?

4. Why does the husband offer explanations to his wife on his remark about the Brown Huse?

5. Why does the father call his son 'revengeful'?

6. How do the parents convince themselves that their boy has turned informer?

7. Consider the defence suggested by the wife if the husband is arrested and put on trial.

8. Examine the crisis and resolution in the play ..

9. What do you learn of the conditions of Nazi Germany from your reading of the play?

10. How does Brecht bring out the comic effects out of a seemingly tense situation?

TASK 1

1. Do you know another dictator like Hitler who was with him during the Second World War?

If so write a few lines about him.

Grammar:

Uses of shall have, will have, shall have been, will have been

Read the following examples and try to make sentences of your own by using the above mentioned words.

1. I shall have finished my homework by the time he returns.
2. By this time next year my brother will have taken his University Degree.
3. In 2008 he will have been here for ten years.

Functional English

Writing Business Letters

Letters play a vital role in business. Letters written to officers of other companies, firms, banks, suppliers and customers are called business letters. It is an official letter. A business letter can be written for any official purpose.

Format:

Generally a business letter has seven parts - heading, date, address of the person, salutation, body, leave taking, signature.

1. Heading - name and address of the sender.
2. Date: Write it on the top right corner
3. 'To' address: write it on the left hand margin, then below
4. Write the salutation on the left margin
5. Write the subject before the body of the letter.
6. Body of the letter
7. Leave taking at the right bottom

Example of a business letter

Moorthy, B.A.,
S/o Mayandi,
Paneerkundu,
Thirumangalarn Tk,
Madurai Dt.

The Secretary,
Nehru College of Arts and Science,
Madurai - 2,

Respected Sir,

Sub: Lecturer vacancy - English - asking for application - request - regarding

This has reference to the advertisement appeared in 'The Hindu' on 15.6.2007 asking for the post of Lecturer in English in your college. In it you have asked to write a requisition for the application. I wish to apply for the post. So I request that an application may kindly be sent to me.

Thanking You

Yours faithfully

Moorthy

THE TRIAL SCENE FROM THE MERCHANT VENICE

REMEMBER CEASER

- SCENE 1 : ROME
- SFX : FAR OFF CROWD NOISES THE TRUMPETS
- BRUTUS : Look, Cassius... Caesar has returned to Rome. The mob treats him like a god.
- CASSIUS : Why, man, he doth bestride the narrow world
Like a Colossus, and we petty men
Walk under his huge legs and peep about
To find ourselves dishonourable graves.
Age, thou art shamed!
Rome, thou hast lost the breed of noble bloods!
- BRUTUS : Cassius... Why can't you talk like everybody else?
- CASSIUS : All I said, Brutus was that since Caesar has become dictator, he has destroyed our beloved republic, I simply want things to return to the way the once were.
- BRUTUS : Yes... When we ran things.
- CASSIUS : There is a way.
- BRUTUS : What are you suggesting, Cassius?
- CASSIUS : That you kill Caesar.
- BRUTUS : Me? Why don't you kill him?
- CASSIUS : I Would, but the mob thinks of me as just another lazy aristocrat afraid that he'll have to get off his ass and actually go to work. Fearful that he'll be exposed for the fraud that he is. Jealous of Caesar's power.
- BRUTUS : Chalk one up for the mob.
- CASSIUS : But, you... You're Brutus... You're the noblest Roman of them all. You kill Caesar and it's a blow for truth, justice and the Roman way.

BRUTUS : The mob loves Caesar. I kill him and they'll tear me limb from limb.

CASSIUS : A small price to pay for liberty, wouldn't you say?

BRUTUS : Quiet... Caesar approaches.

CASSIUS : Oh, and he's got that snooty, tea-drinking slave he brought back from Britannia with him.

SFX : CROWD FADES UP AS WE MOVE TO CAESAR

CROWD : Huzzah... Huzzah.

CAESAR : It's good to be home among the cheering rabble, is it not Colitus?

COLITUS : It is, Excellency.

CAESAR : As long they don't get too close.

COLITUS : Of course.

CAESAR : I hear that as gratitude for the countries I've sacked, the kings I've crushed, the people I've enslaved and the general death and misery I've spread... there's talk of making me a god.

COLITUS : That's true, oh mighty Caesar. Some talk of making Caesar a god. Some talk of making Caesar immortal. And some talk of making Caesar immortal as soon as possible.

CAESAR : I always wanted to be a god.

COLITUS : Excellency, might I have a word?

CAESAR : Not while I'm being adored, Colitus.

COLITUS : It's important.

CAESAR : Make it quick.

COLITUS : Caesar once said that as soon as Caesar had conquered the known world, Caesar would grant me my freedom.

CAESAR : Caesar said that?

COLITUS : Colitus wrote it down. Here it is. "As soon conquer the world I will give Colitus his freedom."

CAESAR : What is this obsession you have with freedom, Colitus?

COLITUS : I've never been free, Caesar.

CAESAR : And I rule the most powerful empire the world has ever known yet can one say that I am truly free?

COLITUS : Yes.

VOICES FADE IN AS B&C CROSS TO CAESAR

BRUTUS : Welcome back to Rome, Noble Caesar.

CAESAR : Ah, noble Brutus.

CASSIUS : Noble Caesar.

CAESAR : Noble Cassius.

BRUTUS : And how was Egypt, Caesar?

CAESAR : Someday you must make the trip, Brutus. If only to see the Pyramids. Magnificent those pyramids.

CASSIUS : Yes, we heard you met Cleopatra.

CAESAR : What can I say? I am the mighty Caesar.

BRUTUS : Especially between the sheets, eh?

CAESAR : Where else does it matter?

ALL : (laughing it up like a couple frat boys) Hey, hey, hey – heh, heh, heh

CAESAR : Ah, it is good to be home. Perhaps the two of you will do me the honor of having lunch with me. You look particularly lean and hungry, Cassius.

CASSIUS : I would be honored noble Caesar, but, alas, I've already eaten.

CAESAR : Et too, Brute?

BRUTUS : I'm afraid so, Caesar. Perhaps another time.

CAESAR : Yes, another time. Until then. Noble Senators.

B&C : Until then, great/mighty Caesar.

SFX : FOOTSTEPS AS BRUTUS & CASSIUS EXIT

CAESAR : They love me... the Roman Senate loves me.

COLITUS : If you say so, Excellency.

CAESAR : Do I detect a note of skepticism, Colitus?

COLITUS : If Caesar believes the Senate loves Caesar, then the Senate must love Caesar.

CAESAR : Tell me the truth, Colitus. I order you.

COLITUS : The Senate hates you Caesar.

COLITUS : The Senate hates Caesar? Why would you say such a thing?

COLITUS : Because Caesar ordered me to.

CAESAR : Oh...But, what would make you come to such an absurd conclusion?

(scoffing) The Senate hates Caesar...

COLITUS : Well Caesar did destroy the Republic.

CAESAR : Only to save it.

COLITUS : And took away citizens' right to vote.

CAESAR : Which only gave them more time to fornicate. Remember, Colitus, a fornicating citizen is a happy citizen.

COLITUS : But Caesar's voice is now the only one that counts in all of Rome.

CAESAR : That's because I'm the only one who's a god.

Unofficially, oh mighty Caesar.

CAESAR : But I'm a shoo-in to win. Any Senator who votes against me will lost his fortune, his home and all he holds dear.

COLITUS : And why is that, Caesar?

CAESAR : Because I will take it from them. That's what gods do: They giveth and then they taketh away. What's next on my schedule, Colitus?

EXERCISE

Glossary

Charles II: King of England from 1660 to 1685.

Elevation to the bench: promotion to the office of Judge

Landing: area at the top of a flight of stairs

Casement: window that opens inwards or outwards like a door

Lure: attraction

Diligence: industry; hard-working nature

By twiddling my thumbs: i.e., by being idle

Corpus Christi: one of the colleges at Oxford

Not mince matters: speak plainly or bluntly

I submit: I suggest or argue

That.. to be studied: the egotist that h is, Lord Weston, waxing eloquent on his achievements, points to himself as one worthy of emulation

Brought to0 the surface: roused to alertness

Word-music: i.e. of the lecture that Lord Weston has been giving

Amending: correcting himself

Must needs: must of necessity or must necessarily

Go gadding: go from place to place in search of pleasure or excitement

Straining courtesy: putting a strain on courtesy or politeness; be discourteous or impolite

Heedless leisure: the holiday (asked for by the secretary) which Weston thinks, shows the secretary's unconcern for his own future.

Holds up: delays

Spill: a thin piece of wood or rolled piece of paper, used to light candles or tobacco.

Mr Clay's: Mr Clay's Office

Sober: serious; sensible

Rising young man: one rising to higher positions

Attention to detail: it is rather ironic that this very virtue lands him in trouble

The ides of march: the 15th march. Julius Caesar was assassinated on that day in 44 BC

Foot pad: highway-man who goes about on foot

Die before my time: die prematurely

Close in on: come closer to make an attack

Abates: diminishes

Pails: buckets

Game pie: meat covered with pasty and baked

Annihilating: destroying: here, putting an end to

Flippancy: lack of seriousness

Nobodies: obscure or unknown persons

Venomous.. illiterate: poisonous and illegible writing of an illiterate person

Lawdamussy: an exclamation

Deplored: regretted with disapproval

Frances: lady Weston's Christian name

Forum: public place where Roman citizens used to assemble for discussing public affairs

Stands his airs: tolerate his (Caesar's) pride or arrogance

Barricade: put defensive barriers in the enemy's way

Spit: long, thin metal piece with a spiked head to which meat is stuck for roasting over fire never been behind bars: in prison

There would be a killing: threatened to kill

Coax: make someone do something by being kind and patient

Right to his roof: right to live under his roof

Sybilla: one of lady Weston's friend or relatives

Glooming... window: looking out gloomily through the window

Ash Wednesday: the first Wednesday during lent (a period of 42 days of fasting after Christmas. Ash is related to the custom of sprinkling ashes on the penitent's head)

Candelabra: ornamental holder for candles

Minutiae: minute details

Aptness: tendency

Guard at my heels: a security officer always following me

Smallish: rather small

Infernal: of the underworld or hell; devilish

Gingerly: hesitantly

Satanic: diabolical

That has done it: that (the addition of the water from the bowl of flowers) has complete the process (of submerging the 'machine' in water)

Incursion: invasion

Ilex: evergreen oak tree also called holm oak

Lurking: hiding; lying in wait

Knocker: piece of metal hinged to a door for knocking

Foot stool: low stool on which one can rest one's feet

Precarious: unsafe; uncertain

Blank pause: interval when no one utters a word

Comprehension

Write an essay on each of the following:

1. The character of Lord Weston
2. Lord Weston and Lady Weston- a Contrast
3. How Lord Weston takes precautions against assassins and thereby cuts a sorry figure.

Briefly answer the following questions:

1. How did Lord Weston conclude that his life was in danger?

2. Why did the kitchen maid want to go back to the country and why did she change her mind?

3. What did Roger say about the cook?

4. What advice did Lord Weston give his secretary?

5. How did Lord Weston defuse the 'infernal machine'?

6. What was Lady Weston's reaction to her husband's alarm?

7. Why did Lady Western refer to the visitor as Mr. Brutus?

8. What was the truth about the crumpled scrap of paper?

Grammar

Tag questions

Note the question tags attached to the end of the statement in order to draw attention to it or to give it added force. Try to practice.

