



Government of Tamilnadu

ENGLISH

X - STANDARD

**Untouchability
Inhuman- Crime**

Department of School Education

**A Publication Under
Government of Tamilnadu
Distribution of Free Textbook Programme
(NOT FOR SALE)**

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First Edition - 2011

Revised Edition - 2012

(Published under the Uniform System of School Education Scheme)

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Book Wrapper : M. Vijayarathy

Textbook Printing

Tamilnadu Textbook Corporation,

College Road, Chennai - 600 006

Price: Rs.

This book has been printed on 80 G.S.M Maplitho Paper

Printed by web offset at:

தேசிய கீதம்

ஐன கண மன அதிநாயக ஐய ஹே
பாரத பாக்ய விதாதா
பஞ்சாப ஸிந்து குஜராத மராட்டா
திராவிட உத்கல பங்கா
விந்திய ஹிமாசல யமுனா கங்கா
உச்சல ஜலதி தரங்கா
தவ சுப நாமே ஜாகே
தவ சுப ஆசிஸ மாகே
காஹே தவ ஜய காதா
ஐன கண மங்கள தாயக ஐய ஹே
பாரத பாக்ய விதாதா
ஐய ஹே ஐய ஹே ஐய ஹே
ஐய ஐய ஐய ஐய ஹே!

- மகாகவி இரவீந்திரநாத தாகூர்.

THE NATIONAL ANTHEM

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata
Jaya he, jaya he, jaya he,
Jaya jaya, jaya, jaya he.

- Rabindranath Tagore.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

தமிழ்த்தாய் வாழ்த்து

நீராருங் கடலுடுத்த நிலமடந்தைக் கெழிலொழுகும்
சீராரும் வதனமெனத் திகழ்பரதக் கண்டமிதில்
தெக்கணமும் அதிற்சிறந்த திராவிடநல் திருநாடும்
தக்கசிறு பிறைநுதலும் தரித்தநறுந் திலகமுமே
அத்திலக வாசனைபோல் அனைத்துலகும் இன்பமுற
எத்திசையும் புகழ்மணக்க இருந்தபெருந் தமிழணங்கே!
தமிழணங்கே!

உன் சீரிளமைத் திறம் வியந்து
செயல்மறந்து வாழ்த்துதுமே! வாழ்த்துதுமே! வாழ்த்துதுமே!

– 'மனோன்மணியம்' பெ.சுந்தரனார்.

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant 'Tilak' is the
blessed Dravidian land.

Like the fragrance of that 'Tilak' plunging the world in joy supreme reigns
Goddess Tamil with renown spread far and wide.

Praise unto 'You, Goddess Tamil, whose majestic youthfulness, inspires
awe and ecstasy.'

THE NATIONAL INTEGRATION PLEDGE

"I solemnly pledge to work with dedication to preserve and strengthen the freedom and
integrity of the nation."

"I further affirm that I shall never resort to violence and that all differences and disputes
relating to religion, language, region or other political or economic grievances should be
settled by peaceful and constitutional means."

A STUDENT'S VOW BEFORE MOTHER INDIA

Name :

Class :

School :

I shall overcome the obstacles raised by caste and communal prejudices and work
for the greatness of my Motherland putting to the fullest use the benefits that I derive through
education.

Vande mataram!

Signature

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A NOTE TO THE TEACHERS

You are indeed a privileged teacher to have a class of students who have completed nine years of learning and of acquiring the basic skills of English, and who are now ready to take the final steps to competence through your help and guidance! As you are aware, this year your students will not only be honing their skills and refining their abilities but will also be gearing up to face the State Board Examination. Some of them may need to face various interviews for further vocational studies or jobs.

The authors of Std X Textbook have kept all these factors in mind while preparing the material, ensuring that the content not only motivates the student to learning and acquiring proficiency in English but also makes them better citizens.

The **passages** chosen for study focus in content on the issues of national concern expressed in the National Curriculum Framework 2005 and also provide an insight into the use of style and genre in literature for those who wish to specialize in English at a later date. The Active Learning Methodology has been used in most of the exercises. However, you too need to be as active a guide and facilitator to your students so that you lead them smoothly through the steps of thinking, discovering, learning, expressing, and going beyond the text to make their learning experience effective. The prose and poetry selections in each unit are thematic and well illustrated with visual images and related verbal references. The passages are provided with pre-reading activities which help the students grasp the theme of the unit and move smoothly into the process of learning with the necessary comprehension, clarity and interest. Questions for formative evaluation are inserted at intervals within the prose passage to help students assess their understanding of the passage. Likewise, there are summative questions to provide feedback to teachers on the effectiveness of their teaching.

The **vocabulary** section of each unit deals with the usage of words and their application, with the knowledge of the context in which they are used. Some of the difficult words have been omitted in the glossary in order to facilitate students' self

learning through classroom word games; guessing the meaning; and dictionary search activities. Likewise, exercises are not repetitive so that you have your own space to apply creativity and innovation and help your students further enrich their vocabulary in the limited class time available. Most of the grammar exercises are for an enhanced application of the knowledge already acquired in the earlier classes. Essential details are highlighted, followed by examples and activities.

As the Std IX and X syllabi for grammar and language functions are packaged for study, most of the exercises - though tuned to the context- are designed for extensive revision. The integrated grammar exercise furnished at the end of the text includes most of the items the student has learnt from classes 6 to 10. However, as these exercises are only a few and of an elementary nature, teachers might supplement them with more challenging activities on every aspect of grammar.

The prose passages selected as learning material in each unit serve as apt tools for integrated learning and use of the skills of Listening, Speaking, Reading and Writing, besides Grammar, Vocabulary and Language functions. Exercises furnished to develop reading skills have been selected with great care, catering to the interest and needs of the learners. It would be more effective to allow the students to do the activities on their own with minimum but necessary guidance.

Activities on listening skill concentrate on understanding sounds and content; paraphrasing the material prescribed; and reacting, evaluating and responding appropriately. Nevertheless, teachers need not limit themselves to the given material only but could incorporate news announcements, story telling, poetry reading, role plays and other such aural activities to help students enhance their listening skill.

The writing skills have been based on what has been prescribed in the syllabus for Std IX and X, keeping in mind the necessary craft the student requires to express his creative and reflective thoughts through writing, and his need to ably tackle the general questions in the Board Examination. Teachers are earnestly requested to discourage rote learning from prepared notes and assist students to write on their own for both textual and general writing, however tedious the correction

and evaluation of such writings may be. This area of writing skills is a test of fire that all dedicated and committed teachers must put themselves through. The activities in the book will no doubt motivate the student to write, but individual attention with prompt and personalized feedback would ensure marked improvement in their writing skills.

Various activities have been presented to encourage students to use the language in dialogues and discourses; in narrating of personal experiences; in expressing thoughts and feelings; in sharing problems and offering solutions. Students would be equipped with the knowledge of preparing and presenting projects and write-ups; organizing seminars; interpreting nonverbal presentations, describing pictures, understanding road maps, developing headlines and formulating advertisements with catchy slogans.

Translation activities have been chosen to build skills of expression in both languages - English and Tamil - so that students could apply them in real life situations.

The prose and poetry excerpts include formative questions that kindle the mind and encourage thinking beyond the text, so that students find a link between the passages they have studied and real life situations. There are also hypothetical questions which encourage students to visualize probabilities and possibilities in different situations and strategically use the appropriate functions of language like Conditionals and Modals to voice their feelings, suggestions, opinions and decisions. Parallel reading poems have been placed beside the main poems to help students in the enhancement of their literary appreciation. However, these poems are not included for testing.

The supplementary reading materials have been selected for their short, simple and comprehensible content, keeping the essential objectives in mind: creating a love for reading; encouraging reading with speed and understanding; recognizing the variegated mood, attitude and character of individuals; appreciating life through literature, and identifying themselves with the meaning of life. It is an earnest plea that teachers make the supplementary reading periods lively yet contemplative, and discursive, for it is from such classes that future societies emerge.

Please note : Passages in the text should be studied with focus on the content and language only and not on the authors or poets.

Unit 1: The passage for study in this unit belongs to the genre of a short story in narrative style. The story is set on a social theme of character and wealth. It gives wide scope for students to analyse, debate and express their views on human nature and on the positive influences of circumstances. It is followed by a poem which shows in contrast the haves and the have-nots, and the attitude of the former towards the latter. The supplementary reading passage is one of sentiment and emotion, highlighting the stages of a child's emotions when having to give up a pet.

Unit 2: The passage is in the genre of an academic speech and is oratorical in style. The theme is centred on the importance of fine arts with special reference to music. The passage substantiates the positive power of music in its influence on our aesthetic values, our emotional stabilities and our social harmony and peace. The corresponding poem highlights music as a key to emotional reminiscences of the treasured moments in childhood. The supplementary reading material that follows recounts a child's observations on the impact of a musical instrument on his parents' life.

Unit 3: The passage in this unit is in the genre of a public address rendered in didactic style. The theme is on personality development, highlighting the essential skills of co-operation, adaptability, self-discipline, responsibility and respect which every student should possess. It is followed by a poem of advice to youth on how to face the challenges of life and become a wholesome human being. The story selected for supplementary reading touchingly portrays the outcome of adversely subjecting one's character to circumstances, and thereby changing one's whole personality and countenance.

Unit 4: The study material in this unit focuses on a global issue of Environment and Conservation in connection with climate change and diminishing water supply. The write-up is in the genre of narrative non-fiction in a combined style of a factual narration and a reflective essay. This study material rings a warning bell which will provoke students into discussions on the dreadful consequences if the issues of global warming and water scarcity are ignored. The poem, in a shift from the gloomy foreboding of the prose reading, spiritedly describes the thrilling experience of some youngsters who go into the woods after sunset to fetch water from a brook.

The supplementary passage which follows is a real-life incident recounting a near-death experience of a woman who is sucked into a storm water drain and has a miraculous escape. Here, the prose, poetry and supplementary passages in their entirety give an insight into the dual dimensions of the elements of Nature and Man's need to understand and handle them shrewdly.

Unit 5: The passage for study in this unit takes the student directly into two major national concerns - the subaltern segment of our society which has been for a long time, un-noticed in the cultural profile of our nation; and the child labourer who is denied the right to education and forced to toil and labour for a living with neither "dignity, self-confidence or strength". The passage is a strongly worded reflective response, in a journalistic approach, to a news item on child labour and abuse. The poem carries the theme further by presenting a verbal picture of child labour in the past, and depicting through poetic imagery the hardships that children were subjected to during the 'Industrial Revolution' in England. The supplementary narration, in a lighter vein, brings out the pleasures of childhood with its unrestricted freedom in creativity and invention and paints in subtle shades the bonding of siblings through all their experiences whether good or bad.

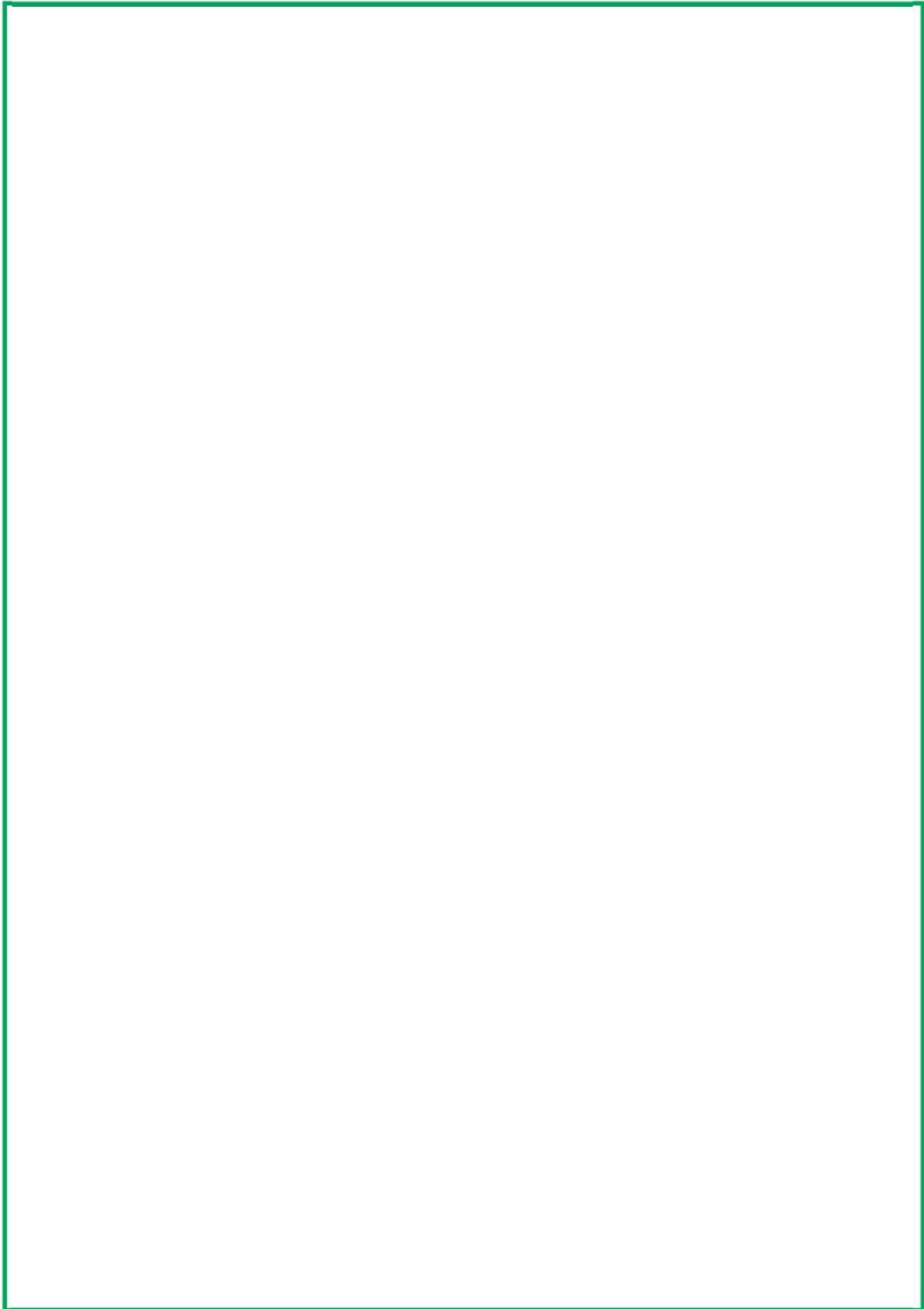
Unit 6: This unit contains a study material which is in the genre of non-fiction and children's scientific journal. This short research on the phenomenon of bird migration provides, besides the content knowledge, a wide scope for students to acquire the scientific registers of language and use them skillfully in their own expressions. The accompanying poem is a self-description of a migrant bird through whose words the poet contrasts the bird's peaceful determination and unrestricted freedom to man's self-made barriers and power conflicts. The supplementary story of this unit portrays the turmoil in the mind of a young man who has migrated to a foreign country and for whom the reality of his dream has lost its lustre.

