

Experts Creative English Guide

(Complete, Comprehensive and Result oriented Solutions)

For

Text Book in English

TULIP Series Book-IX

For Class 9th

About the Author

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The author has served in various institutions across the valley and has been dynamic, instrumental, fastidious, and radical in elevating the academic pursuits to their zenith. The author has many accolades of appreciation to his name; he has won the best teacher award at the state and national level. Apart from that the author has been a charismatic social servant over the years. Being a man of profound social sensibility, he has been conferred with the best social servant award along with a Gold Medal.

Amid the global pestilence in the form of COVID-19, the exemplary authorship of this booklet has enabled the aspirants to overcome and compensate the academic loss they have suffered in the wake of this unprecedented lockdown. Very tersely, lucidly, the author has enriched his expression and in a very capsulated form he has incorporated in this booklet. Our institution hopes it to be a paragon of success and rich accomplishment.

With best regards

**Headmaster
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AN OPEN LETTER

Keeping in view the bitter offshoots of the pandemic COVID-19 and its myriad impacts on the different endeavors of life especially education, this booklet on my part is a humble attempt to restore the sunken vitality of lot of students pursuing their education in different corners of the valley. With a whirlwind of activities normally taking place in educational institutions coming to standstill, this booklet compiled in natural and colloquial constructions will go a long way in mitigating the growing apprehensions among students. I have tried my level best to let it be a student friendly study reference. I just hope it will enrich students' literary cum language output in the long run. I extend my sincere thanks to Khurshid Ahmad Tantray for compiling this book, at the same time Fareed Ahmad Ganaie and Zubair Yousuf Lone for their support and suggestions. The booklet has been strictly designed in accordance with the CBSE pattern and totally in compliance with the tastes and interests of the target group. I wish the readers of this booklet a very charismatic, blessed career ahead and hope it will embark them to a world of new heights and accomplishments!

With best wishes

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Lesson 1

PACKING

(Jerome K. Jerome)

About the Author: Jerome Klapka Jerome (1859-1927), English novelist and playwright, was born in the borough of Walsall; Jerome was financially supporting himself by the age of 14, as his family had little money. After clerking, teaching, and acting, he turned his attention to writing and editing.

**GLOSSARY** → Difficult words and their meanings

Uncanny	<i>Strange or mysterious; difficult or impossible to explain</i>
Cock	<i>To lift or raise a part of the body</i>
Potter about	<i>To do unimportant things.</i>
Slave	<i>To work very hard at something.</i>
Haunt	<i>Here, to cause somebody unease, worry, or regret by continual presence or recurrence in his life</i>
Rummage	<i>To search for something by moving things around carelessly.</i>
Chaos	<i>A state of total confusion and lack of order.</i>
Slam	<i>Close forcefully</i>
Hamper	<i>A large basket with a cover that is used for carrying food, especially in picnics, or a basket used for holding soiled laundry.</i>
Trod	<i>Past tense of tread, to walk slowly.</i>
Smash	<i>Break into pieces, destroy.</i>
Indignant	<i>Angry because of something which is wrong or not fair.</i>
Conceit	<i>When you are too proud of yourself and your actions.</i>
Squirm	<i>To move from side to side in an awkward way because of nervousness, embarrassment or pain.</i>
Stumble	<i>Fall</i>
Skidded	<i>Slipped</i>
Irritated	<i>Made anger</i>
Strapped	<i>Tied with a strip or string</i>
Perspiration	<i>Drops of sweat</i>
Squashed	<i>Squeezed/destroyed</i>
Horrible	<i>Awful</i>
Nuisance	<i>Anything which gives trouble</i>
Reminiscent	<i>Tending to remind/thinking about the past.</i>
Anecdote	<i>A short story about an interesting event</i>
Misery	<i>Trouble</i>
Damp	<i>Moisture</i>

Pretended	<i>To make a false show</i>
Tumble	<i>To fall down suddenly and quickly</i>
Mortal	<i>Certain to die, causing death</i>
Playwright	<i>A person who writes plays</i>
Cocked	<i>To bend a limb or joint at an angle.</i>
Superintendent	<i>A person who directs or manages an organisation</i>
Upstair	<i>The part of a building above the ground.</i>
Reigned	<i>The period of time during which someone is incharge</i>
Pence	<i>Currency, plural of penny</i>
Indignantly	<i>Feeling or showing anger because of something i.e, unfair/wrong.</i>
Diphtheria	<i>A serious disease that makes breathing very difficult</i>
Accomplish	<i>To bring to completion</i>
Humorous	<i>Causing laughter – Funny</i>
Cirhoris	<i>A serious disease of liver caused by drinking too much alcohol</i>

THINKING ABOUT THE TEXT

Q1. How many characters are there in the narrative? Name them. (Don't forget the dog!).

Ans. There are four characters in the narrative, namely

1. Jerome Klapka Jerome,
2. Haris,
3. George, and
4. Montmorency, a dog

Q2. Why did the narrator (Jerome) volunteer to do the packing?

Ans. The narrator Jerome loved packing and was proud of his own packing. He was thinking to direct Haris and George for packing like a boss but as they knew nothing about the packing so he volunteered himself to do it.

Q3. How did George and Harris react to this? Did Jerome like their reaction?

Ans. George and Haris sat still watching Jerome while packing. That irritated Jerome because he did not like seeing other people sitting about doing nothing while he worked.

Q4. What was Jerome's real intention when he offered to pack?

Ans. Jerome intended that he should boss the job and Haris and George would potter about under his directions.

Q5. What did Harris say after the bag was shut and strapped? Why do you think he waited till then to ask?

Ans. After the bag was shut and strapped Haris asked him whether he was not going to put his boots in the bag. They were trying to make him uncivilized and wild so that they could laugh at him.

Q6. What “horrible idea” occurred to Jerome a little later?

Ans. When Jerome was about to close his packing, a horrible idea occurred to him whether he had packed his toothbrush or not.

Q7. Why did Jerome have to reopen the packed bag?

Ans. Jerome had to reopen his packed bag because he had packed his tobacco-pouch in it.

Q8. What does Jerome say was Montmorency’s ambition in life? What do you think of Montmorency and why?

Ans. Montmorency’s ambition in life was to interfere in others work and be cursed by them. His day was perfect only when he had been beaten on his head.

Montmorency, a dog in the lesson behaves like a mad dog that sits on the things when they are going to be packed but that is natural for a dog to do such things.

Q9. Of the three, Jerome, George and Harris, who do you think is the best or worst packer? Support your answer with details from the text.

Ans. From the lesson, we can say that Gerome is the best packer although he forgot many things to pack and had to reopen it many times. The Narrator, himself says that Haris is the worst packer. Haris and George did some odd things while packing. Haris packed a strawberry jam on top of tomato and quashed it. George stepped on the butter. They packed pastries at the bottom and put heavy things on it.

Q10. How did Montmorency ‘contribute’ to the packing?

Ans. Montmorency made the packing more complicated for them. He sometime, either sat down on the packing things or put his leg in the jam bottle. Anyhow, he increased their labour.

Q11. Do you find this story funny? What are the humorous elements in it? (Pick out at least three; think about what happens, as well as how it is described.)

Ans. The story is full of fun. There are many instances where humorous elements are used. Packing strawberry jam bottle on top of tomato and squashing it and then removing the tomato juice with spoon, is funny instance. Second instance is putting butter in the kettle and the third one is about the dog, which puts his leg in the jam bottle and pretends tomatoes as rats and kills them.

LANGUAGE WORK

Complete the following

- i. The other names for papaya are **Papaw and Mamao**
- ii. Though now found in every tropical country, Papaya fruit originated in **southern Mexico and neighboring Central America**
- iii. One of the most important virtues of papaya is **the protein digesting enzyme in the milky juice or latex.**
- iv. Intestinal irritation can be overcome **with the papain in raw papaya.**
- v. Diseases cured by papaya are **ringworm, tonsils, diphtheria chronic diarrhea, bleeding piles, constipation etc**
- vi. Throat disorders can be cured **with the fresh juice of raw papaya mixed with honey**
- vii. Ringworm is cured by Papaya juice/Papaya seeds/Papaya fruit/raw papaya. Tick mark the correct answer.

Ans. Papaya seeds

I. Match the words/phrases in Column A with their meanings in Column B.

Ans.	Column (A)	Column (B)
1.	Slaving	(viii) working hard
2.	Chaos	(vi) complete confusion and disorder
3.	Rummage	(v) search for something by moving things around hurriedly or carelessly
4.	Scrape out	(ii) remove something from inside another thing using a sharp tool
5.	Stumble over	(vii) fall, or step awkwardly while walking
6.	Accomplish	(iv) finish successfully, achieve
7.	uncanny	(iii) strange, mysterious, difficult to explain
8.	(to have or get into) a row	(i) a quarrel or an argument

II. Use the following phrases in your own sentences.

- Ans. Toss for :** The three friends tossed for the beds to sleep.
Toss about : We tossed about the new plans for our business.
Fall into : He has fallen into the swimming pool.
Fall out : Some of the pages have fallen out of the book.
Search for : The student is searching for the lost pen.
Scrape out : He scraped out the skin of watermelon with a sharp spoon.
Mess about : I spent hours messing about on my computer.

Lesson 2

Gulliver In Lilliput – I

(Jonathan Swift)

About the Author: Jonathan Swift (1667-1745), Anglo-Irish satirist is considered as one of the greatest masters of English prose. His many pamphlets, prose, letters, and poetry are all marked by highly effective and economical language. Swift was born in Dublin and educated at Trinity College in that city. He obtained employment in England in 1689 as secretary to the diplomat and writer Sir William Temple.



He wrote about politics, literature, and human society. Gulliver's Travels (1726), Swift's masterpiece, is commonly considered a children's story but was originally intended as a satire on humankind.

GLOSSARY → Difficult words and their meanings

Honour	<i>Respect</i>
Invasion	<i>To invade, to send forces against</i>
Rebellion	<i>Revolt or disobeying the authority</i>
Frequent	<i>Every, often</i>
Satirist	<i>A person who uses satire i.e, humor to show that something is foolish, weak, bad etc.</i>
Scout	<i>A person, especially a soldier</i>
Prohibit	<i>To officially forbid something</i>
Bloody	<i>Extremely violent, in involving a lot of blood and injuries.</i>
Empire	<i>A group of countries ruled by a single person</i>
Glossary	<i>A list that gives definitions of hard or unusual words</i>
Prose	<i>The ordinary language people use in speaking/writing</i>
Poetry	<i>The writings of a poet</i>
Wrecked	<i>A ship or a plane/vehicle badly damaged/destroyed</i>
Majesty	<i>A great and impressively beautiful quality/dignity</i>
Conscience	<i>A feeling that something you have done is morally in wrong or right.</i>
Allegory	<i>A symbolic representation</i>

THINKING ABOUT THE TEXT

Q1. Why did Reldresal visit Gulliver?

Ans. Reldresal, Chief Secretary for Private Affairs visited Gulliver to discuss about the problems of the state created by two political parties. The Country was in great threat from external danger, so the King needed his help for defence.

Q2. How did Gulliver receive Reldresal?

Ans. Gulliver received him with honour and offered him to lie down, so that he could properly speak to him, but Reldresal preferred to be held in his hand during their conversation.

Q3. What were the two political parties in Lilliput? What was their difference?

Ans. The political parties in Lilliput were High Heels and Low Heels. They could be distinguished by the high or low heels of their shoes.

Q4. Why was the Government in the hands of the Low Heels though they were less numerous than the High Heels?

Ans. The Government was in the hands of Low Heels because the Emperor was in favour of Low heels and he himself wore low heel shoes.

Q5. What was the external danger that the country had to face?

Ans. The invasion from Blefuscu was the external danger that the country had to face. Blefuscu was the other great empire of the universe.

Q6. What was the question of religious principle that gave rise to the war between Lilliput and Blefuscu?

Ans. The religious principle that gave rise to the war between two countries was, whether one should break an egg at the bigger end or at the smaller end. But the ancient practice of breaking egg was at the bigger end.

Q7. Why was the ancient way of breaking an egg prohibited in Lilliput?

Ans. The ancient way of breaking an egg was prohibited because the Emperor's grandfather happened to cut his finger, when he was a boy, while breaking an egg at the bigger end.

Q8. How did the people take the new law?

Ans. There was a bitter opposition to the new law, and there were frequent rebellions on account of it, which resulted in the death of thousands of people.

Q9. What was the Emperor of Blefuscu's part in the internal troubles of Lilliput?

Ans. After the imposition of new law many rebels escaped to Blefuscu. The Emperor of Blefuscu gave them his sympathy and encouragement, thus interfering in the internal affairs of Lilliput. He also charged the Lilliputian Emperor of making people to disobey the old teaching of their religion.

Q10. What was the teaching of their ancient religion about the right way of breaking eggs?

Ans. The teaching of their ancient religion about the right way of breaking eggs was that ‘*all believers should break their egg at the convenient end*’.

11. What, in Reldresal opinion, was the meaning of teaching?

Ans. In Reldresal’s opinion, this teaching meant that every man could choose the convenient end according to his own conscience.

Q12. What did Gulliver promise to do for the Emperor?

Ans. Gulliver promised the Emperor that he was ready to defend his honour and the honour of the country, if there was any kind of invasion from Blefuscu.

LANGUAGE WORK

a) Use the following phrases in your own sentences

Wait upon: *The Emperor waited upon till the reply came from the scout.*

Carry out: *He honestly carried out all the tasks of his lord.*

Attend on: *The house owner himself attended on his all guests.*

Depend on: *Students always depend on the dictionary to find the meaning of new words.*

Discuss with: *He discussed his problems with his best friends.*

Engage in: *While the employees were suffering a lot, the government was engaged in elections.*

Engage with: *His marriage was engaged with a beautiful girl.*

Charge with: *He charged the Emperor with causing divisions in religion among people.*

Prefer to: *Most of the people of Kashmir prefer to be with Pakistan.*

On account of: *He was released on account of being an innocent.*

b) Give the adjectives of the following nouns and use them in your own sentences:

Noun	Adjectives	Sentences
Attention	Attending	The doctor is attending his patients regularly
Basic	Basic	A Clerk needs a basic knowledge of computers for office work.
Convenience	Convenient	I am quite convenient in your institution.
Empire	Empirical	He made an empirical statement of, teaching only the children of high-class families
Majesty	Majestic	Taj Mahal is a majestic building in the world.
Honour	Honourable	PM is considered as an honourable person in the country.

Opposition	Opposite	He always have an opposite attitude towards other religions.
Sympathy	Sympathetic	He is more sympathetic towards the poor people.
Invasion	Invasive	Influenza is more invasive than any other communicable diseases.

c) Use the following words as nouns and verbs in your own sentences

i. **Charge:**

Noun: He was acquitted of his charges.

Verb: He was charged of being taking bribe from his own employee.

ii. **Converse:**

Noun: He had a private conversation with his friend.

Verb: Reldresal conversed with Gulliver about their private affairs in the country.

iii. **Divide:**

Noun: There is a big divide in the party.

Verb: Divide and rule is the policy of Britishers.

iv. **Honour:**

Noun: We should love and honour each other.

Verb: Mr. Naik was honoured with noble prize in his great work towards students.

v. **Principle:**

Noun: A man of principles always avoids dirty politics.

Verb: Finally he principled his life.

vi. **Rebel:**

Noun: Many rebels escaped to other countries during the war.

Verb: They rebelled against the new law imposed by the government.

vii. **Report:**

Noun: This kind of report is suspicious to us, so we cannot take any action on this report.

Verb: The informers reported that the enemies are ready for the invasion.

WRITING WORK

- **Explain how war broke out between the empires of Blefuscu and Lilliput?**

Ans: The war between Blefuscu and Lilliput began about a question of religious principle namely, whether one should break an egg at the bigger end or at the smaller end. But this practice was prohibited by the then emperor as he happened to have cut one of his fingers, when he was a boy while breaking an egg at the bigger end. So he prohibited this practice of breaking an egg at the bigger end by publishing an order. The new law was opposed by many people and there were frequent rebellions. Thousands of people lost their lives and many of them escaped to Blefuscu. The emperor of the Blefuscu encouraged the rebels and gave them sympathy, thus interfered in the internal affairs of Lilliput.

This caused a great war between Blefuscu and Lilliput which lasted for more than 36 moons.

GRAMMAR WORK

- **Define Noun, Verb and Adjective**

Ans: **Noun:** A word (other than a pronoun) used to identify any of a class of people, places or things (common nouns) or to name a particular one of these (proper noun) e.g.

Person: Man, Woman, Teacher, John, Mary, Qadir etc.

Place: Home, Office, Town, America, School etc.

Thing: Table, Car, Banana, Money, Music, Dong, Monkey etc.

Adjective: Adjectives are words that are used to describe or modify nouns or pronouns (e.g, red, quick, happy) making your writing and speaking much more interesting and specific e.g. small, blue, sharp etc.

Verb: A word used to describe an action, state or occurrence and forming the main part of the predicate of a sentence such as hear, become, happen, sings, drives, etc.

Lesson 2

Gulliver In Lilliput – II

(Jonathan Swift)

GLOSSARY → Difficult words and their meanings

Anchor	<i>Hook or a device to hold a ship in place</i>
Cables	<i>String or thick wires</i>
Fleet	<i>Group of ships or sheep/ animals</i>
Hook	<i>A curved or bend tool for holding or pulling something</i>
Intention	<i>Wish</i>
Knot	<i>To close or to fasten by tying together the ends of a string.</i>
Prow	<i>Forehead, or front part of a boat or ship</i>
Transport	<i>Travelling</i>
Ointment	<i>Medicine/thick oily substance</i>
Relive	<i>To provide relief for a bad situation</i>
Wade	<i>Walk through water with difficulty</i>
Harbour	<i>A part of the ocean i.e. next to land and that is protected and deep enough to provide safety for ships</i>
Cords	<i>A long thin material or wire</i>
Leapt	<i>To jump from a surface</i>
Swam	<i>To move through or across an area of water by swimming</i>
Despair	<i>To lose all hope</i>
Adventure	<i>Exciting or dangerous situation</i>
Drown	<i>Fell in the river or to die by being underwater</i>

THINKING ABOUT THE TEXT

Q1. Where was Blefuscu situated and what separated it from Lilliput?

Ans. Blefuscu was an island situated to the north-east of Lilliput. It was separated by a channel about 800 meters wide.

Q2. Why did Gulliver avoid appearing on the north-east coast of Lilliput?

Ans. Gulliver avoided appearing on the north-east coast so that some enemy should not see him, as the enemies had no news of him.

Q3. How deep was the channel? What were the devices with which Gulliver armed himself?

Ans. The channel was about five feet deep in most of the places and nowhere more than six. Gulliver armed himself with fifty strong cords and fifty hooks of iron.

Q4. Why did Gulliver seek the advice of the most experienced sailor?

Ans. Gulliver was not aware about the depth of the channel, so he got advice from the most experienced sailor of Lilliput in order to capture all the warships at once as per his framed plan.

