



# ENGLISH YUVAKBHARATI

Standard - XII



# The Constitution of India

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

**Fundamental Duties- It shall be the duty of every citizen of India—**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by G.R. No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4  
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# ENGLISH

# YUVAKBHARATI

(Compulsory English)

## Standard XII



**Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune.**



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Download DIKSHA App on your smartphone. If you scan the Q.R. Code on this page of your textbook, you will be able to access full text. If you scan the Q.R. Code provided, you will be able to access audio-visual study material relevant to each lesson, provided as teaching and learning aids.



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## The Constitution of India

### Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā  
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā  
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,  
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē  
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,  
Jaya jaya jaya, jaya hē.

## PLEDGE

India is my country. All Indians  
are my brothers and sisters.

I love my country, and I am proud  
of its rich and varied heritage. I shall  
always strive to be worthy of it.

I shall give my parents, teachers  
and all elders respect, and treat  
everyone with courtesy.

To my country and my people,  
I pledge my devotion. In their  
well-being and prosperity alone lies  
my happiness.

## Preface

Dear Students,

Let me welcome you all to this very important and life transforming year of Standard XII. You will be embarking on your voyage to achieve your heart's desired goal. In the vision and mission of your life English will definitely be playing a very significant role. It is a pleasure to hand over this textbook **English Yuvakbharati** for Standard XII which will be helpful in shaping the course of your life.

In this age of globalization, the world has become a small place. Borderless nations and cultural integration makes English language a very strong means of bonding and communication. 21<sup>st</sup> century is an era of innovation, industry and enterprise. With the revolution in ICT, there is inundation of information. A host of unbelievable career opportunities are available for you. You have been groomed with the basic knowledge of English till Std X. We have started imparting advanced knowledge of English language from Std XI and this year's textbook is a step forward. This year we will be teaching you to use English for different purposes. Mind mapping, Statement of Purpose, Drafting Virtual Messages and Group discussions are the new additions. This textbook caters to the needs of this techno savvy generation. Along with the intellectual pursuits you would also require the life skills to negotiate through this complex world. The skills of English language learning would prove to be a catalyst in fast forwarding your career objectives.

The diligent selection of the prose and poems in the textbook would equip you with the 21<sup>st</sup> century skills like developing your critical thinking, working in collaboration, enhancing your communication, fostering creativity, inculcating values and life skills like flexibility, humility leadership, initiative, productivity and social skills. Each of our prose and poem is a lesson of life. While thinking with your heads, you should also be trained to think from your hearts. Literature is a mirror of life. This book has a beautiful combination of the classics and the contemporary. The philosophies therein mould one's character. This year we have introduced the genre of Novels. You would get familiar with the technique of novel writing and different aspects of novels like story, plot, characters etc. Literature is a source of pleasure and entertainment. All the lessons and poems here will take you on a special journey of life and these experiences would prepare you to face the challenges you would encounter in future. They help in realizing the human potential.

The activities in the textbook would facilitate learning. The Q.R. Code is an additional help. Useful audio-video teaching-learning material given in the text will be available through the Q.R. Code. It will be definitely useful for your studies. Additional resources also have been suggested in the book which would gear you to learning to learn and seek information and gain knowledge.

Do share your views about the textbook.

Happy learning! Wish you all the best in your studies!



(Vivek Gosavi)

Director

Maharashtra State Bureau of Textbook  
Production and Curriculum Research, Pune.

**Pune**

**Date :** 21 February, 2020

Indian Solar Year :

Phalgun 2, 1941

## For Teachers –

### On a voyage to the new realms

Hello Friends!

This year we would be on a voyage to different realms of imagination, understanding and perception. Uptil now this journey has been undertaken by many people like you and me but as the generation changes the same things appear in a different light. Our awareness, our education, our knowledge, our culture shapes our perception. Today's students who belong to a very modern and techno savvy era need to be equipped thus to enable them to sail through smoothly in this complex and challenging world. The flood of information through internet has already set them riding high on waves but they need to be taught how to steer on and negotiate the tides of challenges.

Focusing on the holistic development of the students, ensuring that they will be taught 'learning to learn.' We have a big role to play. As far as our subject English is concerned we have to follow the skill based and constructivist approach wherein the first and foremost thing is we must not only teach the text but instill in the students the urge to seek information and gain knowledge on their own. Do not give them a fish to eat, teach them fishing so that they can fend for themselves throughout their life. Let them struggle with the text, analyse, interpret, reason out things. Do not give them readymade answers. You should guide them; motivate them so that they arrive at the answers. Answers again are not important, how they arrive at those answers is much more important.

Every child is different and hence his learning capacity would be different. It is our duty to see how we cater to the needs of different students. Some learn by listening, some by doing projects, some understand it learning through their peers hence our teaching and learning methodology includes, using audio-visual aids, working in pairs and groups, doing projects along with traditional mode of teaching. Our classes are interactive.

**Listening Skill-** You should provide as many listening opportunities as you can. The more the input of the English Language the more will be the output. Listening is the most neglected skill in many of our schools. Make judicious use of mother tongue to explain difficult concepts and switch over to English as soon as you can. You should be resourceful enough to provide varied learning experiences to the students. The prose and poems give ample scope for listening. Many of the prose and poems are available on the internet-you-tube. Make use of the ICT to make your lessons interesting.

**Speaking Skill-** Friends, we have seen that many of our students are able to write but when it comes to speaking, they lack confidence. Provide them opportunities to speak in the class. The textbook provides areas wherein discussions can be done in the class. You can make them speak in pairs and groups and also build in them confidence to express their views and opinions, through participating in a debate or delivering a speech. The text provides ample contexts to initiate discussions. Take help of A1 activities in brainstorming for Oral Examination.

**Reading Skill-** Along with the prose and poems, this year with the introduction of the genre of 'Novels' the students would be taken into the fantastic world of literature. Literature gives you life experiences. The students should be encouraged to read the text individually too. You should give a model reading of the lessons and poems, they should be taught the



correct pronunciation. The students should develop a love for reading.

**Writing Skill-** Students have already been taught email writing, report writing and blog writing. This year we have moved ahead and have taken up summarizing, note-making and note-taking in detail and have introduced Personal Statements, Mind mapping, Drafting Virtual Messages and Group Discussion. Though group discussion is a speaking skill it has been included in the writing skill too as students are expected to learn dialogue writing. In group discussions there would be views and counter views too hence it is an integrated written activity. The technique has been taught in the respective unit. After the Std XII exams students need to apply to various universities in India and abroad. Samples of Personal Statements, explaining how to tailor one's achievements is given in the unit. Virtual messages teach expressions in brief.

**Language Study-** The grammar items are a revision of all that has been covered till standard XI. The text gives you the opportunity to teach new words and their usage. Different vocabulary techniques are given for your enrichment.

**Prose Section-** We inculcate values and life skills through the classics and masterpieces in literature. Writings of R.K.Narayan, A.G.Gardiner, Virginia Woolf, Pico Iyer, O'Henry have been included to teach wit and humour, astuteness and ingenuity, etiquettes, manners, social skills, self realization, love for nature, search for identity, self esteem, adaptability, perseverance, determination, broadening of outlook etc. There is an enriching combination of stories, essays, articles, travel writing, adventure writing, and inspiring biopic too. This being an age of ICT and internet a very useful informative text on Big Data has been included. This will give a larger perspective of the modern life to the students.

**Poems Section-** An interesting collection of poems are really soul stirring. Poems of Walt Whitman, Robert Southey, Dilip Chitre, Sarojini Naidu, W.H.Davies, Mamang Dai and Lord Byron would give you a taste of different cultures, different people, different philosophies which would mould the students' perception of life. We should make the students realize that whether people are from the east or west they are human beings and human beings are humane and life is precious.

**Novels-** E.R Braithwaite novel 'To Sir, With Love' has a theme of student-teacher relationship, prejudice and racism, Jules Verne's novel 'Around the world in Eighty Days' is full of adventure and excitement and 'The Sign of Four' by Sir Arthur Conan Doyle is a mindblowing detective novel. You just need to make the best use of this interesting text to teach English.

The Ice breakers introduce the text, the Brainstorming enables full comprehension of the text. Activity based questions foster critical thinking. The margin activities help in pondering over the questions which arise while doing the text. Q.R code has been provided in the textbook. Useful links and suggestions have been given after every lesson.

Lets gear up to go on board and navigate the sails to our advantage.

Bon Voyage!

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## Statements of Competencies - English Yuvakbharati (Compulsory English) Standard XII

### Listening

- ◆ Listen actively and attentively with comprehension and respond accordingly to lectures, talks, conversations, news-bulletins, interviews, debates and discussions.
- ◆ Enjoy and critically appreciate a variety of literature as well as recorded lectures, pod casts, songs, movies, skits and plays.
- ◆ Get an exposure to a wide range of vocabulary through listening exercises.
- ◆ Acquire global understanding of literary and non-literary audio texts.
- ◆ Develop an ability to listen for specific purposes.
- ◆ Develop a skill of note-taking while listening.
- ◆ Understand different intentions like irony, sarcasm, wit and humour depending on the tone of the speaker.

### Speaking

- ◆ Use English fluently and correctly in day-to-day communication.
- ◆ Recite poems with correct pronunciation, intonation and stress.
- ◆ Speak with acceptable pace and pronunciation.
- ◆ Speak coherently, fluently, confidently and intelligibly on a given topic for a reasonable period of time with appropriate gestures, body language and intonation.
- ◆ Respond to questions orally.
- ◆ Make oral presentations on a given topic.
- ◆ Narrate and read aloud stories, events and experiences in standard English.
- ◆ Compere programmes.
- ◆ Use standard English according to formal and informal context.
- ◆ Express effectively in group discussions, interviews, debates, elocutions and extempore and speech competitions.
- ◆ Use digital media (live chats, interviews, zoom meetings, video conferencing, webinars, Skype) for communication.
- ◆ Give instructions, make complaints, give suggestions, make enquiries, give compliments orally or through IVRS.
- ◆ Analyse critically the writer's point of view and express it clearly.

### Reading

- ◆ Read in order to find the intention and attitude of the writer.
- ◆ Read aloud to understand the literary piece and appreciate it.
- ◆ Adopt different reading strategies such as skimming scanning, predicting, inferencing etc. depending on the type of texts and the purpose of reading.
- ◆ Read for pleasure, information and knowledge.
- ◆ Read to understand the obvious meaning of the lines of a poem and also the subtle meaning between the lines.
- ◆ Relate and evaluate the information based on one's previous knowledge and develop further insights.
- ◆ Read comparative literature and get insights into other cultures and their value systems.
- ◆ Read to express effectively while making spoken and written communication.

- ◆ Read different comprehensive passages in order to understand career path in various streams such as food, technology, medicine, paramedical, administration, design, fashion, engineering etc.
- ◆ Develop the habit of reading periodicals, research journals, reference books and web-graph for authentic information.
- ◆ Read for complete comprehension in a specific time.
- ◆ Read to prepare for career opportunities and higher studies.
- ◆ Read to develop excellence in wide variety of diction, syntax and semantics.
- ◆ Read to express analytical and critical responses.
- ◆ Read extensively to develop interest in different forms of literature and variety of writings from all over the world.

### Writing

- ◆ Write correctly, coherently, concisely, clearly and completely.
- ◆ Write notes based on the given text in order to summarize and express his/her own point of view.
- ◆ Use of simple as well as complex expressions.
- ◆ Make use of language study skills to write short and long dialogues, passages etc.
- ◆ Express one's own thoughts, feelings, emotions and ideas by using appropriate language with suitable examples.
- ◆ Write an appreciation of a poem.
- ◆ Compose and write a poem / lines independently.
- ◆ Use quotations, idiomatic expressions etc appropriately in writing.
- ◆ Write short reports on news, interviews, visits and functions.
- ◆ Report an event by choosing an appropriate format. For example: news report and journal writing.
- ◆ Write scripts for advertisements for radio and TV broadcasts, You Tube and online publishing and make use of ICT effectively.
- ◆ Use functional grammar effectively in writing.
- ◆ Comment on different genre of writing in his/ her own words.
- ◆ Write a wide variety of code-mixing, word register etc.
- ◆ Write figurative language in sentences.
- ◆ Written presentation of spatial or visualised ideas containing vivid images and expressions.
- ◆ Writing running dictation, anecdotal notes etc. while listening to a speech, commentary, documentary etc.
- ◆ Write notes on various situations like introducing a speaker, giving vote of thanks, farewell, expressing condolence.
- ◆ Write formal letters, applications and emails.
- ◆ Attempt creative writing in different forms—stories, poems, dialogues, jokes etc.
- ◆ Attempt writing in different styles using different literary devices.
- ◆ Review a book, film, a TV programme, plays etc.
- ◆ Use different techniques to make writing more effective.
- ◆ Write blogs to reach out to the maximum number of people.
- ◆ Compare and contrast : one's own experiences with those of others.
- ◆ Review and correct his/her own work as a matter of habit.

## Study Skills

- ◆ Develop self-motivation and concentration.
- ◆ Develop planning and organization of material.
- ◆ Planning the process of studying.
- ◆ Increase active participation in learning process as well as classroom situations.
- ◆ Enhance reading techniques and process in a comprehensive way.
- ◆ Use mind mapping, finding relevant context and note-making.
- ◆ Develop the concept of creating memories.
- ◆ Develop a critical approach to writing.
- ◆ Research through available resources.
- ◆ Apply information communication technology in presentation of data / content.
- ◆ Participation in 'Activity Based Learning' by–
  - Analyzing • Comparing/Contrasting • Defining • Describing
  - Discussing • Distinguishing • Evaluating • Examining • Explaining
  - Interpreting • Justifying • Stating • Summarizing • Questioning...etc
- ◆ Analyze critically extracts from prose, poetry, short stories, films, plays, concerts etc.
- ◆ Evaluate intra-personal and inter-personal skills.
- ◆ Raise self-awareness levels of intra and inter-personal intelligences in order to be involved in more collaborative activities while studying.
- ◆ Interpretation of data, facts, information published in mass media.
- ◆ Learn how to become an efficient individual and collaborative learner.
- ◆ Use kinesthetic skills in preparing models, visuals, charts, diagrams etc.

## Language Study

Students at this stage need better sentence construction skills, vocabulary building and usage.

Language study forms the foundation of a language. Revision of the following points will enable students at + 2 stage in building self-confidence and achieving fluency in all the four skills of listening, speaking, reading and writing.

Use of the thesaurus and etymology needs to be introduced.

1. **Parts of Speech** : Verbs (main/auxiliary/modal, transitive/intransitive) gerund, finite/infinite verbs, participles; time, tense, phrasal verbs, adjectives, adverbs, prepositions, determiners-articles
2. **Sentence structure** : Types of sentences – simple, compound, complex, statements (positive/negative), questions, imperative, exclamatory, transformation of sentences (framing questions, negatives, voice, reported speech, joining sentences)
3. **Vocabulary and word building** : Synonyms, antonyms, homonyms, word register, root word, prefix, suffix, connotation, denotation, collocation, derivatives, compound words, minor processes of word building : blends, introduction to thesaurus.
4. **Speech**: Pronunciation, syllables, stress, intonation, rhyme, rhythm, accent etc.
5. **Figures of Speech and stylistic devices** : Simile, metaphor, personification, apostrophe, hyperbole, euphemism, antithesis, irony, pun, onomatopoeia, alliteration, consonance, synecdoche, metonymy and ambiguity.
6. **Phrases, idioms, proverbs, maxims and their usage** :
7. **Functional grammar** : Editing, omission, finding errors, common gaffes. (errors)

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## SECTION ONE

NO.	TITLE/TYPE OF THE TOPIC	VOCABULARY/ LANGUAGE STUDY/ POETIC DEVICES	WRITING SKILLS	EXTENSION ACTIVITIES/ PROJECT	VALUES/ LIFE SKILLS
1.1	An Astrologer's Day	Code mixing, Word Usage	Draft a speech Expansion of an idea	Reading short stories as a form	Wit and Humour, Astuteness, Ingenuity
1.2	On Saying "Please"	Collocations, Register, Articles, Prepositions, Change the voice	Drafting a speech Expansion of an idea	Reading essays as a form Career opportunities with the help of Soft Skills	Etiquette and Manners, Introspective spirit, Humility
1.3	The Cop and the Anthem	Word Power, Affirmative and Negative Sentences	View – Counterview Conduct an interview	Reading stories as a form Career opportunities in social field	Self-realization, Redemption, Morality
1.4	Big Data- Big Insights	Idioms and Phrases, Degrees of Comparison Use of 'as well as', 'either ... or'	Write dialogues for Group Discussion Conduct an interview	Career/ Job opportunities in Clinical, Data Management, Data Operations and Research	Information and Communication Technology skills, Media literacy, Technology literacy
1.5	The New Dress	Synonyms, Tenses	Character sketch Expansion of an idea	Reading the collection of books, Career opportunities in fashion designing, dress designing, textile and garment industry, etc.	Self-esteem, Search for identity, Sociability
1.6	Into the Wild	Phrases, Not only... but also, Change the voice	Conduct an interview Write a report, appeal, Mind Mapping/design	Career opportunities in forest, wild life, tours and travels, geology etc.	Problem-solving, Love for Nature and wild life, Adventure, Acceptance of challenges
1.7	Why we Travel	Adjectives, Phrasal verbs, Infinitive	Write an email	Reading books of great travellers, Career opportunities in travel and tourism	Adaptability, Broadening of outlook, Cultural Integration
1.8	Voyaging Towards Excellence	Phrases, Register, Primary and Modal Auxiliary Verbs, Clauses	Write a Flyer	Reading books	Motivation, Perseverance, Hard Work, Self -confidence, Determination

# SECTION ONE

## 1.1 An Astrologer's Day

### ICE BREAKERS

- Discuss with your partner and complete the activity.

What are your strengths ?

Strengths	Why do you feel so?	Dream career
painting and drawing	can visualise, express	commercial artist, cartoonist
.....	.....	.....
.....	.....	.....
.....	.....	.....

- The scene in a local market of a village/town/city is very attractive. People with different occupations sell their wares. Discuss with your partner the variety of activities at the local market.

1. selling flowers, selling grocery
2. ....
3. ....
4. ....
5. ....

- In a village /town /city it is quite a common sight to see an astrologer sitting by the roadside with his professional equipments.

Discuss with your partner and list the requirements for his trade.

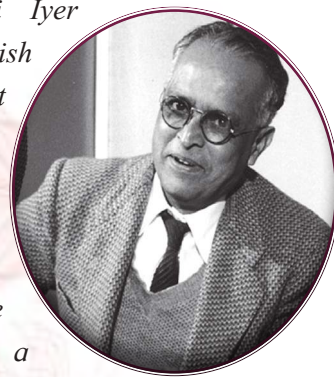
1. parrot, cards etc.
2. ....
3. ....
4. ....
5. ....

- There are certain unreasonable beliefs among people living in our society.

Certain common events are linked with superstitions. List such events, discuss the superstitions linked with them and the means of their eradication.

1. A cat crossing your path
2. ....
3. ....
4. ....
5. ....

**R. K. Narayan (1906 to 2001)** Rasipuram Krishnaswami Iyer Narayanaswami is one of the best known novelists among Indian English writers. He is the author of fourteen novels, five volumes of short stories, and a number of travelogues, and has a collection of non-fiction to his credit. He also has written his memoir 'My Days' (1975). Narayan has created the imaginary town of Malgudi, where realistic characters in a typically Indian setting lived amid unpredictable events. His stories are grounded in compassionate humanism and celebrate the humour and energy of ordinary life. His stories are characterized by a simple style and subtle spirit.



Narayan was introduced to American readers in 1952 by the Michigan State University Press. These include, 'Swami and Friends', 'The Bachelor of Arts' (1937), 'The Dark Room' (1938), 'An Astrologer's Day and Other Stories' (1947), 'Mr Sampath' (1949), 'The Financial Expert' (1954), 'Waiting for the Mahatma' (1955), 'The Guide' (1958), and many other books.

His novel, 'The Guide', won him The Sahitya Akademi Award in 1961, the most coveted literary honour in India. His writing is distinguished by humour and unoffending irony, a unique Indianness and a simplicity which is utterly charming and authentic. Narayan typically portrays the peculiarities of human relationships and the paradoxes of Indian daily life. His style is graceful, marked by genial humour, elegance and simplicity.

## An Astrologer's Day

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

**cowrie** : a sea animal

**obscure** : difficult to understand

**mystic** : Something that relates to supernatural powers and is not easily understood.

**palmyra**: a kind of palm

**resplendent** : bright, dazzling and impressive

**enhanced**: increased



crowd was always moving up and down this narrow road from 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, managed without lights of their own. It was a **bewildering** crisscross 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 others than he knew what was going to happen to himself next minute. He was as much a 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** guesswork. 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 human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three **pies** per

**vociferousness** : being loud and noisy

**dallied** : wasted time just hanging around

**enchantment** : magical effect or charm

**bewildering** : confusing, baffling

**shrewd** : good at judging people, clever

*If the astrologer had stayed in the village then he would have carried on*

*The astrologer could understand the problem in five minutes. How?*

*Guess the meaning :*  
• pies

*How could the astrologer tell the person about his life ?*

**impetuous** : impulsive  
**endeared** : made likeable

**paraphernalia** : a large number of small articles used in a particular activity or personal possession

**piqued** : irritated, annoyed or resented

*Guess the meaning :*

- tilting
- bluffing

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, maybe 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 nuts vendor blew out his flare and rose to go home. This was a 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 worthwhile...” 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 semidarkness 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?”

**cheroot** : a cigar

**Guess the meaning of :**

- glimpse

**jutka** : horse-driven cart

**disgorge** : yield or surrender under pressure

**incantations** : supposedly magical words

**haggling** : bargaining

*The man was left  
for dead because*

**Guess the meaning :**

- passer-by
- peep
- overwhelmed
- groaned

**gratified** : pleased, satisfied

“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, **overwhelmed** by enthusiasm.

“When shall I get at 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 next train and 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 stranger 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 a 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?”

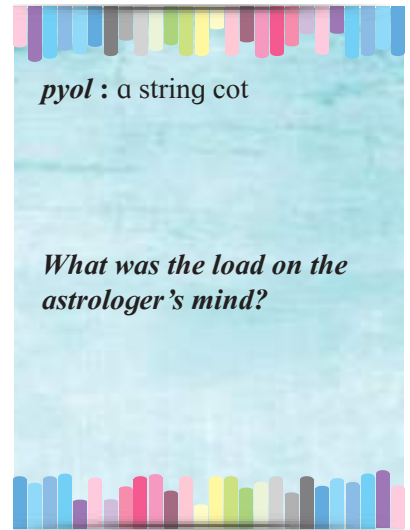
“Nothing.”

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 him!”

“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*.

- R. K. Narayan



## BRAINSTORMING

**(A1) (i) Given below are some descriptions. Discuss them with your partner and find out one word for each of them. An example is given for you.**

(a) The scientific study of the universe and the objects in it, including stars, planets, nebulae and galaxies

- **Astronomy**

(b) The study of the movements of the planets, Sun, Moon, and Stars in the belief that these movements can have an influence on people's lives

.....

(c) A prediction of what will happen in the future

.....

(d) Scientific discipline that studies mental states and processes and behaviour in humans and other animals

.....

**(ii) In the story we are told that the Town Hall Park was a remarkable place in many ways for the astrologer to build his business. Discuss it in a group and list the exceptional qualities of the place.**

A surging crowd .....

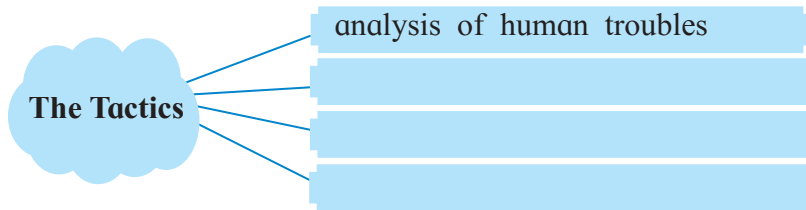
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**(iii) The astrologer never opened his mouth till the other had spoken for at least ten minutes. Discuss the reasons behind his act.**

- (a) He is good at reading the people.
- (b) .....
- (c) .....
- (d) .....

**(A2) (i) The tactics used by the astrologer to earn his wages are...**



**(ii) An astrologer’s appearance helps to create an impression on his clients. Complete the following.**

<ul style="list-style-type: none"> <li>(a) The turban on his head</li> <li>(b) .....</li> <li>(c) .....</li> <li>(d) .....</li> </ul>
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**(iii) Read the following sentences and choose the correct one.**

- (a) The astrologer says that if Nayak does not leave his village again, he would –
  - (1) return the money
  - (2) not face danger
  - (3) go back home and stop looking for the man who tried to kill him
  - (4) not find the killer.
- (b) According to the narrator the astrologer’s success in his profession is primarily due to –
  - (1) luck
  - (2) the bargains he drives
  - (3) his appearance
  - (4) his understanding of people.
- (c) The story suggests that the astrologer’s comments and observations please people by –
  - (1) promising them success and good fortune
  - (2) proving, as time passes, to have been true
  - (3) flattering them or supporting their own views
  - (4) helping them to learn to solve their own problems.

- (d) Guru Nayak consults the astrologer because he wants to –
- (1) understand the past
  - (2) find out who the astrologer is
  - (3) make some money through a bet
  - (4) get the answer to a specific question.
- (e) Guru Nayak is looking for the man who tried to kill him –
- (1) to take revenge
  - (2) to get an apology
  - (3) to demand an explanation
  - (4) to prove that the man was unsuccessful.
- (f) The astrologer's remark makes Guru Nayak feel all of the following except–
- (1) relieved
  - (2) suspicious
  - (3) impressed
  - (4) disappointed.
- (g) Reactions of the astrologer's wife to his news suggest that she –
- (1) was unaware of his past
  - (2) has been worried about his safety
  - (3) has known him since he was young
  - (4) is concerned about her future with him.

**(iv) Read the following sentences and find out True and False sentences. Correct the False sentences.**

- (a) The astrologer gave a correct prediction to the client about his past that he was stabbed, thrown into a well and left for dead.
- (b) When the astrologer came to know that the man whom he killed is alive he felt that he was relieved of his guilt.
- (c) The astrologer tried to back out of the deal and talked about the client's past.
- (d) The astrologer rescued himself from Guru Nayak's revenge.
- (e) The moral of the story is that we must be responsible about what we have done and should not run away from our mistakes.

**(v) The astrologer has changed his appearance and his persona when he arrived in the city. Give specific reasons.**

**(vi) 'The darkness load that was inside the astrologer has disappeared'. Through this sentence, explain the significance of the title 'An Astrologer's Day'.**

- (vii) The astrologer feels relieved to know that Guru is not dead as it reduces a great burden from him. Critically justify the statement and explain it.
- (viii) The astrologer wins/gets the sympathy of criticism of the reader in the end. Express your opinion with the support of the main story.
- (ix) If we have to eradicate the superstitions and other ill practices from our society, what steps would you like to suggest?
- (x) In the story, astrologer has a great listening power. Listening helps in developing good relations with people. Express your opinion.
- (A3) (i) In the story, the following characters reveal their qualities through words and actions. Pick out the words that describe them from the box and write in the appropriate columns.

shrewd	clever	suspicious	gullible
arrogant	demanding	antagonistic	quarrelsome
overconfident	manipulative	skeptical	mystical
smart	caring	protective	sharp
rational	mean	intuitive	aggressive
worried	cunning	humanistic	impetuous

Astrologer	Guru Nayak	Astrologer's wife
(1) shrewd	manipulative	caring
(2) .....	.....	.....
(3) .....	.....	.....
(4) .....	.....	.....

- (ii) Match the suffixes with the words and make nouns. One is done for you.

Word	Suffix	Noun
auction	able	auctioneer
enchant	ure	
know	ment	
prepare	eer	
proceed	ance	
appear	ledge	
remark	tion	

- (iii) 'An Astrologer's Day' has ironic elements where the astrologer pretends to have 'supernatural knowledge' that coincidentally turns out to be the truth. Irony means a situation or statement characterized by a significant difference between what is expected and what actually happens, or between what is understood and what is meant.

Find out the examples of irony from the story and write them down. One has been done for you.



- (a) He knew no more of what was going to happen to others than he knew what was going to happen to himself the next minute.
- (b) .....
- (c) .....
- (d) .....

**(iv) In the story, many Indian words are used.**

- ‘Cowrie shells’. This is an example of **code-mixing**.

**Find out other such words from the story and write them down.**

.....

.....

.....

**(v) There are some phrases where the word crown is used with different shades of meaning. Use the following phrases to complete the sentences meaningfully. One is done for you.**

**crowning achievement, To crown the effect, crown of thorns, crowning glory, to crown it all**

**To crown the effect, he wound a saffron-coloured turban around his head.**

- (a) The works of Shakespeare are the ..... of English drama.
- (b) Amitabh has given us awesome movies throughout five decades. But his ..... is his performance in the movie ‘Black’.
- (c) In her pursuit of success, Radha has distanced herself from her family. Her fame has become a real .....
- (d) They threw a wonderful party for me with costumes, games and ..... my favourite kind of ice cream.
- (e) Medical science has great inventions, but organ transplantation is definitely a ..... for human beings.

**(A4) (i) Word Usage**

**Use the words given in the brackets and rewrite the sentences.**

- (a) The power of his eyes was considerably enhanced. (enhancement)
- (b) He had a working analysis of mankind’s troubles. (worked)
- (c) He knew what was going to happen to himself next minute.(happening)
- (d) If you find my answers satisfactory, will you give me five rupees? (satisfaction)
- (e) He shook his head regretfully. (regret)

- (f) It was a bewildering crisscross of light rays. (bewildered)
- (g) “I should have been dead if some passer-by had not chanced to peep into the well,” exclaimed the other, overwhelmed by enthusiasm. (enthusiastically)
- (h) You tried to kill him. (killing)
- (i) I will prepare some nice stuff for her. (preparation)
- (j) The other groaned on hearing it. (heard)

**(A5) (i) Prepare a speech on Science and Superstitions.**

**(ii) Read the following proverbs. Share your views and expand the ideas.**

- (a) Actions speak louder than words.
- (b) The face is the index of the mind.
- (c) Speech is silver and silence is golden.
- (d) Argument is the worst kind of communication.
- (e) Attitudes are the real figures of speech.
- (f) The wise man has long ears and a short tongue.

**(A6) (i) Bill Naughton has written a collection of wonderful stories which you can read in his book ‘The Goal Keepers Revenge and Other Stories’. Read all the stories and discuss their theme/s with your partner.**

**(ii) Read R.K. Narayan’s humorous collections of short stories and novels. Here are some titles you can read.**

- (a) ‘Under The Banyan Tree’
- (b) ‘The Doctor’s Word’
- (c) ‘Lawley Road’
- (d) ‘A Horse and Two Goats’
- (e) ‘Gateman’s Gift’

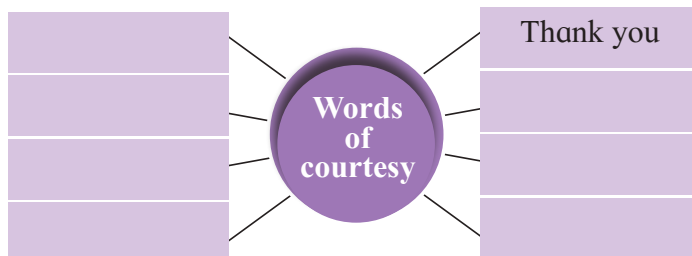
**(A7) Surf the internet and find out the career opportunities in Astronomy.**



## 1.2 On Saying “Please”

### ICE BREAKERS

- List the words of courtesy that we use in our daily life. Discuss them with your partner and explain the purpose of using each.



- Listed below are a few character traits of people. Some are positive traits, while others are not. Tick  the ones you feel are desirable.

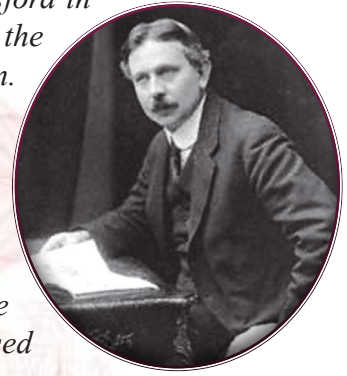
Characteristic traits		Characteristic traits		Characteristic traits	
Conniving	<input type="checkbox"/>	Aggressive	<input type="checkbox"/>	Boastful	<input type="checkbox"/>
Insensitive	<input type="checkbox"/>	Scheming	<input type="checkbox"/>	Humble	<input type="checkbox"/>
Sly	<input type="checkbox"/>	Wise	<input type="checkbox"/>	Servile	<input type="checkbox"/>
Humorous	<input type="checkbox"/>	Egoistic	<input type="checkbox"/>	Territorial	<input type="checkbox"/>
Naive	<input type="checkbox"/>	Manipulative	<input type="checkbox"/>	Patronising	<input type="checkbox"/>
Benevolent	<input type="checkbox"/>	Rude	<input type="checkbox"/>	Generous	<input type="checkbox"/>

- Etiquette and manners are very important for a person to live in the society. Read the following and put them in proper columns.

- To receive phone calls while you are in a lecture or class.
- To knock before you enter your Principal’s office.
- To thank the person who offers you tea or coffee.
- To be polite and courteous to others.
- To leave the classroom without the teacher’s permission.
- To occupy the seats reserved for ladies or physically challenged or elderly people on a bus or a train.

Appropriate	Inappropriate
1. ....	1. ....
2. ....	2. ....
3. ....	3. ....

**Alfred George Gardiner (1865 to 1946)** was born at Chelmsford in Essex in 1865. He started his literary career as a journalist. At the age of 37, he was appointed editor of the Daily News, London. Under the pseudonym (pen name) 'Alpha of the Plough', he made regular contributions to the Daily News, The Manchester Evening News etc. His essays are uniformly elegant, graceful and humorous. 'The Pillars of Society', 'Pebbles on the Shore', 'Many Furrows and Leaves in the Wind' are some of his best known writings. His uniqueness lies in his ability to teach the basic truths of life in an easy and amusing manner. He raised the question of morality in everyday life.



In, *On Saying "Please"*, he points out the value of good manners in social life and emphasizes the importance of courtesy and politeness in daily behaviour. He shows how polite speech and manner sweeten the atmosphere around and how discourtesy and ill manners spoil or pollute it.

## On Saying "Please"

The young lift-man in a City office who threw a passenger out of his lift the other morning and was fined for the offence was undoubtedly in the wrong. It was a question of "Please." The complainant entering the lift, said, "Top." The lift-man demanded "Top-please," and this concession being refused he not only declined to comply with the instruction, but hurled the passenger out of the lift. This, of course was carrying a comment on manner too far. **Discourtesy** is not a legal offence, and it does not excuse **assault and battery**. If a burglar breaks into my house and I knock him down, the law will acquit me, and if I am physically assaulted, it will permit me to **retaliate** with reasonable violence. It does this because the burglar and my **assailant** have broken quite definite commands of the law. But no legal system could attempt to **legislate** against bad manners, or could sanction the use of **violence** against something which it does not itself recognize as a legally punishable offence. And our sympathy with the lift-man, we must admit that the law is reasonable. It would never do if we were at liberty **to box** people's ears because we did not like their behaviour, or the tone of their voices, or the scowl on their faces. Our fists would never be idle, and the gutters of the city would run with blood all day.

I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be **haughty**

a lift-man is a person who

**discourtesy** : lack of courtesy, rudeness

**assault and battery**: an attack which includes not only threats but also the actual use of violence

**retaliate** : do something bad to someone who has done something bad to you

**assailant** : an attacker

**legislate**: make a law or laws

**violence** : action or feeling that causes damage, unrest etc.

**to box** : fight with the fists (closed hands)

**haughty**: having a high opinion of oneself and often a low opinion of others

or **boorish** and there is no penalty to pay except the penalty of being written down an ill-mannered fellow. The law does not compel me to say “Please” or to attune my voice to other people’s sensibilities any more than it says that I shall not wax my moustache or dye my hair or wear ringlets down my back. It does not recognize the **laceration** of our feelings as a case for compensation. There is no allowance for moral and intellectual damages in these matters.

This does not mean that the damages are negligible. It is probable that the lift-man was much more acutely hurt by what he regarded as a slur upon his social standing than he would have been if he had a kick on the shins, for which he could have got a legal **redress**. The pain of a kick on the shins soon passes away but the pain of a wound to our self-respect or our **vanity** may poison a whole day. I can imagine that lift-man, denied the relief of throwing the author of his wound out of the lift, **brooding over** the insult by the hour, and visiting his wife in the evening as the only way of restoring his **equilibrium**. For there are few things more catching than bad temper and bad manners. When Sir Anthony Absolute **bullied** Captain Absolute, the latter went out and bullied his man, Fag, whereupon Fag went out downstairs and kicked the page-boy. Probably the man who said “Top” to the lift-man was really only getting back on his employer who had not said “Good morning” to him because he himself had been **henpecked** at breakfast by his wife, to whom the cook had been **insolent** because the housemaid had “answered her back”. We infect the world with our ill-humours. Bad manners probably do more to poison the stream of the general life than all the crimes in the **calendar**. For one wife who gets a **black eye** from an otherwise good-natured husband there are a hundred who live a life of martyrdom under the shadow of a **morose** temper. But all the same the law cannot become the guardian of our private manners. No **Decalogue** could cover the vast area of offences and no court could administer a law which governed our social civilities, our speech, the tilt of our eyebrows and all our moods and manners.

But though we are bound to **endorse** the **verdict** against the lift-man, most people will have a certain

**boorish:** rude, uncultured

**laceration:** (here) a cut or tear

*Guess the meaning :*

• redress

*Explain the sentence :* *The pain of a kick... poison a whole day.*

**vanity:** pride

**brooding over :** thinking anxiously or sadly about something

**equilibrium:** balance

**bullied:** threatened

Sir Anthony Absolute.... page boy : This amusing incident is described in Act III, Sc.1 of ‘The Rivals’ 1775, a comedy by Sheridan. Sir Anthony is Captain Jack Absolute’s father, and Fag is the son’s servant.

**insolent:** very rude

**calendar:** (here) a calendar of causes arranged for trial in court

*Guess the meanings :*

• henpecked

• black eye

• endorse

**morose:** unhappy

**Decalogue:** The Ten Commandments

*Why is it not possible for the law to become the guardian of our private manners?*

**verdict:** judgement

*How can we keep the machine of life oiled and running sweetly?*

**intercourse:**  
communication,  
conversation

**resentment:** anger

**ordeal:** difficult or painful  
experience

*The public owes to the Underground Railway Company because*

.....

.....

**knave:** a dishonest person  
*According to the conductor, what are the stale old tricks ?*

sympathy with him. While it is true that there is no law that compels us to say "Please", there is a social practice much older and much more sacred than any law which enjoins us to be civil. And the first requirement of civility is that we should acknowledge a service. "Please" and "Thank you" are the small change with which we pay our ways as social beings. They are the little courtesies by which we keep the machine of life oiled and running sweetly. They put our **intercourse** upon the basis of a friendly co-operation, an easy give-and-take, instead of on the basis of superiors dictating to inferiors. It is a very vulgar mind that would wish to command where he can have the service for asking, and have it with willingness and good-feeling instead of **resentment**.

I should like to "feature" in this connection my friend, the polite conductor. By this discriminating title I do not intend to suggest a rebuke to conductors generally. On the contrary, I am disposed to think that there are few classes of men who come through the **ordeal** of a very trying calling better than bus conductors do. Here and there you will meet an unpleasant specimen who regards the passengers as his natural enemies - as creatures whose chief purpose on the bus is to cheat him, and who can only be kept reasonably honest by a loud voice and an aggressive manner. But this type is rare - rarer than it used to be. I fancy the public owes much to the Underground Railway Company, which also runs the buses, for insisting on a certain standard of civility in its servants and taking care that standard is observed. In doing this it not only makes things pleasant for the travelling public, but performs an important social service.

It is not, therefore, with any feeling of unfriendliness to conductors as a class that I pay a tribute to a particular member of that class. I first became conscious of his existence one day when I jumped on to a bus and found that I had left home without any money in my pocket. Everyone has had the experience and knows the feeling, the mixed feeling, which the discovery arouses. You are annoyed because you look like a fool at the best and like a **knave** at the worst. You would not be at all surprised if the conductor eyed you coldly as much as to say, "Yes, I know that stale old trick. Now then, off you get." And

even if the conductor is a good fellow and lets you down easily, you are faced with the necessity of going back, and the inconvenience, perhaps, of missing your train or your engagement.

Having searched my pockets in vain for stray **coppers**, and having found I was utterly penniless, I told the conductor with as honest a face as I could assume that I couldn't pay the fare, and must go back for money. "Oh you needn't get off: that's all right," said he. "All right," said I, "but I haven't a copper on me." "Oh, I'll book you through," he replied. "Where d'ye want to go?" and he handled his bundle of tickets with the air of a man who was prepared to give me a ticket for anywhere from the Bank to Hong Kong. I said it was very kind of him, and told him where I wanted to go, and as he gave me the ticket I said, "But where shall I send the fare?" "Oh, you'll see me some day all right," he said **cheerfully**, he turned to go. And then, luckily, my fingers, still wandering in the corner of my pockets lighted on a shilling and the account was **squared**. But that fact did not lessen the glow of pleasure which so good-natured an action had given me.

A few days after, my most sensitive toe was trampled on rather heavily as I sat reading on the top of a bus. I looked up with some anger and more agony, and saw my friend of the cheerful **countenance**. "Sorry, sir," he said. "I know these are heavy boots. Got 'em because my own feet get trod on so much, and now I'm **treading** on other people's. Hope I didn't hurt you, sir." He had hurt me but he was so nice about it that I **assured** him he hadn't. After this I began to observe him whenever I boarded his bus, and found a curious pleasure in the constant good-nature of his bearing. He seemed to have an **inexhaustible** fund of patience and a gift for making his passengers comfortable. I noticed that if it was raining he would run up the stairs to give someone the tip that there was "room inside". With old people he was as considerate as a son, and with children as **solicitous** as a father. He had evidently a peculiarly warm place in his heart for young people, and always indulged in some merry jest with them. If he had a blind man on board it was not enough to set him down safely on the pavement. He would call to Bill

**coppers** : coins of low value

**cheerfully**: happily

**squared**: settled

**trampled on** : crushed under feet

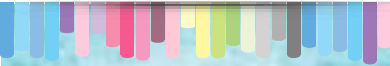
*Guess the meanings :*

- countenance
- treading
- assured

**inexhaustible**: unlimited

**solicitous**: caring or concerned

*Which particular experience made the writer comfortable in a bus?*



**irradiated** : (here) spread or produced

**uncouth**: impolite, unrefined

**benediction**: a blessing

**conciliatory**: trying to win friendly feelings

**panegyric**: a speech or piece of writing to praise someone highly

**the poor leech-gatherer**: the subject of Wordsworth's poem 'Resolution and Independence' or 'The Leech Gatherer'

**lower than the angels**: from Psalm 8:5-- 'Thou hast made him (man) a little lower than the angels, here, it means less than perfect

*Guess the meaning :*

- moral affront

in front to wait while he took him across the road or round the corner, or otherwise safely on his way. In short, I found that he **irradiated** such an atmosphere of good-temper and kindness that a journey with him was a lesson in natural courtesy and good manners.

What struck me particularly was the ease with which he got through his work. If bad manners are infectious, so also are good manners. If we encounter incivility most of us are apt to become uncivil, but it is an unusually **uncouth** person who can be disagreeable with sunny people. It is with manners as with the weather. "Nothing clears up my spirits like a fine day," said Keats, and a cheerful person descends on even the gloomiest of us with something of the **benediction** of a fine day. And so it was always fine weather on the polite conductor's bus, and his own civility, his **conciliatory** address and good-humoured bearing, infected his passengers. In lightening their spirits he lightened his own task. His gaiety was not a wasteful luxury, but a sound investment.

I have missed him from my bus route of late; but I hope that only means that he has carried his sunshine on to another road. It cannot be too widely diffused in a rather drab world. And I make no apologies for writing a **panegyric** on an unknown bus conductor. If Wordsworth could gather lessons of wisdom from **the poor leech-gatherer** 'on the lonely moor', I see no reason why lesser people should not take lessons in conduct from one who shows how a very modest calling may be dignified by good-temper and kindly feeling.

It is a matter of general agreement that the war has had a chilling effect upon those little everyday civilities of behaviour that sweeten the general air. We must get those civilities back if we are to make life kindly and tolerable for each other. We cannot get them back by invoking the law. The policeman is a necessary symbol and the law is a necessary institution for a society that is still somewhat **lower than the angels**. But the law can only protect us against material attack. Nor will the lift-man's way of meeting **moral affront** by physical violence help us to restore the civilities. I suggest to him, that he would have had a more subtle and effective revenge if he had treated the gentleman who would not say "Please" with elaborate



politeness. He would have had the victory, not only over the **boor**, but over himself, and that is the victory that counts. The polite man may lose the material advantage, but he always has the spiritual victory. I commend to the lift-man a story of **Chesterfield**. In his time the London streets were without the pavements of today, and the man who “took the wall” had the driest footing. “I never give the wall to a scoundrel,” said a man who met Chesterfield one day in the street. “I always do,” said Chesterfield, stepping with a bow into the road. I hope the lift-man will agree that his revenge was much more sweet than if he had flung the fellow into the mud.

- Alfred George Gardiner

**boor:** a rude insensitive person

**Chesterfield:** Lord Chesterfield (1694-1773) English statesman, author and patron of letters.

## BRAINSTORMING

**(A1) (i) Form groups and explain the following words with examples. You can take help of your teacher.**

- Humility
- Self-esteem
- Gratitude
- Courtesy
- Generosity
- Sympathy
- Empathy

**(ii) Have a Group Discussion on the topic ‘The need of soft skills at work place’. Use the following points.**

- (a) Written and verbal communication
- (b) Ways of interacting with others
- (c) Creative abilities
- (d) Emotional intelligence

**(A2) (i) Read the text and state whether the following statements are True or False. Correct the False statements.**

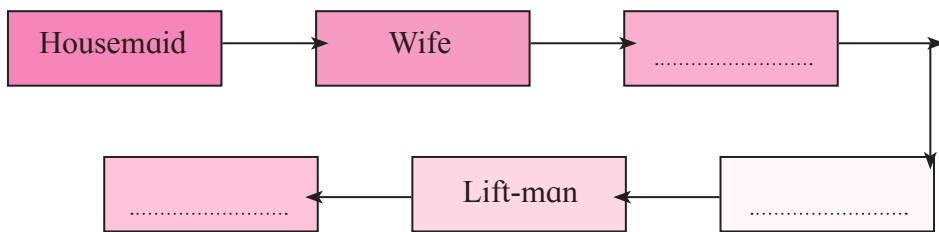
- (a) Bitter problems in day-to-day life can be solved by sweet words.
- (b) Great wars could have been avoided by a little courtesy.
- (c) Observance of etiquette in a normal situation is important but more important is their observance when the situation is adverse.
- (d) Words like ‘please’ and ‘thank you’ help us in making our passage through life uneasy.
- (e) The law permits anybody to use violence, if another person is discourteous.

**(ii) Select the most appropriate sentences which suggest the theme of the essay.**

- (a) The essay tells us about courtesy, civility, morality, responsibility and control.
- (b) The essay explores the difficulties that can be incurred by an individual when dealing with the public.
- (c) One can keep one's peace of mind without having to lower themselves to the level of the perceived offender.
- (d) People with low self-esteem are generally difficult to work with and they look down upon others to get a feeling of superiority.

**(iii) (a) Find the reasons for the lift-man's uncivilized behaviour.**

**(b) List the people and their behaviour that made the passenger rude and ill-mannered.**



**(iv) Good manners are required in our daily life for making our social contacts more cooperative and friendly. Illustrate the behaviour of the polite conductor with different people in various situations.**

Situation	Behaviour
1. The writer's sensitive toe was trampled on	The conductor said sorry with an apology and courtesy.
2. In the rainy season dealing with people	
3. Dealing with old people	
4. Dealing with children	
5. Dealing with young people	
6. Dealing with a blind man	

**(v) Discuss and write the impact of good temper and kindness on the society in the light of the good-mannered conductor.**

**(vi) 'A modest calling can be made dignified by good temper and kindly feeling'. Explain the statement with examples.**

**(vii) The service of the police is necessary for the implementation of law in our society. Do you think is required this service for good social environment? Discuss.**

**(A3) (i) • He committed the crime in broad daylight (not bright daylight or narrow darkness).**

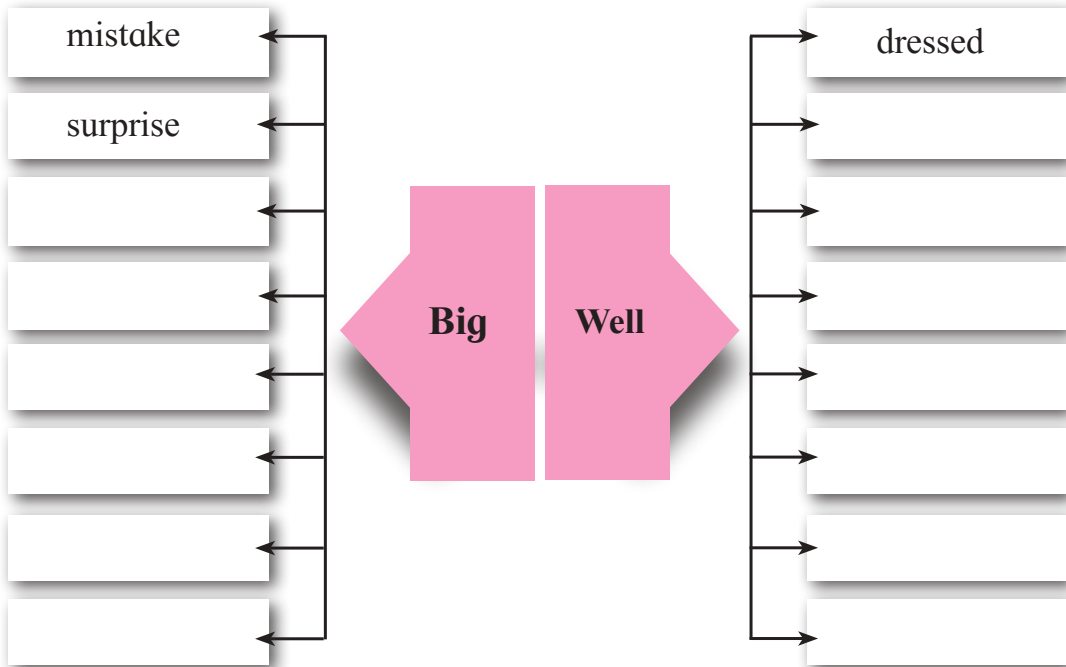
- I had a cup of strong tea (not rich tea).
- The fast train is coming (not quick train).

Such words or group of words which habitually occur together and thereby convey meaning by association are called collocations. A collocation is a combination of words in a language that often go together.

(a) Find out the words in column 'B' which collocate with the words in column 'A'.

A	B
regular	meal
mid day	concept
key	food
fast	exercise
try	decorated
richly	hard
free	jam
traffic	time
social	animal
wild	justice

(b) Learning collocations is essential for making your English sound fluent and natural. Make collocations and use in your own sentences.



(ii) Sometimes while using a word in a sentence, we have to change its word class. We can make several more words from the root word.

We can make several new words from the root word.

I asked Sumit to  my pencil for me. (sharp).

I asked Sumit to sharpen my pencil for me.

**Now read the following sentences and use the words given in the brackets. Change the word class and rewrite the sentences.**

- (a) Leena was eating a very  apple and obviously enjoying it. (crunch)
- (b) This picture looks . (colour)
- (c) I'm afraid that your behaviour is just not . (accept)
- (d) I like my elder brother. He is very . (help)

**Complete the following table. Put a cross if a word class does not exist.**

Sr.No.	Noun	Verb	Adjective	Adverb
1.	absence			
2.	alarm	alarm	alarming	alarmingly
3.	attraction			
4.		enable		
5.		admire		
6.		agree		
7.			applicable	
8.				avoidably
9.		differ		

**(iii) Register often refers to the degree of formality of language, but in a more general sense it means the language used by a group of people who share similar work or interest, such as doctors or lawyers.**

Imagine that your Principal or teacher is coming. When you meet him, you would never say,

‘Hey, dude ! What’s up?’

This is a formal situation, so you would say ‘Good morning, Sir’.

In every situation, you use an appropriate expression according to the person. The language you use, when you talk to someone depends on his/her age, position etc. There are formal and informal registers in spoken and written language.

**Write appropriate expressions and words which you have to use while facing an interview.**

- (a) **May I come in ?**
- (b) .....
- (c) .....
- (d) .....
- (e) .....

**You are writing a letter of complaint. List the proper expressions that you would like to write.**

- (a) I disagree.
- (b) .....
- (c) .....
- (d) .....
- (e) .....

**(iv) Distinguish between a legal offence and a moral offence on the basis of the given text.**

Legal offence	Moral offence
Burglary	Rude behaviour

**(v) Find out the meanings of the following phrases. Use them in your own sentences.**

- (a) give and take
- (b) a black eye
- (c) lower than the angels
- (d) knock someone down

**(vi) Find out the words with prefixes and suffixes from the text and write them down.**

Prefix	Suffix
uncivil	requirement

**(vii) Complete the table with polite expressions that we must use in our day-to-day life.**

Don'ts	Dos
I want a cup of tea.	I would like to have a cup of tea.
Send me the mail.	
Go away or leave me alone.	
You are wrong.	
That's a bad idea.	
Your work isn't good.	

**(A4) (i) Edit the given paragraph using a/an/the wherever necessary.**

Rakesh is a/an ideal son who remains devoted to his father as he grows professionally to become a/the famous doctor. As his father grows old, he takes care to spend time with his father, bringing him tea in a/the morning and taking him out for a/the walk in an/the evening.