Unit 7: This unit is set on the theme of our cultural heritage with special focus on the architectural wonder of the thousand year old Brihadeeshvarar Temple of Thanjavur in Tamilnadu, commonly referred to as the Big Temple. The reading passage is in the genre of a travelogue, the style being picturesquely descriptive in depicting the salient features of the temple and the museum in its premises.

As a complement to the temple's carvings on stone, the poem prescribed for study chisels out the creative skill and the mental and physical stress of a temple sculptor, who with reverence carves a stone idol and looks with awe and pride at his completed creation of God in the image of Man. The supplementary reading passage is a story for light reading, describing the clever manner in which a smart child outwits villainous thieves and thwarts their attempt at robbing a family.

The authors of this textbook have made a sincere and committed effort to blend the prerequisites of the National Curriculum Framework 2005 with the teaching and learning objectives of the Tamilnadu State Revised Syllabus for English, incorporating where required the Active Learning Methodology. All the excerpts, poems and passages selected here, contain language that is communicative and suitable for students to use freely and confidently beyond the classroom. In content every selected piece is purposeful and meaningful in the moulding of the students' character, personality and outlook and in developing a good citizen for a future society. It is hoped that this book would facilitate ample interaction between the teachers and learners and make space for a learner-friendly atmosphere in the class. However, it must be emphasized that a language textbook is only a tool and language learning is not confined to the pages of a textbook. Teachers need to go to various day to day sources like the newspaper, magazine, T.V and radio programme, etc. and link them with activities relating to the learning items in the text. A creative and an innovative teacher can do more than a textbook can!

We wish you and the students a memorable year of happy interaction while teaching and learning English through this textbook!



UNIT 1

THE MODEL MILLIONAIRE

PROSE

Pre reading Activity :

Have you ever mistaken a teacher or your friend for someone else, while looking at them from a distance?

✧ 'Appearances are deceptive'. Can you judge a person by his mere appearance?

✧ Here is a story which describes the unexpected consequences of mistaking a person for someone else.



Oscar Wilde

Hughie was wonderfully good looking with his crisp brown hair, his clear cut **profile** and his grey eyes. He was as popular with men as he was with women, and he had every **accomplishment** except that of making money. He had tried everything. But he became nothing, a delightful, **ineffectual** young man with a perfect profile and no profession.

Hughie wanted to marry Laura Merton, the daughter of a retired **Colonel**. The Colonel was very fond of Hughie but would not hear of any engagement. "Come to me my boy, when you have got ten thousand pounds of your own and we will see about it," he said. Hughie looked very **glum** and he cursed himself for his inability to fulfil the condition.

1. What was Hughie's financial status?
2. What was the condition laid down by the Colonel to allow Hughie's engagement to Laura?
3. Why was Hughie upset ?

One morning as he was on his way to Holland Park, he dropped in to see a great friend of his, Alan Trevor. Trevor was a painter. He was a strange rough fellow with a **freckled** face and a red **ragged** beard.

profile	- outline of the face / head
accomplishment	- a well learned ability / skill
ineffectual	- not doing anything worthy
colonel	- (pronounced like the word ker-nel) a high rank in the army
glum	- sullen, dejected, displeased
freckled	- marked with small brown spots on the skin
ragged	- untidy

When he took up the brush, he was a real master and his pictures were eagerly sought after.

When Hughie came in, he found Trevor painting the finishing touches to a wonderful life size picture of a beggar man. The beggar himself was standing on a platform in a corner of the studio. He was a **wizened** old man with a face like wrinkled **parchment** and a most **piteous** expression. Over his shoulders was flung a **coarse** brown cloak, all tears and tatters; his thick boots were patched and cobbled and with one hand he leant on a rough stick while with the other he held out his battered hat for **alms**.

1. What makes you feel Alan was a good painter?

2. What made the old man look a typical beggar?

"What an amazing model!" whispered Hughie, as he shook hands with his friend.

"An amazing model?" shouted Trevor at the top of his voice. "I should think so! Such beggars as he are not to be met with every day."

"Poor old chap!" said Hughie, "How miserable he looks! But I suppose to you painters, his face is his fortune?"

"Certainly you don't want a beggar to look happy, do you?"

"How much does a model get for sitting?" asked Hughie.

"A shilling an hour."

"And how much do you get for your picture, Alan?"

"Oh! For this I get two thousand pounds."

wizened	– looking dried up through age
parchment	– a piece of paper
piteous	– sad, sorrowful
coarse	– rough
alms	– offerings





1. Why is the model's face his fortune?
2. How many shillings make a pound?
3. In our country models pose for advertisements. How much do you think they are paid?

After sometime, the servant came in and told Trevor that the frame maker wanted to speak to him. “Don't run away Hughie” he said, as he went out, “I'll be back in a moment”. The old beggar took advantage of Trevor's absence to rest for a moment on a wooden bench. He looked so **forlorn** that Hughie could not help pitying him. All he could find was a **sovereign** and some **coppers**. “Poor old fellow”, he said to himself and slipped the sovereign into the beggar's hand. The old man said, “Thank you, sir”. Then Trevor arrived and Hughie took his leave.

The next day when Hughie visited Trevor, he was surprised to hear that the model kept asking Trevor for all details about him. Trevor informed Hughie that he had clearly explained Hughie's condition to the old model. “What! You told that old beggar all my private affairs?” cried Hughie looking very red and angry. “My dear boy”, said Trevor smiling, “that old beggar as you call him is one of the richest men in Europe. He is Baron Hausberg. He is a great friend of mine”.

What was the beggar's true identity?

“Good Heavens! I gave him a sovereign!” and he sank into an armchair.

“Gave him a sovereign!” shouted Trevor and he burst into a roar of laughter.

“What will he think of me?” said Hughie.

“Oh, my God! I could not make out why he was so interested to know all about you; but I see it all now. He will invest your sovereign for you, Hughie, pay you the interest every six months and have a capital story to tell after dinner,” commented Trevor.

Why did Hughie fear an adverse reaction from the Baron?

forlorn	– forsaken, lonely
sovereign	– a former currency worth 1 pound
coppers	– coins of lower denomination



The next morning as he was at breakfast, the servant brought him a card on which was written Baron Hausberg and Hughie told the servant to show the visitor up. An old gentleman came into the room. "I have come from Baron Hausberg". He continued, "I beg sir, that you will offer him my apologies," stammered Hughie.

Why did Hughie wish to apologise to the Baron?



"The Baron", said the old gentleman with a smile, "has **commissioned** me to bring you this letter". And he extended a sealed envelope on which was written "A wedding present to Hugh Erskine - Hughie and Laura - from an 'old beggar' and inside was a cheque for ten thousand pounds.

commissioned - ordered

"Millionaire models" remarked Alan, "are rare enough, but by Joe! Model Millionaires are rarer still!"

Pondering over the text :

1. Why was Hughie angry with Trevor?
2. Why did Trevor remark that such beggars as the model were not to be met with every day?
3. Why did Hughie grow offended at Trevor's act of discussing his affairs with a stranger?
4. What was the Baron's reaction to Hughie's innocent act of awarding him a coin?
5. Differentiate – 'Millionaire Models' and 'Model Millionaires'.

More about the text :

1. How would you justify the title of the story?
2. Attempt a character sketch of a) Hughie; b) the Baron.
3. Think of a different way in which Hughie's problem could have been solved.
4. Imagine another possible reaction the Baron could have had on receiving alms from Hughie.

Answer in a paragraph :

1. Who was Hughie? How had Hughie treated the model who posed for Trevor?
2. What was the result of Hughie's mistaking the Baron for a beggar?

Vocabulary :

Choose the context that is nearest in meaning to the italicised word in each sentence :

1. Hughie was *popular* with everyone.
 - a) The answer remains unknown.
 - b) Kolkata is a populous city.
 - c) The rat peeped out of its hole.
 - d) Sachin is a well known cricketer.

2. What an *amazing* model! said Trevor.
 - a) The patient had a surprising recovery.
 - b) The scenery was splendid.
 - c) The walls were brightly painted.
 - d) The issue is an alarming one.

3. The man held out his *battered* hat for alms.
 - a) The rear portion of the car was beaten out of shape.
 - b) The batsman batted continuously for two hours.
 - c) The house he lives in is modern and huge.
 - d) He was dressed in rags.

4. He *extended* a sealed envelope.
 - a) My friend offered me an invitation to the party.
 - b) The crowd kept swelling.
 - c) The narrow road expanded into a highway after a while.
 - d) The doctor examined the patient carefully.

5. His thick boots were *patched* and cobbled.
 - a) He divided his land equally among his sons.
 - b) He covered the old painting with some new paint.
 - c) He renewed his friendship after many years.
 - d) All the tears in the dress have been sewn up.

Choose the best antonyms for the *italicised* words from the options given below :

1. He cursed himself for his *inability* to fulfil the condition.
a) inadequacy b) capacity c) ability d) sincerity
2. His pictures were *eagerly* sought after.
a) expectantly b) enthusiastically c) differently d) indifferently
3. His expression was the most *piteous*.
a) pathetic b) joyous c) kind d) anxious
4. Do not tell him all my *private* affairs.
a) impersonal b) public c) secret d) privileged
5. Such men as the Baron are very *rare*.
a) common b) uncommon c) difficult d) dear

Construct your own sentences using the phrases given below :

to make matters worse, used to, take up, on account of

Fill in the blanks with the right homophones :

1. The colour of your.....is the same as that of the (*hair / hare*)
2. Do you the answer? I don't. (*no / know*)
3. I can the bell from (*hear / here*)
4.day on earth is measured by the (*hour / our*)
5. He wants to a flat..... selling his house. (*by / buy*)

Grammar

Reported Speech - Revision

Let us recall and revise what we have learnt in Std VIII and IX.

Look at these sentences:

Statements -

(*Direct speech*) "What can I do for you?" the Headmaster asked the boy.
"I have come to ask you for a scholarship", the boy said.

(*Indirect speech*) The Headmaster asked the boy what he could do for him.
The boy replied that he had come to ask him for a scholarship.

Interrogatives - Yes / No questions

(Direct speech) The doctor asked the patient, "Do you smoke?"

(Indirect speech) The doctor asked the patient whether (if) he smoked.

Interrogatives - 'Wh' questions

(Direct speech) The teacher said to the boys, "Where do you want to go?"

(Indirect speech) The teacher asked the students where they wanted to go.

Imperative sentence

(Direct speech) The teacher said to the boys, "Don't write on both sides of the paper."

(Indirect speech) The teacher instructed the boys not to write on both sides of the paper.

Exclamatory sentences

(Direct speech) "What a beautiful view it is!" said my friend.

(Indirect speech) My friend said that it was a very beautiful view.

When a sentence in the direct speech is transformed into the reported speech, it undergoes certain changes. Can you identify these changes in the sentences given above.

Write what the people actually said :

1. The teacher told the students that the students had done very well in the test.

The teacher said to the students, "....."

2. The Prime Minister said that he was determined to abolish poverty.

The Prime Minister said, "....."

3. All holy scriptures advise us to do our duty without worrying about the result.

All holy scriptures say, "....."

4. The teacher asked me whether I was going to join the Medical course or the Engineering course.

The teacher said to me, "....."

5. Shyam's grandfather advised him not to waste his time in unnecessary activities.

Shyam's grandfather said to him, "....."

Report the dialogue given below to your friend :

Patient : Doctor, a bee has stung me. The pain is unbearable.

Doctor : Don't worry; I'll apply some cream on it.

Patient : You'll never find that bee. It must be far away.

Doctor : No, I'll apply the cream on the place where you were stung.

Patient : Oh! It happened in the park where I was sitting under a tree.

Doctor : No, No, you are mistaken; I mean, on the part of your body where the bee stung you.

Patient : Oh, it was on my finger!

Doctor : Which one?

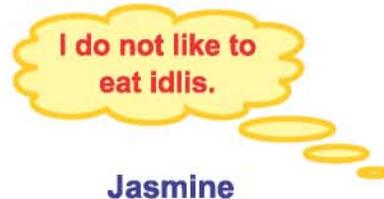
Patient : How am I to know? All bees look the same to me.