1. She is too young, isn't she?
2. She does not play well, does she?
3. None of the food is tasty is it?
4. We saw no one in the play house, did we?
5. Few people knew the answer, did they?
6. Little progress has been made has it?
7. We seldom see them nowadays do we?
8. We could scarcely hear what he said, could we?

UNIT - 5
COMMUNICATIVE GRAMMAR

THE GOLDEN TOUCH

Articles

We know that a, an and the are called articles

We also know that 'a' is used before consonants and 'an' before vowels (a, e, i, o, u)

- e.g. A book
A cat
A dog
An apple
An Indian

However, this explanation of the use of articles should be redefined now.

The pronunciation of f, h, l, n, s and x when used in acronyms begin with vowel sounds even though they are consonant letters of the alphabet.

Look at these examples:

- | | | | | |
|----|------------------------|---|-----------------------|---|
| a) | He is an FRCS. | ✓ | He is an FRCS. | ✗ |
| b) | He is an HAL officer. | ✓ | He is a HFL officer. | ✗ |
| c) | He is an LCE. | ✓ | He is a LCE. | ✗ |
| d) | He is an MBBS. | ✓ | He is a MBBS. | ✗ |
| e) | That's an NGO. | ✓ | That's a NGO. | ✗ |
| f) | He is an SPCA officer. | ✓ | He is a SPCA officer. | ✗ |

Similarly, the following words begin with a constant sound even though they begin with a vowel letter of the alphabet,

A European

A university

A useful pen

'The' is used when we refer to a particular item or when we refer to an item for the second time.

Eg. *I want the red pen on your table.*

Eg. *I got a mail yesterday. The mail was from long - lost friend.*

Fill in the following suitable articles.

I was reading _____ book on tigers. The book narrated story of an FO's (Forest Officer's) heroism. He saved _____ child from the clutches of tiger.

_____ group of people went into _____ forest in a well protected jeep. Suddenly

child opened one of the doors and jumped out. Even before _____ driver could do anything he saw _____ fierce tiger rushing towards the child. He became helpless and closed the door. _____ FO, who was on regular duty, saw _____ tiger rushing towards _____ child and shot it with his gun.

COMMUNICATION

When ever we ask for information, particularly from strangers or from an information desk,

It is essential for us to be polite. Here are some useful phrases used for asking for information.

Over the Telephone

Could you please tell me...?

Could you please tell me when/where/how...?

Face - to - Face

Excuse me. Could you tell me...?

Pardon me. Could you please tell me...?

Could you tell me...?

Can you tell me...?

Do you know...?

Note : The person who gets the information always says 'Thank you' and the giver usually says 'You're welcome'.

Read the following dialogue and fill in the blanks with one of the phrases given above.

A : _____ when the Brindavan Express will arrive at the platform?

B: Well, I just heard announcement saying it's late by two hours.

B: Oh I see.

WRITING

Defining an object and writing a short description

While defining an object or a person we need to name it, classify it and state its most important characteristics. The definition structure can be explained as follows.

E.g. *A dentist is a person who takes care of people's teeth*

A pairs of scissors is a device used for cutting materials such as a paper, cloth and hair

Note that when we tend to expand the definition by giving more details, we need to add extra information to the definition, i.e. it can be expanded by stating the main characteristics of the object or concept and also by stating its use.

Eg. *Tungsten is metal which retains hardness at red heat and hence used in filaments and electric light bulbs.*

Some definitions can also follow the same features but in a different order.

Eg. *A person who takes care of people's teeth is called a dentist.*

The following definitions have their features mixed up. Rewrite them correctly.

<i>Concept / Object</i>	<i>Class</i>	Special Features
A dentist	is a place	which is used in the manufactures of cloth
Copper	is a political system	which has four equal sides and four right angles
An atom	is a planet	who takes care of people's teeth
Cotton	is a figure	which aims at public ownership of the means of production
A restaurant	is a person	where food is bought and eaten
A square	is a substance	that still has the same qualities and can combine with order
Socialism	is the smallest piece of a simple substance	substances which is easily shaped and allows heat and electricity to pass through it

Write your own expanded definitions for the following topics.

1. Watches
2. Computers
3. Teachers

SELFISH GAIN

Grammar

In English we have the simple past and the present perfect tenses. Both of them talk about completed actions. But there are a few differences.

The simple past tense is used with definite time phrase, whereas we do not state the exact time of an action with the present perfect tense.

Simple past

Present Perfect



We attended a seminar yesterday We have attended the seminar already.

Present perfect is used with words like 'sure', 'for', 'already' and 'just'.

The present perfect is also used to talk about an action that happened in the past but has some relevance to the present moment.

Example:

A: How about going for *Titanic*?

B: No, thanks, I've already seen it. (To imply, *I don't want to see it again.*)

See what the speakers imply in the following situations.

1. A: I need some hot water for a bath.

B: The heater has been repaired. (Ans: You may turn on the heater)

2. A: Can I see the manager?

B: He has left for the day. (Ans: You can't see him today.)

Note: Simple past is not used in these contexts.

Read the following sentences. Tick them if they are right and rewrite them correctly if they are wrong.

1. I have given him a book yesterday.
2. Prem has forgotten to bring his bag.
3. Sam made up his mind just now.
4. Ram has lived here for two months.
5. I would in this college since 1995.

Communication

Given below are some phrases that could be used to introduce yourself. The first phrases in the least formal and the last one is the most formal.

Hi, I am...

I'm...

My name is ... and I belong to/I am from...

The expressions below are used while introducing someone else. The first is the formal expression and the last is the most formal.

This is...

He's...

I'd like to introduce...from...

I am privileged to introduce...

I've great pleasure in introducing...

When you are introduced to someone, you could reply with one of the following phrases.

- Nice meeting you.
- Nice to meet you.
- Pleased to meet you.
- Glad to meet you.
- It's a pleasure meeting you.

Read the following snippets. Tick them if they are right. Rewrite them correctly if they are wrong. Read the background carefully before answering.

1. The General Manager of a multinational company meets the Public Relations Officer of the company.

PRO: Hi, I am Suresh

GM: I've great pleasure in introducing myself as Kevin Peterson.

PRO: Nice to meet you.

GM: I've great pleasure in meeting you.

2. Parthi and Anand have been chat pals for a very long time. They meet at the Central Station in Chennai.

Anand: I am Anand

Parthi: I've great pleasure in introducing myself as your friend.

Anand: Nice meeting you.

Parthi: I've great pleasure in meeting you.

Writing

Look at the following sentences from the text.

Smita Bhatt was just a few minutes from home on a night two months ago....

The phrase 'two months ago' helps us identify the time of the event. When narrating events in English different expressions can be used to show indefinite time as well as definite time in the past, present and future.

Notice that phrases such as "two months ago" and "in 1985" help us to recognize a definite period in time. On the contrary, phrases such as "for decades" and "many month ago" help us identify time in an indefinite way.

Writers use time indicators and time relaters to enable us to follow or write the narratives.

Time indication	Time Relaters		
	Time Before	At the Same Time As	Time After
Then Just then	Until (then) By (then)	In the mean time, At that (very) moment	Subsequently Afterwards
At that time In those days Last Thursday	Before (then) Up to that time In the weeks/ months/ years leading upto Prior to	Simultaneously All the while(etc.)	Then Next Presently After a while Later (on) In due course Eventually Finally At last In the long run(etc.)
Next Easter In 1964 At the beginning of October At four '0' clock Five years ago			

Rewrite the text below that instead of the time sequence 1948 - 1963 - 1969, it shows the sequence 1948 - 1969 - 1963

In 1948, William Shockley working in the laboratory of the Bell Telephone Company produced the first transistor. Years later, in 1963, Robert Noyce managed to put more than one transistor on the same small piece of silicon - integrating first two, then tens of transistors into complex current patterns and forming the basis of the integrated - circuit industry. Soon afterwards, in 1969, Ted Hoff, a researcher at Intel, worked out a design which, for the first time, would put the complete working of a basic computer processor on just one chip slightly less than a sixth of an inch long and an eighth of an inch wide.

LALAJEE

Grammar

Usually we can report a speaker's words in two ways. One is his /her own words as below:

Bala said "I'll be there now."

The second way would be to report what Bala said. This is called reported speech.

Bala said that he would be there then.

- The following changes are made while transforming sentences in reported speech.
- The inverted commas are removed.
- Relative pronoun 'that' is inserted after the verb 'said'.
- 'Will' is changed to 'would'
- 'Now' is changed to then.

There are some rules for changing direct speech.

Look at the table below for changes in verbs from direct speech.

Reported speech	Direct speech
Simple past: <i>play</i> Past continuous: <i>was playing</i> Past perfect: <i>had played</i> Past perfect: <i>had kept</i> Should Would	Simple present: <i>play</i> Present continuous : <i>is playing</i> Present perfect : <i>has/have played</i> Simple past: <i>kept</i> Shall Will
Direct speech	Reported speech
I you now here	he/she him/her then there

before	ago
that day	today
next day	tomorrow
the night before	last night
the day before	yesterday

In commands, the imperative verb changed into the infinitive and the verb is changed into *ask if, whether* etc.

In exclamation and wishes reported speech uses *exclaimed, wondered, applauded, wished* etc.

The people said “Long live the king”

The people wished that the king lived long.

Look at this extract from Radha’s diary and transform the sentences in direct speech into reported speech.

Today Anu said “You’re a fool!” I did not like it. So I replied. “You’re an idiot”. Mummy came and said “Don’t shout!” Anu said to her, “Shut your mouth”. Mummy become angry and beat her. Anu cried and said, “I’ll tell papa when he returns home.”

Communication

Sometimes we don’t feel happy with what the speaker has said or with something that has happened. We express our displeasure in many ways. English uses some explicit expressions of displeasure. The phrases below are used to complain or express displeasure in very strong terms:

- I would like to register my complaint... (in most formal situations)
- I am deeply disappointed at...
- I am extremely unhappy about...
- I would like to express my displeasure...

Raj is very unhappy about a few things, both in his office and at a home. Read the extract carefully and fill in the blanks choosing one of the phrases expressing displeasure.

At the office

Raj : Well Rani. There are many types in this page.

Rani : I'm sorry, sir.

Raj : _____ about it.

Rani : I won't repeat these mistakes.

At the office

Raj : Can I just talk you for a moment, Arun?

Arun : What's the matter, sir?

Raj : The coffee you brought today tasted horrible.

please get me better cup of coffee now.

Arun : I'll be back in a minute with a fresh cup, sir.

At home

Raj : Look at these curtains I bought last week from you?

Sales assistant : What happened?

Raj : The colours have faded totally.

Sales assistant : I'm sorry about it. That shouldn't have happened. Can I give you a new set?

Raj : I'd appreciate it.

Writing

When we write a paragraph or an essay, we use words to draw the attention of the reader to what we write. It's done by using signaling devices like:

The most important point to be remembered is that... at the beginning of a

The primary features/function of this equipment is... paragraph or an essay.

It is important to know that...

It is also necessary to know...

It is equally important realise that... in the middle of an essay

It is useful to summarise / conclude/enumerate what has been just said at the end of the paragraph/essay.

Fill in the blanks with one of the signaling devices.

There are differing views about rain water harvesting. _____ Is that, rain water harvesting helps in improving ground water sources. to know that it will also result in better yield in borewells and hand pumps. Therefore _____ to say that rain water harvesting is of no use.