**(ii) Spot the errors in each of the following sentences and correct the incorrect ones.**

- (a) Radha brought pens and distributed them between her five children.
- (b) Jayshree and Sujata sat besides each other in complete silence.
- (c) His best friend Vijay was blind within one eye.
- (d) One could dare to encroach on his rights.
- (e) She was taken with surprise when she saw the famous Taj Mahal.
- (f) It is not possible to exchange the goods once the sale has been completed.
- (g) Dr. Sengupta has been trying to master the craft for the last five years.
- (h) The top-ranking candidates will be appointed in senior jobs in banks.
- (i) She knows very well what is expected from her but she is unable to perform.
- (j) They will put on a note in this regard for your consideration.

**(iii) Read the following sentence.**

Santosh purchased a computer. He read the operating manual and followed the instructions.

- (a) He linked the monitor, keyboard and printer.
- (b) He plugged in the main cable .
- (c) He switched on the monitor at the back.
- (d) When the light appeared on the screen, he placed the Day Disk in Drive A.
- (e) He pushed in the disk until the button clicked out.  
(It took about 30 seconds for the computer to load the programme.)
- (f) He pressed the Drive button and the disk shot out .
- (g) He replaced the Day Disk with the Document Disk.
- (h) He pressed function key 7.

**Convert these sentences into passive voice by filling in the blanks. The first sentence has been done as an example.**

Firstly the monitor, keyboard and printer were linked up. Then the ----  
---- was ---- ----. The monitor ---- at the back. When the light appeared  
on the screen, ---- ---- ---- in Drive A. The disk ---- ---- ---- until ----  
---- ----. It took the computer 30 seconds to load the programme. The  
drive button ---- ---- ---- and the disk shot out. The --- ---- ----with  
the Document Disk. Finally, the function key 7.....

The word processor was then ready to use.

**(A5) (i) Write a speech on ‘Courtesy is the light of life’ with the help of the following points.**

- (a) People have a good impression of you.
- (b) You will be acknowledged and appreciated by all.
- (c) You will be happier and contented with life.

**(ii) ‘Manners maketh man’ – Expand the idea in your own words with proper examples.**

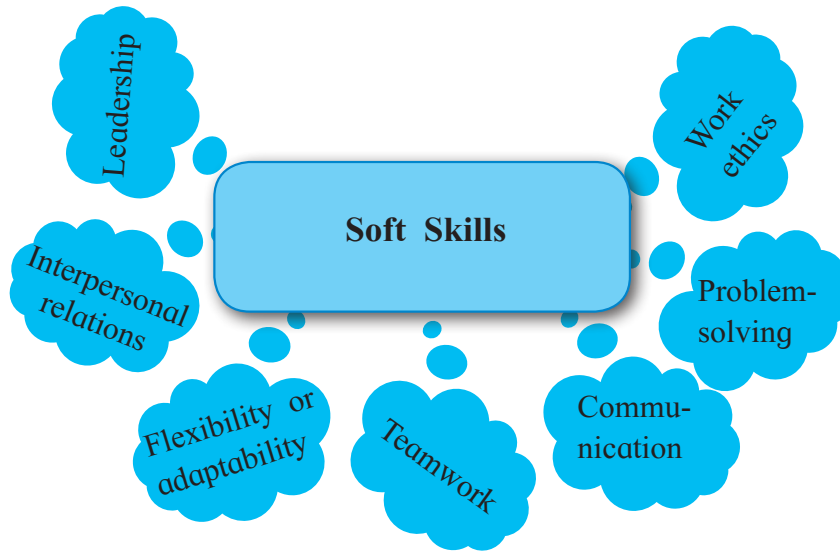
**(A6) (i) Read A. G. Gardiner’s essay ‘The Open Window’ and compare its theme with the essay ‘On Saying “Please.”’**

**(ii) ‘Nothing clears up my spirits like a fine day’ – Keats. Collect the information of the poet Keats and write it in your notebook.**

**(A7) (i) Soft skills are required in all walks of life including careers and industries. They are increasingly becoming the essential skills of today’s work force.**

**Soft skills are an integral part of finding, attracting and retaining clients also. Highly developed presentation skills, networking abilities, and etiquette awareness can help you win new clients and gain more work.**

The following are considered the most important soft skills.



(ii) Following are the institutions where you will get the courses related to soft skills.

- (a) Indian Institute of Management, Ahmedabad, Gujarat
- (b) Indian School of Business Management, Hyderabad
- (c) XLRI- Xavier School of Management, Jamshedpur
- (d) Indian Institute of Foreign Trade, New Delhi

**Jobs available at -**

- Customer service centre
- Management schools
- Hotel industry

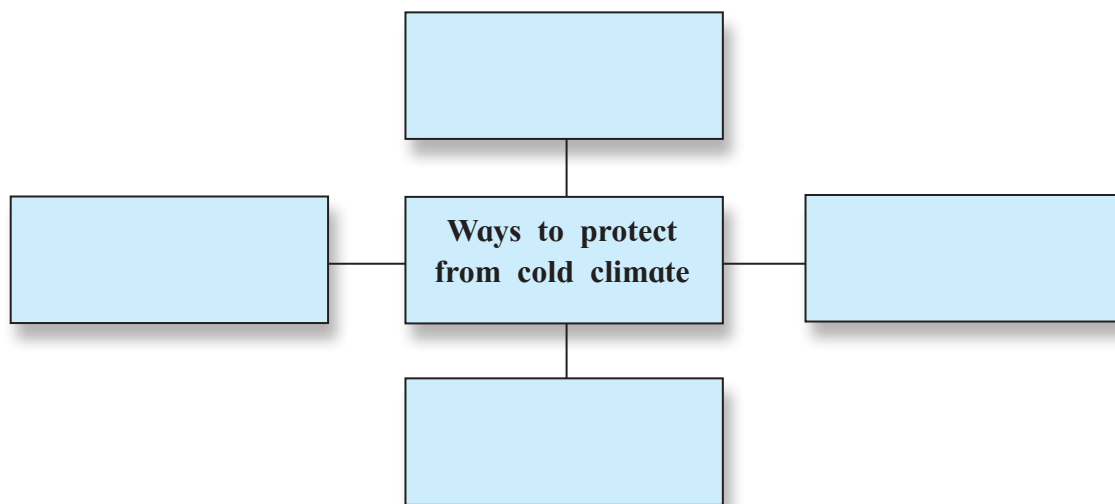




# 1.3 The Cop and the Anthem

## ICE BREAKERS

- Suppose you have gone to a place where the winter season is very severe, discuss with your partner the ways in which you would protect yourself in the cold climate.



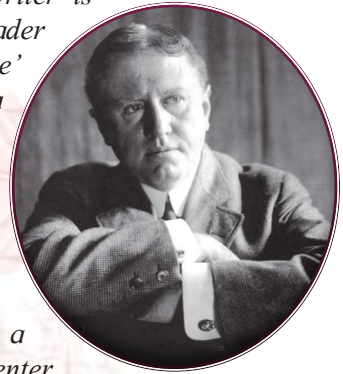
- When you see a cop approaching, you feel either ‘relieved’ or ‘scared’. Discuss with your partner the situations when you feel ‘relieved’ or ‘scared’.

<b>Relieved</b>	(a) You are walking alone in a dark street. (b) ..... (c) .....
<b>Scared</b>	(a) You are riding a bike without a valid driving licence. (b) ..... (c) .....

- Discuss some of the motivating things that can change a person’s life. One is given :

- Listening to an inspiring speech
- .....
- .....
- .....

**O'Henry (1862-1910)** William Sydney Porter, an American writer is better known by his pen name O'Henry. He was a voracious reader since childhood. He started a humorous weekly, 'The Rolling Stone' and when the venture failed, he joined the 'Houston Post' as a reporter, columnist and occasional cartoonist.



The story, 'The Cop and the Anthem' is one of O'Henry's well known stories. To describe his style of writing, people have often used the term 'smile with tears' which implies his twisted way of thoughts and endings in almost every story.

In this story the main character, Soapy, is a vagabond and a person with criminal background. He makes different plans to re-enter the prison as he has no shelter to protect himself from the severe winter. The story ends in an unexpected way. O'Henry has depicted Soapy's futile attempts to get arrested in a very humorous vein.

'The Cop and the Anthem' is about freedom and confinement. Initially Soapy feels that there is freedom (from miseries and worries) in confinement (prison). The notes of anthem transform him from within and he resolves to work hard. Soapy faces the irony of fate as the moment he realizes the real freedom lies in a virtuous life, he is taken into confinement.

## The Cop and the Anthem

Soapy left his bench and **strolled** out of the square and across the level sea of asphalt, where Broadway and Fifth Avenue flow together. Up Broadway he turned, and stopped at a luxurious cafe.

Soapy had confidence in himself from the lowest button of his vest upward. He was shaven, and his coat was trim and his neat, black bow had been presented to him by a lady missionary on **Thanksgiving Day**. If only he could reach a table in the restaurant unsuspected, success would be his. The portion of him that would show above the table would raise no doubt in the waiter's mind. A roasted mallard duck, thought Soapy, would be about the thing with a bottle of wine and then some cheese, a cup of coffee and a cigar. One dollar for the cigar would be enough. The total would not be so high as to call forth any extreme of revenge from the cafe management; and yet the meat would leave him filled and happy for the journey to his **winter island**.

But as Soapy set foot inside the restaurant door, the head-waiter's **eye fell upon** his tattered trousers and **decadent** shoes. Strong and ready hands turned

**strolled** : walked in a leisurely way

### Thanksgiving Day:

The fourth Thursday of November marked by religious observances and traditional meals

### Guess the meaning of the expression in the context :

- winter island
- eye fell upon

**decadent** : (here) old and worn out

him about and conveyed him in silence and haste to the side-walk and averted the **ignoble** fate of the menaced mallard.

Soapy turned off Broadway. It seemed that his route to the **coveted** island was not to be an easy one. Some other way of entering the **limbo** must be devised.

At a corner of Sixth Avenue electric lights and cunningly displayed wares behind plateglass made a shop window attractive. Soapy took a stone and dashed it through the glass. People came running round the corner, a policeman in the lead. Soapy stood still with his hands in his pockets, and smiled at the sight of brass buttons.

“Where’s the man that done that?” inquired the officer **agitatedly**.

“Don’t you think that I might have had something to do with it?” said Soapy, with a friendly voice, as one greets good fortune.

The policeman refused to accept Soapy even as a clue. Men who smash windows do not remain to chat with the police. They take to their heels. The policeman saw a man half-way down the block running to catch a car. With drawn club he joined in the pursuit. Soapy, with disgust in his heart, drifted along, twice unsuccessful.

On the opposite side of the street was a restaurant of no great pretensions. **It catered to large appetites and modest purses.** Its crockery and atmosphere were thick; its soup and **napery** thin. Into this place Soapy **betook** himself without challenge. At a table he sat and consumed beefsteak, flapjacks, doughnuts and pie. And then he told the waiter the fact that the minutest coin and himself were total strangers.

“Now, get busy and call a cop”, said Soapy. “And don’t keep a gentleman waiting.”

“No cop for you,” said the waiter, with a voice like butter cakes and an eye like the cherry in the Manhattan cocktail. “Hey, Con!”

Neatly upon his left ear on the **callous** pavement two waiters **pitched** Soapy. He arose, joint by joint, as

**ignoble** : dishonourable

**coveted** : greatly desired

**limbo** : border place  
between heaven and hell

*Soapy took a stone because*  
.....

**agitatedly** : in a troubled or  
nervous manner

*Discuss the hidden  
meaning in the expression.*


- It catered to large appetites and modest purses.

*Guess the meaning :*

- napery
- betook

**callous** : (here) very hard

**pitched** : threw



**elusive** : difficult to find, catch or achieve

**rendered** : made

*Discuss the meaning in the context :*

he caught at the immediate straw of 'disorderly conduct'

**twirled** : turned something quickly round and round

**disconsolate** : very unhappy

**Arcadia** : a mountainous district in the Peloponnese of Southern Greece. In poetic fantasy it represents a pastoral paradise.

**sauntered** : walked in a relaxed manner

**sneered**: gave a contemptuous or mocking smile, remark or tone

**larceny** : theft of personal property

**premonition** : a strong feeling that something is about to happen, especially something unpleasant

a carpenter's rule opens, and dusted his clothes. Arrest seemed now but an **elusive** dream. The island seemed very far away. A policeman who stood before a drugstore two doors away laughed and walked down the street.

Soapy was seized with a sudden fear that some dreadful enchantment had **rendered** him immune to arrest. He was in a state of panic, and, when he came upon another policeman lounging grandly in front of a glittering theatre, **he caught at the immediate straw of 'disorderly conduct'**.

On the sidewalk Soapy began to yell drunken gibberish at the top of his harsh voice. He danced, howled, raved and otherwise disturbed the skies.

The policeman merely **twirled** his club, turned his back to Soapy and remarked to a citizen :

"'Tis one of them Yale lads celebratin the goose egg they give to the Hartford College. Noisy; but no harm. We've instructions to let them be."

**Disconsolate**, Soapy stopped his unavailing racket. Would never a policeman lay hands on him? In his fancy, the island seemed an unattainable **Arcadia**. He buttoned his thin coat against the chilling wind.

In a cigar store he saw a well-dressed man lighting a cigar at the swinging light. He had set his silk umbrella by the door on entering. Soapy stepped inside, grabbed the umbrella and **sauntered** off with it slowly. The man at the cigar light followed hastily.

"My umbrella," he said sternly.

"Oh, is it?" **sneered** Soapy, adding insult to petty **larceny**. "Well, why don't you call a policeman? I took it. Your umbrella ! Why don't you call a cop? There stands one on the corner."

The umbrella owner slowed his steps. Soapy did likewise, with a **premonition** that luck would again run against him. The policeman eyed at the two curiously.

"Of course," said the umbrella man "Well, you know how these mistakes occur if it's your umbrella. I hope you'll excuse me – I picked it up this morning in a restaurant if you recognize it as yours, why I hope you'll".

“Of course it’s mine,” said Soapy savagely.

The ex-umbrella man retreated. The policeman hurried to assist a tall **blonde** in an opera cloak across the street in front of a street car that was approaching two blocks away.

Soapy walked eastward through a street damaged by improvements. He hurled the umbrella angrily into an excavation. He muttered against the men who wear helmets and carry clubs. Because he wanted to fall into their clutches, they seemed to regard him as a king who could do nothing wrong.

At length Soapy reached one of the avenues to the east where the glitter and **turmoil** was but faint. He dragged himself toward Madison Square, for the homing instinct survives even when the home is a park bench.

But, on an unusually quiet corner, Soapy came to a standstill. Here was an old church, **quaint** and **rambling** and **gabled**. Through one violet-stained window a soft light glowed, where, no doubt, the organist loitered over the keys, making sure of his mastery of the coming **Sabbath** anthem. For there drifted out to Soapy’s ears sweet music that caught and held him transfixed against the **convolutions** of the iron fence.

The moon was above, full and radiant; vehicles and pedestrians were few; sparrows twittered sleepily in the eaves or a little while the scene might have been a country churchyard. And the anthem that the organist played cemented Soapy to the iron fence, for he had known it well in the days when his life contained such things as mothers and roses and ambitions and friends and **immaculate** thoughts and collars.

The conjunction of Soapy’s receptive state of mind and the influences about the old church brought a sudden and wonderful change in his soul. He viewed with rising horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.

And also in a moment his heart responded thrillingly to this strange mood. A strong impulse moved him to

**blonde** : a person with pale yellow hair

*Soapy was angry because*  
.....

**turmoil** : a state of great disturbance

**quaint** : attractively unusual or old fashioned  
**rambling** : (here) spreading or winding irregularly in various directions.

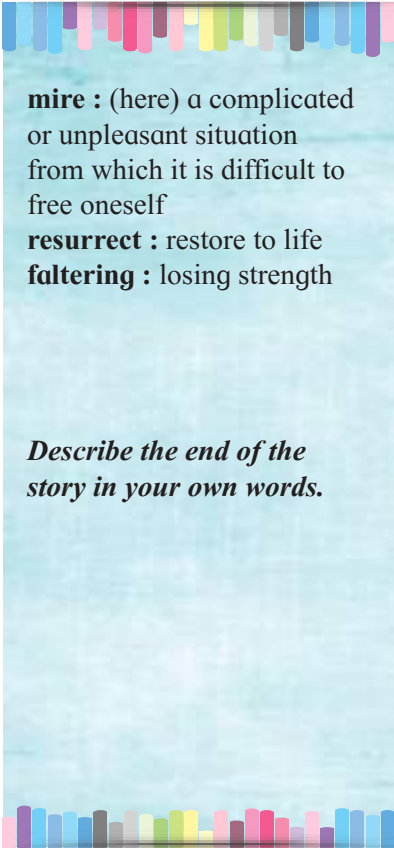
**gabled** : constructed with gables (the triangular upper part of a wall at the end of a ridged roof)

**Sabbath** : a day of religious observance and abstinence from work kept by Jews and Christians

**convolutions** : coils or twists

**immaculate** : perfectly clean and tidy

*Describe the wonderful change in Soapy’s soul.*



**mire** : (here) a complicated or unpleasant situation from which it is difficult to free oneself

**resurrect** : restore to life

**faltering** : losing strength

*Describe the end of the story in your own words.*

battle with his desperate fact. He would pull himself out of the **mire** and would make a man of himself again; he would conquer the evil that had enslaved him. There was time; he was young yet; he would **resurrect** his old eager ambitions and pursue them without **faltering**. Those solemn but sweet organ notes had set up a revolution in him. Tomorrow he would go into the roaring downtown district and find work. A fur importer had once offered him a place as driver. He would be somebody in the world. He would ----

Soapy felt a hand laid – on arm. He looked quickly around into the impassive face of a policeman.

“What are you doin’ here?” asked the officer.

“Nothin’,” said Soapy.

“Then come along,” said the policeman.

“Three months on the island,” said the Magistrate in the Police Court the next morning.

- O’Henry

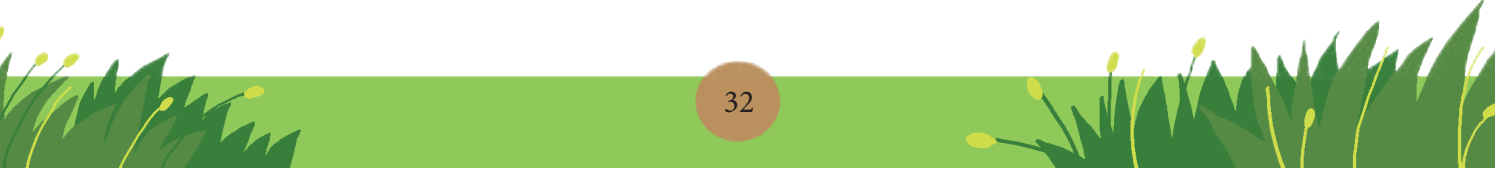
**BRAINSTORMING**

**(A1) (i) Discuss with your partner and find out the different ways in which Soapy tried to get arrested. The first one is given.**

- (a) Tried to enter a luxurious cafe.
- (b) .....
- (c) .....
- (d) .....

**(ii) Describe the atmosphere when Soapy reached near the Church.**

- (a) A soft light glowed through the violet-stained window.
- (b) .....
- (c) .....
- (d) .....



(A2) (i) Read the story and match the incidents given in Column A with the consequences given in Column B.

Column A	Column B
(1) Soapy tried to enter a cafe.	The cop ran after another man.
(2) Soapy broke a glass window.	Suddenly a wonderful change came in his heart.
(3) Two waiters pitched Soapy on the callous pavement.	Dream of turning around in life was shattered.
(4) Soapy heard the anthem being played in the Church.	He stood up slowly beating the dust from his clothes.
(5) Cop arrests Soapy for hanging around.	Strong and ready hands of the head waiter turned him around.

(ii) Give reasons and complete the following :

- (a) Soapy had confidence in himself because .....
- (b) The head waiter of the luxurious cafe did not allow Soapy to enter because .....
- (c) The cop did not arrest Soapy for breaking the glass window because .....
- (d) The cop did not arrest Soapy for shouting and dancing because .....

(iii) Pick out the lines from the text which show that :

- (a) Soapy wants to enter the cafe for two reasons.
- (b) Soapy was afraid that he won't be able to enter the prison.
- (c) Soapy was not caught by the cop for throwing stones at the glass.
- (d) Soapy actually did not want the umbrella.
- (e) Listening to the anthem, Soapy remembered his good old days.

(iv) 'He would make a man of himself again' – The word 'man' in the sentence means .....

(v) Soapy's earlier life was much different from his present life. Complete the table to show this contrast. One is done for you.

Earlier life	Present life
(a) Contained friends and roses	(a) Unworthy desires
(b)	(b)
(c)	(c)

(vi) After listening to the sweet and solemn organ notes, Soapy decides to :

- (a) .....
- (b) .....

- (vii) Write an incident in which you did something wrong and repented for it later. Give reasons.**
- (A3) (i) O’Henry has used different words to indicate prison where Soapy wants to reach. Make a list of those words.**
- (ii) Find out the words used for the ‘degraded state of Soapy’.**
- (iii) The specific meaning of word ‘anthem’ in the content of the story is.....**
- (A4) (i) Convert the following sentences into negative without changing their meanings.**
- (a) The policeman refused to accept Soapy even as a clue.
- (b) Soapy drifted along twice unsuccessful.
- (c) Soapy stopped his unavailing racket.
- (d) The island seemed very far away.
- (e) The island seemed an unattainable Arcadia.
- (ii) Convert the following sentences into affirmative without changing their meanings.**
- (a) Men who smash windows do not remain to chat with the police.
- (b) Why don’t you call a cop?
- (c) On the opposite side of the street was a restaurant of no great pretensions.
- (d) Noisy; but no harm.
- (e) They seemed to regard him as a King who could do no wrong.
- (A5) (i) ‘Forgiveness is often better than punishment’. Write two paragraphs – one for and another against this notion.**
- (ii) You are the class representative and you have been asked by the Principal to conduct an interview of a cop. Frame 8-10 questions with the help of the following points, give introduction and conclusion.**
- reasons for joining the department
  - special trainings
  - developing the skill to identify and locate criminals
  - dealing with criminals
  - achievements and awards
- (A6) (i) Make a list of jobs which would give you an opportunity to help the society or serve the country. Also mention the different ways in which they can be beneficial to the people and also the country.**
- (ii) Go to your school/college library and read some other stories by O’Henry like, ‘The Gift of the Magi’, ‘The Last Leaf’ and ‘After Twenty years’. Write the stories in short in your notebook.**





# 1.4 Big Data – Big Insights

## ICE BREAKERS

➤ Give business suggestions to the respective industry/company for the following situation. One is done for you.

You have received data that -

(a) Many passengers prefer morning flights between 7 am and 9 am from Mumbai to Delhi.

**Suggestion:** Increase the number of flights between 7 am and 9 am.

(b) Many students are opting for UPSC/MPSC Exams.

**Suggestion:** .....

(c) Many people go for morning walk to Kamla Nehru Park.

**Suggestion:** .....

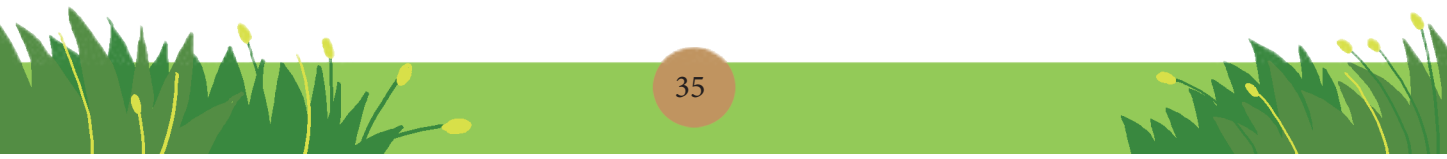
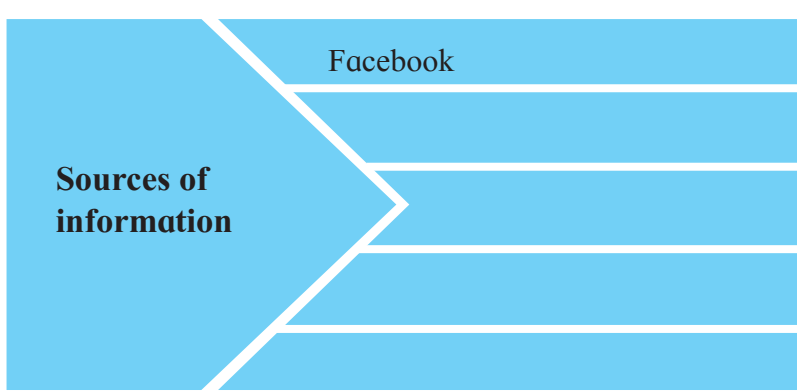
(d) Many people buy clothes from miracle.com, an online shopping site.

**Suggestion:** .....

(e) The viewership on television is more between 8 pm and 10 pm.

**Suggestion:** .....

➤ People get information from various sources: Can you name a few?



# Big Data – Big Insights

## What is Big Data?

There is a revolution in the life style of people which has been affected by Big Data. Our food habits, our health care, our travelling, our scientific pursuits, you name it and everything has changed 360 degrees. The massive data available with us can really work wonders. Friends, do you know what happens when we like a post on Facebook or share a post on WhatsApp, visit any website, make online purchases, or watch videos? Yes, whatever activity we do online is recorded, monitored and analysed. So a huge amount of data is collected. Let me give you an idea of how huge the data might be. Big Data can be **petabytes** or **exabytes** of data consisting of billions to trillions of records of millions of people- all from different sources, for example web, sales, customer contact centre, social media, mobile data and so on. The data available to industries and companies is enormously increasing in volume, variation, velocity, veracity and value. Such a Big Data is easy to obtain but so massive that it challenges the current computing technologies and hence Big Data analytics is used to give insights that were previously incomprehensible. Big Data analytics is the complex process of examining large and varied data sets or Big Data to uncover information- such as hidden patterns, unknown correlations, market trends and customer preferences. With such a huge data available with the industries they can have innumerable advantages hence all the industries are trying to reap the maximum benefit from it. Many industries have advanced by miles from their competitors. It's not the amount of data that is important but what the organizations do with the data is what matters.

**petabytes** : units of information equal to one thousand million

**exabytes** : units of information equal to one quintillion

*Discuss how Big Data is increasing in volume, variation, velocity, veracity and value.*

• *How can you check the condition of the goods?*

• *How can you reduce risk in transport?*

## Uses of Big Data

**1. Location Tracking** : Big Data has been useful in identifying and tracking the exact location of a place. Your GPS and Google Maps make use of Big Data. With geographic positioning and radio frequency identification sensors we get the real-time data about traffic, congestion on a particular route, information if the route is closed or if it is a one-way route, understanding accident prone areas


etc. You can plan your own route according to the travel time and the transportation of goods. If you have ordered something online you can track the location of your goods in transit, you can also track the condition of the goods. This has immensely helped the logistics companies to reduce risks in transport, improve speed and reliability in delivery.

**2. Understanding the Weather Patterns :** There are weather sensors and satellites set-up all around the globe. Huge amount of data is continuously being received from them. They help us to understand the weather and help in weather forecasting. Weather patterns give us warnings of the **impending** natural **calamities** like floods, earthquakes, tsunami etc. Necessary preparations to combat them can be made well in advance. We can study global warming, predict availability of natural resources like water.

**3. Health Care Industry :** Today, we see that people have become health conscious. The smart watches, other wearable, health apps in our phone keep on collecting data. We can say that they are our own mini biomedical research devices. They detect our heart rate, monitor the patient's sleep pattern, keep a record of his exercise, the distance walked etc. The analysis of this data collected can give new insights and provide a personalized, individual feedback to each and every person. Nowadays we have gadgets to monitor blood sugar, blood pressure etc. at home; 24 x 7 monitoring can be provided to patients in hospitals too. With the help of Big Data the doctors can now have better diagnosis of any ailment, the effect of any drug etc. Unnecessary guesswork can be significantly reduced. Past records of the patients can be maintained and better analysis of the health can be obtained. Big Data helps in monitoring the outbreaks of epidemics and diseases. Just when you post your message, 'I'm down with flu' on WhatsApp or Facebook it will be monitored and the areas affected by 'flu' can be easily located and necessary precautions can be taken. Pharmaceutical companies would pay huge amount to receive the health data of people to promote research in the particular area. With the help of the data gathered, individuals are often given suggestions and solutions for the problems they are encountering.

**impending :** about to happen  
**calamities :** great and often sudden damages or distresses

*Do you think Big Data has improved the quality of life? How?*



**brute force attacks :** a cyber attack that relies on guessing all possible combinations of a targeted password until the right one is found

**mised-transactions:** wrong transactions

**transaction :** an exchange or transfer of funds

*Can we understand the economy of the country by the data on Banking and Finance?*

**algorithm :** a process of set of rules to be followed in calculations especially by a computer

**4. Banking, Finance and Trading :** With the Big Data analytics, the investment patterns of the people can be studied. New insights have enabled the banks and finance companies to come with suitable plans. Big Data has enabled smooth functioning of these agencies and institutions.

Banking and finance sector is using Big Data to predict and prevent cyber crimes, card fraud detection, archival of audit trails, etc. By analyzing the past data of their customers and the data on previous **brute force attacks** banks can predict future attempts. Big Data not only helps in predicting cyber crimes, but it also helps in handling issues related to **mised-transactions** and failures in net banking. It can even predict possible spikes on servers so that banks can manage **transactions** accordingly.

The Securities Exchange Commission (SEC) is using Big Data to monitor financial markets for possible illegal trades and suspicious activities. The SEC is using network analytics and natural language processors to identify possible frauds in the financial markets.

High-Frequency Trading (HFT) is an area where Big Data finds a lot of use today. Here, Big Data **algorithms** are used to make trading decisions. Today, the majority of equity trading now takes place via data algorithms that increasingly take into account signals from social media networks and news websites to make, buy and sell decisions in split seconds.

**5. Sports :** When watching a cricket match, we are shown so many permutations and combinations of statistical analysis. A gigantic data has been created over a period of time from the recording of matches, training sessions and workouts. The data enables a sportsperson to study his performance as well as of the other players worldwide. It has tremendously helped in improving individual as well as team performance. The sensors embedded in the sports equipment help us to understand our game from close quarters. The sensors help us to understand the field conditions, the weather, individual performance etc. Video analytics help us to see each and every performance minutely.

**6. Advertising :** Advertisers are one of the biggest players in Big Data. Be it Facebook, Google, Twitter or any other online giant, all keep a track of the user behaviour and transactions. These internet giants provide a great deal of data about people to the advertisers so that they can run targeted campaigns. Take Facebook, for example, here you can target people based on buying intent, website visits, interests, job roles, **demographics** and what not. All this data is collected by Facebook algorithms using Big Data analysis techniques. The same goes for Google, when you target people based on clicks you will get different results and when you create a campaign for leads then you will get different results. All this is made possible using Big Data.

**7. Entertainment and Media :** In the field of entertainment and media, Big Data focuses on targeting people with the right content at the right time. Based on your past views and your behaviour online you will be shown different recommendations. This technique is popularly used by Netflix and Youtube to increase engagement and drive more revenues.

Now, even television broadcasters are looking to segment their viewer's database and show different advertisements and shows accordingly. This will allow better revenue from ads and will provide a more engaging user experience.

**8. Education Industry :** Big Data has inundated the education industry. It has transformed it in leaps and bounds. Now we have information about the students, their study patterns, and we can now prepare customized and dynamic learning programmes according to the need of an individual student. Every student's comprehension level is different. The course material can now be designed catering to different requirements of the students. Big Data makes it convenient to understand their choices, their difficulties, information regarding various courses and their specialties; we also have an access to the results. From the results we can gauge the progress of the students, understand his strengths and weaknesses. This will also help in guiding the student regarding the best career for him based on his mental make-up and abilities. An in-

**demographics:** statistical data relating to the given population and particular groups within it

*Do you think people click consciously on Facebook ?  
Discuss.*

*Do you think Big Data will help to bring improvement in students?*

*Discuss a solution provided by Big Data.*

depth study of all this would definitely give new insights into the education industry and help in improving the operational effectiveness and working of educational institutes. This would in general, enhance progress of all students. Big Data has provided a solution to one of the biggest pitfalls in the education industry, that is one – size- fits- all.

We have innumerable uses of Big Data. It is helpful in scientific researches, understanding geographical phenomena, helping in the smooth working of the government machinery etc. It is a genie in our hands. It lies in our hands to make the optimum use of it for the benefit of mankind.

\*\*\*

## BRAINSTORMING

- (A1) Youtube has many videos on various things. Listen to the uses and health benefits of ‘Lemon’ and share them with your friends.
- (A2) (i) Make pointwise notes from the lesson regarding the uses of Big Data in the following application. Do not write complete sentences.

**(a) Location Tracking -**

- (1) .....
- (2) .....
- (3) .....
- (4) .....

**(b) Health Care Industry -**

- (1) .....
- (2) .....
- (3) .....
- (4) .....

**(c) Education Industry -**

- (1) .....
- (2) .....

(3) .....

(4) .....

**(ii) When you are asked for personal details on social media, what precautions will you take? Discuss in pairs and write down.**

**(iii) Do you think all the data we receive is used for positive things? If 'No', make a list of the negative things which can be done with the help of Big Data.**

**(A3) Guess the meaning of the following idioms and phrases and use them in sentences of your own. One is done for you.**

**One-size-fits-all** – suitable for or used in all circumstances

The wrist watches have adjustable belts, so one- size- fits- all

- (a) 'Once in a blue moon'
- (b) 'One man army'
- (c) 'Once bitten twice shy'
- (d) 'One up on'

**(A4) (i) Do as directed.**

(a) Advertisers are one of the biggest players in Big Data.

- (1) Begin the sentence with 'Very few .....
- (2) Use 'bigger than' and rewrite the sentence.

(b) No other diagnosis is as good as the diagnosis done with the help of Big Data.

- (1) Use 'best' and rewrite the sentence.
- (2) Use 'better than' and rewrite the sentence.

(c) These internet giants provide the greatest data about people.

- (1) Begin the sentence with 'No other.....'
- (2) Use 'greater than' and rewrite the sentence.

**(ii) Read the sentence from the text.**

New insights have enabled the banks and finance companies to come up with suitable plans.

This sentence can be rewritten as 'New insights have enabled the banks as well as finance companies to come up with suitable plans'.

Remember, 'as well as' serves the same purpose as that of co-ordinating the conjunction 'and' in the sentence. When one of them is inserted in the sentence, other should be removed.

Use 'as well as', 'either ..... or' in the following sentences.

- (a) Whatever activity we do online is recorded, monitored and analysed.
- (b) Big Data has been useful in identifying and tracking the exact location of a place.
- (c) Weather sensors and satellites help us to understand the weather and help in weather forecasting.
- (d) Big Data helps in monitoring the outbreaks of epidemics and diseases.
- (e) New insights have enabled the banks and finance companies to come up with suitable plans.

**(A5) (i) Interview the students of your class regarding the career they would like to pursue and the reason for selecting that particular career. Collect the data of your class and analyse the information you have collected.**

**(ii) To listen well is as powerful a means of influence as to talk well and is essential to all true conversations. Form a group and have a group discussion on the topic.**

- (a) Social Media – Curse or Boon
- (b) Women Empowerment and Equality
- (c) Climate Change

**(A6) Find out job opportunities in the following areas and the skills required for them.**

- (a) Clinical Data Management
- (b) Network Operations
- (c) Data Processing
- (d) Data Operations and Research
- (e) Data Entry Operation







## 1.5 The New Dress

### ICE BREAKERS

- (i) Write in Column 'B' the description of the clothes you would choose to wear for the occasions given in Column 'A'.

A	B
A birthday party	
A prize distribution ceremony at school	
A picnic	
An entertainment show	

- (ii) Discuss the criterion of the choice of your clothes with the help of the following points:

- Occasion
- Society (people you may meet at the venue)
- Availability
- Fashion
- Your wish/whim
- A suggestion or advice by someone (mother, sister, friend etc.).
- Any other than the above mentioned reasons

- (i) Divide the class into groups. Discuss the role of costumes in enhancing your personality.

- (ii) State whether you agree or disagree with the following statements and discuss the reasons.

- A simple dress makes one's personality look dull.
- We should not judge ourselves from the comments we receive from others.
- A fashionable and costly dress makes you look rich, intelligent and beautiful.
- We should choose a dress according to the fashion rather than our choice.

*Virginia Woolf (1882 to 1941, London) was an English novelist and essayist. She is considered a modernist writer of the 20<sup>th</sup> century and pioneer of the 'stream of consciousness' as a narrative device. The glimpses of early modern feminism can easily be traced in her writing. 'The Voyage Out', 'To the Lighthouse', 'Orlando' and 'Mrs. Dalloway' are her remarkable novels. 'A Haunted House' is her famous short story collection from which the present story 'The New Dress' is adapted.*



*The present story is about a Mabel Waring, who is constantly thinking about her new yellow dress in negative terms. She herself has chosen the design, colour and pattern of the dress which she has decided to wear for a party at Mrs Dalloway. However, at that party she keeps thinking that the dress is old fashioned and everyone in the party is mocking at her dress. She thinks that she is a fly at the edge of the saucer, drowning deep and deep, as she comes seriously under the spell of her own negative mind and in a depression leaves the party. To show Mabel's suppressed desires, unfulfilled ambitions and meagre financial conditions of her childhood, Virginia Woolf has employed the stream of consciousness technique very effectively.*

## The New Dress

Mabel had her first serious suspicion that something was wrong as she took her cloak off and Mrs. Barnet, while handing her the mirror and touching the brushes and thus drawing her attention, perhaps rather markedly, to all the appliances for tidying and improving hair, complexion, clothes, which existed on the dressing table, confirmed the suspicion – that it was not right, not quite right, which growing stronger as she went upstairs and springing at her, with conviction as she greeted Clarissa Dalloway, she went straight to the far end of the room, to a shaded corner where a looking-glass hung and looked. No! It was not RIGHT. And at once the **misery** which she always tried to hide, the **profound** dissatisfaction – the sense she had had, ever since she was a child, of being inferior to other people – set upon her, **relentlessly**, remorselessly, with an intensity which she could not beat off, as she would when she woke at night at home, by reading Borrow or Scott; for oh these men, oh these women, all were thinking-“What’s Mabel wearing? What a fright she looks! What a hideous new dress!” – their eyelids flickering as they came up and then their lids shutting rather tight. It was her own **appalling** inadequacy; her cowardice; her mean, water-sprinkled blood that depressed her. And at once the

RIGHT signifies

**misery** : great physical and mental distress or discomfort

**profound** : deep or intense

**relentlessly**: oppressively constant

**appalling** : very bad or displeasing

whole of the room where, for ever so many hours, she had planned with the little dressmaker how it was to go, seemed **sordid, repulsive**; and her own drawing-room so shabby, and herself, going out, puffed up with **vanity** as she touched the letters on the hall table and said: “How dull!” to show off – all this now seemed unutterably silly, paltry, and provincial. All this had been absolutely destroyed, shown up, exploded, the moment she came into Mrs. Dalloway’s drawing-room.

What she had thought that evening when, sitting over the teacups, Mrs. Dalloway’s invitation came, was that, of course, she could not be fashionable. It was absurd to pretend it even – fashion meant cut, meant style, meant thirty guineas at least – but why not be original? Why not be herself, anyhow? And, getting up, she had taken that old fashion book of her mother’s, a Paris fashion book of the time of the Empire, and had thought how much prettier, more dignified, and more womanly they were then, and so set herself – oh, it was foolish – trying to be like them, pluming herself in fact, upon being modest and old-fashioned, and very charming, giving herself up, no doubt about it, to an orgy of self-love, which deserved to be chastised, and so rigged herself out like this.

But she dared not look in the glass. She could not face the whole horror – the pale yellow, idiotically old-fashioned silk dress with its long skirt and its high sleeves and its waist and all the things that looked so charming in the fashion book, but not on her, not among all these ordinary people. She felt like a dressmaker’s dummy standing there, for young people to stick pins into.

“But, my dear, it’s perfectly charming!” Rose Shaw said, looking her up and down with that little **satirical pucker** of the lips which she expected – Rose herself being dressed in the height of the fashion, precisely like everybody else, always.

We are all like flies trying to crawl over the edge of the saucer, Mabel thought, and repeated the phrase as if she were crossing herself, as if she were trying to find some spell to **annul** this pain, to make this agony endurable. Tags of Shakespeare, lines from books she had read ages ago, suddenly came to her when she was in agony, and she repeated them over and over again. “Flies trying to crawl,”

**sordid** : unpleasant( in this context)

**repulsive** : arousing intense distaste or disgust

**vanity** : excessive pride in or admiration of one’s own appearance or achievements

*According to Mabel, fashion means* .....

*She was afraid of looking in mirror / glass because* .....

**satirical**: sarcastic, humorously critical  
**pucker**: a small fold

**annul**: reduce to nothing

*What was Mabel's imagination about flies?*

**dowdy** : (especially of a woman) unfashionable and dull in appearance

**decrepit** : elderly and infirm

**dingy** : gloomy and drab

*Miss Milan's workroom was .....*

*Guess the meaning :*

- suffused
- wrinkles

**scrolloping** : characterized by or possessing heavy, floral ornament (a word coined by Virginia Woolf)

she repeated. If she could say that over often enough and make herself see the flies, she would become numb, chill, frozen, dumb. Now she could see flies crawling slowly out of a saucer of milk with their wings stuck together; and she strained and strained (standing in front of the looking-glass, listening to Rose Shaw) to make herself see Rose Shaw and all the other people there as flies, trying to hoist themselves out of something, or into something, meagre, insignificant, toiling flies. But she could not see them like that, not other people. She saw herself like that – she was a fly, but the others were dragonflies, butterflies, beautiful insects, dancing, fluttering, skimming, while she alone dragged herself up out of the saucer. (Envy and spite, the most detestable of the vices, were her chief faults.)

“I feel like some **dowdy**, **decrepit**, horribly **dingy** old fly,” she said, making Robert Haydon stop just to hear her say that, just to reassure herself by furbishing up a poor weak-kneed phrase and so showing how detached she was, how witty, that she did not feel in the least out of anything. And, of course, Robert Haydon answered something, quite polite, quite insincere, which she saw through instantly, and said to herself, directly he went (again from some book), “Lies, lies, lies!” For a party makes things either much more real, or much less real, she thought; she saw in a flash to the bottom of Robert Haydon’s heart; she saw through everything. She saw the truth. This was true, this drawing-room, this self, and the other false. Miss Milan’s little workroom was really terribly hot, stuffy, sordid. It smelt of clothes and cabbage cooking; and yet, when Miss Milan put the glass in her hand, and she looked at herself with the dress on, finished, an extraordinary bliss shot through her heart. **Suffused** with light, she sprang into existence. Rid of cares and **wrinkles**, what she had dreamed of herself was there—a beautiful woman. Just for a second (she had not dared look longer, Miss Milan wanted to know about the length of the skirt), there looked at her, framed in the **scrolloping** mahogany, a grey-white, mysteriously smiling, charming girl, the core of herself, the soul of herself; and it was not vanity only, not only self-love that made her think it good, tender, and true. Miss Milan said that the skirt could not well be longer; if anything the skirt, said Miss Milan, puckering her forehead, considering with all her wits about her, must be shorter; and she felt, suddenly, honestly, full

of love for Miss Milan, much, much fonder of Miss Milan than of any one in the whole world, and could have cried for pity that she should be crawling on the floor with her mouth full of pins, and her face red and her eyes bulging—that one human being should be doing this for another, and she saw them all as human beings merely, and herself going off to her party, and Miss Milan pulling the cover over the canary’s cage, or letting him pick a hemp-seed from between her lips, and the thought of it, of this side of human nature and its patience and its endurance and its being content with such miserable, scanty, sordid, little pleasures filled her eyes with tears.

And now the whole thing had vanished. The dress, the room, the love, the pity, the scrolloping looking-glass, and the canary’s cage—all had vanished, and here she was in a corner of Mrs. Dalloway’s drawing-room, suffering tortures, woken wide awake to reality.

But it was all so paltry, weak-blooded, and petty-minded to care so much at her age with two children, to be still so utterly dependent on people’s opinions and not have principles or convictions, not to be able to say as other people did, “There’s Shakespeare! There’s death! We’re all **weevils** in a captain’s biscuit” – or whatever it was that people did say.

She faced herself straight in the glass; she pecked at her left shoulder; she issued out into the room, as if spears were thrown at her yellow dress from all sides. But instead of looking fierce or tragic, as Rose Shaw would have done—Rose would have looked like **Boadicea**—she looked foolish and self-conscious, and **simpered** like a schoolgirl and **slouched** across the room, positively **slinking**, as if she were a beaten mongrel, and looked at a picture, an engraving. As if one went to a party to look at a picture! Everybody knew why she did it – it was from shame, from humiliation.

“Now the fly’s in the saucer,” she said to herself, “right in the middle, and can’t get out, and the milk,” she thought, rigidly staring at the picture, “is sticking its wings together.”

“It’s so old-fashioned,” she said to Charles Burt, making him stop (which by itself he hated) on his way to talk to some one else.

*Mabel’s eyes were filled with tears because .....*

*Discuss different pessimistic thoughts in Mabel’s mind.*

**weevils** : small beetles / insects with an elongated snout

**Boadicea** : a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman empire in AD 60 or 61

**simpered**: smiled in an affectedly coy or ingratiating manner

**slouched** : stood, moved or sat in a lazy, drooping way

**slinking** : moving quietly with gliding steps



**Guess the meaning :**

- shoved
- veneer
- ruffled

**odious:** extremely unpleasant

**vacillating:** wavering between different opinions or actions

**Guess the meaning :**

- scarlet fever
- self-loathing

She meant, or she tried to make herself think that she meant, that it was the picture and not her dress, that was old-fashioned. And one word of praise, one word of affection from Charles would have made all the difference to her at the moment. If he had only said, “Mabel, you’re looking charming tonight!” it would have changed her life. But then she ought to have been truthful and direct. Charles said nothing of the kind, of course. He was malice itself. He always saw through one, especially if one were feeling particularly mean, paltry, or feeble-minded.

“Mabel’s got a new dress!” he said, and the poor fly was absolutely **shoved** into the middle of the saucer. Really, he would like her to drown, she believed. He had no heart, no fundamental kindness, only a **veneer** of friendliness. Miss Milan was much more real, much kinder. If only one could feel that and stick to it, always. “Why,” she asked herself—replying to Charles much too pertly, letting him see that she was out of temper, or “**ruffled**” as he called it (“Rather ruffled?” he said and went on to laugh at her with some woman over there)—“Why,” she asked herself, “can’t I feel one thing always, feel quite sure that Miss Milan is right, and Charles wrong and stick to it, feel sure about the canary and pity and love and not be whipped all round in a second by coming into a room full of people?” It was her **odious**, weak, **vacillating** character again, always giving at the critical moment and not being seriously interested in conchology, etymology, botany, archeology, cutting up potatoes and watching them fructify like Mary Dennis, like Violet Searle.

Then Mrs. Holman, seeing her standing there, bore down upon her. Of course a thing like a dress was beneath Mrs. Holman’s notice, with her family always tumbling downstairs or having the **scarlet fever**. Could Mabel tell her if Elmthorpe was ever let for August and September? Oh, it was a conversation that bored her unutterably!—it made her furious to be treated like a house agent or a messenger boy, to be made use of. Not to have value, that was it, she thought, trying to grasp something hard, something real, while she tried to answer sensibly about the bathroom and the south aspect and the hot water to the top of the house; and all the time she could see little bits of her yellow dress in the round looking-glass which made them all the size of boot-buttons or tadpoles; and it was amazing to think how much humiliation and agony and

**self-loathing** and effort and passionate ups and downs of feeling were contained in a thing the size of a threepenny bit. And what was still odder, this thing, this Mabel Waring, was separate, quite disconnected; and though Mrs. Holman (the black button) was leaning forward and telling her how her eldest boy had strained his heart running, she could see her, too, quite **detached** in the looking-glass, and it was impossible that the black dot, leaning forward, **gesticulating**, should make the yellow dot, sitting solitary, self-centred, feel what the black dot was feeling, yet they pretended.

“So impossible to keep boys quiet”—that was the kind of thing one said.

And Mrs. Holman, who could never get enough sympathy and snatched what little there was greedily, as if it were her right (but she deserved much more for there was her little girl who had come down this morning with a swollen knee-joint), took this miserable offering and looked at it suspiciously, **grudgingly**, as if it were a halfpenny when it ought to have been a pound and put it away in her purse, must put up with it, mean and miserly though it was, times being hard, so very hard; and on she went, **creaking**, injured Mrs. Holman, about the girl with the swollen-joints. Ah, it was tragic, this greed, this clamour of human beings, like a row of **cormorants**, barking and flapping their wings for sympathy—it was tragic, could one have felt it and not merely pretended to feel it!

But in her yellow dress to-night she could not wring out one drop more; she wanted it all, all for herself. She knew (she kept on looking into the glass, dipping into that dreadfully showing-up blue pool) that she was condemned, **despised**, left like this in a backwater, because of her being like this a feeble, vacillating creature; and it seemed to her that the yellow dress was a penance which she had deserved, and if she had been dressed like Rose Shaw, in lovely, clinging green with a ruffle of swansdown, she would have deserved that; and she thought that there was no escape for her—none what so ever. But it was not her fault altogether, after all. It was being one of a family of ten; never having money enough, always **skimping** and paring; and her mother carrying great cans, and the linoleum worn on the stair edges, and one sordid little

**detached** : aloof, having no interest or involvement

**gesticulating** : using gestures, movement of parts of body, especially hand or head

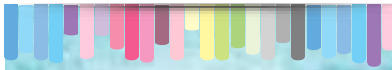
**grudgingly** : in a reluctant or resentful manner

**creaking** : making a harsh, high-pitched sound

**cormorants**: large diving seabirds

**despised** : scorned, hated

**skimping**: expending very little or less than necessary



**catastrophic:** involving or causing sudden great damage or suffering  
**petered out:** diminished or came to an end gradually

**Sir Henry Lawrence:** Brigadier-General Sir Henry Lawrence was a British military officer, surveyor, administrator and statesman in British India.

**magpies :** a very long tailed black and white bird

domestic tragedy after another—nothing **catastrophic**, the sheep farm failing, but not utterly; her eldest brother marrying beneath him but not very much – there was no romance, nothing extreme about them all. They **petered out** respectably in seaside resorts; every watering—place had one of her aunts even now asleep in some lodging with the front windows not quite facing the sea. That was so like them—they had to squint at things always. And she had done the same—she was just like her aunts. For all her dreams of living in India, married to some hero like **Sir Henry Lawrence**, some empire builder (still the sight of a native in a turban filled her with romance), she had failed utterly. She had married Hubert, with his safe, permanent underling’s job in the Law Courts, and they managed tolerably in a smallish house, without proper maids, and hash when she was alone or just bread and butter, but now and then Mrs Holman was off, thinking her the most dried-up, unsympathetic twig she had ever met, absurdly dressed, too, and would tell every one about Mabel’s fantastic appearance – now and then, thought Mabel Waring, left alone on the blue sofa, punching the cushion in order to look occupied, for she would not join Charles Burt and Rose Shaw, chattering like **magpies** and perhaps laughing at her by the fireplace – now and then, there did come to her delicious moments, reading






the other night in bed, for instance, or down by the sea on the sand in the sun, at **Easter** – let her recall it – a great tuft of pale sand-grass standing all twisted like a shock of spears against the sky, which was blue like a smooth china egg, so firm, so hard, and then the melody of the waves – “Hush, hush,” they said, and the children’s shouts paddling – yes, it was a divine moment, and there she lay, she felt, in the hand of the Goddess who was the world; rather a hard-hearted, but very beautiful Goddess, a little lamb laid on the altar (one did think these silly things, and it didn’t matter so long as one never said them). And also with Hubert sometimes she had quite unexpectedly – carving the mutton for Sunday lunch, for no reason, opening a letter, coming into a room – divine moments, when she said to herself (for she would never say this to anybody else), “This is it. This has happened. This is it!” And the other way about it was equally surprising – that is, when everything was arranged – music, weather, holidays, every reason for happiness was there – then nothing happened at all. One wasn’t happy. It was flat, just flat, that was all.

Her wretched self again, no doubt! She had always been a fretful, weak, unsatisfactory mother, a wobbly wife, lolling about in a kind of twilight existence with nothing very clear or very bold, or more one thing than another, like all her brothers and sisters, except perhaps Herbert – they were all the same poor water-veined creatures who did nothing. Then in the midst of this creeping, crawling life, suddenly she was on the **crest of a wave**. That wretched fly – where had she read the story that kept coming into her mind about the fly and the saucer? – struggled out. Yes, she had those moments. But now that she was forty, they might come more and more seldom. **By degrees** she would cease to struggle any more. But that was deplorable! That was not to be endured! That made her feel ashamed of herself!

She would go to the **London Library** tomorrow. She would find some wonderful, helpful, astonishing book, quite by chance, a book by a clergyman, by an American no one had ever heard of; or she would walk down the **Strand** and drop, accidentally, into a hall where a miner was telling about the life in the pit, and suddenly she would become a new person. She would be absolutely




**Easter** : the most important festival of the Christian Church celebrating the resurrection of Jesus Christ

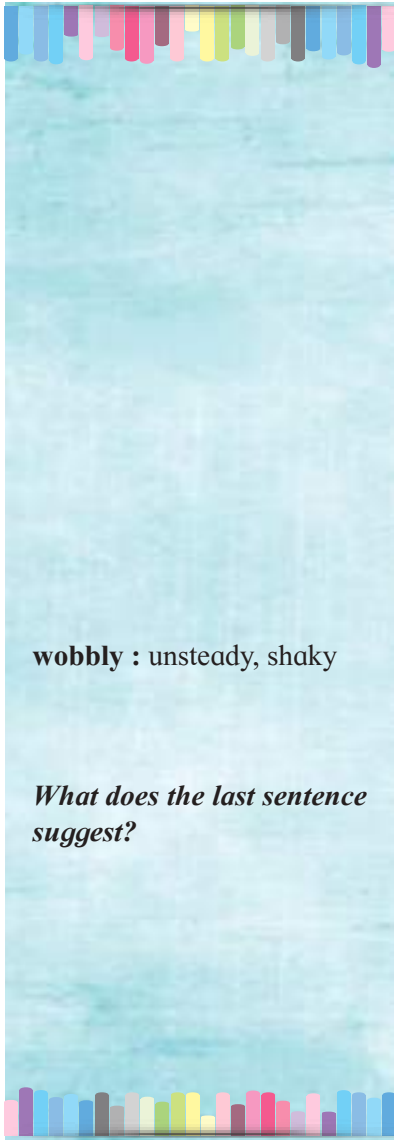
*Find the meaning :*

- crest of a wave
- by degrees

**London Library** : an independent lending library in London established in 1841 by Thomas Carlyle.

**Strand** : narrow street at the edge of the sea, lake or large river





**wobbly** : unsteady, shaky

*What does the last sentence suggest?*

transformed. She would wear a uniform; she would be called Sister Somebody; she would never give a thought to clothes again. And for ever after she would be perfectly clear about Charles Burt and Miss Milan and this room and that room; and it would be always, day after day, as if she were lying in the sun or carving the mutton. It would be it!