Doctor : Oh Gosh! I have never come across such a foolish person in my life!

Match the utterance with the situation and complete the statement :

1) "Oh! I am tired! -----" (Mohana to her aunt)	Raghu has not brought the leave letter.
2) "I will not excuse you.-----" (Teacher to Raghu)	Sunitha has failed to return the library books on time.
3) "I don't need a 50 rupee note. Don't -----?" (Conductor to the passenger)	A tourist wants to find his way to the Museum.
4) "Sunitha, you ought to ----- -----." (Librarian to Sunitha)	Mohana has been working hard for her examinations.
5) "Which is -----?" (Tourist to the policeman)	The passenger has not brought enough change.

Kinds of Sentences :



Keshav has said something in a sentence. He has made a **statement**. His statement is in the **affirmative**.

Jasmine too has made a statement. Her statement is in the **negative**.

Here we have **two kinds** of sentences – the **Affirmative** sentence and the **Negative** sentence.



Raghu asks a question. His sentence is an **Interrogative** sentence.

Sarathy answers expressing his feeling. His sentence is an **Exclamatory** sentence.

Anandh calls the boys. He instructs them. "Don't stand there talking" - this sentence is a **Command** or **Imperative** sentence.

These are the five kinds of sentences we use in a language.

Activity: Identify the sentences according to their kind.

1. How talented you are!
2. Open your books at page 80.
3. I do not want to see this movie.
4. May I go out to play?
5. The rivers run dry in summer.
6. There is no water in the lake.
7. Can you show me the way to the railway station?
8. What a dirty place this is!
9. Please leave your footwear outside the hall.
10. This lesson is interesting.

The idea in one kind of sentence can be expressed through another kind of sentence.

Look at the following sentences:

1. What an amazing performance! **(Exclamatory-Affirmative)**
The performance was amazing. **(Statement-Affirmative)**
2. Can anyone be more patient than a mother? **(Interrogative)**
No one can be more patient than a mother. **(Statement-Negative)**
3. Leave the room now. **(Imperative-Affirmative)**
You should leave the room immediately. **(Statement-Affirmative)**

Activity: Transform as directed:

1. How ferocious the tiger is! **(into a statement)**
2. No one can match his intelligence. **(into an interrogative sentence)**
3. Does anyone dare to disobey the headmaster? **(into a negative statement)**
4. Check your belongings before you leave. **(into a statement)**
5. Is there any substance hotter than fire? **(into a negative statement)**
6. He is always late in completing his work. **(into a negative sentence)**
7. How can you give up the project when it is nearing completion?
(into a statement)
8. Fill all the vessels with water. **(into a statement)**

Question Tags

Look at this question :

“Do you have a pen?”

You ask this question because you do not know if the person has a pen.

Now if you thought the person had a pen but you were in doubt, you would ask the question thus :

“You have a pen, haven't you?”

If you thought the person did not have a pen, but you weren't sure and wanted to confirm it, you would ask,

“You don't have a pen, do you?”

Note that the first part of your question is a **statement** followed by a question tag. If the statement is affirmative, the tag will be negative and if the statement is negative,

the tag will be affirmative. The tag will take the pronoun in the place of the noun in the statement. **e.g.** This lesson is easy, isn't it?

Students of Std X have no time to waste, have they?

You can study well, can't you?

The bell has not rung, has it?

The sun sets in the west, doesn't it?

People shouldn't be rude to one another, should they?

Activity

Complete each of the following statements with a question tag.

Remember:

- (a) Affirmative statements will have negative tags.
- (b) Negative statements will have an affirmative tag.
- (c) The tag will contain a pronoun.
- (d) The tag will follow a comma and begin with a small letter.

1. The bus is early today, _____ ?
2. There is no water in the tank, _____ ?
3. People must keep the streets clean, _____ ?
4. I shall carry the bags for you, _____ ?
5. The conductor will not give you change for Rs. 10/-, _____ ?
6. Our team will win the match, _____ ?
7. The flag has four colours on it, _____ ?
8. I haven't answered your questions, _____ ?
9. Plants give out oxygen during the day, _____ ?
10. You should treat each other with respect, _____ ?

Listening skill :

Listen to the following information on a contemporary millionaire and answer the questions that follow :

Warren Edward Buffett, born on August 30, 1930, is an American investor, industrialist and philanthropist. He is one of the most successful investors in the world. Often called "the legendary investor", he is the primary shareholder, chairman and CEO of Berkshire Hathaway. He was ranked as the world's wealthiest person in 2009 and is currently the third wealthiest person in the world as of 2010.

Buffett is also a notable philanthropist, having pledged to give away 99 percent of his fortune to philanthropic causes, primarily via the Gates Foundations. In 2009, after donating billions of dollars to charity, Buffett was ranked as the second richest man in the United States, with only Bill Gates being ranked higher than Buffett. In June 2006, he announced a plan to give away his fortune to charity, with 83% of it going to the Bill & Melinda Gates Foundation, making it the largest charitable donation in history.

A significant proportion of his wealth will not go to his children. His action is consistent with his principle that is against the transfer of great fortunes from one generation to the next. Buffett once commented, "I want to give my kids just enough so that they would feel that they could do anything, but not so much that they would feel like doing nothing".



Questions :

1. Buffett is known as _____.
a) the model millionaire b) the legendary donor
c) the legendary investor d) a great philanthropist
2. State whether the following statement is true or false:
Buffett is currently rated as the wealthiest person in the world.
3. _____ is appreciated for the largest charitable donation.
a) Bill Gates b) Melinda Gates
c) Berkshire Hathaway d) Edward Warren Buffet
4. Buffett did not wish to _____.
a) transfer his huge property to his next generation
b) contribute much to the society
c) improve the investment sector
d) make huge donations to the poor
5. Having too much money would make people _____.
a) ideal b) charitable c) active d) idle

Speaking Skill :

Group Activity

- a) The class is to be divided into two groups. The topic for discussion is "The aspiration to become an author or a journalist is not strong in students of today."



Remember the following :

Say "Excuse me" when you need to interrupt the one who is speaking.

Say, "I'm sorry, I don't agree with you" when your viewpoint differs.

Start with "In my opinion..."; "I think..." or "I would say that..." when you express your opinions.

- b) Imagine this situation. You have not seen your uncle, who has been living abroad for over a decade. You do not believe he is your uncle when he comes to your house, when your parents are away. While refusing to let him in, your parents return home and clarify the matter. Narrate this incident to your friends.

Reading Skill :

Read the passage given below and answer the questions that follow :

The Autobiography of a Euro

It took three long years for my coming into existence after the idea of a new currency was conceived. I was conceived and named on 1st Jan, 1999, when eleven European countries decided to have a new money form i.e. the Euro. My value was determined according to the conversion rate fixed by these countries in terms of their own currencies. On 1st January 2002, I was circulated as currency notes when twelve countries adopted me as their currency. Some countries opposed the idea of using me and initially refused to accept me. But now almost all the European countries have accepted me as valid currency. My brother Dollar who is in America, my brother Lira residing in Italy and my sister Sterling were quite jealous of me but soon they accepted my existence and started respecting me. I now enjoy a place of pride among all the currencies in the world and almost everyone accepts me freely.



Questions:

1. When did Euro come into worldwide acceptance?
2. Euro was accepted without opposition- Is this statement true or false?

3. Bring out the sibling rivalry in Euro's family .
4. What is the present status of Euro?
5. To which continent does this currency belong? Find out the names of at least three countries whose currency is the Euro.



Writing Skill:

A. Can money buy happiness? Develop your ideas with the help of the point given below. Use your Ideas and write a paragraph on the topic.

Yes , because money	No, because money doesn't
buys house / clothes / car...	get you health, happiness...

B. Know Your Idioms :

1. A penny for your thoughts? - What are you thinking about?
2. a chance in a million - either no chance at all or a very slim chance
3. two sides of the same coin - two contrasting characters in the same category
4. a million dollar question - a question with a much awaited and valuable answer
5. as good as gold - very well behaved
6. to cash in on - to take advantage
7. thirty pieces of silver - the money paid to Judas Iscariot for an act of betrayal.

C. Write dialogues for the following situations :

1. Sarathy visits the doctor, complaining of a headache and fever. Build a conversation between the doctor and Sarathy, with a minimum of five utterances each.
2. Sumathi has won the first prize at an elocution competition. She excitedly informs her mother of this, describing the number of contestants, the manner in which she spoke and how she had overcome her nervousness. Write a dialogue with a minimum of five exchanges for this situation.

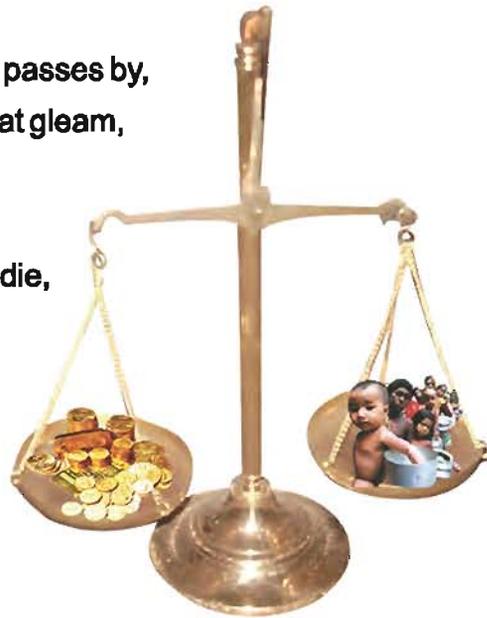
UNIT 1

POEM

TO A MILLIONAIRE

The world in gloom and splendour passes by,
And thou in the midst of it with brows that gleam,
A creature of that old distorted dream
That makes the sound of life an evil cry.
Good men perform just deeds, and brave men die,
And win not honour such as gold can give,
While the vain multitudes plod on, and live,
And serve the curse that pins them down. But I
Think only of the unnumbered broken hearts,
The hunger and the mortal strife for bread,
Old age and youth alike mistaught, misfed,
By want and rags and homelessness made vile,
The griefs and hates, and all the meaner parts
That balances thy one grim misgotten pile.

- Archibald Lampman



multitude - large number of people
plod on - move on very slowly
strife - struggle
vile - evil
grim - gloomy, depressed
pile - heap

1. You find a contrast in the first line of the poem. What is it?
2. In this contrast, the poet addresses someone as 'thou'. To whom does the word 'thou' refer?
3. (a) Is the millionaire among his own kind of people? Give reasons for your answer.
(b) To whom does the word 'creature' refer? (clue: answer lies in the first four lines)
4. How does the good man's honour differ from that of the millionaire?

5. Fill in the blanks :-

- (a) The poet thinks of the many people who are ----- hearted and struggle with ----- for bread.
- (b) These unnumbered people are made up of the old and -----.
- (c) All these unnumbered people have been taught wrong values and do not have proper clothing or -----.

- (d) Such people become ----- with desire and are filled with sorrow and-----.
- (e) The number of such people balance the wealth the -----has.
6. Do you think the money earned by the millionaire is 'misgotten'? Can you think of some means by which this money could have been obtained?
 7. When will a millionaire's wealth be considered 'a misgotten pile'?
 8. The character of people changes with the alterations in their living conditions. Does this statement hold good always? Why do you say so?
 9. Pick out the words in the poem that show the poet's negative opinion about the millionaire.

Answer in a paragraph :

- a) How does the poet portray a millionaire?
- b) What are the views of the poet on the manner in which the millionaire acquires his wealth?

Literary appreciation :

Figure of speech:

The world in gloom and splendour passes by,

Here the world is personified as a human being passing by.

This aspect of portraying a non-living thing as a living person is called 'Personification'.

Rhyming words :

In lines 1 to 4, the following are rhyming words:

by – cry (lines 1 and 4), gleam- dream (lines 2 and 3)

1. List out the words that rhyme in lines 5 to 8.
2. Also identify the rhyming words in lines 9 to 14.
3. You notice that the words 'distorted' and 'dream' are in alliteration. Identify at least one more instance of alliteration in the poem.

Thinking beyond the text :

Do you think Lampman's 'millionaire' is similar in character to Oscar Wilde's 'millionaire'? Give reasons for your answer?

UNIT 1

SUPPLEMENTARY READING

SAM - Tammy Ruggles

It was a chilly, rainy morning; terrible weather for summer.

School was out, but I couldn't go outside and play because Mom said I would get sick.

So, I put on my jacket and went out on the front porch, and that's where I found this blond Labrador with a hurt paw.

"Gee, what happened to you?" I asked as I knelt down beside him.

He whined and put his head down on his good paw.

There wasn't a collar, so I didn't know who he belonged to or what I should do.

It seemed kind of mean to call the dogcatcher on a hurt animal.

"Mom!" I shouted as I ran inside the house. But Mom was gone. I'd forgotten that she had to go to the store.

Oh well. I went to my room and got out my First Aid kit.

It wasn't a real one. Just the one I played doctor and patient with, but it had stuff from my Mom's real one, like iodine, bandages, stuff like that.

After carrying medical supplies out on the porch, I bent down to the dog again. "What's your name, huh?" The dog only whined.

"Guess I'll call you Goldy" I told him, "since you're gold."

I nursed the dog's paw as best as I could, then sat down next to him and patted his head because he seemed kind of sad. Questions circled through my mind, like, How did he get hurt? To whom did he belong? Where did he live? How did he get lost? Goldy and I sat together until Mom came home.

"Can I keep him, Mom?"