Q5. What did the Blefuscan soldiers do while Gulliver was fastening hooks to the warships?

Ans. While Gulliver was fastening hooks to the warships, the men of Blefuscu shot several thousand arrows at him, which gave him a sharp pain.

Q6. What did Gulliver do to save his eyes?

Ans. Gulliver quickly took out his eye-glasses and put them on, to save his eyes from the arrows.

Q7. Why did the ships not move when Gulliver pulled them?

Ans. Ships did not move when Gulliver tried to pull them because they were all held fast by their anchors.

Q8. What did Gulliver do to relieve the pain caused by the arrows?

Ans. Gulliver rubbed on an ointment that the Lilliputians had given him, to relieve the pain caused by arrows.

Q9. What did the Emperor and his court think on seeing the fleet at a distance?

Ans. When the Emperor and his court saw the fleet at a distance, they thought that Gulliver had been drowned and that the enemy fleet was advancing towards them for battle.

Q10. How did Gulliver show his loyalty to the Emperor?

Ans. Gulliver held up his hand from the water and cried in a loud 'Voice', "Long live the mightiest Emperor of Lilliput!". In this way he showed his loyalty to the Emperor.

Q11. How did the Emperor reward him for his services?

Ans. The Emperor received him with honour and made him a great lord on the spot.

LANGUAGE WORK

(a) Find from the lesson words which mean the following.

(Section I, para. 1)

1. (An adjective meaning) placed (in a certain position): **Situated**

2. Divide; keep apart: **Separated**

(Section I, para. 2)

1. Make out; make out from other things: **Made**

2. A thick strong rope: **Cord or Cable**

3. Fix; tie: **Fasten**
(Section I, para. 3)

1. To the shore: **Ashore**
(Section II, para. 3)

1. A substance used on the skin to relieve pain etc.: **Ointment**

2. Make (pain etc.) less; free somebody from worry: **Relieve**

(b) Find the verbs from which the following nouns have been formed.

Intention:	<i>Intend</i>
Engagement:	<i>Engage</i>
Situation:	<i>Situate</i>
Relief:	<i>Relive</i>
Distinction:	<i>Distinguish</i>
Advancement:	<i>Advance</i>
Beginning:	<i>Begin</i>
Knitting:	<i>Knit</i>
Transportation:	<i>Transport</i>

(c) Use the following phrases in your own sentences

i. **Leave alone :** *Gulliver was left alone in the prison after ship-wreck.*

ii. **Let go :** *Gulliver let the ships go as they were held with anchors.*

iii. **On the spot :** *He was on the spot when the bus fell in the river.*

iv. **In case of :** *You can call me in case of any problem.*

v. **Look up :** *You should look up new words in the dictionary.*

vi. **Give up :** *The doctor advised him to give up smoking.*

vii. **Give in :** *I always give in before rude people.*

viii. **Give way :** *The channel gave way to other region of the country.*

ix. **Give away :** *She gave away her husband who had beaten her at home.*

x. **Help out :** *He helped him out of the tensions, he had faced after his grand-mother's death.*

xi. **At least :** *It took, at least one day, to complete the lesson.*

xii. **Be situated in a place:** *Blefuscu was situated in a place separated by a channel.*

xiii. **Distinguish from :** *His immodesty distinguishes him from his friends.*

(d) Punctuate the following.

1. **While they stood amazed at the sight Ariel said to Antonio and the king you are two men guilty before god and man think of your evil deeds**

2. **O, wonder said Miranda when she saw so many people together how many wonderful people are there here how beautiful mankind is**

- Ans.** 1. While they stood amazed at the sight, Ariel said to the Antonio and the King, “You are two men guilty before God and men, think of your all deeds.”
2. “O wonder!” said Miranda, when she saw so many wonderful people are there here. “How beautiful mankind is!”

WRITING WORK

Give a brief account of how Gulliver captured the Blefuscan fleet?

‘Gulliver in Lilliput’ has been taken from Jonathan Swift’s satire ‘Gulliver’s Travels’. Blefuscu was separated from Lilliput, by a channel.

Gulliver learned from an expert that the channel was five feet deep and nowhere more than six. So he framed a plan to capture all the warships at once. He made fifty hooks and fifty strong cords. Armed with these, he tied the hooks with the ships and began to pull them but none of them moved, as they were all held fast by their anchors. He then cut the cables, and drove all the ships with him towards Lilliputian side.

This is, how Gulliver captured the Blefuscan fleet.

Lesson 3

Saint Of Gutters

(Prof. Neerja Mattoo)

About the Author: Prof. Neerja Mattoo did her M.A. in English from Kashmir University in 1958. She became professor and principal (1981) in Govt. College for Women, M.A. Road from where she had graduated in 1956. She stayed in the same college till her retirement in 1995.



GLOSSARY → Difficult words and their meanings

Flock (v)	<i>To move together in large numbers,.</i>
Stature	<i>The good reputation a person or organization has; status.</i>
Choir	<i>A group of people who sing together, especially in a church.</i>
Chastity	<i>Purity.</i>
Affluent	<i>Rich.</i>
Appalling	<i>Very bad, or much worse than expected.</i>
Filth	<i>Extreme dirt.</i>
Stink	<i>Extremely unpleasant smell.</i>
Teeming	<i>To have an extremely large number of people in a place.</i>
Slums	<i>An overcrowded area of a city with bad condition of housing.</i>
Countless	<i>Too many to be counted.</i>
Grateful	<i>Thankful</i>
Humble	<i>Modest, not proud</i>
Livelihood	<i>Means of living</i>
Devout	<i>Sincerely religious, pious, deeply felt</i>
Keen	<i>Eager and enthusiastic</i>
Fascinated	<i>Attracted, charmed</i>
Mystic	<i>A person who tries to be united with God.</i>
Novitiate	<i>The period of study and prayer before one becomes nun at the convent</i>
Unhygienic	<i>Dirty, full of germs causing diseases</i>
Nauseating	<i>Make somebody feel disgusted and sick</i>
Amenities	<i>Facilities</i>
Metropolis	<i>Large capital city</i>
Hospices	<i>Home for very poor people in need of food and shelter</i>
Legendary	<i>Well known, famous</i>
Disgust	<i>Strong dislike</i>
Wretched	<i>Very unhappy, miserable or pitiable</i>
Oversaw	<i>Supervised</i>
Insignificant	<i>Unimportant</i>
Philanthropist	<i>A wealthy person who gives money and time to help the needy people</i>

Destitute	<i>Extremely poor</i>
Unflinching	<i>Staying strong and determined even when things are very enthusiastic and eager about doing a job difficult.</i>
Missionary	<i>A person undertaking a mission and especially a religious mission</i>
Visitorship	<i>A person who visits on call to study farther.</i>
Fellowship	<i>A group of people who have similar interests.</i>
Trefoil	<i>A trifoliate leaf e.g. A clover plant has three leaves.</i>
Contemporary	<i>Existing or happening in the same on each stem time.</i>
Feast	<i>A special meal with large amounts of food like saal.</i>
Gutter	<i>A long a narrow low section on the sides of the road used to carry of surface water.</i>
Saint	<i>A very good and kind person at Church</i>
Fascination	<i>Something fascinating, interest</i>
Nun	<i>A woman belonging to religious order at Church</i>

THINKING ABOUT THE TEXT

Q1. What activities made Mother Theresa so exceptional?

Ans. Mother Theresa was one of the greatest figures of the twentieth century. She devoted her precious life for the betterment of poor. Her motherhood and love towards poor people made her so exceptional that she was named as Mother Theresa.

Q2. Why did Mother Theresa leave St. Mary High school?

Ans. Mother Theresa left St. Mary High School because she heard a voice, in which God ordered her to leave the school, to help the poor by living with them.

Q3. What did Mother Theresa mean by 'to fail would be to break faith'?

Ans. After listening the voice while travelling in a train, Mother Theresa felt that if she failed to disobey the words, it would mean all the faith of God on Mother Theresa would break.

Q4. What kind of life did Mother Theresa lead?

Ans. Mother Theresa led a life of poverty. She dressed herself in a cotton blue bordered white sari, which reflected her simplicity.

Q5. Why do you think Mother Theresa learnt Bengali?

Ans. Mother Theresa learnt Bengali so that she could speak to the people whom she had come to serve.

Q6. What did Malcolm Muggeridge see on the streets of Calcutta?

Ans. Malcolm Muggeridge was a British writer. While walking through a street of Kolkata, he happened to see a small, little figure in a slum,

cleaning the sores on the body of a half dead man without the slightest trace of disgust at the stench.

LANGUAGE WORK

I. Fill in the blanks.

Ans.

1. Her wrinkled face in the passage means her ***old age***.
2. Him refers to ***God***.
3. Mother Theresa was a ***philanthropist*** because she loved mankind.
4. Her spirit to serve the poor and the needy was never ***marred*** by her old age.
5. To live a life of ***poor*** was the hallmark of Mother Theresa's personality.

II. Make sentences of the following:

Flock : *There was flock of people around foreigner in the village
Flock of sheep came and damaged the whole crop.*

Humble : *My humble request to my officer, helped me in the approval
of seven days leave.*

Dignity : *Teachers should unite to save the dignity of their
profession.*

Mystic : *Mother Theresa had a mystic vision while she was
travelling to Kolkata.*

WRITING WORK

**Malcolm Muggeridge titled the autobiography of Mother Theresa
Something beautiful for God. What do you understand by beautiful?
What were the things that made Mother Theresa beautiful?**

‘Something Beautiful for God’ by Malcolm Muggeridge, is written on the great and beautiful work done by Mother Theresa.

Mother Theresa was a legendary person, who devoted her life for helping the poor. Her work in slums made her more famous.

Malcolm gave her the title ‘Something, Beautiful for God’ because, he happened to see her washing the face of a half dead old man in slums. She lived the life of a poor to help them. Her every effort was for the benefit of the poor people. She was really a beautiful lady by heart, who left no stone unturned to help the poor.

VERBS / TENSES USED

- (i) Agnes arrived in Kolkata in 192. (Past Simple)
- (ii) She spent her time here. (Past simple)
- (iii) The filth and stink were nauseating (Past continuous)
- (iv) Agnes had also heard that somewhere out there is a place called India (Past perfect).

ADJECTIVES:

In linguistics, an adjective is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Examples are : Good, one, my, which, falling, well, broken, that, beautiful etc.

Examples from text:

- (i) While teaching the Indian girl students from affluent backgrounds at St. Mary' School.
- (ii) Now began her great, legendary work of selfless charity and care to the poor.
- (iii) She took her final vows as a nun in 1937.

ADDITIONAL QUESTIONS

Q.1 How did mother Teresa rule over the hearts and minds of countless people?

Ans. It was by the piety of her life and her work that she ruled over the hearts of countless people .

Q.2 What is Nirmal Hriday?

Ans. It is a home and hospice for the poor, the orphans and the dying. It was started by Mother Teresa.

Q.3. What stories did Agnes love to hear?

Ans. She loved to hear the stories of Christian Missionaries.

Q.4 What did she make the most unwanted humans feel?

Ans. She made them feel that God remembered them through the agency of Mother Teresa.

Q.5 What do you mean by the words; 'nun's habit'?

Ans. 'Nun's habit means a long piece of clothing worn by a nun.

LINEAR NOTES

Make Notes of the lesson to summarise it chronologically.

1. Mother Theresa was one of the greatest figures of the twentieth century.
2. She ruled the hearts and minds of countless numbers of people in almost every country.
3. She was also a keen listener to stories of Christian Missionaries.
4. She left home and became nun to lead a life of poverty and serve the poorest of the poor.
5. She set up Nirmal Hriday home for the poor, the orphans, and the dying.
6. Mother Theresa was truly a saint of our times who brought comfort to destitute.

Lesson 4

Shaikh Noor-ud-Din Wali RA*(Prof. G.R. Malik)*

About the Author: Prof. Ghulam Rasool Malik, (Arwani Bijbehara), born 1945, is a professor of English. Under a post doctoral commonwealth fellowship. He studied at the university of Cambridge, UK, in 1987-88. His publications are: Iqbal and the English Romantics (1988), Rasul Mir (Sahitya Akademi, 1990), The Bloody Horizon: A study of Iqbal's Response to the West (1991), Romantic Criticism (IGNOU 1999) and an Urdu book, Surood-I-Sahr Afarin (1993).

**GLOSSARY** → Difficult words and their meanings

Austere	<i>Simple without luxury</i>
Hermit	<i>Someone who chooses to live alone</i>
Penance	<i>Subjecting oneself to rigid and painful spiritual exercise.</i>
Ascetic	<i>One who leads a hermitic life.</i>
Monastic	<i>Hermitic, escapist.</i>
Piety	<i>Religious devotion</i>
Scion	<i>A child or descendant of a family</i>
Vegetarian	<i>One who do not eat meat</i>
Tradition	<i>Belief or custom passed from generation to generation</i>
Feud	<i>Long & bitter between two families or groups</i>
Gospel	<i>Set of principles – the truth</i>
Humility	<i>Modesty, humble attitude of mind</i>
Disciples	<i>Followers</i>
Personages	<i>Another word for person, somebody, person</i>
Nook & corner	<i>Everywhere</i>
Radiance	<i>A publishing platform in Delhi</i>
Lamb bulletin	<i>A brief news bulletin in U.K.</i>
Literature	<i>Published writings in a particular style on a particular subject.</i>
Exhibited	<i>Demonstration, presentation, public display</i>
Personage	<i>Person, soul</i>
Hallmark	<i>A distinctive characteristic, trademark</i>
Renounce	<i>Give up, vacate, resign</i>
Escapist	<i>A person who escapes into a world of fantasy</i>
Veganism	<i>Eating no animal food at all</i>
Mellitus	<i>Sugar in urine like diabetes</i>
Fortified	<i>Secured, having something added to increase the strength</i>
Lentils	<i>Legume, fruit or seed of lentil plant one that twists.</i>
Twister	<i>One that twists</i>

THINKING ABOUT THE TEXT**Q1. Why did Shaikh Noor-ud-Din Wali enter the cave?**

Ans. Sheik Noor-ud-Din Wali RA entered the cave for penance and purifying himself. It was the period of spiritual training and preparation for him.

Q2. What made people flock to the Shaikh?

Ans. People flocked Shaikh Noor-ud-Din Wali RA to seek his divine blessings. He taught them how to pray to Almighty Allah and how to live a simple life.

Q3. What does Shaikh-ul-Alam mean?

Ans. Shaikh-ul-Alam RA means the spiritual guide of the world or a saint of world stature.

Q4. What kind of life did Shaikh-ul- Alam lead?

Ans. Shaikh-ul-Alam RA lived a saintly life. He devoted most of his time in preaching his simple gospel of the fear of Almighty Allah and accountability before Him after death, He lived a righteous and pious life.

Q5. What did Shaikh ul Alam teach to the people?

Ans. Shaikh-ul-Alam RA taught people the principles of truth, justice, love and service of mankind. He made people aware of accountability before Almighty Allah after death. He taught that a true saint is not one who escapes from life but one who does the duties of life honestly.

LANGUAGE WORK**• Fill in the Blanks**

- i. Lacto-Ovo- Vegetarians can consume eggs and milk products.
- ii. Diet high in fatty animal food causes early development disease, like obesity, high blood pressure, CRC etc.
- iii. Vegetarians who avoid milk products must take diet rich in fortified grains and cereals.
- iv. Grains and Cereals are rich in iron, zinc, vitamin D, and B complex.
- v. Eating no animal food at all is called veganism.

WRITING WORK**• What moral lesson did you learn from the life of Shaikh-ul-Alam?**

“Shaikh-ul-Alam RA”, Shaikh Noor-ud-Din Wali RA is one of the most popular saint (wali), among other popular saints (Awliya) in Kashmir. He was born in 1377 AD at Koimoh Kulgam. He played the most leading role in spreading Islam in Kashmir. Sheik Noor-ud-Din Wali RA, lived a simple saintly life. To purify himself spiritually, he spent twelve years in a cave.

We learned honesty, purity, simplicity, kindness sympathy, humbleness from his teachings. He taught us the way of truth, justice, and service to mankind. He also teaches us that a true saint is not one who escapes from life, but one who does the duties of life honestly and humbly.

GRAMMAR

VERBS / TENSES USED:

- (i) When Islam entered the valley in the thirteenth century. (Past simple)
- (ii) The man who played the most leading role in this process was Hazrat Shaikh Noor-Ud-Din Wali ^(RA) (Past simple)
- (iii) He entered a cave near Kaimoh (Past simple)
- (iv) When he finally left the cave. (Past simple)
- (v) People continue to repeat his wise sayings and sweet verses. (Present simple)
- (vi) Today numerous trusts and educational institutions exist in his name. (Present simple)

ADJECTIVE:

In linguistics, an adjective is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Examples are: Long, High, Far, One, Ten, Few, That, This, Which, Whose, Loving etc.

Examples from text are:

- Rishis were found in all parts of the valley.
- The man who played the most leading role.
- He had turned into a dedicated missionary.
- By his saintly life he set a example.

ADVERB:

In linguistics; an adverb is a describing word, the main syntactic role of which is to qualify a verb, an adjective, or another adverb, a determiner, noun, phrase, clause, or sentence.

Example are: Lonely, well, very, smoothly, most etc.

EXAMPLE FROM TEXT ARE:

- The man who played the most leading role.
- When he finally left the cave.
- He tells us that the chosen servants of God are those who worship him sincerely.
- After setting a shining example of a truly saintly life.

Lesson 5

The Fun They Had*(Issac Asimov)*

About the Author: Isaac Asimov (1920-1992), Russian-born American writer is known for his science fiction and for his popular works in all branches of science. Asimov's encounters with science-fiction magazines led him to follow the dual careers of writing and science. He entered Columbia University at the age of 15, and at the age of 18 he sold his first story, to Amazing Stories. After serving in World War II (1939-1945), Asimov earned a Ph.D. degree at Columbia University in 1948; from 1949 to 1958 he taught biochemistry at the Boston University School of Medicine.