So she got up from the blue sofa, and the yellow button in the looking-glass got up too, and she waved her hand to Charles and Rose to show them she did not depend on them one scrap, and the yellow button moved out of the looking-glass, and all the spears were gathered into her breast as she walked towards Mrs. Dalloway and said “Good night.”

“But it’s too early to go,” said Mrs. Dalloway, who was always so charming.

“I’m afraid I must,” said Mabel Waring. “But,” she added in her weak, **wobbly** voice which only sounded ridiculous when she tried to strengthen it, “I have enjoyed myself enormously.”

“I have enjoyed myself,” she said to Mr. Dalloway, whom she met on the stairs.

“Lies, lies, lies!” she said to herself, going downstairs, and “Right in the saucer!” she said to herself as she thanked Mrs. Barnet for helping her and wrapped herself, round and round and round, in the Chinese cloak she had worn these twenty years.

- Virginia Woolf

## BRAINSTORMING

- (A1) (i) Narrate in your words the picture imagined by Mabel as she thinks of herself in the party as a fly at the edge of the saucer.
- (ii) There are a few other characters mentioned in the story. Discuss the way their reactions help us to understand the inferiority complex of Mabel.
- (A2) (i) Pick out the sentences from the story which describe the ambience of the party at Mrs. Dalloway’s place.
- (ii) Mabel is thinking too much of her dress.
- Propose five sentences supporting the above statement.
- (iii) Critically analyze Mabel’s weak economic conditions in the past as one of the reasons that led her to choose the old-fashioned dress.

(iv) The cause of Miss Mabel's disappointment is not only her poor background in the past but her excessive bookishness also. Substantiate.

(v) Do you appreciate Mabel's tendency of deciding her own value from the comments given by others? Explain your views.

(A3) (i) Write the synonyms for the word 'dress' by filling appropriate letters in the blanks. One is done for you.

(a) a t t i r e

(b) \_ \_ r \_

(c) \_ \_ \_ t \_ \_ e

(d) \_ \_ r \_ \_ \_ t

(e) \_ \_ t \_ \_ t

(f) \_ \_ \_ a \_ \_ l

(ii) Conchology means the scientific study or collection of mollusc shells.

Refer to the dictionary and find out the meanings of –

• Etymology

• Archaeology

(A4) (i) Use the correct tense form of the verbs given in the brackets and rewrite the sentences.

(a) She ..... (take/takes/took/had taken) that old fashion book of her mother a few months back.

(b) She ..... (pecking/ pecks/ pecked) at her left shoulder for quite some time.

(c) One human should ..... (done /doing/be doing) this for another always.

(d) All this ..... (will be/ is / have been) destroyed in a few years.

(e) She ..... (feels/felt/will be feeling) like a dressmaker's dummy standing there.

(ii) Do as directed.

(a) Lata will sing tonight. (Make it less certain.)

(b) You should wear your uniform. (Show ability.)

(c) Sandeep may study to clear the examination. (Make it obligatory/ compulsory.)

(d) I can do it. (Make a sentence seeking permission.)

(iii) (a) Frame three rules for the students of your college.

(b) Frame three sentences giving advice to your younger brother.

(iv) Fill in the blanks with appropriate modal auxiliaries according to the situation given in the following sentences.

(a) Take an umbrella. It ..... rain later.

(b) People ..... walk on the grass.

- (c) ..... I ask you a question?
- (d) The signal has turned red. You ..... wait.
- (e) I am going to the library. I ..... find my friend there.

**(A5) (i) Read the sentence ‘we are all like flies....’. The paragraph describes the dejected thoughts that Miss Mabel carries in her mind. All the earlier paragraphs are in a continuity of a story line. The next paragraph begins with, ‘I feel like....’ again resumes to a story. The author has moved in the mind of the character and out of it very smoothly without any intimation or change in the language or tense. Similarly, she has moved in the past years of Miss Mabel’s life. This is called ‘stream of consciousness’ technique.**

**(ii) Read the sentence from the text - What a hideous new dress!**

This is an exclamation. It can be written as a simple sentence ‘The new dress is very hideous’.

Find out few more exclamatory sentences from the story and transform them into assertive sentences.

**(iii) Virginia Woolf has created many characters other than Miss Mabel with great skill. Write a character sketch of any one of them.**

**(iv) ‘Clothes mean nothing until someone lives in them.’ Expand the idea in your own words.**

**(A6) Go to library and read the following books:**

- (a) ‘A Haunted House’ by Virginia Woolf
- (b) ‘Mrs. Dalloway’ by Virginia Woolf

**(A7) Find out information about career opportunities in the following fields:**

- (a) Fashion designing
- (b) Dress designing
- (c) Textile industry
- (d) Garment industry
- (e) Image consultancy
- (f) Psychology and Psychiatry



## 1.6 Into the Wild

### ICE BREAKERS

- Narrate in your class any of the incidents of your life when you were extremely terrified or awestruck.
- Complete the given table regarding the factors/situations/reasons - why you sometimes get scared and the factors that add to it. Give possible solutions.

Sr. no	Reasons	Factors which add to it	Solutions
1.	While discussing about strange creatures	At midnight/In the absence of parents	Avoid such discussions/stories as they are baseless
2.			
3.			

- Given below are various activities which you can pursue as your hobby, passion, or profession. Complete the table accordingly.

Sr. no.	Activities	Hobby	Passion	Profession	Reason /Challenge/Both
1.	Painting	✓	✓	✓	(R) I can express myself well through the strokes of brush
2.	Travelling	✓	✓	✓	(R) In tourism, there is great demand for professional tourist guides.
3.	Wild life photography				(C) In the age of computers limited professional scope
4.	Conserving environment				
5.	Bird-Watching				

- Match the following 'Wild-Life Sanctuaries' with their locations.

Wild Life Sanctuary	Location
1. Bandipur National Park	(a) Uttarakhand
2. Kaziranga National Park	(b) Madhya Pradesh
3. Jim Corbet National Park	(c) Karnataka
4. Ranthambore National Park	(d) Assam
5. Kanha National Park	(e) Rajasthan

**Kiran Purandare (born 1961)** After B.Com, he studied Environmental Studies at Jordanhill College of Education in Scotland. He is a recipient of the 'Sahitya Puraskar'. Pune's Bhai Madhav Bagal Award and Best Literature Award given by Cultural Department of Maharashtra State for his 'Sakha Nagzira'. He spent 400 days inside Nagzira and nearby forest areas and wrote this award winning book. This excerpt has been taken from the same. He is a wild-life expert, a bird watcher, a writer and honorary wild life warden in Maharashtra. He is also the founder of Nisarg Wedh Organisation, which works for nature conservation and community work around Nagzira, Navegaon, a Tiger Reserve in Bhandara and Gondia districts. He also founded Kika's Bird Club in order to spread bird farming which is very popular among school-going children of Maharashtra.



(Part I) As the name suggests, the excerpt is an amazing experience of the writer where Kiran Purandare, the solitary traveller, is completely lost in the jungles of Umbarzara. He narrates how he lost his way at the fall of the dusk and the terrifying turmoil he underwent thereafter. Shouting for help would literally mean 'crying in the wilderness'. He also gives a detailed description of how he found his way towards the Pitezari.

(Part II) This part has been extracted from CN Traveller Magazine published by Land Rover India. It is about Shaaz Jung, known for his wild life photography. It briefs us about his entry into this world of wild life photography, the insight that he received during this journey regarding the loss of the habitat of those heroes of the jungle and the genuine efforts that he took by establishing BCRTI, for the conservation of forests by educating the local rural folks and providing them with a sound reliable source of income.

## Into the Wild

### (Part – I) Lost in the Jungle

The eight-and-a-half-hour-long day inside the **hide** was as fruitful as the *Jambha* tree standing tall on the edge of Umbarzara. Before wrapping up my day at this natural waterhole, I took entries of the **avifauna** in my field notes. Since I was alone, I rushed to Pitezari village where I was stationed. I **camouflaged** the hide, took my essentials, came out of the hide and stretched out to my heart's content. I lifted my camera bag and took the familiar trail to Pitezari. Negotiating the webbed leaves of Teakwood and *Moha* trees, trying to make minimal sound, I was treading cautiously among the woods. Walking alone in a jungle needs more alertness than walking with a companion. **I was alone here like a fox.** Following the trail silently, watching with wide-open eyes, my ears were grasping a variety of sounds just when a familiar sound stunned me...

'Khyak! Khyak! KhyakoSS Khyak!'

It was a *Langur* alarm call. The leader of the gang of *Langurs* was sitting on the tall tree making alarm calls

**hide** : a place built to look like its surrounding

**avifauna** : birds of a particular region, habitat or geological period

**camouflaged** : disguised by covering it to make it blend in with the surroundings

**Explain:**

**I was alone here like a fox.**

out of fear for life. Rest of the *Langur* brigade continued raising the alarm calls. The network of alarm calls was expanding its range as the **petrified** *Langurs* speeded to the trees near and far and secured their places on treetops. All this **upheaval** was created by only one animal's presence—a Leopard. Many animals make alarm calls when they see a **predator**—Tiger or Leopard nearby. The *Langur* is most reliable when it comes to finding clues about the presence of the **apex** predators in the jungle. The mighty elusive Leopard of Umbarzara was out of its **lair**. He was on the prowl. The stealthily moving figure in spotted gold-black cloak was spied by these *Langurs*. Even the small ones from the **legion** of *Langurs* were giving alarm calls.

‘Chyak! Chyak!’

I stayed put. Gauged the leader *Langur*'s target sight and scanned the area visually. Took some steps. Stopped again. A fresh **scat** was lying before me on the trail. The bluish-purple flies were **hovering** over it. I was sure that the Leopard was somewhere near. The distant alarm call of four-horned **antelope** was adding to the chaos. I barely walked around 15 metres and stopped. I had apparently entered in the **sanctum sanctorum** of a miracle called Leopard. But the big cat was not visible. It is an elusive animal. The surroundings were reminding me that I was all alone time and again. As I moved forward on the trail to Pitezari, the fading alarm calls were still heard in the background. I could tell **instinctively** that the Leopard had moved away.

Meanwhile, I saw a man standing at a distance with a stick in his hand. As I approached, he appeared **spooked** due to alarm calls of the Leopard. We greeted each other. He was Raju Iskape from Pitezari. He had come to collect logs but retreated due to the Leopard's movement. Raju was amazed at my regular solitary visits to Umbarzara, the **haven** for Tigers, Leopards and Sloth Bears. We stopped under a *Kusum* tree to take a break. We both felt a bit relaxed. Now we were four eyes, four hands with a stick. Then we both resumed our walking tour.

There was one tiny track that broke out of the main trail. “I will take this route, you go straight,” said Raju and turned right. I kept walking straight until I climbed a familiar hillock. I crossed the cement pillar and stones **stacked** by Forest Development Corporation to mark the boundary of the forest compartment. Took another trail

**petrified** : very frightened

**Guess the meaning :**

- upheaval
- predator

**apex** : topmost

**lair** : den, secret place

**legion** : a great number of people or things

**scat** : here, it means animal droppings

**Guess the meaning :**

- hovering
- antelope

**sanctum sanctorum** : the holy of holies, a place, region where few are allowed as the secret / important work is done

**instinctively** : without conscious thought, by natural response


**Choose the correct option.**

**spooked** :

- (1) frightened
- (2) happy
- (3) angry

**haven** : a place of safety or refuge

**stacked** : Find the contextual meaning from the dictionary



**gorge** : a narrow gully between hillocks

**deciduous** : having trees that shed leaves in the dry season

**tropical** : of the tropics

**to one's heart's content**: to the fullest level of satisfaction

**frantic**: hurried and excited

*What is called 'silver lining' of the trail by the writer? Why?*

**Guess the meaning :**

• In a jiffy

after climbing down. Walked across a beautiful *Mahua* tree loaded with reddish-brown leaves. The ground under the tree was cleaned very well. The thought instantly flashed in my mind— 'I'd lost my way'. Next moment, I found another dusky trail. Hastily I took that trail which took me from a narrow **gorge** to an open field. The area was surrounded by hillocks of dry **deciduous tropical** forest. I turned back to spot the sun. Now, the geographical west was set. The dusky trail had vanished. Good Heavens! I was lost. Completely lost in this jungle, That too at a very dreadful time! The sun was melting down like a fleeting runner.

Soaked in my own sweat, I felt like shouting to my **heart's content**. But there was no other soul to listen to my sound in this wilderness. I had two bags with me. The *Shabnam* bag having the camera and the other was a small colourful hand-made bag used in villages to carry tiffin. The tiffin still had some stuff, but I didn't feel like having it. The blossoming Boxwood trees, the *Bhoop Bhoop* sound of Coucal bird, the song of Robin bird, all appeared alien to me.

It was more than an hour and I was still there searching for a suitable tree to climb and get secured. "Turn back to the trail you left," my mind was telling me. But there were no signs of the trail. I had no other way to climb the hillock before me. There were more hillocks, and some more around the one I was standing. Near my feet were the dried-up droppings of Sloth Bear. "The Sloth Bear of Umbarzara must be out in open sniffing for food," I cautioned myself. Thinking of averting all sorts of eventuality, I made a move. I ran down the hillock that I had climbed up at a **frantic** speed. The west was to my right-hand side now. The evening breeze flew through my wet curled hair. My stomach was aching. I kept walking in hope.

After around 50 steps I found a bright red soil trail. I found my silver lining on this trail. There were marks of bicycle wheel on this trail. That was a big consolation for me. "There must be a village nearby," I reassured myself. More questions resurfaced, "How far is the village? And where? In which direction?"

I climbed one more hillock and tried to locate signs of human civilisation. My legs were trembling. As I reached the top of the hill, I jumped with joy. I heard the sounds of people talking in the loudspeaker. **In a jiffy**, I ran down



the hill, towards the sound with full vigour. I stumbled and fell down. Saw droppings of Blue Bulls nearby. Struggled, stood up and decided which direction to move on. The signs of civilisation were visible. The tiny sleepy village of Pitezari was visible through the green woods. The lantern of Rajiram Bhalavi's farm, the loudspeaker installed for Keshav Bhalavi's marriage, all were in clear sight. Turned left to spot the village lake and familiar hillock 'Suihudaki'. The dog barked to welcome me to the village.

The first thing I did was to take a bath. The shaking of limbs had lessened a bit. The stomach ache started again. Ate to the full and then **slumped** onto the cot. Lying awake looking at the star-studded sky, I spoke to myself, "There still exists a jungle where we can get lost, isn't this our good luck?"

Taken from 'Sakha Nagzira' - by Kiran Purandare

### (Part – II) Tracking the Panther of Nagarhole

Shaaz Jung is a wildlife photographer, cinematographer, big cat tracker, man-animal conflict resolution seeker and lodge owner— all rolled into one. When he's away from the jungles of Nagarhole, officially called The Rajiv Gandhi National Park, he's leading photography safaris in Africa or showcasing his work at Art Galleries in capital cities and speaking to those interested in conserving the planet's riches.

Shaaz recalls with great clarity the incident that ultimately leads to his answering the call of the **felines** over a career dedicated to finance. "It was somewhere around sunset. We were at a junction. The deer were calling," he says, "we went around a blind turn," he continues, "and up ahead on the path was this old leopard. You could tell he was past his prime. The jungle had taken a toll on him. He only had three canines. His eyes were **sagging**. Close to this leopard was another very young, good looking male who was soon to come into his prime. It was like looking at the past and the present. It was clear that there was going to be a fight. Unfortunately, the sun was setting, and we had to leave. But the next morning, I went back to the spot. Sitting on a high rock was that young leopard. Blood was dripping from a **gash** across his face. He sat there like he was 'king of the jungle'. I knew right then that he had taken over, that it was the beginning of a new journey for him. And for me."

**slumped** : fell heavily

**Guess the meaning :**

- felines

**sagging** : drooping lags

**gash** : long, deep cut

**Guess the meaning :**

• *chronicler*

**piece together :** create something by joining the separate parts of it together

**Shaaz named the leopards**

- (1) .....
- (2) .....
- (3) .....

**incursions:** attacks

**The visitors are welcomed because** .....

.....  
**Find :**

The Bison is .....

Photographs of that leopard, the victor, Scarface, as Shaaz named him, not only made Shaaz famous among India’s wildlife community, but also led to Shaaz’s enviable reputation as a **chronicler** of the wild. “Through my journey of photographing Scarface, I have discovered other leopards, his mates and discovered his nemises– tigers. I also discovered the current protagonist of my work–*Saya*–while tracking Scarface. This is the world’s first black panther, the behaviour of which is being documented so intimately on camera, by tracking its movements. So far all the research on the animal has been done through camera traps.” Through many months of toil, Shaaz has managed to collect precious footage, including that of the animal mating, to **piece together** the incredible landscape of a black panther’s life.

*Saya*, *Scarface* and *Pardus*, the leopard that lost to *Scarface*, have also led Shaaz down a different path of discovery. Learning about them and the loss to their habitat has led Shaaz to create the Buffer Conflict Resolution Trust of India (BCRTI). It’s an agency that educates villagers who live on the fringe of the forest on the importance of conservation. “We are in the heart of the man-animal conflict zone,” explains Shaaz. “There is no specific buffer zone here around Nagarhole. The core area of the forest ends where the fields begin. In dry season elephant and wild boar **incursions** into fields are very common. Older leopards, like *Pardus*, who have lost territory in the forest often carry away livestock from villages.” This creates resentment among locals towards the animals on occasions leading to unpleasant situations.

Putting tourist currency to good use, under the BCRTI umbrella, Shaaz provides locals with vocational training, with the aim of educating locals on the merits of conservation and to help them benefit from tourist currency. The visitors at the resort are welcome to volunteer to teach a skills training class of their choice. The acquired skills enable locals to find employment with any of the numerous wildlife resorts in the region, if not in a faraway city.

Madegowda is one such local agriculturist who is trained at BCRTI and is now a certified naturalist employed by ‘The Bison’. “In the past, I’ve lost almost 80 percent of a season’s yield of sugarcane to such animal attacks. I used to hate them. But now I’ve learnt how

important these animals are and the value of protecting them,” he says. “I have known these jungles for 35 years. I know where the animals are and I realise I can guide visitors and get paid for it. In a way, the animals are paying me back.”

“The forests have taught me many things. For instance, listening is a sense far more important than sight. You have to switch off your vehicle, sit and listen, for the forest is constantly communicating— through the voices of birds and animals,” he explains. “Tracking an animal also teaches you life lessons. The black panther has taught me patience. But, above all, it has taught me to never stop discovering. There are just so many amazing experiences to learn and share with the world.”

- *CN Traveller Magazine published by Land Rover India*



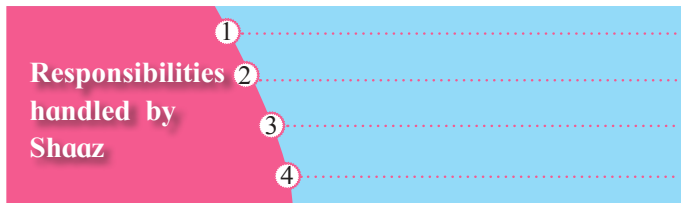
## BRAINSTORMING

- (A1) (i) **In pairs, discuss the professions and challenges one can take happily if one is really passionate about the job.**
- (ii) **In groups, organize a role play activity associated with ‘Wild Life Expert’/ ‘Wild Life Photographer’/ ‘Wild Life Conservator’, explaining the differences and similarities involved in their profession.**
- (A2) (i) **Arrange the following incidents in a proper sequential order as they have occurred in Part-I:**
- Writer realized that he was lost in the woods.
  - The *Langurs* saw the leopard.
  - The author was moving from the jungle as quietly as possible, finding his way through the thicket.
  - The author met a villager.
- (ii) **Correct the False statements. (Part-II)**
- Earlier Shaaz was in the field of finance.
  - BCRTI was founded out of the genuine urge to conserve the habitat of the wild life.
  - Shaaz failed to utilize the finance incurred out of tourism.
  - According to the local agriculturist seeing is more essential than listening.

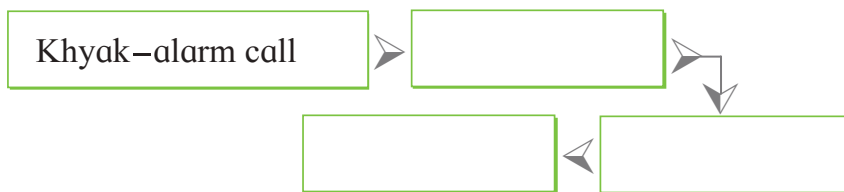
(iii) Complete the given web (Part-I).



(iv) Complete the following (Part-II).



(v) Complete the flow-chart stating the reactions of the petrified *Langurs* due to the presence of the Leopard.



(vi) Complete the web, describing each step taken by the writer as a solitary traveller while moving in the jungle with great precaution:



(vii) Complete the table explaining the qualities that you would like to imbibe from Nature within yourself and provide the reasons for the same:

From	Quality	Reasons
Trees		
Streams		

(A3) (i) Choose appropriate phrases/expressions from the extract given in the brackets. (time and again, to one's heart's content, frantic speed, in a jiffy)

(a) I was on diet for some days but today I am going to eat .....

(b) Every mother scolds her children ..... for the overuse of the mobile phone.

- (c) All their educational problems were sorted out ..... because of the funds given by an NGO.
- (d) Raj ran at a ..... to catch the train.

**(A4) (i) Begin the following sentences with the words given in the brackets.**

- (a) I can guide visitors.  
(Visitors) .....
- (b) Animals are paying me back.  
(I) .....
- (c) The behaviour of the first black panther is being documented.  
(They) .....
- (d) All the research on the animal has been done through camera traps.  
(They) .....
- (e) Madegowda is employed by The Bison.  
(The Bison) .....
- (f) The surroundings were reminding me.  
(I) .....
- (g) Raju was amazed at my solitary visits to Umbarzara.  
(My solitary) .....
- (h) I found a bright red soil trial.  
(A) .....
- (i) Older leopards like *Pardus* carry away livestock from villages.  
(Livestock) .....
- (j) I have lost almost 80 percent of a season's yield of sugarcane.  
(80 percent) .....
- (k) Tracking an animal also teaches you life lessons.  
(Life lessons) .....
- (l) Many things have been taught to me by the forests.  
(The forests) .....
- (m) Resentment among locals towards the animals is created by this.  
(This) .....

**(ii) Rewrite the sentences by using 'not only....but also':**

- (a) The petrified *Langurs* speeded to the trees near and far and secured their places on the tree tops.
- (b) Umbarzara is the haven for Tigers, Leopards and Sloth Bears.

(c) I crossed the cement pillar and stones stacked by the Forest Development Corporation.

**(A5) (i) Your college has decided to celebrate the World Environment Day Mr Kiran Purandare has been invited as the ‘Chief Guest’ for the event. Imagine you are the Secretary of the ‘Nature Club’ of your college and you have to conduct an interview of Mr Kiran Purandare. Frame 8/10 questions for the same.**

**(ii) Imagine you have visited the jungles of Nagarhole. Write a report, to be published in your college magazine / in a local newspaper.**

**(iii) Shaaz has contributed towards conserving the wild animals and their habitat. Your college has decided to spread the message in the society and arrange a rally. Prepare an ‘Appeal’ to ensure maximum participation informing about the day, date and other relevant details.**

**(iv) Nature is a great teacher and a guide.**

**Complete the mind map as instructed as per the titled concept:**



**(A6) (i) Surf the net and obtain more information about the conservation work done by Shaaz. Prepare posters to inspire others and display them on your college noticeboard.**

**(ii) Find out the information about the qualification and eligibility required in the professions related to wild life such as ...**

- Forest officer / Ranger
- Wildlife photographer
- Environmentalist
- Geologist
- Tour Manager



## 1.7 Why we Travel

### ICE BREAKERS

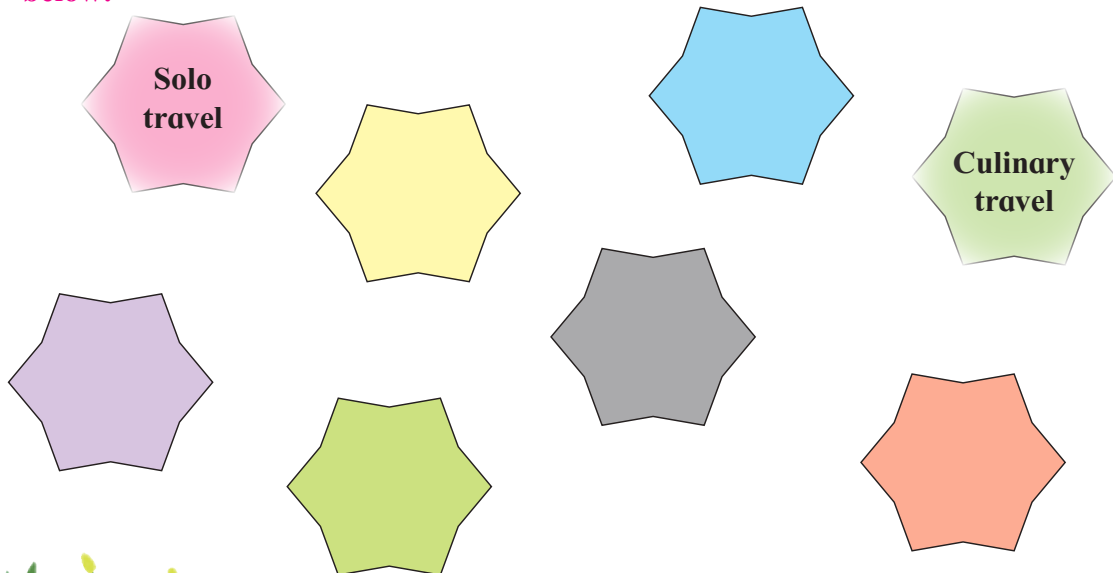
- Share your views on how travelling can be a hobby.
- Discuss in the class the benefits of travelling and complete the web.



**Make a list of your expectations when you travel to some new place:**

- (a) Food should be delicious and available whenever hungry.
- (b) .....
- (c) .....
- (d) .....

- Discuss in the class the various types of travels. Add your own to ones given below:



**Siddarth Pico Raghavan Iyer, (born 1957)** at Oxford, England is known as Pico Iyer. He is a British –born American essayist and novelist and is best known for his travel writing. He was awarded the famous Guggenheim Fellowship for Creative Arts in 2005 and has won the accolade of Honorary Doctor of Humane Letters by the Chapman University. He has authored several books including *Video Night in Kathmandu*(1988), *The Lady and The Monk* (1991), *The Global Soul* (2000) and *The Man within My Head* (2012). He is working as an essayist for *Time* since 1986. He also publishes regularly in *The New York Review of Books* and *The New York Times* and other renowned publications.



In his classic essay ‘*Why we Travel*’, Pico Iyer explores the reasons for his passion to travel and shares them with the readers. He quotes famous writers and puts forth his own observations while probing into his own instinct to travel. Enormously interesting, the extract is equally inspiring for the readers who are looking for the adventures in their lives.

## Why we Travel

We travel, initially, to lose ourselves; and we travel, next, to find ourselves. We travel to open our hearts and eyes and learn more about the world than our newspapers will accommodate. We travel to bring what little we can, in our ignorance and knowledge, to those parts of the globe whose **riches are differently dispersed**. And we travel, in essence, to become young fools again—to slow time down and get taken in, and fall in love once more. The beauty of this whole process was best described, perhaps, before people even took to frequent flying, by **George Santayana** in his **lapidary** essay, “The Philosophy of Travel.” We “need sometimes,” the Harvard philosopher wrote, “to escape into open **solitudes**, into aimlessness, into the moral holiday of **running some pure hazard**, in order to sharpen the edge of life, to taste hardship, and to be compelled to work desperately for a moment at no matter what.”

Few of us ever forget the connection between “**travel**” and “**travail**,” Travel in that sense guides us toward a better balance of wisdom and compassion – of seeing the

### Guess the meaning :

*riches are differently dispersed*

**George Santayana:** George Agustin Nicolas Ruiz de Santayana y Borrás (December 16, 1863 – September 26, 1952), was a Spanish philosopher, essayist, poet and novelist.

**lapidary:** relating to the engraving, cutting, or polishing of stones and gems (of language- elegant and concise.)

**solitudes** : a lonely or uninhabited place.

**running some pure hazard:** accepting a risk or danger

### Guess the difference:

- travel and travail



world clearly, and yet feeling it truly. For seeing without feeling can obviously be uncaring; while feeling without seeing can be blind. Yet for me the first great joy of travelling is simply the luxury of leaving all my beliefs and certainties at home, and seeing everything I thought I knew in a different light, and from a crooked angle.

Though it's fashionable nowadays to draw a distinction between the "tourist" and the "traveler," perhaps the real distinction lies between those who leave their assumptions at home, and those who don't. Among those who don't, a tourist is just someone who complains, "Nothing here is the way it is at home," while a traveler is one who grumbles, "Everything here is the same as it is in Cairo - or Cuzco or Kathmandu." It's all very much the same.

But for the rest of us, the **sovereign** freedom of travelling comes from the fact that it whirls you around and turns you upside down, and stands everything you took for granted on its head. If a diploma can famously be a passport (to a journey through hard realism), a passport can be a diploma (for a crash course in cultural relativism). And the first lesson we learn on the road, whether we like it or not, is how **provisional and provincial** are the things we imagine to be universal.

We travel, then, in part just to shake up our **complacencies** by seeing all the moral and political urgencies, the life-and-death dilemmas, that we seldom have to face at home. And we travel to fill in the gaps left by tomorrow's headlines. When you drive down the streets of Port-au-Prince, for example, where there is almost no paving your notions of the Internet and a "one world order" grow usefully revised. Travel is the best way we have of rescuing the humanity of places, and saving them from **abstraction** and ideology.

And in the process, we also get saved from abstraction ourselves, and come to see how much we can bring to the places we visit, and how much we can become a kind of carrier pigeon – an anti-Federal Express, if you like – in transporting back and forth what every culture needs. I



**Differentiate :**

- tourist and traveller


**sovereign :** supreme and effective

**Guess the difference :**

- provisional and provincial

**complacencies:** satisfaction of one with oneself or one's own achievements

**abstraction:** something that exists only as an idea





**Michael Jordan :**

an American former professional basketball player

**Kyoto :** once the capital of Japan, now is a city on the island of Honshu

**ikebana:** Japanese art of flower arrangement

**impoverished :** reduced to poverty

**Proust :** a French novelist, critic and essayist, one of the most influential authors of the 20<sup>th</sup> century (10 July 1871 – 18 November 1922)

**subtler :** more difficult to grasp

**resuscitate:** make active and vigorous

*How does travel spin us?*

find that I always take **Michael Jordan** posters to **Kyoto**, and bring woven **ikebana** baskets back to California.

But more significantly, we carry values and beliefs and news to the places we go, and in many parts of the world, we become walking video screens and living newspapers, the only channels that can take people out of the censored limits of their homelands. In closed or **impoverished** places, like Pagan or Lhasa or Havana, we are the eyes and ears of the people we meet, their only contact with the world outside and, very often, the closest, quite literally, they will ever come to Michael Jackson or Bill Clinton. Not the least of the challenges of travel, therefore, is learning how to import - and export - dreams with tenderness.

By now all of us have heard (too often) the old **Proust** line about how the real voyage of discovery consists not in seeing new places but in seeing with new eyes. Yet one of the **subtler** beauties of travel is that it enables you to bring new eyes to the people you encounter. Thus even as holidays help you appreciate your own home more—not least by seeing it through a distant admirer’s eyes—they help you bring newly appreciative—distant—eyes to the places you visit. You can teach them what they have to celebrate as much as you celebrate what they have to teach. This, I think, is how tourism, which so obviously destroys cultures, can also **resuscitate** or revive them, how it has created new “traditional” dances in Bali, and caused craftsmen in India to pay new attention to their works.

Thus travel spins us round in two ways at once: It shows us the sights and values and issues that we might ordinarily ignore; but it also, and more deeply, shows us all the parts of ourselves that might otherwise grow rusty. For in travelling to a truly foreign place, we inevitably travel to moods and states of mind and hidden inward passages that we’d otherwise seldom have cause to visit.

On the most basic level, when I’m in Tibet, though not a real Buddhist, I spend days on end in temples, listening to the chants of sutras. I go to Iceland to visit the lunar spaces within me, and, in the uncanny quietude and


emptiness of that vast and treeless world, to tap parts of myself generally obscured by chatter and routine.

We travel, then, in search of both self and anonymity – and, of course, in finding the one we apprehend the other. Abroad, we are wonderfully free of caste and job and standing; we are, as **Hazlitt** puts it, just the “gentlemen in the parlour,” and people cannot put a name or tag to us. And precisely because we are clarified in this way, and freed of inessential labels, we have the opportunity to come into contact with more essential parts of ourselves (which may begin to explain why we may feel most alive when far from home).

Abroad is the place where we stay up late, follow **impulse** and find ourselves as wide open as when we are in love. We live without a past or future, for a moment at least, and are ourselves up for grabs and open to interpretation. We even may become mysterious—to others, at first, and sometimes to ourselves—and, as no less a dignitary than **Oliver Cromwell** once noted, “A man never goes so far as when he doesn’t know where he is going.”

There are, of course, great dangers to this, as to every kind of freedom, but the great promise of it is that, travelling, we are born again, and able to return at moments to a younger and a more open kind of self. Travelling is a way to reverse time, to a small extent, and make a day last a year—or at least 45 hours—and travelling is an easy way of surrounding ourselves, as in childhood, with what we cannot understand. Language facilitates this cracking open, for when we go to France, we often migrate to French, and the more childlike self, simple and polite, that speaking a foreign language **educes**. Even when I’m not speaking pidgin English in Hanoi, I’m simplified in a positive way, and concerned not with expressing myself, but simply making sense.

So travel, for many of us, is a quest for not just the unknown, but the unknowing; I, at least, travel in search of an innocent eye that can return me to a more innocent self. I tend to believe more abroad than I do at home (which, though treacherous again, can at least help me





**Hazlitt** : an English essayist, drama and literary critic, painter, social commentator and philosopher (10 April 1778 – 18 September 1830)

**impulse** : a sudden strong and unreflective urge to act

**Oliver Cromwell** : an English military and political leader (25 April 1599 - 3 September 1658)

**educes** : brings out or develops something latent or potential





**risumi** : a risumi is a special kind of resume that has been written with an ISO 8859-1/14 character set and then sent through a mail that drops the high bit.

**crucible** : a situation in which people or things are severely tested

**monasticism** : resembling monks or their way of life living alone

**Camus** : Albert Camus ( 7 November 1913 - 4 January 1960) was a French philosopher, author and journalist

**Christopher Isherwood** : (26 August 1904- 4 January 1986) an Anglo-American novelist, playwright, screenwriter, autobiographer, and diarist

*Why are we objects of scrutiny?*

to extend my vision), and I tend to be more easily excited abroad, and even kinder. And since no one I meet can “place” me –no one can fix me in my **risumi** – I can remake myself for better, as well as, of course, for worse (if travel is notoriously a cradle for false identities, it can also, at its best, be a **crucible** for truer ones). In this way, travel can be a kind of **monasticism** on the move: On the road, we often live more simply (even when staying in a luxury hotel), with no more possessions than we can carry, and surrendering ourselves to chance.

This is what **Camus** meant when he said that “what gives value to travel is fear”– disruption, in other words, (or emancipation) from circumstance, and all the habits behind which we hide. And that is why many of us travel not in search of answers, but of better questions. I, like many people, tend to ask questions of the places I visit, and relish most the ones that ask the most searching questions back of me: “The ideal travel book,” **Christopher Isherwood** once said, “should be perhaps a little like a crime story in which you’re in search of something.” And it’s the best kind of something, I would add, if it’s one that you can never quite find.

I remember, in fact, after my first trips to Southeast Asia, more than a decade ago, how I would come back to my apartment in New York, and lie in my bed, kept up by something more than jet lag, playing back, in my memory, over and over, all that I had experienced, and paging wistfully through my photographs and reading and re-reading my diaries, as if to extract some mystery from them. Anyone witnessing this strange scene would have drawn the right conclusion: I was in love.

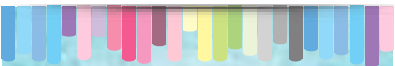
When we go abroad is that we are objects of scrutiny as much as the people we scrutinize, and we are being consumed by the cultures we consume, as much on the road as when we are at home. At the very least, we are objects of speculation (and even desire) who can seem as exotic to the people around us as they do to us.

All, in that sense, believed in “being moved” as one of the points of taking trips, and “being transported” by

private as well as public means; all saw that “**ecstasy**” (“**ex-stasis**”) tells us that our highest moments come when we’re not stationary, and that epiphany can follow movement as much as it precipitates it.

When you go to a McDonald’s outlet in Kyoto, you will find **Teriyaki** McBurgers and Bacon Potato Pies. The placemats offer maps of the great temples of the city, and the posters all around broadcast the wonders of San Francisco. And—most crucial of all—the young people eating their Big Macs, with baseball caps worn backwards, and tight 501 jeans, are still utterly and **inalienably** Japanese in the way they move, they nod, they sip their **Oolong teas** – and never to be mistaken for the patrons of a McDonald’s outlet in Rio, Morocco or Managua. These days a whole new realm of **exotica** arises out of the way one culture colours and appropriates the products of another.

The other factor complicating and exciting all of this is people, who are, more and more, themselves as **many-tongued** and **mongrel** as cities like Sydney or Toronto or Hong Kong. I am, in many ways, an increasingly typical specimen, if only because I was born, as the son of Indian parents, in England, moved to America at 7 and cannot really call myself an Indian, an American or an Englishman. I was, in short, a traveler at birth, for whom even a visit to the candy store was a trip through a foreign world where no one I saw quite matched my parents’ **inheritance**, or my own. Besides, even those who don’t move around the world find the world moving more and more around them. Walk just six blocks, in Queens or Berkeley, and you’re travelling through several cultures in as many minutes; get into a cab outside the White House, and you’re often in a piece of Addis Ababa. And technology, too, compounds this (sometimes deceptive) sense of availability, so that many people feel they can travel around the world without leaving the room—through cyberspace or CD-ROMs, videos and virtual travel. There are many challenges in this, of course, in what it says about essential **notions** of family and community



**ecstasy (ex-stasis) :**

Discuss the pun implied by the writer.

**Teriyaki :** a Japanese dish of fish or meat marinated in soya sauce and grilled


**inalienably :** in a manner that makes it impossible for something to be taken away.

**Oolong teas :** dark coloured partly fermented China teas

**exotica :** strikingly different or colourful, belonging to distant foreign countries

**Guess the meaning :**

- many - tongued
- mongrel
- inheritance
- notions



**in flux** : undergoing constant frequent changes

**Sir John Mandeville** : the supposed author of ‘The Travels of Sir John Mandeville,’ a travel memoir in French which first circulated between 1357-1371

**ineffable** : too great or extreme to be expressed in words.

**Emerson** : Ralph Waldo Emerson (25 May 1803-27 April 1882) was an American essayist, lecturer, philosopher and poet.

**Thoreau** : Henry David Thoreau (12 July 1817-6 May 1862) was an American essayist, poet and philosopher.

**Sir Thomas Browne** : Sir Thomas Browne (19 October 1605- 19 October 1682) was an English polymath and author of varied works.

and loyalty, and in the worry that air-conditioned, purely synthetic versions of places may replace the real thing—not to mention the fact that the world seems increasingly **in flux**, a moving target quicker than our notions of it. But there is, for the traveler at least, the sense that learning about home and learning about a foreign world can be one and the same thing.

All of us feel this from the cradle, and know, in some sense, that all the significant movement we ever take is internal. We travel when we see a movie, strike up a new friendship, get held up. Novels are often journeys as much as travel books are fictions; and though this has been true since at least as long ago as **Sir John Mandeville’s** colourful 14<sup>th</sup> century accounts of a Far East he’d never visited, it’s an even more shadowy distinction now, as genre distinctions join other borders in collapsing.

Travel, then, is a voyage into that famously subjective zone, the imagination, and what the traveler brings back is – and has to be – an **ineffable** compound of himself and the place, what’s really there and what’s only in him. And since travel is, in a sense, about the conspiracy of perception and imagination, the two great travel writers, for me, to whom I constantly return are **Emerson** and **Thoreau** (the one who famously advised that “travelling is a fool’s paradise,” and the other who “traveled a good deal in Concord”). Both of them insist on the fact that reality is our creation, and that we invent the places we see as much as we do the books that we read. What we find outside ourselves has to be inside ourselves for us to find it. Or, as **Sir Thomas Browne** sagely put it, “We carry within us the wonders we seek without us. There is Africa and her prodigies in us.”

So, if more and more of us have to carry our sense of home inside us, we also – Emerson and Thoreau remind us—have to carry with us our sense of destination. The most valuable Pacifics we explore will always be the vast expanses within us, and the most important Northwest Crossings the thresholds we cross in the heart. The virtue of finding a gilded pavilion in Kyoto is that it allows you

to take back a more lasting, private Golden Temple to your office in **Rockefeller Center**.

And even as the world seems to grow more exhausted, our travels do not, and some of the finest travel books in recent years have been those that undertake a parallel journey, matching the physical steps of a pilgrimage with the metaphysical steps of a questioning (as in **Peter Matthiessen's** great "The Snow Leopard"), or chronicling a trip to the farthest reaches of human strangeness (as in **Oliver Sacks'** "Island of the Color-Blind," which features a journey not just to a remote **atoll** in the Pacific, but to a realm where people actually see light differently). The most distant shores, we are constantly reminded, lie within the person asleep at our side.

So travel, at heart, is just a quick way to keeping our minds mobile and awake. As Santayana, the heir to Emerson and Thoreau with whom I began, wrote, "There is wisdom in turning as often as possible from the familiar to the unfamiliar; it keeps the mind nimble; it kills **prejudice**, and it **fosters** humour." Romantic poets inaugurated an era of travel because they were the great **apostles** of open eyes. Buddhist monks are often vagabonds, in part because they believe in wakefulness. And if travel is like love, it is, in the end, mostly because it's a heightened state of awareness, in which we are mindful, receptive, undimmed by familiarity and ready to be transformed. That is why the best trips, like the best love affairs, never really end.

- *Siddarth Pico Raghavan Iyer*

*Collect information about Rockefeller Center.*

**Peter Matthiessen:** an American novelist (22 May 1927- 5 April 2014), naturalist, wilderness writer, zen teacher and CIA officer

**Oliver Sacks :** (9 July 1933- 30 August 2015) a British neurologist, naturalist, historian of science

*Guess the meaning :*

- *atoll*
- *prejudice*
- *fosters*

**apostles :** vigorous and pioneering supporters of an idea or a cause



## BRAINSTORMING

- (A1) Read the first two paragraphs and discuss the need to travel.**
- (A2) (i) Read the sentence ‘If a diploma can famously ..... in cultural relativism.’ Pick the sentence which gives the meaning of the above statement from the alternatives given below.**
- (a) A diploma certificate can be used as a passport and a passport can be used as a diploma certificate.
  - (b) If one has a diploma, he does not need a passport and if he has a passport, he does not need a diploma.
  - (c) One can acquire permission to travel to foreign countries for educational purposes based on her academic achievements and travelling to foreign countries enriches one of the most regarding the knowledge and wisdom of the world.
- (ii) Prepare a list of the litterateurs and their quotations mentioned by the writer in the essay.**
- (iii) ‘The real voyage of discovery consists not in seeing new places but in seeing with new eyes.’ – Marcel Proust. Justify with the help of the text.**
- (iv) Read the third paragraph and find the difference between a tourist and a traveller as revealed through the complaints made by them.**
- (v) Write four sentences with the help of the text conveying the fact that travelling brings together the various cultures of different parts of the world.**
- (vi) By quoting Camus, the writer has stated that travelling emancipates us from circumstances and all the habits behind which we hide. Write in detail your views about that.**
- (A3) (i) Read the following groups of words from the text.**

A	B
crooked angle	walking video screens
censored limits	living newspapers
impoverished places	searching questions

Words crooked, censored and impoverished in group ‘A’ describe the nouns ‘angle’, ‘limits’ and ‘places’ respectively. They are past participles of the verbs ‘crook’, ‘censor’ and ‘impoverish’. But in the sentences, they act as adjectives. Similarly, in group ‘B’ words—walking, living and searching are the present participles (‘ing’ forms) of the verbs—walk, live and search. But in the above examples they function as adjectives.



**Discuss in pairs and make a list of some more adjectives like this and make sentences using them.**

(ii) The verbs in bold letters are made up of a verb and a small adverb. (adverb particle. Adverb particles are not the same as prepositions.). For example, shake (verb) + up (adverb). These are called ‘phrasal verbs.’ The meaning of a phrasal verb may be idiomatic—different from the meanings of the two separate words.

**Read carefully the following sentences from the text and underline the phrasal verbs.**

- (a) We travel, then, in part just to **shake up** our complacencies.
- (b) Abroad is the place where we stay up late.
- (c) I remember, in fact, after my first trip to Southeast Asia, more than a decade ago, how I would come back to my apartment in New York.
- (d) All, in that sense, believed in, “being moved”.....
- (e) But there is, for the traveller at least, the sense that learning about home and .....

**(A4) (i) The words in bold type show to+ verb form. These are infinitives. An infinitive is the base form of the verb. Infinitive is formed from a verb but it does not act as verbs because an infinitive is not a verb; ‘s’, ‘es’, or ‘ing’ cannot be added to that.**

However, sometimes infinitives may occur without ‘to’. For example,

Thus even as holidays help you **appreciate** your own home more —....

In this sentence, though ‘to’ is skipped off, ‘appreciate’ acts as an infinitive’.

**Read the following sentences carefully from the text and find out the infinitives.**

- (a) We travel, initially, to lose ourselves; and we travel, next, to find ourselves.
- (b) We travel to bring what little we can,.....
- (c) Yet one of the subtler beauties of travel is that it enables you to bring new eyes to the people you encounter.

**(ii) Combine two sentences into one. You may use the word given in the brackets.**

- (a) I go to Iceland. I visit the lunar spaces within me. (to)
- (b) We have the opportunity. We come into contact with more essential parts of ourselves. (of)
- (c) Romantic poets inaugurated an era of travel. They were great apostles of open eyes. (being)

(d) The travel spins us around. It shows us the sights and values ordinarily ignored. (showing)

**(iii) Read the sentences given below and state whether the underlined words are gerunds or present participles.**

(a) As it's a hot day, many people are swimming

(b) This is a swimming pool.

(c) It's very bad that children are begging.

(d) Begging is a curse on humanity.

**(A5) Write an email to your friends about your proposed trek. You can take help of the following points. You can keep your parents informed about it by adding them in BCC.**

- A trek in the forest of Kodaikanal
- Time and duration
- Type of trek (cycle/ motorbike/ walk)
- Facilities provided
- Last date for registration
- Fees

**(A6) There is a boom in 'Travel and Tourism' career. Find information about different options in this field.**

**(A7) (i) Find information about:**

(a) Fa Hien

(b) Huen Tsang

(c) Ibn Batuta

(d) Marco Polo

(e) Sir Richard Burton

**(ii) Further reading:**

- 'Childe Herold's Pilgrimage' – Lord Byron
- 'Gulliver's Travels' – Jonathan Swift
- 'Twenty Thousand Leagues Under The Sea' – Jules Verne
- 'Traveling Souls' – Brian Bouldrey



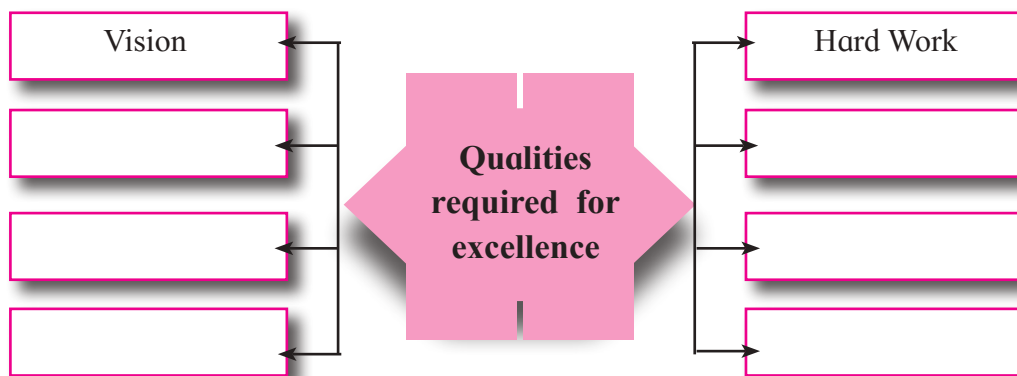
## 1.8 Voyaging Towards Excellence

### ICE BREAKERS

- There are different ways to travel from one place to another for different purposes. Discuss with your partner and match the words given in table A with their meanings in table B.

A	B
(a) Cruise	(i) a long journey on a ship
(b) Expedition	(ii) a short visit to an outdoor place where people celebrate, enjoy and eat meals
(c) Camp	(iii) a brief pleasure outdoor visit
(d) Trip	(iv) a short journey to a place with a particular purpose
(e) Excursion	(v) a place usually away from urban areas where tents are erected for shelter
(f) Picnic	(vi) a journey especially by a group of people for a specific purpose
(g) Voyage	(vii) a journey on a boat or ship to a number of places

- Discuss the following with your partner and complete the web.



*Achyut Godbole (born 1950) is well known for his writings in Marathi and English. He is a prolific writer in various genres and has produced numerous original works as well as adaptations of works from other languages into Marathi. His writing style is informative and yet very informal. He became a Chemical Engineer from IIT Mumbai in 1972 and headed top management positions in companies of great repute.*



*This autobiographical sketch penned by Achyut Godbole depicts his journey from a middle class school boy to a famous writer. He was a successful General Manager of Patni Computer Systems. He headed many other reputed companies and later became a famous writer. The present write-up discusses his quest for excellence, how he developed a thirst for knowledge. He discusses at length the ingredients / essentials of success and the ways to achieve it.*

## Voyaging Towards Excellence

I had a very simple upbringing. We were a lower middle class family. Our 300 square feet house did not even have basic amenities such as a fan, a refrigerator, a geyser, a dining table or a gas stove; leave alone an air conditioner or a car. It was only when I entered the college that I got a watch and we got a dining table and a gas stove at home. Nevertheless, culturally, I had a rich childhood. Poets like *Vinda Karandikar*, *Mangesh Padgaonkar* and *Vasant Bapat* used to visit our home and for hours I could listen to the discussions about poetry and literature-Marathi and English. They used to talk about *Keshavsut*, *Mardhekar*, *Shakespeare*, *Charles Dickens* and *Thomas Hardy*. I did not fully understand their discussions in depth, but I was immensely impressed. We also were lucky to have Pt. Kumar Gandharv, Pt. Bhimsen Joshi and Pt. Jasraj visit our place and talk about Indian music till late night or sometimes dawn. This is how and why I developed my interest in literature and music during my school days. I did not and even today don't understand the 'grammar' of music, but I began to love it **tremendously** since then.

Most of the times, the topics of discussion at our home were about music, literature, paintings, sculptures etc. I could listen to the discussions about *Van Gogh*,

1. What does rich childhood mean?
2. How do arts, music and literature enrich our lives?
3. Why should you study any subject?

**tremendously** : to a very great extent

*Mozart* and *Michaelangelo* etc. It was because of such a **milieu** around me that I had a firm belief which I still hold that all arts are equally, if not more, important in our lives than Science or Technology. I had learnt from my childhood that money does not mean everything in life. It is necessary, but if at all there is something which enriches our lives and puts meaning to our existence, it is the arts, music and literature.

This is not to say that I did not like Science or Mathematics. In fact, I loved these subjects. However, I did not study them only for scoring maximum marks in the examinations. I used to study these subjects or any subject for that matter for its **inherent** beauty. I found Newton's law of motion beautiful and Pythagorean Theorem **elegant**. I loved solving problems of Physics and Mathematics of the 9<sup>th</sup> standard when I was in the 7<sup>th</sup>, not to show off, but just because I used to get involved in solving them. I used to love problem-solving and used to enjoy finding out the most elegant method of solving them. Obviously, these problems were not a part of the curriculum, but I enjoyed the whole process. This attitude of looking beyond marks or examinations and to seek joy in solving any challenging problem helped me to develop a 'problem-solving' attitude which came handy when I appeared for my IIT entrance (JEE) because this exam is completely based on your problem-solving ability and the ability to think not only logically but quickly and rapidly.

I scored 100% marks in Mathematics in almost all the examinations that I appeared for from my 1<sup>st</sup> standard until IIT, barring only a few times. I stood 16<sup>th</sup> in the SSC Board (at that time, this examination was for the whole of Maharashtra, including Nagpur) and I stood 1<sup>st</sup> in the University in all subjects put together. Those days, you could get an admission into IIT without the entrance test (JEE) if you had secured the 1<sup>st</sup> rank in the University. Therefore, I did not have to appear for the entrance test to get the admission into IIT, but nobody in Solapur told me about it, for I doubt

**milieu** : setting or social environment

**inherent** : existing in something as permanent

**elegant** : graceful or stylish in appearance or manner

*The writer developed a problem-solving attitude because ...*

- (1) .....
- (2) .....