She knelt down with us and patted the dog's head too. "He probably belongs to someone, Shelly. He must have somehow got separated from his master. We need to find his owner" My heart sank. I knew she was going to say that.

"But if the owner doesn't show up, I guess he's ours."

So Mom put a notice in the paper, and we waited. It was the longest wait of my life. Goldy was a good dog, and mended more every day. At first he couldn't walk on his paw at all, but then little by little it healed.

The days went by with no one showing up to claim the dog. When Goldy was feeling all better, we played Frisbee and football in the yard. He was a very smart dog, and knew commands like "Sit", "Stay", and "Come".

"Someone must have trained him", Mom said sadly. "That means he has an owner." But still no one came. Secretly, I was glad. I wanted Goldy to be my dog. Mom even put his picture in the paper, and still no one came.

"Guess he's your dog now, Shelly," she said one day, as she brought home a new chew toy for Goldy to play with. "Yey!" I yelled, jumping up and down.

Goldy was even beginning to act like my dog. He followed me to school, and waited all day until I came out. He even walked beside me, and on the outer side of the sidewalk to get between me and the traffic.

Then one day when we got home from school, a strange van was in the driveway, and there was a lady with dark sunglasses and a white cane on our front porch talking to Mom. A man was with her. Goldy started barking and ran up to the blind lady.

"Sam!" the lady laughed, and Goldy ran into her arms. Goldy whined with love, licking all over the lady's face. I looked at Mom. She didn't have to tell me what was going on. Goldy wasn't really Goldy. He was Sam. And he was her Sam. Her guide dog. My heart sank.



The lady began to cry, and so did Sam, by the sound of him. They looked so happy to be reunited. I started to cry too, but for a different reason. I was going to lose my new best friend.

"Thank you, Shelly", the lady said holding her hand out for me to shake, "for taking care of Sam. We were in a traffic accident, and somehow we got separated when I went to the hospital. I guess he lost his collar and harness too." I looked at her hand, I didn't want to give Goldy up, but I could see that it was this lady he really belonged to. Not to me. I was just temporary.



She needed him, and he needed her. He was a trained working dog with an important job to do. They were happy together. And I definitely wanted Sam to be happy.

I did what I knew was right, and shook Diane's hand.

"You're welcome," I told her. It was hard letting him go, but it would have been harder keeping him from his rightful owner. "You can come and visit him anytime you like," Diane offered.

That put a big smile on my face. "Thank you." I said and watched the car with the two happy souls disappear round the driveway.

porch	- verandah
mended	- improved
show up	- turn up
frisbee	- a game in which a plastic disc that spins in the air is thrown and caught by the players
driveway	- a road that leads to the house
collar	- a band placed around the neck of an animal to identify it
harness (n)	- a set of straps put around the body to control the animal

Choose the correct answer:

- The boy found the with a hurt paw.
 - labrador
 - dobermann
 - pomeranian
- The boy called the dog.....
 - Sweety
 - Goldy
 - Brownie

3. The important job the dog had was
a) to catch thieves b) to guard Diane's house c) to guide Diane
4. Who were reunited?
a) Shelly and Sam b) Sam and Goldy c) Diane and Sam
5. A..... is not a pet animal.
a) dog b) cat c) tiger

Answer the following questions:

1. Describe the condition of the dog when Shelly found him.
2. Why didn't Shelly hand over the animal to the dogcatcher?
3. How did Shelly nurse the wounded dog?
4. Did Shelly's mother readily permit him to retain the dog? Why?
5. Describe the happy times that Shelly and Goldy spend together.
6. Why did Shelly's mother feel that the dog had already been trained?
7. How did Goldy behave like he belonged to Shelly?
8. When did Shelly's dreams get shattered?
9. What had made Sam get separated from the lady?
10. What made Shelly give up Sam to the lady?

Answer in a paragraph:

1. Narrate the story in your own words.
2. How would you feel if your pet animal was lost? Describe what your reaction would be when you found it again.

Parallel Reading : 'The Lost Child' by Tagore

Tongue Twister

Faithful friends freely forgive.
Tie twine to three tree twigs.

A Funny Answer

What is the difference between a bottle of
medicine and a door mat?

One is shaken up and taken and
the other is taken up and shaken.

UNIT 2

MUSIC - THE HOPE RAISER

PROSE

Pre-reading Activity :

- ⇒ What sort of music do you listen to : cine songs, classical, western? Why?
- ⇒ How does music change your mood? Do you feel refreshed or gain consolation or lose hope on listening to music?
- ⇒ Who is your favourite singer / instrumentalist?
- ⇒ What do your parents suggest regarding your career?
- ⇒ Do all parents think that music is as important as education? Why do you say so?

Dr. Karl Paulnack, pianist and director of the music division at The Boston Conservatory, gave this fantastic welcome address to the parents of incoming students at The Boston on September 1, 2004:

"One of my parents' deepest fears, I suspect, is that society would not properly value me as a musician, that I wouldn't be appreciated. I had very good grades in high school, I was good in science and math, and they imagined that as a doctor or a research chemist or an engineer, I might be more appreciated than I would be as a musician. I still remember my mother's remark when I announced my decision to apply to music school. She said, "You're wasting your SAT scores!" On some level, I think, my parents were not sure what the value of music was, what its purpose was. And they loved music: they listened to classical music all the time. They just weren't really clear about its function. So let me talk about that a little bit, because we live in a society that puts music in the "arts and entertainment" section of the newspaper. Serious music, the kind your kids are about to engage in, has absolutely nothing whatsoever to do with entertainment, in fact it's the opposite of entertainment. Let me talk a little bit about music, and how it works.

*What was the author's choice of career? How was this against his parents' wish?
Do you think music is different from entertainment? How?*

One of the first cultures to **articulate** how music really works was that of the ancient Greeks. And this is

SAT - Standard Assessment Task
articulate - to express thoughts or feelings clearly in words

going to fascinate you: the Greeks said that music and astronomy were two sides of the same coin. Astronomy was seen as the study of relationships between observable, permanent, external objects, and music was seen as the study of relationships between invisible, internal, hidden objects.

Music has a way of finding the big, invisible moving pieces inside our hearts and souls and helping us **figure out** the position of things inside us. Let me give you some examples of how this works.

figure out(v) - make out

1. 'Two sides of the same coin' would mean: a) similar in every way
b) similar in approach but different in aim c) opposite in every way.
2. How is music different from astronomy?

profound – felt or experienced very strongly
Quartet – a piece of music composed for a group of four musicians or singers

One of the most **profound** musical compositions of all time is the “**Quartet for the End of Time**” written by a French composer Olivier Messiaen in 1940. Messiaen was 31 years old when France entered the war against Nazi Germany. He was captured by the Germans in June 1940 and imprisoned in a prisoner-of-war camp.

He was fortunate to find a sympathetic prison guard who gave him paper and a place to compose, and was fortunate to have musician colleagues in the camp, a cellist, a violinist, and a clarinetist. Messiaen wrote his quartet with these specific players in mind. It was performed in January 1941 for four thousand prisoners and

repertoire (pronounced as *rep-et-war*) - all the plays, songs, pieces of music, etc. that a performer knows and can perform

guards in the prison camp. Today it is one of the most famous masterworks in the **repertoire**.

How did Messiaen spend his time in prison?

Given what we have since learned about life in the Nazi camps, why would anyone in his right mind waste time and energy writing or playing music? There was barely enough energy on a good day to find food and water, to avoid a beating, to stay warm, to escape torture-why would anyone bother with music? And yet, even from the concentration

Who is Messiaen?
Oliver Eugene Prosper Charles Messiaen of France was a child prodigy in music and was academically qualified at a very early age. During the World War II, he was enlisted as a medical auxiliary owing to his poor eyesight.

camps, we have poetry, we have music, we have visual art; it wasn't just this one **fanatic** Messiaen; many, many people created art. Why? Well, in a place where people are only focused on survival, on the bare necessities, the obvious conclusion is that art must be, somehow, essential for life. The camps were without money, without hope, without commerce, without recreation, without basic respect, but they were not without art. Art is part of survival; art is part of the human spirit, an **unquenchable** expression of who we are. Art is one of the ways in which we say, "I am alive, and my life has meaning."

fanatic - a person who is extremely enthusiastic about something.

unquenchable - cannot be satisfied

1. Why did art find a place, even in concentration camps?
2. What is the significance of art?

irreverent – not showing respect

In September 2001 I was a resident of Manhattan. On the morning of September 12, 2001, I reached a new understanding of my art and its relationship to

 Do you know what happened in the Nazi camps?

The Nazi Germany established about 20,000 camps to imprison many millions of victims, between 1933 and 1945. These places were called 'concentration camps', because those imprisoned were physically concentrated in one location. In these forced labour camps thousands of prisoners of war (POW) were shot or gassed. Gas chambers (rooms filled with poisonous gas to kill those inside) were created to kill thousands of Jews everyday. 



the world. I sat down at the piano that morning at 10 a.m to practise, as was my daily routine; I did it by force of habit, without thinking about it. I lifted the cover on the keyboard, and opened my music, and put my hands on the keys and just as soon took my hands off it. And I sat there and thought, does this even matter? Isn't this completely irrelevant? Playing the piano right now, given what happened in this city yesterday, seems silly, absurd, **irreverent**, and pointless. Why am I here? What place has a musician in this moment in time? Who needs a piano player right now? I was completely lost. And then I, along with the rest of New York, went through the journey of getting through that week. I did not play the piano that day, and in fact I contemplated briefly whether I would ever

want to play the piano again. And then I observed how we got through the day.

Why didn't the narrator play the piano after the terrible incident ?

What happened on September 11, 2001?

The Twin Towers of the World Trade Centre, New York, USA, were attacked and destroyed on September 11, 2001 by terrorists who hijacked and drove the planes into the Twin Towers thereby causing the collapse of the Twin Towers. 



hoops – basketball rings through which players throw the ball to score points

Scrabble – a board game in which players try to make words from letter blocks and connect them to words already placed on the board

mall – a place with lots of shops

At least in my neighborhood, we didn't shoot **hoops** or play **Scrabble**. We didn't play cards to pass the time, we didn't watch TV, we didn't shop, we most certainly did not go to the **mall**.

The first organized activity that I saw in New York, on the very evening of September 11th, was singing. People sang around fire houses, people sang "*We Shall Overcome*". Lots of people sang "*America the Beautiful*". The first organized public event that I remember was the Brahms Requiem later that week, at Lincoln Center, with the New York Philharmonic. The first organised public expression of grief, our first communal response to that historic event, was a concert. That was the beginning of a sense that life might go on. The US Military secured the airspace, but recovery was led by the arts, and music in particular, that very night.

How did people express their grief ?

From these two experiences, I have come to understand that music is not part of "arts and entertainment" as the newspaper section would have us believe. It's not a luxury, a lavish thing that we fund from leftovers of our budgets, not a plaything or an amusement or a pastime. Music is a basic need of human survival. Music is one of the ways we make sense of our lives, one of the ways in which we express feelings when we have no words, a way for us to understand things with our hearts when we can't with our minds.

Why isn't music an extravaganza or a hobby?

Johannes Brahms composed the German Requiem between 1865 and 1868. It comprises seven movements, which together last 65 to 80 minutes making this work Brahms' longest composition.

The New York Philharmonic (officially the Philharmonic-Symphony Society of New York) is a symphony orchestra based in New York City in the United States.

'We Shall Overcome' is derived from Charles Tindley's gospel song 'I Will Overcome Someday.'

'America the Beautiful' was a song adapted by Guy Caravan, Cindy Caravan and a few others, near Tennessee.

Did you Know : Zubin Mehta, then one of the youngest of a new generation of internationally known conductors, became the Music Director of the Royal Philharmonic in 1978. His tenure was the longest in Philharmonic history, lasting until 1991.

Ilaiyaraaja, an Indian Tamil film composer, singer, lyricist was the first Asian composer to score a symphony for the Royal Philharmonic Orchestra. He was awarded the Padma Bhushan, India's third highest civilian honour, in the year 2010.

Frankly, ladies and gentlemen, I expect you not only to **master** music; I expect you to save the planet. If there is a future wave of wellness on this planet, of harmony, of peace, of an end to war, of mutual understanding, of equality, of fairness, I don't expect it will come from a government, a military force or a corporation. I no longer even expect it to come from the religions of the world, which together seem to have brought us as much war as they have peace.

master(v) – to learn or understand completely

If there is a future of peace for humankind, if there is to be an understanding of how these invisible, internal things should fit together, I expect it will come from the artists, because that's what we do. As in the concentration camp and the evening of 9/11, the artistes are the ones who might be able to help us with our internal, invisible lives.”

1. What are the two incidents that stress the importance of music as an essential art?
2. What can artistes do to save the planet?

Reflecting beyond the text:

- 1) What is your ambition in life? Would you consider a career in music? Would you like to become another A.R.Rehman or Zakir Hussain?
- 2) Suppose there were no sources of entertainment like television sets, cell phones, computers, books, etc., how do you think human beings would spend their time?
- 3) Are you in the habit of whistling to yourself or humming a tune when you are very happy? Why?
- 4) When a tragedy has struck your friend or neighbour, how would you express your grief over the incident? If you had lost someone dear to you and were unable to bear the grief, what would you do?
- 5) After a gruesome incident, is it only despair or is there room for hope? How would you justify your answer?
- 6) The writer says we realise ourselves through music. Do you agree with this statement? Why?

Answer in a paragraph:

- 1) Describe the courageous way the Americans overcame the 'Fall of the Twin Towers'.
- 2) What lesson does Messaien teach mankind through his attitude towards music while he was in the concentration camp ?