**GLOSSARY** → Difficult words and their meanings

Crinkly	<i>Wrinkled, crumpled</i>
Awfully	<i>Badly or unpleasantly, strangely</i>
Gee	<i>Word used to incite to action, cause to act move ahead</i>
Telebook	<i>Electronically composed books</i>
Attic	<i>The space/room at the top of building generally used for storage</i>
Scornful	<i>Hateful</i>
Slot	<i>Allotted space for programmes etc</i>
Punch code	<i>Computer code</i>
Loftily	<i>At a height</i>
Scream	<i>Shout-cry</i>
Nonchalance	<i>Behaving in a calm manner</i>
County inspector	<i>School inspector for supervision at local level.</i>
Patted	<i>Light quick slap</i>
Geared	<i>Adjusted to a particular level or standard.</i>
Blanked out	<i>Get completely covered</i>
Stupid	<i>Foolish</i>
Betcha	<i>Bet you</i>
Screamed	<i>Cried</i>
Fiction	<i>A literary work based on the imagination and not necessary on fact.</i>
Humor	<i>A funny or amusing quality, jokes, funny stories</i>
Virtual classroom	<i>Very close to being something without actually being it like video conferencing</i>
Mechanical	<i>Mechanical applications of science</i>
Sculpture	<i>A piece of art made by carving or molding clay</i>
Quench	<i>To put out, to become calm</i>

Imagination	<i>The ability to think of new things</i>
Humility	<i>The quality or state of being humble</i>
Gloomy	<i>Somewhat dark, not bright or sunny, causing feelings of sadness</i>
Merry	<i>Very happy and cheerful</i>
Wholeheartedly	<i>Completely and sincerely devoted</i>
Sorrowfully	<i>Feeling or showing sadness, full of sorrow</i>
Embodiment	<i>Perfect representative, example of quality, idea violent or harmful way</i>
Wrinkles	<i>Small line or fold that appears on skin of elderly people</i>
Dials	<i>A device used to make electric connections</i>
Techno savvy	<i>Technical</i>

THINKING ABOUT THE TEXT

I. Answer these questions in a few words or a couple of sentences each.

i. What did Margie write in her diary?

Ans. In her book, Margie wrote, "Today Tommy found a real book!".

ii. Had Margie ever seen a book before?

Ans. Margie had only seen some of tele-books, she hadn't seen a paper book before, because it was the time of techno savvy.

iii. What things about the book did she find strange?

Ans. Pages of the book were yellow and crinkly and the word Stood Still and same on the next page.

iv. What do you think a telebook is?

Ans. A telebook is an electronically composed digital book, which is used to read on telescreens.

v. Where was Margie's school? Did she have any classmates?

Ans. Margie's school was in her house. Margie did not have any classmate.

vi. What subjects did Margie and Tommy learn?

Ans. Margie and Tommy learned history, geography and arithmetic mathematics.

II. Answer the following with reference to the story.

1. "I wouldn't throw it away."

(i) Who says these words?

Ans. Tommy says these words.

(ii) What does 'it' refer to?

Ans. "It" in the sentence refers to the television screen.

(iii) What is it being compared to by the speaker?

Ans. The speaker compares it to the television screen books. He says that he cannot throw telescreen books away as their words do not stand still just like the paper books.

2. "Sure they had a teacher, but it wasn't a regular teacher. It was a man."

(i) Who does 'they' refer to?

Ans. "They" refers to children who were studying in old kind of schools when there were no telescreens.

(ii) What does 'regular' mean here?

Ans. Regular means the mechanical teacher who takes no leaves and is always ready to teach.

(iii) What is it contrasted with?

Ans. "It" is contrasted with the teacher of the olden times, who was a man rather than a machine.

III. Answer each of these questions in a short paragraph (about 30 words).

i. What kind of teachers did Margie and Tommy have?

Ans. Margie and Tommy had machines as their teachers. These machines were connected to their television screen and called them as mechanical teachers.

ii. Why did Margie's mother send for the County Inspector?

Ans. Margie was not good in geography, as the mechanical teacher was giving her tests regularly. There was some kind of defect in the machine, so her mother sent County Inspector to repair it.

iii. What did he do?

Ans. County Inspector gave Margie an apple and then took the teacher apart. The inspector repaired the geography sector. He slowed the slot upto an average of ten-year level.

iv. Why was Margie doing badly in geography? What did the County Inspector do to help her?

Ans. Margie was doing badly as there was defect in the machine. County inspector repaired the machine by slowing the slot to an average of ten-year level.

v. What had once happened to Tommy's teacher?

Ans. Once Tommy's teacher was taken away for nearly a month because the history sector was blanked out completely.

vi. Did Margie have regular days and hours for school? If so, why?

Ans. Yes. She used to go for classes regularly because her mother thought that little girls learn better at regular hours.

vii. How does Tommy describe the old kind of school?

Ans. Tommy says that old kind of school was a special building. Teachers, who were human beings, would go there regularly. Students from the vicinity of the school used to go there to learn.

viii. How does he describe the old kind of teachers?

Ans. He says that the old kind of teacher was a human being who used to teach in a special kind of building. He was not just like a mechanical teacher. He gave homework to the children and interacted with them face to face. He says that he knew about as much as a mechanical teacher.

IV. Answer each of these questions in two or three paragraphs (100–150 words)**1. What are the main features of the mechanical teachers and the schoolrooms that Margie and Tommy have in the story?**

Ans. Mechanical teachers, unlike traditional teachers are not human beings. A mechanical teacher can be adjusted to fit the mind and age of its students. It can give tests and evaluate assignments at far greater speed than a human being can. The mechanical teacher described in the story can be compared with today's "internet."

While as school rooms in the story mean the rooms in the houses of different children. The child keeps a mechanical teacher in his room and learn there.

2. Why did Margie hate school? Why did she think the old kind of school must have been fun?

Ans. She hated school due to various reasons. One of the primary reasons was that she could not perform well in geography. Moreover, any kind of social interaction was impossible in her school. These were the reasons that made Margie hate her school. She thought the old kind of school must have been better for a plenty of social interaction was possible. And every student would get the same lesson and the same assignment. So they could help each other.

3. Do you agree with Margie that schools today are more fun than the school in the story? Give reasons for your answer.

Ans. School in the story is a kind of imagination of the writer. It may happen or may not happen. Schools of today are more than the school in the story. From the school in the story, children are confined to a room in front of a screen but schools of today let us enjoy the taste of the nature. We feel happy by playing and learning with our classmates together and by helping them when in need. We talk to our friends in whatever way we want. So, schools of today are more fun than school in the story.

LANGUAGE WORK

Fill in the blanks

- i. Close to perfection ideal.
- ii. A student who is good at studies, play and other curricular activities all-rounder.
- iii. Behaviour, outlook, presentation and mental make-up comprise our personality.
- iv. Painting, music and sculpture are arts.
- v. Enterprising means imagination.

I. Adverbs

Read this sentence taken from the story:

They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

The word complete is an adjective. When you add -ly to it, it becomes an adverb.

1. Find sentences in the lesson which form the adverbs given below.

Awfully: They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to — on a screen, you know.

Sorrowfully: The mechanical teacher had been giving her test after test in geography and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

Completely: They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

Loftily: "He added loftily, pronouncing the word carefully, "Centuries ago."

Carefully: "He added loftily, pronouncing the word carefully, "Centuries ago."

Differently: “But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently.”

Quickly: “I didn’t say I didn’t like it,” Margie said quickly.

Nonchalantly: “May be,” he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

2. Now use these adverbs to fill in the blanks in the sentences below.

- (i) The report must be read carefully so that performance can be improved.
- (ii) At the interview, Sameer answered our questions loftily, shrugging his shoulders.
- (iii) We all behave differently when we are tired or hungry.
- (iv) The teacher shook her head sorrowfully when Ravi lied to her.
- (v) I forgot about it completely.
- (vi) When I complimented Revathi on her success, she just smiled and turned away nonchalantly.
- (vii) The President of the Company raised his head and spoke awfully.
- (viii) I finished my work so that I could go out to play quickly.

REMEMBER:

An adverb describes action. You can form adverbs by adding -ly to adjectives.

Spelling Note: When an adjective ends in -y, the y changes to i when you add -ly to form an adverb.

For example: angr-y angr-i-ly

3. Make adverbs from these adjectives/nouns.

- (i) Angry – **Angrily**
- (ii) Happy – **Happily**
- (iii) Merry – **Merrily**
- (iv) Sleep – **Sleepily**
- (v) Ease – **Easily**
- (vi) Noise – **Noisily**
- (vii) Tidy – **Tidily**
- (viii) Gloomy – **Gloomily**
- (ix) Thoughtful – **Thoughtfully**
- (x) Beautiful – **Beautifully**

II. If Not and Unless

Complete the following conditional sentences. Use the correct form of the verb.

1. If I don’t go to Anu’s party tonight, **she will be angry.**

2. If you don't telephone the hotel to order food, ***you will miss your meal.***
3. Unless you promise to write back, I ***will not write to you.***
4. If she doesn't play any games, ***she will grow obesity.***
5. Unless that little bird flies away quickly, ***the cat will pounce on it.***

DISCUSSION

1. What is fiction and what is science fiction?

Ans. A *fiction* is a literature in the form of prose, especially short stories and novels, that describes imaginary events and people and places. In other words, it is an inventive construction of imaginary world. On the other hand science fiction is based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other place, just like Isaac Asimov has portrayed an imaginary future scientific technology in his fiction, '*The Fun They Had*'.

VERB/ TENSE USED:

- (i) Margie even wrote about it... (past simple)
- (ii) They turned the pages... (Past simple)
- (iii) Margie always hated school... (past simple)
- (iv) The inspector had smiled ...(past perfect)
- (v) She had been hoping... (Past perfect continuous)
- (vi) My father knows as much... (Present simple)
- (vii) I didn't say... (past simple)
- (viii) She was surprised nanchantly about winning the award.

ADVERBS:

An adverb is a word that modifies (describes) a verb (he sings loudly) an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (fortunately, I had brought an umbrella).

Adverb often ends in -ly, but some look exactly the same as their adjective counter parts e.g the cake looks good.

One of the things adverbs do is that they modify verbs. This means that they describe the way an action is happening. e.g: **(i)** The cat waits impatiently for food. **(ii)** I will seriously consider your suggestion.

Lesson 6

The Tempest - I

(William Shakespeare)

About the Author: William Shakespeare (1564 –1616) was an English poet and playwright, widely regarded as the greatest writer in the English language and the world’s most popular dramatist. He is often called England’s national poet and the “Bard of Avon”. His surviving works consist of 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been translated into every major living language.



Shakespeare was born and raised in Stafford-upon-Avon. Ben Jonson said of Shakespeare that he is not of an age but of all the time.

GLOSSARY → Difficult words and their meanings

Plot	<i>Conspiracy; piece of land; series of events</i>
Ivy	<i>An evergreen plant which often grows upon tree/buildings</i>
Gaze	<i>To look at something/someone for a long time</i>
Tiptoe	<i>Walk on one’s toes without making noise.</i>
Reluctant	<i>Not very willing to do something but slow to do it.</i>
Janitor	<i>A person whose job is to look after a building</i>
Flutter	<i>To move gently</i>
Bard of Avon	<i>Skilled composer or singer/poet of national importance</i>
Repentance	<i>Regret, shame, the action or process of repenting</i>
Reconciliation	<i>Re-establishing of cordial relations, cooperation</i>
Tempest	<i>Storm, violent weather condition with winds.</i>
Witch	<i>A female magician</i>
Duke	<i>A British peer of the highest rank – lord, nobleman</i>
Dukedom	<i>The domain controlled by a duke or ditches (Nawabi Reyasat)</i>
Shipwreck	<i>Destruction of ship</i>
Pile	<i>Aggregate</i>
Wand	<i>A stick used by magician</i>
Dare	<i>Be brave</i>

THINKING ABOUT THE TEXT

Q1. Who was Ariel, and how did he come to be Prospero’s servant?

Ans. Ariel was a spirit. Before Prospero’s arrival, he was imprisoned by a witch, named Sycorax in the heart of a pine tree and died without releasing him. Prospero released him and in this way, he became his faithful servant.

Q2. Who was Caliban? What did he look like?

Ans. Caliban was the son of a witch named Sycorax. He hardly looked human; he looked more like a fish than a man. He was the servant of Prospero.

Q3. What did Miranda ask Prospero to do when she saw the ship caught in the tempest?

Ans. When Miranda saw the ship caught in the tempest, she asked Prospero to put to an end to the tempest, so that to save the ship and the sailors sailing in it.

Q4. What did Prospero say he raised the tempest for?

Ans. Prospero told his daughter that he had raised the storm for her sake; because she was not aware of the sailors and herself.

Q5. Why did Prospero leave the management of state affairs to Antonio?

Ans. Prospero left the management of state affairs in the hands of his brother so that to devote all his time to secret studies because knowledge was his chief aim in life.

Q6. Who helped Antonio to seize the throne?

Ans. Antonio bribed the ministers and with the help of the King of Naples seized the throne of Prospero and ordered his soldiers to kill Prospero and his daughter.

Q7. What did Antonio's soldiers do?

Ans. Antonio's soldiers were somewhat loyal to him. They did not dare to kill him openly, so they took him out of his palace with his daughter crying in his arms in the dark and put them into an old and damaged ship that could hardly float and left them to perish at sea.

Q8. How did old Gonzalo help Prospero?

Ans. Old Gonzalo was very loyal to Prospero at heart and was not in favour of Antonio's plot. He secretly stored the ship with fresh water, food and clothes, and his precious books, which valued more than his dukedom.

Q9. Who were in the ship that was caught in the tempest?

Ans. The king, Antonio, his son Ferdinand and the soldiers were in the ship that was caught in the tempest.

Q10. What did Ariel remind Prospero of, when Prospero mentioned more work?

Ans. When Prospero mentioned more work to Ariel, he reminded him of the promise of giving him the freedom.

LANGUAGE WORK

- **Complete the following**

- Using the materials repeatedly in different forms is called **recycling**.
- Trees are saved by recycling **waste paper**.
- Recycling also saves **energy and raw materials**.
- The presence of any undesirable or contaminated substance in the environment is called a **pollutant**.
- Half a can of petrol can be saved by reusing **aluminium**.

- **Write the synonyms of the following and make sentences of your own.**

scarce, expensive, save, pose, produce

- Scarce:** The accidents are scarce.
Rare: This species is extremely rare.
- Expensive:** I can't afford this expensive dress.
Costly: Buying new furniture may prove too costly.
- Save:** Doctors were unable to save her life.
Protect: Masks protect people from COVID-19
- Pose:** The delegates posed for a group photograph.
Act: I decided to act honestly in the dept.
- Produce:** Pulwama in Kashmir produces maximum milk.
Grow: Apple trees grow better in Shopian district.

- **Use the following phrases and idioms in sentences of your own**

- For one's sake:** One should not put his life in danger for one's sake.
- In favor of:** The King is in favor of high heels.
- In the midst of:** They were, in the midst of losing streak.
- Keep one's head:** Even in the crucial times, one should keep his head to get rid of the stress.
- On one's head:** A great responsibility has fallen on his head after the death of his father.
- Remind of:** Let me remind you of your promise of setting me free.

Find from the lesson words which mean the following:

(Section I)

- Without companions, a long way from men and life: ***Lonely***
- Nothing more than; only: ***Except***
- Cause to rise or appear; bring about: ***Raise***
- Set free: ***Release***
- Try hard against difficulties; fight: ***Struggle***
- (A phrase meaning) in the middle part of: ***In the heart of***

(Section II)

- i. Be destroyed; lose a life: **Perish**
- ii. The thing that one owns: **Possession**
- iii. During that time: **Ago**
- iv. Be bold or brave enough (to do something): **Dare**
- v. Spoiled or broken; so, made less useful: **Damaged**

(Section III)

- i. Cause to remember; bring to the mind: **Remind**
- ii. That is to say: **Namely**
- iii. The same as: **Both, Equal**

Make nouns of the following adjectives and verbs

- Loyal: **Loyalty**
Favor: **Favour**
Perform: **Performance**
Struggle: **Struggle**
Magical: **Magic, Magician**
Plot: **Plot**

WRITING WORK**Write briefly how Antonio tried to get rid of Prospero and how Prospero escaped death.**

Antonio had the greed of wealth and power. He wanted to get rid of his brother Prospero and take all his wealth and power. In order to get rid of Prospero, he bribed all the ministers and plotted against his brother with the King of Naples who also helped him in this plot. He ordered the soldiers to kill his brother. The soldiers took his brother out of his palace but did not dare to kill him openly. They, rather put him and his daughter in a damaged ship and left them to perish at sea. Fortunately, he had a loyal friend named Gonzalo. He secretly stored the ship with fresh water, food and clothes. He also kept his precious books on the ship. Driven by favorable winds, the ship floated to the lonely Island and saved the life of both father and daughter. In this way Prospero escaped death.

Lesson 6

The Tempest – II**GLOSSARY** → Difficult words and their meanings

Amaze	<i>To fill with wonder</i>
Guilty	<i>Doing something wrong</i>
Undergo	<i>To go through, to experience or endure</i>
Repent	<i>To feel that you sorry or something</i>
Spy	<i>Try to get information secretly from any organisation or country</i>
Wander	<i>To move around different places without a particular cause.</i>

THINKING ABOUT THE TEXT

Q1. What did Miranda at first think Ferdinand was and why? Was Ferdinand and Miranda's love at first sight?

Ans. At first, Miranda thought that Ferdinand was a spirit because she hadn't seen a human being other than her father and his servant Caliban. Yes, the love between Ferdinand and Miranda was, the love at first sight.

Q2. Why did Prospero pretend to think that Ferdinand was a spy?

Ans. Prospero was happy to find that the two young people had fallen in love with each other at first sight. But to test Ferdinand's love, Prospero pretended to think that the young man was a spy.

Q3. What was the task that Prospero gave Ferdinand?

Ans. Prospero gave Ferdinand the task of piling up heavy logs.

Q4. What made Ferdinand's labour seem light?

Ans. Miranda's presence made his labour seem light. Ferdinand loved her and her presence during the work was very important for him.

Q5. What were the King and his party doing in the meantime?

Ans. In the meantime the king and his party were wandering about on the island, searching for food and drink. Ariel put inviting food before them, but when they tried to eat it, it disappeared suddenly.

Q6. Why were they amazed to see Prospero?

Ans. Antonio and his party were unaware of the survival of Prospero, so when they saw him, they felt amazed and could hardly believe their eyes.

Q7. Prospero told the King that he had lost his daughter in the tempest and, in a sense he was right.

Can you say in what sense?

Ans. Prospero lost his daughter too in the tempest. In a sense, he was speaking the truth because he had lost his daughter to Ferdinand.

Q8. Why did Prospero give up his magic powers?

Ans. Prospero gave up his magic wand and buried his books of magic because he had no further use for them. He set Ariel free as he had promised.

Q9. What was Ariel's last service to his master?

Ans. When Prospero and his party left the island and sailed to Naples, Ariel helped them with favourable winds; that was his last service to his master.

LANGUAGE WORK

❖ Find from the lesson words or phrases which mean the following.