THE FACE OF JUDAS ISCARIOT

Grammar

Look at the following pairs of words.

student – students

teacher – teachers

Such nouns that can be counted are called countable nouns.

But there are other nouns which do not have a plural form. They are uncountable nouns.

milk – milks ✗

sugar – sugars ✗

Such uncountable nouns take a singular verb.

- This news is correct.
- This news are correct. ✗

Uncountable nouns do not take 'a' and 'an' before them.

- I have a bad news for you. ✗
- I have a piece of bad news for you. ✓
- Please leave all luggages in the cloakroom. ✗
- Please leave your luggages in the cloakroom.

The uncountable nouns in English fall into five categories:

- Names of feelings and emotions
anger, love, pride, happiness, strength, faith, youth, wealth, patience, death, fear
- Names of food and substances
bread, meat, rice, butter, cotton, silk, grass, iron, steel, wood
- Names of substances made up of small particles
coffee, milk, oil, tea, oxygen, barley, flour, salt, sugar, sand, cement, popcorn
- Names of languages
Tamil, English, Hindi, Malayalam, French

- Abstract nouns

Beauty, joy, equality, helpfulness, importance, attendance, manhood

Read the paragraph written by a boy. Correct the nouns and articles whenever necessary.

My mother shows a love to me. I like it. She gives me milks, breads and waters. When I come back from schools. The Milk are good. I have breads. I play with my friend Bala and Ravi. They show their loves for me. I eat at night rices with buttermilks. Then I go to sleep.

Communication

When we do not understand the speaker, we seek clarifications. English uses a variety of expressions to seek clarification. Here are some of them.

- *I'm sorry, I didn't quite get you.*
- *Could you repeat it for me?*
- *Could you explain what you mean by...?*
- *Come again! (colloquial)*

Imagine you are taking an interview. Use the phrases given above to seek clarification in the contexts below.

Interviewer : As far as work is concerned, we have flexi hours.

Candidate : (seek a clarification on the word underlined above)

Interviewer : it simply means we do not have a 9 to 5 job. You are free to choose your work hours. All that we insist is that you put in a minimum of forty hours of work a week.

Candidate : (You did not hear the number. So ask for a clarification.)

Interviewer : I said forty hours.

Candidate : (You want to know whether you can in 10 hours of work every day and get a longer weekend

When necessary. Ask for this clarification.)

Interviewer : That's the whole purpose of flexi hours.

Writing

Usually we write a paragraph describing a scene or a product or an incident.

If a description has ideas we split the writing into more paragraphs. How is a paragraph structured?

Usually the opening sentence introduces the topic/ subject. The sentence that introduces the topic is called the *topic sentence*.

The remaining sentences elaborate the main idea of the paragraph. They are organized in a logical sequence. In order to establish link between ideas. Sentences linkers such *as, and, but, thought, although, however, on the other hand, because and as a result* are used.

Here is an example of a proper paragraph with supporting sentences:

I had a wonderful summer. First, I started sleeping in every day. I would then go swimming with my friends. I stayed up late Watching TV a lot, and I went to camp for a week. I wished my summer would never end!"

What is the topic sentence? (*Ask yourself what the paragraph is about.*) "I had a wonderful summer" is the topic sentence Everything else supports that idea. The final sentence is the concluding sentence. It sums up what the author wants to communicate in the paragraph. "I wished my summer would never end!"

Here is an example of a paragraph. That has a sentence that doesn't quite fit in. Try to find it.

Regardless of what some people may think, the desert is a beautiful place. Spectacular sunsets delight the eye. Sometimes I go swimming. The occasional quail or roadrunner dart across the sandy roads. It is a unique experience.

What doesn't belong?" Sometimes I go swimming has nothing whatsoever to do with the topic sentences that states that the desert is a beautiful place. Remove the sentence.

Now read this long passage. Underline the topic sentences. Mark the sentences that don't belong. Put them in brackets.

Henry Wadsworth Longfellow

Probably the best loved of American poets the world over is Henry Wadsworth Longfellow. Many of his lines are as familiar to us as rhymes from Mother Goose or the words of nursery songs learned in early childhood. Thumbelina was written by Hans Christian Anderson. Like these rhymes and melodies, they remain in the memory and accompany us through life.

There are two reasons for the popularity and significance of Longfellow's poetry. First, he had the gift of easy rhyme. He wrote poetry as a bird sings, with natural grace and melody. Many song birds are found in Massachusetts. Read or heard once or twice, his rhymes and meters cling to the mind long after the sense may be forgotten. Second, Longfellow wrote on obvious themes which appeal to all kinds of people. His poems are easily understood; they sing their way into the consciousness of those who read them.

Americans owe a great debt to Longfellow because he was among the first of American writers to use native themes. Columbus called the Native Americans "Indians" because he thought he had landed in the Indies. He wrote about the American scene and landscape, the American Indian ("Song of Hiawatha"), and American history and tradition ("The Courtship of Miles Standish", "Paul Revere's Ride", "Evangeline").

At the beginning of the 19th century, America was a stumbling babe as far as a culture of its own was concerned. The people of America had spent their years and their energies in carving a habitation out of the wilderness and in fighting for independence. Wood carving was a common American pastime. Literature, art, and music came mainly from Europe and especially from England. Nothing was considered worthy of attention unless it came from Europe. But "The flowering of New England", as Van Wyck Brooks terms the period from 1815 to 1865, took place in Longfellow's day and he made a great contribution to it.

CINDERELLA

What is a Tele- interview?

Many companies are faced with many applicants for the few position that they advertise. In many cases, the applicants are from different part of the country or the continent. The selection process therefore becomes rather unwieldy. It is not viable to call all the candidates for a personal interview for two reasons. Firstly it is rather unmanageable to interview as many candidates. Secondly, it is not cost effective. So, many companies interview applicants over the phone to shortlist candidates for a personal interview.

What do they Look for in a Tele - interview?

Most companies try to find answer to these questions about the candidates during the tele-interview.

- a. Is the candidate serious about a career with us?
- b. Does he/ she know well enough about us?
- c. Has he/she put in the effort to research and find out about us?
- d. How he/she put in the effort to research and find out about us?
- e. Can he/she communicate well?
- f. Is he/she currently employed? If yes, why is he/she keen quit?

Ten tips for Tele-interviews

i. Be loud and clear

Learn to speak clearly and loudly. Remember your first impression is the best impression. If the interviewer has to say 'Sorry, come again' often, you are creating a poor image. So, remember to speak up.

ii. Remember your appointment

All telephone interviews conducted at pre- appointed times. Remember your appointment and expect the call. Identity yourself while answering the call. If the interviewer has to listen to 'who's this', it leaves a poor impression about you.

iii. Choose a quiet corner

It's important that the interviewer and you hear each other well and understand everything being discussed. Choose a quiet corner in the house. If necessary, lock yourself up in a room!

iv. keep a copy of your resume ready

You must anticipate questions related to the information you have provided in your resume. So, Keep a copy of it ready. Also, if you have additional information to elaborate any of the points, make notes on your copy of the CV so that you can talk about them.

v. Anticipate question

Since you now know the nature of a tele- interview, anticipate questions and be armed with your answers. For example, if you are employed, it is almost certain that you will be asked to explain why you want to quit your present job. Be prepared to answer such question.

You may even write the questions and their answers.

vi. Answer questions honesty

If you believe that you are sitting miles away from the interviewers and they cannot see you and therefore you can afford to lie, you are mistaken. It's not only your face that betrays you; your Voice also does it very often. Do not give an opportunity to the interviewer to suspect your Answers. The slightest suspicion will lead to a lot of probing questions that you may not be prepared for. So, be honest.

vii. When thinking, share your thoughts with the interviewer

There may be occasions when you may not have a ready answer to a particular question. You May need to think for a while. In a face-to-face interview, the interviewers can read your body Language and understand that you are thinking. But when you are thinking in the middle of a Telephone conversation, it merely turns into silence. So, if you want some time to think over a Question, tell the interviewers: *'Can I take a couple of minutes to think about it?'* They will perfectly understand your need.

viii. Observe appropriate telephone manners

If you don't hear or understand a question well enough, do not ask rude questions such what or So. Use polite language. Remember not to interrupt the interviewer until he finishes speaking.

ix. Ask intelligent questions

Usually interviewers offer opportunities to the candidates to ask questions. Be prepared with your questions. Ask questions about the company, growth opportunities. If you have learn about the company's recent projects,

investments, etc., ask questions on them. This leaves a very good impression about your research abilities. You will be able to ask intelligent question if only you do a good research on the company. Most companies have their own website. That is the place to gather information about the company and its activities.

x. Take leave gracefully

You cannot impress the interview with your grace or manners. However, you can express it through your words. Do not forget to thank the interviewers for the opportunity to discuss more details for a possible employment with the company.

1. Here is the transcript of a tele-interview. Read it carefully and make notes on what things went right and what went wrong. Discuss in groups and present your views to the class.

THE SOLITARY REAPER

Grammar

Sentences are written in either the active or the passive voice. In the active voice, the subject is performing the action.

E.g. *Kalidasa wrote the play Shakuntala.*

- | | | |
|-------|---|--|
| Rani | : | Good morning, Rani here |
| Ashok | : | Good morning Ms.sen.This is Ashok calling from Delta Operations. |
| Rani | : | I've been expecting your call. |
| Ashok | : | Very good. I notice that you are doing a degree in sociology. What kind of a career are you looking for? |
| Rani | : | Well, I'm not sure Anything that comes my way. |
| Ashok | : | Do you know what the position that we have demands? |
| Rani | : | No, will you tell me more about it? |
| Ashok | : | Ok, before we talk about it, tell me what you know about Delta. |
| Rani | : | Delta is a name to reckon with in the industry. You are know for two important qualities: prompt and reliable service. Interestingly, Delta was in the news the other day. |
| Ashok | : | What about Delta? |
| Rani | : | I hear that Delta is planning to buy stakes in Falcon Services in Hong Kong and Indonesia. Is it true? |
| Ashok | : | Well, it's public knowledge now. |
| Rani | : | I also hear about a new package that you are going to announce shortly for students. |
| Ashok | : | Where did you come to know about it? |
| Rani | : | The rumor mill has it. Actually I heard CNBC speculating it. |
| Ashok | : | Do you watch CNBC regularly? |
| Rani | : | More or less. |
| Ashok | : | Do you want to ask me anything? |

Rani	:	What is the salary I can expect?
Ashok	:	Well Rani, it may be too early to discuss salary. We'll talk about it at the appropriate time. Anything else that you want to know?
Rani	:	Nothing. Do you want to know anything more about me?
Ashok	:	Why do you want to join Delta?
Rani	:	What? Mmm...mmm...ok... Why join Delta?
Ashok	:	Are you watching TV?
Rani	:	Yes, eh mmm... No, No... no... I'm not watching TV.

In this sentences, the subject *Kalidasa* did the writing (performed the action).

Whereas, in the passive voice, the subject is acted upon.

E.g. The play *Shankuntala* *was written by kalidasa*.

Which sentences do you think express the idea better? If you're are writing or talking about Kalidasa, the active voice will be a better choice because it helps to focus on Kalidasa. However, if you are writing or talking about Shankuntala, you need to bring it into the focus. That's when the passive version of the sentence will be preferred. Notice how the same piece of news gets reported in two different newspapers.