Vocabulary:

Observe the spelling of the following words :

center, practice(v), focused, organize

The Americans use this spelling. But, these words are spelt in British English as

centre, practise(v), focussed, organise

Activity:

Here are some words spelt in British English.

Write their equivalents in American English:

metre, programme, colour, skilful, theatre, neighbour, favourite, tyre

Some words in British English have different equivalents in American English.

British English / World English

fellow
jam
anticlockwise
bonnet
boot (of car)
blind
chips
cot
cutting(from a newspaper)
dustbin
fire brigade
goods train

American English

guy
jelly
counterclockwise
hood
trunk
window shade
french fries
crib
clipping
garbage can, trashcan
fire department
freight train

Some **idioms** in British English have similar equivalents or phrasing in American English.

British English / World English

to blow one's own trumpet
like a cat on hot bricks
to lock the stable door after
the horse has bolted }
a storm in a teacup

American English

to blow one's own horn
like a cat on a hot tin roof
{ to lock the barn door after
the horse is stolen
a tempest in a teacup/teapot

Activity :

Match the words in British English with their equivalents in American English:

British English / World English

interval (in a cinema)
jug
rise(in salary)
shop assistant
single (ticket)
torch (battery operated)
washbasin
windscreen
witness box
zed

American English

windshield
zee
sink
flashlight
witness stand
sales clerk
raise
intermission
one way
pitcher

Abbreviations and Acronyms :

An **abbreviation** is a shortened form of a word or phrase. (from Latin *brevis*, meaning *short*)

Usually, but not always, it consists of a letter or group of letters taken from the word or phrase. For example, the word *abbreviation* can itself be represented by the abbreviation *abbr.*, *abbrv.* or *abbrev.*, Abbreviations should not be confused with Contractions or Acronyms (including initialisms), with which they share some semantic and phonetic functions, though all three are commonly connoted by the term "abbreviation".

- ✦ An **abbreviation** is a shortening by any method.(e.g:Prof.; St.; B.Tech ; B.A; Mon.;)
- ✦ A **contraction** is a reduction of size by the drawing together of the parts. A contraction of a word is made by omitting certain letters or syllables and/or bringing together the first and last letters or elements . (e.g: Dr.; bk; can't;they're)
- ✦ An **acronym** is a word formed with the first letters of the words in the phrase.(e.g.: UNESCO; AIDS; SIM (card); RADAR)
- ✦ An abbreviation may be made either by omitting certain portions from the interior or by cutting off a part. A contraction is an abbreviation, but an abbreviation is not necessarily a contraction.

More examples:

Abbreviations:

PA	-	Personal Assistant
PS	-	Personal Secretary / Post Script
BPO	-	Business Process Outsourcing
KPO	-	Knowledge Process Outsourcing
B.Tech.	-	Bachelor of Technology
SBI	-	State Bank of India
RRB	-	Railway Recruitment Board

Acronyms:

TAFE	-	Tractor and Farm Equipment
TANSI	-	Tamil Nadu Small Scale Industries
RAM	-	Random Access Memory
ROM	-	Read only Memory
LAN	-	Local Area Network
AIR	-	All India Radio

Activity:

Expand the abbreviations and acronyms given below, seeking guidance wherever necessary.

1. UFO -
2. C.A -
3. UAE -
4. NGO -
5. SSC -
6. UNESCO -
7. CAT -
8. NEWS -

Syllabification

Read the following words aloud:

- | | | |
|---------------|---|------------------|
| properly | - | pro-per-ly |
| entertainment | - | en-ter-tain-ment |
| astronomy | - | as-tro-no-my |
| observable | - | ob-ser-va-ble |
| permanent | - | per-ma-nent |

The words when pronounced are split into syllables or units of sound.

- e.g. 1. a – bout 2. in – side 3. peo-ple 4. mu-sic
5. gui-ta-rist 6. pri-so-ners 7. sur-vi-val 8. in-ter-nal

Attempt a syllabification of the following words :

barely, fanatic, philharmonic, extravaganza, articulate

Grammar

Non-finite verbs

Look at these sentences taken from the speech you have just read:

- a) The society has nothing to do with entertainment.
- b) One of the first cultures to articulate how music really works was that of the ancient Greeks.

The underlined words are **non-finite verbs**. They are **infinitives**(to + the present form of the verb).

Sometimes the infinitive is used without 'to' when it is used after the verbs 'bid, feel, hear, help, know, let, make, see, watch', etc.

Examples :

1. The newspapers would help us believe that music is a part of arts and entertainment.
2. The jailor let Messiaen compose music in the prison.
3. The speaker made the parents realise the importance of music.

Activity :

A. Which of these sentences would require 'to' with the verbs?

1. The crowd excitedly watched Spain take the final goal to win the Cup.
2. The teacher wanted me submit my work within a week.
3. We have been taught keep our classroom neat and tidy.
4. A kind teacher always makes us learn better.
5. My neighbour snores so loud at night that I am forced close my windows help me sleep.

B. Combine the following pairs of sentences using 'too + the infinitive':

- Examples :**
- a. Kiran is very ill. She cannot go to school today.
Kiran is too ill to go to school today.
 - b. The lid of the bottle is very tight. I cannot open it.
The lid of the bottle is too tight to open.

1. Maran is tired. He cannot finish the work .
2. Velan could not solve the problem. It was very difficult.
3. Kothai could not drink the soup. It was very hot.
4. Vehicles cannot enter this street. It is very narrow.
5. He cannot learn Spanish in a week. The time is very short.

Gerunds:

(Verbal Nouns) or **Participles** (Verbal Adjectives) are also non-finite verbs. Look at these sentences from the lesson.

The underlined words are gerunds.

Music has a way of finding the big pieces inside our hearts and souls.

Music has a way of helping us figure out the position of things inside us.

Activity :

Rewrite the following pairs of sentences, replacing the underlined part into a phrase with a gerund. You can use the preposition given in brackets.

Example : Prem completes his homework. Then he goes to bed. (before)

Ans: Prem completes his homework before going to bed.

1. Sekar cannot be allowed to take the examination. He has to pay the fee.(without)
2. The boys were taken to the Principal's room. They quarrelled with each other in the class.(for)
3. The school congratulated Nithyashree. She had won a prize in the contest.(on)
4. I shall exempt you. You need not take the examination.(from)
5. He secured the first place. He worked hard.(by)

Combine the following pairs of sentences changing one of **the finite verbs into a participle** (verb + ing):

Example : He resorted to music. He was able to overcome his grief.

Ans: Resorting to music, he was able to overcome his grief.

1. Vendhan answered the questions well. He entered the final round of the quiz contest.
2. Malar scored high marks in the public examinations. She expects to get admission easily.
3. She opened the door. She started cleaning the room.
4. I questioned the boy. I found out the truth.
5. The dog saw the stranger. It barked loudly.

Prefixes and Suffixes :

When we add suffixes or prefixes to the root words, new words are formed

Example : quench + able =quenchable un + quenchable = unquenchable
direct + or = director in + direct = indirect

Activity :

Form new words using the appropriate prefixes or suffixes:

The graphic contains three main elements:

- Green Cloud (Prefixes and Suffixes):** ig-, -ment, un-, co-, -al, multi-, -able, -ance
- Pink Cloud (Root Words):** noble, wash, operate, national, fair, announce, exception, clear
- Blue Box:** New Words

Negative sentences :

Look at these sentences:

1. They had barely enough energy to find food and water.
2. Nowhere else will you find a place as comfortable as this.

These are negative sentences as words like **hardly, scarcely, rarely, seldom, nowhere and never** give the sentence a negative meaning.

Activity:

Rewrite the sentences given below, using the words given in brackets:

1. We do not have sufficient food for all of us here. (barely)
2. Nathan never listens to me. (hardly)
3. Buses do not stop here often. (seldom)
4. He does not come late to school. (scarcely)
5. Rajan writes to his mother only once in three months. (rarely)

Listening Skill :

Listen to the following poem:

Casablanca

The boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.
Yet beautiful and bright he stood,
As born to rule the storm;
A creature of heroic blood,
A proud though childlike form,
The flames rolled on; he would not go
Without his father's word;
The father, faint in death below,
His voice no longer heard.

Some words are given below with a blank space decide them. Now listen to the poem and fill in the blanks besides the with the rhyming words:

deck - _____ ; _____ - fled; stood - _____ ;
storm - _____ ; go - _____ ; word - _____ ;

The teacher reads the poem aloud, a second time.

- ⇒ Listen to the word 'heroic'.
- ⇒ Note that the word 'hero' is pronounced with an elongated 'o'. But when the suffix - 'ic' is added to 'hero' the pronunciation differs. It is heroic- he'roic.
- ⇒ Consider the word 'wreck.' The letter 'w' is silent . Can you recollect two other familiar words beginning with 'w' where the letter 'w' is silent?
- ⇒ Which letter is silent in the words 'born', 'storm', 'word', 'heard'?
- ⇒ Listen to the poem again and guess what might have happened to Casablanca.

Speaking Skill :

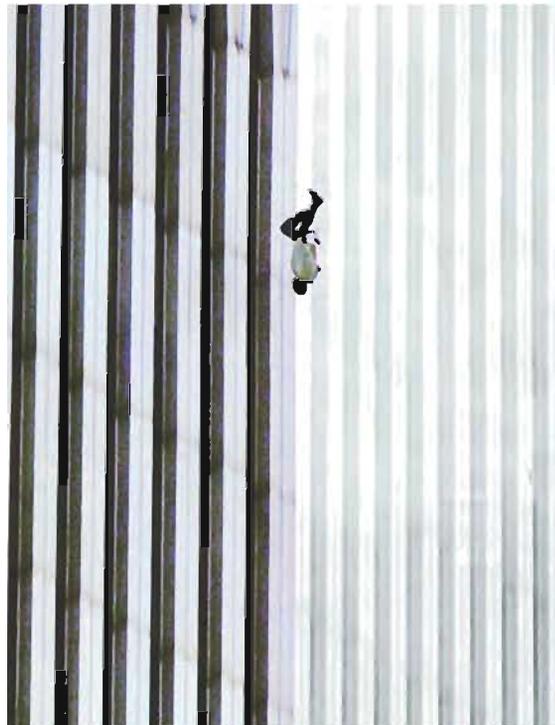
Role Play

1. In India too, we had a terrorist attack a few years ago. It was on the Taj Hotel in Mumbai. Imagine you were a guest at the Hotel and had escaped the attack. How would you describe your escape? You could also build a tele - conversation with your friend describing your predicament. Use appropriate describing words.
2. List out the various situations in your life as a student in Std X, where you may need music to help you overcome your fear, sorrow, disappointment, anxiety, etc. Contrast it with occasions wherein you resort to music when you are in a jubilant mood. Talk about it to the class using linkers like **whereas**, **besides**, **on the other hand**, etc.

Reading Skill :

The Falling Man

"The Falling Man" is a nickname given to a man who fell from the North Tower of the World Trade Center during the September 11 attacks in New York City, and is also the title of a photograph, magazine story and documentary film about the incident. The photo was taken by Richard Drew at 9::41:15 a.m. on September 11, 2001. The story, written by Tom Junod, appeared in the September 2003 issue of *Esquire* magazine, and was later made into a film.



The subject of the image - whose identity remains uncertain, although attempts have been made to identify him - was one of the people trapped on the upper floors of the skyscraper who apparently chose to jump rather than die from the fire and smoke, while the buildings collapsed. As many as 200 people jumped to their deaths; there was no time to recover or identify those who jumped prior to that. Officially, all deaths in the attacks except those of the hijackers were ruled to be homicides (as opposed to suicides), and the New York City Medical Examiner's Office stated that it does not classify the people who fell to their deaths on September 11 as "jumpers": ("A 'jumper' is somebody who goes to the office in the morning prepared to commit suicide."). These people were forced out by the smoke and flames or blown out.

This picture is somewhat deceptive; it gives the impression that the man is falling straight down. In reality, this is just one of a dozen photographs of his fall. In the other photos, it is evident that he is tumbling through the air out of control.

Five years after the attacks, Jonathan Briley, a 43-year-old employee of the Windows on the World restaurant, was identified by chef Michael Lomonaco as The Falling Man. Briley was a sound engineer who lived in Mount Vernon, New York and worked in the North Tower restaurant. According to the film, the victim was initially identified by his brother in the morgue by the victim's hands and shoes. Lomonaco claims that he was able to identify Briley by his clothes and body-type. In one of the pictures, The Falling Man's clothes were blown away, revealing an orange undershirt similar to the shirt that Briley wore to work almost every day. His older sister, Gwendolyn, asserted he was wearing that shirt on the day of the attack. However, the identity of 'The Falling Man' has never been officially confirmed.

Answer the following questions:

1. What does 'The Falling Man' refer to in this passage?
 - a) the fall of the Early Man
 - b) a popular poem
 - c) a film depicting a man's fall on Sep. 11
 - d) the fall of a person from his powerful position
2. Why weren't the deaths of the hijackers considered homicides?
3. Was the man jumping headlong or falling from the Tower? Give reasons for your answer.

4. People who fell to their deaths on September 11 are not 'jumpers'. Why?
5. How is the victim's identity revealed in the film?
6. What clothing would Briley usually wear to work?
7. Who is The Falling Man, according to official sources?