*What are the achievements of the writer in Mathematics?*

*Why was the writer's joy shortlived?*

*Guess the meaning:*

- inferiority complex
- sophisticated
- arrogant

**diffident** : lacking confidence

if anybody in Solapur even knew about this rule. Therefore, I appeared for the entrance examination, and I secured a very good rank in the same.

I was quite happy getting into IIT, but my joy was shortlived. At Solapur I had not seen any building which was more than three storeyed. Mumbai however was full of skyscrapers. At IIT, most of the students and professors used to converse in English whereas my English was very poor. I had my entire education in Marathi. My spoken English was quite pathetic. Not only did I have a very weak vocabulary, but, my pronunciation also was terrible and my construction of English sentences very awkward to say the least. Due to all this, I was feeling quite lonely and terrified in Mumbai in general and IIT in particular. I had developed an **inferiority complex** and wanted to run away from IIT and even Mumbai.

One day, I was sitting at my mess table in the hostel sipping tea when a senior guy came and sat on the chair adjacent to me. He was a convent educated guy with fairly **sophisticated** English- at least spoken or colloquial English. He was a bit **arrogant** and wanted to pull my leg. He tried to engage in some conversation with me and started pointing out errors in just about every sentence or everything that I said. After about 5 minutes he walked away after insulting me.

I felt extremely humiliated and upset. As it is, I was feeling quite depressed and **diffident** and this incident was the last straw. I was almost broken. I felt out of place there and literally wanted to run away to Solapur that very moment. However, it was only my self-esteem which stopped me. Suddenly, a feeling of determination and strength came over me and gripped me. Despite hailing from Solapur, if I could be a rank holder in the school, college and IIT with many awards in Mathematics, there must be something right with me. Why should I give up? And that too for a silly and small thing like English? I was not to give up anymore, and I was determined to fight back.


As I climbed the stairs of my hostel room, my plan was ready in my mind. Normally most of us who are educated in **vernacular** languages such as Marathi, think in Marathi, before speaking in English, translate it in English and then somehow try to speak out these translated English sentences in an extremely awkward fashion.

I had decided that I would do nothing of this sort. I wanted to achieve excellence. This urge to excel in anything that you try to do has been with me since the childhood. Whether I would succeed in this or not, I always set my aims high. In this case too, I wanted to speak excellent, elegant and fluent English.

The first thing I did was to start reading English newspapers and English novels. I studied etymology and **phonetics** and studied the roots of the words and how to pronounce them. I used to stand in front of the mirror and practice speaking, realising my mistakes and correcting them myself all the time and improvising and improving day by day.

It took about 9-10 months by which time I started feeling quite confident about speaking in English at length with anybody. My fear had vanished and I started feeling at home in my hostel. In my future career, out of 32 years in Information Technology field, I was the Chief Executive or Managing Director or head of Software Company with thousands of software engineers worldwide. During that period I had to give several presentations or **negotiate** many contracts with the CEOs, Directors or VPs in the US, UK or Australia. I was absolutely **at ease** at that time. It is only due to the efforts at IIT that I could sign contracts worth millions of dollars worldwide and also run large global software companies.

At IIT I got fairly good marks in my first 2 years. However, a very important thing happened while I was in my 3<sup>rd</sup> year. I came in contact with about 15-20 extremely brilliant students/researchers/professors from IIT, TIFR and BARC. They included top ranking students from IIT, visiting professors in American



**vernacular** : native, regional

**phonetics**: relating to speech sounds, study of correct pronunciation of words

*Guess the meaning:*

- negotiate
- at ease

*Find the full forms of :*

IIT:  
TIFR:  
BARC:  
TCP :  
IP :

**instantaneously:** happening very quickly

*Do you know the top universities in the world? Name some of them.*

*The writer was benefitted by the discussions with great people as it...*

- (1) .....
- (2) .....
- (3) .....

Universities, and very renowned mathematicians in the world and so on. I was **instantaneously** attracted to this group. This friendship had a lasting impact on my life. Until that time I used to consider myself somewhat intelligent. However, after I met my friends in our group, I came to know what real brilliance meant and I realised where I stood. I was actually also very lucky that I came in contact with great people on the global scale early in my life. Later in my life when Mr. Narayan Murthy left Patni to start Infosys, I started heading Patni's software division occupying the same chair. My Head Office was in Cambridge, Massachusetts, USA, very near Boston. It was in fact the adjacent building to MIT in America. I had to visit the US every few months in those days. I used to visit MIT during lunch time to meet my friends. There, one could see a couple of Nobel Laureates at the dining table. If you walked for an hour from there, you could reach Harvard Square near Harvard University. I used to visit both of these universities and could talk to a number of Nobel Laureates. During these years I travelled a lot to US, Europe, Japan and Australia and could meet a number of great thinkers and management *gurus* such as Alvin Toffler, Peter Drucker, C. K. Prahlad, Tom Peters or great technologists such as Vincent Cerf, (who designed TCP/IP which is the basic protocol of Internet). All these discussions with these greats broadened my horizon, and my aims and worldview became global. It taught me humility and made me realise that I had to achieve a lot in life. The lesson in humility and hard work as well as passion for excellence was going to play a very important and vital role in my life.

Coming back to my groups in IIT, my friends were not only more intelligent than me, but they were very well-read. They had interest in all the subjects like Science, Technology, Sociology, Psychology, Economics, Philosophy, Anthropology, Archeology, Political Science etc. Our group was interested in all of these branches apart from all the fine arts such as music, literature, painting .... In short, our group was interested in



almost **anything under the sun** and which concerned human life and existence. I was immediately attracted to the group and developed immense and deep interest in all these branches of knowledge. None of these subjects were part of our curriculum at IIT, but again, I never studied for scoring marks in any examination. Here was a sea of knowledge in front of me which I thought was necessary to pass the ‘examination of life’ which was far more important than just passing IIT examination. It is very difficult to become a master or an expert in all these subjects, but it was very important for me to understand at least the basic principles of most of these subjects. Any of us could easily top the GRE examination and migrate to the US. However, that thought never even touched our minds. To understand the world and how it works and serving India and her people was far more important to us.

Therefore, I **plunged into** all these branches of knowledge. It was a period of **renaissance** for me. We used to discuss about relativity, Big Bang, aesthetics, literature, philosophy, economics and many other subjects every day until late into the nights. My cupboard was full of books on a variety of topics. It is only because of the human curiosity that we have been able to make such a great progress in science and technology, and social sciences. I have a number of limitations, but one thing I am proud of is the curiosity, humility and humanity, i.e., concern for our fellow human beings. I learnt these values during my IIT days. I also became a firm believer in **rationalism** and equality for all the castes, creeds, races, genders and religions. I started treating Nature as God and humanity as religion.

I passed from IIT, joined a non-violent social movement for tribals with *Sarvodaya*, participated in a peaceful *satyagraha*, went to jail for 10 days, came back to Mumbai, was jobless for a while, worked for Rs. 125/month to supervise workers at the night shift in a mechanical workshop, changed 13 houses in Mumbai, and finally settled on Information Technology as my career. I spent 32 years in Information

#### Find the meaning :

- anything under the sun

1. *Why does the author say passing the examination of life is more important?*
2. *Why are curiosity and humanity important?*

#### Find the full form of :

- GRE

**plunged into:** dived into

**renaissance :** a rebirth or revival of learning

**rationalism :** the practice of basing opinions and actions on reason and knowledge rather than on religious beliefs or emotional responses



*What are the principles of good management ?*

*Do you think passion is more important than wealth?*

Technology out of which I was a Chief Executive Officer or MD or the software head for 23 years for large global multinational software companies with thousands of software professionals worldwide and 6 offices in the US, 3 in Europe, 1 in Japan and 1 in Australia. I had to travel all over the globe around 150 times for business. During this period, I had also written 4 books with 500-700 pages each on Information Technology published by Tata McGraw-Hill and then translated into Chinese for global distribution.

I learnt a lot of things when I was running these large companies. The first one was the importance of team work. In today's world, nothing is possible without team work. You cannot be successful if you are a loner and an egoistic person. Secondly, you need to lead from the front by setting a good example in front of your staff. Third was that you need to treat your subordinates and your colleagues as friends. In my career, I made a few mistakes, but learnt a lot about motivation, being a good listener, target setting and the art of delegation which forms such an important part of today's management.

After working for all these software companies for so many years, I wanted to return to my first love i.e. to read and write on various subjects concerning human life and existence. Therefore, I gave up two offers of around 3 crore rupees per annum to become a writer. This is how my second innings as a writer in Marathi began.

After this, I have written about 34 books in Marathi. Most of them have become bestsellers with tens of thousands of copies sold for each. However, it is not the sales or the money that is important to me as much as the fact that these books have brought about very good changes in the lives of thousands of readers. After reading my autobiography 'Musafir' and a book on Psychology 'Manat', hundreds have come out of depression and more than a dozen have given up thoughts of committing suicide and decided to start all afresh. There are hundreds who tell me that they understood the theory of relativity or Big Bang after

reading my book on Science ‘*Kimayagar*’. My book ‘*Boardroom*’ on Management has created at least 20 successful entrepreneurs. Then there are hundreds who tell me that they now can understand Economic Times or NDTV Profit after reading my book on economics ‘*Arthat*’. Many have turned to Mathematics after reading my book on Mathematics ‘*Ganiti*’. The same is true about my books on Indian Music (*Nadvedh*), English Literature (*Zapoorza*), Painting (*Canvas*), Western Films (*Limelight*) and Western Music (*Symphony*) or books such as ‘Genius’ series, ‘*Rakta*’ or ‘*Vitamins*’ or ‘*Anartha*’. It is these reactions of thousands of readers and the feeling that I am touching the hearts of thousands, if not lakhs, of my readers that keeps me going.

Why am I telling you my story? When I look back, there are a number of lessons and values that I cherish and keep learning about even today. Some of these are: Thirst for knowledge, Curiosity, Humility, Humanity, Rationality, Equality, Team work, Quest for excellence, Never say die, Thinking big...

- Achyut Godbole

*How did the author touch the hearts of the readers?*



## BRAINSTORMING

### (A1) (i) Upbringing plays a very important role in shaping one's life.

The teacher will form two groups in the class. One group will speak in favour of the above topic while the other will speak against it. Debate brings out different perspectives, it does not mean one is right and other is wrong. You can take help of the following points and have a debate on it.

In favour of the topic	Against the topic
1. Provides a healthy atmosphere	1. Achievers can be successful in any atmosphere
2. Makes you confident	2. They are self confident, reliant and dependent
3. Helps in finding the role model	3. They become role models for others
4. Helps to follow the footsteps of successful people	4. They set an example for others

(ii) Go through the text again and describe the second innings of the writer in your own words.

(A2) (i) Read the text again and make a list of great Indian and foreign personalities who had a great impact on Achyut Godbole during his childhood. One is done for you.

Poets	Vinda Karandikar,.....,.....,.....
Writers	.....,.....,
Musicians	.....,.....,
Dramatists	.....,.....
Painters	.....,.....

(ii) Find different techniques used by the writer to learn Science and Mathematics. One is done for you.

(a) The writer used to appreciate the inherent beauty of these subjects.

(b) .....

(c) .....

(d) .....

(iii) The writer faced numerous problems while communicating in English because—

(a) He had his entire education in Marathi.

(b) .....

(c) .....

(iv) The writer was completely stumped because his .....

(a) vocabulary was .....

(b) spoken English was .....

(c) pronunciation was .....

(d) construction of sentences was .....

(v) Read the text again and complete the sentence:

Due to the writer's pathetic English speaking style, he .....

(a) .....

(b) .....

(c) .....

(vi) Complete the following sentences. The writer wanted to achieve mastery in English because—

(a) he wanted to speak .....

- (b) he will be able to .....
- (c) he need not have to .....

**(vii) Make a list of different steps that the writer undertook to improve his English speaking skills.**

- (a) .....
- (b) .....
- (c) .....

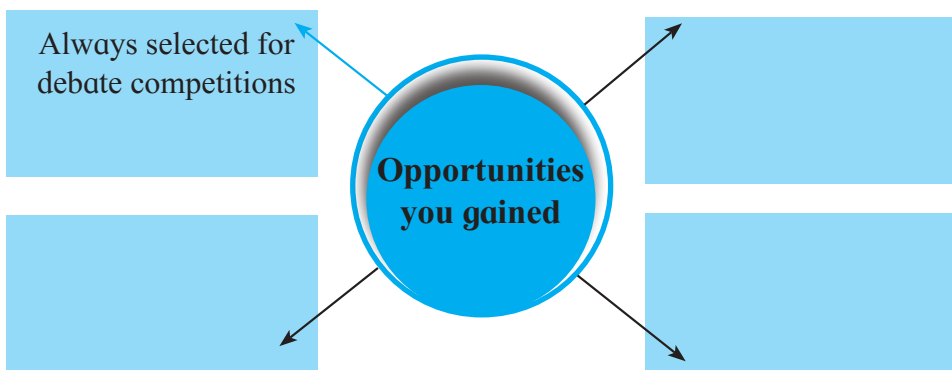
**(viii) (a) Read the text again and describe the writer’s achievements after achieving mastery over the English language.**

- His fear for English disappeared.
- .....
- .....
- .....

**(b) Go through the text again and complete the table comparing two different phases of life of the writer—as an MD or Chief Executive Officer and an activist of *Sarvodaya* movement.**

MD or Chief Executive Officer	Activist of <i>Sarvodaya</i> Movement
Head of the company for 23 years	Participated in a peaceful <i>satyagraha</i>
-	-
-	-

**(ix) (a) Complete the web highlighting the various opportunities you gained due to your good English speaking skills.**



**(b) Describe a situation or incident when you felt embarrassed for your lack of knowledge of a particular subject or incompetence in speaking English fluently.**

**(A3) (i) Fill in the blanks selecting the correct phrase from the alternatives given. One is done for you.**

[be completely stumped, be broken, feel out of place, speak at length, feel at home, sea of knowledge, broaden one's horizon, one's second innings, touch the hearts, keep one going]

- (a) By the end of the week she was beginning to feel at home in her new job.
- (b) When he lost his mother he was completely .....
- (c) Travelling can help to .....
- (d) After my retirement I started ..... as a social worker.
- (e) Having faith in God ..... in difficult situation.
- (f) To succeed in any competitive examination, one requires a.....
- (g) The simple village girl ..... in a formal party.
- (h) The work done by Sindhutai Sapkal ..... of millions.
- (i) The teacher ..... explaining the concept.
- (j) The speaker was ..... by the intelligent questions asked by the audience.

**(ii) Read the text again and find out all the words related to the game of cricket. List two meanings of each. One is done for you.**

Words related to the game of cricket	Meanings
1. Second innings	<b>General-</b> the second phase of life of an individual where he/she starts / pursues a new or different career or the post retirement life <b>Cricket-</b> when a team comes to bat for the second time in a test match
2.	
3.	
4.	
5.	

**(iii) Go through the text to find the antonyms of the words given in the grid and fill the boxes. One is done for you.**

1	2	3	4	5	6
l					
u					
c					
k					
y					

- (1) unlucky
- (2) solution
- (3) trust
- (4) confident
- (5) advanced
- (6) blockhead

(A4) (i) Primary Auxiliary Verbs are ‘be’, ‘have’ and ‘do’ which occur most commonly and can also be used as a main verb in a clause.

Go through the sentences given below and say whether the verbs are main verbs or primary auxiliary verbs.

- (a) I had a very simple upbringing. ....
- (b) I was immensely impressed. ....
- (c) I had learnt from my childhood that money did not mean everything in life. ....
- (d) He was a convent educated guy. ....
- (e) They did all the work in time. ....
- (f) I had to achieve a lot in life. ....

(ii) Read the given sentences:

- **Does** Sam write all his own reports?
- The secretaries **haven’t** written all the letters yet.
- Terry **is** writing an e-mail to a client at the moment.

The verbs in bold are broadly used to express tense. ‘Do’ can also be used for adding emphasis, as in “I do know the answer.” The verbs ‘be’, ‘have’ and ‘do’ are called Primary Auxiliaries. When helping verbs are used to express the mode or action, they are called Modals.

- You **shall** have a holiday tomorrow. (Simple Future)
- We **should** obey our elders. (Obligation)
- I **can** play the piano. (Ability)
- **Could** you open the window, please? (Request)

In the above examples the modals indicate the expressions given in brackets. There are other modals that are used for expressions.

Study the given table carefully and do the activities that follow.

Modals less definite to more definite	Expressions
can, could	ability
should	advise, obligation
shall, will	futurity, determination
would	habitual past, request
may, might	permission, possibility
must, have to	compulsion
used to	habitual past
ought to	obligation
need to	necessity
dare to	courage

**(a) Fill in the blanks with appropriate modals according to the situations given in the following sentences.**

- (1) Take an umbrella. It ..... rain later.
- (2) People ..... walk on the grass.
- (3) ..... I ask you a question?
- (4) The signal has turned red. You ..... wait.
- (5) I was a sportsperson in my school days. I ..... play badminton.
- (6) I am going to the library. I ..... find my friend there.

**(b) Find from the text, the sentences that show past habit.**

**(iii) Do as directed and rewrite the sentences.**

- (a) I did not fully understand their discussions but I was immensely impressed. (Remove 'but'.)
- (b) I had decided that I would do nothing of this sort. (Remove 'that'.)
- (c) My fear had vanished and I started feeling at home in my hostel. (Use 'when'.)
- (d) It was only my self-esteem which stopped me. (Remove 'which'.)
- (e) I plunged into all these branches of knowledge. It was a period of renaissance. (Join with 'which'.)
- (f) When I look back, there are a number of lessons that I cherish. (Remove 'When'.)
- (g) There are hundreds who tell me that they understood the theory of relativity. (Remove 'who'.)



(A5) **Flyer is a small piece of paper intended for wide distribution at a public place, handed out to individuals or sent through mail or post it is used for advertising, an event, programme, drive or product.**

<b>Admissions Open</b> <b>New Arts, Science And Commerce College, New Delhi</b> (Mission Statement: Changing Lives Through Quality Education)		
Details	Features	Why To Choose Us
<ul style="list-style-type: none"> <li>• Courses available</li> <li>• Junior College, Undergraduate and Post graduate</li> <li>• Certificate courses and Diplomas</li> <li>• Regular and Distance modes</li> </ul>	<ul style="list-style-type: none"> <li>- Big , spacious and smart classrooms</li> <li>- Highly experienced teaching staff</li> <li>- Advanced courses and programmes</li> <li>- Modern and digital technology</li> </ul>	<ul style="list-style-type: none"> <li>• Our students shine in all walks of life.</li> <li>• Our teachers’ passion and dedication</li> <li>• Beautiful campus and ambience</li> <li>• Record-breaking results</li> <li>• Our name itself is a sign of trust.</li> </ul>
For more details or any query: <b>Contact-</b> Principal/Supervisor/ Heads of different Departments or visit the <b>website</b> – <a href="http://www.newartsscienceandcommercecollegewdelhi.in">www.newartsscienceandcommercecollegewdelhi.in</a> <b>Time:</b> 10 am to 5.30 pm		

**Go through the sample of the flyer given above and prepare flyers on the following topics.**

**Use the following points :**

- Details
- Special Features
- Why to choose us / Need of drive/ Purpose of the mission
- Anything special
- Add your own points.

**Topics :**

1. Yoga Class / Summer Hobby Class
2. Tree Plantation Drive
3. Cleanliness Drive
4. Help us to end Child Labour
5. Let’s get rid of the monsters – tobacco and alcohol

(A6) **Achyut Godbole has written many bestsellers that are famous far and wide. Read at least two books of your choice, make summary of those books and submit.**



## SECTION TWO

NO	TITLE / TYPE OF THE TOPIC	LANGUAGE STUDY / POETIC DEVICES	WRITING SKILLS FUNCTIONAL/ CREATIVE	EXTENSION ACTIVITIES	VALUES/ LIFE SKILLS
2.1	Song of the Open Road	Metaphor, Paradox, Free Verse, Repetition	Appreciation, Composing lines/poem. Write a blog, Expansion of an idea	Reading a poem as a form. Make a list of proverbs and quotations on 'Road'.	Freedom, democratic values, overcoming obstacles, open-heartedness
2.2	Indian Weavers	Metaphor, Simile, Rhyme Scheme	Appreciation, Composing lines, Appeal, Report writing	Information regarding looms and weaving, career opportunities in Small Scale Industries	Accepting life with its joys and sorrows, dignity of labour
2.3	The Incheape Rock	Rhyme Scheme, Alliteration	Expansion of an idea, Appreciation	Career opportunities in Navy	Benevolence, good triumphs over evil, poetic justice
2.4	Have you Earned your Tomorrow	Alliteration, Interrogation, Onomatopoeia	Appreciation. Draft/Design a Mind Map, Conduct an interview, Compose a poem	Information regarding NGOs	Moral and ethical virtues, goodness, optimism
2.5	Father Returning Home	Simile, Alliteration, Onomatopoeia	Counterview, Dialogues for Group Discussion	Reading poems as a form, Career opportunities to cater the needs of senior citizens	Family values, love and concern, filial responsibilities
2.6	Money	Inversion, Simile, Repetition, Onomatopoeia, Antithesis, Rhyme Scheme	Appreciation, Compose a poem. Expansion of an idea	Reading poems as a form, Career opportunities in Economics	Happiness, fulfilment, futility of materialism
2.7	She Walks in Beauty	Imagery, Simile, Metaphor, Alliteration, Personification, Antithesis	Appreciation, Compose a poem, Expansion of an idea	Reading poems as a form, Collection, of poems of famous poets	Inner beauty, platonic love, sensitivity
2.8	Small Towns and Rivers	Metaphor, Antithesis	Debate, Compose lines, Appreciation, Dialogue	Information collection, Reading poems as a form	Eternity and divinity, concern for environment



## SECTION TWO

### 2.1 Song of the Open Road

#### ICE BREAKERS

➤ Choose the mode of travel that you would like the most for a journey.

- (a) Airways      (b) Waterways      (c) Railways      (d) Roadways

Give reasons for your preference.

- (a) .....  
(b) .....  
(c) .....

➤ Discuss with your partner, the preparations you would like to make for the journey chosen.

- (a) .....  
(b) .....  
(c) .....  
(d) .....

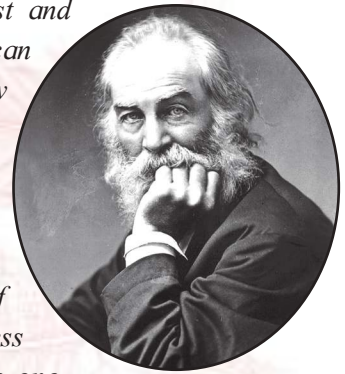
➤ Discuss the ways in which you would overcome the problems/ hindrances/ difficulties you face during your journey.

- (a) .....  
(b) .....  
(c) .....  
(d) .....

➤ During every journey we have to observe certain rules. Discuss your ideas of the journey without any restrictions. You can begin like this—

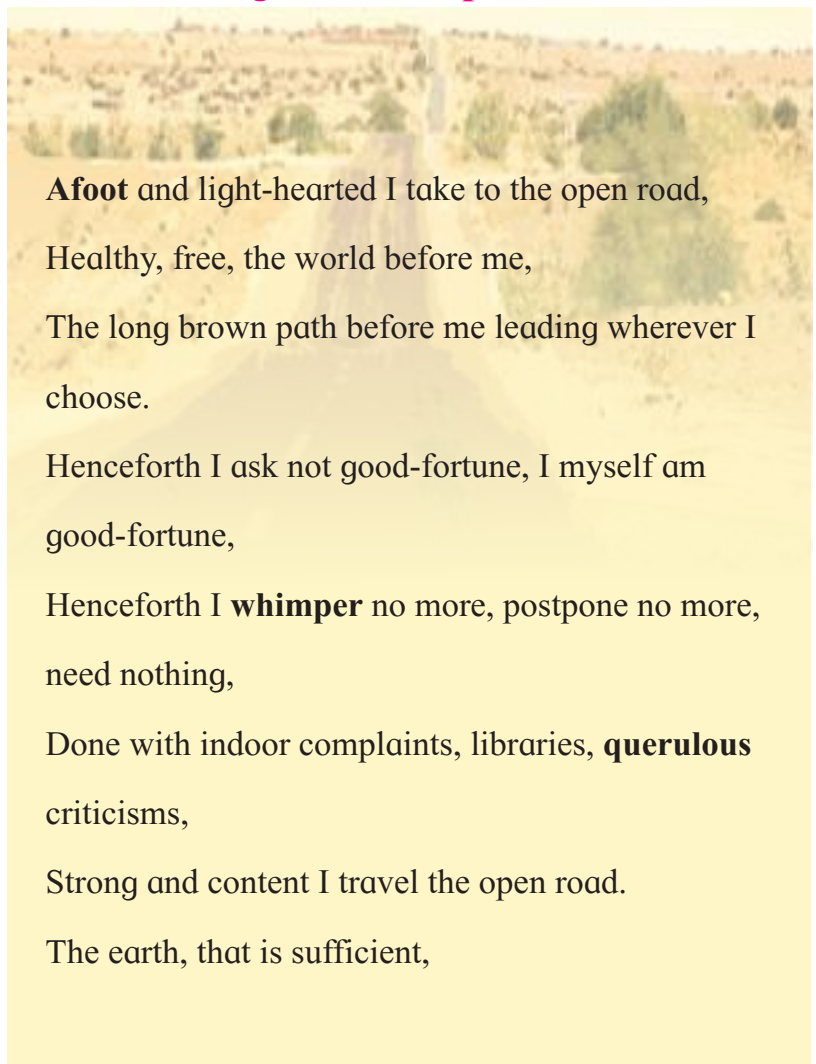
- (a) I would go alone / with selected friends/ .....  
(b) .....  
(c) .....  
(d) .....

*Walt Whitman (1819 to 1892) was an American poet, essayist and journalist. Whitman is among the most influential poets in the American canon and is often called 'The Father of Free Verse.' He grew up in Huntington in a family with difficult economic status. His major work 'Leaves of Grass' was published in July 1855. His 'O Captain! My Captain!', a poem written on the death of Abraham Lincoln, is widely popular.*



*The section one of 'Song of the Open Road' from 'Leaves of Grass', is a beautiful blend of self-awareness, free will and tenderness of heart. It gives us poet's realization that along the journey of life one will face a test of wisdom which is not tested in any school or university. A road is something everyone uses, whether rich or poor and it forces all levels of people to associate with one another. The road signifies 'mobility.' One can take the road as a point to start over towards something new. Whitman talks about the people and places. He argues against staying in one place for too long, although the hospitality may be true.*

## Song of the Open Road



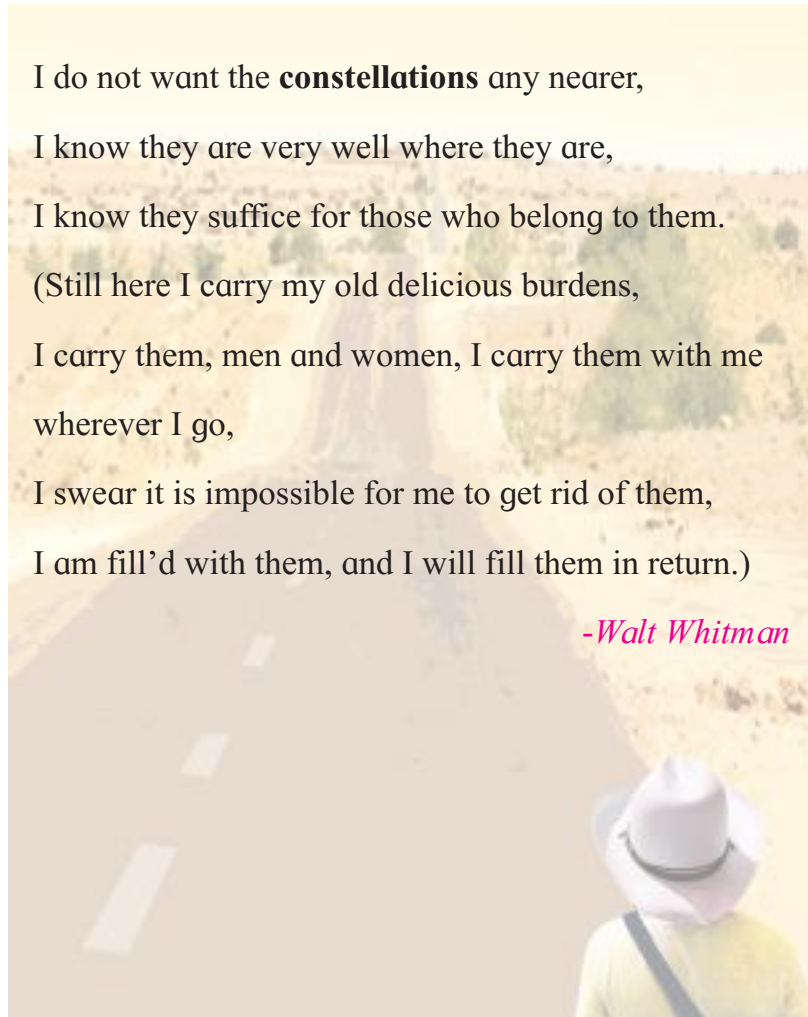
Afoot and light-hearted I take to the open road,  
Healthy, free, the world before me,  
The long brown path before me leading wherever I  
choose.  
Henceforth I ask not good-fortune, I myself am  
good-fortune,  
Henceforth I **whimper** no more, postpone no more,  
need nothing,  
Done with indoor complaints, libraries, **querulous**  
criticisms,  
Strong and content I travel the open road.  
The earth, that is sufficient,

### Guess the meaning:

- Afoot

**whimper** : make a series of low, weak, sad cries, especially with fear and pain

**querulous** : complaining, showing that one is irritated



I do not want the **constellations** any nearer,  
I know they are very well where they are,  
I know they suffice for those who belong to them.  
(Still here I carry my old delicious burdens,  
I carry them, men and women, I carry them with me  
wherever I go,  
I swear it is impossible for me to get rid of them,  
I am fill'd with them, and I will fill them in return.)

*-Walt Whitman*

**constellations** : in this context (i) fate / destiny  
(ii) influential groups of people

## BRAINSTORMING

- (A1) (i) Pick out the lines showing that the poet is prepared to enjoy every moment of his journey.
- (ii) By 'old delicious burdens' the poet means—
- (a) the luggage
  - (b) the food he carries
  - (c) the stress he bears during the travels
  - (d) sweet memories of the past
- (iii) The poet is a person who is free from all inhibitions. Discuss how the concept of 'freedom' is expressed in the poem.

- (A2) (i) Following are the activities of the poet related to his journey on the road. Divide them into two parts as ‘activities the poet will practise’ and ‘activities he will not practise’.**
- (a) Walking along the road though he does not know where it reaches
  - (b) Complaining about the discomforts during the journey
  - (c) Postponing the journey
  - (d) Praying for good fortune
  - (e) Carrying the fond memories of the good people
  - (f) Creating contacts with famous and influential people
  - (g) Striving to achieve high and bright success
  - (h) Reflecting and developing his own ‘self’
- (ii) Write down the traits the poet exhibits through following lines. One is done for you.**
- (a) Henceforth, I ask for no good fortune—I myself am good fortune :  
Self-confidence
  - (b) Henceforth, I whimper no more, postpone no more, need nothing—
  - (c) I do not want the constellations any nearer—
  - (d) I swear it is impossible for me to get rid of them—
  - (e) I am filled with them – I will fill them in return—
- (iii) ‘Healthy, free, the world before me’.**  
**Express your views regarding the above line.**
- (A3) The poet has used many describing words such as ‘healthy’ in this poem. Make a list and classify them as -**
- (a) For the world .....
  - (b) For himself .....
  - (c) For the road .....
- (A4) (i) Read the expression ‘old delicious burdens.’ A burden cannot be delicious. The poet has used this combination of words to express that he has many sweet memories of the people and places which he would like to remember forever. The poet has used seemingly contradictory expressions to convey the meaning that his heart is full of sweet memories of good and kind people. Though he wants to be free from any type of attachment, he wants to cherish these sweet memories in his heart forever.**

The expression contains opposite ideas that make it seem absurd or unlikely, although it may be true. This is called ‘Paradox.’

- (ii) The road in the poem does not mean only the road to travel. The poet wants to suggest the road of life. Explain the metaphor with the help of the poem.
- (iii) Free Verse: Free Verse is a poetry that does not rhyme or have a regular rhythm. The features of Free Verse are—

It is a literary device that is free from limitations of regular metre or rhythm, does not rhyme with fixed forms, and still it provides an artistic expression. In this way, the poet can give his own shape to a poem as he desires and can use various poetic devices to create the effect he considers suitable for the piece.

As Free Verse gives greater freedom for choosing words and conveying their meanings to readers, it is free from artificiality of a typical poetic expression. This technique is commonly used in modern poetry.

**Remember –**

- (a) Although Free Verse requires no metre, rhyme or other traditional poetic techniques, it is the use of internal pattern of sounds, the choice of exact words and their chosen places are the factors which attribute the Free Verse, its lyrical or rhythmic beauty.
- (b) Free Verse is completely different from ‘Blank Verse’ which essentially has to occur in iambic pentameter. Blank verse is poetry written with regular metrical but unrhymed lines. It is described as ‘the most common’ form of English poetry which has been influential since the 16<sup>th</sup> century.

- (iv) There are certain words that are repeated in the poem.

For example, ‘no more’ (Line 7).

Find out other similar expressions. Explain the effect they have created in the poem.

- (v) The use of personal pronoun ‘I’ is evident and prominent in this poem. Give reasons.

- (A5) (i) With the help of the following points, write a poetic appreciation of the poem ‘Song of the Open Road’.

- About the poem / poet and the title
- The theme
- Poetic style

- The language/ poetic devices used in the poem
- Special features
- Message, values, morals in the poem
- Your opinion about the poem

**(ii) Write four to six lines of Free Verse on the topic ‘The road that leads to my college’. Express that it is the road to knowledge and bright future. You may begin like this: Every day I tread with the bag of books ...**

**(iii) Write a blog on the following topic.**

(a) Man is free by birth.

**(iv) Expand the ideas suggested in the following lines:**

(a) All roads lead to Rome.

(b) A man without liberty is a body without a soul.

**(A6) (i) Take help from the sources available on the internet and make a list of proverbs and quotations about ‘road.’**

**(ii) Read the poem ‘The Road Not Taken’ by Robert Frost.**

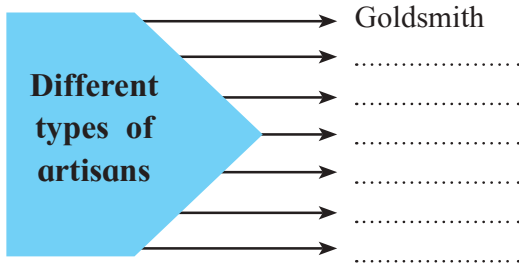




## 2.2 Indian Weavers

### ICE BREAKERS

- **Artisans are also called craftsmen. They are creators of diverse goods and use their hands to create unique, functional and also decorative items using traditional techniques. Now complete the web given below:**



- **Discuss with your partner the seasons/occasions when we need :**
  - (a) woollen clothes
  - (b) casual clothes
  - (c) rich silk clothes
  - (d) colourful, comfortable clothes
- **Let's play a game. The teacher will ask the students some questions. Students will understand that there are some exceptions to the general rules. Let's start.**
  - One who weaves is a weaver.
  - One who sings is a .....
  - One who teaches is a .....
  - One who plays a game is a .....
  - One who dances is a .....
  - One who cooks is a .....
- **We have often seen the picture of Gandhiji spinning on his *charkha*. Discuss the reasons behind this. One has been given for you.**
  - (a) To give rural people an opportunity to earn their livelihood.
  - (b) .....
  - (c) .....
  - (d) .....
- **Name some tools used by the weavers.**
  - (a) Loom
  - (b) .....
  - (c) .....
- **Name some types of yarns used by the weavers.**
  - (a) Linen
  - (b) .....
  - (c) .....

*Sarojini Naidu (1879 to 1949) was a political activist, feminist and the first Indian woman who became the President of the Indian National Congress. She was an important figure in India's Struggle for Independence. Sarojini Naidu's work as a poet earned her the sobriquet of Nightingale of India. Later she became the Governor of the United Provinces in 1947 becoming the first woman to hold the office of the Governor in Independent India.*



*'Indian Weavers' is a short poem where the poet talks about three types of garment that the weavers weave at three particular times of a day. Each stanza of the poem represents the three important events of human life: birth (childhood), adulthood (young) and death (old). The colours mentioned in the stanzas are very significant as they indicate the moods related to the events.*

## Indian Weavers

Weavers, weaving at break of day,  
Why do you weave a garment so gay?.....

Blue as the wing of a **halcyon** wild,  
We weave the robes of a new-born child.

Weavers, weaving at fall of night,  
Why do you weave a garment so bright?.....  
Like the **plumes** of a peacock, purple and green,  
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,  
What do you weave in the moonlight chill.....  
White as a feather and white as a cloud,  
We weave a dead man's funeral **shroud**.

*- Sarojini Naidu*

**halcyon:** Kingfisher, a bird which has bright, colourful plumes

**plumes:** soft feathers

**shroud:** a cloth in which a dead person is wrapped

## BRAINSTORMING

**(A1) Discuss with your partner about the following vocations:**

- |              |                  |
|--------------|------------------|
| (a) Weaving  | (b) Tailoring    |
| (c) Knitting | (d) Embroidering |

**(A2) (i) Discuss the various products made by the weavers in the poem.**

**(ii) The words in the three stanzas of the poem mention different times of a day. Complete the table.**

Time of the day	Words/phrases	Weaver's work
Early morning	Break of day	Weavers weave robes for the new-born child
Late in the evening		
Cold night		

**(iii) The poem reveals three phases of life. Fill in the blanks with feelings and colours appropriate to the phases of life. One is done for you.**

	New-born/ Childhood	Youth/ Adulthood	Old age/ Death
Colour	Blue		
Feeling	Hopes and expectations		

**(iv) Complete: The weavers weave in the chill moonlight .....**

.....

**(v) Pick out two words used to describe the weavers in the last stanza. Also state their importance.**

**(vi) Express your views about the present condition of weavers.**

**(vii) Describe in your own words the steps or measures that can be taken to solve the problems of the weavers.**

**(viii) Express your own views and opinions from the weavers' point of view and complete the following table.**

Stanza	Activity (done by weavers)	Views/Opinion
First stanza	Robes for a new-born child	The weavers feel ..... because .....
Second stanza	.....	.....
Third stanza	.....	.....

**(A3) (i) Pick out the rhyming words from the poem.**

- (ii) Give antonyms and synonyms of the following and make sentences of your own.

Word	Antonym	Sentence	Synonym	Sentence
new				
bright				
dead				
still				
wild				
fall				
child				

- (iii) Make a word register for clothes/attire/dress.

- (A4) (i) Complete the following table.

Figure of Speech	Line
Simile	
Imagery	
Metaphor	
Alliteration	

- (ii) The rhyme scheme in the first stanza is 'aabb'. Find rhyme schemes in the second and third stanzas.

- (A5) (i) The poet has asked a question at the beginning of every stanza. Explain the effect it creates on the reader.

- (ii) Write an appreciation of the poem.

- (iii) Compose four lines on 'Importance of clothes.'

- (iv) Write an appeal to use handloom products in our daily life.

- (v) Visit a handloom factory near your locality and write a report of it.

- (vi) A handicraft exhibition is being organized in your college. You are given the task to comper the inaugural function. Write the script for compering.

- (A6) (i) Go to your college library and collect and read the poems written by Sarojini Naidu.

- (ii) Find various career opportunities in Small Scale Industries like Handloom, Art and Craft, Block Printing etc.

- (iii) Find out information about the *Mahavastra* of Maharashtra— *Paithani*.



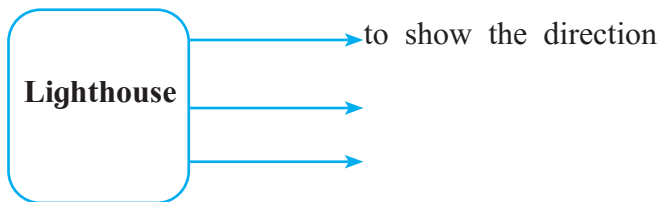
## 2.3 The Inchcape Rock

### ICE BREAKERS

- Prepare a word register related to marine life.

Sailors .....  
.....

- The functions of a lighthouse are -



- Discuss in pairs the various famous rocks in the world and mention the places where they are.

Famous Rock	Place
Balancing Rock	Mahabalipuram
.....	.....
.....	.....
.....	.....

- Narrate in the class a story about someone who destroyed or spoilt someone else's good work.
- Discuss in pairs and groups the following expressions. Take the help of your teacher.

- As you sow so shall you reap
- Crime gets its own punishment
- What goes around comes around
- Tit for tat
- Evil digs a pit for others but falls into the same

**Robert Southey (1774 to 1843)** He was born in Bristol, England. He was the son of a draper, educated at Westminster School and Balliol College, Oxford.

He was a Poet Laureate of England from 1813 to 1843. Some of his short poems like 'The Scholar', 'The Battle of Blenheim', 'Bishop Hatto', 'The Inchcape Rock' etc. are very popular with the school children.

'The Inchcape Rock' is a ballad. It's the story of the 14<sup>th</sup> century attempt by the Abbot of Aberbrothok to install a warning bell on Inchcape, a notorious sandstone reef about 11 miles (18km) off the east coast of Angus, Scotland, near Dundee and Fife, occupied by the Bell Rock Lighthouse.

Southey was inspired by the the legendary story of a pirate who removed the bell on the Inchcape Rock placed by the Abbot of Aberbrothok. The poem gives us a message that those who do wrong things will meet with due punishment.



## The Inchcape Rock

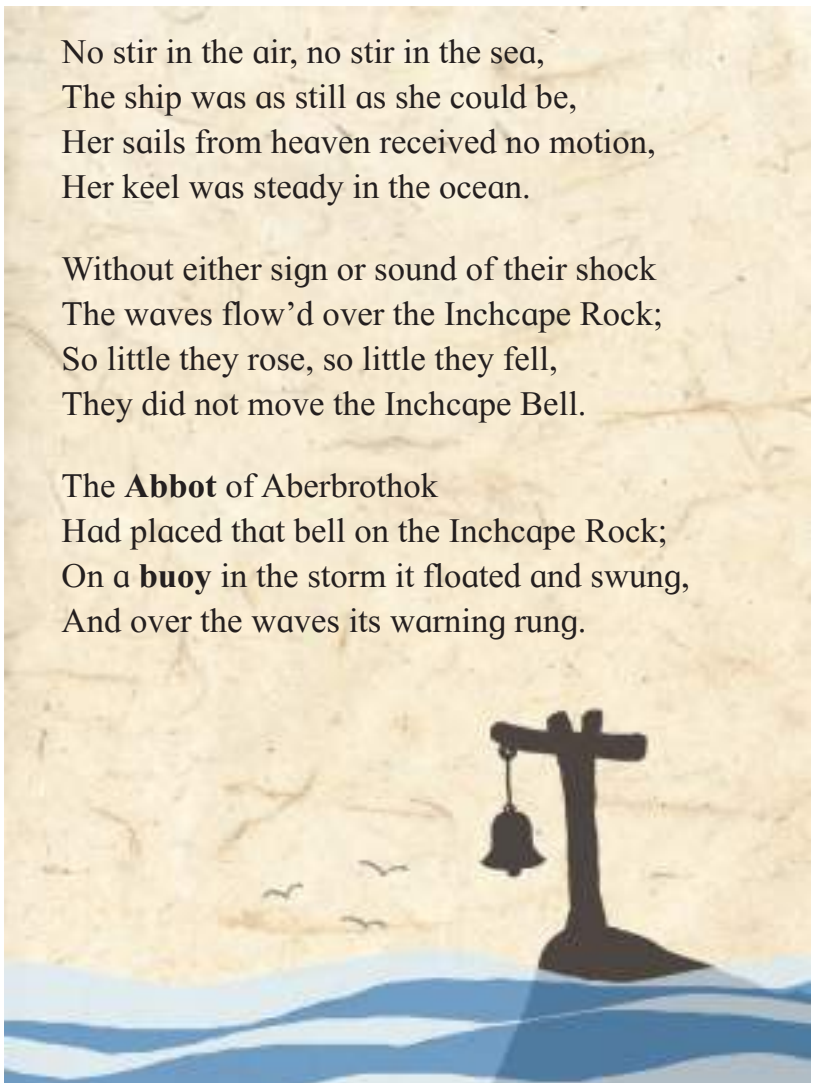
**Abbot** : head of Abbey of monks (Abbey : a building where monks or nuns live or used to live)

**buoy** : floating object anchored in the sea to mark dangerous places

No stir in the air, no stir in the sea,  
The ship was as still as she could be,  
Her sails from heaven received no motion,  
Her keel was steady in the ocean.

Without either sign or sound of their shock  
The waves flow'd over the Inchcape Rock;  
So little they rose, so little they fell,  
They did not move the Inchcape Bell.

The **Abbot** of Aberbrothok  
Had placed that bell on the Inchcape Rock;  
On a **buoy** in the storm it floated and swung,  
And over the waves its warning rung.





When the Rock was hid by the **surge's swell**,  
The mariners heard the warning bell;  
And then they knew the **perilous** Rock,  
And **blest** the Abbot of Aberbrothok.

The Sun in heaven was shining gay,  
All things were joyful on that day;  
The sea-birds scream'd as they **wheel'd round**,  
And there was joyance in their sound.

The buoy of the Inchcape Bell was seen  
A darker **speck** on the ocean green;  
**Sir Ralph the Rover**, walk'd his deck,  
And he fix'd his eye on the darker speck.

He felt the cheering power of spring,  
It made him whistle, it made him sing;  
His heart was mirthful to excess,  
But the Rover's mirth was wickedness.

His eye was on the Inchcape float;  
**Quoth** he, "My men, put out the boat,  
And row me to the Inchcape Rock,  
And I'll **plague** the Abbot of Aberbrothok'.

The boat is lower'd, the boatmen row,  
And to the Inchcape Rock they go;  
Sir Ralph bent over from the boat,  
And he cut the Bell from the Inchcape float.

Down sunk the bell with a **gurgling sound**.  
The bubbles rose and burst around;  
Quoth Sir Ralph, 'The next who comes to the Rock  
Won't bless the Abbot of Aberbrothok.'

*Give reasons for the sailor's appreciation of The Abbot.*

**surge's swell** : sudden and great rise in the level of the sea

**perilous** : dangerous

**blest** : old English form of 'blessed'

*Guess the meaning of :  
'wheel'd round'.*

**speck** : a tiny dot

**Sir Ralph the Rover** : a sea pirate

*Describe the state of mind of Sir Ralph.*

**quoth** : said

**plague** : cause pain or trouble

*When the Rover spotted the bell, he cut the bell from the buoy. This was an act of-*

*i. hatred*


*ii. anger*

*iii. jealousy*

*iv. frustration*

**gurgling sound** :

Find the figure of speech.



**scour'd** : (here) travelled freely, energetically for ships to rob

**plunder'd store** : big amount of looted wealth

**steers** : directs the course of the ship

**haze** : thin mist

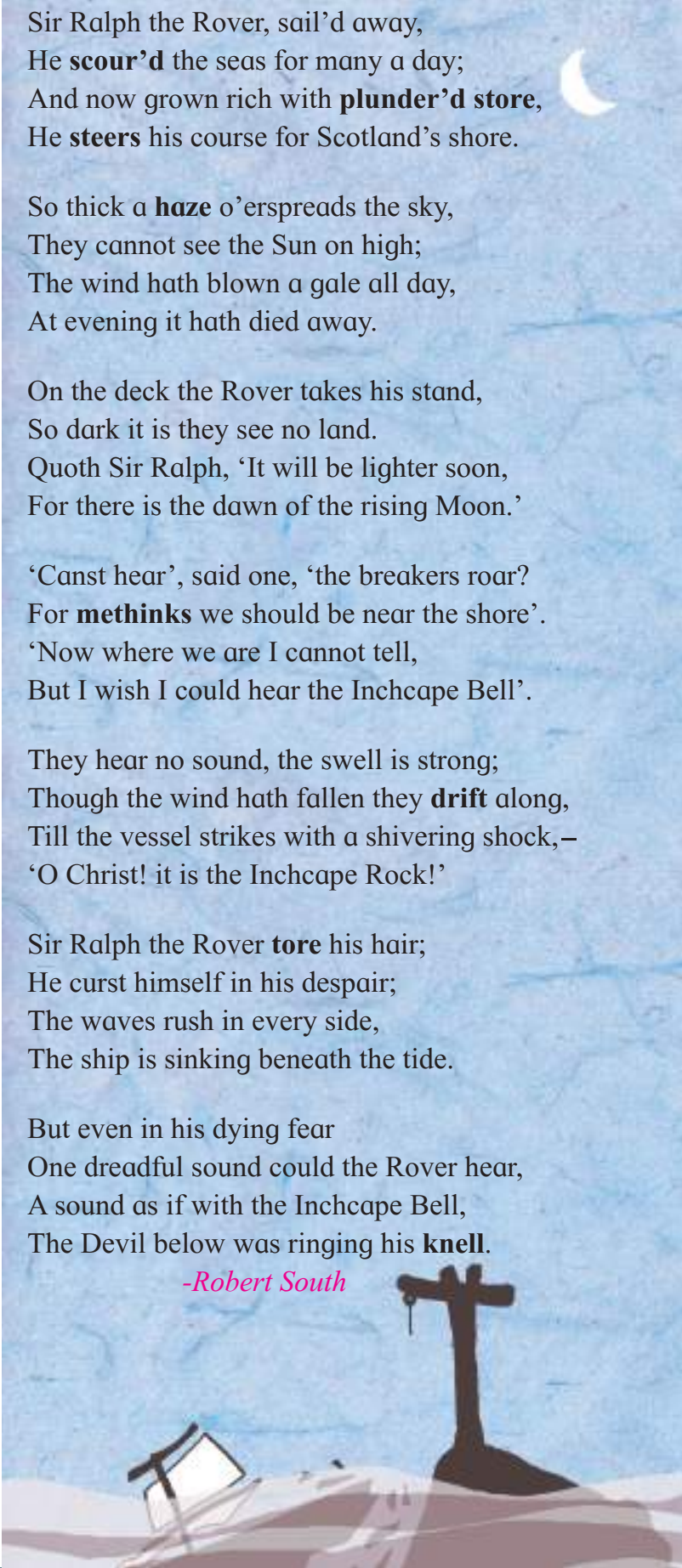

**methinks** : it seems to me (archaic form of 'I think')

**drift** : move slowly

*'O Christ ! It is the Inchcape Rock' - What made Ralph the Rover to exclaim this line?*

**tore** : pulled hard

**knell** : the sound of a bell rung solemnly after death or at funeral announcement of death



Sir Ralph the Rover, sail'd away,  
He **scour'd** the seas for many a day;  
And now grown rich with **plunder'd store**,  
He **steers** his course for Scotland's shore.

So thick a **haze** o'erspreads the sky,  
They cannot see the Sun on high;  
The wind hath blown a gale all day,  
At evening it hath died away.

On the deck the Rover takes his stand,  
So dark it is they see no land.  
Quoth Sir Ralph, 'It will be lighter soon,  
For there is the dawn of the rising Moon.'

'Canst hear', said one, 'the breakers roar?  
For **methinks** we should be near the shore'.  
'Now where we are I cannot tell,  
But I wish I could hear the Inchcape Bell'.

They hear no sound, the swell is strong;  
Though the wind hath fallen they **drift** along,  
Till the vessel strikes with a shivering shock, -  
'O Christ! it is the Inchcape Rock!'

Sir Ralph the Rover **tore** his hair;  
He curst himself in his despair;  
The waves rush in every side,  
The ship is sinking beneath the tide.

But even in his dying fear  
One dreadful sound could the Rover hear,  
A sound as if with the Inchcape Bell,  
The Devil below was ringing his **knell**.

*-Robert South*



## BRAINSTORMING

(A1) Narrate in groups the scene described in the beginning of the poem.

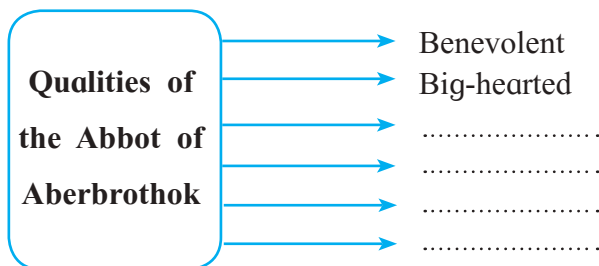
(A2) (i) Complete the following statements.

- (a) The Abbot of Aberbrothok placed a bell on the Inchcape Rock because..
- (b) The mariners were grateful to the Abbot of Aberbrothok because.....
- (c) The result of the thick haze that covered the sky was that.....
- (d) The Rover in frustration pulled his hair and cursed himself because.....

(ii) Given below are the events that give the theme of the poem in a jumbled form. Arrange in a proper sequence as per their occurrence.

- (a) The waves were so small that they did not move enough to ring the bell at the Inchcape Rock.
- (b) The Abbot of Aberbrothok had placed the bell on a buoy on the rock.
- (c) There was a thick haze spread over the atmosphere.
- (d) Ralph bent over from the boat.
- (e) Sir Ralph cursed himself in despair and in his frustration tore his hair.

(iii) Describe the qualities of the Abbot of Aberbrothok in your own words.



(iv) 'Jealousy' is the most incurable defect. Justify.

(v) 'But the Rover's mirth was wickedness'. Explain this line in your own words with the help of the poem.

(A3) Some words in the poem are related to different parts of a ship or a mariner's life. Given below are the meanings of those terms. Identify the word.

- (a) Helps in steering the ship
- (b) The lowest part of the ship
- (c) Floating object that shows direction
- (d) Another name for a ship
- (e) Sinking sound


**(A4) (i) Ballad**

A ballad is a song that tells a story, and it can be dramatic, funny or romantic. Traditionally the ballad has been considered a folkloric verse narrative which has strong associations with communal dancing. Generally, the term is used for a narrative poem which uses an elliptical and highly stylized mode of narration. The technique of repetition with variation may play an important part in it.