- a. TRAI *announces further cuts in STD rates*.
- b. *STD rates are cut further*

Which of them do you think is a better headline. Consider it from the point of view of readers. Most newspaper readers will be interested in the cut than in the body (TRAI) who has announced the cut. Hence the second headline should be preferred to the first. It is therefore important to choose the right voice.

The passive voice is a regular feature in formal, especially scientific, written texts. Passive is generally used when the action is important than the person doing the action.

E.g. Active : The fire bridge hauled up the boy from the well.

Passive : The boy was hauled up from the well.

The important fact is that the boy was saved. Who saved the boy is not so important. However, the person who saved the boy would become important if

it is another child because we do not expect a small child to do such heroic acts. Whereas, such actions are accepted of the fire brigade.

To change a sentence in the active to the passive:

a. Replace the active verb by matching passive – the structure of the passive verb is **be + past participle**.

b. Make the object of the active verb the subject of the passive voice.

c. Make the subject of the active sentence the agent preceded by the preposition **by** in the passive sentences (**by** and the **agent** can also be omitted)

e.g. *Bommi Naikker built the vellore fort in the 16th century.*

The vellore fort was built in the 16th century (by Bommi Naikker)

Study the following paragraph carefully. The sentences are numbered. Identify the sentences which would read better in the passive form. Rewrite after paragraph after making the changes.

(1) Satellites need their own supply of electricity if they are to transmit radio and television signals. (2) Batteries could provide this electricity. (3) However, batteries are heavy and large, and there is No room for them.(4) We can make electricity in two ways. (5) One way is to use sunlight (6) In this way, we put a special metal in the solar cells on the satellite. (7) These cells turn the energy of sunlight into electricity. (8) Another way is to use the heat from the sun or the heat from a radio-active material on board the satellite. (9) By using special metals, we can turn this heat directly into electricity.

Writing

Put together the answer for the questions in sections ‘Find the Facts’ , ‘Read between the Lines’ and ‘Read beyond the Lines’ and make a summary of the play. You may add words/phrases/sentences to link the answers.

Review

Practice the Function with Its Form

Read the table below. Note the examples given and complete the examples given and complete the table.

Sl.No	FORM	FUNCTION
1	Be warned , Prakriti these men's words are meant only to be heard and not to be practiced.	Warning
2	Remember that this fire will not die down till all that will burn is burnt to ashes.	Warning / Reminding
3	Begin your spells.	Persuading / Requesting
4	Hold out a little longer, only a little.	
5	That one wayfarer, Mother, the one and only.	
6	Can you guess how far he has come today?	
7	Then dance round the circle in your dance of invocation while I work my spells.	
8	Forgive me. Let your feet spurn afar the endless reproach of my birth.	

For Your Pleasure

Three stories are referred to in the play. Discuss these stories with your group. One member can narrate the story to the class.

- a. Story of goddess Uma doing penance
- b. Story of Shakuntala
- c. Story of Guhak in *Ramayana*

An extract from "The Conjuror's Revenge"

"Now Ladies and Gentleman", said the conjurer, "having shown you that the cloth is absolutely empty, I will proceed to take from it a bowl of gold fish – Presto". All around the hall people were saying, "Oh how wonderful! How does he do it?"

But the quick man on the front seat said in a big whisper to the people near him, "he – had – it – up – his – sleeve."

Then the people nodded brightly at the Quick Man and said, "Oh, of course," and everybody whispered round the hall, "He -had -it -up-his - sleeve."

'My next trick," said the conjurer," is the famous Hindustani rings. You will notice that the rings are apparently separate; at a blow they are joined (clang, clang, clang) - Presto!"

There was a general buzz of stupefaction till the Quick Man was heard to whisper," He- must-have- had-another-lot-up-his- sleeve".

Again everybody nodded and whispered," The-rings-were-up-his -sleeve."

The bow of the conjurer was clouded with a gathering frown." I will now", he continued," show you a most amusing trick by which I am enabled to take any number of eggs from a hat. Will some gentleman kindly lend me his hat? Ah, thank you-Presto!"

He extracted seventeen eggs, and for thirty - five seconds the audience began to think that he was wonderful. Then the Quick Man whispered along the front bench, "He - has - a - hen - up - his - sleeve", and all the people whispered it on. "He - has - a - lot - of - hens - up - his - sleeve."

The egg trick was ruined.

It went on like that all through. It transpired from the whispers of the Quick Man that the conjurer must have concealed up his sleeve, in addition to the rings, hens and fish, several packs of cards, a loaf of bread, a doll's cradle, a live guinea pig, a fifty-cent piece and a rocking chair.

The reputation of the conjurer was rapidly sinking below zero. At the close of the evening, he rallied for a final effort.

The story is incomplete. The conjurer took revenge on the Quick Man. In what way would the conjurer have taken revenge on the Quick Man? Discuss in your group and give your own conclusion to the story and complete it.

MATILDA

Reported Speech

What a person says can be conveyed to another person either in direct or in indirect speech.

When you report someone's speech in his/her own words, it is said to be in direct speech. When you report what a speaker said in your own words, it is said to be in indirect or reported speech. The speech contains a reporting clause and a reported clause.

In indirect speech you can do the reporting in indirect speech in two ways.

1. Applying the rules mechanically.

e.g. Mary said, 'Let's eat out tonight.'

a. Mary said that they should eat out that night.

b. Mary suggested that they should eat out that night.

2. Reporting in a natural way.

e.g. 'Can you put this baggage on the top berth, 'the old man asked the co-passenger.

a. The old man asked the co-passenger if he could put that baggage on the top berth.

b. The old man requested the co-passenger to put the baggage on the top berth.

In the following examples, make note of the natural way, of reporting

e.g. 'I know you worked hard to get the best result, 'said the principal.

a. The principal said that she knew that they had worked hard to get the best result.

b. The principal acknowledged/appreciated the hard work of the teachers.

Change the following into reported speech in a natural way. Make use the following verbs appropriately: advice, Admire, warns, threaten, promise, suggest, recommend, remind, refuse, instructed, declare, confirm, and agree.

a. The direct said, 'Shall I dismiss you?'

b. The beautician said, 'Carry an umbrella to protect your skin'.

- c. The priest, said ‘What a wonderful piece of work is man!’
- d. The doctor said, ‘Rest well.’
- e. My sister said to me, ‘ Take your medicine regularly.’
- f. ‘I will get you your favorite chocolate, ‘said the father.
- g. His friend said, ‘I can’t lend you my car today.’
- h. The consultant said, ‘The company may increase the bonus to the employees.’
- i. ‘Do not use cell phones inside the campus,’ says the notice.
- j. The officer says, ‘The Prime Minister visits Chennai next week.’

Note: Some word used in the direct speech cannot be so easily used in the indirect speech (e.g. growl, gasped, grunt, laugh and shout). In such cases you may use simple reporting verbs like said/ told/ asked.

Developing the skill in transforming direct speech into indirect speech will help in careers like that of journalists, news agents and news correspondence.

Writing

1. Write in your own words the letter send by Bellario to the Duke.

Begin thus:

Most honoured Duke,

Let me pay respects to you. I received your letter. As I am ill_____

In your service,

Bellarrio

2. Put together the answers for questions under sections ‘Find the Facts’, ‘Read between the lines’ and ‘Read beyond the Lines’ and write an essay. Use necessary linking words/ phrases / sentences.

Review: Making Small Talk

Imagine you are Shylock. You feel that Venetian law favours only Venetians and you have been punished for an uncommitted crime. Work in your group and let a member speak to the class about your feelings.

For Your Pleasure**Trial Time**

Read the following extract from the play *the Trial of Billy Scott*.

THE BALLAD OF FATHER GILLIGAN

Grammar

Phrasal Verbs

Verbs form combinations with prepositions or particles like around, in, off, on, out, up, etc.

They are called phrasal verbs. The meaning of a phrasal verb is different from the meaning of its separate parts.

e.g.	Phrasal Verb	Meaning
	give up	stop
	make up	compensate

Find at least five phrasal verbs in the play. Pick them out. Learn their meaning and use them to fill in the blanks in the following sentences.

1. The Government has come out with good schemes to the children affected by Tsunami.
2. Do not _____ at your wrist watch when the lessons are going on, said the teacher.
3. The host of the party waited until the last guest was _____
4. “ _____ the bills and then collect your materials, “ says the instruction board.
5. A large crowd _____ to welcome the minister to inaugurate the newly built bridge.

Writing

Expand the following points and write an essay with a suitable introduction and conclusion.

The hire purchase practice of Jack and Jill

Aunt Jane’s visit and her impressions upon materials bought in the hire purchase scheme.

Aunt Jane’s help to Jack and Jill.

The use to which the money is put.

For Your Pleasure

Can you call Jack and Jill modernity-snobs?

Read what Aldous Huxley has to say on ‘modernity-snobs’

... Modernity snobbery, though not exclusive to our age, has come to assume an unprecedented Importance. The reasons for this are simple and of a strictly economic character. Thanks to modern Machinery, production is outrunning consumption. Organized waste among consumers is the first Condition of our industrial property. The sooner the consumer throws away the object and buys another, the better for the producer. . . . The modernity-snob is the industrialists’ best friend. For Modernity-snobs naturally tend to throw away their possessions and buy new ones at a greater Rate than those who are not modernity- snobs. Therefore, it is in the producer’s interest to encourage Modernity-snobbery. Which in fact he does do, on an enormous scale and to the tune of millions and millions a year – by means of advertising. The newspapers do their best to help those who help them; and to flood of advertisement is called a flood of less directly paid – for propaganda in Favour of modernity snobbery. The public is taught that up-to-dateness is one of the first duties of

Man. Docile it accepts the reiterated suggestion. We are all modernity-snobs

(From “Selected Snobberies” by Aldous Huxley)

LAUGH AND BE MERRY

Grammar

Simple Present vs. Present Perfect

Tense indicate time. The simple tenses are more specific about when an action or state of being occurs. The perfect tenses show the time an action or state of being begins and is completed (perfected).

Simple present tense is used to refer to:

- a. present state
- b. general truth
- c. an event taking place at present
- d. present habit

Simple present has a special use in formal declarations, sports commentaries, demonstrations, etc. Present Perfect is used to refer to:

- a. past event(s) which has result in the present
- b. indefinite events in a period leading up to the present time.
- c. a habit in a period leading up to the present time
- d. a state of being leading up to the present time

In the play *Scandal in Fairyland* you find much use of present tense and present perfect.

Present tense:

e.g. *Thunderbolt accepts half the kingdom.*

He takes gold again.

Thunderbolt remains a bachelor.

Present Perfect:

e.g. *The Prince has displayed courage.*

The Prince has freed Copperland.

Find some more sentences with verbs in simple present and present perfect from the play.

1. Study the use simple present verb and present perfect verb in the following sentences.

- a. Thunderbolt is here and has gone his brave quest to slay the Ogre.
 - b. Today is the seventh day and I have breathed it into your royal ears for the seventeenth time.
 - c. The whole country hopes so sire. Have you not heard their cheers?
- 2. Find three more sentences with present tense and present perfect tense verbs and study the difference in meaning.**

REVIEW

Read the following dialogue and identify the notion/ function. The underlined forms have the following functions:

(1) Expressing agreement (2) Asking for opinion. Mark the numbers on the respective forms.

Minister . . . Prince Thunderbolt is here. . . I told you this morning.

King: Our yes, told me, did you not? Yes, yes, well uh – what do you think, Minister? Do you think we'll – er – succeed?

Minister: The whole country certainly hopes so.