Writing Skill :

Are you idiomatic? Here are some idioms associated with music:

1. to face the music – to answer for the consequences of one's actions
2. to harp on the same string – to make the same point over and over again
3. to strike a chord – to remind one of something; a feeling of instant rapport with others
4. to sing someone's praises – to speak very highly of someone
5. to make a song and dance about – to make an unnecessary fuss about
6. to beat the drum – to spread the news, support enthusiastically
7. to play second fiddle – to be treated low, hold a position of less importance

Complete the following sentences with these idioms :

1. If you do something really good for the world, future generations will _____.
2. I don't agree with you on this matter. So don't _____.
3. If we don't complete the work by tomorrow we will have _____.
4. The President's frank speech _____ with the audience.
5. Most of the students _____ for the Student Leader's college campus reforms.
6. He left the company as he did not want _____ to the new manager.
7. It's natural to feel uncomfortable when there is a power-cut during a storm. So don't _____.

Tabulating Data :

A Beautiful Mind

Robert Schumann(1810-1856), whose 200th birth anniversary is being celebrated throughout the world, was a great musician and holds a unique place in the stream of classical music. As a pianist, he tried out an experiment with the fourth finger of his right hand and lost it forever. That ended his hopes of a career as a pianist. He inherited his inclination towards the arts from his father who was a librarian and ran a bookshop. No wonder Schumann had a great love for books too.

Schumann not only had a beautiful mind but also a gentle nature. He would have been embarrassed to see his birthday being observed internationally. He was helpful to other composers, contemporaries such as Chopin and Brahms and predecessors, including Beethoven and Schubert. He wrote about them in his music magazine, 'The New Music Journal', of which he was the editor. Unfortunately, a strange mental condition caused his death and the world lost a genius and an excellent composer of music.

(Courtesy- The Hindu, May 21, 2010)

Arrange in a tabular column the various traits of the person with a beautiful mind.

Talents	Career	Interests	Noble qualities

Letter Writing:

Write a letter to your friend describing your reaction to the various acts of violence you are aware of.

Essay Writing:

You have read the awful destruction caused in the U.S. on September 11, 2001. You might have heard of many such terrorist acts in our country. In groups, discuss the evils of terrorism, suggesting ways to curb and eradicate it from society. You could refer to the library or browse the Net and gather information on POTA- Prevention of Terrorists Act . After the discussion and reference work, write an essay of 150-200 words on **“End the terror, End terrorism”**.

Translation:

1. You are at the Railway Station. There is the following announcement at the station.
An old man, who does not know English, wants you to explain the situation to him in Tamil. Translate the lines for his benefit.
“The next train to Beach will arrive at Platform No 1 in fifteen minutes' time. Passengers are requested to bear with the delay.”

2. Translate the following newspaper excerpt into Tamil:

Government Music College , Chennai

The necessity to preserve, transmit and propagate the rich cultural legacy left behind by the builders of music in the country in general and in Tamil Nadu in particular was felt in the year 1949. It was felt necessary that the inherited musical urge in our youngsters and the past tradition of our musical culture with its ancient purity could be well preserved only when opportunities have been provided to those who have an aptitude for learning music.

The Central and State Government with their financial aids established the Central College of Carnatic Music in August 1949. The College at first was at Rahmed Bagh near Santhome and it was there for two years. Since the building could not accommodate all the sections, it was subsequently shifted to “ Bridge House” at Adyar. Again owing to inadequate accommodation, the college was shifted from the “Bridge House” in Adyar to “Brodie Castle” on Greenways Road.

The College is functioning in the same building now, which has since been named “Thendral”, and has a strength of more than 600 students. In the beginning, there were only Vocal, Violin and Veena Sections besides general Musicology. Candidates with a considerable standard in music alone were admitted into the two year Sangeetha Vidwan Title Course and after completion they were permitted to appear for the 'Sangeetha Vidwan' Title Examination conducted by the Director of Government Examinations, Madras.



The students who have had their training in this college have flourished well as Professors or Lecturers in Music Colleges and many have become professional

musicians of repute. The college has been gradually developing as new Departments have been introduced. Departments of Mridangam, Nadaswaram, Thavil, Flute, Ghatam, Kanchira, Nattuvangam and Bharathanatyam have come into existence.

Three-Year Diploma Courses in Folk Art, Bharathanatyam, Vocal and Instrumental Music (Violin, Veena, Mridangam, Flute, Gadam, Kanchira, Mugarsing, Nathaswaram, Thavil) are offered. Two-Year Post Diploma Courses in Vocal Music (Muthukalai Isai Kalaimani), Two-Year Diploma Courses in Nattuvangam and One-Year Diploma Course in Music Teachers' Training are offered here. Students from various countries like the U.S.A., Mauritius, Sri Lanka, Scotland, Japan, Africa and England have benefited much by being students of this unique institution. Students from other states also prefer to join this institution.

Study the table given below, analyse and express the information in a paragraph.

GOVERNMENT MUSIC COLLEGE

Courses offered	Subjects	Students from
3 year Diploma	FolkArt, Bharathanatyam, Vocal and Instrumental Music	U.S.A., Mauritius, Sri Lanka, Scotland, Japan, Africa and England
2 year Diploma	Nattuvangam	
2 year Post Diploma	Vocal Music	

UNIT 2

POEM

PIANO



Softly, in the dusk, a woman is singing to me;
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, with winter outside
And hymns in the cosy parlour, the tinkling piano our guide.

So now it is vain for the singer to burst into clamour
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

- D. H. Lawrence

Glossary :

1. **vista**- a view, range
2. **insidious**- spreading gradually or without being noticed
3. **hymns**- songs in praise of God
4. **cosy**- comfortable and safe
5. **parlour**- a room in a private house for sitting or entertaining visitors
6. **clamour**- to shout loudly in a confused way
(a loud noise made by a lot of people)
7. **appassionato**- a particular piece of music considered by Beethoven to be his most tempestuous piano sonata
8. **glamour** - attraction

Thinking about the poem:

- 1) The child mentioned by the poet is _____.
a) the poet's child b) a child on the roadside
c) the poet himself d) the singer's child
- 2) The poet had spent his Sundays _____.
a) playing games b) singing hymns
c) sleeping d) weeping
- 3) What is the poet reminded of on hearing the woman's song?
- 4) What does the poet relish more-his manhood days or his childhood days?
- 5) Identify the rhyme scheme of the poem.
- 6) Which tense is used frequently in the poem? What effect is brought out by this technique?
- 7) 'Onomatopoeia' refers to words which sound similar to the sound they describe. For example 'The crow caws' : 'the thunder rumbles.'
Pick out two onomatopoeic words from the poem.
- 8) Pick out a line which contains an alliteration.
- 9) '..... my manhood is cast down in the flood of remembrance'.
Choose the right answer :
The figure of speech in this line is _____.
(a) simile (b) metaphor (c) personification
- 10) While listening to a song amidst total silence, our memory may take us to some incident of the past. Share with the class any such personal experience you might have had.

Answer in a paragraph:

What are the poet's reminiscences about his childhood days?

Group Activity:

Divide yourselves into two groups according to your preference of fast or slow music and give your responses to the questions given below:

1. What is the effect of the music of your choice(fast/slow) on you?
2. Why do you prefer such music?
3. Do you think your preference is better than the other? Why?

THE PIANO LESSON - Rob Reilly

I can remember like yesterday the day my father came home from the war. A flying officer during World War II, he was dressed in a blue uniform with a skinny, boat-shaped cap plonked so precariously on the side of his head that I wondered why it never fell off.

A neighbour called out, "What's the weather like up there?" as my giant-like father bounded by, carrying a battered brown suitcase, strapped together with a large leather belt. He was, without question, the tallest man I had ever seen.

As he walked up the front path of our home, he saw Mum and me standing on the veranda and he dropped the suitcase. The belt came undone and the contents spilled out onto the lawn.

I was only five years old at the time so Dad made quite a fuss of me, then began making an even bigger fuss of my mother. This left me free to examine all the stuff lying around the broken suitcase, which was mainly clothes and shoes and things, but I was quick to notice a large newspaper advertisement displaying a new piano. When Dad saw me holding up the newspaper cutting, his face broke into a grin. "Yes, that's right", he said. "I bought your mum a piano." Mum squealed with delight.

A few moments later, a large horse clip-clopped up the road, pulling a cart with a brand-new piano perched majestically on top. In no time at all, the delivery men had positioned the piano near the window of our small living room, and we all stood back and stared at this magnificent piece of furniture.

Mum had never been even close to a piano before, except at the Catholic kindergarten I attended, and she used to say how wonderful it would be if the nuns could teach her to play. She was beside herself with excitement and Dad was tickled pink with the way she was carrying on.



After tea that night, Mum began to teach herself to play. She plinked and plonked the keys for about two hours and drove everybody in the street mad, until Dad gently said, "Enough is enough." From that day on, Mum became obsessed with her piano. Every day she would plink and plonk between doing the cooking and housework. Within a month she was belting out a tune, to the amazement of everybody in the street. Needless to say, Dad was as pleased as Punch with Mum's tenacity and her obvious talent.

Three months went by and Mum was now practically an accomplished pianist, holding sing - along parties in our lounge with all the neighbours gathering around to croon "She'll be Coming Round the Mountain" and "Goodnight Irene". Although we were poor, Mum felt like a princess and was delighted at all the attention she was receiving.

At the height of Mum's happiness, however, I began to notice that Dad was moping around the house and looking increasingly sad and worried. It turned out that, since returning from the war, he'd been unable to find a job. At the time I was too young to understand why anyone would get sad and worried about that, because I thought I would be as happy as a cat in a fish shop to have such a long holiday.

Then, a few weeks later, I observed the same big horse pulling a cart down our street and it clip-clopped right up into our driveway. Soon two men began to load Mum's piano onto the wagon while all the neighbours gathered around to watch. Mum stayed in the kitchen, sobbing. She was a proud person and couldn't bear to see her beloved piano sitting on top of the wagon. Dad sat out in the backyard next to the chicken shed, looking sadder than I had ever seen him. Suddenly, it all became clear to me; no job, no money to pay back the loan, no piano.

Later that day, a couple of ladies from down the street visited our place and told Mum she would be as welcome as the flowers in May to come over to play their pianos any old time. But, of course, it wasn't the same. Mum tried not to show it, but I knew she missed the piano terribly. For weeks afterwards she wasn't quite herself. And I must admit the house now seemed awfully quiet without the piano.

Then, Dad finally got a job with an accounting firm. It was just about the best day ever. Mum was happy again and made such a fuss over Dad, it was like he'd just

won the lottery or something. As part of his new job, Dad had to study to qualify as a chartered accountant. He eagerly accepted the challenge, and every night after dinner he'd place a stack of books on the kitchen table and study late into the night. Mum didn't say much but I could tell she was proud of Dad and how hard he was trying to rebuild his life. Like all servicemen, he'd sacrificed a lot over the years and she knew it.

I can't remember her ever mentioning the piano again after that, except for one time. It was a few weeks after Dad started his new job, and Mum had just finished the tea dishes when she came into my room and sat on my bed." Well, my baby boy," she said with a twinkle in her eyes, "it's just as well we got rid of that piano. How else would your dad be able to study with me bashing away on the ivories?"

Two years later, Dad had saved enough money to buy Mum another piano. This time he paid cash for it.

(Adapted from The Reader's Digest-Jan-2008)

Glossary :

precariously plinked	- in an unstable manner - produced a short sharp ringing sound on the piano
plonked	- hit or struck heavily with a thud
croon	- sing
squealed	- screamed in a shrill voice
tenacity	- persistence, determination
bash	- strike heavily
ivories	- the keys of the piano
tickled pink	- amused greatly, delighted
belting a tune	- singing vigorously
pleased as Punch	- showing or feeling great pleasure or pride
Punch	- a character in the Punch and Judy puppet shows
a cat in a fish shop	- enjoying oneself thoroughly
clip-clopped	- onomatopoeic word meaning 'entered noisily' (in reference to a horse)

Answer the following questions :

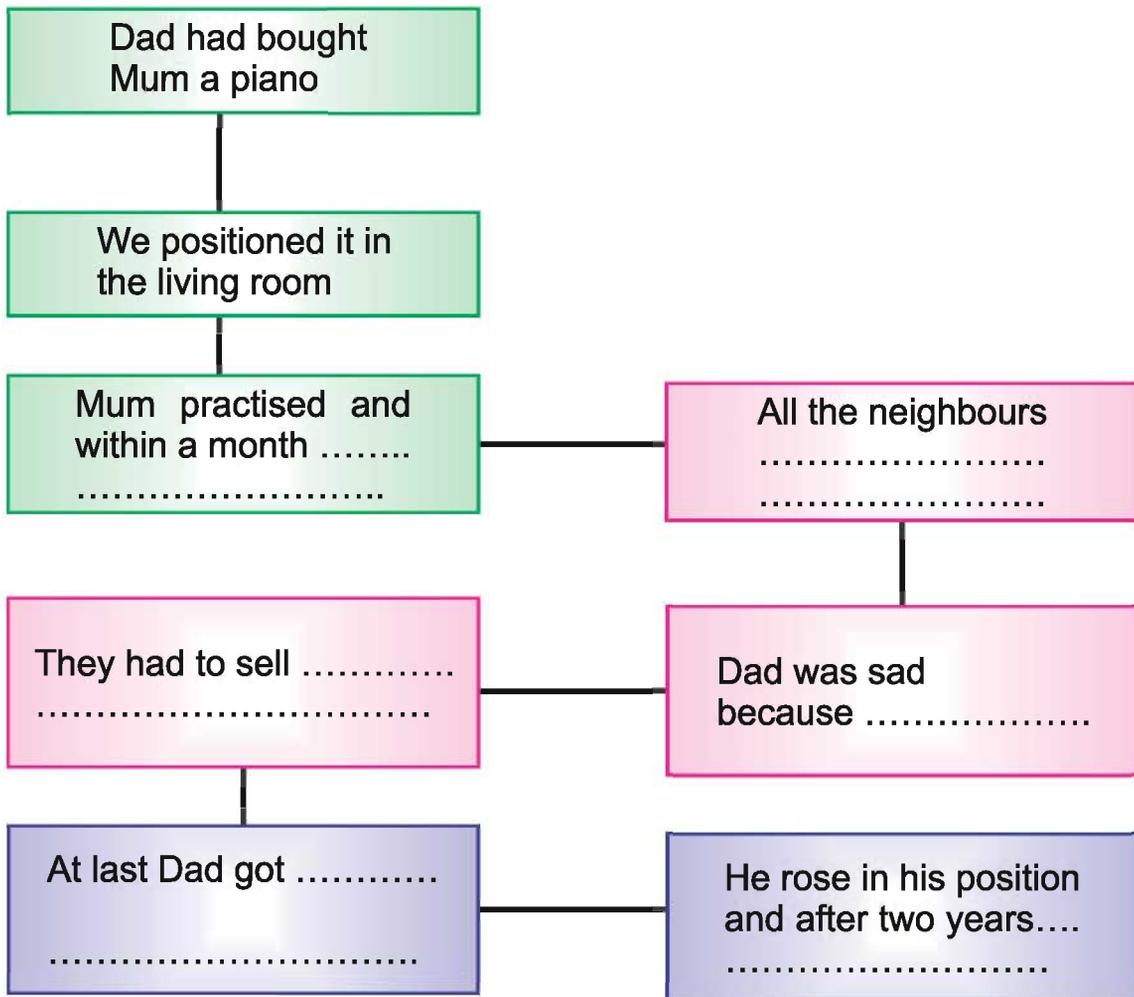
1. How did the author's father respond to his wife's interest in music?
2. The course of Mum's life changed after the arrival of the piano. How?