From the 18<sup>th</sup> century onwards, collections of folk / ‘popular ballads’ began to be made. The form was taken up by some of the most influential poets of the late 18<sup>th</sup> century as a folkloric form of expression.

A typical ballad consists of stanzas that contain a quatrain, or four poetic lines. Some ballads have a refrain, or a repeated chorus, just like a song does. The rhyme scheme adds musical quality to the poem.

One famous ballad is ‘The Rime of the Ancient Mariner’ by English poet Samuel Taylor Coleridge.

**(ii) Select the appropriate figure of speech from the box given below and complete the table.**

Metaphor, Alliteration, Repetition, Personification, Inversion, Simile, Apostrophe, Onomatopoeia

Examples	Figure of speech	Explanation
1. Sir Ralph the Rover tore his hair.	Alliteration	The close repetition of consonant sounds at the beginning of words
2. No stir in the air no stir in the sea.		
3. On a buoy in the storm it floated and swung.		
4. Down sank the bell with a gurgling sound.		
5. The devil below was ringing his knell.		
6. The ship was as still as she could be.		
7. On the deck the Rover takes his stand.		
8. Oh Christ !		

**(A5) (i) Write an appreciation of the poem, ‘The Inchcape Rock’.**

**(ii) Compose 4 to 6 lines on ‘sea’.**

(A6) (i) Expand the ideas on your own on the following topics.

- (a) Pride goes before a fall.
- (b) Time and tide wait for none.
- (c) Man proposes, God disposes.
- (d) Look before you leap.

(ii) The poem begins with :

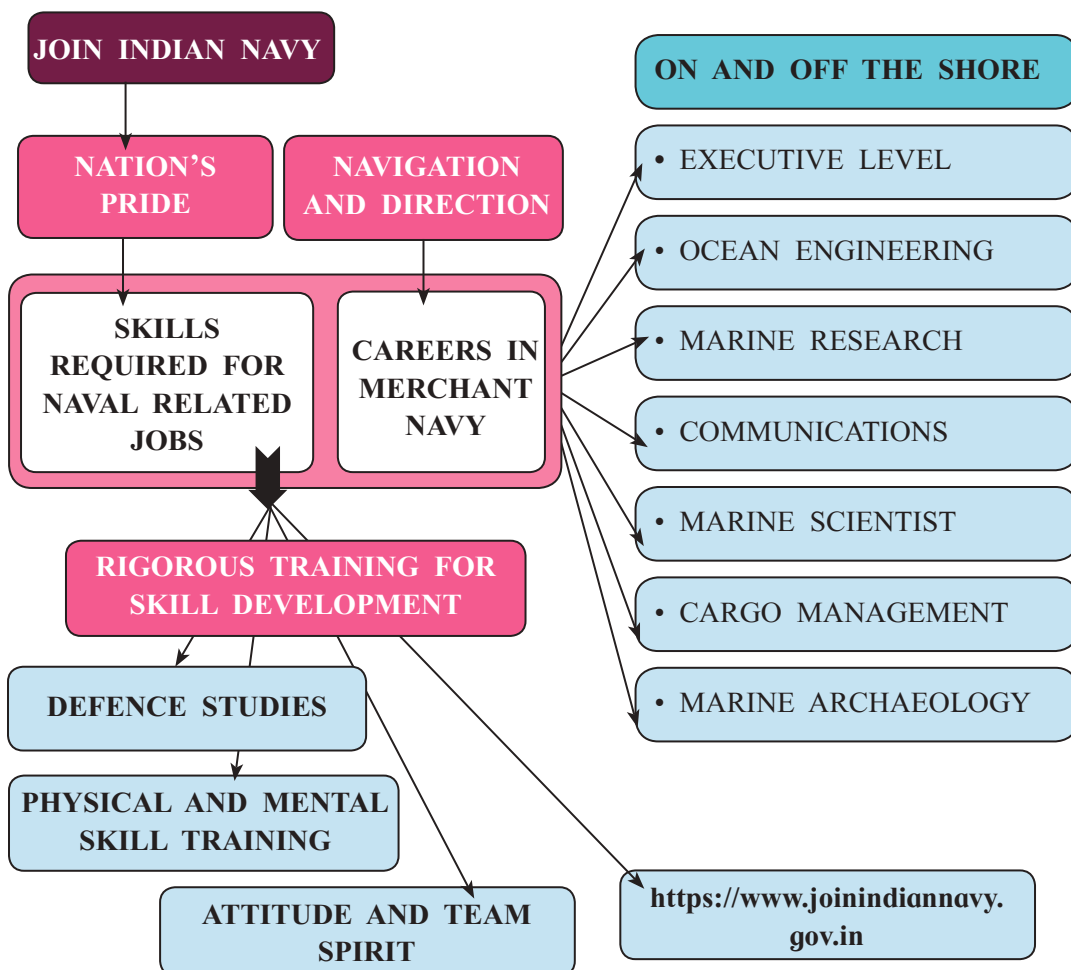
‘Without either sign or sound of their shock,  
The waves flowed over the Inchcape Rock.’

It ends with :

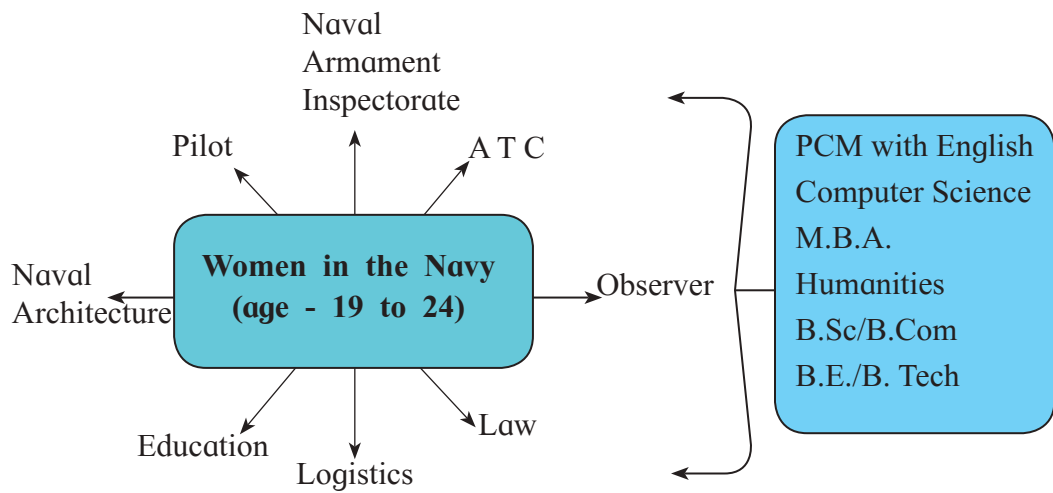
‘Till the vessel strikes with a shivering shock.’

On the basis of these lines explain the change in mood of the poem.

(A7) (i) Read the following tree diagram and find out more information about opportunities in ‘on and off the shore’ the Indian Navy.



**(ii) Required qualifications and various fields / opportunities for women to join in the Navy.**



**(iii) Colleges that provide education in oceanography -**

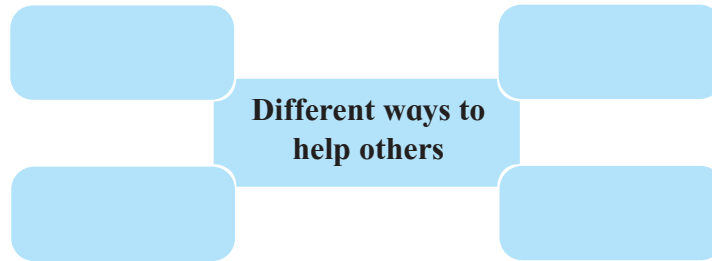
- National Institute of Oceanography, Goa
- National Institute of Oceanography, Mumbai
- MBA (Logistic Shipping Management), IIKM Business School, Calicut, Kerala
- Indira Gandhi College of Distance Education IGCDE, Tamil Nadu



## 2.4 Have you Earned your Tomorrow

### ICE BREAKERS

- Complete the following web.



- Discuss with your partner about the different idioms / proverbs related to the word 'tomorrow'. One is done for you.

(a) Never put off until tomorrow what you can do today.

(b) .....

(c) .....

(d) .....

- When you make your future plans you think of -

(a) Career

(b) .....

(c) .....

(d) .....

- 'Plan your tomorrow' by completing the table given below.

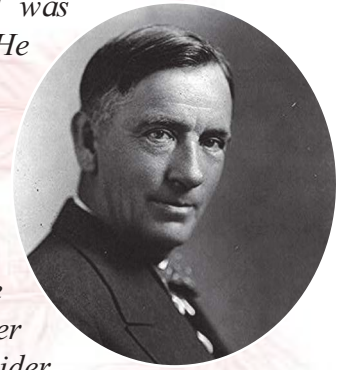
One is done for you.

Examination	College Function	Function at your home
.....	Preparing the list of duties	Cleaning the house
.....	.....	.....
Revision	.....	.....

*Edgar Guest (1881 to 1959) was born in England and was brought to the United States when he was ten years old. He began his writing career in 1895 at the age of fourteen.*

*Edgar Guest is known as 'people's poet' for his simple style and optimistic tone of writing. Guest is an American writer of newspaper and magazines.*

*This is an inspirational poem. In this poem, the speaker is asking the readers whether they have done anything to improve the life of another human being or not. It is up to you whether you will have a better future or not. Therefore, one should consider one's actions and deeds carefully and plan accordingly for a better future.*



## Have you Earned your Tomorrow

Is anybody happier because you passed his way?  
Does anyone remember that you spoke to him today?  
This day is almost over, and its **toiling time** is through;  
Is there anyone to utter now a kindly word of you?

Did you give a cheerful greeting to the friend who came along?  
Or a **churlish** sort of "**Howdy**" and then vanish in the **throng**?  
Were you selfish pure and simple as you rushed along the way,  
Or is someone mighty grateful for a deed you did today?

Can you say tonight, in parting with the days that's slipping fast,  
That you helped a single brother of the many that you passed?  
Is a single heart rejoicing over what you did or said;  
Does a man whose hopes were fading now with courage look ahead?

Did you waste the day, or lose it, was it well or sorely spent?  
Did you leave a trail of kindness or a scar of discontent?  
As you close your eyes in slumber do you think that God would say,  
You have earned one more tomorrow by the work you did today?

- Edgar Guest

**toiling time** : time spent in hard physical work  
**How do you greet your elders?**

**churlish** : rude

**Howdy** : an informal friendly greeting

**throng** : crowd, a large number

## BRAINSTORMING

**(A1) Discuss with your friend how she/he spent the whole day that was beneficial for others.**

- (a) .....
- (b) .....
- (c) .....

**(A2) (i) ...‘was it well or sorely spent’? Explain the meaning and give illustrations.**

**(ii) ‘As you close your eyes in slumber do you think that God would say,**

**You have earned one more tomorrow by the work you did today?’**

**Elaborate the idea expressed in these lines.**

.....

**(iii) The poet suggests that one should do good to others. Complete the table by giving examples of doing good to following people.**

Family members	Friends	Neighbours
(1) .....		
(2) .....		

**(A3) (i) Pick out the describing words from the poem and add a noun of your own. One is done for you.**

(Toiling) time	(Toiling) time
.....	.....
.....	.....
.....	.....
.....	.....

**(ii) Match the words given in column A with their meaning in column B.**

**A**

- (1) Cheerful
- (2) Selfish
- (3) Sorely
- (4) Discontent

**B**

- (a) with the feeling of disappointment
- (b) lack of satisfaction
- (c) happy
- (d) concerned with one’s own pleasure

**(iii) There are a few examples of homonyms in the poem. For example ‘spoke’. List homonyms from the poem and give their meanings.**

(iv) Find out expressions / phrases which denote, 'going away', from each stanza.

One is given below.

"Vanish in the throng"

(A4) (i) The poet has used different poetic devices like Alliteration and Interrogation in the poem. Identify them and pick out the lines.

Poetic Device	Lines
(1) Alliteration	
(2) Interrogation	

(ii) The rhyme scheme of the first stanza is 'aabb'. Find the rhyme scheme of other stanzas.

(A5) (i) Write an appreciation of the poem considering the following points.

- \* About the poem / poet / title
- \* Theme
- \* Poetic devices, language, style
- \* Special features—tone and type
- \* Values, message
- \* Your opinion about the poem

(ii) Prepare a mind map on 'How to plan a goal for tomorrow' or 'My future goal'. Take the help of points given in 'Writing Skills Section' for preparing a mind map.

(iii) Write a set of 8 to 10 interview questions to be asked to a social worker. Take the help of the following points.

- \* Childhood
- \* Service
- \* Future plans
- \* Education
- \* Difficulties
- \* Achievements
- \* Message

(iv) Compose 4-6 lines on your own on 'Good deeds'.

(A6) (i) Find out different career opportunities in the field of social work.

(ii) Collect information of the NGOs working for the underprivileged section of the society.





## 2.5 Father Returning Home

### ICE BREAKERS

- Discuss with your partner the difficulties that you face while commuting to and from the college by public transport.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

- The similar problems are faced by the other commuters on the way to their work place. Imagine their plight and suggest three solutions.

<b>Solutions</b>	→	giving them your place to sit
	→	_____
	→	_____
	→	_____

- Complete the following table.

A	B
The way our elders take care of us	The way you can take care of elders in your family.
1. Love and protect us	1. Help them in daily chores.
2. ....	2. ....
3. ....	3. ....

- Write your duties towards the following—

Family			School / College	
Parents	Siblings	Grandparents	Teachers	Classmates
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

*Dilip Chitre (1938 to 2009) was a celebrated bilingual poet and translator with a remarkable work in Marathi and English. His versatile creativity extends to painting, film-making and his notable contribution as a magazine columnist. He received the prestigious Sahitya Akademi Award, both for poetry as well as for his well-known translation work 'Says Tuka', popular abhangas (spiritual poems) by Sant Tukaram. He had started translation of literary work of saints in Marathi at the age of 16. Exile, alienation self-disintegration and death are observed to be the major themes of his works.*



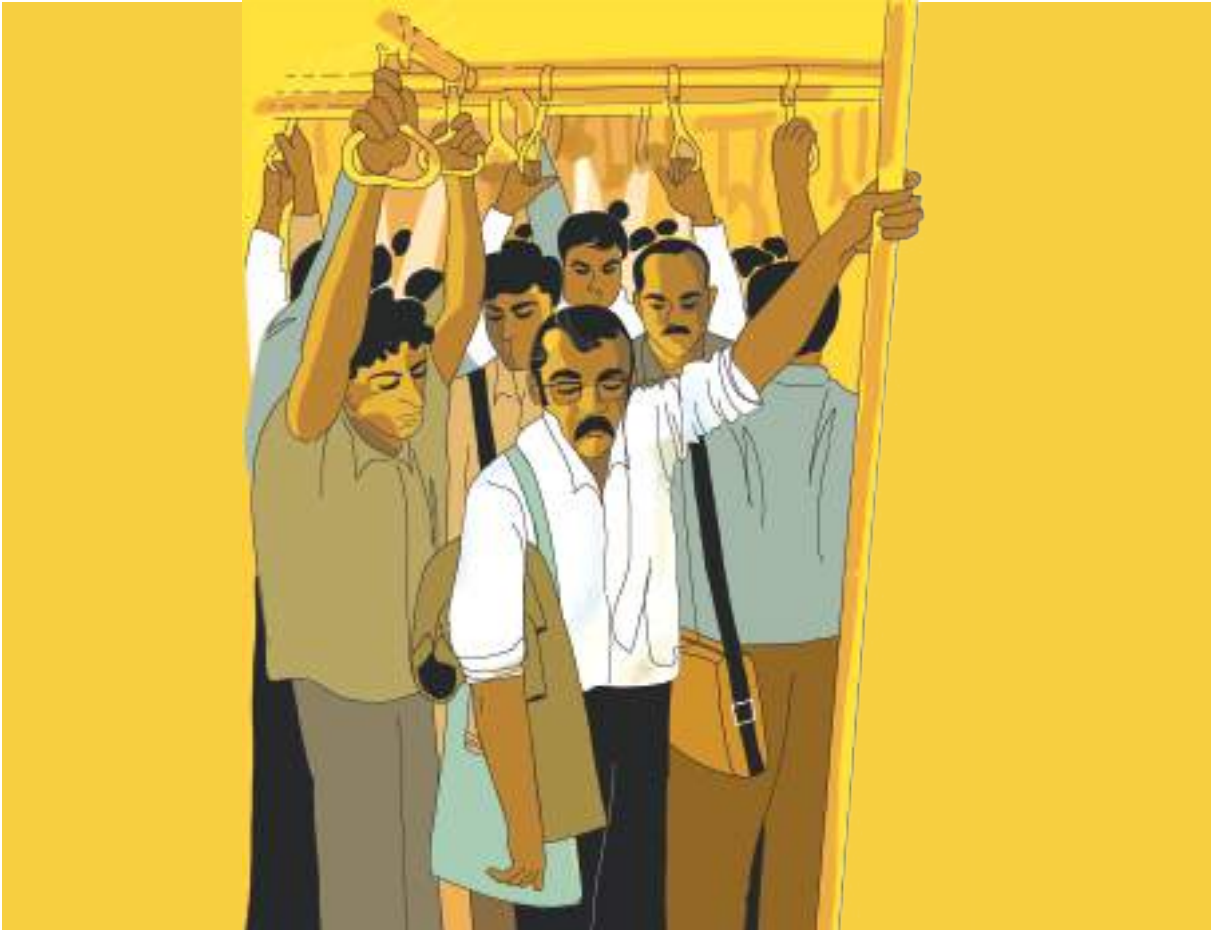
*This poem is taken from 'Travelling in a Cage'. It draws a portrait of a suburban commuter. It depicts his dull, monotonous, exhausting and equally pitiable daily routine. It describes a forced alienation at home, which is reflected through the stale food and lack of sharing. His children refuse to share their joys and sorrows with the hardworking father who as a result is forced to retire into solitude. This very painful loneliness is a symbol of man's isolation from the materialistic man-made world.*

## Father Returning Home

**commuters** : those who travel regularly from one place to another typically to work

**grey platform** : It is grey due to cement. Here, 'grey' suggests old age, dullness, sordidness of a father's life.

My father travels on the late evening train  
Standing among silent **commuters** in the yellow light  
Suburbs slide past his unseeing eyes  
His shirt and pants are soggy and his black raincoat  
Stained with mud and his bag stuffed with books  
Is falling apart. His eyes dimmed by age  
Fade homeward through the humid monsoon night.  
Now I can see him getting off the train  
Like a word dropped from a long sentence.  
He hurries across the length of the **grey platform**,  
Crosses the railway line, enters the lane,  
His chappals are sticky with mud, but he hurries onward.  
  
Home again, I see him drinking weak tea,  
Eating a stale *chapati*, reading a book.



He goes into the toilet **to contemplate**

Man's **estrangement** from a man-made world.

Coming out he trembles at the sink,

The cold water running over his brown hands,

A few droplets cling to the greying hair on his wrists.

His **sullen** children have often refused to share

Jokes and secrets with him.

He will now go to sleep

Listening to the static on the radio, dreaming

Of his ancestors and grandchildren, thinking

Of nomads entering a subcontinent through a narrow pass.

*-Dilip Chitre*

**contemplate** : think deeply

**estrangement** : alienation

**sullen** : bad tempered

Refusal of the children to share jokes and secrets indicates :

- (1) They are angry
- (2) Generation gap
- (3) Lack of concern

## BRAINSTORMING

**(A1) (i) Discuss with your friend the difficulties faced by the father in the poem.**

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**(ii) Discuss the character sketch of the father with the help of the given points.**

**(His pathetic condition, the treatment he receives at home, his solitude, the way he tries to overcome it)**

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**(A2) (i) Given below are the ideas conveyed through the poem. Match the pairs and draw out the hidden meaning from those expressions.**

Expressions	Meaning
(a) Children avoid expressing themselves.	(1) Father is so eager to meet family members that he doesn't even bother about his safety.
(b) Father was deprived of refreshing hot beverages or nourishing diet.	(2) Hostility of children
(c) The father hurries the home crossing railway line	(3) Indulge into his past and future.
(d) The father was destined to listen only to the cracking sounds on media.	(4) Uncomfortable journey
(e) His sordid present is devoid of any hope.	(5) His basic daily requirements were also not catered to.
(f) The father's endless commuting distance him from his children	(6) Father is not less than any tribal wanderer, a modern nomad.
(g) Suburban area, visible through the train, is past unnoticed.	(7) Has least value in the society where his presence or absence might hardly make any difference.

(h) He is just as a small word, dropping from a sentence.	(8) Because there is hardly anything enchanting / interesting in the monotonous routine journey to look out of the window
(i) He doesn't get a place in a crowded train.	(9) The father couldn't even fulfil the least expectation of entertaining himself.

**(ii) Find the lines to prove the following facts from the poem.**

- (a) Father is deprived of good food.
- (b) Children did not have a healthy relation with the father.

**(iii) The poet deals with the theme of man's estrangement from a man-made world. Analyze it with the help of the poem.**

**(iv) The father contemplates about his past and peeps into his future. Give reasons.**

**(A3) Complete the following using suitable describing words as appeared in the poem with the help of the words given in the brackets :**

**(weak, dim, muddy, soggy, stale)**

- (a) Father's attire
- (b) Father's tea
- (c) Father's footwear
- (d) Father's food
- (e) Father's eyesight

**(A4) (i) 'Fade homeward through the humid monsoon night'.**

In the above line the weather is humid, not the night. The epithet or adjective is transferred from the weather to the night. This figure of speech is Transferred Epithet.

Find out such other expressions from the poem.

**(ii) Identify and write the lines from the poem which express the following figures of speech.**

Figures of speech	Lines
1. Simile	1. ....
2. Alliteration	2. ....
3. Onomatopoeia	3. ....

(iii) I see him drinking weak tea, eating a stale *chapati*.

Here ‘stale *chapati*’ stands for stale food/non-nourishing food or diet, where the part symbolizes the whole, i.e. food. Guess the name of the figure of speech.

(A5) (i) Write a counterview on the following topic.

“Every day is a mother’s/ father’s day.”

- (a) If you love them, you don’t need to wait for such days.
- (b) Celebrating days is just a formality.
- (c) Celebrations of the days condition your expression of emotions.
- (d) It is a kind of a pretext to neglect your everyday responsibilities.

(ii) Conduct a group discussion on the role of children towards their ‘Parents and Senior Citizens’.

(iii) Write an appreciation of the poem ‘Father Returning Home’.

(iv) Compose a short poem in about 4-6 lines on your father.

(v) Write a character sketch of your family member.

(A6) (i) Dilip Chitre has translated Sant Tukaram’s ‘*Abhang*’ (devotional poem) for which he received Sahitya Akademi Award. Browse the internet to collect more information about it.

(ii) List various occupations related to services which can be rendered to senior citizens.

- (a) To counsel patients of Alzheimers’ disease.
- (b) .....
- (c) .....



## 2.6 Money

### ICE BREAKERS

➤ Discuss in the class about 'Importance of money.'

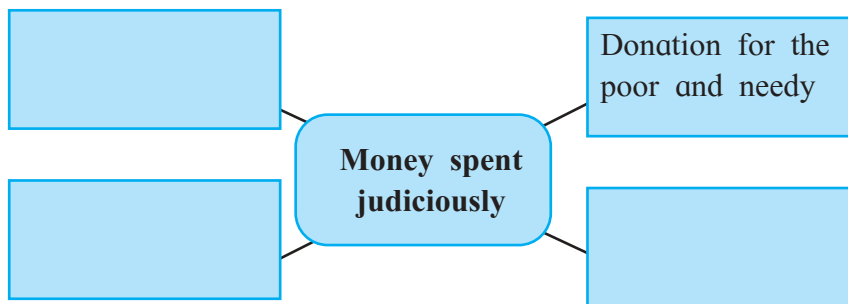
(a) Money is used as capital in business.

(b) .....

(c) .....

(d) .....

➤ Complete the web.



➤ Make a list of the good qualities of your friend.

(a) .....

(b) .....

(c) .....

(d) .....

Share your views on 'Money is the root of all evils'.

➤ Do you lend money to your friend? Give reasons.

Yes	No
.....	.....
.....	.....
.....	.....

**William H. Davies (1871 to 1940)** William H. Davies was a Welsh poet and writer. He spent a significant part of his life as a tramp or hobo in the United Kingdom and the United States. He became a peddler and street singer in England. After several years of a wandering life, he published his first volume, 'The Soul's Destroyer and other Poems'.



The poem tells us about the rich man who wants to be a poor man to find real happiness. It is when we do not have money or have lost our money, we realize how important the money is. At the end, the poet says that now he doesn't have money, he has true friends though they may be few.

## Money

When I had money, money, O!  
I knew no joy till I went poor;  
For many a false man as a friend  
Came knocking all day at my door.

Then felt I like a child that holds  
A **trumpet** that he must not blow  
Because a man is dead; I dared  
Not speak to let this false world know.

Much have I thought of life, and seen  
How poor men's hearts are ever light;  
And how their wives do **hum** like bees  
About their work from morn till night.

So, when I hear these poor ones laugh,  
And see the rich ones coldly frown  
Poor men, think I, need not go up  
So much as rich men should come down.

When I had money, money, O!  
My many friends proved all untrue;  
But now I have no money, O!  
My friends are real, though very few.

- William H. Davies

**trumpet** : a brass musical instrument

**hum** : sing with closed lips

*Poor ones laugh because.....*



## BRAINSTORMING

**(A1) (i) 'Money does not mean everything in life'. Discuss with your partner and justify the statement by giving examples. Take help of the following points.**

- (a) Money cannot give you eternal happiness.
- (b) Art, music and literature can give you unending happiness.
- (c) Money is short-lived.
- (d) Money cannot purchase happiness and contentment.

**(ii) Debate on the following topic in groups.**

Money is the solution for everything.

**(A2) (i) State whether the following statements are True or False. Correct the False statements with the help of the poem.**

- (a) The poet knew no joy till he was rich.
- (b) The poet felt that he should talk about his poverty.
- (c) When poet had money, he had many true friends.
- (d) When poet became poor he had a few real friends.

**(ii) Write reasons for the following statements.**

- (a) Friends came knocking all day at the poet's door.
- (b) Poor men's wives hum like bees.

**(iii) Money makes the world go round. Explain it in the light of the poet's experience.**

**(iv) Poor men need not go up so much as rich men should come down. Express your views regarding this statement.**

**(A3) (i) Find out meanings of the phrases given below and use them in your own sentences.**

- (a) be in the money
- (b) win lots of money
- (c) for my money
- (d) money for old rope
- (e) put one's money where one's mouth is

**(ii) Complete the crossword with the help of the clues from the poem.**

1	5		8			6								9
						2				7				
					3									
										4				

**Across**

- (1) A brass musical instrument
- (2) A low steady continuous sound
- (3) False
- (4) Say Something

**Down**

- (5) Not imaginary
- (6) Ponder
- (7) Stinging insects
- (8) In large number
- (9) Strike a surface noisily

**(A4) (i) Complete the following table.**

Sr. No.	Figure of speech	Line of the poem	Explanation
1.	Inversion		
2.	Simile		
3.	Repetition		
4.	Onomotopoeia		
5.	Antithesis		

**(ii) Identify the rhyme scheme of all the stanzas of the poem.**

**(iii) Compose a short poem on ‘Friendship’.**

**(A5) Write an appreciation of the poem. Refer to the earlier poems for the points to be covered for appreciation.**

**(A6) (i) Visit a library and read a few poems written by William H. Davies.**

**(ii) There are many career opportunities related to finance and planning. Try to get information about the following careers by surfing the internet.**

- (a) Finance Management
- (b) Banking and Finance
- (c) Actuaries
- (d) Economics
- (e) Share Market
- (f) Accountancy
- (g) Company Secretary

**(iii) Economics is a very important subject in which you can pursue your career. Browse the websites of these institutions and get information for various courses in Economics.**

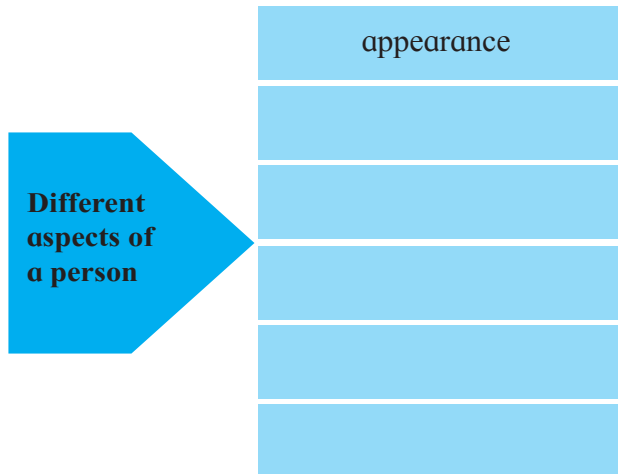
- (a) Delhi School of Economics
- (b) Indian Statistical Institute
- (c) Gokhale Institute of Politics and Economics, Pune
- (d) Madras School of Economics



## 2.7 She Walks in Beauty

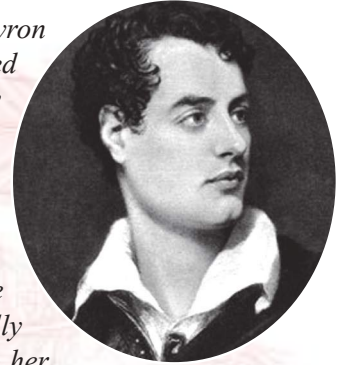
### ICE BREAKERS

- While judging any person you would consider certain aspects. Complete the diagram after carefully thinking what aspects you would consider.



- Make a list of proverbs and quotations related to 'Beauty'.
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....
- Discuss your impressions about someone's personality, and say what you like the most and why.
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....

**George Gordon Byron (1788 to 1824)**, known simply as Lord Byron was a famous English Romantic poet and also a satirist. He attended a number of schools, including the famous Public School, Harrow and then went to Trinity College, Cambridge. At the age of 21, he started a tour of Europe and the Orient after which he composed 'Childe Harold's Pilgrimage' which made him immensely popular in England.



'She Walks in Beauty' is a short lyrical poem celebrating female beauty. The poet describes an unnamed woman who is exceptionally striking. The poet describes not only her external appearance but also her inner goodness which makes her so captivatingly attractive. Byron compares her to the night sky describing her serene and perfect beauty. Although the poem is generally thought to be a love poem, the poet never actually declares his love for this lady.

## She Walks in Beauty

She walks in beauty, like the night  
Of cloudless **climes** and starry skies;  
And all that's best of dark and bright  
Meet in her **aspect** and her eyes;  
Thus **mellowed** to that tender light  
Which heaven to **gaudy** day denies.

One shade the more, one ray the less,  
Had half impaired the nameless grace  
Which waves in every **raven** tress,  
Or softly lightens o'er her face;  
Where thoughts serenely sweet express,  
How pure, how dear their **dwelling-place**.

And on that cheek, and o'er that brow,  
So soft, so calm, yet **eloquent**,  
The smiles that win, the tints that glow,  
But tell of days in goodness spent,  
A mind at peace with all below,  
A heart whose love is innocent!

- Lord Byron

**climes** : climate

**aspect** : features

**mellowed** : made smooth and soft

**gaudy** : bright and showy

**raven** : a large bird of the crow family with shiny black feathers

*The colour of the lady's hair is .....*

*The phrase 'dwelling-place' refers to her .....*

**eloquent** : expressive

## BRAINSTORMING

- (A1) (i) ‘Beauty lies in the eyes of the beholder’ – you have probably heard this saying. Discuss in your class how far the statement is true.
- (ii) Discuss with your partner about the most inspirational person you have come across. Also explain the reasons behind your opinion.
- (A2) (i) After reading the poem match column A with column B.

Column A	Column B
(1) the lady’s beauty	wavy and black
(2) her hair	a perfect blend of light and darkness
(3) her eyes	at peace with all below a heart
(4) her smile	a cloudless starry night
(5) her mind	expresses thoughts serenely and sweetly
(6) her face	soft, calm and eloquent

- (ii) The lady in the poem has a winning smile and a glowing skin. According to the poet she is blessed with these things because .....
- .....
- .....
- .....
- (iii) In this poem the poet brings a perfect balance of outer beauty and inner beauty. Write a few lines on how the poet brings this balance in his description.
- (iv) ‘Beauty is skin deep’- Do you agree with the statement ? Or do you feel that beauty comes from within ? Explain your views in a few sentences.

- (A3) (i) Find out the words which are used to describe the lady in the poem.
- (ii) A contraction is a shortened version of the written and spoken forms of the word, syllable or word groups created by omission of internal letters and sounds. Find out the instances of contractions from the poem.
- (A4) (i) The poet creates an imagery of light and darkness to bring out the beauty of the lady. Find out the lines with such imageries and complete the table.

Lines with imagery	Reason for using
(1) And all that’s best of dark and bright	To express the beauty of the eyes
(2)	
(3)	

**(ii) Find out from the poem examples of :**

- (a) Simile
- (b) Metaphor
- (c) Alliteration
- (d) Personification
- (e) Antithesis

**(A5) (i) Write an appreciation of the poem ‘She Walks in Beauty’.**

**Refer to the earlier poems for the points to be covered for appreciation.**

**(ii) Compose a poem of at least 4 - 6 lines on ‘Beauty of Nature’.**

**(iii) Write at least one paragraph and expand the inherent idea of the saying ‘A Thing of Beauty is a Joy Forever’.**

**(A6) (i) Browse the internet and find out different types of poems on ‘Beauty’.**

**(ii) Byron’s name is often taken along with his two contemporaries – Shelley and Keats. Go to your school/college library and read some poems written by P. B. Shelley and John Keats to get a better idea about the Romantic Poets.**



## 2.8 Small Towns and Rivers

### ICE BREAKERS

- (i) Most of the civilizations have flourished on the banks of the rivers. Discuss the reasons in the class. One is done for you.

(a) Availability of water

(b) .....

(c) .....

(d) .....

- (ii) Write down the names of the famous cities that are situated on the banks of the rivers given below. One is done for you.

River	City
Ganga	Varanasi
Yamuna	
Godavari	
Varada	
Krishna	
Tapi	

- (iii) Write down the names of the rivers on the banks of which following cities have prospered:

City	River
London	
Cairo	
New York	
Paris	

- (i) Divide your class into groups and discuss the changes that might have taken place when the cities grow on the banks of the rivers.
- (ii) Share your views in the class on the topic 'Conservation of Rivers and Development of the Cities.'

**Mamang Dai (born 1957)** is a poet, novelist, journalist and former civil servant from Itanagar, Arunachal Pradesh, who writes in English as well as Adi language. She is also an active radio and TV journalist covering news programmes and interviews for All India Radio and Doordarshan, Itanagar. She was a programme officer with World Wide Fund for Nature and worked with Biodiversity Hotspot Conservation Programme. She has received Padmashree Award in 2011 and Sahitya Akademi Award in 2017. Mamang Dai is a strong voice from the North East, a writer and a poet par excellence whose work has the fragrance of her land and her people.



The poem, 'Small Towns and Rivers' is taken from the collection of the poems, 'The River Poems', published in 2004. The poem describes a landscape and Nature where river is a dominant phenomenon. Through the concepts like 'river has a soul' and 'river knows immortality of water,' the poet makes us aware of the lively nature around her hometown 'Pasighat' and the eternity of the natural elements. She finds that even life and death are transient. The poem is based on the belief of the tribal people from the North East, that the souls of the beloved ones always continue to dwell in the natural elements around. So she remembers death when she sees the towns. The towns, she implies, have prospered when Nature has been destroyed. The poet has expressed anxiety at the developments in the small towns.

## Small Towns and Rivers



Small towns always remind me of death.  
My hometown lies calmly amidst the trees,  
it is always the same,  
in summer or winter,  
with the dust flying,  
or the wind howling down the gorge.

Just the other day someone died.  
In the dreadful silence we wept  
looking at the sad **wreath** of tuberoses.  
Life and death, life and death,  
only the **rituals** are permanent.

**wreath:** an arrangement of flowers, leaves and stems fastened in a ring and used for decoration or laying on a grave or a dead body

**rituals:** religious or solemn ceremony consisting of a series of actions performed according to a prescribed way





The river has a soul.

In the summer it cuts through the land  
like a torrent of grief. Sometimes,  
sometimes, I think it holds its breath  
seeking a land of fish and stars

The river has a soul.

It knows, stretching past the town,  
from the first drop of rain to dry earth  
and mist on the mountaintops,  
the river knows  
the **immortality** of water.

A **shrine** of happy pictures  
marks the days of childhood.  
Small towns grow with anxiety  
for the future.  
The dead are placed pointing west.  
When the soul rises  
it will walk into the golden east,  
into the house of the sun.

In the cool bamboo,  
restored in sunlight,  
life matters, like this.

In small towns by the river  
we all want to walk with the gods.

- Mamang Dai

*Describe the river in the  
3<sup>rd</sup> stanza.*

*Guess the meaning :*

- immortality

**shrine:** a place regarded as holy because of its associations with divinity or a sacred person or relic marked by a building or other construction

*Give reasons –*

The dead are placed pointing to the west.

## BRAINSTORMING

(A1) Discuss the importance of Nature in the lives of the people from the Northeastern part of India as expressed in the poem with reference to—

- (a) Flowers
- (b) River
- (c) Bamboo
- (d) East

(A2) (i) The poet has described her small town in Arunachal Pradesh. Pick out the lines that describe the poet's town.

(ii) Make a list of natural elements mentioned in the poem.

(iii) 'The river has a soul.' Elaborate the concept in your words as the poet has explained it in the poem.

(iv) The poet is convinced with the thought of immortality of water. Pick out the relevant lines.

- (a) .....
- (b) .....
- (c) .....

(v) The poet has used some unconventional expressions. Illustrate them in your words.

- (a) Torrent of grief
- (b) Shrine of happy pictures
- (c) The land of fish and stars

(vi) The poet is anxious about the existence of natural beauty of her town in the future. But she touches the strings of the hearts while appealing to conserve the Nature. Explain the way she has expressed it in the first and the last line of the poem.

(vii) The poet has connected the need to preserve Nature with the belief of particular community and her childhood memories.

Write down the measures you would take to convince the people regarding the need to conserve the Nature.

(A3) (i) Write down the expressions related to 'the seasons' from the poem.

(ii) Match column 'A' with column 'B'.

A	B
Cool	Silence
Happy	Earth
Dreadful	Bamboo
Dry	Pictures

(A4) (i) Read the expression 'a sad wreath of tuberose'.

'Is the wreath sad?' Explain the figure of speech.

(ii) List and explain the metaphorical expressions from the poem. For example, 'torrent of grief.'

(iii) 'The river has a soul.'

'Life and death.'

These are the two expressions that are repeated in the poem; but both of them indicate different figures of speech. Find out and discuss.

(iv) Find out the beauty of the free verse reflected in this poem.

(A5) (i) Prepare the arguments for group discussion on the topic -

'A balanced progress never harms the Nature.'

(ii) Compose 4 to 6 lines on 'Gift of the Seasons'.

(iii) Write an appreciation of the poem 'Small Towns and Rivers'. Refer to the earlier poems for the points to be covered for appreciation.

(iv) Write a dialogue between two friends on 'Importance of the rivers'.

(A6) (i) Collect information about rivers in Maharashtra.

(ii) Further reading :

'The River Poems' - Mamang Dai

'The World Is Too Much With Us' - William Wordsworth



## SECTION THREE

NO	WRITING SKILLS	WRITING SKILLS FUNCTIONAL/ CREATIVE	EXTENSION ACTIVITIES	VALUES/ LIFE SKILLS
3.1	Summary Writing	Write a summary of a given extract.	Write the summary of a text. Career Opportunities in summary writing and editing.	Skimming and scanning, Condensing
3.2	Do Schools Really Kill Creativity? (Mind-Mapping)	Develop a mind mapping frame/design Develop ideas in the form of main branch, sub-branches, tertiary branches.	Different frames/designs of Mind Mapping, their benefits, uses, etc.	Radical thinking, discovering, clarity of thought
3.3	Note-Making	Convert a passage/extract into tree-diagram, table etc.	-	Comprehending, preciseness
3.4	Statement of Purpose	Prepare a Statement of Purpose.	Different courses in Life Science, Sports, Music, Engineering and Medicine	Concise and organised presentation of facts and one's vision
3.5	Drafting a Virtual Message	Drafting a message on different/given topics/situations	Collecting different messages, dos and don'ts, templates	Creativity, imagination, effective communication
3.6	Group Discussion	Frame Dialogues. Give opinions, suggestions etc.	-	Leadership skills, problem-solving, co-operation and mutual understanding

## SECTION THREE

### 3.1 Summary Writing

A Summary is a record in the reader's own words that gives the main points of a piece such as a newspaper, article, a lecture, a passage, a chapter or even a whole book.

#### ICE BREAKERS

➤ Discuss in pairs and guess the correct alternative for the following.

- To summarize means .....
  - Put information in chronological order
  - To recapitulate the main points in selection
  - To introduce new information
  - To write one's opinion about selection
- The type of summary that consists of a paragraph to express the main idea is .....
  - Outline
  - Report
  - Synopsis
  - Written summary

➤ There are various ways of incorporating other writers' works into your own writing. They differ according to the closeness of your writing to the source writing. Match the ways of writing in brief given in column (A) with their descriptions in column (B).

Sr. no	(A) Ways of writing		(B) Descriptions
1	Summarizing	a	It includes not just the main idea but every detail expressed clearly and to the point.
2	Paraphrasing	b	It includes selection of proper lines from the given text for correction, condensation and organization.
3	Précis writing	c	It includes the most essential part or the crux of the matter.
4	Quoting	d	It includes taking broader segment of the source and condensing it slightly.
5	Editing	e	It includes main ideas into one's own words.
6	Gist writing	f	It must be identical to the original and match the document word by word.

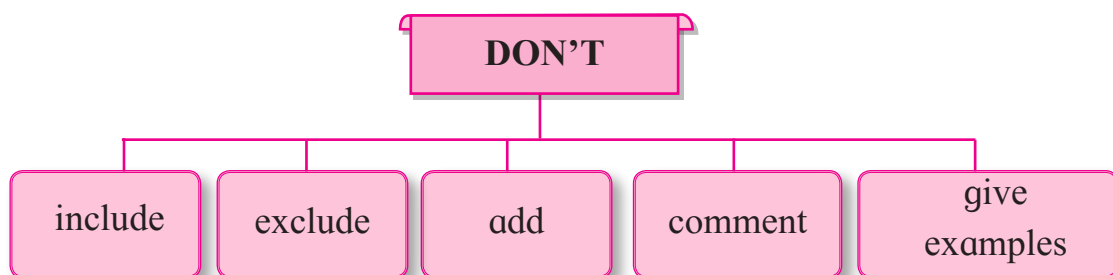
## Summary Writing

‘Brevity is the soul of wit’ is one of the countless maxims coined by William Shakespeare. It is relevant to speaking as well as writing. Brevity or Concision is the cutting out of unnecessary words while conveying an idea. It aims to enhance communication by eliminating redundancy without omitting important information. Summary Writing is one of its kind that has been described as one of the elementary principles of writing. To speak what is required and to write what is necessary is a requisite towards the development of language skills. It is important to be brief in written expression. To express in brief the main points of a written record, is the summary writing skill and that can be developed by practice. Summarising has a definite purpose. The purpose of a summary is to give the reader a clear, objective picture of the original text. Most importantly, the summary restates only the main points of a text or a lecture without giving examples or details, such as dates, numbers or statistics.

### DOs of Summary Writing

- Read and re-read the passage.
- Understand.
- Read the instructions.
- Find exactly what you need to summarise.
- Identify the main idea through the process of asking questions.
- Form short sentences on your own.
- Connect the sentences using linkers.
- Remove redundant words and sentences from the key sentences.
- Omit details.
- Avoid your own interpretation.

### DON'Ts of Summary Writing



As an example let us take an article for summary.

Learning Disability (LD) is an umbrella term for a wide variety of learning problems. Children with learning disorder might be labelled as ‘slow learners’ but they are as smart as everyone else. They just need to be taught in proper environment conducive to their learning speed and level. Observations of a child over a period of time by parents

at home and teachers in school can provide valuable information about the way a child is able to learn and function in all the ways that he should be able to, at his age and level.

There may be certain apparent problems while reading, writing, listening, speaking, reasoning and dealing with Maths. Once these problems are identified it is time for proper investigation. It is important in order to clarify specific learning disorders and also rule out any other issue affecting the student's educational progress.

Investigations may reveal various types of disorders like Dyslexia, Dysgraphia, Dyscalculia, specific reading disability, Auditory Processing Disorder (APD), ADHD etc. Auditory Processing Disorder, also known as 'Central Auditory Processing Disorder', is a condition that affects the sound that travels unimpeded through the ear, is processed or interpreted by the brain. Individuals with APD do not recognize subtle differences between sounds and words.

Dyscalculia is a condition that affects a person's ability to understand numbers and learn math—signs and symbols while Dysgraphia affects a person's handwriting abilities and fine motor skills. Dyslexia is a learning disorder affecting reading and language-based processing skills like reading fluency, decoding, recall, writing and sometimes even speech. Many aspects of speaking, listening, reading, writing, and arithmetic overlap and build on the same brain capabilities. It is not surprising that people can be diagnosed with more than one learning disability. For example, the ability to understand language underlies learning to speak. Therefore, any disorder that hinders the ability to understand language will also interfere with the development of speech, which in turn hinders learning to read and write. ADHD (Attention Deficit Hyperactive Disorder) includes difficulty in staying focused and paying attention, restlessness and difficulty in controlling behaviour.

There are many other learning disabilities that can be identified in the normal classrooms at school level. Such problems can be solved to a great extent using various methods and treatments if diagnosed at an early stage. Inclusion in education is one of the ways to solve the problem of children with learning disorder. In a mixed ability classroom, with effective teaching methods and conducive environment, a child with learning disability can progress in not only education but also social interactions. Implementation of inclusive classrooms may vary but the purpose will be achieved.

Unfortunately, our country is less open to Inclusive Learning for Children with LD. Unless handled efficiently, these disorders often transform to condition like anxiety and depression. Parents, teachers, educators and other stakeholders must insist on the need to uplift children with LD. These children need to be handled carefully in their own space. They need love, encouragement and moral support so that they can emerge with great self-confidence, self-worth and determination.

### **Use the following steps for Summary Writing.**

**Step 1:** Read the article twice.

**Step 2:** Ask questions about the purpose of writing.

- Step 3:** Identify the main idea.
- Step 4:** Write the first draft.
- Step 5:** Revise your first draft and edit it.
- Step 6:** Write the final draft.

**Summary**

**Learning Disability: Handle with care**

Learning disability is an umbrella term for many learning problems like reading, writing, listening, speaking, reasoning, maths and other physical and motor difficulties. These problems need to be identified and investigated. A child can be diagnosed with more than one learning disability like dyslexia, dysgraphia, auditory processing disorder etc. Such disorders can be dealt with using various methods, in a regular classroom. One of the ways is inclusion. Implementation of inclusion may vary but it has a positive effect on the learning disabled. Though the idea of inclusion is not popular in our country, it can prove useful to handle such children. Along with the methods and techniques the children also need encouragement and moral support to progress with self confidence and determination.

**BRAINSTORMING**

**(A1) Complete the following as instructed.**

**Read the passage and write its summary according to the given steps.**

Communication is a part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals, too, communicate, much to our surprise. Just like us, interaction among animals can be both verbal or non-verbal. Singing is one way in which animals can interact with one another. Male blackbirds often use their melodious songs to catch the attention of the females. These songs are usually rich in notes variation, encoding various kinds of messages. Songs are also used to warn and keep off other blackbirds from their territory, usually a place where they dwell and reproduce.

Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises produce pings, whistles and clicks. These sounds are surprisingly received by other mates as far as several hundred kilometres away.

.....

.....



.....  
.....  
**(A2) (i) Cut redundant words :**

**We're often inefficient in our language, using more words than necessary. Consider the following phrases. Find five more redundant words.**

- (a) "Circle around" can become "circle."
- (b) "Write down" can become "write."
- (c) "Added bonus" is simply a "bonus."
- (d) "Get to the point as quickly as possible" is really "get to the point."
- (e) "Close proximity" is "close."
- (f) "During the course of" is "during."

**(ii) Avoid adverbs :**

**Adverbs clutter up your copy. You can usually live without them. Here are some examples.**

- (a) "That's *usually* a good thing to do."
- (b) "That's *fairly* good coffee."
- (c) "I *totally* agree."
- (d) "*Actually*, I disagree."

Just delete all those italicized words and rewrite.

**(iii) One word substitution :**

**One word substitutes are words that replace a group of words or a full sentence effectively without creating any ambiguity in the meaning of the sentences.**

- (a) The life story of man written by himself: autobiography
- (b) A sound that cannot be heard: inaudible
- (c) A list of books : catalogue
- (d) A sentence whose meaning is unclear: ambiguous

Find as many examples as you can from the internet and make a list.

**(A3) (i) Use of noun in apposition :**

Apposition is a grammatical construction in which two elements, normally noun phrases, are placed side by side, with one element serving to identify the other in a different way; the two elements are said to be in apposition.

Apposition can be used to make the compound sentences short and simple.

Neha is their eldest child and she is very intelligent.

- Neha, their eldest child, is very intelligent. [Here, Neha and their eldest child are the same person.]

**(ii) Transforming Complex to Simple: By using phrases like ‘too...to’ or using nouns\phrase instead of a clause :**

Nagpur is the city where oranges grow.

- Oranges grow in Nagpur.

The old man is so weak that he cannot walk.

- The old man is too weak to walk.

**Change the following sentences into simple:**

(a) Mr Rohit is the member and he is also the director.

(b) The room is so small that it cannot accommodate many people.

(c) You have to prove that you are innocent.

(d) He was late so he walked in a great hurry.

**(A4) (i) Read any book of your choice and write its summary according to the steps explained in the chapter.**

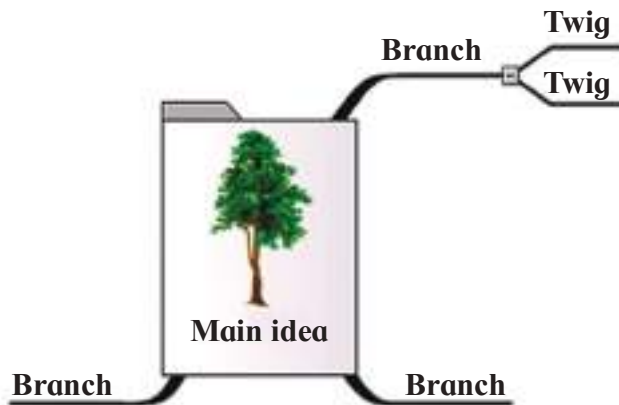
**(ii) Find some professions that require the skill of summary writing and editing. Write them in your notebook.**



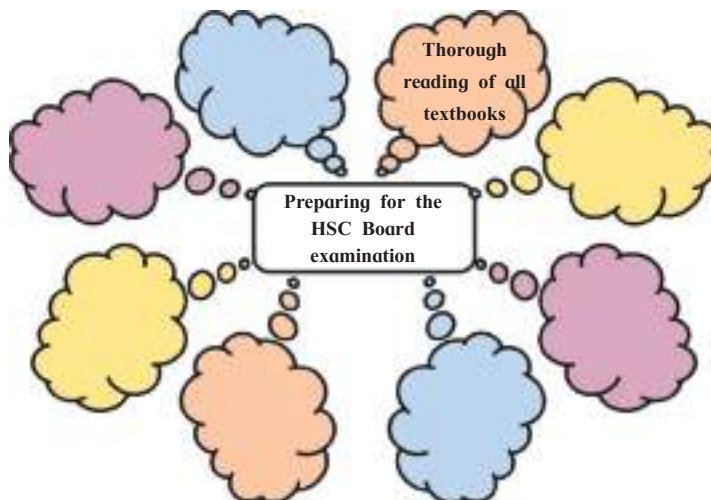
## 3.2 Do Schools Really Kill Creativity? (MIND-MAPPING)

### ICE BREAKERS

- Observe the given figure and complete the activities that follow:



- (a) Replace the 'main idea' by any other thought or title of your own.
- (b) Add three supporting ideas to the main idea as their branches.
- (c) Add two ideas to one of the branches that explains the meaning of the branch.
- Complete the given blank spaces / balloons with your ideas in the figure that describes your basic preparation for the HSC Board Examination. Also complete the activities that follow:

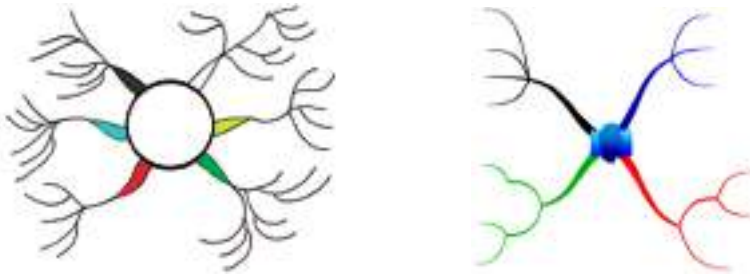


### Activity:

Complete a similar type of detailed graphical figure in your own style showing the thoughts/ideas/concepts that keep on generating in your mind and then you choose a particular style/design or a graphical representation to describe the same idea/facts/situations—then this type of presentation can be called ‘**Mind Mapping.**’

Use different shapes, arrows, lines, connectors, balloons, boxes, curved arrows, callouts, scribbles, scrolls, explosions etc. to describe your point of view.

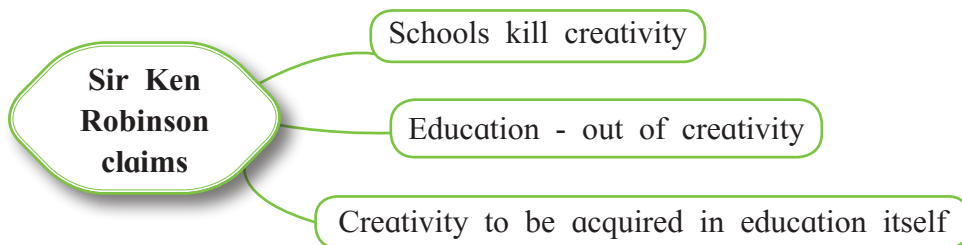
**For example :**



Julian Astle is the Director of Education at the RSA. Previously, he worked in No. 10, Downing Street as Deputy Director of the British Prime Minister's Policy Unit and Senior Policy Advisor to Deputy Prime Minister, Nick Clegg. Previously, he was the Director of Centre Forum, a Westminster-based think tank.