(Section I)

1. (A phrase meaning) to; for the purpose: **in order to**
2. A person who tries to get secret information about an enemy country: **spy**
3. Examine two things side by side; see how they are different or like each other: **compare**

(Section II)

1. (A phrase meaning) meanwhile: **in the meantime**
2. Any more; to a greater distance: **further**
3. A hard test: **trial**
4. (An adjective meaning) having done wrong; having done a crime or a sin: **guilty**
5. Bad; wicked; sinful: **evil**
6. An action (of any kind); a thing that is done: **deed**
7. An action such as murder or stealing; a very bad action: **crime**
8. Be sorry for something one has done: **repent**

(Section III)

1. Destruction of a ship by storm, etc: **wreck**
2. Visible: **seen, alive**

Give the antonyms of:

Good fortune:	Misfortune
Far:	Near
Innocent:	Guilty, Sinful
Evil:	Good
Loss:	Profit
Coward:	Bold, Valiant
Perish:	Survive, Live
Remember:	Forget
Loyal:	Disloyal

Give the noun forms of the following and use them in your, own sentences

Word	Noun Form	Sentences
Lose	Loser/Loss	<i>It is not difficult for a loser to win the game easily.</i>
Guilty	Guilt	<i>They will be forgiven if and only if they repent on their guilt.</i>
Reconcile	Reconciliation	<i>There should be reconciliation between development and environment.</i>
Try	Try/Trial	<i>He was granted another try at the field goal.</i>
Amaze	Amazement	<i>As the magician performed his tricks, the crowd watched in amazement.</i>
Give	Gift	<i>He spends a lot of money on my gift.</i>
Imagine	Imagination	<i>All novel characters are based on the author's imagination.</i>
Pretend	Pretence	<i>His anger is masked by a pretence that all is well</i>
Treat	Treatment	<i>She is responding well to the treatment.</i>

Use the following phrases in your, own sentences

At first sight: *The love between Miranda and Ferdinand was the love at first sight.*

In the meantime: *You can read the newspaper and in the meantime I will get ready.*

In order to: *In order to test my love, she asked me to jump into the river.*

In possession of: *I consider myself a perfect man of 45 in possession of all mental faculties.*

In-store: *For years I sweated over her decisions but didn't know what was in store for me.*

To be shipwrecked: *The pirates on the seashore are waiting for the sailors to be shipwrecked so that they could rob them.*

Hang upon: *He appeared to hang upon his words.*

WRITING WORK

How did Prospero test Ferdinand's love? How did Ferdinand stand the test?

Prospero was very happy to find that the two young people had fallen in love with each other at first sight. But in order to test Ferdinand's love, Prospero pretended that the young man was a spy. He treated him very impolitely. Prospero set him the task of piling up heavy logs. Prospero put various hard tasks to Ferdinand in order to test his love for his beloved daughter, Miranda. Ferdinand performed every task with ease due to the presence of Miranda. He did all the trials with great confidence and withstood firmly.

Lesson No. 7

How a Client Was Saved

(Mohandas Karamchand Gandhi)

About the Author: Mohandas Karamchand Gandhi (1869-1948) was an Indian nationalist leader. He was born in Porbandar in the present state of Gujarat on October 2, 1869, and educated in law at University College, London. In 1891, after having been admitted to the British bar, Gandhiji returned to India and attempted to establish a law practice in Bombay (now Mumbai), with little success. He led to the struggle against the British which won India freedom in 1947.



GLOSSARY → Difficult words and their meanings

Client (n)	<i>Person who gets help or advice from a lawyer.</i>
Quack (ad)	<i>Person who pretends to have knowledge.</i>
Scrape (n)	<i>Difficult situation</i>
Studiously (ad)	<i>Deliberately; with great care.</i>
Resort (v)	<i>Make use of.</i>
Smuggle (v)	<i>Get goods secretly into (or out of) a country illegally and secretly</i>
Customs (n)	<i>Taxes due to the Government on goods imported into a country.</i>
Duty (n)	<i>Payment demanded by the Government on certain goods exported or imported.</i>
Invoice (n)	<i>List of goods sold with the prices charged.</i>
Telling (ad)	<i>Very effective, producing a strong or important effect</i>
Quicksilver (n)	<i>Mercury</i>
Posthaste	<i>In great haste</i>
Doomed (n)	<i>Certain to be ruined</i>
Predicament (n)	<i>Difficult or unpleasant situation</i>
Confession (n)	<i>Acknowledgement or admission that one has done something wrong.</i>
Mortify (v)	<i>Hurt; humiliate.</i>
Wrong (v)	<i>Do injustice to.</i>
Avail (v)	<i>Of use or profit (to someone)</i>
Counsel (n)	<i>Advocate or barrister giving advice in a law case.</i>
Offence (n)	<i>Breaking of a rule.</i>
Trifling (adj)	<i>Unimportant.</i>
Peruse (v)	<i>Read carefully.</i>
Acquit (v)	<i>Give a legal decision that somebody is not guilty of an offence.</i>
Intimate (ad)	<i>Close and familiar.</i>
Intercept (v)	<i>To prevent from going on further.</i>

Shelve (v)	<i>Postpone.</i>
Prosecute (v)	<i>Start legal proceedings against.</i>
Edifice (n)	<i>Something built up (reputation and business)</i>
rear (v)	<i>Set up / back</i>
Persuasion (N)	<i>Power or act of convincing somebody (about something)</i>
Apprise (v)	<i>Inform</i>
Penitent (adj)	<i>Repentant</i>
Drag (v)	<i>Pull along</i>
Extort (v)	<i>Obtain by force.</i>
Perpetual (adj)	<i>Never ending</i>
Contrition (n)	<i>Repentance</i>
Nap	<i>a period of time spent sleeping</i>
Reconcile	<i>to bring into accord/ agreement</i>
Repent	<i>to turn away from sin-to feel for</i>
Attorney general	<i>a person who holds the position of secretary of the Justices Department.</i>

THINKING ABOUT TEXT

Q.1 Why had Rustomji's smuggling offences not been discovered earlier?

Ans. Rustomji was a man of high repute. He was going well with the custom officials. Therefore, his smuggling offences had not been discovered earlier.

Q.2. What did Rustomji consider to be the greatest cause for shame to him?

Ans. For Rustomji, going to jail was the greatest cause for shame.

Q.3. What did Ganjhiji consider to be a greater cause for shame?

Ans. Gandhiji considered the committing of offence a greater cause for shame.

Q.4. Which words that Rustomji used to describe his offence show us that didn't consider it to be a moral offence?

Ans. Rustomji considered his smuggling not an offence but merely as "the tricks of the trade" for a successful trader.

Q.5. Who, according to Gandhiji was the one who would finally decide whether Rustomji was to be saved or not?

Ans. According to Ganjhiji it was the custom's officer who would decide whether Rustuomji was to be saved or not. And, the customs officer was inturn to be guided by the Attorney General.

Q.6. Gandhiji and the other counsel differed in the way in which they thought the case ought to be handled. How did (a) Gandhiji and (b) the other counsel hope to settle the case?

Ans. Gandhiji wanted Rustomji to make a confession and be ready for the consequences. The other counsel said that they should take the case to the court.

Q.7. Gandhiji spoke of two penances.

(a) What were they?

(b) Which of them did Rustomji not have to do?

Ans. Gandhiji wanted Rustomji to undergo imprisonment and resolve never to smuggle again. However Rustomji did not have to go to the jail.

Q.8. Why did Gandhiji have to go to the Attorney General as well as to the customs officer?

Ans. Gandhiji wanted to convince both the Attorney General as well as Custom's officer that Rustomji was really sorry and that he should not be prosecuted

Q.9. Which two qualities of Gandhiji's helped him to persuade the Attorney General not to drag Rustomji into court.

Ans. It was Gandhiji's frankness and his powers of persuasion that made him win over the Attorney General.

Q.10. What did Rustomji (a) lose (b) Partly save by the settlement of the case?

Ans. Rustomji lost a small part of his money in the form of a penalty. He partly saved his honour because he did not have to go to jail.

LANGUAGE WORK

A) Rewrite the sentences with correct form of the word from the following list in place of the words in italics.

Exception, smuggle, compromise, prosecute, reveal, client, intimate.

- i. Rustomji was accused of *smuggling*.
- ii. Gandhi knew Rustomji not only as a *client* but also as a co-worker.
- iii. Official inquiries *revealed* that the actual offence detected involved a very small sum.
- iv. Gandhi didn't know the other counsel *intimately*.
- v. Gandhi succeeded in settling Rustomji's case by a *compromise*.
- vi. The law doesn't recognize any case as *exceptional*.
- vii. Gandhi succeeded in making the customs officer promise not to *prosecute* Rustomji.

B) Rewrite the sentences, using the verb forms of the words in italics.

- i. Rustomji *resolved* never to smuggle again
- ii. Gandhi *corresponded* with the Attorney General.

- iii. Rustomji had so much confidence in Gandhi that he did not hesitate to accept his quack treatment.
- iv. As Rustomji was on very good terms with the customs officials, no one suspected him.
- v. Is it not enough to confess before you?
- vi. Rustomji told his counsel that he would like to be guided by Gandhi.

Use the following words, both as noun and verb

Words	Sentences
Wrong (N)	<i>He committed wrongs in life.</i>
Wronged (V)	<i>We should forgive those who have wronged us.</i>
Rest (N)	<i>Try to get some rest for an hour.</i>
Rest (V)	<i>I used never to rest until I finish the examination.</i>
Shame (N)	<i>He felt shame for his lies.</i>
Shamed (V)	<i>He was shamed by his behaviour at the party.</i>
Promise (N)	<i>He failed to fulfil his promise.</i>
Promised (V)	<i>He promised me a lot.</i>
Fate (N)	<i>Her fate was to remain in exile.</i>
Fated (V)	<i>He felt he was fated to be famous.</i>
Light (N)	<i>The landscape was bathed in light.</i>
Light (V)	<i>The wood is so damp that it won't light.</i>
Hand (N)	<i>He holds a book in his right hand.</i>
Handed (V)	<i>He was handed over to police.</i>
Pay (N)	<i>His monthly pay is not sufficient.</i>
Paid (V)	<i>I have paid my dues during the current month.</i>
End (N)	<i>The meeting came to an end at 1 PM.</i>
Ended (V)	<i>The players ended the play with a song.</i>

C) Fill in the blanks in the passage with appropriate phrases chosen from the list below, taking care to use the correct form:

- Ans:
- | | |
|-------------------------|-------------------|
| i. Restored to | ii. Inclined to |
| iii. on good terms with | iv. On trust |
| v. convined at | vi. at stake |
| vii. at once | viii. Confided in |
| ix. deal with | x. explained |
| xi. brought to bear | |

HOMOPHONES

A word that is pronounced like another word but is different in meaning, origin or spelling is called homophones.

Example	i. Effect (n)	Affect (v)
	ii. Sea (n)	See (n)
	iii. Meet (v)	Meet (v)
	iv. Steel (n)	Steal (v)
	v. Heel (n)	Heal (v)

WRITING WORK

Q. What do you learn from the lesson? Sum up your thoughts in about 300 words.

Ans: Honesty, truthfulness, frankness, and self conscience are the things we learn from this lesson. We must remember that an offence is an offence whether it is hidden or known. It is a matter of shame to commit an offence. And if ever, some offence has been committed by us, we should have the moral courage and self conscience to confess it. We should be mentally prepared to face and suffer the consequences also. There is no shame in going to jail for an offence but the shame lies in committing the offence. Going to jail and suffering imprisonment should be taken as penance. Real penance lies in resolving never to commit the offence again. However if an offender escapes material or physical punishment, he can't escape. From the punishment of his inner spirit, it will always keep him restless.

The lawyer if consulted by clients or offenders should not give them false hopes but must realize them to resolve and never to commit the offence again.

However reaching a compromise is always better than taking a case to court.

VERBS / TENSES USED

- i. This friend once got into a ... (past simple)
- ii. The good friend ran post-haste... (past simple)
- iii. You have wronged ... (Present perfect)
- iv. I will do just as you advise... (Future simple)
- v. I did not know... (Past simple)
- vi. The shame lies not so much... (Present simple)
- vii. I have told you... (Present perfect)
- viii. Parsi Rustomji was feeling...(Past continuous)

WORD FORMATION:

In a sentence or text you have to change the form of a word, e.g from a noun to an adjective or from a verb to a noun.

e.g The ____ was very nervous (sing)

You have to complete the sentence with the noun (singer). You can change the verb (sing) into a person noun (singer).

- The beginning of the word is often the same but the end of the word changes.
- Nouns often end: ment, -ion, -ness, -ity.
- People nouns often end; -er, -or, -ist, -ian.
- Adjective often end: -able, ible, ive, al, ic, ed, -ing
- Some verbs end; -se, -ate, -en.
- Adverbs often end: -ly.

Lesson No. 8

NO MEN ARE FOREIGN*(James Kirkup)***About the Author/Poet**

James Kirkup (born April 23, 1918) was a prolific English poet, translator, and travel writer. He was brought up in South Shields, and educated at Durham University. He has written over 30 books, including biographies, novels, and plays. He became a fellow of the Royal Society of Literature in 1962. He died on 10 May 2009.

**GLOSSARY** → Difficult words and their meanings

Shackle (n)	<i>A restraint that restricts freedom</i>
Dispossess (verb)	<i>Dislodge; deprive</i>
Betray (verb)	<i>Deceive</i>
Condemn (verb)	<i>To criticize something or someone strongly</i>
Defile (verb)	<i>Make dirty; pollute</i>
Outrage the innocence of	<i>Violate the purity of</i>
Starved (verb)	<i>Dying of hunger</i>
Labour (noun)	<i>Work, toils</i>
Innocence (noun)	<i>The state of being innocent.</i>
Outrage (noun)	<i>Anger</i>
Outrage (verb)	<i>Arouse fierce anger</i>
Hells of fire	<i>Destruction</i>

SUMMARY

This poem stresses upon the concept of universal brotherhood. The poet tries to highlight the similarities among different human races. The poet says that despite there being differences regarding colour, caste or religion, all human beings share numerous traits that differentiate them from animals.

The poet says that all men have the same kind of body. The bodies of all men breath, eat, sleep and drink alike. Everywhere people live on the same kind of life. All humans live and die on the same earth. The same earth feeds them all.

Therefore we should shun hatred. Hating others equals hating ourselves. People defile this good earth by engaging themselves in wars. The poet says that nobody is strange and no land is foreign. Love all; hate none is the theme of the poem.

CENTRAL IDEA OF THE POEM

It is an anti-war poem. In this poem the poet says that all the people of the world are alike. They do the activities of their life in the same way. So we should not hate the other people of the world by considering them as strangers and foreigners. We should not make differences among the people on the basis of caste, creed, colour, gender, or religion.

UNDERSTANDING THE POEM**Q.1 What does the poet mean by “uniforms” in the poem?**

Ans. The word “uniforms” in the poem means different nationalities, religions, castes, and the colours of skin.

Q.2 What according to the poet makes all the people alike on earth?

Ans. All the people upon this earth wake up, sleep, eat and drink likewise. Everyone among us has the feeling of love and hate. Everyone upon earth has suffered some loss. These are the features which according to the poet make all the people alike.

Q.3 What outrages the innocence and beauty of this earth?

Ans. It is the hatred against each other that outrages the innocence and beauty of this earth. By engaging in wars and shedding blood of innocent people, man defiles, this earth.

Q.4 What message do you get from the poem?

Ans. The poem gives us a lesson of peace, love, and universal brotherhood. The poem is an attempt to keep people away from hating other people. The poet also tries to make it clear that we should not dismantle the peace and non violence.

Learning about the literary device:**Q.5 Do you find any rhyme scheme in the poem?**

Ans. No, there is no rhyme scheme in this poem. It has been composed in free verse.

Q. 6 What is the style used by the poet in the poem?

Ans:- The technique of repetition and plain logic is beautifully employed by the poet in this poem to bring home his point impressively.

Literary devices

Rhyme scheme:- Rhyme scheme is the pattern of rhyme that comes at the end of each verse or line in poetry. In other words, it is the structure of end words of a verse or line that a poet needs to create while writing a poem.

Example:

1. The sun is shining bright.
This is a lovely sight.
2. Sometimes, your unspoken words are more important than that heard.

Lesson No. 9 TO BLOSSOMS

(Robert Herrick)

About the Author/Poet:

Robert Herrick (born on 24th August 1591 – buried 15 October 1674, was a 17th century English lyric poet and cleric. He is best known for *Hesperides*, a book of poems. The English poet and Anglican Parson Robert Herrick invented a fanciful world compounded of Pagan Rome reality and Christian England of reality and fantasy, which he ruled as his poetic domain



GLOSSARY → Difficult words and their meanings

Pledge (noun)	<i>A serious or formal promise</i>
Leaves (noun)	<i>Used as pun in the sentence. Pun means an amusing use of a word or phrase which has several meanings or which sounds like another word.</i>
Brave (adjective)	<i>Beautiful</i>
Pride (noun)	<i>Youth</i>
Glide (verb)	<i>To move easily without stopping and without effort or noise.</i>
Blush (verb)	<i>The red colour that spreads over your face when you are embarrassed, ashamed or confused.</i>
Blusher (noun)	<i>A cream powder used to give colour to face.</i>
Brave (adjective)	<i>Willing to do things which are difficult.</i>
Pledge (verb)	<i>To promise to give or do something.</i>
Pride (verb)	<i>To be proud of something</i>
Brave (n)	<i>People who are brave. Ours is the home of the brave.</i>
Pride (v)	<i>To be proud of Sth. He always prided himself over his performance.</i>
Embarrass	<i>To abash, shame, humiliate or to disrupt somebody's composure</i>
Solemn	<i>Serious and without any amusement</i>
Lament	<i>To express grief</i>

SUMMARY

The poem, "To Blossoms", is the poet's address to the blossoms of a tree. On seeing the boughs of the tree full of lovely flowers, he feels delighted. But very soon his heart becomes heavy and face solemn, when he realizes that the blossoms would not last long. "Why did nature bring such lovely blossoms if they were going to fade away very soon", the poet laments. The poet thinks about the short-lived nature of the worldly things: blossoms, youth and beauty, and everything around.

Name of the author: W. M. Bhat

The poet compares the blossoms to the leaves of a book in which a person can read the fate of all things. Every living thing has to meet the same end: death. Therefore, man can learn a lesson from the fading blossoms while he is getting nearer his grave.

CENTRAL IDEA OF THE POEM

The poet wants blossoms to stay on the branches of trees for some more time to show their beauty and charm and then go at last. Nature has brought forth the blossoms to show their worth and then to lose quietly. Blossoms are the lovely leaves where we may read that everything that comes into this world has to meet its end one day. The poet has actually foregrounded the idea of human transience in the world and its fleeting expansion and prepares us to accept the final somber fact of the grave.

UNDERSTANDING THE POEM

Q.1 In what way are the blossoms pledges of the fruitful tree?

Ans. A tree must blossom before it bears any fruit. A good harvest is expected only from the tree that blossoms well. Therefore, blossoms are the promises of the tree from which people expect the fruit.

Q.2 What is the poet's wish about the blossoms?

Ans. The poet wants that the blossoms should stay longer. The poet feels down because the blossoms fade away so fast.

Q.3 What does the poet mean by saying "why do you fall so fast"?

Ans. The poet is conscious of the fact that the lovely blossoms of a tree would fade away. The poet wants them to remain beautiful for a long time.

Q.4 Why does the poet compare human life to blossoms?