Writing

Discuss in your group and write a paragraph of 150 words on the following.

1. Newspapers are not above corruption.
2. What are the fairytale elements found in the play Scandal in Fairland? In what ways does it differ from other fairytales?
3. Put together the answer for the questions in 'Find the Facts', 'Read between the Lines' and 'Read beyond the Lines' and write an essay. Use appropriate linking words / phrases.

AN INCIDENT OF THE FRENCH CAMP

ANATOMY OF MINUTES

Dilip is worried because he has to stand in for one of his colleagues and take the minutes of a meeting. He does not know how to do it. Study the following conversation between him and his colleague Gokul and see how they learn to do it.

Dilip : Gokul, I don't know anything about taking notes during a meeting or writing the minutes! Oh god! How I wish I'd listened to my English teacher and put in the effort to learn these life-skills!

Gokul : It's never too late. Let's try and recall what Shruti, your colleague, usually does in the meetings. We'll get a good idea of her routine as secretary.

Dilip : OK. Well, she passes around the attendance sheet, so she knows who is present.

Gokul : And she notes down names of people who have excused themselves from the meeting. She lists them under 'Apologies'.

Dilip: Right. She sits next to the chairman so she can give him the information he needs.

Gokul : She notes down the time the meeting begins. What else? Of course, she writes notes. She relies on pen and paper. She doesn't trust tape recorders. She has the agenda next to her when she makes notes for easy reference.

Dilip : Not just that. She always prepares an outline ... based on the agenda, with plenty of space for notes. That helps her to be ready when the group moves to a new topic.

Gokul : Well done.

Dilip : But the notes! How does one make notes? I think musical notes are easier to learn than note taking.

Gokul : Come on. It isn't such a big deal! I've had a look at Shruti's notes. She makes it very simple. She doesn't write down everything that's said in a meeting. She notes down the main ideas. She records motions and the people who moved them. She doesn't talk about the people seconding motions. Of course, she records whether motions were accepted or rejected and how the vote's taken ... by show of hands or by voice vote. They also tell you if a decision is unanimous.

Dilip : I'm sure she records abstentions too.

- Gokul** : Yes. She records decisions and notes down the items postponed to the next meeting under “tentative agenda for the next meeting’.
- Dilip** : I suppose her notes are not complete sentences.
- Gokul** : No. She only writes the key words. She also uses abbreviations.
- Dilip** : What about the minutes? How soon does she write them?
- Gokul** : Soon after the meeting, of course.
- Dilip** : Before she forgets the drift of the discussion, right?
- Gokul** : Also distribute the minutes to the members in time. They expect to receive the minutes soon after the meeting.

1. Use the information in the conversation above to fill in the blanks with suitable word/phrases

Tips for Taking notes at a Business Meeting

- a. Decide how you will take notes (_____ / tape-recorder/ laptop?).
- b. Prepare outline based on _____ Include plenty of white space below each item.
- c. Don't _____ everything that is said in a meeting. Record only main _____ (Example: Against each motion, mention who proposed a motion, not who _____ it).
- d. Record all decisions.
- e. Write the _____ words. Use _____
- f. Prepare the _____ soon after the meeting.

2. Study the notes in the three boxes below. Which of them would you consider proper ‘notes’?

A

Minutes of the previous meeting were approved by the members.

Matters arising from sales team’s report - members expressed their happiness over improved sales in the last quarter.

Budget proposals: These were examined by the members. They felt there should be an increased allocation for CRM this financial year.

Production team’s report: Members expressed satisfaction over the production team’s efforts to remove snags in the production line and hoped that henceforth there would be no production delays.

B

Minutes - OK

Sales Team Report - happy (improved sales)

Budget proposal - increased allocation for CRM

Production Team's report - happy over removal of snags.

C

Item	Comment	Decision
1. Minutes	OK	Approved
2. Rept.:Sales tm.	Happy - Imp.sales	None
3. Budget	CRM allocn - less	Review CRM allocn
4. Rept.: Producn tm.	Satisfacn	None

Tips on writing minutes of meetings.

1. Start with what meeting it is. Record date and time of the meeting.
2. List members present, and those who sent In their apologies. Start with the chair.
3. Identify the roles of people in your list (chairperson, member).
4. List agenda items in the order in which they are discussed. Don't change the item numbers.
5. List matters arising from an agenda item under it, using Roman numerals (I, II, III, IV, etc).
6. Attach relevant reports and other long documents to the minutes.
7. Write clearly and briefly.
8. Use the past tense.
9. Record resolutions in bold type font. Indent them, so they stand out.
10. At the end of the minutes, type submitted by: Sign your name next to that and enter the date.

3. Use the tips to rearrange the blocks of the minutes below. Which should come first and which should come next? Write the relevant number in the boxes against their letters.

Submitted by: xxxxxxxxxxx	a. <input style="width: 30px; height: 20px;" type="text"/>	b. <input style="width: 30px; height: 20px;" type="text"/>	<p style="text-align: center;">Agenda</p> <p>1. xxxxxxxxxxx</p> <p>2. xxxxxxxxxxx</p> <p>3. xxxxxxxxxxx</p>
<p>Members present</p> <p>Axxxxxx (Chair</p> <p>Bxxxxxxx</p> <p>Cxxxxxxx</p> <p>Dxxxxxxx</p> <p>Exxxxxxx</p> <p>Absent: xxxx cccc, ssss</p> <p>Apologies: xxx xx, vvvv</p>	a. <input style="width: 30px; height: 20px;" type="text"/>	b. <input style="width: 30px; height: 20px;" type="text"/>	<p>Item 1 :</p> <p>Item 2 : xxxxxxxxxxxxxxxx</p> <p>xxxxxxx</p> <p>Item 3 : xxxxxxxxxxxxxxxx</p> <p>xxxxxxxxxxxxxxxx</p>
e <input style="width: 30px; height: 20px;" type="text"/>	<p>Minutes of the meeting held on</p> <p>xx. xx20xx between ...</p> <p>and</p>		

4. Study the following pairs of sentences. In each pair, there is a statement/question taken from a meeting and a report of these statements/questions recorded in the minutes of the meeting. Identify the reported statement/question (a).

a. i.	X felt that changing office timings was not such a good idea.
a.ii.	I think changing office timings is a dumb idea.
b. i	I went to the general Manger at least 5 times and he wouldn't give me an answer.
b. ii.	X complained that he did not get an answer from the administration despite his repeated requests.
c. i.	X was concerned that the trade union would not take it too kindly.
c. ii.	I am worried about the trade union's reactions: they'll be gunning for us.
d. i.	I think we're heading nowhere with all this argument and counter argument. Let me put this to vote. How many of you support this motion?

d. ii.	After a full and fair discussion during which various views were expressed, the motion was put to vote.
e. i.	Let me share the reasons for this decision with you.
e. ii.	X explained the reasons for the decision.
f. i.	Through a majority vote, the members resolved as follows: Henceforth the corporate office will have flexi-time.
f. ii.	How many of you here support flexi-time? Ten of us. That's the majority view. The motion is adopted.

5. a. Study the draft minutes of a meeting. Would you say the minutes are clear and concise? If “no”, make necessary changes and improve it.

Minutes of the meeting of the sales task force held in the conference room of the company’s corporate office.

Members present:

Ram A

Sirka

Elango

Bharath

Kokila

Rama could not attend the meeting.

The meeting was called to review the action plan that the sales task force had drawn up in another meeting and to suggest ways and means of implementing the action plan in case the members decide to approve the action plan without any change or modification, minor or major.

Ram was asked to present his views on the action plan as he had been instrumental in conceiving the said plan. Ram began by greeting everyone and thanking the group for having given him the opportunity to express his views. He said that the action plan had been drawn up to give the task force a definite idea of the task ahead. He added that he was satisfied that the action plan would help them measure their achievements. At this point, Sirka interrupted him and asked him if he really felt that there was a need for the action plan. She said it sounded impressive but could achieve very little. Bharath disagreed with Sirka. He said action plans were a good way of concretizing the goals. Kokila was a silent spectator throughout this discussion. The chairman intervened to suggest that they focus on the agenda. Everyone said it was OK. Bharath felt the target “was unrealistic.” The others did not agree. Sirka felt that some words in the action plan (“brick and mortar” stores, “brand equity”) were not clear to her. Ram explained them to her. Bharath wanted to reopen the discussion on the target and deadline. The chairman demanding a discussion on the said target. The chairman asked the other members if they were OK with the idea or a discussion. They said no. But Bharath and Kokila would not drop their demand, After nearly 10 minutes of heated discussion, the members decided that the action plan was OK. Kokila and Bharath reluctantly agreed with them. Elango asked the members if they were free on Friday for another meeting. Everyone said “OH, no! Not another meeting! They eventually agreed.

Submitted by: Richa Gupta 24.4.07

b. Study another version of the minutes.

- How does it compare with the original?
- How does it compare with your version?

Minutes of the meeting of the sales task force
held on Monday 23 April 2007 between 5 and 7 p.m.

Members present:

Elango (Chair)

Ram Anand

Sirka

Bharath

Kokila

Apologies: Rama Srinivasan

Agenda: 1. Review of action plan

2. AOB

Ram Anand initiated the discussion on the action plan. He expressed satisfaction with the efficacy of the plan. After a brief but fair discussion, the members approved the plan.

It was decided that the next meeting of the task force would be held on Friday 27, April 2007.

Submitted by: *Richa Gupta*

- 6. a. Refer to your notes on the mock meeting you had conducted in the previous unit. Work in groups of three and write the minutes of the meeting.**
- b. Compare your minutes with the minutes produced by two other groups that were part of your group (A or B) in the mock meeting. Discuss and identify the better version. Make changes to your draft if you feel they are necessary.**
- c. Present your version of the minutes to the class and note down the feedback.**

Let us summarize:

A. Write in the missing tips on making notes at a business meeting:

DO's	DON'Ts
1. Decide on the tool (pen/paper? Laptop? Tape recorder?)	1. Write _____ _____
2. Prepare _____	2. Mention the ones seconding the motions.
3. Record _____	3. Use complete sentences.
4. Prepare _____	4. Delay preparing the draft minutes.

B. Complete the following tips on writing the minutes of a meeting:

● Record _____
● List _____
● Identify _____
● List and _____ and _____ using Roman numerals.
● Attach _____ _____
● Write _____ _____

A DAY'S WAIT

Negotiating: A Win-Win Approach

Study the following conversations.