He has also worked as a Post-Conflict Advisor to the British Government in Whitehall, and to the United Nations in Bosnia and Kosovo.

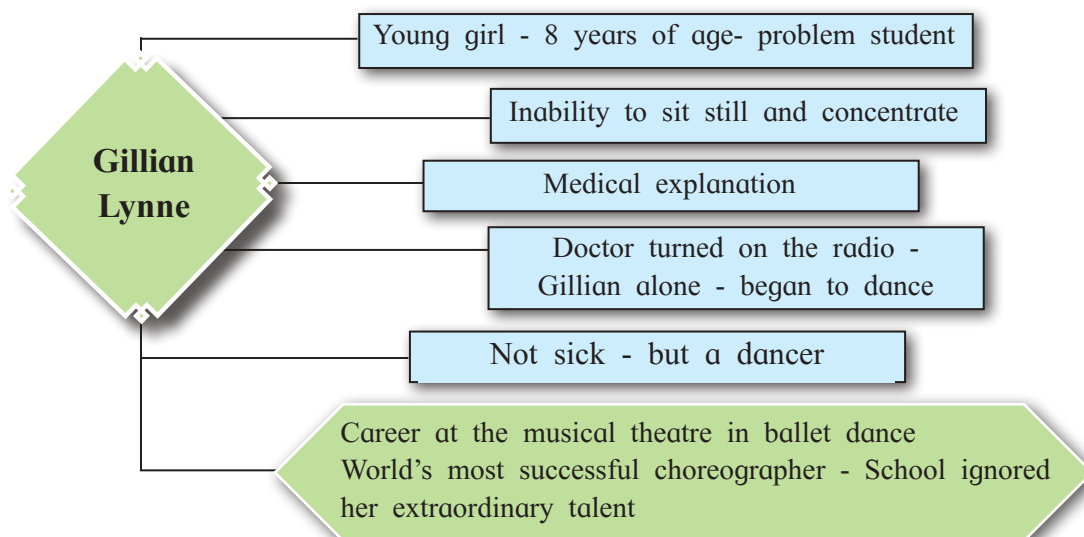
In the most watched TED talk of all times, educationalist Sir Ken Robinson FRSA claims that “schools kill creativity”, arguing that “we don’t grow into creativity, we grow out of it. Or rather we get educated out of it”. Yet to Robinson, “creativity is as important as literacy and we should afford it the same status”.



“True creativity”, is based on knowledge which in turn is based on literacy”. Our schools, where children develop the literacy skills on which all further learning depends, are therefore not killing creativity, but cultivating it by providing the “foundations young people need to be properly creative”.

As evidence of how schools kill creativity, Robinson cites the example of a young girl called Gillian Lynne who, at the age of eight, was already viewed as a problem student with a probable learning difficulty due to her inability to sit still and concentrate. When her mother sought a medical explanation for Gillian’s constant fidgeting and lack of focus, the doctor suggested they speak

privately. As the two adults got up to leave, the doctor turned on the radio. Left alone in a music-filled room, young Gillian began to dance. Observing her through the window, the doctor turned to her mother. “Gillian’s not sick”, he said, “she’s a dancer”. Today, at the age of 92, Gillian can look back on a long career in ballet dance and musical theatre which saw her become one of the world’s most successful choreographers, with hits like Andrew Lloyd-Webber’s *Cats* and *Phantom of the Opera* among her many achievements. Yet her school had all but written her off, mistaking her extraordinary talent for some form of behavioural problem or cognitive impairment.



“A huge amount of research on skill acquisition has found that the skills developed by training and practice are very rarely generalised to other areas and are, in fact, very closely related to the specific training.”

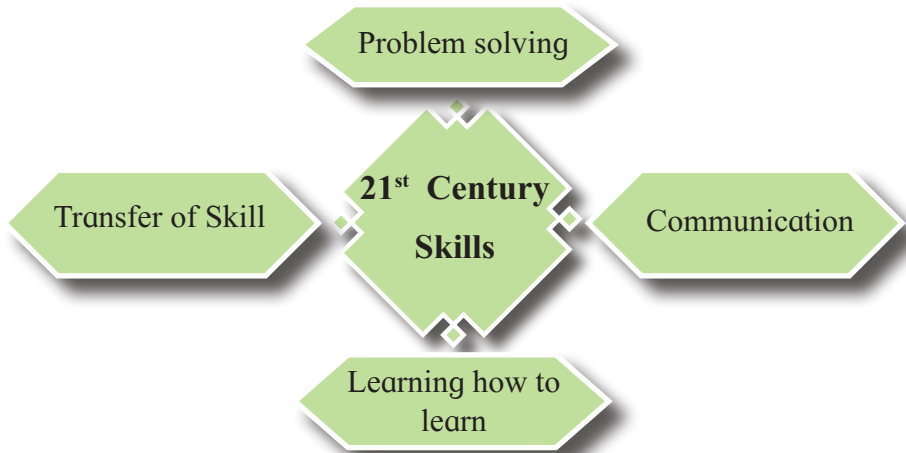
It is certainly unhelpful, and probably wrong, therefore, to talk about ‘critical thinking skills’. Critical thinking is an important part of most disciplines, and if you ask disciplinary experts to describe what they mean by critical thinking, you may well find considerable similarities in the responses of mathematicians and historians. The temptation is then to think that they are describing the same thing, but they are not.

The same is true for creativity. Creativity is not a single thing, but in fact a whole collection of similar, but different, processes. Creativity in mathematics is not the same as creativity in visual art. If a student decides to be creative in mathematics by deciding that  $2 + 2 = 3$ , that is not being creative, it is just silly since the student is no longer doing mathematic. Creativity involves being at the edge of a field but still being within it.

Similar arguments can be made for other ‘21<sup>st</sup> Century Skills’ such as problem-solving, communication and learning how to learn. There is some evidence that students who learn to work well with others in one setting may be more effective doing so in other settings, so some transfer is definitely possible. However, the

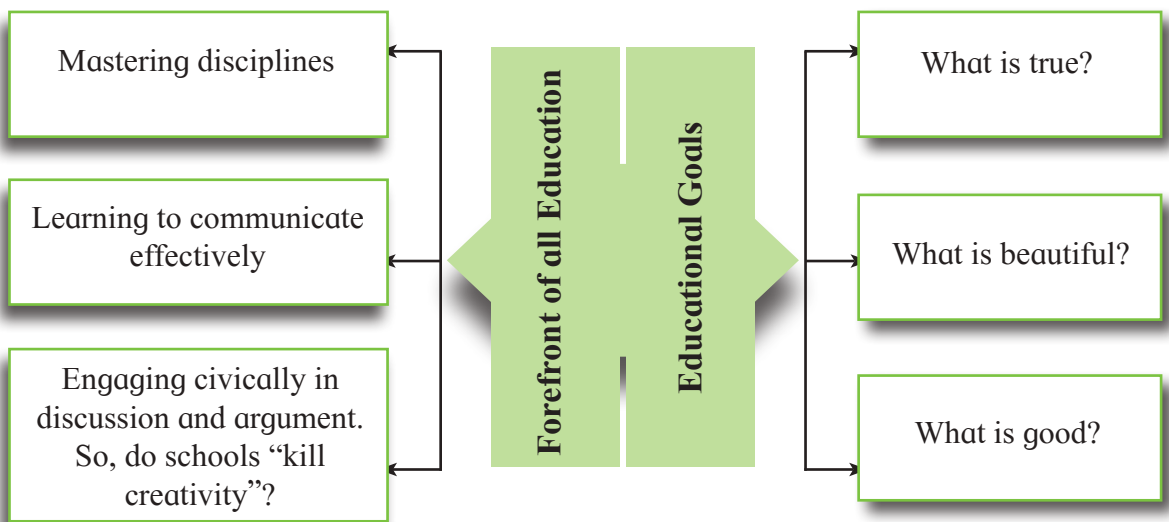
really important message from the research in this area is that if you want students to be creative in mathematics you have to teach this in mathematics classrooms. If you want students to think critically in history, you have to teach this in history.

“Mastering disciplines, learning to communicate effectively, engaging civically in discussion and argument – these have been, and should remain, at the forefront of all education. The ancients talked about the importance of understanding what is true (and what is not); what is beautiful (and what is not worth lingering over); and what is good (in terms of being a worthy person, worker and citizen). These educational goals should be perennial”.



The short answer is ‘no’, although they certainly can if they forget two important lessons:

First, that if the maximum number of children are to be given the greatest possible chance of realising their creative potential, schools need to provide rich and broad curriculum that includes the so-called creative subjects that are the visual and performing arts.



And second, that if they are serious about cultivating real creativity across the curriculum, they need to remember that creativity describes a whole collection of similar, but different processes. In other words, they need to understand the central place of the disciplines in education, and take them as their starting point in curriculum design.

- Julian Astle

## BRAINSTORMING

(A1) Study the given tabular column. In pairs, tell your partner the importance of each given below:

Enhance Activities with Mind Mapping		
1	Explore new ideas and concepts	Help students get a better understanding of new ideas by having them create a mind map. A mind map can assist with understanding because it conveys hierarchy and relationships, allowing students to see the big picture.
2	Brainstorm	Get creative juices flowing with mind mapping. Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
3	Take Notes	Encourage students to engage in active thinking instead of transcription by using mind maps for note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
4	Write essays	Students can create an essay outline, gather arguments and quotes or brainstorm ideas for your essays with mind maps.
5	Memorize information	Mind maps activate many levels of brain activity and are a great tool to help with memorization — from vocabulary words to a foreign language.
6	Create presentations	Have students use mind maps to present information in an interesting and engaging way with mind maps. Students can use mind mapping software to create a presentation in advance or create one on the spot during a live presentation.
7	Study for an assessment	Mind maps are a great way for students to gather all the information that may be covered on an examination including class notes, textbook chapters and reading lists.
8	Execute group projects	By using a mind map, students can visualize what needs to be done and who needs to do it. Using an online mind mapping programme is best for group projects so students can easily share it.

- (A2) Given below is a ‘Mind Mapping’ template. Use your ideas/thoughts/concepts to illustrate/develop them. (Develop your ideas in the form of main branch, sub-branches and tertiary branches respectively).



Also, write a paragraph on the mind map you have completed.

- (A3) Develop a ‘Mind Mapping’ frame / design to show the development in your personality seen within yourself in the last 5 years. You can take the help of the following points in order to develop each of them into further branches:

(Development in Physique, Self-learning Process, Communication Skills, Social Awareness, Family Responsibility)

- (A4) Develop a ‘Mind Mapping’ frame / design to show the ‘Benefits of games and sports’ to the students. You can take the help of the following points in order to develop each of them into further branches:

(Fitness and stamina, team spirit and sportsmanship, group behaviour, killer’s instinct, will to win)

- (A5) Browse the internet to know the following:

1. Different Frames/Designs on Mind Mapping
2. Benefits of Mind Mapping
3. Uses of Mind Mapping in Note-Taking
4. Difference between Mind Mapping and Concept Mapping

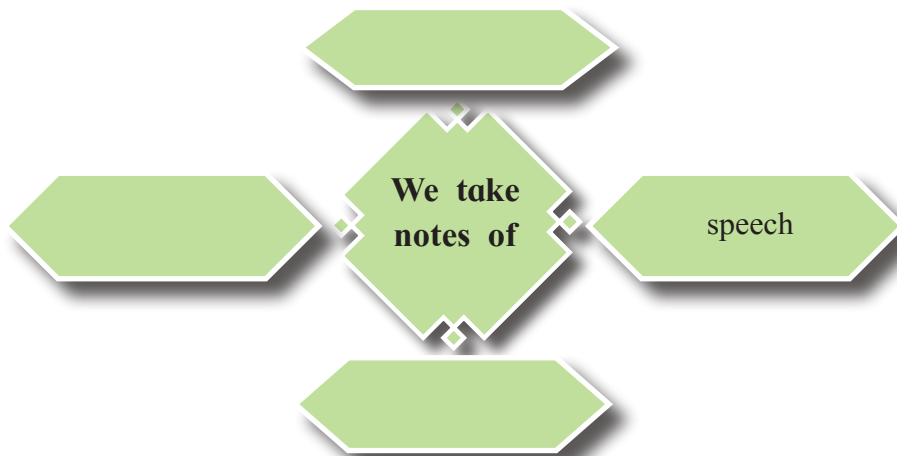




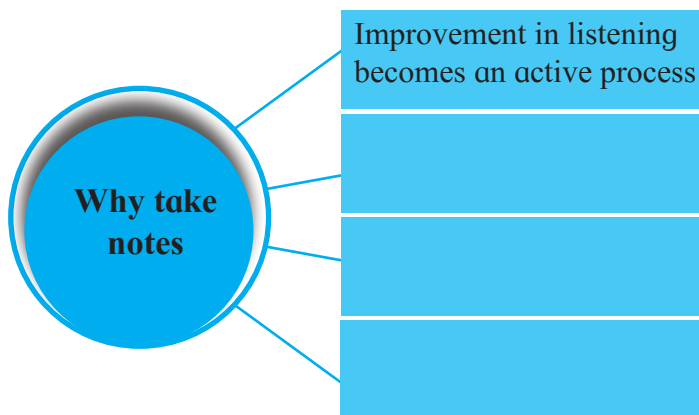
## 3.3 Note-Making

### ICE BREAKERS

- Complete the web.



- Discuss in groups why you take notes.



- Better notes will help you remember concepts, develop meaningful learning skills and gain better understanding of a topic. Discuss in groups different styles or methods you use in your note-making/taking. For example, to underlining important facts.

# Note-Making

## Note-Taking and Note-Making

Both the skills are totally different.

- Note-taking is a passive process which is undertaken during lectures.
  - Note-taking at a glance gives a complete view of a paragraph or any content which contains the main points and supporting details of what is heard (during lectures or speech).
  - Taking notes while reading from different books and present for different purposes.
- Note-making is a more active and focused 'writing skill' where a concrete connection between all relevant concepts and words is drawn to infuse or connect all thoughts together by a method. (points, tree diagram or a table etc.)

## Similarities between Note-taking and Note-making

- Both provide the students with material for easy reference, preparation and study during an examination.
- Both aid the students in remembering facts easier as it utilizes both reading and listening senses.
- Both have the same purpose, that is for the students to excel in their studies.
- Both help the students to concentrate better and effectively.

## NOTE-TAKING AND NOTE-MAKING

Note -taking	Note- making
- Only jotting down points, involves no sight interpretation	- Helps student to see each point clearly along with its link or connection with each other
- Very little changes are required	- Easier to change the notes made
- Taking points from one source at a time	- Involves the taking of points from different sources.
- Less understanding	- More understanding
- Points or notes are written in full form. Points given by sources are taken directly.	- Note making is often in short form.
- Only gives the early configuration for the whole topic.	- Helps the students in capturing its main key.
- Notes are made from sources. They are hand-made since the time available is limited.	- Constructed by the learner themselves, in hand-made or in computer-typed form

## Styles of Note—Making

- **Tables, Charts (Bar Charts, Pie Charts, Flow Charts), Line Graph, Tree Diagrams, Pictograms, Maps and Plans**

## Ayurvedic Medicine Facts

### Fundamentals of *Ayurvedic* Medicine

To understand *Ayurvedic* treatment, it is essential to have an idea of how the *Ayurvedic* system regards the human body. The basic life force in the body is *prana*, which is also found in the elements and is analogous to the Chinese notion of *chi*. As Swami Vishnudevananda, a *yogi* and expert, put it, “*Prana* is in the air, but is not the oxygen, nor any of its chemical constituents. It is in food, water, and in the sunlight, yet it is not vitamin, heat, or light-rays. Food, water, air, etc., are only the media through which the *prana* flows.”

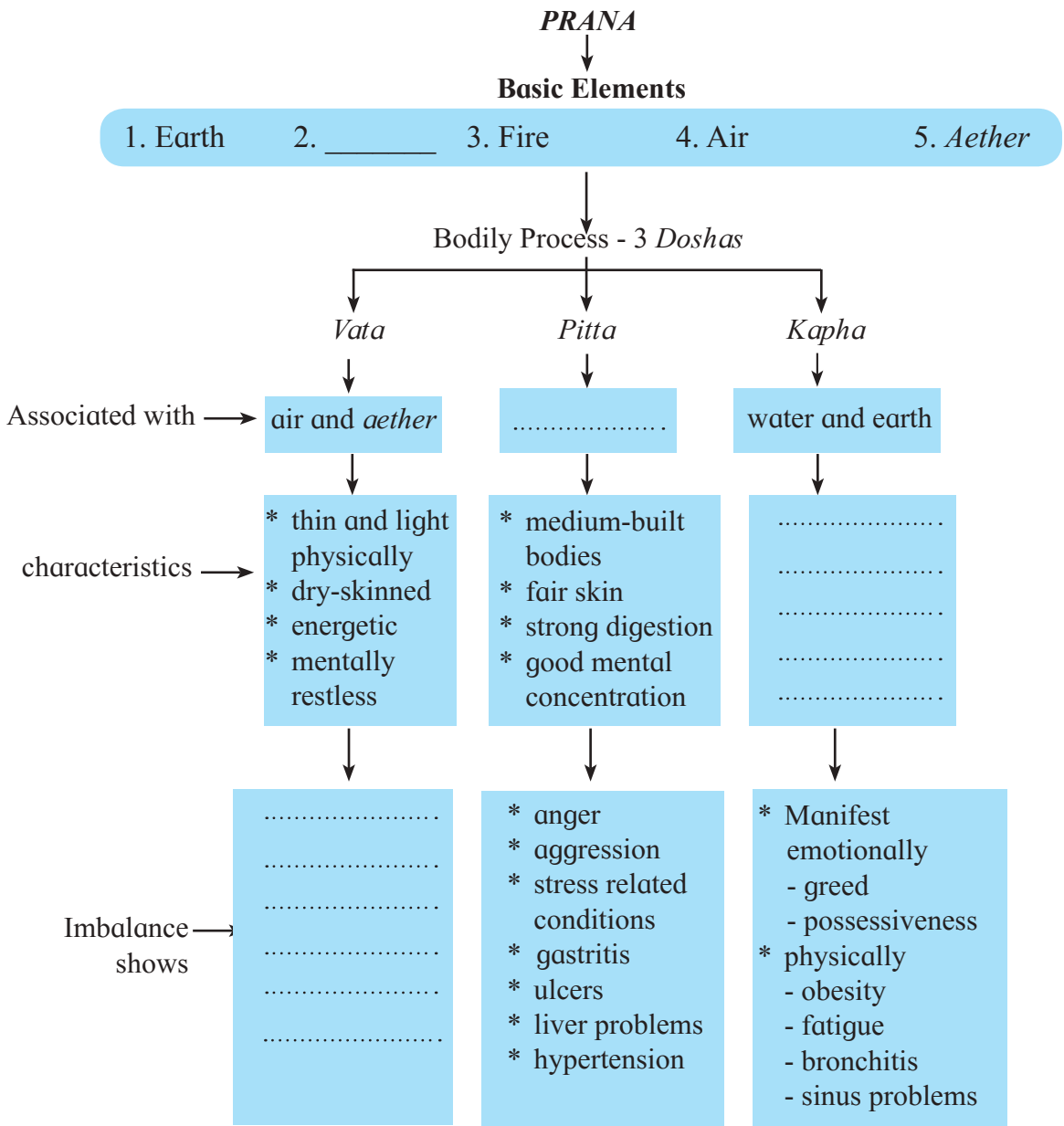
In *Ayurveda*, there are five basic elements that contain *prana*: earth, water, fire, air, and *aether*. These elements interact and are further organized in the human body as 3 primary categories or basic physiological principles in the body that govern all bodily process known as the *doshas*. The three *doshas* are *vata*, *pitta*, and *kapha*. Each individual has a unique blend of the three *doshas*, known as the person’s *prakriti*, which is the reason why *Ayurvedic* treatment is always personalized. In *Ayurveda*, illness is regarded as a state of imbalance in one or more of a person’s *doshas*, and an *Ayurvedic* physician works to adjust and balance them, via a variety of methods.

The *vata dosha* is associated with air and *aether*, and in the body, promotes movement agility. *Vata* people are typically thin and light physically, dry-skinned, very energetic and mentally restless. When *vata* is out of balance, there are often nervous problems, hyperactivity, sleeplessness, lower back pains, and headaches.

*Pitta dosha* is associated with fire and water. In the body, it is responsible for metabolic processes and digestion. *Pitta* characteristics are medium-built bodies, fair skin, strong digestion, and good mental concentration. *Pitta* imbalances show up as anger and aggression and stress-related conditions like gastritis, ulcers, liver problems, and hypertension.

The *kapha dosha* is associated with water and earth. People characterized as *kapha* are generally large or heavy with more oily complexions. They tend to be slow, calm, and peaceful. *Kapha* disorders manifest emotionally as greed and possessiveness, and physically as obesity, fatigue, bronchitis, and sinus problems.

- Now let's complete the following diagram that represents *Prana* and its elements :



- **Example : Transfer the above information in the form of a table :**

**Bodily Process**

<i>Doshas</i>	Associated with	Characteristics	Imbalance causes
<i>Vata</i>	air and <i>aether</i>		
<i>Pitta</i>		strong digestion	
<i>Kapha</i>			greed

## BRAINSTORMING

**(A1) Read the following passage carefully and complete the activities.**

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so, the development of scientific techniques made, diagnosis possible. The doctor is now able to follow up the correct diagnosis of many illnesses—with specific treatment of their causes. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication.

The advancement in technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is emergence of eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if cheaply priced, that it will produce—by suggestion—a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs which clear up by themselves within a short time.

These are the main reasons why laxatives, indigestion-remedies, painkillers, cough-mixtures, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be asked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

(A2) Complete the following points with the help of the above text. (Give a suitable title.)

1. **Self-medication**

- (a) part of normal living- last 100 years
- (b) .....
- (c) .....
- (d) .....

**Medical prescribing (diagnosis)**

- (a) .....
- (b) .....
- (c) .....
- (d) .....

2. **Technological advancement in medicine**

- (a) drug therapy
- (b) .....
- (c) .....

3. **Clever advertising by pharmaceutical companies**

- (a) take advantage of people's need
- (b) .....
- (c) .....



## 3.4 Statement of Purpose

### ICE BREAKERS

- **Match the professions with the desired qualities.**

#### Professions

1. Businessman
2. Artist
3. Advocate
4. Police
5. Scientist

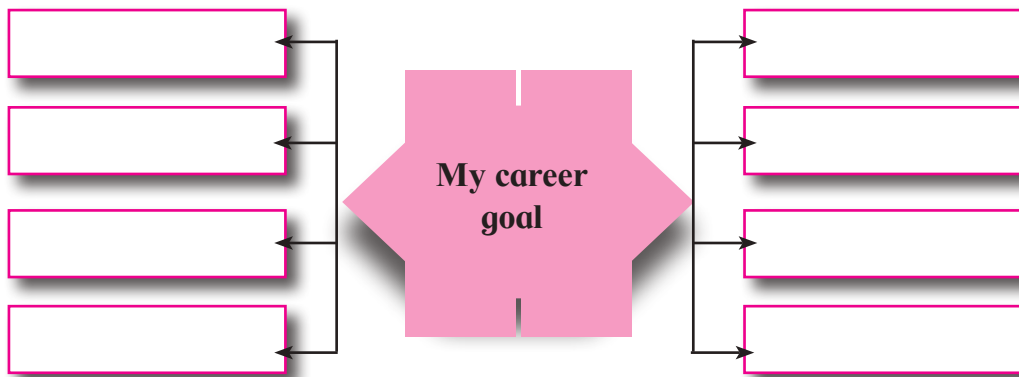
#### Qualities

- a. reading, experimenting, researching
- b. alert, investigative, love for physical activity
- c. convincing, selling, risk taking
- d. imaginative, creative, thinking out of the box
- e. logical reasoning, oratory, critical thinking

- **What is your career goal?**

.....

- **Which of your qualities would help you in achieving your career goal?**



- **List the obstacles which might hamper in achieving your goal/s in life. One is done for you.**

- Lack of proper guidance
- .....
- .....
- .....

## Statement of Purpose

### What is a Statement of Purpose?

A Statement of Purpose (SOP) is an application made to a university to seek admission to a particular course. It is an essay which describes you as a person, your aims and ambitions. It speaks about your journey of life and the qualities you have nurtured in the process. The scorecard or the transcript gives your academic achievement. It is objective but SOP gives an idea about your innate qualities and is subjective in nature. The SOP gives you an opportunity to show the special qualities which make you distinct from others. It explains why you want to join the course, what is your liking, how you have developed your liking. It justifies how you will be able to achieve your aim. It also explains why you have selected a particular university. The SOP is a gateway to your career as the admission committee judges you or screens the applications on the basis of the SOPs received. Hence, it is a very important document.

The SOPs for undergraduate, postgraduate and doctorate levels would be different. The SOPs differ according to the requirement. The number of words in which an SOP is written is also different for different universities. At this level when you would pass your Std XII examination and write personal statements to universities for admission to undergraduate course you should follow the format given below.

### FORMAT OF THE 'SOP'

The Statement of Purpose should be written in around 500 words, tentatively in five/six paragraphs.

Begin with your introduction, talk about your personal background, your mental make-up and your aim in life.

The second paragraph should speak about why you wish to join this specific programme/course, your area of interest.

In the third paragraph, write about your qualities that would be helpful or suitable for this career goal or objective. Show how your hobbies and extracurricular activities would be helpful in strengthening your goals.

In the fourth paragraph, mention your experience in this field or any internship/project you have done. You can state something which makes you distinct from the other applicants.

In the concluding paragraph, state how admission to this particular course, university would be beneficial to you and how you look at it from a long term career perspective.

Write the Statement of Purpose in clear and lucid language. Do not make spelling or construction mistakes. You should be convincing. Show determination in your career. Your purpose of choosing this particular course and university should be in accordance with your career. Remember that your personality is



reflected through this. Highlight your qualities, life experiences in such a way that your application should stand out from the rest.

Look at the samples of SOPs given here.

### **(SAMPLE - I) STATEMENT OF PURPOSE**

Pursuing a course in Mechanical Engineering will enable me to prowl in a field which started as a dream. The genesis of this dream was a personal experience at the age of ten. We were on a road trip in my Dad's car. Without any warning, the engine ceased and with it my dreams for an exciting holiday too. My dad hopped out of the car and opened the bonnet. I was right on his tail, watching him work on the engine utterly fascinated. Soon the car was up and running. I was in awe and admiration for my Dad. I wanted to be just like him. My Dad is an engineer and I knew the seed of engineering had just been planted deep in my core. I am eager to exploit my hunger for the course of Mechanical Engineering and, in particular, Automotive Engineering.

Over the summer holidays of 2017, I undertook an internship at a bus and coach manufacturing factory in Pune. As an apprentice, I had a team of highly qualified engineers to guide me. The team work, zeal and expertise displayed was an enormous learning point. The experience enriched my understanding of how vehicles work. This internship gave me an insight into the day-to-day challenges faced by an engineer. I also learnt the basics of lathe and milling machine and was able to make a bolt with threads on it. Utilising these machining skills, I was able to make my own fidget spinner.

I study in a school that lays great emphasis on co-curricular activities especially sports. I excelled in hockey and swimming. In hockey, I have been in the school 'A' team right from the age of 7. This association with hockey has improved my hand-eye coordination and my ability to stay focussed in any given situation—attributes essential for a successful engineer. Outside of school, I picked up the sport of cricket which initially began as a family 'outing'. Later on, I immersed myself in the sport. Cricket has helped me build on my levels of concentration. "Concentration comes out of a combination of confidence and hunger." These are words that every engineer should live by—have insatiable hunger to be the best in design, research and manufacturing of machines and their subsystems.

We run a daily feeding programme in our temples where everyone is welcome. I have taken part in these services nearly every weekend. I have also taken part in several other community service ventures, such as planting trees in a bid to reduce deforestation. I also participated in an epilepsy walk in order to collect money to help in the treatment of people who can't afford the medical care required to treat epilepsy.

I believe that I am a suitable candidate for the course since the subjects I have picked for my undergraduate course in Mechanical Engineering, namely Physics and Mathematics, have exposed me to high levels of critical thinking. Throughout high school, I have been a practical thinker. My passion for Physics has helped my analytical skills. Mechanical engineers specifically apply fundamental Maths and Physics laws to find solutions of machines which we use every day.

I believe that the UK is the ideal location for my choice of study, as it is known to have the best universities for engineering offering top notch facilities in research, design and manufacture. The UK has some of the greatest companies which pioneered automotive engineering to what it is today, for example, Aston Martin and Jaguar Land Rover. I hope to secure admission that will provide me with the opportunity to fulfil my dreams.

### **(SAMPLE - II) STATEMENT OF PURPOSE**

Ever since childhood the functions of the economy have fascinated me. I love being able to understand and use economic theories and enjoy challenging myself to find connections between its different sectors. I have been captivated by the way this subject is applied in everyday life in the most basic of ways for example, deciding what brand of milk to buy and how it can also influence something as major as the exchange rates. Living in India, I am no stranger to economic problems like unemployment and poverty. By increasing my knowledge in this subject I hope to better understand these problems and find possible solutions.

I aspire to study economics principally because of the diversity of both the subject and its applications, and because I find it fascinating and challenging at the same time. Having studied the subject throughout my high school, I believe that the possible depths to which it may be studied are almost endless, and the number of real-life situations to which it is relevant is similarly vast. In addition to keeping abreast with the world economy, I am also interested in studying the quirkier fields of economics and I aspire to further study the ideas of behavioural economics and rational decision-making to contribute to improving our explanations of market events. A book that really intrigued me is *Thinking, Fast and Slow*, by Daniel Kahneman and intensified my desire to delve deeper into the field.

To further understand the practical applications of economics, I interned at an auditing firm. This helped me realise how economics and finance play a key role in the running of businesses. My subject choice of Economics and Accounts through Junior College has helped me grasp analytical concepts at a blistering pace and I believe I am well equipped to face the challenge of studying Economics at degree level. I am aware that Economics is strongly related to Maths and for that reason I have studied more rigorous topics that I will further develop at the university level, including calculus and statistics modules.

One of the extracurricular activities that opened me to a whole new perspective on world economy was the Indian Model United Nations conference in which I was the Press Corps writer, assigned to the Economic Committee. This has helped me understand the intricacies of world economy, given me a chance to discuss and puzzle over economic issues and challenged me to think in ways I have never before.

My passion for writing led me to secure the position of sub-editor of the school magazine committee, where I reviewed and edited essays to be published. I was selected as a Students' Council Representative and my duties involved acting as an interface between the students and the board of governors, putting forth the issues faced by students and working towards solutions for them. I also took part in the Youth Icon Awards. I was identified as an important member of my group and performed the task of successfully guiding my team through many expeditions.

I enjoy playing Badminton as often as I can. Badminton has taught me a vital lesson—to face the consequences of a poor shot. I have learnt not to dwell on my mistakes but to accept them and move on because the most important shot in Badminton is the next one. I am an amateur guitarist. Music helps me relax and unwind.

I firmly believe that the analytical tools from the fields of Economics and Mathematics are essential for a deep understanding of the world. I know that the universities in Delhi with their fantastic economics departments can help me realize my dream of simplifying the complexity behind economic situations.

## BRAINSTORMING

- (A1) **Discuss and exchange your views with your partner about your career plan.**
- (A2) **You must have decided your aim in life. Which institute/university would you like to join for your diploma / graduation? Write a Statement of Purpose as a part of your application to the institute/university.**
- (A3) **Enrich your vocabulary.**

**Match the job terms with their meanings.**

(1) to be your own boss	(a) work that requires physical activity
(2) a dead-end job	(b) an important/powerful job
(3) a good team player	(c) to be unhappy in an office job

(4) a heavy workload	(d) a normal job having a duty of 8 hours
(5) a high-powered job	(e) to be in a boring job that is hard to leave
(6) job satisfaction	(f) a job with no promotional opportunities
(7) manual work	(g) to have your own business
(8) to be stuck in a rut	(h) to have a lot of work to do
(9) to be stuck behind a desk	(i) enjoying your job
(10) a nine-to-five-job	(j) someone who can work well with other people

**(A4) Read the dialogue given below and fill in the blanks with the appropriate job terms given above.**

**Varsha :** Vivek, what kind of a job are you looking for?

**Vivek :** Varsha, I want to ..... I don't like a ..... My present job is not challenging. I am ..... I am not afraid of a ..... and I am a good ..... . Moreover this is a ..... I am looking for an opportunity to try new winds.

**(A5) Read the personal details given below and prepare a suitable Statement of Purpose.**

**(i) University of Bath, UK is one of the leading Universities for Business Studies. You belong to a business family – wish to start your own business carry forward your family business in future. In your junior college you have opted for commerce, scored well in your Std X Board Examination you made profit in the stall you had put up in the business fair organized by your school/college. Your hobbies are playing cricket/hockey, you get along well with people.**

**(ii) You are an avid animal lover. You have a pet dog and some love birds at home. You are extremely fond of them. You have been a member of bird watcher's club. You have loved going on a safari. You have taken care of orphan animals, or animals who are hurt. In school you loved Biology. You wish to make a career in this field. The University of Cambridge offers an excellent course/programme which would boost your career. Make a Statement of Purpose which will help you to get admission to this University.**

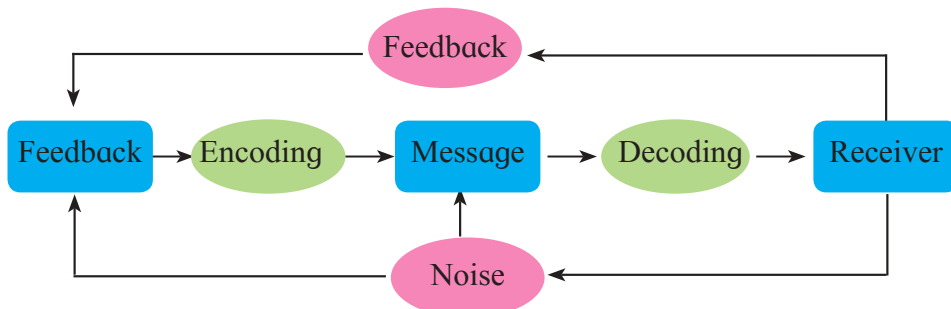
**(A6) Browse different websites and find out the universities offering best courses in Life Sciences, Arts, Sports, Music, Engineering and Medicine. Collect and share any other additional information related to the course which seems important.**

□□□

# 3.5 Drafting a Virtual Message

## ICE BREAKERS

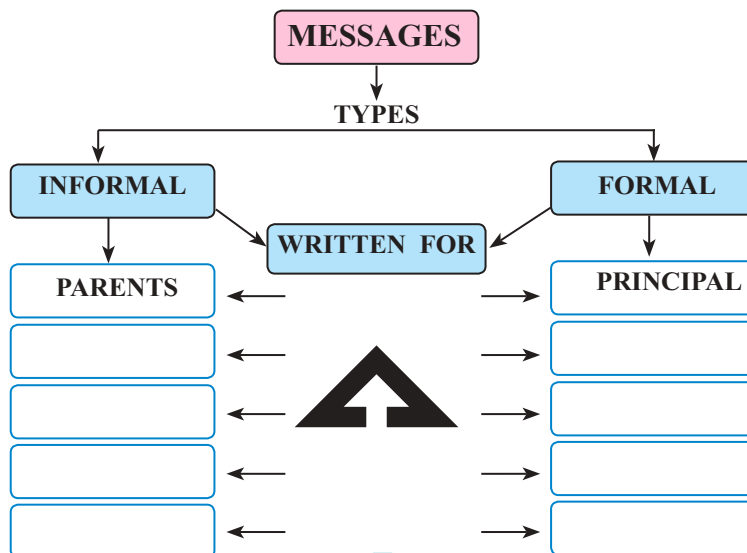
- (i) Given below is a two-way communication cycle or the process of communication.
  - (a) Can you guess the role of the sender and the receiver in this process? What do we encode? What do we decode?



- (b) People send messages to others for different purposes. Mention at least five purposes/reasons for which messages are generally sent.

- (1) .....
- (2) .....
- (3) .....

- (ii) Given below is a tree-diagram explaining two major types of messages. Complete the blank boxes in the diagram. One is done for you.



## Drafting a Virtual Message

**Communication** is an integral part of human nature. Exchange of ideas, thoughts and information from one person to another is communication. As the most intelligent animal on the planet, humans have derived different communication processes to express themselves and understand each other. Before the advent of oral communication, non-verbal methods were used such as gestures, facial expressions and movements. On broader terms, communication can be in various forms such as:

- Oral
- Written
- Virtual

A **message** is an informal means of communication. The receiver of the message has to go through the given message and pick out the most vital bits of information.

Then, he/she should be able to reproduce that information in order to convey it to the person for whom it is intended.

### **In general there are four types of messages:**

1. Positive Messages (Convey good feelings through thanks, appreciation, expression of interest, sympathy, extended help, solace.)
2. Negative Messages (Convey disappointment, disapproval, dissatisfaction, messages of disapproval, disagreement, denial, refusal, cancellation, etc.)
3. Neutral Messages (No feelings, no emotions, no sentiments, dry messages, messages showing neither joy nor sorrow, messages that do not draw any conclusion)
4. Persuasive Messages (act that communicates persuasively, agreement on the writer's point of view, use of convincing language or words)

### **What is Virtual Communication?**

We define virtual communication as a mode of communication that includes the use of technology—audio and video to communicate with people who are not physically present in front of us. People can be in the next room, other floor, in neighbourhood or even miles away. Although virtual communication started way back with the invention of telephone, the advent of webcams, video conferencing and instant communication made virtual communication a big hit. Today we use virtual communication in almost every walk of life—within family, friends, and office, to name a few.

Today we will learn more about virtual communication and explore why it has become one of the most popular ways of communication. In addition, we give a sneak preview of some of the best virtual communication tools used across the world.

### **Six major types of messages:**

1. Directional Messages – What You Should Do
2. Messages of Possibility
3. Messages of Reality
4. Messages of Necessity

5. New Idea Messages

6. Reframing Messages

**1. Directional Messages – What You Should Do:**

Sometimes, messages are directional. They give us a point of view on the best way to achieve a certain goal (for example, being happier, making more money, better relationships etc.)

**2. Messages of Possibility:**

Another kind of message is the kind of message that says, ‘something else is possible’.

“No matter how stuck or hopeless or helpless we feel, there is always a pathway to reclaim our power with mindfulness, love and simplicity. Always”, which we might distill down to, ‘No matter how stuck you feel – there’s always a way.’ A powerful message.

**3. Messages of Reality:**

Sometimes, the message is about how things really are. They are clarifying messages – mini-maps that help direct people from confusion to clarity. Sometimes we suffer because we don’t really see the world for how it is, and someone who can tell it like it is and reset our expectations about the possibilities and limitations of certain approaches will always engender trust.

**4. Messages of Necessity: “We need to . . .”**

Another kind of message is more of a call to arms for people. It’s not just a message of what’s possible, or what’s real but what’s required of us to get what we want.

**5. New Idea Messages:**

Some messages are based on ideas that people may never have considered before. Messages with novel ideas, opinions, suggestions, views, etc. are sent with much excitement or enthusiasm.

**6. Reframing Messages:**

Some messages are about taking aspects of our life that we might have framed as weaknesses or ‘bad’ and framing them as strengths and assets. Or something we thought was bad is actually good, or something we always thought was good is bad, something we thought was ugly is actually beautiful.

**Conclusion:**

With so many options of virtual communication tools available within a click, it definitely makes our lives easier. Nowadays, the ability of communicating virtually and instantly or sharing our information in seconds is very crucial. Virtual communication is creating a communication environment which is cost-effective, time-saving and accessible 24/7. Communication has evolved in the last few decades and very soon, virtual communication will be the base of communication in future. We will see a range

of new products and technologies which will assist in making our virtual communication more easy and quick. Invention of telephone created the path of communication, and today virtual communication has taken over everything. With many advantages and features, people across the world have access to multiple virtual communication tools, which is making their life easy and comfortable.

### **Message Writing:**

With mobile virtually in every hand, be it a student of secondary or higher secondary standard or a housewife, writing message seems a remote possibility. But this was a situation a few years ago. The excessive use of mobile and basic phones has brought forth the inconvenience caused by these otherwise quite useful devices, that, their use has been banned at many places like schools, offices, hospitals and many other places, where they are considered more of a disturbing instrument than a convenience to the user. Although members of a family, classmates, colleagues, bosses, employees have to write scores of messages for others. Thus, learning to write a short and clear message is a very important writing skill to be mastered.

Most often the input for a message comes in the form of a telephonic conversation between two people. The virtual conversation conveyed in the conversation is to be converted into a message for a third person. Whereas, sometimes, standard instructions contain the necessary information for the message. Such messages are written on small pieces of papers called memo-slips. Basically such messages contain the following:

#### **Format :**

- Date
- Time
- Name of a person to whom the message is directed
- Body of the message
- Name of the writer / sender

#### **Points to remember :**

While writing the body of the message, the following points have to be kept in mind.

- Only the most important details should be written.
- No new information should be added.
- Grammatically correct sentences should be used.
- Indirect or reported speech should be used.
- The message should be written in simple language and without any abbreviations.
- Check your message before you submit and send it.
- Be friendly and polite.
- Avoid pun/ambiguity/witticism, in short words that would create confusion or a chaotic situation.



### Example:

You receive a telephone call from your mother's office when she is not at home. You have the following conversation with the speaker. But you have to go for your tuition class. So you leave a message for your mother. Write the message within 50 words using the information given below. Do not add any new information.

**Ambuj** : Hello!

**Mr Rastogi** : Hello! May I speak to Ms Dixit, please? I am Naresh Rastogi from the office.

**Ambuj** : Mom's not at home right now.

**Mr Rastogi** : In that case can you give her a message? It is urgent. Please tell her that the meeting fixed for tomorrow has been rescheduled. Ask her to check her mail as soon as possible for the details. Please don't forget to inform her.

**Ambuj** : Don't worry. I will tell her as soon as she returns. 14 Feb 3:30 pm

### Message

#### Mom

Mr Rastogi from the office called up to say that the meeting fixed for tomorrow has been rescheduled. He wants you to check your mail as soon as possible for the details. He said it was urgent.

#### Ambuj

## BRAINSTORMING

(A1) (i) In pairs, enact the given conversation between Rakesh and Mrs Sarkar.

**Rakesh** : Hello, may I speak to Dr Sarkar?

**Mrs Sarkar** : He has gone to the hospital to attend the OPD. May I know who is speaking?

**Rakesh** : Yes. I am Rakesh Sood. My wife has been having a severe headache since yesterday. Since this morning she has also developed a high temperature. I would be very grateful if the doctor could come over to our place to examine her.

**Mrs Sarkar** : Of course. Please let me note down your address.

**Rakesh** : It is B-49, New Colony.

**Mrs Sarkar** : I will give him your message as soon as he returns.

**Rakesh** : Thank you.

Mrs Sarkar had to leave for the school where she teaches. So she wrote a message for her husband. Draft the message in not more than 50 words.

- (ii) Using information from the dialogue given below, write the message which Amrita left for her brother, Sourajit. (Do not leave out any vital information or add any new information).

**Shekhar** : Is this 28473892?

**Amrita** : Yes. May I know who is speaking?

**Shekhar** : I am Shekhar. I want to speak to Sourajit. I am his friend from IHM, Goa.

**Amrita** : I am his sister. Sourajit is not at home at the moment. Can you ring up a little later?

**Shekhar** : I shall be a little busy. Actually, I have got a placement at the Hotel Mumbai, and will have to join with immediate effect. So right now I am trying to get all the formalities completed. This is the news that I wanted to give Sourajit. Will you do that for me? Also tell him that I will let him know my new cell phone number as soon as I get one.

**Amrita** : I'll do that. Bye and all the best.

Amrita had to leave for office. So she wrote a note for Sourajit. Draft her message in not more than 50 words.

- (iii) You are Priyanka, a personal assistant to Ms Sen. She was away attending a meeting when Mr Garg rang up. You spoke to him and jotted down his message in your note- pad.

**Draft the message for Ms Sen using the information in your notes given below.**

Mr Garg – rang up – 5pm – has received the CDs and the posters – coming tomorrow – to thank Ms Sen and to personally hand over the cheque.

- (iv) Read the following conversation between Aashna and Mr Singh.

**Aashna** : Hello, may I speak to Ranajit, please?

**Mr Singh** : Ranajit is getting ready for school. May I know who is speaking?

**Aashna** : My name is Aashna. I am Ranajit's classmate.

**Mr Singh** : Hello, Aashna. I am Ranajit's father. Is there any message?

**Aashna** : Yes. Please ask him to bring his biology notebook to school today. I was absent from school due to illness. I would like to see the notes which our biology teacher gave to the class during my absence.

**Mr Singh** : I will definitely do that.

Since Mr Singh had to go for his morning walk he left a message for Ranajit. Draft that message in 50 words.

- (v) Rajat comes home from school and finds the door locked. Since he has a duplicate key he enters and finds a note from his mother kept on the table. In it she explains that she had to rush to the hospital with Mrs Manohar, their neighbour, who had met with an accident. She has also written that he should

have the rice and curry kept on the dining table for lunch. He could heat the food in the microwave oven if he wanted to, but he should be very careful while handling the switch.

Draft the message which Rajat’s mother left for him.

- (vi) Using the information given below, write a message which Manu left for his sister, Renu. (Do not add any new information. The message should not exceed 50 words).

Ruhaan rang up—book-reading session—‘Children Ask Kalam’—Dr A.P.J. Abdul Kalam—Compilation of letters received by him from children and his answers—Oxford Book Store—8 pm, this evening,—pick you up—6:30 pm—attend reading session together.

- (vii) Given below is a template for a message. Imagine you are working as a receptionist in a company and you are supposed to maintain the call record.

Complete the details given in the template for a particular message.

Call For :				
From :			Company :	
Date			Time	
Phone			( )	
Message :				
Action (Circle One)				Taken By
Phoned	Returned Your Call	Call Back	Will Call Again	

**(viii) Explore:**

- (a) Browse the net and prepare a tabular column to explain the ‘Dos and Don’ts’ while drafting messages.
- (b) Browse the net to find innovative ‘Message Templates’.
- (c) Prepare a collection of short messages that are usually drafted and exchanged within the family members to keep them well informed and updated in case of different situations.
- (d) Prepare a project titled, ‘The Importance of Messages in Everyday Life’.





# 3.6 Group Discussion

## ICE BREAKERS

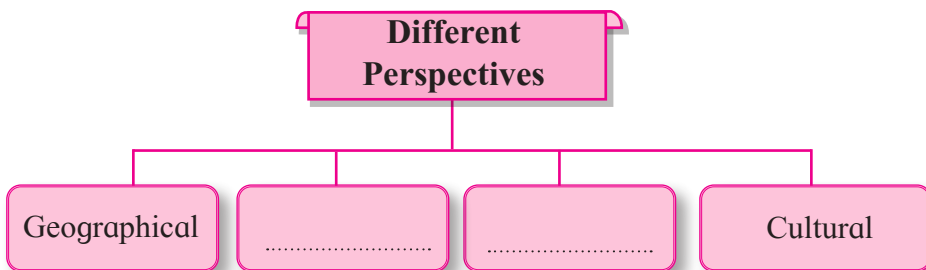
➤ You must have discussed many things with your friends, classmates in a group. It might be about going on a picnic or selecting a gift for your teacher.

(i) What do you think are the benefits of a group discussion?

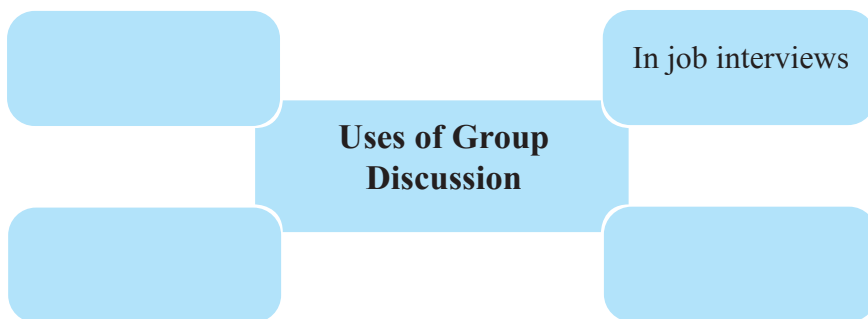
- (a) .....
- (b) .....
- (c) .....

(ii) Do you think some people are right and some are wrong in a group discussion? Why?

(iii) People have different views and opinions because:



➤ Complete the web highlighting the uses of 'Group Discussion'. One is done for you.



## Group Discussions

A group discussion is a formal discussion conducted on a topic among a group of ten to twelve participants. The participants analyse the topic from their respective angles and present their views and opinions. The group is given a topic. They contemplate on it for a few minutes and then start discussions. The discussion is usually for ten to fifteen minutes. Experts listen to the members and evaluate them.

Group discussions are usually held on topics of four kinds: (a) factual, for example 'Plastics should be banned' (b) a social or political issue, for example 'moral policing', (c) abstract, for example 'conscience' and (d) case study based, where the group discusses a case study and analyses it or offers solutions.

Group Discussions are one of the effective interactive methods of classroom learning. They are used to select candidates for different courses or for jobs by employers. They are used to gauge whether a candidate possesses certain skills required for pursuing a particular course or a job that involves working in groups, giving opinions and solve problems together to achieve common goals. The candidates are tested for their knowledge and communication skills as well as their ability to work as a part of a group and to lead other towards conclusions and solutions. One should be able to use his understanding of a subject to give opinions on it and support his ideas with logical arguments.

Since communication is a two-way process, it is important that besides speaking, one listens to the participants in the group discussion and respond to their ideas or take them forward. You can contribute to a group discussion in some of the following ways: helping it start, giving direction to it, making sure that everyone's views are heard and thought about so that the group moves towards some kind of agreement and closing it with a summary or a conclusion.

### The Language of Group Discussions

Here are some expressions you can use to perform different functions during a group discussion.

#### Expressing opinions

I believe.....

I think.....

Could I make a point, please?

In my opinion.....

It seems to me.....

#### Expressing agreement

Absolutely

You're right.....

I fully agree with.....

#### Expressing disagreement

I'm afraid I don't agree with.....

I'm sorry but I see it a little differently.

I can see your point but.....

You may have something there but.....

I respect your point of view, but I'm sorry I can't go along with you on.....

## Suggesting

I think we should.....

Why don't we.....?

Let's.....

Couldn't we.....?

Don't you think we could....?

## Asking for opinion

What is your opinion on....?

What do you feel about...?

I wonder what do you think about.....? I'd like to know your stand on.....

## Interrupting

I'm sorry to interrupt but....

Excuse me. Could I add something, please?

That's true. Sorry, but.....

## Handling Interruptions

Just a moment please.

Could I finish what I am saying?

If you would just let me finish.....

Could you wait for a minute, please.

## Concluding

To summarise/conclude,.....

We can conclude by saying.....

Let's run quickly through the main ideas before concluding the discussion.

## Sample Group Discussion

**Evaluator** : You've all been given a few minutes to think on your topic for today's group discussion, which is 'Do you think teenagers should be given a separate mobile phone?' You may now begin the discussion. Who would like to start?

**Manisha** : I think the topic of this discussion is very relevant to all of us here. As teenagers, we are so fond of our mobile phones, and its different features that have become irresistible to us. I feel mobile phones are quite necessary, they are quite helpful for educational purpose, we can get support for their various subjects just at the click of a button.

**Anamika** : I also agree with Manisha because now-a-days people use smartphones and they can get access to any information they want like travel information, recipes, courses, colleges etc

**John** : Yes, I would like to add to it. I don't think students use the mobile phones only for seeking useful information. They use it for entertainment too. They listen to songs, watch movies etc. I am afraid they see unsuitable things too. Moreover they spend long hours on phone.

**Anamika** : Yes John, you are absolutely right. But, I think parents have made them aware of the abuses of the mobiles and they are mature enough to understand how to use the mobile phone productively.

- Ananya** : Yes, all this is true but don't you all agree that they do see unwanted things and waste their time in things not suitable for their age group.
- John** : I agree with what Ananya says. It is a sheer wastage of time, money and energy.
- Anamika** : I feel that most of the students have forgotten the basic use of mobile phones; they have to travel long distances for tuitions and other purposes. The parents can keep a track of their children. That is the main reason why parents have given them mobiles.
- John** : Yes, but students have become lazy. They lack concentration, they don't read books, the phone keeps ringing and disturbs them now and then.
- Manisha** : Parents, institutions block some sites so that students are not able to view unwanted material. The risk is there but with advantages there are disadvantages too.
- Evaluator** : All right, everyone. Your time's nearly up. Could someone conclude, please?
- John** : Taking the points into consideration mobile is a good and useful tool but a time period should be allotted to the students to use mobile so that students do not become couch potatoes. Eye problems, posture problems, psychological problems have increased. They sometimes become violent if mobile phones are taken away from them. They can use these phones but they should be made to use them judiciously.

## BRAINSTORMING

- (A1)** Rama, Asif, Rachana and Aarav are participating in a group discussion. The evaluator has given them a topic 'Teenagers are more inclined towards junk food nowadays'. Write suitable dialogues for each participant giving his/her opinion on the topic.

**Evaluator:** You've all been given a few minutes to think on your topic for today's group discussion, which is 'Teenagers are more inclined towards junk food'. You may now begin the discussion. Who would like to start?