Ans. The life span of human beings is short. This characteristic of theirs is shared by the blossoms. Therefore, the poet compares the two.

Q.5 Name some blossoming trees in the state of J & K.

Ans. Apple tree, Almond tree, Pear tree, Apricot tree, etc.

Q.6 What is the "pity" referred to in second stanza?

Ans. The poet feels sorry for nature that brought the lovely blossoms only for a short time.

Learning about the literary device:

Q. What is personified in the poem?

Ans. The lovely blossoms of a tree have been personified in this poem. They have been shown to live and fade away like human beings.

PERSONIFICATION: It is a figure of speech in which inanimate objects or abstract ideas are treated as if they were human beings or having human attributes.

Literary device:

Personification is a figure of speech in which a thing – an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings; For example, when we say, “the sky weeps” we are giving the sky the ability to cry, which is a human quality. Thus, we can say that the sky has been personified in the given sentence.

Common examples of personification.

1. The wind whispered through dry grass.
2. The flowers dance in the gentle breeze.
3. Time and tide wait for none.
4. The fire swallowed the entire forest.

We see from the above examples of personification that this literary device helps us relate actions of inanimate objects to our own emotions.

Lesson No. 10

BEAUTY*(John Edward Masefield)***About the Author/Poet**

John Edward Masefield (1878 – 1967) was an English poet and writer, and poet Laureate from 1930 until his death in 1967. He is remembered as the author of classic children's novels *The Midnight Folk* and *The Box of Delights*, 19 other novels (including *Captain Margaret*, *Multitude and Solitude* and *Sad Harkar*), and many memorable poems, including "The Everlasting Mercy" and "Sea Fever" from his anthology *Saltwater Ballads*.

**GLOSSARY** → Difficult words and their meanings

Solemn (adj)	<i>Serious and without any amusement</i>
Spring (verb)	<i>To move quickly and suddenly towards a particular place.</i>
Blossoms (Noun)	<i>The state of flowering</i>
Chant (verb)	<i>Sing</i>
Arch (noun)	<i>A structure consisting of a curved top on two supports.</i>
Curve (noun)	<i>Turn</i>
Bounty (noun)	<i>Something given liberty/donation</i>
Arched (adj)	<i>Curved</i>
Sail (noun)	<i>A piece of fabric attached to a boat</i>
Rustle (verb)	<i>A soft cracking sound</i>
Aeons (noun)	<i>Very long period of time</i>
Loveliest	<i>The most beautiful</i>
Connotation	<i>An idea or quality that a word makes you think about in addition to its meaning</i>
Alludes	<i>Make indirect reference</i>

SUMMARY

The poem, "Beauty" is written by a beautiful and nature loving poet, John Edward Masefield. In this poem, the poet compares his beloved with the bounties of nature. He finds her most beautiful.

The poet says that he has seen the beauty of dawn and dusk, of plains and hills, daffodils, and the lovely grasses.

He has heard the song of the blossoms and of the sea. And he has seen strange lands while standing under the arched sails of ships. But the poet says that the loveliest thing that God has ever shown to him is his beloved's voice, her eyes, her hair, and the red curve of her lips.

CENTRAL IDEA OF THE POEM

The poem is about a comparison between what is beautiful and what one adores in the world. This poem employs figurative and rhetorical device. The tone is romantic, sensual and appealing to the senses. The use of phrases and words such “spring rain” and “daffodils” touches the sense of smell of the readers of the poem. As the poem’s title goes, this literary piece focuses on praising beauty – the beauty of nature as well as the beauty of a woman.

UNDERSTANDING THE POEM**Q.1 What are the various things of beauty the speaker has seen?**

Ans. He has seen the beautiful sights of dusk and dawn, the beauty of daffodils and the beauty of lovely grasses. He has also seen some strange lands under the arch of his ships.

Q.2 What are the loveliest of all the things God has shown to the poet?

Ans. The loveliest things God has shown to him are his beloved’s features: her voice, her hair, her eyes and the red curve of her lips.

Q.3 To whom do the words in the last line refer to?

Ans. The words in the last line refer to the poet’s beloved.

Q.4 Why does the poet compare dawn and dust to slow old tunes?

Ans. He has done so because the two phenomena have very harmonious and soothing effect. And these have been happening for aeons.

Q.5 How does God’s creation appear to the poet?

Ans. God’s creation appears very beautiful to the poet. But he considers his beloved’s features more beautiful than that of the nature.

Learning about the literary device:**Q.6 What does the poet mean by the song of the blossoms?**

Ans. When the air blows, the blossoms rustle softly. This rustling music of the blossoms has been considered as the “song of the blossoms”

Q.7 What is the contrast between the last line and the rest of the poem?

Ans. The whole poem and the last line glorifies the beauties of nature. The last line complements the beauty of the poet’s beloved. He considers that her voice, her eyes, and her lips are the loveliest things God has ever shown to him. While the rest of the poem glorifies the nature’s beauties. In the end, the poet is sure that there is no comparison of his beloved’s beauty with the rest beauties. In the last line the poet tends to be explicit in his expression and in the rest of the lines he is implicit and voices his feeling in the same way.

Structure Analysis

These are the two stanzas in this poem. Each stanza has four lines. The rhyme pattern is used differently in this poem, which is ABABCDCD, instead of normal AABB rhyme scheme. The poem is written in trochaic metrical pattern (stressed/unstressed).

Poetic Device used:

A typical poetic device called “enjambment” is used throughout the entire poem such as “ I have seen the lady April/ bringing in the daffodils/ bringing the springing grass and the soft warm April rain”.

It is a special technique in the poetry wherein the thought/meaning of the verse does not complete in a single line rather it is carried to other lines without making a pause somewhere.

The diction is denotative/explicit and connotative/implicit. Connotative language is actually a symbolic language wherein a writer takes literal connotations/associations of a word into consideration.

Lesson No. 11

THE ROAD NOT TAKEN*(Robert Lee Frost)***About the Author/Poet**

Robert Lee Frost (1874-1963), American poet was born in San Francisco, California. Frost attended high school in Lawrence, Massachusetts, and began writing poetry. Frost continued to write poetry, but he was unsuccessful at publishing his work. Seeking better literary opportunities, the Frosts sold their farm and moved to England in 1912. In England, Frost achieved his first literary success. He won the Pulitzer in poetry four times.

**GLOSSARY** → **Difficult words and their meanings**

Diverged	<i>Separated and took a different direction.</i>
Undergrowth	<i>Dense growth of plants and bushes.</i>
Wanted wear	<i>Had not been used.</i>
Hence	<i>From here, in the future</i>
Fork	<i>To divide into two (or more)</i>
Grassy	<i>Full of grass</i>
Undergrowth	<i>Dense growth, plants and bushes</i>

SUMMARY

The poem, “The Road Not Taken” is written by a prolific writer Robert Frost. This poem is about making choices in life. The poet was going through forests when the road forked into two. He looked down on one up to the point where it bent under the bushes.

The poet chooses the other road. It was grassy and only few had used it. The poet thought that his choice was good. But later he finds out that both the roads had been worn out equally. That morning both the roads were covered with leaves and no traveler had stepped over them. The poet decided to keep the first road for another day though there was little chance of his returning back.

The poet imagines a time in future when he will recall what had made him a different person. He will then think that his choice had made the difference: the choosing of the less frequented road.

In other words it affected not only the future course of poet’s life on this earth but also the course of his spirit after his death.

CENTRAL IDEAL OF THE POEM

The poet brings out the importance of making a right choice. The correct choice can make one's future. A choice once made can hardly be reversed later. As the poet had to choose between two roads, he chose the one that was less traveled by. And that, he says, has made all the difference.

UNDERSTANDING THE POEM

Q.1 Where does the traveler find himself? What problem does he face?

Ans. The traveler finds himself at a place where the road diverged in two directions. The problem he faced was which road he should choose.

Q.2 What is the difference between the two roads as described in stanzas two and three?

Ans. One of the roads was worn out and the other was grassy.

Q.3 Which road does the poet choose? Does he regret his decision?

Ans. He selects the road that had not been used much. Yes, he regrets his decision of selecting the grassy road. He takes it a challenge while traveling on the road that has been less travelled by others.

Q.4 What is the rhyme scheme of the poem?

Ans. The rhyme-scheme of the poem is ab aab.

Q.5 Explain the following phrases:

a) a yellow wood.

Ans. It means a forest where the leaves of trees had turned yellow.

b) bent in the undergrowth

Ans. It means a place where the road turned or bent behind the bushes

c) trodden black.

Ans. It means turned black by stepping over them.

Learning about literary devices:

Metaphor: Metaphor is a figure of speech in which comparison is made between unlike things indirectly, categorizing them as identical. Here words 'like' or 'as' are not used. e.g. A scholar fond of the world is a donkey loaded with books.

Robert Frost use the 'roads' as a metaphor for the 'choices' we make in life.

Tenses / Verbs used:

- (i) Two roads diverged in a yellow wood. (Past simple)
- (ii) And looked down as far as I could (Past simple)
- (iii) They took the other. (Past simple)
- (iv) The passing there had worn them really about the same. (Past perfect)
- (v) In leaves no step had trodden black. (Past perfect)
- (vi) I shall be telling this with a sigh. (Future continuous)

Adjective:

In linguistics, an adjective is a describing word, the main syntactic role of which is to qualify a noun or noun phrase, giving more information about the object signified. Examples are: Big, Red, Sweet, Loud, Two, Most, Numerous, etc.

Example from text are:

- Two roads diverged in a yellow wood
- And be one traveller.
- Because it was grassy.
- I took the one less travelled.

Lesson No. 12

I CAN'T REMEMBER MY MOTHER*(Rabindranath Tagore)***About the Author/Poet**

Rabindranath Tagore (1861-1941), Indian poet, philosopher, and Nobel laureate, was born in Calcutta (now Kolkata). He began to write poetry as a child; his first book appeared when he was 17 years old. After a brief stay in England (1878) to study law, he returned to India, where he rapidly became the most important and popular author of the colonial era, writing poetry, short stories, novels, and plays. He composed several hundred popular songs and in 1929 also began painting.

**GLOSSARY** → Difficult words and their meanings

Hover (verb)	<i>To stay in a place in the air; float; hang</i>
Hum (verb)	<i>To make a continuous low sound; buzz; whistle; drone;</i>
Rock (verb)	<i>To move backwards or forwards; or from side to side</i>
Rock (noun)	<i>A kind of music</i>
Cradle (noun)	<i>Small bed for a baby</i>
Gaze (verb)	<i>To look at someone or something for a long time;</i>
Prolific	<i>Producing work in abundance</i>
Fragrance	<i>A pleasant smell or odour</i>
Dignity	<i>A quality or state worthy of esteem and respect</i>
Sarene	<i>Calm and peaceful</i>

SUMMARY

The poem, 'I can't remember my mother' is written by an Indian prolific writer Rabindranath Tagore. The poem is about the sensitive and wake-up feelings of the child. In this poem, the poet expresses his inability to actually recall the face or the features of his mother. But often a smell or a tune triggered off in him happy moments that he shared with his mother as a child. He remembers all the things that his mother used to do.

When he looks at his play things, he seems to be able to hear a tune; perhaps his mother often sang the same song as he recalls this tune when he touches his old toys.

His mother would string the Shiuli flowers for the morning service at the temple. So, the powerful fragrance of the flowers would trigger off in happy memories of his mother.

He can recall the quiet serene gaze of his mother when he looks at the vast expanse of the clear blue sky.

The simple verses of the poem eloquently reveal the deep seated emotional bonding that the poet had with his mother. It makes us realize

the impact of his mother's dignity upon the recalled experiences of his infancy and pre-school days.

CENTRAL IDEAL OF THE POEM

The poet had lost his mother in his early childhood. He remembers nothing about his mother. At the time of her death, he was too young to know anything about his mother. He had not got worldly senses yet. He does not remember how she looked like. However, he has a faint recollection of her. A few things remind him of his mother.

UNDERSTANDING THE POEM

Q.1 What is the poet doing when he remembers his mother?

Ans. He remembers his mother when he is playing and when he is about to sleep.

Q.2 In what ways does the poet feel the presence of his mother?

Ans. The poet senses a tune when he is playing. The fragrance of Shiuli flowers reminds him of his mother. And whenever he looks out side through his bedroom window, he feels her mother's presence in the heavens.

Q.3 What does the poet hear when he is at play?

Ans. When the poet is at play, a tune that her mother used to hum when she was alive, seems to hover over his playthings.

Q.4 What word do we use for the cradle song?

Ans. The word "lullaby" is used for the cradle song.

Q.5 Is the poet's mother dead or alive? How do you come to know about it?

Ans. She is dead. The poet says that he does not remember anything about his mother except for some dream like recollections. This indicates that his mother died when he was a small child.

Q.6 What sights and smells remind the poet of his mother?

Ans. When the poet looks outside through his bedroom window, he is reminded of his mother. He recalls his mother when the smell of Shiuli flowers floats in the air.

Q.7 What are the feelings that this poem arouses in you?

Ans. After reading this poem we feel very sorry for the poet who lost his mother when he was very young. This poem strengthens the love for our mothers.

Learning about literary devices:

Imagery: Imagery means the use of images. Such images are drawn by words. Imagery gives sensory impression and lends clarity to a poem. Such images are felt by our own five different senses like eyes, nose, ear, tongue, and skin. There are five types of images:

i. Visual images	ii. Sound/Audio images
iii. Smell images	iv. Taste images
v. Touch images	

Q.8. Pick out the visual and aural images which appear to our senses directly.

Ans: The hovering tune reminds poet of his mother's lullaby, the essence of Shivili flower which poet thinks came when his mother went to temple.

Q.9. the poem does not have a rhyme-scheme or a fixed length for each line. Did you enjoy the poem? If yes, why?

Ans: The poem is written in free style so no rhyme scheme is followed. In spite of this we enjoyed it a lot. We find the poem as if our childhood is relived the attachment which we have with our mothers. The poem is highly an Imaginative piece & good poetry.

GRAMMER**Tenses / Verbs used:**

- (i) A tune seems to hover over my playthings (Present simple).
- (ii) She used to hum while rocking my cradle. (Past simple).
- (iii) The smell of shiuli flowers floats in the air (Present simple)
- (iv) I send my eyes into the blue of the distant sky. (Present simple)
- (v) I feel that the stillness of my mother's gaze on my face. (present simple)

Lesson No. 13 ON KILLING A TREE

(Gieve Patel)

About the Author/Poet

Gieve Patel, born on 18 August 1940 is an Indian poet, playwright, painter, as well as a doctor based in Mumbai. Patel belongs to a group of writers who have subscribed themselves to the 'Green Movement' which is involved in an effort to protect the environment. His poems speak of deep concerns for nature and expose man's cruelty to it. Patel's works include poems, How Do You Withstand Body (1976) and Mirrored Mirroring (1991). He has also written three plays titled Princes, Savaska and Mr. Behram.



GLOSSARY → Difficult words and their meanings

Jab	<i>Sudden rough blow, a rough strike or rough thrust</i>
Leprous hide of tree	<i>Like skin of a leper; (here) scales on the bark</i>
Sprout	<i>To grow, come out</i>
Hack	<i>Cut roughly by striking heavy blows</i>
Chop	<i>To cut something into smaller pieces</i>
Scorching and chking	<i>The drying up of a tree after being uprooted</i>
Wither	<i>To cause to become weak and dry and decay.</i>
Twig	<i>A small thin branch of a tree</i>
Bough	<i>A large branch of a tree</i>
Anchoring earth	<i>The earth wherein the roots of a tree hold it firmly</i>
Snapped out	<i>Chopped out</i>
Drain	<i>To deplete of energy</i>
Hack	<i>To chop</i>
Satire	<i>Characterized by ridicule</i>
Curl	<i>A piece of hair which grows or has been formed into a curving</i>

SUMMARY

The poem, on killing a tree, is written by Gieve Patel, a modern English poet of India. In this poem the poet says to uproot a tree requires much effort and much time is spend in killing a tree. A tree grows slowly and slowly over years and acquires a huge size. The tree gets its nourishment through air, water, sunlight etc. Its barks become very hard and leaves develop and the branches become strong. So, it can't be killed by the jabs of a knife. If we cut it from close to the ground, its bleeding bark will heal up and curled green twigs will rise again and the tree will come back its original size. If we have to kill a tree completely, we must pullout its roots one by one. Not only this,

we have to dry its wood in the sun and air so that its branches and roots will lose their sensitivity and its natural shape will spoil. In this way, life is squeezed out and it withers and dies.

CENTRAL IDEAL OF THE POEM

The poet conveys that it is not easy to kill a tree. It needs much effort to kill a tree. It is to be roped and then uprooted. It does not die even then very easily. It is exposed for a long time. The tree later is out of shape. Its roots lose their sensitivity. Life is then squeezed out of it. The tree is killed only if life is drained out of its roots.

UNDERSTANDING THE POEM

Q.1 Growth of a tree is a long process; killing of a tree is a longer process. Do you agree?

Ans. It's true that the growth of a tree is a long process. But killing of a tree can't be said to be a longer process. A tree can be killed once for all if we take it out from the roots.

The killing of the tree can be compared with eradicating of an evil from one's life or from the society.

Q.2 How has the tree grown to its full size? List the words suggestive of its life and activity.

Ans. The tree has grown slowly consuming the nutrients in the earth. It has absorbed the sunlight, air and water for years. As a result, it has grown to its full size.

The words suggestive of its life and activity are:

Sprouting leaves, curled green twigs, and miniature boughs; healing of the wounded bark; absorbing water and consuming air and growth of roots.

Q.3 What does the poet mean by the bleeding barks? What makes it bleed?

Ans. 'Bleeding barks' refers to the barks injured by heavy blows of axe. The sap oozes out of the tree at the injured spot.

Q.4 The poet says 'No' in the beginning of the 3rd stanza. What does it signify?

Ans. The poet means to say that the tree has to be uprooted completely. Mere hacking and chopping will not do.

Q.5 What does the poet mean by the earth - cave?

Ans. The poet means by this the earth which holds the roots of the tree.

Q.6 What according to the poet can kill a tree?

Ans. The tree has to be uprooted completely. Then the tree should be left to wither in the sun. Only then it can be killed.

Q.7 How do you find the style employed by the poet in the poem?

Ans. There is satirical style employed by the poet in the poem, 'On killing a tree' In a satirical tone, the poet says that the tree has to be rooted out completely.

Learning about literary devices:**Q.8 Beginning with the title, what are the words and phrases that are suggestive of violence in the poem?**

Ans. The words suggestive of the violence in the poem are:
Killing a tree; Jab of knife; hack and chop; bleeding bark; pulling; roped and tied; snapped; scorching; chocking; withering etc.

ADDITIONAL QUESTIONS**Explain the phrases below:**

Hack and chop; the bleeding bark; snapped out; leprous hide.