3. 'Practice made Mum's skill in playing the piano perfect'. Substantiate this statement with details from the story.
4. What made Mum popular in the neighbourhood?
5. Mum did not enjoy playing the neighbours' pianos. Why?
6. Though Mum missed the piano, she faced the situation with a positive frame of mind. What light does it throw on her attitude?

Answer in a paragraph :

How did the author's mother overcome her disappointment of not being able to play the piano? What does it tell you about the attitude of the woman?

In the mind map given below complete the details that are missing :



Thinking beyond the text :

1. What makes you get excited?
2. If you were to get an opportunity to learn something which was denied to you earlier, how would you react to it?
3. How would the unemployed condition of the head of the family affect others in the family?

TONGUE TWISTER

He who knows not, and
knows not

That he knows not, is a
fool.



A FUNNY ANSWER

What's the difference
between a prince and
a ball?

One is **heir** to the
throne and the other
is **thrown** into the **air**.

HAVE YOU HEARD THIS BEFORE?

- ⇒ Spoonerism is the deliberate or accidental transposition of letters of two or more words.
- ⇒ It was coined after W.A. Spooner who made such errors in speech. He once said,
- ⇒ "It was easy for a camel to go through 'the knee of an idol' " instead of saying 'through the eye of a needle'.

UNIT 3

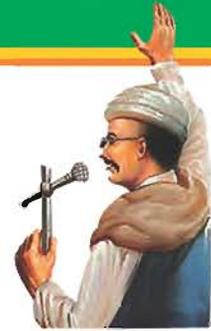
A GOLDEN PATH

PROSE

Pre-Reading Activity:

Discuss:

1. Who advises you the most?
a) Father b) Mother c) Teachers d) Friends
2. How do you react to the advice?



Words of wisdom remain valuable through generations, unaffected by the changes that take place in the world from time to time. Read this extract of an address that serves well to heed even after a hundred years!

Gopala Krishna Gokhale was a great freedom fighter of our country. He delivered a speech in response to the address presented to him by students, on 25th July 1911 at an open air public meeting near Victoria Hall, Mumbai.

My first duty on **rising** is to **tender** my most sincere and grateful thanks to the students for their address which they have just now presented to me...

rising - replying (in context),
responding
tender (v) - offer

There is no doubt whatever in my mind that if I could

now go back once again to the days of my studenthood, I would do so at once with pleasure. The life of a student is, comparatively speaking, a sheltered life. There are, of course, certain responsibilities; they are definite and they are assigned to you by those who are willing to take care of you and there is not much need to be constantly exercising your own judgements. You know that in later life the position is reversed; instead of others helping you, you have in the first place to help yourself... Gentlemen, because this is the happy part of your life, there are certain responsibilities attached to it which must be well **discharged** by you, because no **privilege** in life is worth having, unless it is attended by corresponding duties and there are certain duties, which those who placed you in your present **privileged** position expect you to perform.

discharged - carried out
privilege (n) - special right,
benefit
privileged (adj) - prestigious

1. Which period of life does Gokhale consider a very happy one?
2. Are students free from responsibilities? Why?

I will consider these duties under four heads. First of all, the duty which you owe to yourselves; then there is the duty which you owe to your fellow-students; the third duty is the duty which you owe to those in authority over you, and the last duty is a duty which you owe to those who are around you, not students, but people of the wider world.

Duty to yourselves

The duty to yourself is twofold. You have first of all to lay by a stock of knowledge that will **suffice** you not sincerely for your examinations but will be helpful to you in later life. Knowledge is an **exacting** mistress; she needs devotion, whole-hearted, on the part of the person who seeks her. Such whole-hearted devotion is possible only in the days of studenthood. Therefore, the first part of the duty towards yourselves is to take the utmost advantage of your present position, to lay by a stock of knowledge that will be useful to you in later life.

suffice – be enough for,
be adequate for
exacting – demanding

Importance of character

But it is not merely knowledge that will help you or help any class of human beings by itself. Along with that knowledge there is another requisite that you must secure and that is character. It is almost a **truism** to say that more depends for success in life on character than on knowledge. It is an **invidious** thing to distinguish between comparative values of knowledge and character. But since both are **indispensable**, I would urge on you that you should attach as much importance to character as to knowledge. This character must show itself in **earnestness**, in energy of action and in high and generous sentiments being brought to bear upon the discharge of your duties and in recognizing what is due to yourselves. You have to acquire a character which will raise the whole life of the people amidst whom you move and for whom you are expected to work.

1. What requires whole-hearted devotion?
2. What is your primary duty towards yourself?
3. How would it help you in later life?
4. What kind of character should you acquire while you are a student?

truism - a statement that is obviously true
invidious - unjust
indispensable - absolutely essential
earnestness - seriousness

As character will naturally have to act on those around you, the stronger, the firmer and nobler it is, the better work you will do for the country. Even if you acquire a fairly high character while you are at school or college; it may not always be easy to retain that character in the struggles of later life, because you are sure to be acted upon by those who are around you. But if you begin by acquiring a strong character for yourselves and when you, in course of time, occupy the place of the present seniors, then the students or the younger men of the succeeding generation will find that the forces that act on them are more helpful for retaining a good character than possibly what you may be able to find today. This is the twofold duty which you owe to yourselves – the acquiring of knowledge (I use 'knowledge' in its widest sense) not only knowledge from every quarter which will be useful to you in later life - and acquiring character which will enable you to achieve success in whatever work you may take on hand. That, in brief, is the duty to yourselves.

1. What is the twofold duty to be acquired by students?
2. Is character influenced by surroundings? How?

Duty to fellow-students

Your duty to your fellow-students will teach you in later life and will secure for you the habit of co-operation. The foundation of the habit of co-operation is really to be laid in our student days, because you are trained to be together in your class, and you cannot have it all your own way, if you want to get on with your class. Therefore, if you use your opportunities properly, you will know exactly how to get on with them by sometimes giving in to them and sometimes standing out for your own view, being regardful of the feelings and considerations of other people. This habit of co-operation once acquired will continue with you all your life. It is not easy to acquire it in later life if you have not already acquired it in your student days.

Duty to parents and teachers

Your third duty is towards those in authority over you. Obedience to parents, especially during the time of studenthood and reverence for teachers while you are studying under them – these are two of the most essential conditions necessary for acquiring knowledge and for taking the fullest advantage of those opportunities which are placed within your reach while you are students.

While you are young men and students, while parents have to care for you and find means wherewith to enable you to **prosecute** your studies, it is necessary that their wishes should prevail with you in all matters, but when once your education is completed, and the struggle of life commences and when you are able to stand on your own legs, you owe it to yourselves and to your country, that you should use your own judgement as to what work you should do.

1. What are the two valuable qualities to be practised by you as students?

2. When does one make decisions of his own?

prosecute - continue, pursue

Reverence towards teachers

In the same way you owe reverence to your teacher while you are at school or college. Unless your whole attitude in the college and the school is founded upon a proper feeling of reverence for the teacher, you will miss one of the principal lessons of the school or college life, viz., the appreciation of discipline. Remember that in later life, along with the spirit of co-operation, what you will need most and what you need most in public life is a true spirit of discipline – the true spirit of that discipline which voluntarily **subordinates** your judgement, your convenience and personal gain to common good. Unless you acquire this habit at school or college, it will not be possible for you to acquire it in later life.

subordinates (v) - treats as of lesser importance

1. What is the precious virtue obtained out of reverence to the teachers?

2. How would you define the true spirit of discipline?

Duty to government

In addition to that, you owe a duty to the rulers, the Government which is the supreme authority over us all. Students with their generous mind and **unsophisticated** hearts naturally fall an easy **prey** to stirring up emotion. But that very circumstance **unfits** them in some instances to exercise independent judgement on current affairs. In any case, as long as they are students, not standing on their own feet, it is not their business to do so. While they are students, their attitude towards the Government of the country, such as it may be good, bad or indifferent, should be one of **acquiescence**, loyal acquiescence.

unsophisticated - simple, natural
prey - victim
unfits - does not suit

acquiescence - acceptance without protest

You should do nothing whereby your relations with the authorities will be disturbed. You should, no doubt, study public questions, but wait for your time. But while you are students you should give no cause to anybody to say that your attitude towards the authorities is one of greater or less hostility.

1. What makes students give way to emotions easily?
2. What should be the students' attitude towards the government?

Duty to wider world

The last duty that you owe to those who are in the wider world is to acquire a knowledge of their needs, observe their condition and observe their struggle, and to acquire an attitude to mind, so as to sympathise with those who are struggling, even though you are not immediately able to give them redress. There is a great deal of



injustice and suffering in the wider world which requires to be remedied and when it comes to you to play the part of grown-up men, it is expected you will contribute your share to remove these things. In the meantime you must not enter the wider world without knowledge. Observe and study the conditions carefully, as you are bound to do.

redress - compensation

Reflecting on the Text :

1. As a student, how do you identify yourself with the audience (the gathering of students) who listened to Gokhale's speech?
2. Do you have a sheltered life? Give reasons for your answer.
3. Prepare a list of all the responsibilities you now face as a student.
4. Will acquisition of knowledge alone help you achieve success in life? Why?

Such as thy words are,
such will thine affections be
esteemed; and such as thine
affections, will be thy deeds; and
such as thy deeds will be thy life

-Socrates

Answer In a paragraph:

1. How is character important in life?
2. What are the various duties of a student? Describe any two duties of a student as pointed out by Gokhale.

Think of the following situations:

1. A computer wizard hacks into others' mail and gains information on their personal affairs (credit card number, family background, etc.) Then the intruder makes purchases online through someone else's account. Do we appreciate the person for his technical expertise? Why?
2. A student who always stands first in class has the habit of stealing from his classmates. Would you look up to him?
3. Is there a possibility of you becoming a thief when you live among thieves? Consider the saying, 'Birds of a feather flock together'.
4. Narrate some incidents that had happened in your school life, wherein you had had the chance of learning and practising co-operation.
5. Make a list of the 'do's and 'don'ts' laid down by:- i) your parents ii) your teachers.

Parents:

Do's	Don'ts

Teachers:

Do's	Don'ts

6. How do you practise discipline i) in school? ii) at home?
7. Are you affected by the injustice you see around you? Cite any one such incident, which kindled your sympathy towards the person subjected to injustice (on your way to school, on the street, at home, etc. You yourself may have been treated unjustly by someone, somewhere, sometime).

Vocabulary:

Here are a few words that describe the attitudes of people. Also listed below are some situations/persons with whom you would associate the words. Match the items appropriately.

helpful, sympathetic, co-operative, headstrong, obedient

- a. Rahim always takes the neighbour's children to school on his way to the bus-stop. He is _____.
- b. Raghav always establishes his views firmly. He refuses to listen to others. He never changes his opinion. He can be termed _____.
- c. Robert's friend Nazeer is weak in solving problems. Every evening Robert sits with him and teaches him to work out difficult problems. Robert is _____ towards Nazeer.
- d. Class X A is very _____ with their teachers. All the students are _____ and are interested in team-work.

Here are some synonyms associated with the attitudes listed below. With the help of a dictionary, try to complete the words:-

Attitudes	-	Synonyms
1) invidious		un_u_t
2) reverent		re_p_ct_u_
3) generous		ben_v_l_nt
4) unsophisticated		inex_er_e_ced
5) hostile		op_os_ng

Notice the use of the word 'tender' in the lesson.