A	B
<p>Ramya: Make it RS.500</p> <p>Sales Clerk: Sorry, madam. 650 is a good price. This is the only piece left, you know.</p> <p>R: Make it 550 and you have deal.</p> <p>SC: 600 is our cost-price, madam.</p> <p>R: My friend bought this for 550 from</p> <p>Lavanya's last week.</p> <p>SC: But you know our products, don't you? They come with the guarantee of excellent quality.</p> <p>R: I know. But your prices are rather steep, I must say.</p> <p>SC: Customers like you want quality, so we make sure they get nothing but the best in the market. R: Make it 575.</p> <p>SC: I'll give it you for 600. We'll just break even, but that's OK.</p> <p>R: Give it to me for 500 and I'll convince my school to buy their uniforms from you.</p> <p>SC: I guess it's OK, then. Let me have a word with the manager.</p>	<p>Manu: Anything less than 20% will be very difficult for us to accept, Mr. Jha.</p> <p>Jha: But you are free from all the production hassles. No trade union, no malfunctioning machines, no pollution control board.</p> <p>M: True, but I'm sure you'll agree there we'll get better returns if we invest this money in the market.</p> <p>M: True, but I'm sure you'll agree there we'll get better returns if we invest this money in the market. J: In today's market. We don't know how the markets will behave next year. When you invest money in our project, you're assured of getting back your investment plus a huge profit.</p> <p>M: I don't think there's a guarantee that we'll get back all our money and a profit, you know that only too well.</p> <p>J: The risk is considerably lower in this case.</p> <p>M: True. But so is the return on investment.</p> <p>J: I wouldn't say it's low. We're offering a better deal than many other businesses.</p> <p>M: What do you say to 19%?</p>

1. Which of the following statements describe conversation A? Which of them describe B?

- a. This about getting a bigger share of the profit.
- b. This is a business negotiation.
- c. The two people decide to create more value and benefit from it, so this is an **integrative negotiation**.
- d. The two people are trying to decide how to distribute the value (Who will get a better share?) so this is a **distributive negotiation**.
- e. The participants use a cooperative approach. f. The participants are competitors.
- g. This is a mutually beneficial deal, a win-win situation.
- h. Each of the two parties wants more value than the other; they want to be in a win-lose situation.

Stages of Negotiation

2. Given below are the stages/phases of negotiation. They are not in the right order. Rearrange them. Write the numbers against them.

- | | |
|--------------------------------------|--------------------------------|
| Setting and concluding | Asking and answering questions |
| Persuading your audience | Agreeing and disagreeing |
| Gathering and exchanging information | Bargaining and bidding |
| Introductions | Putting forward a proposal |

3. Study the questions below. Choose one of the three terms given here to describe them.

a. Preparing	b. Negotiating	c. Participating
--------------	----------------	------------------

- What is my objective?
- If that is not met, what are the alternatives?
- Do I deserve to have my goals met? Why?
- What will my opponent's counter proposal likely to be?
- How can I respond to this counter proposal?
- When would I like to have this issue resolved?

- What is my bottom-line?
- What homework do I need to do to back up my cause?
- What is my bargaining power? What is my opponent's?
- What do I know about the principles of negotiating?

4. Study these notes on successful negotiations. Use them to create a few tips for successful negotiations.

a. allot sufficient time	b. others to speak first	c. respect and listen
d. acknowledge, paraphrase statements	e. polite	f. attn. to body lang.

5. Study these sentences. They are often used in negotiations. List these statements under the following headings:

Showing understanding/agreement	disagreeing/rejecting	Language used in closing
---------------------------------	-----------------------	--------------------------

I agree with you on that point	I'm afraid that doesn't work for me.
It sounds like we've found some common ground.	That's a fair suggestion. Would you be willing to sign the agreement right now? Let's leave it this way for now.
I think we can both agree that...	I'm afraid I had something different in mind.
You have a strong point there.	I'm prepared to compromise, but...
I'd have to disagree with you there.	I don't see any problem with/harm in that
That's not exactly how I look at it. The way I look at it...	If you look at it from my point of view ...
I'd like to stop and think about this for a little while.	

6. Study the negotiation between Mega, PA to MD, and her boss. Would you say the negotiation went well? Why? Why not?

- Mega** : Thank you for agreeing to see me today.
- Rajnish** : OK. Well, let us get started, shall we? I can't agree to your request for a pay raise.

- Mega** : Why not? I've been here for the past four years and I'm a competent worker.
- R** : Let me be the judge of that. Anyway, I'd advise you to wait till April when pay revisions are due. M: I can't wait that long. If I don't get my pay raise from next month, I'll resign.
- R** : That's your decision. I can only tell you what we do around here.
- M** : Look. You know it isn't easy to find a replacement for me. Even if you do, you have to train the person in things you do "around here". It's going to be difficult, what with the board meeting round the corner.
- R** : Are you blackmailing me Mega? Let me tell you this. I can find a more competent PA before you pack your stuff. Not just that. I can make sure that the new PA has better morality.
- M** : What? I don't believe this! Are you calling me immoral?
- R** : You know what I mean. I don't have to repeat what I said.
- M** : Look mister, I'm going to drag you to court. Let the court decide if you have the right to interfere in my personal life for the pittance you throw at me. And I won't resign. Throw me out if you can.
- R** : Don't worry. I'll fulfill your desire to be thrown out.

7. Let us make your response more specific. Answer the following questions about this negotiation.

- a. Do the two parties try to build rapport?
- b. Would you consider Rajnish's approach cooperative?
 - Has he realized that it will take time to find a competent trustworthy PA?
 - Does he appear to have told himself "I can't afford to fire Mega now?"
 - Does he seem to have an alternative in case Mega sticks to her demand (plan B)?
- c. Does Rajnish communicate his appreciation for Mega's work?
- d. Does he empathize with her? (She's been a competent worker, working for the past 4 years)

- e. Does he try to make her see his point of view?(Company's policy)
- f. Does he try to say no politely and tactfully?
- g. Does Mega seem prepared for this important negotiation? Does she have a plan B?
- h. Does she try to present herself as a reasonable person?
- h. Does she announce her bottom-line (pay raise from next month) a bit too soon?
- i. Is she polite in her reaction?
- k. Does the negotiation last long enough?
- 1. Could the two have people avoided the situation they have now created?

8. Compare this negotiation between the same people with the earlier one. Do you think this is better? Why? Why not?

Mega : Thank you for agreeing to see me today.

Rajnish: OK. Well let us get started, shall we? I've gone through your request for a pay raise carefully. I also consulted a few colleagues on this. We felt that the company's policy cannot be violated.

Mega : I've been here for the past four years and I'm a competent worker.

R : Of course. I really appreciate that. I'm only asking you wait for a few months to get your well-deserved pay raise.

M : I see. It might be difficult for me wait that long. I'm looking at next month.

R : You're too smart not to realize the problem I'll have if I order anyone a pay raise before the annual review. I ask you to bear with us for a few months.

M : I get your point, but can't you ask the top management to treat me as a special case? You know it is not easy to find a replacement for me. Even if you do, you have to train the person in things you do "around here".

R : No one doubts your value to the company. We deeply appreciate your commitment to work. But we'll end up with a group of disgruntled staff. I know how you hate to deal with grumpy colleagues.

M : True. But don't you think the company should recognize my hard work and positive attitude? **R**: Of course. I never fail to mention that in my report. You know that.

M : Well, I'll agree to wait till April if you promise to give me the raise from next month. **R**: I'll certainly recommend that.

M : I suppose that's all right, then.

R : Thank you for your confidence in me.

9. Work in pairs. One of you will play teacher and the other, student. Those of you playing student will try to persuade the teacher to cancel the test this week. Those of you playing teacher will try to persuade the student to take the test. Prepare for the negotiation. Think of your objective, think of a plan, an alternative to your objective and ways of dealing with counter proposals. You will get 15 minutes for the negotiation. At the end of it, you should have reached a mutually agreed decision.

Let us sum up. Write down three things you have learnt from this unit.

1.

2.

3.

THE TALTRED BLANKET

Structure and sequence of contents

1. a. Study the two versions of a few technical documents. Which of them is better? Why?

1A

This website gives tips on writing well. The background section provides general information. The subsections describe the procedures generally followed. Examples have been provided. There are also links to other websites.

1B

This web site describes how to write a short business report. The primary audience is beginning business-writing students, but it should also help anyone unsure of how to present complex information in a professional setting. Each component of a short business report is defined and explained via examples, commentary, and selected links to additional resources.

2A

This document analyzes the chemical equation described on page 2. It begins with a general introduction, provides a brief background, discusses the problem, and recommends a solution.

2B

This report explains how the raw LCTV of the parent chemical is determined using the equation $LCTV(P) = DAF(P) \times RGC(P)$. It is divided into 3 parts: The objective of the PCWS model in chemical analysis, The problem with existing models of analysis, Advantages of PCYVS model and how it can be used effectively.

3A

Hot air can enter your house through tiny gaps around windows, doors, exhaust fan outlets, or any other place where hardware or fixtures penetrate the exterior surface of a building. In some residences, hidden openings can let in as much hot air as would come through a hole the size of a brick ...

3B

This report describes three ways consumers can lower their summer cooling bills: **1. Caulking and seating:** Hot air can enter your house through tiny gaps around windows, doors, exhaust fan outlets, or any other place where the exterior surface of your home is penetrated. Caulking and sealing those gaps make your home more energy efficient.

Let us make our response to these documents a little more specific. Identify the document (1A - 38) that each of these six statements refers to.

i. The writer has used short and simple sentences to make it easy for the audience to understand the message.

Technical Writing

ii. This document announces its structure in the first few sentences, making it easy for the reader to read this.

iii. This document begins by addressing the need of its audience.

iv. This document is unlikely to encourage the reader to make use of the service it promotes.

v. This document makes the reader wait for the most important parts.

vi. This document uses the inverted pyramid model of technical writing: the most important part comes first.

Tips on technical writing

2. Study these tips on technical writing. Identify the tips that are useful for writing any document. Identify the tips that are specific to technical writing. Mark them G (General) or T (Technical).

a. Keep your readers in mind while planning the document.

b. Organize the document carefully.

c. Announce the structure of the document; especially if it is a long document (indicate the sections/ subsections, etc.)

d. Follow a uniform style of numbering the sections/subsections.

e. Use an easy and effective layout. f. After you have composed the document, read it carefully and rephrase any confusing/inaccurate sentences.

- g. Make judicious use of specialist words in your document; avoid them if your document is likely to be read by non-specialists also.
- h. Start with the purpose you have written the document for (findings, recommendations etc) don't make your audience wait for it.
- i. Carefully label diagrams, charts and tables so that the reader can quickly refer to them.
- j. Carefully separate facts from interpretations/opinions.
- k. Proofread the document to check its spelling and grammar.
- l. Don't mix styles; don't jump from a formal impersonal style to an informal style.
- m. Avoid cliches and stock-phrase.
- n. Carefully select the information to ensure you do not give too much information.
- o. If it is a very important document, get it read by someone before submitting it/sending it.

3. Study the following pairs of texts. Which of them is accurate and easy to read? Why?

1A

When the triangle wave is negative, the inputs to the opAmp are grounded in single-point, and the input signal is inverted. This inverted signal produces a double-frequency wave of the same amplitude as the input.

1B

When the square wave is negative, the inputs to the opAmp are grounded in single-point, and the input signal is inverted. This produces a double-freauency wave of the same amplitude as the input.

2A

We found a solution that can be displayed on the oilloscope.

2B

We found a solution. The solution can be displayed on an oscilloscope.

3A**3B**

a majority of	most
a number of	many (how many?)
subsequent to	after
in order to	to
in view of the fact that	because, since
based on the fact that	because
due to the fact that	because
during the course of	for the purpose of
while	for
with regard to	about, concerning
in the event that	if
so as to	to
take into consideration	have the capability to
consider	can

4A

To set up this notebook, you must take the following steps. Push the dual latches mounted on top of the computer outward to release the top-monitor assembly. Move the top/monitor assembly to an acute angle with the unit's base. Push the release button on CD Drive F away from you to release the drive.

4B

To set up this notebook computer, do the following:

1. Push the dual latches mounted on top of the computer outward to release the top / monitor assembly.
2. Move the top/monitor assembly to 45 degrees in relation to the unit's base.
3. Push the release button on CD Drive F away from you to release the drive.