- (i) **Hack and chop:** to cut roughly with heavy irregular blows.
- (ii) **The bleeding bark:** the wounds on the tree caused by blow of knife.
- (iii) **Snapped out:** removed from the earth with sound.
- (iv) **Leprous hide:** coarse and scaly bark of tree like the skin of a leper

Give the synonyms of the words:**Jab, chop, hack, wither**

- (i) **Jab:** dab; poke; lunge; punch; stab; shove; jam; jog; nudge, prong, thrust.
- (ii) **Chop:** hash; mince; dice; chip; kibble, mash, slice, butcher, dissect, grind, hit.
- (iii) **Hack:** grapple; pull; handle; manipulate; react; cope; manage, maneuver.
- (iv) **Wither:** dry; wilt wizen; fade; wane; diminish; lessen; shrivel; decrease, decay.

Lesson No. 14
CART DRIVER
(Padma Sachdev)

About the Author/Poet:

Padma Sachdev (born on 17th April, 1940) is an Indian poet and novelist. She is the first modern woman poet of the Dogri language. She also writes in Hindi. She has published several poetry collections, including *Meri Kavita Mere Geet* (My poems, my songs), which won the Sahitya Academy Award in 1971. She has also received the Padma Shri, India's fourth highest civilian award in 2001, and the Kabir Samman for poetry for the year 2007 – 08 given by Government of Madhya Pradesh.

**GLOSSARY** → Difficult words and their meanings

Prick (v)	<i>Raise the ears</i>
Snore (v)	<i>To breath in a very noisy way while you are sleeping, gasp; blow; puff; pant</i>
Stumble (v)	<i>Fall, stagger; limp; lurch; hobble; lumber; shuffle</i>
Cracking (n)	<i>Series of noise</i>
Twitter (v)	<i>To sing like a bird; chirp; tweet; trill; warble; sing e.g. I heard</i>
Fledgling (n)	<i>A young bird; nestling; baby bird</i>
Laden	<i>Full of</i>
Tremble	<i>To shake</i>
Hide	<i>Conceal</i>
Subsiding	<i>Falling down</i>
Fledglings	<i>Young birds</i>

SUMMARY

This poem depicts the love of a mother for her children. It is a hair – raising atmosphere that created fear and dread. It is a tussle between the love of a mother for her children and a concern for her own life.

In the darkness of night, a bulbul is looking for food for its four little ones. It is moving its steps very cautiously. On hearing a sound, the bulbul gets unstable. It wants to reach its nest quickly with a grain in its beak.

A bullock cart passes through the forest. The bulbul hides itself. The cart is moving but the driver is asleep. The bird imagines that if the cart driver's hookah overturns the forest will catch fire. The bulbul wants to fly to its nest but it is not able to lift its legs out of fear.

CENTRAL IDEA OF POEM

A mother is always attached to her young ones. Mother's love for her children cannot be described. A mother can go to any extent in order to save her children, whom she always wants to be cheerful, happy and away from troubles. Sometimes circumstances are such, that there is a clash between the love a mother has for herself and the love, she has for her young ones.

UNDERSTANDING THE POEM**Q.1 Why is the bulbul afraid? Why does the bulbul want to hasten to its nest?**

Ans: The bulbul is afraid because it has heard some sound. The bulbul wants to hasten to its nest in order to take care of her little ones.

Q.2 Why does the bulbul hide itself in the bushes?

Ans: It hides in the bushes because it doesn't want to be noticed by any one. The bird gets terrified on hearing the sound of the wheels.

Q.3 What does the bulbul imagine?

Ans.: It imagines as if the forest has caught fire.

Q.4 What feeling does bulbul's imagination arouse in the readers?

Ans.: The imagination arouses sympathy for the birds and feeling pity in the readers.

Q.5 Why is poem named "Cart Diver"?

Ans.: It is the cart driver's irresponsible behaviour that petrifies the bulbul. The poet conveys a message through the folly of the cart driver. Therefore, the poem has been named "Cart Driver"?

Q.6. Have you ever feared anything either in the reality or in your imagination?

Ans: Once while passing through a forest in the late evening during my excursion to Phalgam, I heard all sorts of sounds. They filled me with fear. But I don't know if the fear was real or imaginary.

Learning about literary devices:**Q.7 What images does the poet use to create an atmosphere of fear and silence in the poem?**

Ans: Imagery: An atmosphere of fear and silence is created by the following images.

- (i) Fearful silence of the forest.
- (ii) Ears picked to pick some sound somewhere.
- (iii) Throes of fear
- (iv) Hooka overturns
- (v) The forest on fire

- (vi) Can't lift its leg out of fear

ADDITIONAL QUESTIONS

Explain the phrases:

Fearful silence; twittering fledglings; in the throes of; hookah overturns

Ans.

- (i) **Fearful silence:** eerie atmosphere, full of awe
- (ii) **Twittering fledglings:** chirping young birds with new feathers.
- (iii) **In the throes of :** in the middle of something / experiencing something.
- (iv) **Hookah overturns:** fallen hookah, upside down, a sign of danger

The poem reveals the love of mother for her children: Give some words to suggest the same idea (Mother's love)?

Ans. Affection; care; loyalty, nurture, sweet, sympathy, trustworthiness, compassionate, feeling, kindness, empathy, affinity, benevolence, benignity, fondness, devotion, passion, attachment, favor etc.

Literary device:

Imagery:- In literature, one of the strongest devices is imagery wherein the author uses words and phrases to create "mental images" for the reader. Imagery helps the reader to visualize more realistically the author's writing. The usage of metaphors, allusions, descriptive words and similes amongst other literary forms in order to "tickle" and awaken the readers sensory perceptions is referred to an imagery. Imagery is not limited to only visual sensations, but also refers to igniting kinesthetic, olfactory, tactile, gustatory, thermal and auditory sensations as well.

Lesson No. 15
THE CUCKOO
(William Words worth)

About the Author/Poet:

William Wordsworth one of the most accomplished and influential England's poets was born on April 7, 1770, in Cockermouth, Cumberland, England. Despite being an orphan at the age of seven years, he did well at Hawks head Grammar school where he wrote his first poetry and went on to study at Cambridge University. He did not excel there, but managed to graduate in 1791.



In 1843, Words worth became England's Poet laureate. He is popularly as the poet of nature. At the age of 80 years, he died on April 23, 1850 at his home in Rydal Mount, Westmorland, England.

GLOSSARY → **Difficult words and their meanings**

Babble (v)	<i>Say something excitedly</i>
Blithe (adj)	<i>Cheerful and carefree; causal; unconcerned; unworried;</i>
Long (v)	<i>To want something very much; yearn; be dying for something/ to do something; crave; hanker.</i>
Mystery (n)	<i>Something strong which has not yet been explained; problem; paradox; enigma; puzzle</i>
Rove (v)	<i>To move travel or look around especially a large area; wander; roam; meander; travel.</i>
Fledgling (n)	<i>A young bird</i>
Nostalgia (n)	<i>A bitter sweet yearning for the things of the past</i>
Visionary	<i>Imaginary</i>
Pace	<i>Move or walk</i>
Unsubstantial	<i>Weak</i>
Longed for	<i>Wished for</i>

SUMMARY

The poem "To the cuckoo" is very beautiful poem written by one of the most accomplished poets, William Word worth who is popularly known as the poet of nature.

In this poem, the poet calls the cuckoo a blithe-new-comer. In the past he has heard his melodious voice and hears it in the present to fill him with a delight. He says that it is not only a bird but a wandering voice. The melodious tunes activate the poets mind and he is sent to the visionary hours of his boyhood. The poet welcomes the bird again and again. For him it is not a bird but a mystery. This delight thrills him. The voice is the same

which he heard when he was a school boy. The melody has been ever haunting him.

As a boy he used to hear the sweet voice but the bird could not be seen. For him it has been a hope and a love which he desired but never got. The poet even at present listens to the familiar voice and the golden period of his youth is evoked. The poet says this bird can live in a place which is bathed in heavenly glory. He wants this fiery earth to change into a vision of pure beauty and holiness.

CENTRAL IDEA OF POEM

This poem shows the poet's love of nature. He hears the sweet music of a cuckoo and is filled with joy. He is reminded of his boyhood days. He would then try to locate the bulbul in the trees and the bushes. But he could never find the bird anywhere though he could hear its music all around. He calls the bird a wandering voice. He also calls it a mystery because he has never been able to see it.

UNDERSTANDING THE POEM

Q.1 How does the cuckoo's voice charm the poet?

Ans.: The cuckoo's voice seems mysterious to the poet and makes him wander through the woods. He wants to get closer to the charming voice. The voice fills the poet's heart with delight.

Q.2 Why does the poet call the cuckoo a "wandering voice" and the darling of the spring?"

Ans. The cuckoo keeps moving here and there while singing. So the poet calls it a "wandering voice". Its song is heard only in the spring season, so the poet calls it "darling of the spring".

Q.3 Which childhood experiences does the poet describe in stanzas five and six?

Ans. In his school days the poet was thrilled by the cuckoo's voice. The voice would make him look everywhere and wander through the woods.

Q.4 What does golden time refer to?

Ans. The golden time refers to the poet's childhood when he was a school boy.

Learning about literary devices:

Q.5 Who is personified in the poem?

Ans. The bewitching voice of the cuckoo has been personified in the poem.

Q.6 What is the rhyme scheme of the poem?

Ans. The rhyme scheme of the poem is abab.

Q.7 What imagery does Words worth use to portray the Beauty of nature in the poem?

Ans. The poet makes us visualize some of the beautiful scenes of the spring season. The image of a cuckoo with its sweet voice, the images of trees and bushes and the images of green meadows enrich our imagination.

Literary device**Personification:**

Personification is a figure of speech in which a thing – an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings e.g, when we say, “the sky weeps”, we are giving the sky the ability to cry, which is a human quality. Thus, we can say that the sky has been personified in the given sentences.

ADDITIONAL QUESTIONS**Explain the phrases:**

Wandering voice, two fold shout, visionary hours, darling of the spring, the earth we pace.

- (i) **Wandering voice:** independent and free voice of the cuckoo not subject to any restrictions.
- (ii) **Two fold shout:** The voice of the cuckoo echoes, making it sound like two different shout: cuck – koo.
- (iii) **Visionary hours:** Times from the past when the poet was reflecting and contemplating.
- (iv) **Darling of the spring:** The arrival of cuckoo in spring season and its songs.
- (v) **The earth we pace:** The earth we walk on.

The poem has the rhyme scheme – abab. Its alternate lines rhyme to each other. Give more rhyming words on; voice, rejoice and rove, love.

Ans. (i) Words rhyme with --- voice, rejoice.

Choice, poise and noise; foist, hoist and moist.

(ii) Words rhyme with --- rove, love;

Dove, glove, above, shove, drove.

Lesson No. 16

PALANQUIN BEARERS

(Sarojini Naidu)

About the Author/Poet:

Sarogini Naidu Indian poetess born in Bengali Brahmin Family in Hyderabad with her father as Scientist and mother as poet (1879–1949) was freedom fighter and poet of modern India. She was educated in Chennai, London, and Cambridge. She took part in the National Movement, became a follower of Gandhiji and fought for the attainment of Swaraj. She became the president of Indian National Congress and later she was appointed the Governor of the United Province, now Uttar Pradesh. Known as the 'Nightingale of India', she was also a noted poet.

**GLOSSARY** → Difficult words and their meanings

Skim (v)	<i>Glide, smoothly over something</i>
Sway (v)	<i>Move from side to side; shake; undulate; move to and fro; stagger; wobble; lurch; reel; roll</i>
Foam (n)	<i>A mass of very small bubbles formed on the surface of a liquid; foam, surf; froth, lather; suds.</i>
Gaily (adv)	<i>Happy; merrily</i>
Glide (v)	<i>To move easily without stopping and without effort</i>
Dew (n)	<i>Drops of water that form on the ground during the night; humidity; Condensation; moisture.</i>
Beam (n)	<i>A line of light that shines form a bright object; ray; flash; glint</i>
Brow (n)	<i>The top part of a hill; summit; peak; top; crest; crown; pinnacle; apex</i>
Bewitch	<i>To astonish or amaze; to cast a spell on someone or something</i>
Pearl	<i>A gem</i>
Springs	<i>Move</i>

SUMMARY

The poem "Palanquin Bearers" written by Sarojini Naidu is in the form of a beautiful song sung by a group of palanquin bearers. The bearers go singing their song while they are carrying a bride in a palanquin to her husband's home. In their song they describe how the bride looks as she is being carried. The bearers compare the bride to various beautiful things of nature and also to the expressions one experiences when content with what God has bestowed. She is compared to a flower, to a bird, to a pearl and to

a drop of tear. Besides this, for the palanquin bearers, she is like a laugh, like a beam on the brow of a tide and like a star.

The poem expresses the joy and pride of the palanquin bears in carrying the royal princess to her in law's home.

CENTRAL IDEA OF POEM

The poem 'Palanquin bearers' by "Sarojini Naidu" is to reflect about the Indian marriages and their cultures. The poet has deliberately used the contradictory feelings of laughing and weeping. The poetess presents the feelings of happiness and sadness. The idea is how a bride is feeling while being carried in a palanquin. She is happy as she is going to live with her husband and is also sad at being separated from her parents.

UNDERSTANDING THE POEM

Q.1. What are the feelings of the palanquin bearers as they carry the princess inside the palanquin?

Ans.: The palanquin bears are filled with joy and their hearts swell with pride as they carry the royal princess inside. The palanquin royal princess is not a burden for them but a privilege as she sits and dreams of her future after marriage.

Q.2 "Lightly, O lightly we bear her along, she says like a flower in the wind of our song." What are these opening lines of the poem suggestive of? Do you think that the palanquin bearers are sensitive to the presence of the bride?

Ans.: The opening lines of the poem describe the manner in which they are carrying the bride in the palanquin. The lines suggest that they are carrying her very lightly as if she were a very delicate thing. She looks like a flower swinging in the wind.

Q.3 What is rhyme scheme of the poem? Pick out the pairs of rhyming words in the poem.

Ans.: The rhyme scheme of the poem is aa bb cc. The pairs of rhyming words are: along, song; stream, dream; sing, string; tide, bride

Learning about the literary device:

Q.4 In line 4, the poet says, "She floats like a laugh from the lips of a dream" and in line 10 she writes, "she falls like a tear from the eyes of a bride". Do you think that the poet has deliberately used the contrast? Why has she done so?

Ans.: The poet has consciously used the device of contrast. The poet has done so in order to express the two contrasting feelings of the bride. On the one hand, the bride is dreaming of blissful life with her

husband but on the other hand she is in deep pain of her separation from her kiths and kins.

Q.5 Pick out all the similes used by the poet in the poem?

- Ans.:** (i) She sways like a flower
 (ii) She skims like a bird on the foam of a stream
 (iii) She floats like a laugh from the lip of a dream.
 (iv) She is like a pearl on a spring
 (v) She is like a star,
 (vi) She springs like a beam on the brow of a tide.
 (vii) She falls like a tear from the eyes of a bride

Q. 6 Pick out the lines or parts of lines that are repeated. What effect does repetition (refrain) create in the poem?

Ans.: The last line of the stanza 1 and stanza 2; the beginning of the first line of stanza 1 and the fifth line of stanza 2; and the ending of the fifth line of stanza 1 and stanza 2 are the lines that have been repeated. The refrain used in the poem adds to its music and rhythm.

Q.7 Read the poem and complete the following table by matching lines from the poem with related images conveyed by them

Line from the poem	Image conveyed
1. Skims like a bird	→ swift movement of a bird over a steam
2. Sways like a flower	→ swaying movement of a flower caused by a wind
3. Floats like a laugh	→ laughing face of a fairy or a beautiful child.
4. Hangs like a star	→ a twinkling star in the sky.
5. Springs like a beam	→ beam of light on a tide.
6. Falls like a tear	→ tear drops falling from a brides eyes

Literary device:

Simile: It is a figure of speech used to compare the qualities of two objects or things using words such as 'like' or 'as'. E.g she hangs like a star in the dew of a song.

Refrain: Refrain is a line or a part of line or a group of lines repeated in the course of a poem. Poets often use the device of refrain.

Lesson No. 17

THE CHILD'S PRAYER*(Sir Muhammad Iqbal RA)***About the Author/Poet:**

Sir Muhammad Iqbal RA (November 9, 1877 – April 21, 1938), widely known as Allama Iqbal, was a poet, philosopher, Politician as well as a barrister and a scholar in British India who is widely regarded as having inspired the Pakistan Movement. Dr. Iqbal is admired as a prominent poet by Indians, Pakistanis, Iranians and other international scholars of literature. His poetry and philosophy, written in Urdu and Persian has been widely read and admired.

**GLOSSARY** → Difficult words and their meanings

Kindly (adv)	<i>Gently</i>
Candle Light	<i>Soft gentle light of a candle</i>
Snares (n)	<i>Traps</i>
Virtuous (adj)	<i>Good; Pious</i>
Adorn (v)	<i>Decorate</i>
Zest (n)	<i>Enthusiasm</i>
Moth (n)	<i>A usually nocturnal insect like a butterfly</i>
Tender	<i>Sensitive, soft</i>
Vanish away	<i>To disappear</i>
Evil	<i>Harm</i>
Snares	<i>Something by which one is entangled, involved in difficulties.</i>

SUMMARY

This poem is written by Sir Muhammad Iqbal and is in the form of a child's passionate prayer to Allah. The child prays that his whole life be spent in the service of mankind. He wishes to serve as a candle that benefits others while it is waxing. He wants to enlighten the whole world with knowledge. He also wants to adorn his motherland as blossoms adorn a garden. He wants to love knowledge with the same passion and zest that we find in a moth for a candle. He wants to become a missionary with loving the poor and those in pain as his mission. The child prays to God to guard him from all traps of Satan. He prays for a strong will and faith so that he could always walk the virtuous ways.

CENTRAL IDEA OF POEM

This poem is in the form of a child's prayer to Almighty Allah. The child prays that he may become a candle light for others. He wishes that through him the darkness of the world may vanish. He wants to make his motherland as beautiful as a garden. He wants to serve the poor, the weak,

and those who are in pain. He wants to keep himself away from all evils. He prays that he may always follow the path of goodness in his life.

UNDERSTANDING THE POEM

Q.1) Who is the speaker in the poem and to whom is it addressed?

Ans) The speaker in the poem is a small child.
The poem is addressed to Allah.

Q.2) What does the child wish to be? List his wishes in the order they are described in the poem?

Ans) The child's wishes are:

- 1) He wishes to become a candle light.
- 2) He wishes that through him, the darkness of the world may vanish.
- 3) He wants to beautify his motherland.
- 4) He wants to help the poor and those in pain.
- 5) He wants to walk the virtuous ways in his life.
- 6) He wants to stay away from Satan.

Q.3) Why does the child want to be:

a) Candle (b) Moth (c) Blossom

Ans) The child wants to be like a candle so that he could end the darkness of the world.
He wants to love the candle of knowledge with a moth's passion and zest.
He wants to be like a blossom so that he could beautify his motherland.