**Rama** : .....

**Asif** : .....

**Aarav** : .....

**Rachana** : .....

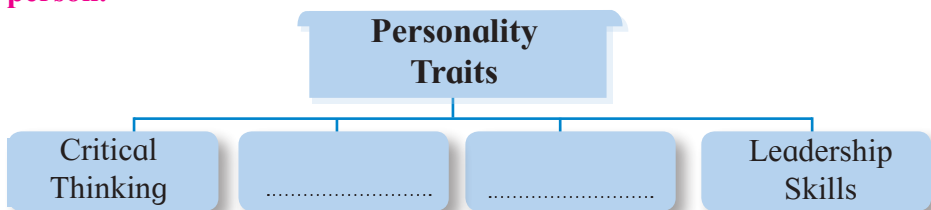
**Evaluator** : Please conclude.

**Aarav** : .....

(A2) Read the following statements. If you agree say 'Yes' and if you don't agree, say 'No'. State the reason for your opinion.

S.N	Statement	Yes/No	Reason
1.	It is not possible to guess the topic for group discussion. Then there is no need to prepare.		
2.	Always have discussion with your family and friends on different topics.		
3.	You must aim to get noticed by the evaluators.		
4.	Forget the evaluator and look at the participants while discussion.		
5.	You should raise your voice to be heard by everyone and speak for a long time to show your knowledge.		
6.	You should always take the opportunity to begin the discussion.		
7.	Take a strong position/view and defend it till the end.		
8.	Do not keep waiting for your turn to speak. You have to be alert and quick.		
9.	Listening to others also plays an important role in a group discussion.		
10.	You must interrupt a person if you do not agree to his opinion.		
11.	Show your leadership skills by being assertive not aggressive.		
12.	Participating in a group discussion also means helping everyone to reach a consensus in spite of difference of opinion.		

(A3) (i) Group discussion helps to unravel the following personality traits in a person.



(ii) Match the following.

Discuss	Give special importance or value to something in speaking or writing
Argue	Say something again, a number of times
Deliberate	Express opposite views in a heated or angry way
Reiterate	Engage in long and careful consideration
Emphasize	To talk about a subject with someone and tell each other your ideas and opinions



**(A4) (i) Write the following sentences in reported indirect speech:**

- (a) He said, “If you find my answers satisfactory, will you give me five rupees?”
- (b) The astrologer said, “You were left for dead. Am I right?”
- (c) “I should have been dead if some passerby had not chanced to peep into the well,” exclaimed Guru Nayak.
- (d) He told her, “Do you know a great load is gone from me today.”

**(ii) Read a part of a conversation between Neha and Nidhi.**

**Neha:** Where are you going, Nidhi?

**Nidhi:** I am going for my music lessons.

The above conversation is written in exact words spoken. If this conversation was to be reported by a third person then it would be written as:

Neha asked Nidhi where she was going. Nidhi replied that she was going for her music lessons.

Notice the changes in the reported sentence. Note the changes in pronouns, tenses, reporting and reported verbs and other changes.

**(iii) Now find sentences from the text in the direct speech and convert them into the reported speech.**

**Read the following sentences given in the indirect speech and convert them into the direct speech.**

- (a) Shirish said that he would not be able to solve the problem.
- (b) Lata told me to give her a glass of water.
- (c) Ananya exclaimed with joy that she had received the Ph.D. degree.
- (d) Shilpa asked us if there was any other document to be typed.
- (e) Swati said that she would not get the money.

**(A5) (i) An economically deprived girl student in your class who has received admission in a reputed college abroad needs monetary help to pursue further studies there. Have a group discussion amongst your friends to seek solutions to help her. Write four/five views in the form of dialogues.**

**(ii) There is an inter-school cricket match and your school is losing. As you are the captain, have a group discussion with your teammates in the tea-break about the strategy to be followed to save your school from losing the match. Give at least four/five suggestions.**

**(iii) Form four groups in your class and have a group discussion on the following topics.**

- (a) Role of ICT in education
- (b) Clean India



## SECTION FOUR

NO	TITLE/TYPE OF THE TOPIC	AUTHOR	GENRE	TYPE	WRITING SKILLS FUNCTIONAL/ CREATIVE	SKILLS/FEATURES
4.1	History of Novel	=	-	-	Writing a note on character, theme, plot, language, setting	Understanding, imagining, connecting the past and present
4.2	'To Sir, with Love'	E. R. Braithwaite	Novel	Autobiographical	Activities on character, plot, setting, theme, language	Dealing with troubles, problem-solving, sympathy
4.3	'Around the World in Eighty Days'	Jules Verne	Novel	Adventure	Activities on character, plot, setting, theme, language	Touring the whole world, meeting different people and learning about different cultures, exchange of ideas
4.4	'The Sign of Four'	Arthur Conan Doyle	Novel	Mystery/Suspense	Activities on character, plot, setting, theme, language	Solving mystery, handling stressful situation bravely and rationally



## SECTION FOUR

### 4.1 History of Novel

The eighteenth century has gifted English literature two entirely new forms which are without any traces in the ancient classical heritage. One of those was 'The Periodical Essay' and the other was 'NOVEL'. Both of these forms, especially 'Novel', caught the spirit of the eighteenth century as the age of intellectual, sentimental and realistic plane and tried to instruct the readers, which would help them to a more purposeful and virtuous life. Since the time of its origin, novel has been gaining popularity and growing gradually. Today, it is recognized as the most dominant literary genre.

A Novel is a relatively long narrative fiction which describes intimate human experiences normally in a prose form. The present English word 'novel' is derived from the Italian 'novella', meaning 'new'. A Novel narrates a story embellishing it with more details of time, place, nature, people and their minds, their gestures and activities. It presents the picture of the society of that period. Novel makes life easier to understand than in drama and poetry. In modern era, novel has adopted literary prose.

Novel as a literary genre has a history of about two thousand years. Among the early precursors of novel a collection of tales known as Greek Romances dating from the second to sixth century may top the list. These imaginative and delightful stories of ideal love and marvellous

adventures profoundly affected the creative writing for the next thousand years. Though novel in the modern era usually makes use of a literary prose the earlier threads of the genre can be found in Virgil's Eclogues or Malory's 'Morte De Arthur' or Geoffrey Chaucer's 'The Canterbury Tales'.

Lady Murasaki Shikibu's 'Tale of Genji' (1010) has been described as the world's first novel. The European novel is often said to begin with 'Don Quixote' by Spanish writer Miguel de Cervantes which was published in two parts between 1605 and 1615. In the 18<sup>th</sup> century, the appearance of newspaper and magazines attracted a large number of readers from the middle class. These new readers had little interest in romances and tragedies, which were appreciated by the upper class. Thus, need for a new type of literature arose that would express the new ideas of the 18<sup>th</sup> century. The 18<sup>th</sup> century new literature was characterized by the spirit of realism and denial of romantic features like enthusiasm, passion and imagination. The foreground for the novel was prepared by all these factors. After 1740, Novel originated as the literary form in England. Increase in trade and commerce, along with the Industrial Revolution, gave rise to the middle class. A class of people had emerged to occupy an elite status. The realistic picture of everyday life and problems of common people depicted in the novels appealed to the newly educated class and was regarded by them as respectable reading

material. Thus, novel as a form appeared to have been designed for both—to voice the aspirations of the middle and lower classes and meet their longings. The advent of machines provided time to the newly formed educated middle class to indulge in reading and discussions about the books. Drama and poetry were the two literary forms that were fading away. Novel was the combination of some features of drama and poetry, some new more features were added. It became the prominent form in the eighteenth century by encompassing the social, political and cultural happenings and scientific progress.

‘The Pilgrim’s Progress’ by John Bunyan (1678) and ‘Oroonoku’ by Aphra Behn (1688) initiated the plenteous and colourful tradition of English novel and was followed by Daniel Defoe (Robinson Crusoe, Mall Flanders), and Jonathan Swift (‘Gulliver’s Travels’ – a famous satire). Other major novelists of 18<sup>th</sup> century are Samuel Richardson, (‘Pamela, or Virtue Rewarded’ and ‘Clarissa,’ both epistolary novels), Henry Fielding, Lawrence Sterne and Tobias Smollett. The tradition was enriched by many other stalwart novelists such as Charles Dickens, Walter Scott, Nathaniel Hawthorne, Horace Walpole, Thomas Hardy, Willkie Collins and H.G. Wells. The 20<sup>th</sup> century is marked by the modern topics and innovative styles and techniques and widened angles of the views by the novelists like E.M. Forster, James Joyce, Joseph Conrad, Henry James, George Orwell, Graham Greene, D.H. Lawrence, William Golding and Anthony Burgess. They widened the circumference of the genre by writing political, social, psychological and other modern issues in their novels. There are immigrant authors like Salman Rushdie (India), V.S. Naipaul (Trinidad), Kazuo Ishigura (Japan) and many others.

The contribution of women novelists to this great pageant cannot be neglected. The novel of manners ‘Evelina’ by Frances Burney, Gothic novels by Ann Radcliffe, a novel based on Science of the age ‘Frankenstein’ by Mary Shelley are landmark novels. Jane Austen has been ruling over the minds of the people through her novels. Bronte sisters Emily and Charlotte have created their own place by their incomparable works ‘The Wuthering Heights’ and ‘Jane Eyre’. Mary Ann Evans alias George Eliot wrote the novels reflecting psychological insight. Virginia Woolf is the pioneer of the Stream of Consciousness technique in English novel. Agatha Christie created her own place by writing many novels based on crime. Hercule Poirot and Miss Marple are the evergreen detectives created by her. Harper Lee, Margaret Atwood, Toni Morrison and Alice Walker have elevated the tradition further to prosperity.

#### **Indian Scenario :**

‘Rajmohan’s Wife’, by Bankim Chandra Chattopadhyaya serialized in ‘The Indian Field’ was the first novel in English written by an Indian. The period after that is marked by few more novels written by the Indian writers. These novels bore either nationalistic virtues or social issues as their main framework. Mulkraj Anand, R.K. Narayan and Raja Rao were the major trio who prevailed in the period after that. Novelists like Anita Desai, Nayantara Sahgal and Arun Joshi and Manohar Malgaonkar uplifted and revolutionized Indian English novel through their works. Amitav Ghosh, Vikram Seth and Upamanyu Chatterjee ameliorated the Indian novel in English by adding new features to it. Recent years have witnessed the dazzling performance by Indian novelists like Salman Rushdie, Arvind Adiga, Arundhati Roy, Kiran Desai

and Kiran Nagarkar. The tradition of Indian English novel, since its inception, has registered a marked shift exhibiting global concerns.

### **Novella :**

• Novella, the word originated from the Italian word 'novelle', is a type of narrative prose fiction which is shorter than a full length novel and longer than a short story. It is a well-structured yet short narrative, often satiric or realistic in tone. It usually focuses on one incident or issue with one or two main characters and takes place at a single tradition. Some of the famous novellas in English are –

- 'The Heart of Darkness' by Joseph Conrad
- 'The Turn of the Screw' by Henry James
- 'Billy Budd' by Hermann Melville
- 'Death in Venice' by Thomas Mann
- 'Seize The Day' by Saul Bellow
- 'Pearl' by John Steinbeck

### **Elements of Novel/ Novella**

There are six elements essential of 'Novel' or 'Novella'. All these factors may be related to one another in the work by an author.

**Theme :** Theme is the central idea in the novel which can be expressed in a nutshell. It is a philosophical statement or a truth which the writer has put forth through the narration of the series of events in the story and characters acting in the particular setting.

**Plot :** Plot is essentially the story or the course of events that make up the theme. It is created by the conflict either internal (inside the mind of the character) or external (with other characters or entities). Plot may be simple (one plot) or complex (consisting

the interweaving of many subplots).

**Character :** Characterization is related to the plot as the course of events take place because of the certain behaviour of the characters.

Depiction of character can range from a thumbnail sketch to deep, wordy, highly detailed verbal sketch. The important character may have been described in its every aspect by the writer. The minor characters are not given much importance. The reader follows the actions of one main character throughout the novel. This character is referred to as the 'Protagonist'. Protagonist (main character) is in conflict with a character or an entity or a force (internal or external) which is known as Antagonist.

**Setting :** Setting is the background in which the story takes place.

There are several aspects of the setting. It includes place, period, time, climate or weather and lifestyle. Plot and character are the two major elements that are affected due to setting.

**Conflict :** The struggle between the opposite forces in the story is called 'conflict.' Conflict in the story provides interest and curiosity about the plot.

**Language / Style :** The language and the techniques used by the author for the narration of the course of events is known as the 'Style'.

An author can use extensive vocabulary and high phrases or he may be laconic and would write only to the point or he may mix both according to the requirement for meeting his purpose. He may use linguistic devices to make the narrative effective. All these factors decide the 'texture' of the narration and create an impact on the readers.

## Types of Novel

**Realistic novel** : The realistic novel is a piece of fiction that gives the effect of realism and is also called a novel of manner. It can be characterized by its complex characters with mixed motives that are rooted in the social class. The characters in the realistic novel interact with other characters and undergo plausible and everyday experiences.

**Picaresque novel** : The word 'picaresque' is originated from the Spanish word 'pícaro,' which means a rogue. A picaresque novel narrates the adventures of the protagonist, who is an eccentric or a disreputable person, in an episodic form.

**Historical novel** : A historical novel is a novel set in a period earlier than that of the writing.

**Epistolary novel** : The word 'epistolary' derives from the Latin word 'epistola,' which means a letter. The epistolary novel is that in which the writer presents the narrative through a series of correspondence or other documents. Although letters are the most common basis for epistolary novel, diary entries are also a popular form of this type.

**Gothic novel** : The novels that include terror, mystery, horror, thriller, supernatural, doom, death or decay or haunted buildings are called the Gothic novels.

**Autobiographical novel** : The autobiographical novel is a novel based on the life of the author. Sometimes, the author changes the places and names of characters or even may change or avoid certain details of his life. It may or may not be in the first person narration.

**Allegorical novel** : An allegory is a story that bears more than one level of meaning. The surface meaning of such novel is different from the symbolic

meaning of it. The symbolic meaning of an allegory may be political, religious, historical or philosophical.

**Utopian/ Dystopian novel** : Utopia is an imaginary community or society possessing the ideal qualities. It is a common literary theme, especially in science fiction or speculative fiction.

**Psychological novel** : Psychological novel is a work of fiction that treats the internal life of the protagonist or even the other characters as much as the external factors.

**Stream of Consciousness novel** : Stream of consciousness is a phrase coined by William James in his treatise 'Principles of Psychology.' (1890). It means the flow of the thoughts. Incidents in the plot are in the sequence of their occurrences. The novelist narrates them as they enter the mind of the character.

**'Bildungsroman' novel** : The German word 'bildungsroman' indicates growth. The fictional biography or autobiography is concerned with the growth of the protagonist's mind, spirit and characters from their childhood to adulthood.

In the first half of the 20<sup>th</sup> century a cult of 'pulp magazines' became popular in which fantastic fiction for the general entertainment of the masses was printed on the cheap pulp paper. The pulp fiction era provided a building ground for the detective novels and science fiction.

Science fiction is a genre of speculative fiction dealing with imaginative concepts such as futuristic setting, futuristic science and technology, space travel, time travel, parallel universes and extraterrestrial life. Science fiction often explores the potential consequences of scientific and other innovations. 'Frankenstein' by Mary Shelly (1823) is considered the first novel

based on science and technology. The genre flourished in the second half of the 19<sup>th</sup> century.

Detective fiction is a subgenre of crime fiction and mystery fiction in which an investigator or a detective—either professional or amateur—investigates a crime, often a murder.

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## BRAINSTORMING

### (1) Match the columns:

**A**

- (a) Murasaki Shikibu
- (b) Novella
- (c) Don Quixote
- (d) Rajmohan's Wife

**B**

- (1) Cervantes
- (2) Bankimchandra Chattopadhyaya
- (3) Tale of Genji
- (4) New

### (2) Pick out the odd element from the group.

- (i) Arun Joshi, Vikram Seth, Graham Greene, Kiran Nagarkar
- (ii) Place, Period, Theme, Climate, Lifestyle
- (iii) Theme, Plot, Character, Novella

### (3) Complete the following statements:

- (i) The two types of conflicts that the plot may have are.....
- (ii) The word 'picaresque' is originated from.....
- (iii) The epistolary novel presents the narrative through.....
- (iv) In the eighteenth century middle class could get the time for reading and discussing the novels because.....

### (4) Write short notes on:

- (i) Style of the novel
- (ii) Stream of consciousness novel
- (iii) Novella
- (iv) Indian tradition of novels.

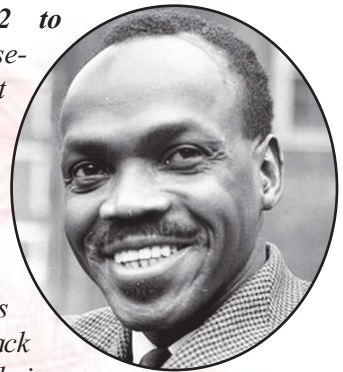


## 4.2 To Sir, with Love

*Eustace Edward Ricardo Braithwaite (27<sup>th</sup> January, 1912 to 12<sup>th</sup> December, 2016), known as E. R. Braithwaite, was a Guyanese-born British-American novelist, writer, teacher and diplomat, best known for his stories of social conditions and racial discrimination against black people. He was the author of one of the famous 1959 autobiographical novel, 'To Sir, with Love'.*

*He also wrote 'A Kind of Homecoming', about his tour of Africa, 'A Choice of Straws', a novel set in London, and 'Reluctant Neighbors', a memoir and treatise about racism. Braithwaite's numerous writings primarily deal with the difficulties of being an educated black man, a black social worker, a black teacher, and simply a human being who found himself in a set of inhumane circumstances.*

*'To Sir, with Love' is an autobiographical novel. The narrator is an engineer, but to make both ends meet, he accepts the job of a teacher in a rough London East End school. The school is full of troublemaker students who were rejected from other schools for their behaviour. At the beginning, the narrator is ridiculed and bullied by the students, but later his calm demeanor and desire to see them succeed gradually earn him their respect.*



### Characters

#### Major Characters

- Ricky Braithwaite, Narrator
- Gillian Blanchard
- Mrs. Dale-Evans
- Denham
- Pamela Dare
- Mr. Florian

#### Minor Characters

- Bob Belmont
- Jacqueline Bender
- Clinty
- Selma Drew
- Hackman
- Moira Joseph
- Palmer
- Euphema Phillips
- Jane Purcell
- Larence Seales
- Jess Belmont
- Buckley
- Josy Dawes
- Patrick Fernman
- Tich Jackson
- Monica Page
- Barbera Pegg
- Potter
- Sapiano
- Theo Watson



## Summary of the Novel

'To Sir, with Love' is a work of fiction based on the life of the author, E.R. Braithwaite. The main character, E. R. Braithwaite, works as an engineer in an oil refinery. He served in the Royal British Air Force in the war. After the war, being a black person, he was unable to find employment. As a last resort, he applied in a school to become a teacher. Surprisingly, he is accepted at the Greenslade School in London's East End, and is set to teach the senior classes of the school.

While reading the novel, we have to understand that the time period in which the story takes place is very important. Braithwaite finds that even though he considers himself British and has served in the Royal Air Force (RAF), the English do not consider him to be one of them. This makes Braithwaite bitter about the English and the colonialism, as well as about his white students.

Braithwaite's teaching position starts out roughly and he is embarrassed time and again. He considers his students disrespectful, ill-mannered and mischievous while his students consider him to be an arrogant outsider, unfamiliar with the social environment in which they have grown up. The students harass him from day one, slamming their desks during his lecture, using foul language, and bullying him to a great extent. Even the girl students do not spare a moment to harass Braithwaite. In a reaction to that Braithwaite verbally scolds the girls for acting in an unladylike manner and being unruly in the class.

When he understands that his outburst has not gained him any respect and co-operation from the students, he changes his teaching and handling tactics and he decides

to interact with them as though they are adults and respectable persons. He requires every girl be referred to as 'Miss' and that his students call him 'Sir.' At first, the students find this level of deference ridiculous and unnecessary; however, they come around after only a few weeks, completely changing both their hygiene and their attitudes towards one another. This marks the success of Braithwaite in handling the students in a very amicable way.

To increase the class cultural exposure, he takes them on field trips and excursions to museums and theatres, to everyone's surprise many of the students have never been. A white female teacher, Gillian Blanchard, accompanies the class on these excursions; this marks the beginning of a friendship between Blanchard and Braithwaite. Similarly, Braithwaite's relationship with his students is tested many a times.

Although his students frequently disappoint and hurt him, he learns to forgive them, the students constantly surprise him with their maturity, empathy and knowledge.

Another facet of the story which greatly affects its narrative lies in the heavy history of colonialism, its dark consequences, mental and physical trauma that increases Braithwaite's hatred and wrath for British. He constantly feels the prejudicial effects of colonialism while living in England after World War II, and these negative experiences frequently shape his thoughts and actions. Braithwaite is surprised and shocked by the conditions in which these students live, and also the physical trauma of the war that can be seen throughout his teaching environment.

## Theme of the Novel

Students-teacher relationship, prejudice and racism are the major themes of the novel.

E. R. Braithwaite gets a job of a teacher in a rather rough and notorious school. He finds that the students belong to a background that is not suitable for learning and their overall development and progress. He notices that the students are in no mood to change their attitude and behaviour. Braithwaite with his novel and creative ideas, innovative techniques and understanding the students' psychology, ultimately wins their hearts in no time. Though he was bullied, harassed, mentally and physically tortured many times, he didn't lose his patience and continued implementing his novel ideas and techniques that helped him to bring a significant change in his students' lives.

The racism prevalent in Great Britain during the mid-1940s, the time period during which 'To Sir, with Love' takes place, is of primary significance in the novel. The narrator cites repeated incidents in which he experiences the racism of white Britons, including encounters on the bus, at job interviews, at Greenslade school, when searching for housing, at a restaurant with his girl friend and so on.

At the outset, Braithwaite is struck by the unexpectedness of such prejudice. He was brought up in British Guiana and he viewed himself as a British citizen, not as a black British citizen in a British colony. When he served Great Britain in the Royal Air Force, that gave him respect and esteem in the society. The day he left the job, he finds himself to be an outsider.

Braithwaite's extensive experience and education was of no use in job interviews, where he is informed that the job has already been filled or he is overqualified for it. This heightens Braithwaite's sense of betrayal for the British. Interestingly, he never lashes out physically and only rarely does he do so verbally. He exhibits patient endurance at times, and at others he describes the way the rage inside him is transforming into hatred so strong that he desires to hurt those who treat him unfairly. As a result of such experiences, Braithwaite finds the students at the Greenslade school to be a bit notorious and rough in behaviour but with proper care and treatment, all the students would surely achieve success and desired goals in their lives.

## Synopsis of the Extract

In this extract, Braithwaite recounts the half-yearly report of the Students' Council, in which the students of the school report to the faculty and other students on what they have been studying thus far. Braithwaite's class representatives speak knowledgeably about their coursework and place a considerable amount of emphasis on how much they have learnt about different people, cultures, customs, and the importance of international and interracial cooperation.

Miss Joseph and Denham, both students of Braithwaite's class, preside over the meeting. At the outset, Mr. Florian, the headmaster, addresses the meeting with a lengthy, but well-received presentation. One after another, each class gives a brief report of their progress, through their chosen representatives, on what they have been studying in each subject so far. A panel of teachers is chosen for each class to answer any questions regarding the report submitted by the class. The lowest class

begins first, and it is obvious that as the students progress through the ranks there is ‘a marked development in their ability to express themselves’. Mr. Braithwaite’s class, being the oldest, was the last to present their report.

Miss Joseph begins the highest class’s proceedings by clarifying that the common theme underlying all their studies this term is the interdependency of mankind. Potter speaks in the field of Math, focusing on how greater understanding in the world is fostered by the use of common weights and measures. Miss Pegg and Jackson speak on Geography, and Miss Dare and Fernman discuss the subject of Physiology, with Fernman stealing the show by exhibiting a model of a human skeleton and stressing the class conclusion that “basically all people were the same.” Miss Dodd reports

on History, and Miss Joseph on Domestic Science. Denham creates a stir by speaking on the required subject of P.T. and games, complaining that the class ‘was ill-conceived and pointless.’

Mr. Weston, Mrs. Dale-Evans, and Miss Phillips are chosen at random to answer students’ questions arising from the senior presentations. When Denham pursues his inquiry on the necessity of requiring all students to take P.T., Mr. Weston responds quite ridiculously, trying to bluster his way out of the subject, and offering no coherent argument. Unexpectedly, the quiet and hesitant Miss Phillips steps in and gives a sturdy defense of the practice, and Denham, knowing that he has been outwitted, has no choice but to respectfully cease his heated protest. Braithwaite is immensely satisfied with the progress of the students of his class.

## To Sir, with Love

### Chapter 17

The half-yearly report of the Students’ Council was on November 15<sup>th</sup>, and was one of the important days in the calendar of Greenslade School. I had heard quite a deal about these occasions and became as excited as the children as the day approached. It was entirely their day, arranged, presented and controlled by them. I observed the activities of my class as they prepared for it, noting with pride the business-like way in which tasks were allocated and fitted into a neat programme. There were whispered conferences with members of other classes in the arrangement of it. On that day there was no assembly. The children arrived smartly dressed and polished, and Miss Joseph and Denham, who seemed to

be the important officials for the occasion, moved about among their colleagues ensuring that each one was ready to play his (her) part.

A bell was rung at 10.00 a.m. and everyone **trooped** into the auditorium to sit together in classes. Miss Joseph and Denham, the two most senior students, sat on the stage, one on each side of Mr. Florian, who, as soon as everyone was seated and silent, stood and addressed the school. He spoke at length, reiterating the aims and policy of the school and of the important contribution each child could make to the **furtherance** of those aims. He gave praise wherever it was indicated, but insisted that there was yet a great deal to be done, by themselves, towards a general

improvement in conduct, cleanliness and the pursuit of knowledge. As I listened I realised that this man was in no way remote from his school; his remarks all showed that he identified himself with it and everyone in it. He then wished them success with the Council Meeting and left the stage to tremendous applause.

Things now moved quickly into gear. First, Miss Joseph stood up, and gave a short explanation of the Council's purpose and its activities. Each class would report, through its representatives, on the studies pursued during the half year which began after Easter, a representative having been chosen for each subject. When all the classes had completed their reports a panel of teachers would be invited to occupy the stage and answer questions from the body of the hall on matters arising out of the various reports. The selection of the panel, as with everything else, was entirely at the **discretion** of the children and no members of the staff knew either how many or which teachers would be invited to sit. The reports began with the lowest or youngest class first. These were mainly twelve-year-olds who had joined the school the previous summer. Most of them were shy and rather frightened at standing up before the entire school, but nevertheless they managed it creditably; they had been newly introduced to the difficulties of seeking information for themselves, so their report was understandably rather short.

Class after class was represented, and it was obvious that with each succeeding term there was a marked development

in their ability to express themselves. Much of the work was rather elementary, but to them it loomed large because they understood it and something of its relationship to themselves. Throughout all the reports, the emphasis was on what they understood rather than on what they were expected to learn. When the turn of my class came I sat up anxiously. From the list he held in his hand, Denham called out the names of the representatives, together with the subjects on which they would report.

Potter — Arithmetic

Sapiano — Nature Study

Miss Pegg and Jackson — Geography

Miss Dare and Fernman — Physiology

Miss Dodd — History

Denham — P.T. and Games

Miss Joseph — Domestic Science

I felt terribly pleased and proud to see the confident courtesy with which Denham used the term 'Miss' in addressing each of the senior girls; I felt sure that this would in itself be something for the younger ones to aim at, a sort of badge of young adulthood. As their names were called they walked up to the stage and took their seats with **commendable gravity**. Miss Joseph then gave a short **address**. She said that their lessons had a particular bias towards the brotherhood of mankind, and that they had been learning through each subject how all mankind was interdependent in spite of geographical location and differences in colour, races and creeds. Then she called on Potter. Potter went on to speak of the work they had done on weights and measures; of the

relationship between the kilogramme and the pound, the metre and the foot. He said that throughout the world one or other of those two methods was either in use or understood, and that it was a symbol of the greater understanding which was being accomplished between **peoples**. Sapiano spoke of the study the class had made of pests, especially black rot on wheat, boll weevil on cotton, and the Colorado beetle on potatoes. He showed how many countries had pooled their knowledge and results of research on the behaviour, breeding habits and migration of these pests, and were gradually reducing the threat they represented to these important products. Miss Pegg and Jackson divided the report on Geography between them. Jackson spoke first on the distribution of mineral deposits and vegetable produce over the earth's surface, how a country rich in one was often deficient in the other; and of the interchange and interdependence which inevitably followed. Miss Pegg dealt with human relationships, stressing the problems facing the post-war world for feeding, clothing and housing its populations. She also made a reference to the thousands of refugees, stateless and unwanted; and to the efforts and programmes of U.N.I.C.E.F. Fernman as usual had a trump card up his sleeve. When called he made a signal to someone off-stage, and Welsh and Alison appeared bearing a skeleton between them, together with a sort of gallows.

When this arrangement had been set up there was the skeleton hanging from a hook screwed into the top of its skull, gently revolving at the end of a cord. This

was somewhat in the nature of comic relief, and the school showed its approval by laughing uproariously. But **levity** soon evaporated when Fernman began to speak; his voice was clear and precise and he had a strong sense of the dramatic. Calmly he told them that it was a female skeleton; that was a fact and could easily be proved. But he could not say with any assurance whether she had been Chinese or French or German or Greek; nor could he say if she had been brown or white or a mixture of both. And from that, he said, the class had concluded that basically all people were the same; the trimmings might be different but the foundations were all laid out according to the same blueprint. Fernman was wonderful; he had them eating out of his hand. Miss Dare's contribution was something of an anticlimax after Fernman's performance, and she seemed to realise it. She spoke about the problems which all humanity has to face in terms of sickness and disease, and of the advantages gained by interchange of knowledge, advice and assistance.

Miss Dodd reported on the period of History the class had studied – the Reformation in England. She told of the struggles of men of independent spirit against clerical domination and of their efforts to break from established religious traditions. From those early beginnings gradually grew the idea of tolerance for the beliefs and cultures of others, and the now common interest in trying to study and understand those cultures. Denham's report was a bit of a shock. He severely criticised the general pattern of P.T. and games, emphasising the serious

limitations of space obtaining and the effect of that limitation on their games activities. He complained that the P.T. was ill-conceived and pointless, and the routine monotonous; he could see no advantage in doing it; a jolly good game was far better. Apparently he was voicing the opinions of all the boys, for they cheered him loudly. When the reports were over, Denham called two children at random from the audience and asked them to write the name of each teacher, including the Head on a slip of paper.

These slips were folded and placed in a hat, juggled vigorously, and then withdrawn one by one. The names were called: Mr. Weston, Mrs. Dale-Evans, Miss Phillips. Denham and Miss Joseph led the others off the stage and the teachers took their seats, Weston big and bushily untidy between the two women. Then the questioning began. I believe I would have gone a long way to see what followed; it was an experience which I shall not easily forget. The questions were mostly from the two top classes, probably because the young children were either too timid or too uninformed to formulate their questions. The teachers had no briefing, and were often caught out stammering in their indecision. But here again, I received a big surprise. The frilly, seemingly brainless Miss Euphemia Phillips proved to be the coolest and best informed of the three. She dealt with questions put to her with **candour** and authority, and would often intervene skillfully to assist one of the others without causing embarrassment. Weston cut a very ridiculous figure. In the face of Denham's blunt criticisms

and Fernman's **adroit** questioning, he found himself completely **nonplussed** and tried to bluster his way out with a show of offended dignity. He could not effectively support the P.T. exercises, for which he was partly responsible, as having any definite physical advantage. Denham was a trained boxer, and insisted that such exercises were only advantageous if practised daily and for more sustained periods; P.T. twice weekly for twenty minutes was a waste of time, he asserted. Once again Miss Phillips took the reins and her stock promptly shot up a hundredfold. She reminded the school that every subject, including P.T. and games, had been carefully considered and fitted into the teaching timetable so that each student received maximum benefit from it. The school with its limited facilities must be considered in terms of the greatest good for the greatest number, and it would be beyond anyone's powers to please everybody. 'Some of you,' she concluded, fixing Denham with innocent eyes, 'are fortunate in your own fine physical development and do not really need the few meagre helpings of P.T. and games which this school can offer; try to remember that there are others for whom our programme is ideally suited. It may be that some of you older boys might even be able to help in that respect.' Denham was not to be put off by these sugary remarks, and rose in reply. 'Then why do we have to do P.T.? Why don't they take only the kids who need it? The rest of us can have a game of football or something, 'stead of doing a lot of daft things that's no good to us!' This was a

**poser**, but she came right back at him, her baby-blue eyes twinkling in her delight at this crossing of staves. ‘Let’s say it is as much an exercise of the mind as it is of the body, Denham. The whole timetable in this school is meant to help you in the world after you leave here, and doing what you are told in spite of not liking it, is part of the training. I feel sure that you will see the point in that.’ That stopped him. Poor Denham knew that he’d been outwitted but he could do nothing about

it and sat looking rather rueful, while Miss Phillips’ smile broadened; this frilly, innocent-looking puss had gobbled her canary without leaving the tiniest feather.

I began to understand how it was that so slight a creature could cope so effectively with her class. Soon after this, as the morning ended, the Head went on to the stage and closed the proceedings, expressing his pride in all the children and his deep appreciation of their efforts.

- E. R. Braithwaite

**trooped:** moved together in large numbers

**furtherance:** the advancement of a scheme or interest

**discretion:** the freedom to decide what should be done in a particular situation

**commendable:** deserving praise

**gravity:** here extreme importance, seriousness

**address:** a formal speech

**peoples:** the members of different nations, communities or ethnic group

**levity:** the treatment of a serious matter with humour

**candour:** quality of being open and honest

**adroit:** clever or skilful

**nonplussed:** surprised or confused

**poser:** a problem or question that is difficult to solve or answer

## BRAINSTORMING

### CHARACTER

(A1) (i) Which one among the following is a teacher in the extract? Select the correct one. Also cite a couple of lines from the extract in support of your answer.

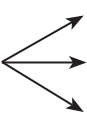
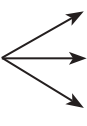
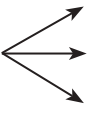
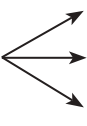
(a) Denham

(c) Sapiano

(b) Miss Joseph

(d) Dale-Evans

(ii) Complete the table highlighting the various traits of the major characters in the extract.

1. Denham		<div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px;"></div>
2. Miss Phillips		<div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px;"></div>
3. Fernman		<div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #ADD8E6; height: 20px; width: 250px;"></div>
4. Potter		<div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px; margin-bottom: 2px;"></div> <div style="border: 1px solid black; background-color: #FFB6C1; height: 20px; width: 250px;"></div>

(iii) The narrator played a crucial role in bringing about significant change in the students. Explain the statement by citing some references from the extract.

(iv) Fernman brought a comic relief in the Students' Council programme. Explain.

(v) Give a brief character-sketch of –

- (a) Denham
- (b) Miss Joseph
- (c) The Narrator
- (d) Miss Dare
- (e) Miss Phillips

(vi) Compare the following characters :

Miss Joseph and Denham	Fernman and Miss Dare
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>
Miss Phillips and Denham	Narrator and the Head of the school
<p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p>



## **PLOT**

**(A2) (i) Arrange the incidents in correct sequence as per their occurrence in the extract.**

- (a) Denham was outwitted by Miss Phillips.
- (b) The head of the school closed the proceedings.
- (c) Denham asserted that P.T. periods were a waste of time.
- (d) The slips were folded and placed in a hat.
- (e) Fernman was as usual a trump card.
- (f) Denham called out the names of the representatives.
- (g) Students' Council was held every year on November 15<sup>th</sup>.

**(ii) Describe in brief the purpose of organising the half-yearly report programme of Students' Council.**

**(iii) Write in your words the entire half-yearly report programme of Students' Council.**

**(iv) Describe the question-answer session that took place at the end of the extract.**

**(v) Describe the discussion that took place between Miss Phillips and Denham.**

## **SETTING**

**(A3) (i) Which event took place in the extract? Choose the correct one. Give reason/s to support your answer.**

- (a) Annual Sports Day on November 15<sup>th</sup>
- (b) Annual Social and Cultural Gathering on November 15<sup>th</sup>
- (c) Half-yearly report of Students' Council on November 15<sup>th</sup>
- (d) Farewell Programme on November 15<sup>th</sup>

**(ii) The event in the extract was held at the \_\_\_\_\_ . Choose the correct alternative. Give reason/s to support your answer.**

- (a) author's house
- (b) auditorium of the school
- (c) market
- (d) garden

**(iii) The incidents in the extract occurred at a particular place. Explain the significance of that place in your own words.**

**(iv) Explain how the setting of the extract contributes to the theme of the novel.**

## THEME

(A4) (i) ‘When the turn of my class came I sat up anxiously’.

Why was the narrator anxious? Explain the statement by citing suitable references from the extract.

(ii) Select two statements that describe the theme of the extract:

- (a) Half-yearly report of the Students’ Council was not an important event for the students and teachers of school.
- (b) The writer was immensely pleased to notice the progress of his students.
- (c) The students showed a remarkable change in their behaviour and were progressing in all the subjects.
- (d) The head of the institution was against conducting such activities in the school.

(iii) The relationship between the teacher and the students is highlighted in the extract. Illustrate with suitable examples from the extract.

(iv) Explain in brief the theme of the extract.

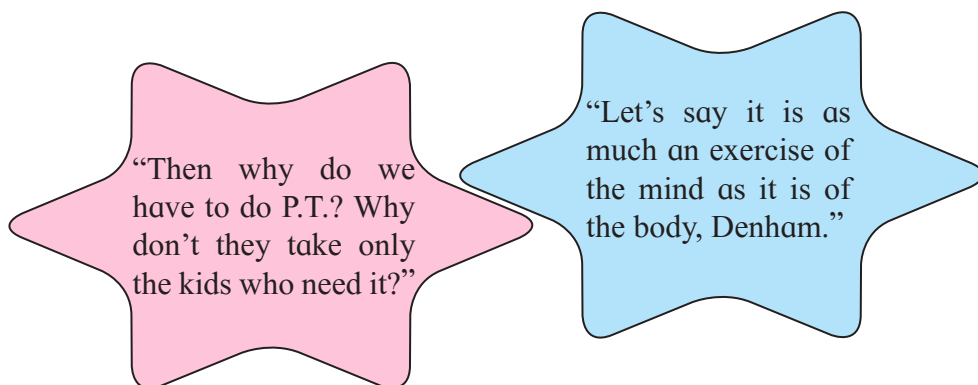
(v) Describe the atmosphere of the school described in the extract.

## LANGUAGE

(A4) (i) Explain the following statements that enrich the language and create a powerful impact.

- (a) Miss Phillips is transformed into a very convincing personality.
- (b) There are many features of language that contribute the smooth sailing of the plot.

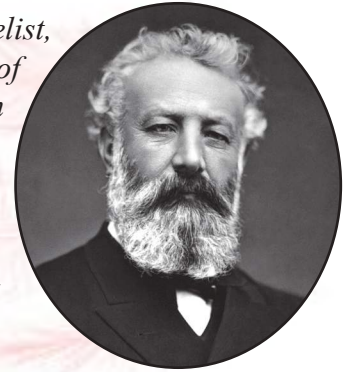
(ii) Following are some dialogues of the major characters in the extract. Find out who the speaker is, his/her tone, the style, significance etc. of the dialogues.



## 4.3 Around the World in Eighty Days

*Jules Gabriel Verne (1828 to 1905) was a French novelist, poet, and playwright. Verne wrote widely popular series of adventure novels including Journey to the Center of the Earth (1864), Twenty Thousand Leagues Under the Sea (1870), and Around the World in Eighty Days (1873).*

*Verne is generally considered a major literary author in France and most of Europe. Verne has been the second most-translated author in the world.*



### Characters

#### Major Characters

- Phileas Fogg
- Passepartout
- Aouda
- Detective Fix

#### Minor Characters

- Sir Francis Cromarty
- John Bunsby
- The Reform Club Members
- The Parsee Guide
- Colonel Stamp Proctor
- Mr. Camerfield
- Mr. Mandiboy
- Elder William Hitch
- Mudge
- Captain Speedy

### Theme

The novel is full of adventure and the excitement which the readers come across and enjoy from the beginning to the end. Phileas Fogg, the major character in the novel, accepts the challenge to go around the world in eighty days and in accomplishing this feat he goes through various lands and meets with diverse adventures. Thus the novel proceeds at a fast pace and there is

always some excitement resulting from the various encounters. The beauty of the novel is that the writer takes the readers through a journey of many hair-raising incidents and exciting, adventurous, thrilling yet beautiful places around the world.

The most important feature of this adventure novel is 'Time'. It illustrates repeatedly that time is fickle, and either

works for or against them. In many cases, time foils their plans, when the delays build up and ships and trains leave without them that sometimes land the characters in trouble. In the end, Fogg wins the bet as he gained a day when crossing the International Date Line. The ultimate message is that no one can control time; time will work the way it wants to work, and humans are at its mercy.

Before his journey around the world, Fogg lived a solitary life. He closed himself off to others and cared little about the way he was perceived by other people. By the end of the trip, though, he recognizes the importance of human connections, both in the form of love, with Aouda, and friendship and loyalty, with Passepartout. Above all, this new understanding and appreciation is the greatest thing he has gained from this trip.

Though he has the opportunity to double

his fortune, Fogg's motivation to embark on such a crazy adventure has little to do with the money. Instead, he wants to preserve his honour and prove his worth to the men of the Reform Club, to show that he can do what he sets out to do. Fogg spends nearly all of his money along the way, showing that riches are not what he is truly out for. For Phileas Fogg, honour is more important than money.

Throughout the entire trip, Fogg and his group encounter various obstacles standing in their way. These challenges allow them to use their quick thinking to come up with innovative solutions to even the most complicated of problems, relaying the message that no problem is unsolvable. It is not only Fogg who shows his clever wit in coming up with solutions; Passepartout, too, shows his ingenuity in multiple situations.

## Plot

*Around the World in Eighty Days* begins at the Reform Club in England with Phileas Fogg, Thomas Flanagan, Samuel Fallentin, and John Sullivan sitting by a fireplace reading newspapers. We are introduced to Fogg, a very precise man who regularly goes to the Reform Club every evening.

At the Reform Club, Fogg, Flanagan, Fallentin, and Sullivan are talking about a recent bank robbery. This conversation leads to a wager. Fogg is quite sure he can travel around the world in eighty days, while Sullivan doesn't believe it can be done. Sullivan, Flanagan, and Fallentin think Fogg is not considering the unexpected; all of the men accept the wager for twenty-thousand pounds.

This is the beginning of the entire plot and from then on we see how Fogg goes around the world and we witness the amazing adventures that he has with his companions. The main plot is based on Fogg's travels, while other such plots merely support the central theme. Fix, the detective, follows

Fogg all over. He believes that Fogg is the bank robber who has robbed a great sum from the bank of England. He puts obstacles in Fogg's path just so that he can arrest him whenever he gets the warrant from England. The suspicion that Fogg might be a clever gentleman robber is the sub-theme of the book and the author makes the reader also suspicious. Passepartout too wonders whether his master might be a robber though in his heart he has ample trust in Fogg's integrity.

The plot moves ahead with Fogg striving through various obstacles to reach London in time. He goes through Brindisi, Suez, Bombay (Now Mumbai), Calcutta (Now Kolkata), Hong Kong, Yokohama, San Francisco, New York and finally Liverpool. Fix arrests Fogg at Liverpool and this delays Fogg a bit. He thinks that he has missed the deadline and hasn't reached London in time when in reality he reached a full day earlier. Thus Fogg wins the wager and in the course of his travels, finds himself a worthy charming, beautiful wife too.

## Synopsis of the Extract

As soon as Fogg, Aouda and Passepartout arrive in Liverpool, Fix arrests Fogg. Phileas is thrown in jail. Several hours later, though, Fix learns that another man was responsible for the bank robbery, and he releases Fogg, who orders a special train. However, he arrives in London late, making everyone disappointed.

Phileas and company are now broke, the deadline for the bet has passed, and there's nothing to do but go home and pout. Phileas locks himself in his room and, for the first time, allows himself to be seriously depressed. Aouda and Passepartout are so worried that they too can't eat or sleep.

The following evening Fogg apologizes to Aouda for being unable to provide for her comfort as a result of losing the bet. She in turn proposes marriage to him, and he joyfully agrees. Passepartout is sent to engage a clergyman, he runs off to get

a reverend to marry Fogg and Aouda the next day (which they all think is Monday). While running to grab the nearest preacher (to marry Phileas and Aouda), Passepartout finds out that it's actually Sunday, not Monday, like the group has been thinking. By travelling eastward around the world, Phileas Fogg, master calculator and obsessive organizer, has forgotten the time he's gained by journeying through all those time zones.

He learns that their journey through the time zones had gained them a day and that they are not at all late. Passepartout races home, grabs Phileas by the collar, shoves him into a cab, and deposits him at the club. Phileas presents himself with minutes to spare and effectively wins the bet. He's rich once more, but more important (as he says to himself), he has won the heart of a "charming" woman.

## Around the World in Eighty Days

### Chapter XXXIV

#### In which Phileas Fogg at last reaches London

Phileas Fogg was in prison. He had been shut up in the Custom House, and he was to be transferred to London the next day.

Passepartout, when he saw his master arrested, would have fallen upon Fix had he not been held back by some policemen. Aouda was **thunderstruck** at the suddenness of an event which she could not understand. Passepartout explained to her how it was that the honest and courageous Fogg was arrested as a robber. The young woman's heart revolted against so **heinous** a charge, and when she saw that she could attempt to

do nothing to save her protector, she wept bitterly.

As for Fix, he had arrested Mr. Fogg because it was his duty, whether Mr. Fogg was guilty or not.

The thought then struck Passepartout, that he was the cause of this new misfortune! Had he not concealed Fix's **errand** from his master? When Fix revealed his true character and purpose, why had he not told Mr. Fogg? If the latter had been warned, he would no doubt have given Fix proof of his innocence, and satisfied him of his mistake; at least, Fix would not have continued his journey at the expense and on the heels of his master, only to arrest him the moment he set foot

on English soil. Passepartout wept till he was blind, and felt like blowing his brains out.

Aouda and he had remained, despite the cold, under the **portico** of the Custom House. Neither wished to leave the place; both were anxious to see Mr. Fogg again.

That gentleman was really ruined, and that at the moment when he was about to attain his end. This arrest was **fatal**. Having arrived at Liverpool at twenty minutes before twelve on the 21<sup>st</sup> of December, he had till a quarter before nine that evening to reach the Reform Club, that is, nine hours and a quarter; the journey from Liverpool to London was six hours.

If anyone, at this moment, had entered the Custom House, he would have found Mr. Fogg seated, motionless, calm, and without **apparent** anger, upon a wooden bench. He was not, it is true, **resigned**; but this last blow failed to force him into an outward **betrayal** of any emotion. Was he being **devoured by** one of those secret rages, all the more terrible because contained, and which only burst forth, with an irresistible force, at the last moment? No one could tell. There he sat, calmly waiting—for what? Did he still **cherish** hope? Did he still believe, now that the door of this prison was closed upon him, that he would succeed?

However that may have been, Mr. Fogg carefully put his watch upon the table, and observed its advancing hands. Not a word escaped his lips, but his look was singularly set and stern. The situation, in any event, was a terrible one, and might be thus stated: if Phileas Fogg was honest he was ruined; if he was a **knave**, he was caught.

Did escape occur to him? Did he examine to see if there was any practicable outlet from his prison? Did he think of escaping from it? Possibly; for once he walked slowly around the room. But the door was locked, and the window heavily barred with iron rods. He sat down again, and drew his journal from his pocket. On the line where these words were written, “21<sup>st</sup> December, Saturday, Liverpool,” he added, “80<sup>th</sup> day, 11.40 a.m.,” and waited.

The Custom House clock struck one. Mr. Fogg observed that his watch was two hours too fast.

Two hours! Admitting that he was at this moment taking an express train, he could reach London and the Reform Club by a quarter before nine p.m. his forehead slightly wrinkled.

At thirty-three minutes past two he heard a singular noise outside, then a hasty opening of doors. Passepartout’s voice was audible, and immediately after that of Fix. Phileas Fogg’s eyes brightened for an instant.

The door swung open, and he saw Passepartout, Aouda, and Fix, who hurried towards him.

Fix was out of breath, and his hair was in disorder. He could not speak. “Sir,” he stammered, “Sir-forgive me-most-unfortunate resemblance-robber arrested three days ago-you are free!”

Phileas Fogg was free! He walked to the detective, looked him steadily in the face, and with the only rapid motion he had ever made in his life, or which he ever would make, drew back his arms, and with the **precision** of a machine, knocked Fix down.

“Well hit!” cried Passepartout, “**Parbleu!** that’s what you might call a good application of English fists!”

Fix, who found himself on the floor, did not utter a word. He had only received his desserts. Mr. Fogg, Aouda, and Passepartout left the Custom House without delay, got into a cab, and in a few moments descended at the station.

Phileas Fogg asked if there was an express train about to leave for London. It was forty minutes past two. The express train had left thirty-five minutes before. Phileas Fogg then ordered a special train.

There were several rapid locomotives on hand; but the railway arrangements did not permit the special train to leave until three o’clock.

At that hour Phileas Fogg, having stimulated the engineer by the offer of a generous reward, at last set out towards London with Aouda and his faithful servant.

It was necessary to make the journey in five hours and a half; and this would have been easy on a clear road throughout. But there were forced delays, and when Mr. Fogg stepped from the train at the terminus, all the clocks in London were striking ten minutes before nine.

Having made the tour of the world, he was behind-hand five minutes. He had lost the wager!

## Chapter XXXV

**In which Phileas Fogg does not have to repeat his orders to Passepartout twice**

THE dwellers in Saville Row would have been surprised the next day, if they had been told that Phileas Fogg had

returned home. His doors and windows were still closed, no appearance of change was visible.

After leaving the station, Mr. Fogg gave Passepartout instructions to purchase some provisions, and quietly went to his **domicile**.

He bore his misfortune with his habitual **tranquillity**. Ruined! And by the **blundering** of the detective! After having steadily **traversed** that long journey, overcome a hundred obstacles, braved many dangers, and still found time to do some good on his way, to fail near the goal by a sudden event which he could not have foreseen, and against which he was unarmed; it was terrible! But a few pounds were left of the large sum he had carried with him. There only remained of his fortune the twenty thousand pounds deposited at Barings, and this amount he owed to his friends of the Reform Club. So great had been the expense of his tour that, even had he won, it would not have enriched him; and it is probable that he had not sought to enrich himself, being a man who rather laid wagers for honour’s sake than for the stake proposed. But this wager totally ruined him.

Mr. Fogg’s course, however, was fully decided upon; he knew what remained for him to do.

A room in the house in Saville Row was set apart for Aouda, who was overwhelmed with grief at her protector’s misfortune. From the words which Mr. Fogg dropped, she saw that he was meditating some serious project.

Knowing that Englishmen governed by a fixed idea sometimes resort to the desperate **expedient** of suicide,

Passepartout kept a narrow watch upon his master, though he carefully concealed the appearance of so doing.

He had found a bill from the gas company.

First of all, the worthy fellow had gone up to his room, and had extinguished the gas burner, which had been burning for eighty days. He had found in the letter-box a bill from the gas company, and he thought it more than time to put a stop to this expense, which he had been doomed to bear.

The night passed. Mr. Fogg went to bed, but did he sleep? Aouda did not once close her eyes. Passepartout watched all night, like a faithful dog, at his master's door.

Mr. Fogg called him in the morning, and told him to get Aouda's breakfast, and a cup of tea and a chop for himself. He desired Aouda to excuse him from breakfast and dinner, as his time would be absorbed all day in putting his affairs to rights. In the evening he would ask permission to have a few moment's conversation with the young lady.

Passepartout, having received his orders, had nothing to do but obey them. He looked at his **imperturbable** master, and could scarcely bring his mind to leave him. His heart was full, and his conscience tortured by **remorse**; for he accused himself more bitterly than ever of being the cause of the **irretrievable** disaster. Yes! if he had warned Mr. Fogg, and had betrayed Fix's projects to him, his master would certainly not have given the detective passage to Liverpool, and then—

Passepartout could hold in no longer.

"My master! Mr. Fogg!" he cried,

"why do you not curse me? It was my fault that—"

"I blame no one," returned Phileas Fogg, with perfect calmness. "Go!"

Passepartout left the room, and went to find Aouda, to whom he delivered his master's message.

"Madam," he added, "I can do nothing myself—nothing! I have no influence over my master; but you, perhaps—"

"What influence could I have?" replied Aouda. "Mr. Fogg is influenced by no one. Has he ever understood that my gratitude to him is overflowing? Has he ever read my heart? My friend, he must not be left alone an instant! You say he is going to speak with me this evening?"

"Yes, madam; probably to arrange for your protection and comfort in England."

"We shall see," replied Aouda, becoming suddenly **pensive**.

Throughout this day (Sunday) the house in Saville Row was as if **uninhabited**, and Phileas Fogg, for the first time since he had lived in that house, did not set out for his club when Westminster clock struck half-past eleven.

Why should he present himself at the Reform? His friends no longer expected him there. As Phileas Fogg had not appeared in the saloon on the evening before (Saturday, the 21st of December, at a quarter before nine), he had lost his wager. It was not even necessary that he should go to his bankers for the twenty thousand pounds; for his antagonists already had his cheque in their hands, and they had only to fill it out and send it to the Barings to have the amount transferred to their credit.



Mr. Fogg, therefore, had no reason for going out, and so he remained at home. He shut himself up in his room, and busied himself putting his affairs in order. Passepartout continually ascended and descended the stairs. The hours were long for him. He listened at his master's door, and looked through the keyhole, as if he had a perfect right so to do, and as if he feared that something terrible might happen at any moment. Sometimes he thought of Fix, but no longer in anger. Fix, like all the world, had been mistaken in Phileas Fogg, and had only done his duty in tracking and arresting him; while he, Passepartout. . . . This thought haunted him, and he never ceased cursing his miserable folly.

Finding himself too wretched to remain alone, he knocked at Aouda's door, went into her room, seated himself, without speaking, in a corner, and looked **ruefully** at the young woman. Aouda was still pensive.