5A

The design uses an integrated circuit (Ic) JFET operational amplifier in the input stage to minimize the number of components.

5B

The component count of the circuit is kept minimal with the use of an integrated circuit (Ic) JFET operational amplifier in the input stage.

Readability of technical documents

2. Study the following tips on writing a readable technical document. The texts above 11A - 58) illustrate these tips. Match the tip with the pair of texts that exemplifies the tip.

- a. Avoid ambiguous reference. Use a pronoun only when the idea it refers to is very clear.
- b. Split long, complex sentences and connect them using appropriate connecting words (and, but, that)
- c. Say less. Avoid using two-words/a long phrase when one word can communicate your message.
- e. Use a bulleted/numbered list wherever possible.
- d. Use strong action words. Avoid using a noun where a verb is more effective. E.g. **x** The creation of a protective layer around the capsule is important. It is important to create a protective layer around the capsule.

What constitutes technical writing?

5. Which of the following would you consider “technical writing”?

- a. Reporting Research Findings
- b. Simple Technical Information Report
- c. Technical Specifications
- d. Technical Evaluation Reports
- e. Technical Recommendation Reports
- f. Technical Manuals and Instructions
- g. Email requesting information about a particular aspect of an experiment
- h. Report presented to the shareholders of a company

6. Study the titles and sections from two versions of the same report presented to a college administration. Which of them will tempt the administrator to read? Why?

A

The automation of our library

- a. The present system
- b. Need for change
- c. Proposed method
- d. Data storage
- e. Information management
- f. Information transfer
- g. Cost comparisons
- h. Recommendations

B

Automation for increasing the efficiency of our college library

- a. How our library works now
- b. Why automate the library?
- c. Choosing the Local Area Network - complexity, level of technical support requiremen!
- d. Creating custom data entry mechanisms
- e. Maintaining and organizing data
- f. Inter-library loan - electronic mail, and fax
- g. Costs and functional effectiveness
- h. Automation - a prerequisite for any research library

Let us sum up.

A. List the documents we can call “technical writing” ._____

B. List the features of a good technical document.

THE EYES ARE NOT THERE

Purpose of cover letters

1. Match the tips for writing, cover letters with the reasons for them.

Tips	Reasons
a. Address it to a specific person, not “to whomsoever it may concern”.	i. It is likely to present you as a careless individual.
b. if you know someone in the company, ask	ii. It is important to make the letter brief.
c. Include information about yourself that is not in the resume. Don’t repeat the information in the resume.	iii. It shows you are a goal-oriented person. one who knows what he/ she is looking for.
d. Find out what the company needs and tell them how you can help them.	iv. if the company knows that you may not be available if the other is delayed, they will contact you soon.
e. End the letter with a request to email you.	v. It will create a sense of familiarity.
f. Double-check the letter before you send it. Make sure there are no spelling errors or grammatical inaccuracies.	vi. It shows that you have little knowledge of/ interest in the company.

2. Study the following lines from a few cover letters. Which of them is likely to win the writer an interview? Why?

- a. “Why should I be given this job? Well, for starters, I don’t have a job.”
- b. “Please help me put my IT degree to some good use!”
- c. It is with great interest that I am applying for the position “Software Engineer”.
- d. I think you will agree that my blend of IT and managerial skills make me the ideal candidate for the job.
- e. Congratulations on bagging the contract for the modernization of International Airports!

3. Comment on these words often used in cover letters. Do you think they serve any purpose? Do you think it is better to give specific examples of achievements?

Accomplished (adj)	Goal-oriented	Quality-conscious
Ambitious	Hard-working	Reliable
Competent	Independent	Resourceful
Detail-oriented	Innovative	Result-oriented
Determined(adj)	Knowledgeable	Self-motivated
Efficient	Motivated	Successful
Experienced	Meticulous	Team player
Flexible	professional	well-organized

4. Study a few pairs of sentences from cover letters. Which of them is grammatically correct? Why?

- | | |
|----|---|
| a. | 1. I obtained my B.E. Degree from MIT, Chennai in 2005.
2. I have obtained my B.E Degree from MIT, Chennai in 2005. |
| b. | 1. I worked in BIMS Technologies since May 2004.
2. I have been working in BIMS Technologies since May 2004. |
| c. | 1. I am having 10 years' experience as a network administrator.
2. I have ten years' experience as a network administrator. |
| d. | 1. I work here since August 2000
2. I have been working here since January August 2000. |
| e. | 1. I have been associated with the project since six years.
2. I have been associated with the project for the past six years. |

5. Compare two cover letters which of them is likely to get the attention of the reader and the desired result Why?

<p>A</p> <p>Dear sir/madam</p> <p>Enclosed please find my resume. I understand that there are vacancies for programme analysts in your reputed company. I wish to apply for the same. I am an M.Sc in computer science (56.7%) and I know Tamil and Malayalam. I have also received several awards in carnatic music.</p>
--

If selected sir, I will do my best to contribute to the growth and development of your company. I am a sincere worker and a team player. I am willing to relocate, since I am a bachelor. Thanking you, Yours faithfully (Vivek)

B

Dear Mr. Purushotam,

I learnt from your website that you are looking for programme analysts. I would like to be considered for this position.

I have the skill sets you require for the job and I am confident that I can contribute significantly to your projects in the fields of health and insurance. I have done a course in business communication offered by the British Council, so I know how to handle virtual meetings.

I would like to work with you for two reasons. I have heard from my friend Thirumal (Validation) that you have a great working atmosphere. I also like to gain experience in the fields you have pioneered.

I have enclosed my resume for your consideration. I would appreciate an opportunity to meet you in a formal interview.

Your sincerely

(Ramakrisnan)

Let us sum up. Fill in the blanks with suitable words to complete the notes on this unit.

1. Your cover letter is your potential employer's first introduction to your _____ so take time to draft it.
2. Find out who will _____ the letter and address it to that person.
3. Describe your _____ achievement and how it relates to the _____
4. Explain why you would be a good _____ to the company.
5. Request _____ the to call or mail you.
6. Make sure your cover letter is free of _____ and _____ errors.

AN ASTOLOGER'S DAY

Word Stress

In English words are made up of combinations of sounds. For example *son*, *boy*, *crack*, *train*, *friend* - all these words have one syllable. They are *monosyllabic* words

There are other words with more than one syllable. Eg. *above* and *order*, which have two syllables a-bove, *la. bJ\v I*, or-der *I'J: . da/*. In the first word *above*, *-I* is weak and the second syllable *I bJ\v I* is said to receive stress. In *order* *I'J:daI*, *I'J:j* is stronger than *I da I* and therefore *I'J:j* is said to receive stress.

In an English word with more than one syllable, one of the syllables is pronounced with greater force than the other (s) and this syllable is said to receive stress.

In several English words with many syllables, more than one syllable may be prominent. For example in the word *communication* *Ika-mju-m-keI- In/*, the penultimate (last but one) *IkeI* is said with greater stress than others and is said to receive *primary stress*. However, the second syllable *Imju* is second in terms of the degree of importance and is said to receive *secondary stress*. ' : .••

Primary stress is marked before and above the syllable /' *ti:tf a I*, while secondary stress is marked before and below the syllable /ka-'mju-m-'keI- *In/*

However, please note that a combination of greater breath force (stress), length of the vowel in a syllable and pitch change work together to make a syllable more prominent than other syllables.

1. Listen to the following words and identify the number of syllables. Mark primary stress. (on CD; Track 3)

Eg. the word *angel* has two syllables and the primary stress is on the first syllable.

a. interest	k. bottomless
b. reservation	l. cowardice
c. electricity	m. ability
d. entertain	n. atrocious

e. intonation	o. sympathetic
f. important	p. opportunity
g. teacher	q. notorious
h. categorical	r. dictatorial
i. management	s. grammatically
j. collector	t. accommodation

In words that have been derived from a root word, there may be a shift in stress. For example, a' cademy - aca' demic - acade' mician

2. Find the stress shift in the following words. (on CD; Track 3)

Eg. 'advertise - ad' vertisement

a. examine	k. aroma
b. photograph	l. grammar
c. politics	m. analysis
d. responsible	n. alphabet
e. energy	o. athlete
f. microscope	p. cylinder
g. apology	q. drama
h. irony	r. diplomat
i. philosophy	s. history
j. catastrophe	t. Science

In English there are a number of disyllabic words in which word stress depends upon whether the words are used as nouns/adjectives or as verbs. In the case of nouns/adjectives, the stress is on the first syllable as in 'conduct and if it is used as a verb, on the second syllable as in con 'duct

3. In the following words show how the change in the stressed syllable can alter the word from a noun/adjective to a verb and vice versa. (on CD; Track 3)

a. contact	k. desert
b. minute	l. record
c. object	m. discount
d. export	n. suspect
e. import	o. extract
f. perfect	p. protest
g. present	q. survey
h. convict	r. misprint
i. produce	s. insult
j. console	t. compound

Compound nouns are made up of two separate words and are often written as two words. Eg. *credit card* Sometime: they are written as a single word, ego *toothpaste* and sometimes the words are joined by a hyphen. Eg. *cross-section*. In thes words, the primary stress is usually on the first syllable.

4. Mark the stress in the following compound words. (on CD; Track 3)

Eg. 'Postman

- | | |
|---------------|--------------------|
| a. blackbird | f. hairbrush |
| b. bookshelf | g. earthquake |
| c. lunch hour | h. girlfriend |
| d. weekdays | 1. air conditioner |
| e. footprint | j. grandparents |

Some compound words ending with *-ever* and *-self* have the stress on the second part.

Eg. How'ever, when'ever, my'self, him'self.

There are other compound words where both parts are stressed, with the primary stress on the second part and the secondary stress on the first.

E.g: .post'graduate

5. Mark stress on the following compound words. (on CD; Track 3)

Example : ,home' made

a. broken down	k. vice-chancellor
b. stress related	l. far-reaching
c. whoever	m. bad-tempered
d. rush hour	n. long-distance
e. daylight	o. warm-blooded
f. earthworm	p. underground
g. afternoon	q. overnight
h. blackboard	r. second class
1. Stone age	s. backache
j. three-dimensional	t. outfit

Weak forms

In connected speech the following words become weak.

Articles

A

An

The

Auxiliary Verbs

am have

are is

can must

could shall

does was

do were

had will

has would

Prepositions

At of

For to

From

Conjunctions

And that

As but

Than

others

be Sir

been some

he there (indefinite adverb)

her us

him we

his were

me who

not you

she

Sentence Stress

In connected speech, only words carrying meaning are stressed. These words are nouns, main verbs, adjectives and adverbs. Other grammatical words which do not normally receive stress are the following:

Articles such as *a* and *an*

Auxiliary verbs such as *be, am, is, was, are, were, has, have, had, will, would, may, might, shall, should, can* and *could*

Prepositions such as *in*, *if* and *to*

Conjunctions such as *and* and *but*, pronouns *he*, *she*, *they*, *you*, *we*, and *us*;
Demonstratives, such as *this*, *that*, *these* and *those*.

6. Listen to the following sentences.

- a. 'Revathy is a 'beautiful 'girl.
- b. I may 'visit 'England this 'summer.
- c. I 'ran a 'race.
- d. I 'want to 'buy a 'book.
- e. Have you 'met my 'brother?