Learning about the literary device:

Q.4) What is the child's mission?

Ans) The child's mission in life is to love and serve the poor and those in pain.

Q.5) Identify metaphors and similes in the following lines.

Ans) **(1) Metaphors**

- ❖ My tender hopes arise to the lips I pray:
 - ❖ Kindly candle light may my life be!
 - ❖ As the moth goes round the shining light in zest
 - ❖ So let me love the candle of knowledge best!
 - ❖ Save me my God, from all snares of evil:
- 1) Tender hopes arise to the lips. 2) Kindly candle light may my life be.
 - 2) The candle of knowledge 4) Snares of evil

(2) Simile

- ❖ As the moth goes round the shining light

Literary device

Metaphor:- It is a figure of speech or literary device in which a name or a descriptive word or phrase is transferred to an object or action different from, but analogous to that to which it is literary applicable. e.g. your fingers are bamboo sticks.

Simile:- A figure of speech involving the comparison of one thing with another of a different kind, as an illustration or ornament. e.g. your fingers are like bamboo sticks.

Lesson No. 18
THE ADVENTURES OF TOTO
(Ruskin Bond)

About the author:- Ruskin Bond (born 19 May 1934) is an Indian author of British descent. He lives with his adopted family in Landour, in Mussoorie, India. The Indian Council for Child Education has recognized his role in the growth of children's literature in India. He got the Sahitya Academy Award in 1992 for "our Trees Still Grow in Dehra", for his published work in English. He was awarded the Padma Shri in 1999 and Padma Bhushan in 2014. He is considered to be an icon among Indian writers.



GLOSSARY → **Difficult words and their meanings**

Canvas	<i>A type of cloth useful for making tents.</i>
Scoop up (phrase)	<i>To lift something or someone with your hands or arms in a quick movement</i>
Closet (n)	<i>Small private room, secret</i>
Peg (n)	<i>Hook for hanging things</i>
Wrench (v)	<i>Pull and twist something away from a fixed position</i>
Turnstile (n)	<i>A mechanical gate consisting of revolving horizontal arms fixed to a vertical post, allowing only one person at a time to pass through.</i>
Halter (n)	<i>A rope or strap placed around the head of a horse or other animals used for leading it.</i>
Out of place (phrase)	<i>Not in the proper position</i>
Delicacy (n)	<i>Gracefulness/elegance.</i>
Fussed (adj)	<i>(of a person) feeling concern, distress, or annoyance.</i>
Blazer (n)	<i>A plain jacket.</i>
Annoyance (n)	<i>The feeling or state of being annoyed, irritation</i>
Quadruped (n)	<i>An animal which has four feet</i>
Triumphant (adj)	<i>Victorious/successful</i>
Stuffing (n)	<i>Filling</i>
Chattered (v)	<i>Talk informally about unimportant matters</i>
Prod (v)	<i>To push something/someone with your finger; jab; poke; nudge</i>

THINKING ABOUT THE TEXT

Q.1 How did Toto come to grand fathers private zoo?

Ans. Toto was lying with a Tonga driver. Grand father bought Toto for five rupees from the Tonga driver and decided to keep it in his private zoo.

Q.2 Toto was a pretty monkey in what sense is Toto pretty?

Ans. Toto has got pretty white teeth and bright eyes. His eyes have in them a sparkle of mischief; his tail besides helping him scooping up things, adds to his good looks

Q.3 Why does Grandfather take Toto to Saranpur and how?

Ans. Grand father has to go to Saharanpur to get his pension. He carries Toto in a canvas kit bag to Saharanpur because Toto would not let the other pets sleep at night.

Q.4 Why does the ticket collector insist on calling Toto a dog?

Ans. The ticket collector called Toto a dog because there was no separate rule for monkeys.

Q.5 How does Toto take a bath? Where has he learnt to do this?

Ans. Toto first tests the temperature of the water with his hand. Then he steps into the bath until his neck – deep in water. Then he starts rubbing himself with a cake of soap. He has learnt all this from the narrator of the story.

Q.6 How does Toto almost boil himself alive?

Ans. One day a large Kettle full of water had been left on the fire. Toto finding the water warm enough jumps into it. Toto is on tenterhooks when the water starts to boil. He was hopping when grandmother came and hauled him half boiled out of the kettle.

Q.7 Which activity of Toto annoyed grandmother?

Ans. The grandmother was annoyed with the Toto's act when he threw a plate at her, and a glass of water on the face of an aunt. He also ate all the grains of the rice in the dish and after finishing rice threw the dish down from a tree. When the dish broke into pieces on hitting the ground he chattered with delight.

Q.8 Why does the author say, "Toto was not the sort of pet we could keep for long"?

Ans. Toto had acquired a habit of spoiling things, tearing clothes and breaking dishes. So the author says that it would not be good for them to keep Toto for long.

LANGUAGE WORK:

Use the following phrases in your own sentences.

1. Out of place: In this hotel I feel out of place.
2. Out of reach: I tried to call him, but he was out of reach.
3. Provide for: The poor man tried to provide god food for his family.

4. Taken aback: When I told him that his brother smokes, he was taken aback.
5. In vain: He tried to convince his brother, but all in vain.
6. Make an exit: Whenever I enter his room, he makes a quick exit.
7. Get hold: I failed to get hold of him.
8. Scoop up She scooped up the body in her arms

Use 'too' in the following sentences and make modifications wherever necessary

1. The question was so difficult that he could not solve.
Ans: The question was too difficult for him to solve
2. She is so weak that he cannot stand.
Ans: She is too weak to stand.
3. He is so clever that he cannot be cheated.
Ans: He is too clever to be cheated.
4. It was so hot that he could not stand in sun.
Ans: It was too hot for him to stand in the sun.
5. It was so dark that he could not see anything.
Ans: It was too dark for him to see anything.

Lesson No. 19

MOTI GUJ – MUTINEER*(Rudyard Joseph Kipling)*

About the author:- Rudyard Joseph Kipling (1865-1936) was an English Writer and Nobel laureate, who wrote novels, poems and short stories, mostly set in India and Burma (now known as Myanmar) during the time of British rule. Kipling was born in Bombay, India and at an age of 6 was sent to be educated in England. He received the 1907 Nobel Prize in literature, the first English author to be so honored. Kipling died on January 18, 1936, in London.

**GLOSSARY** → Difficult words and their meanings

Trample (v)	to step heavily on something or someone causing damage or injury, crush, flatten
Pound (v)	Hit or beat repeatedly; beat; hammer; lash; dash; batter; clobber
Pummel (v)	To hit somebody or something number of times with your fist.
Smack (v)	Hit; punch; strike; spank; thump; swat
Spank (v)	To hit somebody several times as a punishment.
Swat (v)	To hit someone or something with the quick motion
Sock (v)	To hit with your fist.
Yell (v)	Shout; cry; scream
Stump (n)	The base of a tree trunk and its roots after the tree has been felled.
Stump (v)	To ask somebody a question that is too difficult of them to answer; I was stumped by the question.
Bang (*n)	A sudden loud noise; thud; crash; thump; snap; clang; crack
Chuckle (v)	To laugh quietly; giggle; crack up; snigger; snicker' titter
Gallop (v)	To run fast; race; tear; sprint; fly
Slobber over (phrase)	To show too much admiration
Intimacy	Close friendships
Fabricate	To devise falsely

THINKING ABOUT THE TEXT

Q.1 Why did Muti Guj love his master even though he would beat him sometimes?

Ans. Moti Guj knew that after the beating, Deesa would embrace him. He would give him a lot of grass to eat and some liquor too. Therefore, Muti Guj had also developed a great intimacy with Deesa.

Q.2 How long was Deesa to be away and how did he tell Moti Guj about this?

Ans. Deesa was to stay away for ten days. Deesa conveyed this to Muti Guj verbally as well as he also hit the elephant ten times on his nails.

Q.3 What were the lies Deesa told his employer? Why did he tell such dread full stories?

Ans. First, Deesa said that his mother had died. Then he said that his wives were dying of plague. He fabricated these dreadful stories to get leave from work.

Q.4 How did Deesa look after Moti Guj?

Ans. Deesa looked after Muti Guj very well. Once in a week Deesa used to take him to the river and rub his body with coir swab and a brick. Deesa used to examine Muti Guj's feet, eyes, and ears in case of sores.

Q.5 How did Moti Guj bid Deesa good bye?

Ans. Muti Guj bids good bye to Deesa by swinging him in the air.

Q.6 Why did Moti Guj become a mutineer?

Ans. Deesa was to stay away for ten days only. But when Deesa did not return on the eleventh day, Muti Guj refused to obey Chihun's order. He refused to wrench out stumps and hence became mutineer.

Q.7 How did Moti Guj react to Deesa's return?

Ans. When Deesa returned, Muti Guj was very happy. He fell into Deesa's arms. The man and the beast wept and slobbered over each other.

Q.8 Why was chihun angry with Moti Guj? How did Moti Guj react to his remarks?

Ans. Moti Guj felt unhappy and lonely without Deesa. Moti Guj refused to work and became a mutineer but Chihun stopped feeding him and called him a wild beast.

Moti Guj lifted Chihun's child with his trunk. Immediately after that Chihun served food and liquor to Moti Guj and got his child released.

LANGUAGE WORK

Identify five more verbs which remains unchanged in the conjugation:

(i) Read (ii) Cut (iii) Cost (iv) Hit (v) Hurt (vi) Let (vii) quit (viii) Set (ix) Shut (x) split

Form degrees of comparison of the following adjectives

Little	Less	Least
Few	Fewer	Fewest
Hot	Hotter	Hottest
Big	Bigger,	Biggest
Thin	Thinner,	Thinnest
Fat	Fatter	Fattest
Cold	Colder	Coldest
Great	Greater	Greatest
Bright	Brighter,	Brightest
Light	Lighter	Lightest
Lovely	Lovelier	Loveliest

GRAMMAR:**Tenses / Verbs used:**

- (i) Deesa was a foolish drunkard. (Past simple)
- (ii) He had made much money through the strength of his elephant.
(Past perfect)
- (iii) I am going away. (Present continuous)
- (iv) You will work and obey the orders of Chihun. (Future simple)

Conditional clause / sentence:

Conditional clause (sentence) is a clause expressing factual implications, or hypothetical situations and their consequences. It is called conditional as the validity of the main clause is conditional on some certain circumstances. Conditional clause is always a dependent clause.

Example are:

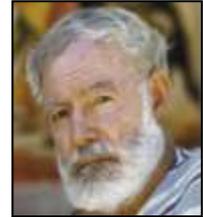
- i. If it rains heavily, I will stay at home.
- ii. If I had a pen, I would give that to you.

Example from text is: If you won't work, you shan't eat.

Lesson No. 20

OLD MAN AT BRIDGE*(Ernest Miller Hemingway)*

About the Author:- Ernest Miller Hemingway (1893-1961) an American novelist and short-story writer. Hemingway's writings and his personal life exerted a profound influence on American writers of his time. Many of his works are regarded as classics of American Literature, and some have been made into motion pictures. His important works include, *The Sun Also Rises* (1926), *A Farewell to Arms* (1925), *Sea and Sky* (1932), *For Whom the Bell Tolls* (1940), *The Old Man and the Sea* (1952). In 1954 he was awarded the Nobel Prize for Literature.

**GLOSSARY** → Difficult words and their meanings

Pontoon bridge	<i>River bridge supported by floating flat-bottomed boats.</i>
Stagger	<i>Stand or walk unsteadily; reel; totter, wobble.</i>
Steep	<i>Sharp slope, vertical</i>
Plod	<i>Walk slowly with great difficulty</i>
Bridgehead	<i>Defensive area established on that side of a bridge which is nearer the enemy</i>
Herdsmen	<i>Keeper of a herd</i>
Ebro	<i>Name of a river in Spain</i>
Delta	<i>Land in the shape of a triangle at the mouth of a river between two or more branches</i>
Mysterious	<i>Suggesting something of which the cause is hidden or unknown</i>
Artillery	<i>Large guns usually mounted on wheels</i>
Fork	<i>Dividing point in a road or a river</i>
Blankly	<i>With an empty expression</i>
Sway	<i>Swing or move unsteadily.</i>
Barcelona	<i>Seaport in North East Spain on the Mediterranean</i>
Overcast	<i>Darkened by clouds</i>
Ceiling	<i>The level of the clouds</i>

THINKING ABOUT THE TEXT:

Q.1) Why were the old man's clothes dusty? Why did he not cross the bridge?

Ans. The old man's clothes were dusty because he had travelled a long distance on foot. He was too tired to cross the bridge.

Q.2) Why did the old man leave San Carlo? Why did the old man want to go to Barcelona?

Ans. A captain had told him that there would be some use of artillery in San Carlos. He had advised the old man to leave for a safer zone. As

the old man had no choice before him, he started walking down the road that led him to Barcelona.

Q.3) “Oh I said not quite understanding “what was it about the old man’s statement, “ I was taking care of animals; what was it that the narrator did not understand?”

Ans. The old man did not look like a shepherd or a herdsman. So the narrator could not judge how could he manage the animals.

Q.4) Where did the narrator expect the approaching battle to take place?

Ans. He expected the approaching battle to take place at some place near the bridgehead.

Q.5) “It’s better not to think about the others”. What does the old man mean by “the others”? Why does he say so?

Ans. By “the others”, the old man means his two goats and five pairs of pigeons. He is sure that his cat will take care of itself but was worried about by others, that is why he says like this.

Q.6) Did the old man look upon his animals as his family? What made him worry about them? What did the old man fear would harm his animals?

Ans. Yes, the old man looked upon his animals as his family. The old man was worried because he had to leave them behind, and go himself to a safe area. He feared that the animals would be harmed with the artillery.

Q.7) The old man was a victim of the war, but he had no wish to play a part in it. How do you come to know of this in the story?

Ans. The old man says that he has no knowledge about politics. However, he knew little about the political affairs of his country. His only concern was his animals.

Q.8) Wars have an adverse effect on our lives. How does the story bring out this truth?

Ans. There is no denial in the fact that the wars have an adverse effect on our lives. During wars a country loses people and its economy gets damaged. So, all the people of San Carlos had to migrate. They had to take shelter in an alien land as refugees.

LANGUAGE WORK

Make sentence using the following words and expressions.

Artillery: Israel used heavy artillery against Palestinians.

Coup: Musharraf succeeded in seizing power in a military coup.

Check-post:	They will stop you at the check post.
Out-post :	Soldiers were doing physical exercise at the out- post.
Come through:	He was able to come through the hardships.
Stagger:	Deesa was trying to stagger although being drunk.
Hurry:	You must hurry up or the train will leave.
To take care of:	He has to take care of everything.
Blankly:	The old man was looking blankly at my face.

GRAMMAR:**Tenses / verb used:**

- (i) It was my business to cross the bridge. (Past simple)
- (ii) Where do you come from? (Present simple)
- (iii) I was watching the bridge (Past continuous).
- (iv) What politics have you? (Present simple)
- (v) Then they'll fly. (Future simple)

Noun: Derived from Latin word 'Nomen' meaning 'Name' Noun is a naming word in nutshell. In other words, whatever exists in nature (material, concrete, abstract, idea, thing, person, place, happening, etc) and called by a name is a noun.

There are 5 kinds of noun:

- (i) Proper (Mudasir, Holy Quran, Monday, Taj Mahal, Afridi, etc)
- (ii) Common: (Chair, Teacher, Pen, Food, School, etc.)
- (iii) Material: (Gold, Iron, Copper, Wood, etc)
- (iv) Collective: (Army, Furniture, Herd, Flock, etc.)
- (v) Abstract: (Honesty, Selfishness, Business, spirituality etc).

Example from Text are:

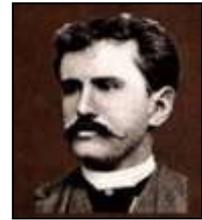
Man, Spectacles, Clothes, Road, Bridge, River, Carts, Trucks, Men, Children, Wheels, San Carlos, Politics, Barcelona, Easter Sunday etc.

Lesson No. 21

THE LAST LEAF

(O'Henry)

About the Author: O'Henry pseudonym of William Sydney Porter (1862-1910) was an American writer of short stories, best known for his ironic plot twists and surprise endings. Born and raised in Greensboro, North Carolina. In 1894 he founded a short lived weekly humor magazine, "The Rolling Stone". He has written more than 500 short stories. His style of storytelling not just inspired fiction writers but also broadcasters of television programmes and film makers of motion pictures.

**GLOSSARY** → Difficult words and their meanings

Fashion (n)	<i>Popular style of dressing</i>
Ivy (n)	<i>An evergreen plant which often grows upon trees or buildings.</i>
Gaze (v)	<i>To look at something or someone for a long time.</i>
Tiptoe (v)	<i>Walk on one's toes without making noise.</i>
Reluctant (adj)	<i>Unwilling, hesitate, indisposed</i>
Janitor (n)	<i>A person whose job is to look after a building, gatekeeper</i>
Flutter (v)	<i>To move gently.</i>
Culpable	<i>Responsible</i>
Deterioration	<i>Fading, weakening, worsening</i>

THINKING ABOUT THE TEXT

Q.1 What was the cause of Johnsy's illness? How could the illness be treated?

Ans. Johnsy fell seriously ill and was bedridden because of Pneumonia. She had lost all interest in her life so her problem was more psychological than physical.

Her illness could be treated by bringing back hope in her life.

Q.2. Do you think the feeling of depression Johnsy has, is common among teenagers?

Ans. Yes, teenagers somehow fantasize the basic reality of life. They want to see the life through coloured glasses but as soon as reality strikes on it, the teenager loses the hope.

Q.3. What was Behraman's dream ? Did it come true?

Ans. Behrman's dream was to create a masterpiece in painting that could move heart and soul. In real sense his dream came true by sacrificing his own life for that of other's.

Q.4. How is 'the last leaf' the artists' masterpiece ? what makes you say so ?

Ans. Indeed a masterpiece as both the girls take it as natural and more importantly by virtue of it the depressed and dejected girl is restored to life and new hope.

LANGUAGE WORK

Explain the meaning of the following idiomatic expressions and frame sentences of your own:

1. **Make up one's mind:** Prepared in every sense.
You should make up your mind to crack the I.A.S exam.
2. **Out of work:** Without work.
The winners leave many people out of work.
3. **By Leaps and Bounds:** Without limits.
Our school has progressed by leaps and bounds.
4. **Pour out worries:** To share worries.
We usually pour out our worries to our close friends.
5. **Shed Leaves:** To drop the leaves.
They shed leaves which symbolized the loss of hope.
6. **Look after:** To take care of somebody.
She looked after him like her own son.
7. **Take after:** Look similar to someone
My sister takes after her mother nicely.
8. **Tiptoe into:** (to walk carefully quietly on tiptoe)
She tiptoed into her sister's room.
9. **Draw the Curtain:** (to hide something)
The government decided to draw the curtains on the enquiry pertaining to recent killings.
10. **Raise the Curtain** (to reveal something)
The fresh inquiry has raised the curtains from their fishy deals.