About half-past seven in the evening Mr. Fogg sent to know if Aouda would receive him, and in a few moments he found himself alone with her.

Phileas Fogg took a chair, and sat down near the fireplace, opposite Aouda. No emotion was visible on his face. Fogg returned was exactly the Fogg who had gone away; there was the same calm, the same impassibility.

He sat several minutes without speaking; then, bending his eyes on Aouda, "Madam," said he, "will you pardon me for bringing you to England?"

"I, Mr. Fogg!" replied Aouda, checking the pulsations of her heart.

"Please let me finish," returned Mr. Fogg. "When I decided to bring you far

away from the country which was so unsafe for you, I was rich, and counted on putting a portion of my fortune at your disposal; then your existence would have been free and happy. But now I am ruined."

"I know it, Mr. Fogg," replied Aouda; "and I ask you in my turn, will you forgive me for having followed you, and—who knows?—for having, perhaps, delayed you, and thus contributed to your ruin?"

"Madam, you could not remain in India, and your safety could only be assured by bringing you to such a distance that your persecutors could not take you."

"So, Mr. Fogg," resumed Aouda, "not content with rescuing me from a terrible death, you thought yourself bound to secure my comfort in a foreign land?"

"Yes, madam; but circumstances have been against me. Still, I beg to place the little I have left at your service."

"But what will become of you, Mr. Fogg?"

"As for me, madam," replied the gentleman, coldly, "I have need of nothing."

"But how do you look upon the fate, sir, which awaits you?"

"As I am in the habit of doing."

"At least," said Aouda, "want should not overtake a man like you. Your friends—"

"I have no friends, madam."

"Your relatives—"

"I have no longer any relatives."

"I pity you, then, Mr. Fogg, for solitude is a sad thing, with no heart to which to confide your griefs. They say, though, that

misery itself, shared by two sympathetic souls, may be borne with patience.”

“They say so, madam.”

“Mr. Fogg,” said Aouda, rising and seizing his hand, “do you wish at once a kinswoman and friend? Will you have me for your wife?”

Mr. Fogg, at this, rose in his turn. There was an **unwonted** light in his eyes, and a slight trembling of his lips. Aouda looked into his face. The sincerity, **rectitude**, firmness, and sweetness of this soft glance of a noble woman, who could dare all to save him to whom she owed all, at first astonished, then **penetrated** him. He shut his eyes for an instant, as if to avoid her look. When he opened them again, “I love you!” he said, simply. “Yes, by all that is holiest, I love you, and I am entirely yours!”

“Ah!” cried Aouda, pressing his hand to her heart.

Passepartout was summoned and appeared immediately. Mr. Fogg still held Aouda’s hand in his own; Passepartout understood, and his big, round face became as **radiant** as the tropical sun at its **zenith**.

Mr. Fogg asked him if it was not too late to notify the Reverend Samuel Wilson, of Marylebone parish, that evening.

Passepartout smiled his most genial smile, and said, “Never too late.”

It was five minutes past eight.

“Will it be for to-morrow, Monday?”

“For to-morrow, Monday,” said Mr. Fogg, turning to Aouda.

“Yes; for to-morrow, Monday,” she replied.

Passepartout hurried off as fast as his legs could carry him.

## Chapter XXXVI

**In which Phileas Fogg’s name is once more at a premium on ‘change’.**

It is time to relate what a change took place in English public opinion when it **transpired** that the real bankrobber, a certain James Strand, had been arrested, on the 17<sup>th</sup> day of December, at Edinburgh. Three days before, Phileas Fogg had been a criminal, who was being desperately followed up by the police; now he was an honourable gentleman, mathematically pursuing his eccentric journey round the world.

The papers resumed their discussion about the wager; all those who had laid bets, for or against him, revived their interest, as if by magic; the “Phileas Fogg bonds” again became negotiable, and many new wagers were made. Phileas Fogg’s name was once more **at a premium** on ‘Change.’

His five friends of the Reform Club passed these three days in a state of feverish suspense. Would Phileas Fogg, whom they had forgotten, reappear before their eyes! Where was he at this moment? The 17<sup>th</sup> of December, the day of James Strand’s arrest, was the seventy-sixth since Phileas Fogg’s departure, and no news of him had been received. Was he dead? Had he abandoned the effort, or was he continuing his journey along the route agreed upon? And would he appear on Saturday, the 21<sup>st</sup> of December, at a quarter before nine in the evening, on the threshold of the Reform Club saloon?

The anxiety in which, for three days, London society existed, cannot be described. Telegrams were sent to America

and Asia for news of Phileas Fogg. Messengers were dispatched to the house in Saville Row morning and evening. No news. The police were ignorant what had become of the detective, Fix, who had so unfortunately followed up a false scent. Bets increased, nevertheless, in number and value. Phileas Fogg, like a racehorse, was drawing near his last turning-point. The bonds were quoted, no longer at a hundred below par, but at twenty, at ten, and at five; and paralytic old Lord Albemarle bet even in his favour.

A great crowd was collected in Pall Mall and the neighbouring streets on Saturday evening; it seemed like a multitude of brokers permanently established around the Reform Club. Circulation was impeded, and everywhere disputes, discussions, and financial transactions were going on. The police had great difficulty in keeping back the crowd, and as the hour when Phileas Fogg was due approached, the excitement rose to its highest pitch.

The five antagonists of Phileas Fogg had met in the great saloon of the club. John Sullivan and Samuel Fallentin, the bankers, Andrew Stuart, the engineer, Gauthier Ralph, the director of the Bank of England, and Thomas Flanagan, the brewer, one and all waited anxiously.

When the clock indicated twenty minutes past eight, Andrew Stuart got up, saying, "Gentlemen, in twenty minutes the time agreed upon between Mr. Fogg and ourselves will have expired."

"What time did the last train arrive from Liverpool?" asked Thomas Flanagan.

"At twenty-three minutes past seven," replied Gauthier Ralph; "and the next does

not arrive till ten minutes after twelve."

"Well, gentlemen," resumed Andrew Stuart, "if Phileas Fogg had come in the 7:23 train, he would have got here by this time. We can, therefore, regard the bet as won."

"Wait; don't let us be too hasty," replied Samuel Fallentin. "You know that Mr. Fogg is very eccentric. His punctuality is well known; he never arrives too soon, or too late; and I should not be surprised if he appeared before us at the last minute."

"Why," said Andrew Stuart nervously, "if I should see him, I should not believe it was he."

"The fact is," resumed Thomas Flanagan, "Mr. Fogg's project was absurdly foolish. Whatever his punctuality, he could not prevent the delays which were certain to occur; and a delay of only two or three days would be fatal to his tour."

"Observe, too," added John Sullivan, "that we have received no intelligence from him, though there are telegraphic lines all along is route."

"He has lost, gentleman," said Andrew Stuart, "he has a hundred times lost! You know, besides, that the China the only steamer he could have taken from New York to get here in time arrived yesterday. I have seen a list of the passengers, and the name of Phileas Fogg is not among them. Even if we admit that fortune has favoured him, he can scarcely have reached America. I think he will be at least twenty days behind-hand, and that Lord Albemarle will lose a cool five thousand."

"It is clear," replied Gauthier Ralph; "and we have nothing to do but to present

Mr. Fogg's cheque at Barings to-morrow."

At this moment, the hands of the club clock pointed to twenty minutes to nine.

"Five minutes more," said Andrew Stuart.

The five gentlemen looked at each other. Their anxiety was becoming intense; but, not wishing to betray it, they readily assented to Mr. Fallentin's proposal of a rubber.

"I wouldn't give up my four thousand of the bet," said Andrew Stuart, as he took his seat, "for three thousand nine hundred and ninety-nine."

The clock indicated eighteen minutes to nine.

The players took up their cards, but could not keep their eyes off the clock. Certainly, however secure they felt, minutes had never seemed so long to them!

"Seventeen minutes to nine," said Thomas Flanagan, as he cut the cards which Ralph handed to him.

Then there was a moment of silence. The great saloon was perfectly quiet; but the murmurs of the crowd outside were heard, with now and then a shrill cry. The pendulum beat the seconds, which each player eagerly counted, as he listened, with mathematical regularity.

"Sixteen minutes to nine!" said John Sullivan, in a voice which betrayed his emotion.

One minute more, and the wager would be won. Andrew Stuart and his partners suspended their game. They left their cards, and counted the seconds.

At the fortieth second, nothing. At the fiftieth, still nothing.

At the fifty-fifth, a loud cry was heard in the street, followed by applause, hurrahs, and some fierce growls.

The players rose from their seats.

"Here I am, gentlemen!"

At the fifty-seventh second the door of the saloon opened; and the pendulum had not beat the sixtieth second when Phileas Fogg appeared, followed by an excited crowd who had forced their way through the club doors, and in his calm voice, said, "Here I am, gentlemen!"

### Chapter XXXVII

**In which it is shown that Phileas Fogg gained nothing by his tour around the world, unless it were happiness Yes; Phileas Fogg in person.**

The reader will remember that at five minutes past eight in the evening—about five and twenty hours after the arrival of the travellers in London—Passepartout had been sent by his master to engage the services of the Reverend Samuel Wilson in a certain marriage ceremony, which was to take place the next day.

With his hair in disorder, and without his hat, he ran...

Passepartout went on his errand enchanted. He soon reached the clergyman's house, but found him not at home. Passepartout waited a good twenty minutes, and when he left the reverend gentleman, it was thirty-five minutes past eight. But in what a state he was! With his hair in disorder, and without his hat, he ran along the street as never man was seen to run before, overturning passers-by, rushing over the sidewalk like a waterspout.

In three minutes he was in Saville

Row again, and staggered back into Mr. Fogg's room.

He could not speak.

"What is the matter?" asked Mr. Fogg.

"My master!" gasped Passepartout—"marriage—impossible—"

"Impossible?"

"Impossible—for to-morrow."

"Why so?"

"Because to-morrow—is Sunday!"

"Monday," replied Mr. Fogg.

"No—to-day is Saturday."

"Saturday? Impossible!"

"Yes, yes, yes, yes!" cried Passepartout. "You have made a mistake of one day! We arrived twenty-four hours ahead of time; but there are only ten minutes left!"

Passepartout had seized his master by the collar, and was dragging him along with irresistible force.

Phileas Fogg, thus kidnapped, without having time to think, left his house, jumped into a cab, promised a hundred pounds to the cabman, and, having run over two dogs and overturned five carriages, reached the Reform Club.

The clock indicated a quarter before nine when he appeared in the great saloon.

Phileas Fogg had accomplished the journey round the world in eighty days!

Phileas Fogg had won his wager of twenty thousand pounds!

How was it that a man so exact and **fastidious** could have made this error of a day? How came he to think that he had arrived in London on Saturday, the twenty-first day of December, when it was

really Friday, the twentieth, the seventy-ninth day only from his departure?

The cause of the error is very simple.

Phileas Fogg had, without suspecting it, gained one day on his journey, and this merely because he had travelled constantly eastward; he would, on the contrary, have lost a day had he gone in the opposite direction, that is, westward.

In journeying eastward he had gone towards the sun, and the days therefore diminished for him as many times four minutes as he crossed degrees in this direction. There are three hundred and sixty degrees on the circumference of the earth; and these three hundred and sixty degrees, multiplied by four minutes, gives precisely twenty-four hours—that is, the day unconsciously gained. In other words, while Phileas Fogg, going eastward, saw the sun pass the **meridian** eighty times, his friends in London only saw it pass the meridian seventy-nine times. This is why they awaited him at the Reform Club on Saturday, and not Sunday, as Mr. Fogg thought.

And Passepartout's famous family watch, which had always kept London time, would have betrayed this fact, if it had marked the days as well as the hours and the minutes!

Phileas Fogg, then, had won the twenty thousand pounds; but, as he had spent nearly nineteen thousand on the way, the **pecuniary** gain was small. His object was, however, to be victorious, and not to win money. He divided the one thousand pounds that remained between Passepartout and the unfortunate Fix, against whom he cherished no **grudge**. He deducted, however, from Passepartout's share the cost of the gas which had burned

in his room for nineteen hundred and twenty hours, for the sake of regularity.

That evening, Mr. Fogg, as tranquil and **phlegmatic** as ever, said to Aouda: “Is our marriage still agreeable to you?”

“Mr. Fogg,” replied she, “it is for me to ask that question. You were ruined, but now you are rich again.”

“Pardon me, madam; my fortune belongs to you. If you had not suggested our marriage, my servant would not have gone to the Reverend Samuel Wilson’s, I should not have been apprised of my error, and—”

“Dear Mr. Fogg!” said the young woman.

“Dear Aouda!” replied Phileas Fogg.

It need not be said that the marriage took place forty-eight hours after, and that Passepartout, glowing and dazzling, gave the bride away. Had he not saved her, and was he not entitled to this honour?

The next day, as soon as it was light, Passepartout rapped vigorously at his master’s door. Mr. Fogg opened it, and asked, “What’s the matter, Passepartout?”

“What is it, sir? Why, I’ve just this instant found out—”

“What?”

“That we might have made the tour of the world in only seventy-eight days.”

“No doubt,” returned Mr. Fogg, “by not crossing India. But if I had not crossed India, I should not have saved Aouda; she would not have been my wife, and—”

Mr. Fogg quietly shut the door.

Phileas Fogg had won his wager, and had made his journey around the world in eighty days. To do this he had employed every means of conveyance—steamers, railways, carriages, yachts, trading-vessels, sledges, elephants. The eccentric gentleman had throughout displayed all his marvellous qualities of coolness and exactitude. But what then? What had he really gained by all this trouble? What had he brought back from this long and weary journey?

Nothing, say you? Perhaps so; nothing but a charming woman, who, strange as it may appear, made him the happiest of men!

Truly, would you not for less than that make the tour around the world?

\*\*\*

**thunderstruck** : extremely surprised and shocked

**heinous** : very wicked

**errand** : a short journey to take a message, buy or deliver goods

**portico** : a roof supported by columns, especially, one forming an entrance to a large building

**fatal** : causing or ending in death

**apparent** : clearly seen or understood, obvious

**resigned** : having or showing acceptance of

something unpleasant

**betrayal** : an act in the way that is not worthy of the trust

**be devoured by** : (here) be destroyed by

**cherish** : love and protect with care

**knave** : a dishonest man

**precision** : accuracy

**parbleu** : Frech expression meaning ‘by God!’

**domicile** : a person’s place of residence

**tranquility** : peace

**blundering** : a stupid or careless mistake

**traversed** : (in mountain climbing) walked across a steep climbing up or down

**expedient** : a means of achieving an aim, which may not be fair

**imperturbable** : not easily troubled or worried, calm

**remorse** : deep regret for having done something wrong

**irretrievable** : something that cannot be put right

**pensive** : thinking deeply about something

**uninhabited** : with no people living there

**ruefully** : regretting something because it has had results

**unwonted** : not usual or expected, unusual

**rectitude** : morally correct behaviour and attitude, righteousness

**penetrated** : to be understood or realized by something, entered one's consciousness or emotions

**radiant** : shining or glowing brightly

**zenith** : The point in the sky directly above the observer

**transpired** : to become known

**at a premium** : above a normal or usual value

**fastidious** : selecting carefully, choosing only what is good

**meridian** : any imaginary circle round the earth that passes through both the north and the south poles

**pecuniary** : of or involving money

**grudge** : a feeling of intense dislike, ill-will, envy or resentment

**phlegmatic** : not easily made angry or upset

## BRAINSTORMING

### CHARACTER

(A1) (i) Which one among the following is not a major character of the novel? Justify. (Select the correct one.)

(a) Phileas Fogg      (b) Aouda      (c) James Strand      (d) Jean Passepartout

(ii) Complete the table highlighting the various traits of the major characters in the extract.

Phileas Fogg	.....
Aouda	.....
Passepartout	.....
Detective Fix	.....

(iii) Phileas Fogg is as cool as a cucumber whereas Passepartout is as crazy as a loon. Explain the statement by citing some references from the extract.

(iv) Detective Fix tried hard but could not fix the charge of robbery on Fogg. Explain the statement from the point of view of Fix.

(v) Describe the character sketch of Aouda from Fogg's point of view.

## PLOT

(A2) (i) Arrange the incidents in correct sequence as per their occurrence in the extract.

- (a) Aouda accepted Fogg's proposal of marriage.
- (b) When set free, the first thing that Fogg did was he knocked Fix down.
- (c) As a part of duty, Fix arrested Fogg.
- (d) At the fifty-seventh second, Fogg entered the Reform Club Saloon.

(ii) There is a sudden twist in the climax of the novel. Explain by citing some lines and relevant examples from the extract.

(iii) Which of the following is an appropriate reason for Phileas Fogg starting his journey around the world?

- (a) Fellow members bet Fogg
- (b) Fogg bets his fellow members
- (c) Fogg wants to marry Aouda
- (d) Fogg committed robbery

## SETTING

(A3) (i) Which of the following are used as a means of transport in the novel? How do they help the character/s in the extract?

- (a) Elephant
- (b) Horse
- (c) Train
- (d) Steamer

(ii) The beginning of the extract is a scene in the prison at the custom house. From there the novel moves further from one place/spot to another. Pick and explain all the places/spots where the incident took place.

The most of the part of the setting in the extract is in London. Explain how the setting of the extract is suited to the theme of the novel.

(iii) Describe the importance of the following places in the development of the plot and behaviour of the characters.

- (a) Liverpool
- (b) London
- (c) Reform Club
- (d) Saville Row
- (e) Edinburgh

(iv) Select the correct options:

Which of the following place/s in India is/are not mentioned in the extract of the novel?

- (a) Bombay (Now, Mumbai)
- (b) Allahabad
- (c) Chennai
- (d) Calcutta (Now, Kolkata)



## THEME

- (A4) (i) Find and explain the significance of various exciting incidents in the extract.  
(ii) Write 4-5 sentences on the 'Time' theme of the extract.  
(iii) Write 4-5 sentences on the 'Morality' theme of the extract.  
(iv) Write the central idea of the given extract of the novel, 'Around the World in Eighty Days'.  
(v) Justice is served/done in the end. Explain.

## LANGUAGE

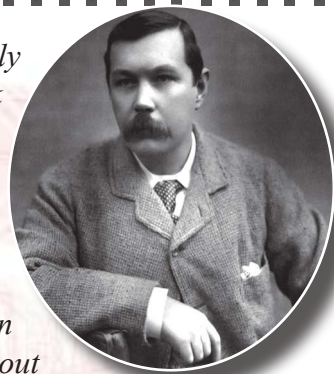
- (A5) (i) Elaborate the following quotes in the light of the extract of the novel, 'Around the World in Eighty Days'.  
(a) 'Quitters never win and winners never quit'.  
(b) 'Time is the only solution to problems'.  
(ii) Following are some dialogues of the major characters in the extract. Find out who the speaker is, his/her tone, style, significance, etc., of the dialogue.

Dialogue	Speaker	Who said to Whom	Tone, Style, Significance etc.
"Why do you not curse me? It was my fault that—"			
"If Phileas Fogg had come in the 7:23 train, he would have got here by this time. We can, therefore, regard the bet as won."			
"Sir—forgive me—a most—unfortunate resemblance—robber arrested three days ago—you—are free!"			
"Will you pardon me for bringing you to England?"			
"It is for me to ask that question. You were ruined, but now you are rich again."			



## 4.4 The Sign of Four

*Sir Arthur Ignatius Conan Doyle (22 May 1859 – 7 July 1930) was a British writer, who created the character Sherlock Holmes. Originally a physician, in 1887, he published A Study in Scarlet, the first of four novels and more than fifty short stories about Holmes and Dr. Watson. The Sherlock Holmes stories are generally considered milestones in the field of crime fiction. Doyle was a prolific writer; other than Holmes stories, his works include fantasy and science fiction stories about Professor Challenger and humorous stories about the Napoleonic soldier Brigadier Gerard, as well as plays, romances, poetry, non-fiction and historical novels. One of Doyle's early short stories, 'J. Habakuk Jephson's Statement', helped to popularise the mystery of the Mary Celeste. The Sign of Four is the second novel of Arthur Conan Doyle in which Sherlock Holmes and Dr. Watson solve the mystery of the hidden treasure and murder.*



### Major Characters

- ◉ Sherlock Holmes
- ◉ John Watson
- ◉ Mary Morstan
- ◉ Major Sholto
- ◉ Thaddeus Sholto
- ◉ Tonga
- ◉ Toby

### Outline of the Novel

The novel begins with Holmes and Dr. Watson engaged in a discussion when Mary Morstan, a young woman, who desires Holmes' advice, soon visits the two at their place. During the meeting, Mary tells that after her father disappeared under mysterious circumstances some ten years ago; she began receiving a large pearl in

the mail on the same day of every year. She tells that she has received a letter instructing her to go, with the accompaniment of two friends, to Lyceum Theatre. The letter gives a hint that some injustice has been done to her. Holmes and Watson agree to accompany Mary. Soon Watson and Mary are attracted to one another.

When the three are heading to the Lyceum Theatre, Holmes, Watson, and Mary, they are whisked away in a darkened carriage to a strange house. Within, they find an eccentric gentleman named Thaddeus Sholto. He reveals that not only has Mary's father died, but also she is partial heir to a great hidden treasure. Thaddeus goes on to explain that his father always lived in fear of men with wooden legs, and on occasion struck out at perfect strangers who were so handicapped. On his deathbed, the elder Sholto revealed to his sons the existence of the treasure, but just before he could tell them where it was, the face of a bearded man appeared in the window, and the old man suffered a fatal heart attack.

The next morning, a note was found affixed to the body: it read "Sign of Four". Thaddeus proceeds to explain that after searching for years for the treasure, his brother Bartholomew discovered it in a hidden attack in the family house. On his deathbed, the brothers' father made them swear they would share the treasure with Mary Morstan, who has some unknown claim in the fortune. Thaddeus concludes by entreating the three to accompany him to the family estate where they will divide up the fortune.

When they arrived at the family estate, the three find a shaken housekeeper who claims that Bartholomew has not emerged from his locked room all day. Holmes and Watson peer through the keyhole of the room and find an unnatural grinning face leering at them. Breaking down the door, they find the body of Bartholomew, a poisoned thorn lodged in his neck. After investigating for some time, Holmes concludes that two persons, one of whom had a wooden leg, committed the crime. According to Holmes, the second person was an especially interesting individual. It also becomes apparent that the murderers have stolen the Agra treasure.

One of Holmes' deductions reveals that the wooden-legged man stepped in creosote during his escape. Following up on this lead, Holmes and Watson borrow a dog to follow the scent. Their search leads them to the edge of the Thames, where it is clear the two criminals hired a boat. Over the next few days, Holmes recruits his "Baker Street Irregulars," a gang of street urchins, to search the river for the boat. When these efforts fail, Holmes, in disguise, makes a search himself, and discovers that the boat—the Aurora—has been camouflaged.

That night, Holmes, Watson, and several officers pursue the Aurora in a police barge. They gradually overtake the boat, which contains a wooden-legged captain and a small pygmy native from the Andaman Islands. The native attempts to shoot Holmes with a blowpipe, and is consequently shot down by both Holmes and Watson. The Aurora runs aground and the wooden-legged man becomes entrapped in the mud; subsequently, he is captured.

The wooden-legged man, whose name is Jonathan Small, is brought back to Baker Street, along with an iron box, which was found on the boat. Captain Small proceeds to relay the story of the Agra treasure, which began when he was stationed as a fortress gatekeeper in India. Small explains that he was approached by three Arab guards and offered a share in a great fortune if he would help them murder the man who carried it. Small agreed. When the man, an emissary from a wealthy Sheik, arrived, the three Arabs murdered the man as Small blocked his escape. The four conspirators hid the treasure, but soon after, were arrested for the murder of the emissary.

Small was sent to a penal colony on the Andaman Islands, where he managed to befriend a native, Tonga, who became his loyal companion. Small bribed two of the guards on the island, Sholto and Morstan

(Mary's father), into helping him escape in exchange for a share in the fortune. The two agreed, and Sholto left to bring back the treasure. After some time, it became apparent to Small that Sholto had betrayed him, and he escaped from the island with Tonga. After many years, Small had tracked down Sholto, and arrived just in time to see him die. After the death, Small affixed the note that was found on the body, as a reference to himself and his three Arab companions. When he returned to the Sholto estate, Tonga murdered Bartholomew and the two stole the treasure.

Small concludes his narrative by revealing that in the course of the chase on the Thames, he threw the treasure overboard. Small is taken to prison, and Watson, who has come to love Mary Morstan, proposes to her.

**Theme of the novel :** The theme of the novel revolves around the Agra treasure. Throughout the story, the appearance of the treasure leads to a direct and often tragic change in the lives of the characters. Because of this, it is important that the removal of the treasure would cause the characters to

return to their previous position. In the case of Small, a convict, the re-emergence of the treasure leads him down a path that ends in murder; with the removal of the treasure, he is a prisoner once again. Mary Morstan is a charming young woman whom Watson contemplates marrying. With the prospect of Mary becoming an heiress, however, this possibility is removed. When it is discovered that the Agra treasure is gone, Mary returns to a position in which Watson can comfortably propose marriage. The shallowness of wealth and the destruction that can come through it is also seen prevailing throughout the novel. As the Agra treasure directly and adversely affects almost everyone. In the course of the story, the Sheik's emissary and Bartholomew are both murdered for the treasure, Tonga is killed while fleeing with it, and Small is sentenced to life imprisonment. Additionally, both Thaddeus and his father spent their lives constantly paranoid about wooden legged men, and about strangers in general. The Agra treasure even provides a "romantic conflict" for Dr. Watson, who feels that he cannot marry Miss Morstan for fear that he will appear to be after her money.

### Plot of the Novel

The novel has a complex plot involving service in India, the Indian Rebellion of 1857, a stolen treasure, and a secret pact among four convicts ('the Four' of the title) and two corrupt prison guards.

According to Mary, in December 1878, her father had telegraphed her upon his safe return from India and requested her to meet him at the Langham Hotel in London. When Mary arrived at the hotel, she was told that her father had gone out the previous night and not returned. Despite all efforts, no trace was ever found of him. Mary contacted her father's only friend, Major John Sholto who was in the same regiment lived in England.

But he denied knowing her father had returned. The second puzzle is that she has received six pearls in the mail from an anonymous benefactor, one per year since 1882 after answering an anonymous newspaper query inquiring for her. With the last pearl she received a letter remarking that she has been wronged and asking for a meeting. Holmes takes the case and soon discovers that Major Sholto had died in 1882 and that within a short span of time Mary began to receive the pearls, implying a connection. The only clue Mary can give Holmes is a map of a fortress found in her father's desk with the names of Jonathan Small, Mahomet Singh, Abdullah Khan and Dost Akbar.

Holmes, Watson, and Mary meet Thaddeus Sholto, the son of the late Major Sholto and the anonymous sender of the pearls. Thaddeus confirms the Major had seen Mary's father the night he died; they had arranged a meeting to divide a priceless treasure Sholto had brought home from India. While quarrelling over the treasure, Captain Morstan—long in weak health—suffered a heart attack. Not wanting to bring attention to the object of the quarrel—and also worried that circumstances would suggest that he had killed Morstan in an argument, particularly since Morstan's head struck the corner of the chest as he fell—Sholto disposed of the body and hid the treasure. However, he himself suffered from poor health and an enlarged spleen (possibly due to malaria, as a quinine bottle stands by his bed). His own health became worse when he received a letter from India in early 1882. Dying, he called his two sons and confessed to Morstan's death and was about to divulge the location of the treasure when he suddenly cried, "Keep him out!" before falling back and dying. The puzzled sons glimpsed a face in the window, but the only trace was a single footstep in the dirt. On their father's body is a note reading "The Sign of the Four". Both brothers quarrelled over whether a legacy should be left to Mary Morstan, and Thaddeus left his brother Bartholomew, taking a chaplet and sending its pearls to Mary. The reason he sent the letter is that Bartholomew has found the treasure and possibly Thaddeus and Mary might confront him for a division of it.

Bartholomew is found dead in his home from a poison dart and the treasure is missing. While the police wrongly take Thaddeus in as a suspect, Holmes deduces that there are two persons involved in the murder: a one-legged man, Jonathan Small, as well as another "small" accomplice. He traces them to a boat landing where Small

has hired a steam launch named the Aurora. With the help of dog Toby that he sends Watson to collect from Mr. Sherman, the Baker Street Irregulars and his own disguise, Holmes traces the steam launch. In a police steam launch Holmes and Watson chase the Aurora and capture it, but in the process end up killing the "small" companion after he attempts to kill Holmes with a poisoned dart shot from a blow-pipe. Small tries to escape but is captured. However, the iron treasure box is empty; Small claims to have dumped the treasure over the side during the chase.

Small confesses that years before he was a soldier of the Third Buffs in India and lost his right leg in a swimming accident to a crocodile. After some time, when he was an overseer on a tea plantation, the Indian Rebellion of 1857 occurred and he was forced to flee for his life to the Agra fortress. While standing guard one night he was overpowered by two Sikh troopers, who gave him a choice of being killed or being an accomplice to waylaying a disguised servant of a Rajah who sent the servant with a valuable fortune in pearls and jewels to the British for safekeeping. The robbery and murder took place and the crime was discovered, although the jewels were not. Small got penal servitude on the Andaman Islands and, after 20 years, he overheard that John Sholto had lost much money gambling and cannot even sell his commission; therefore, he will have to resign. Small saw his chance and made a deal with Sholto and Arthur Morstan: Sholto would recover the treasure and in return send a boat to pick up Small and the Sikhs. Sholto double-crossed both Morstan and Small and stole the treasure for himself—after inheriting a fortune from his uncle. Small vowed vengeance and four years later escaped the Andaman Islands with an islander named Tonga after they both killed a prison guard. It was the news of his escape that shocked

Sholto into his fatal illness. Small arrived too late to hear of the treasure's location, but left the note which referred to the name of the pact between himself and his three Sikh accomplices. When Bartholomew found the treasure, Small planned to only steal it, but claims a miscommunication led Tonga to kill Bartholomew as well. Small claims the Agra treasure brought nothing but bad luck to anyone who came in touch with it—the servant who was murdered; Sholto living with fear and guilt; and now he himself is trapped

in slavery for life—half his life building a breakwater in the Andaman Islands and the rest of his life digging drains in Dartmoor Prison.

Mary Morstan is left without the bulk of the Agra treasure, although she will apparently receive the rest of the chaplet. John Watson falls in love with Mary and it is revealed at the end that he proposed to her and she has accepted.

### Synopsis of the Extract

Dr. Watson and Sherlock Holmes were discussing general issues when they were interrupted by the arrival of Ms. Mary Morstan, who has a case for Sherlock to solve. Mary tells about her father's sudden disappearance on a trip many years ago. A few years later, an advertisement was published in a newspaper asking for her address, which she gave, and ever since then, on the same day of each year, she received a rare and expensive pearl. This continued for some more years but today, she received a letter asking to meet her. The letter warned Mary not to bring the police with her. Mary requests Holmes and Watson to accompany her to place so that they can figure out the secret behind it. Both agree to accompany her. Sherlock recommends Dr. Watson to read Winwood Reade's book 'Martyrdom of Man' and leaves the room in search of some references and facts that are essential for the case. After returning from his investigation, Sherlock shares his findings with Watson. He believes that the death of Major Sholto, Mary's father's only friend in London, has

something to do with the mysterious pearls she has been receiving every year. Sherlock believed that the Sholto's heir knows that Mary has been wronged in some way, and may be seeking to rectify the problem. Later Mary arrives at Baker Street as planned. Both Sherlock and Watson accompany her to the appointment with the mysterious letter writer. Mary has brought a paper of her father's with her which she wasn't been able to decipher; she felt that the paper might be pertinent to the case in some way. It might help Holmes to decode the mystery and find the disappearance of her father. Sherlock examines the letter and puts it away for safe-keeping. He, Watson, and Mary go to the meeting; there, a person asks them any of them are police officers, which they deny. The person, who is apparently a servant of the person they are meeting, then drives them in carriage. The trio arrives at a 'less fashionable' part of London, aka a more rundown, working class neighbourhood. They are escorted inside a house by a servant.

## The Sign of Four

### Chapter II

#### The Statement of the Case

Miss Morstan entered the room with a firm step and an outward composure of manner. She was a young lady, small, dainty, well gloved, and dressed in the most perfect taste. There was, however, a plainness and simplicity about her costume which bore with it a suggestion of limited means. The dress was a sombre grayish beige, untrimmed and **unbraided**, and she wore a small turban of the same dull hue, relieved only by a suspicion of white feather in the side.

Her face had neither regularity of feature nor beauty of complexion, but her expression was sweet and amiable, and her large blue eyes were singularly spiritual and sympathetic. In an experience of women which extends over many nations and three separate continents, I have never looked upon a face which gave a clearer promise of a refined and sensitive nature. I could not but observe that as she took the seat which Sherlock Holmes placed for her, her lip trembled, her hand **quivered**, and she showed every sign of intense inward agitation.

“I have come to you, Mr. Holmes,” she said, “because you once enabled my employer, Mrs. Cecil Forrester, to unravel a little domestic complication. She was much impressed by your kindness and skill.”

“Mrs. Cecil Forrester,” he repeated thoughtfully. “I believe that I was of some slight service to her. The case, however, as I remember it, was a very simple one.”

“She did not think so. But at least you cannot say the same of mine. I can hardly

imagine anything more strange, more utterly inexplicable, than the situation in which I find myself.”

Holmes rubbed his hands, and his eyes glistened. He leaned forward in his chair with an expression of extraordinary concentration upon his clear-cut, hawk-like features. “State your case,” said he, in brisk, business tones.

I felt that my position was an embarrassing one. “You will, I am sure, excuse me,” I said, rising from my chair.

To my surprise, the young lady held up her gloved hand to detain me. “If your friend,” she said, “would be good enough to stop, he might be of inestimable service to me.” I relapsed into my chair.

“Briefly,” she continued, “the facts are these. My father was an officer in an Indian regiment who sent me home when I was quite a child. My mother was dead, and I had no relative in England. I was placed, however, in a comfortable boarding establishment at Edinburgh, and there I remained until I was seventeen years of age. In the year 1878 my father, who was senior captain of his regiment, obtained twelve months’ leave and came home. He telegraphed to me from London that he had arrived all safe, and directed me to come down at once, giving the Langham Hotel as his address. His message, as I remember, was full of kindness and love. On reaching London I drove to the Langham, and was informed that Captain Morstan was staying there, but that he had gone out the night before and had not yet returned. I waited all day without news of him. That night, on the advice of the manager of the hotel, I communicated with the police, and next morning we advertised in all the papers.

Our inquiries led to no result; and from that day to this no word has ever been heard of my unfortunate father. He came home with his heart full of hope, to find some peace, some comfort, and instead—” She put her hand to her throat, and a choking sob cut short the sentence.

“The date?” asked Holmes, opening his note-book. “He disappeared upon the 3<sup>rd</sup> of December, 1878. —nearly ten years ago. “His luggage?” “Remained at the hotel. There was nothing in it to suggest a clue,—some clothes, some books, and a considerable number of curiosities from the Andaman Islands. He had been one of the officers in charge of the convict-guard there.”

“Had he any friends in town?”

“Only one that we know of,—Major Sholto, of his own regiment, the 34<sup>th</sup> Bombay Infantry. The major had retired some little time before, and lived at Upper Norwood. We communicated with him, of course, but he did not even know that his brother officer was in England.”

“A singular case,” remarked Holmes.

“I have not yet described to you the most singular part. About six years ago—to be exact, upon the 4<sup>th</sup> of May, 1882—an advertisement appeared in the Times asking for the address of Miss Mary Morstan and stating that it would be to her advantage to come forward. There was no name or address appended. I had at that time just entered the family of Mrs. Cecil Forrester in the capacity of governess. By her advice I published my address in the advertisement column. The same day there arrived through the post a small card-board box addressed to me, which I found to contain a very large and **lustrous** pearl. No word of writing was

enclosed. Since then every year upon the same date there has always appeared a similar box, containing a similar pearl, without any clue as to the sender. They have been pronounced by an expert to be of a rare variety and of considerable value. You can see for yourselves that they are very handsome.” She opened a flat box as she spoke, and showed me six of the finest pearls that I had ever seen.

“Your statement is most interesting,” said Sherlock Holmes. “Has anything else occurred to you?”

“Yes and no later than to-day. That is why I have come to you. This morning I received this letter, which you will perhaps read for yourself.”

“Thank you,” said Holmes. “The envelope too, please. Postmark, London, S.W. Date, July 7. Hum! Man’s thumb-mark on corner—probably postman. Best quality paper. Envelopes at six pence a packet. Particular man in his stationery. No address. ‘Be at the third pillar from the left outside the Lyceum Theatre to-night at seven o’clock. If you are distrustful, bring two friends. You are a wronged woman, and shall have justice. Do not bring police. If you do, all will be in vain. Your unknown friend.’ Well, really, this is a very pretty little mystery. What do you intend to do, Miss Morstan?”

“That is exactly what I want to ask you.” “Then we shall most certainly go. You and I and—yes, why, Dr. Watson is the very man. Your correspondent says two friends. He and I have worked together before.”

“But would he come?” she asked, with something appealing in her voice and expression. “I should be proud and happy,” said I, fervently, “if I can be of



any service.” “You are both very kind,” she answered. “I have led a retired life, and have no friends whom I could appeal to. If I am here at six it will do, I suppose?”

“You must not be later,” said Holmes. “There is one other point, however. Is this handwriting the same as that upon the pearl-box addresses?”

“I have them here,” she answered, producing half a dozen pieces of paper.

“You are certainly a model client. You have the correct intuition. Let us see, now.” He spread out the papers upon the table, and gave little darting glances from one to the other. “They are disguised hands, except the letter,” he said, presently, “but there can be no question as to the authorship. See how the irrepressible Greeke will break out, and see the twirl of the finals. They are undoubtedly by the same person. I should not like to suggest false hopes, Miss Morstan, but is there any resemblance between this hand and that of your father?”

“Nothing could be more unlike.”

“I expected to hear you say so. We shall look out for you, then, at six. Please allow me to keep the papers. I may look into the matter before then. It is only half-past three. **Au revoir**, then.”

“**Au revoir**,” said our visitor, and, with a bright, kindly glance from one to the other of us, she replaced her pearl-box in her bosom and hurried away. Standing at the window, I watched her walking briskly down the street, until the gray turban and white feather were but a speck in the sombre crowd.

“What a very attractive woman!” I exclaimed, turning to my companion. He had lit his pipe again, and was leaning

back with drooping eyelids. “Is she?” he said, languidly. “I did not observe.”

“You really are an automaton,—a calculating-machine!” I cried. “There is something positively inhuman in you at times.” He smiled gently. “It is of the first importance,” he said, “not to allow your judgment to be biased by personal qualities. A client is to me a mere unit,—a factor in a problem. The emotional qualities are antagonistic to clear reasoning. I assure you that the most winning woman I ever knew was hanged for poisoning three little children for their insurance-money, and the most repellant man of my acquaintance is a philanthropist who has spent nearly a quarter of a million upon the London poor.”

“In this case, however—”

“I never make exceptions. An exception disproves the rule. Have you ever had occasion to study character in handwriting? What do you make of this fellow’s scribble?”

“It is legible and regular,” I answered. “A man of business habits and some force of character.”

Holmes shook his head. “Look at his long letters,” he said. “They hardly rise above the common herd. That *d* might be an *a*, and that *l* an *e*. Men of character always differentiate their long letters, however illegibly they may write. There is vacillation in his *k*’s and self-esteem in his capitals. I am going out now. I have some few references to make. Let me recommend this book, one of the most remarkable ever penned. It is Winwood Reade’s ‘Martyrdom of Man.’ I shall be back in an hour.”

I sat in the window with the volume in my hand, but my thoughts were far

from the daring speculations of the writer. My mind ran upon our late visitor, —her smiles, the deep rich tones of her voice, the strange mystery which overhung her life. If she were seventeen at the time of her father's disappearance she must be seven-and-twenty now,—a sweet age, when youth has lost its self-consciousness and become a little sobered by experience. So I sat and mused, until such dangerous thoughts came into my head that I hurried away to my desk and plunged furiously into the latest treatise upon pathology.

What was I, an army surgeon with a weak leg and a weaker banking-account that I should dare to think of such things? She was a unit, a factor,—nothing more. If my future were black, it was better surely to face it like a man than to attempt to brighten it by mere will-o'-the-wisps of the imagination.

### Chapter III

#### In Quest of a Solution

It was half-past five before Holmes returned. He was bright, eager, and in excellent spirits,—a mood which in his case alternated with fits of the blackest depression.

“There is no great mystery in this matter,” he said, taking the cup of tea which I had poured out for him. “The facts appear to admit of only one explanation.”

“What! you have solved it already?”

“Well, that would be too much to say. I have discovered a suggestive fact, that is all. It is, however, very suggestive. The details are still to be added. I have just found, on consulting the back files of the Times, that Major Sholto, of Upper Norwood, late of the 34<sup>th</sup> Bombay Infantry, died upon the 28<sup>th</sup> of April, 1882.”

“I may be very **obtuse**, Holmes, but I fail to see what this suggests.”

“No? You surprise me. Look at it in this way, then. Captain Morstan disappears. The only person in London whom he could have visited is Major Sholto. Major Sholto denies having heard that he was in London. Four years later Sholto dies. Within a week of his death Captain Morstan's daughter receives a valuable present, which is repeated from year to year, and now culminates in a letter which describes her as a wronged woman. What wrong can it refer to except this deprivation of her father? And why should the presents begin immediately after Sholto's death, unless it is that Sholto's heir knows something of the mystery and desires to make compensation? Have you any alternative theory which will meet the facts?”

“But what a strange compensation! And how strangely made! Why, too, should he write a letter now, rather than six years ago? Again, the letter speaks of giving her justice. What justice can she have? It is too much to suppose that her father is still alive. There is no other injustice in her case that you know of.”

“There are difficulties; there are certainly difficulties,” said Sherlock Holmes, **pensively**. “But our expedition of to-night will solve them all. Ah, here is a four-wheeler, and Miss Morstan is inside. Are you all ready? Then we had better go down, for it is a little past the hour.”

I picked up my hat and my heaviest stick, but I observed that Holmes took his revolver from his drawer and slipped it into his pocket. It was clear that he thought that our night's work might be a

serious one.

Miss Morstan was muffled in a dark cloak, and her sensitive face was composed, but pale. She must have been more than woman if she did not feel some uneasiness at the strange enterprise upon which we were embarking, yet her self-control was perfect, and she readily answered the few additional questions which Sherlock Holmes put to her.

“Major Sholto was a very particular friend of papa’s,” she said. “His letters were full of allusions to the major. He and papa were in command of the troops at the Andaman Islands, so they were thrown a great deal together. By the way, a curious paper was found in papa’s desk which no one could understand. I don’t suppose that it is of the slightest importance, but I thought you might care to see it, so I brought it with me. It is here.”

Holmes unfolded the paper carefully and smoothed it out upon his knee. He then very methodically examined it all over with his double lens.

“It is paper of native Indian manufacture,” he remarked. “It has at some time been pinned to a board. The diagram upon it appears to be a plan of part of a large building with numerous halls, corridors, and passages. At one point is a small cross done in red ink, and above it is ‘3.37 from left,’ in faded pencil-writing. In the left-hand corner is a curious **hieroglyphic** like four crosses in a line with their arms touching.

Beside it is written, in very rough and coarse characters, ‘The sign of the four,—Jonathan Small, Mahomet Singh, Abdullah Khan, Dost Akbar.’ No, I confess that I do not see how this bears upon the matter. Yet it is evidently a document of

importance. It has been kept carefully in a pocket-book; for the one side is as clean as the other.”

“It was in his pocket-book that we found it.”

“Preserve it carefully, then, Miss Morstan, for it may prove to be of use to us. I begin to suspect that this matter may turn out to be much deeper and more subtle than I at first supposed. I must reconsider my ideas.” He leaned back in the cab, and I could see by his drawn brow and his vacant eye that he was thinking intently. Miss Morstan and I chatted in an undertone about our present expedition and its possible outcome, but our companion maintained his impenetrable reserve until the end of our journey.

It was a September evening, and not yet seven o’clock, but the day had been a dreary one, and a dense drizzly fog lay low upon the great city. Mud-coloured clouds drooped sadly over the muddy streets. Down the Strand the lamps were but misty splotches of diffused light which threw a feeble circular glimmer upon the slimy pavement. The yellow glare from the shop-windows streamed out into the steamy, vaporous air, and threw a murky, shifting radiance across the crowded thoroughfare. There was, to my mind, something **erie** and ghost-like in the endless procession of faces which flitted across these narrow bars of light,—sad faces and glad, haggard and merry. Like all human kind, they flitted from the gloom into the light, and so back into the gloom once more. I am not subject to impressions, but the dull, heavy evening, with the strange business upon which we were engaged, combined to make me nervous and depressed. I could see from Miss Morstan’s manner that

she was suffering from the same feeling. Holmes alone could rise superior to petty influences.

He held his open note-book upon his knee, and from time to time he jotted down figures and memoranda in the light of his pocket-lantern.

At the Lyceum Theatre the crowds were already thick at the side-entrances. In front a continuous stream of **hansoms** and four-wheelers were rattling up, discharging their cargoes of shirt-fronted men and beshawled, bediamonded women. We had hardly reached the third pillar, which was our **rendezvous**, before a small, dark, brisk man in the dress of a coachman accosted us.

“Are you the parties who come with Miss Morstan?” he asked.

“I am Miss Morstan, and these two gentlemen are my friends,” said she.

He bent a pair of wonderfully penetrating and questioning eyes upon us. “You will excuse me, miss,” he said with a certain dogged manner, “but I was to ask you to give me your word that neither of your companions is a police-officer.”

“I give you my word on that,” she answered.

He gave a shrill whistle, on which a street Arab led across a four-wheeler and opened the door. The man who had addressed us mounted to the box, while we took our places inside. We had hardly done so before the driver whipped up his horse, and we plunged away at a furious pace through the foggy streets.

The situation was a curious one. We were driving to an unknown place, on an unknown errand. Yet our invitation was either a complete hoax,—which was an

inconceivable hypothesis,—or else we had good reason to think that important issues might hang upon our journey. Miss Morstan’s demeanour was as resolute and collected as ever. I endeavoured to cheer and amuse her by **reminiscences** of my adventures in Afghanistan; but, to tell the truth, I was myself so excited at our situation and so curious as to our destination that my stories were slightly involved. To this day she declares that I told her one moving anecdote as to how a musket looked into my tent at the dead of night, and how I fired a double-barrelled tiger cub at it. At first I had some idea as to the direction in which we were driving; but soon, what with our pace, the fog, and my own limited knowledge of London, I lost my bearings, and knew nothing, save that we seemed to be going a very long way. Sherlock Holmes was never at fault, however, and he muttered the names as the cab rattled through squares and in and out by tortuous by-streets.

“Rochester Row,” said he. “Now Vincent Square. Now we come out on the Vauxhall Bridge Road. We are making for the Surrey side, apparently. Yes, I thought so. Now we are on the bridge. You can catch glimpses of the river.”

We did indeed get a fleeting view of a stretch of the Thames with the lamps shining upon the broad, silent water; but our cab dashed on, and was soon involved in a **labyrinth** of streets upon the other side.

“Wordsworth Road,” said my companion. “Priory Road. Lark Hall Lane. Stockwell Place. Robert Street. Cold Harbor Lane. Our quest does not appear to take us to very fashionable regions.”

We had, indeed, reached a questionable and forbidding neighbourhood. Long lines of dull brick houses were only relieved by the coarse glare and tawdry brilliancy of public houses at the corner. Then came rows of two-storied villas each with a fronting of miniature garden, and then again interminable lines of new staring brick buildings,—the monster tentacles which the giant city was throwing out into the country. At last the cab drew up at the third house in a new terrace. None of the other houses were inhabited, and that at which we stopped was as dark as its neighbours, save for a single glimmer in the kitchen window. On our knocking,

however, the door was instantly thrown open by a servant clad in a yellow turban, white loose-fitting clothes, and a yellow sash. There was something strangely incongruous in this Oriental figure framed in the commonplace door-way of a third-rate suburban dwelling-house.

“The Sahib awaits you,” said he, and even as he spoke there came a high piping voice from some inner room. “Show them in to me, **khitmutgar**,” it cried. “Show them straight in to me.”

- Sir Arthur Ignatius Conan Doyle

**unbraided:** untied

**quivered:** trembled or shook

**lustrous:** shining

**Au revoir:** good bye (in French)

**obtuse:** slow to understand

**pensively:** reflecting deeply

**hieroglyphic:** incomprehensible or difficult to understand

**eerie:** strange and frightening

**hansoms:** a horse-drawn cabs

**rendezvous:** a meeting at an agreed time and place (in French)

**reminiscences:** a story told about past event remembered by the narrator

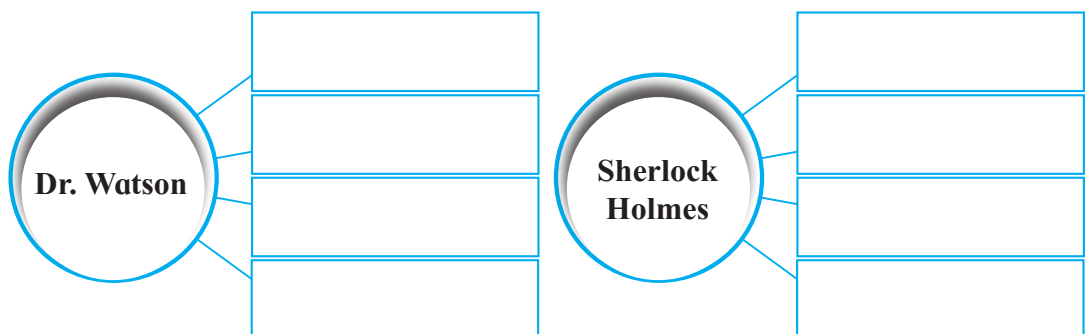
**labyrinth:** a maze, a complicated irregular network of passages or paths in which it is difficult to find one's way

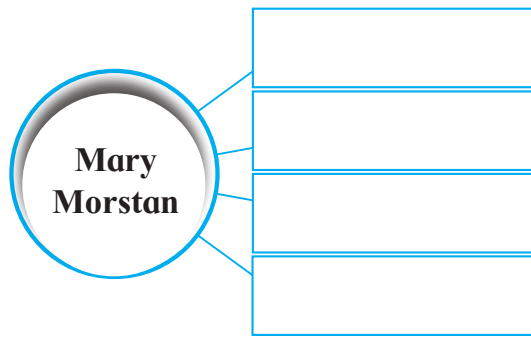
**khitmutgar:** a male servant

## BRAINSTORMING

### CHARACTER

(A1) (i) Read the extract again and complete the web by highlighting the qualities of the following characters:





- (ii) Describe the character of Mary Morstan from Dr. Watson’s point of view.
- (iii) Sherlock Holmes is the leading character in the extract. Explain.
- (iv) Dr. Watson, the narrator, is one of the major characters in the novel. Illustrate.
- (v) Holmes is always one step ahead of Dr. Watson in solving cases. Elucidate.

**PLOT**

- (A2) (i) Arrange the sentences in correct sequence as per their occurrence in the extract.

Jumbled Incidents	Correct Sequence
(1) Holmes put a revolver in his pocket.	(a) .....
(2) Holmes gave Winwood’s book ‘Martyrdom of Man’ to Dr. Watson.	(b) .....
(3) Mary received a large and lustrous pearl through the post.	(c) .....
(4) Mary’s father was an officer in an Indian regiment.	(d) .....
(5) Mary Morstan was a well-dressed young lady.	(e) .....

- (ii) Discuss the importance of the following statements from the light of the extract.
  - a. The trio–Holmes, Dr. Watson and Mary decides to visit Lyceum Theatre.
  - b. Mary received Pearls every year on the same day.
  - c. Holmes carefully examined the paper given by Mary.

**SETTING**

- (A3) (i) Cite various references (lines) from the extract that tell us about the time and period of the events.

Lines	Time and Period

- (ii) How does the series of actions go from London to India? Explain by citing references from the extract.
- (iii) The extract begins when Mary Morstan meets Sherlock Holmes at his house. After that Holmes, Dr. Watson and Mary visit some places in London. Explain in detail the various places mentioned in the extract.
- (iv) Basically the setting of the extract is in London but it has some references of India, too. Explain how the settings of the extract contribute to the theme of the novel.
- (v) Describe in brief the importance of the following places in the extract.
  - (a) London
  - (b) Lyceum Theatre
  - (c) Edinburgh
  - (d) Agra
  - (e) Andaman Islands

**(vi) Complete:**

Which places/cities in India and England are mentioned/have appeared in the extract? Also write about their importance.

India	Importance	London	Importance

**THEME**

- (A4) (i) Write in brief the theme of the extract.
- (ii) Write 4-5 sentences about the meeting of Miss Morstan with Holmes.
- (iii) Write the central idea of the given extract of the novel, “The Sign of Four”.
- (iv) Give reasons :

Statement	Reason/s
(a) Miss Morstan plans to meet Sherlock Holmes .....	
(b) Miss Morstan gives the reference of Mrs. Cecil Forrester .....	
(c) It’s a singular case .....	
(d) Holmes needed some references .....	
(e) Miss Morstan received a pearl every year .....	
(f) The coachman confirmed that neither of Miss Morstan’s companion was a police officer .....	

## LANGUAGE

(A5) (i) Elaborate the following lines in the light of the novel/extract, “The Sign of Four”–

- (a) “You really are an automation– a calculating machine”
- (b) “The letter speaks of giving her justice. What justice can she have?”
- (c) “Our quest does not appear to take us to very fashionable regions.”

(ii) Following are some dialogues of the major characters in the extract. Find out who the speaker is, his/her tone, style, significance, etc. of the dialogue.

Dialogue	Speaker	To whom it is said	Tone, Style, Significance etc.
“...you have once enabled my employer, Mrs. Cecil Forrester, to unravel a little domestic complication. She was much impressed by your kindness and skill.”			
“You will, I am sure, excuse me.”			
“Your statement is most interesting. Has anything else occurred to you?”			
“Are you the parties who come with Miss Morstan?”			
“The Sahib awaits you.”			





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