7. In the following sentences mark the words that are generally stressed.

- a. It rained last night and the roads are wet and slippery.
- b. The dog is barking outside.
- c. All the machines are in perfect order.
- d. Here is a pair of earrings for you.
- e. Cruelty to animal should be punished.
- f. They plan to go on tour next summer.
- g. There is an old man waiting for you downstairs.
- h. The flower show is drawing large crowds.
- i. I will try to explain it to him.
- j. The library will be open from seven to five.

In connected speech, when many syllables are prominent only one will receive the primary or tonic accent. This is usually the last prominent syllable.

Eg. I 'lost my 'bunch of 'keys.

Words 'lost', 'bunch' and 'keys' are stressed and the tonic accent is on 'keys'.

8. Mark stress in the following sentences and point out the syllable that receives tonic accent in each of those sentences

- a. He deserves the first prize.
- b. She doesn't understand you.

- c. Have they any chance of success?
- d. She is trying to avoid meeting them.
- e. You can come at five.
- f. Where did you get your new coat from?
- g. The vegetable shop sold only local produce.
- h. Go and get me a glass of water.
- i. They offered him a very good job.
- j. She speaks English fluently.

The choice of the syllable receiving primary accent depends on the meaning the speaker wants to convey.

9. Listen to the following sentences. The tonic syllable is indicated.

- a. I 'want' you to do it. (Tonic stress on 'you')
- b. 'I want you to' do it (Tonic stress on 'I')
- c. I 'want you to' do it (Tonic stress on 'do')

10. Say the following sentences with different tonic syllables to convey different meanings.

- a. She is beautiful.
- b. Meet the Principal at ten in the morning.
- c. Why don't you do it right away?
- d. I've never read anything so interesting.
- e. I would love to live in Britain.

Summery of the Text

UNIT - 1
PROSE
THE GOLDEN TOUCH
(Nathaniel Hawthorne)

Summary

It is an interesting story which says excessive desire for wealth very often leads to discontent and misery. King Midas was very greedy for gold which brings about unhappiness in his life. Because of his greed, he lost his only daughter. Later, he regained his peace of mind and contentment by overcoming his weakness.

The author of the story was Nathaniel Hawthorne, a great American novelist who wrote a number of novels and other works of which the finest one is 'The Scarlet Letter' published in 1850.

THE SELFISH GIANT

Summary

It is an interesting story which explains how the life should be. In this story, it is explained about a giant which was very rude in the beginning and after some sort of happenings, it realized about the importance of love in life. Then the giant has a love on its garden and children. Finally, there has been a description about the death of the giant with the feelings.

LALAJEE

Summary

Lalajee is a pen portrait which speaks about a touching instance of a simple Indian merchant showing his gratitude to an English man who has helped him in his hour of dire need. Jim Corbett first met Lalajee at Mokamech Ghat when he was affected by cholera. Lalajee narrated his past. Once he was a flourishing grain merchant. Then he made the mistake of taking an unknown man as his partner. The business went on well. But one day when he returned from a long journey he found that his partner ran away deserting him. He became poor and had to seek employment. For ten years he worked for seven rupees a month. He was on his way from Muzafarpur to Gaya on his master's business. He was taken ill in the train. He stayed with Corbett for about a month. Jim Corbett gave him five hundred rupees to start business. Lalajee was very much moved and promised to return the money within one year. Before expiry of one year to the surprise of Corbett, Lalajee came back now as a flourished merchant. He returned five hundred rupees. This story brings out the gratitude of a man to an English man who helped him when he was in

financial crisis.

THE FACE OF JUDAS ISCARIOT

Summary

This is a story of a man's fall. A great artist is painting a mural on the life of Christ. He completes the picture except for the Christ child and Judas Iscariot. He wanders long in search of models for these important figures. In an obscure corner of the city, he comes across his model for the Christ child: a twelve-year old boy with face of an angel. A model for Judas is still missing. Years later he finds his man in a tavern: a miserable drunkard whose face carries the marks had himself posed for the Christ child in the picture. The sudden realization of the tragic change fills with horror and remorse, Bonnie Chamberlain tells his story with superb skill. He develops it with the accent on the master paint and his devotion to his art. Towards the end, however, he upsets this pattern. The artist and the picture suddenly fade out and our attention is reverted on the remorse-stricken model brooding over the miserable degradation of his life.

CINDERELLA

Summary

Cinderella is a beautiful fairy tale. Cinderella was a beautiful girl. She had a stepmother and two step sisters. They treated her cruelly. Once, the prince of the country arranged for a ball and the step sisters gone leaving Cinderella at home. She was crying. The fairy godmother appeared. She changed Cinderella into a beautiful princess. The god mother changed a pumpkin as a beautiful coach. She changed mice as beautiful horse. A large black rat was changed as a horse man. She was given a prettiest glass slippers in the world. She allowed to go on a condition that she would return before the stroke of twelve because after midnight the coach would become pumpkin, horse would change as mice and the coach man as black rat.

Everyone including the prince was attracted by Cinderella. Her stepmother and sisters could not recognize her. She danced with the prince. When she was taking the prince and others she heard the clock strike a quarter to twelve. She immediately left and reached home safely. The next also she attended the ball. At the first of twelve she rushed out and the prince was amazed. While she was running out of the palace, she missed one of her slippers. The king's son wanted to find out he lady, who missed the slippers. He ordered that slippers should be fitted on the foot of every lady in the kingdom. He would marry the lady whom it fitted best. All the ladies

including the two sisters tried in vain. It fitted Cinderella best and she became the princess.

UNIT - 2

POETRY

THE SOLITARY REAPER

Summary

This lyrical ballad presents a profound thought in brilliant but simple language. Wordsworth is known to have said that this poem was inspired by a song he once heard being sung by a woman reaping alone. This is another instance of how Wordsworth perceived human beings and nature in perfect harmony. The poet's impression of her song is even better than that of cuckoo and the nightingale. The poet is so awestruck by the song that he remembers it even after it was heard no more.

MATILDA

Summary

Matilda was a mischievous girl. She used to tell dreadful lies which would make one gasp. Her aunt's attempts to change her were in vain. Just for fun she summoned the fire Brigade saying that there was a fire. In the course of time, people began to disregard her calls. One day, fire broke out really and her shouts for help fell on deaf ears. At the end she died.

THE BALLAD OF FATHER GILLIGAN

Summary

This is a simple poem which describes an incident that had taken place in the life of Father Gilligan, a Jesuit priest. The people of his parish were down with epidemic. They died in groups and the father was tired because he had to pray their souls night and day without rest. Once while taking rest the Father was sent for. But he did not go as he was tired. He fell asleep. When he got up, he was reminded of the man and rushed to his house. But to his surprise he was told by his wife that the man died peacefully when the Father left after praying. The Father knelt and prayed to God who had come in his absence and who took pity on him the least of things asleep upon chair.

LAUGH AND BE MERRY

Summary

An interesting poem which teaches the man to accept life as it is. Man should be contented with what he has and should not always cry for the moon. He must learn to treat both pleasant and unpleasant experiences equally. The primary idea of creation is happiness and sorrow or unhappiness is a passing thing. What is lasting and universal is joy.

AN INCIDENT OF THE FRENCH CAMP

Summary

Poet of this poem is Robert Browning. Here he explained about the country and he said about the French camp incident in it. By this we can know how the poet has believed on his country. He was very much proud to be a soldier and he said about the death for his country.

UNIT - 3
SHORT STORIES

A DAY'S WAIT

Summary

Schatz, a small boy, was ill with fever. Thermometer read a hundred and two. Doctor who attended on him prescribed some medicines for him assuring the father that was nothing to worry about and that he would be well soon. The doctor left the father. The father gave him the medicines and sat boy's side to read to him pass time. The boy was restless and inspite of the medicine could not sleep. The father went out to return after a while. The boy was still awake. His fasce wore a worried look. He was given the next dose of medicine. He took it asking his father whether it would do him good. Again he was read to by the father. The boy suddenly asked when he was going to die. The father was shocked. He assured the boy that a hundred and two is not fatal. The boy said that would certainly kill him. The father laughed loudly and explained how the Celsius and farenheit were different scales and explained how latter the nomal temperature is ninety eight. The boy's epression disappeared.

THE TATTERED BALNKET

Summary

The story is about an old mother, Kamala a widowed sister and Gobi the son the old lady. Gobi was employed in new Delhi. He had not only stopped visiting his mother but also stopped even writing letters. Kamala managed the situation. She used to write letters to the old lady in the name of Gobi so that the old lady should not be dejected by the behavior of her son. After 5 years Gobi had come to meet the mother. The mother whose memory had failed owing to age could not recognize him. She wanted a new blanket to protect her from winter. The sister was shrewd enough to find out the inner motive of her brother. She had found out that Gobi had come not out of love to see his mother and sister. Then, Gobi came out with the truth that he had come to collect money by settling his share as he found it very diffiult to manage the family. The sister found fault with her brother that he did not have love

for mother. For that he replied that Amma had not remembered. But the sister snubbed him by saying whether he remembered his mother.

THE EYES ARE NOT THERE

Summary

In this story the author expressed his feelings of his blindness. He is a half blind person. He continued his journey in the train. There he met a nice girl. He interacted with her but he didn't show that he was blind. Both were interacting. He was very much eager to see her. But he could not do so. After leaving her, the author asked the other passenger who had seen her and then he came to know that her beautiful eyes were there but it was not useful. Yes, she was also blind.

AN ASTROLOGER'S DAY

Summary

An astrologer's day is a typical description of a roadside astrologer. By the practice and by guess work he made predictions. He charges three paise per question. One day he met a strange man. He asked the astrologer to say about him. If his predication was correct he accepted to pay five rupees if not he has to give three paisa to the stranger.

The astrologer accepted for the deal. At that moment, he saw the stranger's face clearly. The astrologer started his predication that he was put to death in a well when he was young and he was in search of that man who tried to murdered him. The stranger was astonished. Then the astrologer said that the man was dead in a lorry accident and he said to the stranger never travel towards north. The stranger gave a handful of coins and went away. The astrologer said to his wife that he was free from his worries because he ran from his village due to a murder but that man was not dead. And then the astrologer went to sleep.

UNIT - 4

ONE ACT PLAY

THE INFORMER

Summary

The play is a unique comedy. It is a portrayal of the psychology of a school master and his wife. They were against Nazi Movement. They were afraid that they would be arrested. They doubted their son to be a member of the Hitler Youth Club, and a spy in the house. There is a knock at the door and the couple trembled at the prospect of arrest by the Police escorted by their son. But to their surprise their son comes in carrying a bag of chocolates he had bought with the ten cents given earlier by this mother.

THE TRIAL SCENE FROM THE MERCHANT OF VENICE

REMEMBER CAESAR

Summary

Remember Caesar is a lightly comedy 'Much Ado about Nothing'. Lord Weston, a self-centred judge, finding in his pocket a crumpled piece of paper with the words Remember Caesar scribbled on it, is at once reminded of the soothsayer's words 'beware the ideas of march' in Shakespeare's play Julius Caesar and imagines it is a warning that he would soon be assassinated. Curiously enough, it happens to be the 15th of March and he expects the attempt at assassination to be made in the course of the day. The play centers round the ridiculous efforts made by the panic-stricken judge to secure himself against what he considers an imminent catastrophe. The theme is handled so skillfully that the audience is kept in a state of breathless till the truth about the scrap paper is revealed at the end of the play. The contrast between the conceited, pompous Weston who takes a morbidly serious view of the matter and the light-hearted but sensible lady Weston who is obviously used to her husband's explosive reaction to trivialities, provides much fun.