VERB / TENSES USED

- (i) Sue and Johnsy, two young artists, shared a small flat... (Past simple)
- (ii) Johnsy fell very ill... (Past simple)
- (iii) They are falling... (Present continuous)

- (iv) The last leaf falls... (Present simple).
- (v) I don't want any soup... (Present simple)
- (vi) She is running... (Present continuous)
- (vii) I will come... (Future simple)

Idiomatic expressions: Idiomatic expressions are a type of informal English language that have a meaning different from the meaning of the words in the expression. E.g, Hold your tongue. This idiom doesn't actually mean that you should stick your fingers in your mouth and grab a hold of your tongue. It means that you should not talk.

- It means that you shouldn't talk.
- She was tickled pink by the good news. (Made very happy).
- I have been feeling pretty down in the dumps. (Sad or depressed).
- I have been feeling under the weather. (Not well).
- Rise and shine! (Wake up and be happy).

Lesson No. 22

THE HAPPY PRINCE*(Oscar Wilde)*

About the Author:- Oscar Fingal O Flahertie Wills Wilde (October 16, 1854 – November 30, 1900) was an Irish poet and playwright, poet and critic. After writing in different forms throughout the 1880's he became one of the London's most popular play wrights in the early 1890s. His wit, brilliance, and fear won him many devotees. He died in 1900.

**GLOSSARY** → Difficult words and their meanings

Column	<i>A tall pillar</i>
Gild	<i>Cover with a thin layer of gold</i>
Sapphire	<i>A transparent, usually bright blue, precious stone</i>
Swallow	<i>A small bird with pointed wings and a tail with two points; to cause food, drink, pills, etc. to move from your mouth into your stomach</i>
Alight	<i>To land or settle after a flight</i>
Statue	<i>An object made from a hard material, especially stone or metal.</i>
Drench	<i>To make someone or something extremely wet</i>
Seamstress	<i>A woman who makes a living by sewing</i>
Ball	<i>A formal party for dancing</i>
Hilt	<i>The handle of a sword, knife or a dagger</i>
Pedestal	<i>The base of a column or a statue</i>
Feverish	<i>Suffering from fever</i>
Hop	<i>To jump on one foot or to move about in this way</i>
Thimble	<i>A metal or plastic finger cap used by tailors in sewing</i>
Fan	<i>To blow a current of air steadily</i>
Slumber	<i>Sleep</i>
Garret	<i>Small dark room at the top of the house</i>
Commissions	<i>A job or task</i>
Wither	<i>To fade or lose freshness or vitality</i>
Dart	<i>Move quickly</i>
Gutter	<i>A channel or narrow area at the side of the street</i>
Listless	<i>Lacking energy and enthusiasm</i>
Furnace	<i>Container which is heated to a very high temperature</i>
Overseer	<i>Somebody who supervises workers, especially those engaged in manual labour</i>
Foundry	<i>A factory where metal is melted</i>
Luxurious	<i>Very fine and comfortable</i>
Penury	<i>Poverty</i>

Proclamation	A formal public announcement
Censorious	Sever in making remarks on others
Resplendent	Impressively colourful and attractive

THINKING ABOUT THE TEXT

Q.1. Why do the courtiers call the prince the Happy Prince? Is he really happy? What does he see around?

Ans. While the prince was alive, he lived always a happy life in his palace. So the courtiers called him the happy prince. But after his death, his statue was put on a high pedestal. Now he could see the misery of poor people all around. It made him very sad.

Q.2 Why does the Happy Prince send a ruby for the seamstress? What does the swallow do in the seamstress home?

Ans. The Happy Prince saw a poor woman whose son was ill. The boy was asking for oranges. But the woman could not afford. Therefore, the Happy Prince sent a ruby for her. The swallow put the ruby on a table and fanned the boy's forehead with its wings.

Q.3 For whom does the Prince send the sapphires and why?

Ans. The prince sent one sapphire for a playwright and the other for a poor match girl. The playwright has no fire wood to keep himself warm. The match girl starts weeping after she accidentally throws her matches into a drain. The Happy Prince helped them by sending his sapphires to them.

Q.4 What does the swallow see when it flies over the city?

Ans. When the swallow flew over the city, it saw the rich enjoying in their houses while the beggars begging at their gates. The swallow even saw two little boys lying in each other's arms to keep themselves warm.

Q.5 Why did the swallow not leave the prince and go to Egypt?

Ans. The prince had given the two sapphires of his eyes for the poor. Now he was completely blind. The swallow had a kind heart. He could not leave the prince in that state.

Q.6 Why is the statue of the Prince described as looking like a beggar and being no longer useful?

Ans. The statue of the prince had lost all its gold, sapphirines and the ruby. It looked worn out like a beggar.

Q.7 What proclamation does the Mayor make about the death of the birds?

Ans. The proclamation made by the Mayor was that no birds should be allowed to die at the feet of the statue.

Q8 What impression do you gather of his personality from this?

Ans. The proclamation gives an idea that the mayor was out of brain. No creature in whole world knows his place of death; how can a bird know.

Q.9 What were the two precious things the angel brought to God? In what way were they precious?

Ans. The Angel brought leaden heart of the prince and the dead swallow to God. Both things were precious as both loved to serve the humanity.

Q.10. What happened to the prince's heart? What feelings does the end of the story arouse in you?

Ans. It broke into pieces when swallow died at his feet. The story ends up bringing deep feeling of sympathy towards humanity in our hearts.

LANGUAGE WORK:

Use the following in sentences of your own:

1. **Bring out:** (Bring somebody Out) A year at college has really brought her out of herself.
2. **Bring up** (bring somebody up) - He was brought up by his aunt.
3. **Bring forth** (to produce something) - Trees bring forth fruits.
4. **Look up:** (to raise your eyes) - She looked up from her book and smiled.
5. **Look into:** (to investigate something) - The manager is looking into your complaint
6. **Look after:** (take care of somebody) - My only desire is to look after my parents in their old age.
7. **Look down upon:** (consider somebody inferior) - He looks down upon illiterate people.
8. **Look around:** (to examine various choices) - We are looking around for a new car.
9. **Fall in** (to collapse) - The slab of the building fell in due to earth quake.
10. **Hang in** (preserve/stick) - Hang in there! The exam will soon be over.
11. **See through** (to realize the truth about something) - I can see through your trick.
12. **See off** (to say goodbye) - We all went to the railway station to see her off.

Verb / Tenses:

- (i) One night these flew over... (Simple Past)
- (ii) His friends had gone away... (Past perfect)

(iii) I will put up there... (Simple future)

(iv) .. You have done a good deed... (Present perfect)

Narration: English language has two ways to narrate the spoken- words of a person. These two ways are: (i) Direct speech (ii) Indirect speech.

These two ways are usually used to convey a message (spoken words, of one person to another person.

Direct speech: “Why are you weeping then?” asked the swallow.

Indirect speech: The swallow asked (the prince) why he was weeping.

Direct speech: He said, “I want to meet your teacher”.

Indirect speech: He said that he wanted to meet my teacher.

Direct speech: He said, “I bought a book for you”.

Indirect speech: He said that he had bought a book for me.

Direct speech: He said, “I am going to school”.

Indirect speech: He said that he was going to school.

Lesson No. 23

A BASKETFUL OF SEA TROUT*(Neil Grant)***GLOSSARY** → Difficult words and their meanings

Buxom	<i>Healthy-looking woman</i>
Eerie	<i>Mysterious</i>
Muse	<i>Think</i>
Glen	<i>A deep narrow valley, especially among mountains</i>
Jumpy	<i>Nervous and anxious, especially because of fear of guilt</i>
Dock	<i>Enclosure for the prisoner in court</i>
Bay	<i>Coast</i>
Gallows	<i>Noose for hanging criminals</i>
Wiles	<i>Cunning, trickery</i>
Exultant	<i>Very happy</i>
Acquit	<i>To decide officially in a court of law that someone is not guilty</i>
Tut	<i>Word of disapproval</i>
Haunt	<i>To cause repeated suffering or anxiety</i>
Lock	<i>A Scottish term for lake</i>
Doom	<i>Death, destruction</i>
Languish	<i>Be neglected or deprived</i>
Bonnier	<i>More attractive</i>
Deduce	<i>Reach a conclusion</i>
Alibi	<i>Accused's claim of having been elsewhere</i>
Shrug	<i>To raise your shoulders and then lower them to express lack of interest</i>
Corroborate	<i>To add proof or certainty to an account or statement</i>
Clean sheet	<i>When people decide to forget your past behavior</i>
Queer	<i>Steer</i>
Assail	<i>To attack violently</i>
Gratitude	<i>The quality of being grateful</i>
Triumph	<i>Victory</i>
Atone	<i>To make compensation for an offence</i>

THINKING ABOUT THE TEXT

- Q.1) The atmosphere is eerie and makes even the judge jumpy. Let us see how the eerie atmosphere is built up.**
- i. The wind: Does it moan or does it blow gently?**
 - ii. The lodge: Is it in the heart of a village or is it isolated?**
 - iii. Servants: Does servants live in the lodge or not?**
 - iv. Glen: Is it silent or is it full of strange sounds?**
 - v. Time of the day: Does the action take place at twilight or when there is pitch darkness outside?**

- Ans)** i. The wind: The wind moans.
ii. The lodge: It is isolated place.
iii. Servants: Servants do not live in the house/lodge.
iv. Glen (valley): It is full of strange sounds.
v. Time of the day: The action takes place when there is pitch darkness outside.

Q.2) Nellie Salter ‘rejoiced in evil’. Was Mrs Lomond justified in summing up Nancy’s character in these words? If so, why?

Ans) The character by Mrs. Lomond of Nellie Salter was painted as evil character. As for as Mrs. Lomond was concerned she says that Nellie Salter ruins the life of young men and feels happy to give up their lives and killing each other for her sake.

Q.3) “I have lost my son”. Why did Mrs Lomond make this statement?

Ans) Mrs. Lomond had already committed suicide. And it was for the sake of her son that she first killed Nellie and then killed herself. Thus she was in a right way that she had lost her son. Actually death had separated her from her son.

Q.4) The judge did not believe that Hector was tracking Nellie. Why?

Ans) The judge did not believe that Hactor was tracking Nellie because when the case was taken into the court, no one could tell which way Nellie has taken while coming back down the hill or the way in which she had been murdered.

Q.5) Why do you think Mrs Lomond committed suicide?

Ans) Mrs. Jean Lomond committed suicide for the sake of her son because she did not want that her son should be rearrested if the case of Nellie Salter’s murder was reopened. So, she wrote down a statement, confessing Nellie’s murder and then committed suicide.

Q.6) While leaving the judge’s lodge, the chief constable “it has been a most interesting experience”. Why does he say so?

Ans) He says so because it has been proved that Mrs. Lomond had committed suicide in the afternoon. But it also seems certain that she visited the judge’s lodge that very night and had left a basketful of sea-trout there. So, it was truly an interesting experience for the chief constable, Mr. Allardyce.

Q.7) Why was the play given the title “A basketful of sea trout”?

Ans) The title, “A Basketful of Sea-trout” is the most appropriate title for this play because the whole suspense and mystery of the play centers round the basket of trout’s. Without it, there could be any explanation of Jean’s visit to the judge’s lodge. It could be said that the judge and

his friend were telling lies or they were not in their right senses. The title is both the centre and the climax of the play.

B. Answer the following questions in about 250 words each.

1. How did the judge and Brodie deduce that Mrs Lomond had killed Nellie Salter?

Ans) Mrs. Lamond's own description about Nellie Salter lead the judge and Brodie to deduce that it was she who had murdered Nellie Salter. Mrs. Lomond knows every detail of the way. Nellie had taken while going up the hill and also while coming back down the hill. She also knows that Nellie, while going up the hill, had taken out her make-up material and beautified herself. And then there is the dark paint in which she paints her character. She says that Nellie was a wicked woman. She attracted young men towards herself and then ruins their lives. Mrs. Lomond's son, Hactor Lomond had also fallen in love with Nellie Salter and Mrs. Lomond feared if her son too would be ruined by Nellie Salter. When the case was tried in the court, no one could tell anything about Nellie's movement of the day when she was murdered. It was only Mrs. Jean Lomond who came in judge's lodge and told him and Brodie about Nellie's those movements which no one knew. All these details given by Mrs. Jean Lomond helped the judge and Brodie to deduce that Mrs. Lomond had undoubtedly killed Nellie Salter.

Q.2) Why did Mrs Lomond come to the judge's lodge? Give two reasons?

Ans) Mrs Lomond being a mother had a great concern for the safety and happiness of her son Hector Lomond. She had killed Nellie Salter to save her son from Nellie's false love-trap. She had committed suicide after killing Nellie. However, this painful story had been haunting Mrs Lomond even after her death. It was her perturbed and anxious ghost that visited the judge during the night. She came to the judge to confess before him that she had murdered Nellie. She, during her conversation with the judge and Brodie, made so clear statements that helped them deduce/conclude unambiguously that she had been after Nellie and murdered her in cold-blood. She did it only to save her own son as well as other credulous lads from the butcherous snares of Nellie. Secondly, Mrs Lomond had also come to get an assurance from the judge that her son's case will not be reopened. She was afraid that her son could be rearrested and punished as he was a suspect. However, the judge assured her that her son's case once finished would not be reopened.

LANGUAGE WORK**What do the following phrases in the lesson mean?**

- | | | |
|-------|-------------------------|--------------------------------|
| i. | Wind is dying down | = wind is subsiding. |
| ii. | My cup of tea | = of my interest |
| iii. | Solitary sort of fellow | = one who likes solitude. |
| iv. | Untidy end | = tragic end |
| v. | Take one's word | = believe a person's statement |
| vi. | Go wrong | = to commit a mistake |
| vii. | Clean sheet | = declare innocent. |
| viii. | Wide awake | = completely awake |
| ix. | Get in | = come in |
| x. | Break one's heart | = to hurt some one |

2. Find other words which can be used instead of the word/words in italics without changing the meaning of the sentences. Your word must begin with p.

- | | | | |
|----|--------------------------------------|---|---------------------|
| 1. | Strange | – | Peculiar |
| 2. | Farmers | – | Peasants |
| 3. | Feeling for or
against a criminal | – | Prejudice |
| 4. | Specially | – | Particularly |
| 5. | Organized | – | Programmed |
| 6. | Way | – | Path |
| 7. | Strong | – | Powerful |
| 8. | Nice | – | Pleasant |

GRAMMAR**Verbs/ Tenses used:**

- (i) The wind is dying down. (Present continuous)
(ii) It seldom does in these parts. (Present simple)
(iii) How did you get in here? (Past simple)
(iv) He left for Canada yesterday. (Past simple)
(v) I will get my car to take you home. (Future simple)

Adverb:

An Adverb is a word which describes, (modifies) a verb, an adjective, another adverb a determiner, a noun phrase, clause, or sentence. Adverb shows 'How, when, where, like things in a sentence.

Example are:

Sweetly, Hastefully, Scornfully, Beggedly, very, Most, etc.

Examples from text are:

- The door is silently opened. → She turns fiercely to Brodie.
→ Trying to speak lightly but failing.

Lesson No. 24
IF I WERE YOU
(Douglas James)

GLOSSARY → Difficult words and their meanings

Melodrama	<i>Dramatic, shocking, or highly emotional than the situation demands.</i>
Gypsies	<i>Somebody with nomadic life</i>
Inflection	<i>The way in which the sound of your voice changes</i>
Dandy	<i>Very good, excellent</i>
Trifle	<i>Something unimportant</i>
Gratuitous	<i>Not necessary</i>
Dodge	<i>To avoid something unpleasant</i>
Props	<i>A portable object other than furniture and costumes used on the set of play</i>
Muse	<i>Ponder; think' mull-over, contemplate</i>
Elude	<i>Avoid' dodge' throw off the scent</i>
Posh	<i>Smart' high-class' luxurious' aristocratic</i>

THINK ABOUT THE TEXT

Q.1 At last a sympathetic audience

- (i) Who says this? (ii) Why did he say this?
 (iii) Is he sarcastic or serious?

- Ans.** (i) Gerrard says these words.
 (ii) He said these words to calm down the volatile situation and win the confidence of the intruder
 (iii) He is sarcastic.

Q.2 Why does the intruder choose Gerrard as the man whose identity he wants to take on?

- Ans.** The intruder was a murderer who had killed a police man. The police were after him. His physical features had a close resemblance with those of Gerrard. He wanted to kill Gerrard and live comfortably as Gerrard.

Q.3 "I said it with bullets"?

- (i) Whose says these words?**
(ii) What does it mean?
(iii) It is the truth? Why does the speaker say this?

- Ans.** (i) Gerrard said these words.
 (ii) It means that Gerrard had fired at someone and killed him.
 (iii) The statement is not the truth. He only wanted to befool the intruder. He tried to prove him that he too was a criminal.

Q.4 What is Gerrard's profession? Quote the parts of the play to support your answer?

Ans. He worked for the theatre. The quotation that supports the answer is. "I can't let you have the props in time for rehearsal".

Q.5 You will soon stop being smart.

- (i) Who says this?
 (ii) Why does the speaker say it?
 (iii) What according to the speaker will stop Gerrard from being smart?

Ans. (i) The intruder said these words.
 (ii) He said it because Gerrard did not fear him and he turned the difficult situation into a comedy.
 (iii) The intruder warned Gerrard that he would make him crawl.

Q.6 "They can't hang me twice"?

- (i) Who says this? (ii) Why does he say this?

Ans. (i) The intruder said these words.
 (ii) The intruder had killed a police man. Now he planned to kill Gerrard. If he was caught he would have been hanged either for killing one person or two. That is why intruder said that he cannot be hanged twice.

Q.7 "A mystery I propose to explain"? What is the mystery the speaker proposes to explain?

Ans. Here Gerrard wanted to tell the intruder that he had also killed a man. He explained to him that the police were after him too.

Q.8 "This is your big surprise"?

- (i) Where has this been said in the play?
 (ii) What is the surprise?

Ans. (i) Gerrard said these words when the intruder was about to shoot him.
 (ii) Gerrard surprised the intruder by saying that he was himself a murderer and police were after him. Gerrard explained that he had to change places frequently as the police might have spotted him any time and nabbed him.

LANGUAGE WORK

I. Choose the correct word from the pairs given in brackets.

- | | |
|------------------|--------------|
| 1. site, ghastly | 2. Principal |
| 3. Continuously | 4. Effect |
| 5. Artist | 6. College |
| 7. Host | 8. Shape |

Verbs / Tense used:

- (i) I'm glad ... (Simple present)
 (ii) I'll make you crawl... (Future simple)
 (iii) I'll tell you the story... (Future simple)
 (iv) You've got enough sense... (Present perfect)
 (v) You're not dealing with a fool... (Present continuous)
 (vi) I've got brains and I use them... (Present perfect)