- ⇒ 'My first duty is to tender my thanks'. Here 'tender' means – 'offer'. It functions as a **verb**.
- ⇒ The word 'tender' as a **noun**, has a different meaning.
- ⇒ It refers to 'a person who looks after something' – eg. a bartender.
- ⇒ It might mean a formal offer to supply goods or carry out work at a stated price. (The tender was rejected.)
- ⇒ As an **adjective** 'tender' means soft or delicate.

- ⇒ Refer to the dictionary and find out the other meanings of the word 'tender'.
- ⇒ Similarly '**discharge**' has different meanings when used as a '**noun**' and as a '**verb**'.

Match the sentences in Column **A** with the meanings of 'discharge' in Column **B**.

A	B
The patient has been discharged from hospital	- fired unintentionally
The wound hasn't healed; there is still some discharge	- flow
She discharges her responsibilities well	- given permission officially to leave
The rivers discharge into the Bay of Bengal	- pus/secretion
The rifle was discharged accidentally	- performs duties

Phrasal Verbs:

Look at these sentences taken from the lesson you have just read :

1. you will know exactly how to **get on** with them (the other students) by sometimes **giving in** to them and sometimes **standing out** for your own view.
2. You have first of all to **lay by** a stock of knowledge.....

get on	– have a friendly relationship (with), cope with
give in	– yield
stand out	– continue to resist
lay by	– keep for future use

Guess the meaning of the phrasal verbs given below, making use of the balloons which contain their meanings :

- give up
- lay over
- get back
- stand-offish
- stand back



The grid contains the antonyms of some of the words you came across in the reading passage. Can you locate them?

(obey, public, true, whole, discipline, most, immediately, helpful, expected, remember, later, reverence)

Y	L	A	I	T	N	E	S	S	E	N	I
E	U	B	C	I	S	T	R	T	T	Y	R
B	F	L	F	Y	A	U	E	T	A	L	E
O	P	A	H	L	M	G	S	H	V	F	I
S	L	T	S	W	R	A	K	U	I	T	L
I	E	E	L	O	E	A	M	T	R	O	R
D	H	R	F	L	S	O	K	A	P	Z	A
I	N	D	I	S	C	I	P	L	I	N	E
X	U	N	E	X	P	E	C	T	E	D	S
U	F	D	I	S	R	E	S	P	E	C	T

GRAMMAR

Phrases and Clauses:

Identify the phrases and clauses in the following sentences:

- In spite of the rain, the match continued.
- Have belief in what you do.
- We sympathise with those who are unable to achieve their best.
- You must not enter the wider world without knowledge.
- If you use your opportunities properly, you will be successful in life.

Types of sentences:

A sentence that has only one main clause and any number of subordinate clauses, is termed a **complex sentence**.

'Acquire knowledge which will be useful to you in later life.'

In the above sentence, **'(you) acquire knowledge'** is the main clause as it gives complete meaning on its own.

... **'which will be useful to you in later life'** is the subordinate clause, as it depends upon the main clause to get the complete meaning conveyed.

Consider the sentence:

The responsibilities are definite and they have been assigned to you.

The above sentence contains two main clauses connected by a conjunction.

The responsibilities are definite	–	Main clause 1
They have been assigned to you	–	Main clause 2
and	–	conjunction

Such sentences, in which two or more main clauses are connected by means of conjunction(s), are called **compound sentences**.

Look at these sentences:

- a) I would like to buy that **silk saree**.
- b) I would like to buy that saree **made of silk**.
- c) I would like to buy that saree **which is made of silk**.

In sentence (a) you find the word (adjective) 'silk' describing the saree.

In sentence (b) there is a group of words which describes the saree.

- ⇒ This group does not contain a verb. Here you have a phrase (adjectival) 'made of silk' describing the saree.
- ⇒ In sentence (c) the group of words describing the saree contains a finite verb (is). We also find the conjunction 'which'. Here you have a clause (adjective/relative).
- ⇒ Sentence (c) is a complex sentence. Can you guess what type of sentences (a) and (b) are? You are right! They are simple sentences as they contain only one main clause, i.e. a single finite verb.
- ⇒ A sentence which contains only one finite verb is a **Simple sentence**.

Classify the following into Simple, Complex and Compound sentences:

- a) There is another requisite that you must secure along with knowledge
- b) Such whole-hearted devotion is possible only in the days of studenthood.
- c) Your duty will teach you much and will secure for you the habit of co-operation.
- d) That, in brief, is the duty to yourselves.
- e) In addition to that you owe a duty to the rulers.
- f) The third duty is the duty which you owe to your fellow students.

Relative Clauses :

Observe the following sentences :

- a. My first duty... is to tender thanks... for their address ***which they have just now presented to me.***
 - b. ... they are assigned to you by those ***who are willing to take care of you.***
- ⇒ The underlined parts of the sentences are called **relative clauses**.
- ⇒ In sentence a) the clause tells us more of the address.
- ⇒ In sentence b) the clause speaks of the nature of (those) people.
- ⇒ The clauses begin with the relative pronouns 'which' and 'who'.

The relative clauses in a) and b) above are called **defining**, because they give us some essential information about the thing ['address' in (a)] and the persons['those' in(b)]. The 'address' and '(those) people are distinguished from other 'addresses' and 'people'.

'The particular address that has been delivered'; and 'those people who wish to take care of someone' are specifically defined/spoken of. We need this essential information. These clauses provide that information. Hence they are '**defining**' clauses.

Sometimes we may use the relative clauses only to give added information which is not really essential. These clauses are known as **non-defining** clauses and are separated from the sentences with commas.

Example: A student of a school or college, who is responsible to himself, is also responsible to the society he lives in.

Write five sentences of your own, using relative clauses.

Join the sentences given below, choosing the correct relative pronoun furnished in brackets:

1. This is Ram. He is the leader of our class. (who/whom)
2. My key was missing. I found it. (which/what)
3. The performance of these students has been outstanding. They will be given special prizes. (whose/whom)
4. I know the girl. She is a famous sportsperson. (whom/who)
5. He suggested many ideas. They were not practical. (that/what)
6. You met the actor. He is the hero of this movie. (whom/who)
7. The bridge was damaged. They were willing to set it right. (who/which)
8. Did you buy the book? You saw it in the shop. (whom / which)

Listening Skill:

Listen to the following passage read out by your teacher and complete the exercise :

It is everyone's desire to have a personality that is appreciated and admired by all. Personality is the combination of physical, emotional, spiritual and psychological aspects in a person. If you wish to enhance your personality, start by respecting yourself and believing in your ability to win respect from others. Have a positive attitude. In your interaction with others be polite and gentle, doing good to them and for them as far as possible. Give importance to your words. Speak only when it is required and is of utmost necessity. What you say has tremendous power..... it can hurt, it can heal, it can charm or it can harm. A kind word can support a person, motivate him and make him feel good. Be devoted and committed to your work.

Remember you are always a learner even when you have climbed up the ladder of position and success. The higher you reach the more humble you should be. The meaning of life is to grow, but grow with changes for the better. Your personality shows when you have a positive outlook, the right communication, a commitment to work, the will to serve others and humble acceptance of success.



Fill in the blanks in the following sentences:

1. Personality is the combination of physical, _____, spiritual and _____ aspects of a person.
2. We should have a _____ attitude to everything.
3. We should speak only when required and when of utmost necessity and only with _____.
4. Words have the power of _____ one or discouraging one.
5. The higher you reach the more _____ you should be.

Speaking Skill:

Address your classmates on some values you think are essential to students. Listen to the speech of some great orators. Then try to express in your own words the ideas you had heard.

- 1) Inaugural address of Barrack Obama
- 2) Speeches of Mahatma Gandhi, Pandit Nehru and other personalities
- 3) Verses from Shakespeare's Julius Caesar—'Friends, Romans, Countrymen.....'

Reading Skill:

You would be greatly amused to read the story of the highly coveted FIFA football trophy. Here is a passage on it. Read the passage and supply answers to the questions that follow:

- ⇒ It weighs a little more than 5kg and it measures 36.5 cm vertically.
- ⇒ It is made of 18 – carat gold and has a base, 13 cm in diameter,
- ⇒ Containing two layers of malachite which is a precious mineral.
- ⇒ Two human figures holding up the earth are depicted on this.
- ⇒ Holy Grail of football- the **FIFA World Cup trophy.**



It is a Cup every nation on the world map would love to lay its hands on.

The World Cup football tournament owes its creation to the zeal of two French administrators Jules Rimet and Henri Delaunay. It is little wonder then that a French sculptor – Abel Lafleur – was asked to craft the trophy to be awarded to the winners of the inaugural World Cup in 1930. Lafleur christened his baby Victory because the

winged Greek goddess of victory, Nike, inspired his design. Victory, with a weight of 3.5 kg and height of 35 cm, was made of solid gold on a blue base of lapis lazuli. It comprised an octagonal cup, supported by a winged figure representing Nike. The trophy was named after the FIFA President Jules Rimet in honour of the Frenchman's service to the game. According to FIFA's World Cup rules, a team winning the tournament three times would gain ownership of the trophy. Brazil did so in 1970 to take home the Jules Rimet trophy.

The Jules Rimet trophy was stolen from an exhibition at Westminster Central Hall in London four months before the 1966 World Cup. Miraculously, the trophy was found wrapped in a newspaper in a garden seven days later. It was not Scotland Yard that traced the coveted trophy. A mongrel named Pickles found the ultimate football prize while on a morning walk with its owner! Brazil reacted furiously to the theft, saying "it was a sacrilege that would never have been committed in Brazil where even its thieves loved football too much". But Brazil had egg on its face 17 years later when the Jules Rimet trophy was stolen from the National Football Federation Office in Rio de Janeiro.

Winners of the World Cup nowadays receive only a replica which is gold plated. Since 1974 the name of the winners and the year are engraved on the base of the trophy. FIFA may have to commission a new trophy for the 2042 World Cup because the trophy has space to accommodate the winners and the winning years only until 2038.



Answer the following :

1. The Holy Grail of football refers to _____ .
(a) malachite (b) the FIFA trophy (c) 6 gold carats
(d) the picture of two human beings holding up the earth
2. The phrase 'lay its hands on' means _____ .
(a) to steal (b) to grab (c) to secure (d) to give away
3. Victory owes its name to _____ .
(a) lapis lazuli (b) Jules Rimet (c) the Greek goddess Nike (d) a Greek bird

4. Jules Rimet was an eminent personality _____ .
(a) in the political arena (b) in cine field
(c) in diamond trade (d) amidst the patrons of football
5. Pickles is the name of _____ .
(a) an officer from Scotland Yard (b) a dog on a morning walk
(c) the sculptor of the trophy (d) the captain of the Brazilian team
6. The thieves of Brazil _____ .
(a) loved the trophy (b) loved their country
(c) loved football intensely (d) despised football
7. Pick out the phrase from the passage which means 'had to face shame'.
8. Why would FIFA need a new trophy for the World Cup tournament in 2042?

Writing Skill:

Test your knowledge of idioms:

1. drag up a child- bring up a child without proper training
2. done to a turn – extremely well done
3. drop out – cease to complete
4. drop-outs – those who withdraw
5. exact from – demand and get from
6. feather in one's cap – something one may feel proud of
7. follow something up – pursue
8. heart and soul – completely, with utter dedication

Advertisement writing:

You have already practised writing an advertisement in Std.IX.

Advertisements are techniques used to promote business and trade. They are also used to promote a cause or create an awareness. The more attractive they are, the more popular the product becomes.

Look at the advertisement which follows:

Kids, Toddlers and Pranksters ! Rush in, Swarm in!

ONLY 3 DAYS LEFT! GRAB THE OFFER!! PAY 10% LESS !!!

Toys, toys all over ! To play with, to enjoy, to have fun with !

**Colourful ones, novel, made of non-toxic material,
handy, easy to operate, safe to use, they tempt you to buy**

Pick and choose from a wide variety

Available at Guild of Service Hall, Egmore, Chennai – 8.



You find that the advertisement above has some catchy words and phrases:

- i) colourful toys, novel, lovely, safe to use, non-toxic, handy, etc.
- ii) 10% Discount, sale for 3 days only
- iii) Venue : Guild of Service Hall, Egmore, Chennai – 8

These make the product interesting and appealing to the customer.

Creating Ads is Fun!

Activity:

1. Here are some details about a commercial organisation. Prepare an advertisement bringing out its best features.

Mouth watering, Delicious food, Hygienic preparation, Affordable price, makes you long for more and more.

***Crave and Rave Vegetarian Restaurant*, 23, Nehru Street, Coimbatore.**

2. Prepare advertisements for the following products using the appropriate language:

- a) Long lasting pens for examinations
- b) Newly invented vehicle
- c) Latest model electronic gadget

UNIT 3

MANLINESS

POEM

**If you can dream and not make dreams your master;
If you can think and not make thoughts your aim;
If you can meet with triumph and disaster;
And treat those two impostors just the same;
If you can force your heart, and nerve, and sinew
To serve your turn long after they are gone;
And so hold on when there is nothing in you
Except the will which says to them, "Hold on".**



**If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it,
And, what is more, you'll be a man, my son.**

- Rudyard Kipling

Thinking about the poem:

1. How can dreams become masters?
2. When something you had expected fervently had not materialised, how did you react?
3. What keeps one going on, in spite of being repeatedly confronted with failures?
4. Which quality would you consider is most essential for man in order to face the challenges of life?
5. Memorise the poem and write it in its verse form with proper punctuations.

Answer in a paragraph:

Describe the various qualities of manliness.

Appreciation of the poem:

1. Which word is frequently repeated in the poem? How is it significant?
2. In stanza 1, we find the rhyme scheme ab ab. Is this applicable to the remaining two stanzas too?

3. Describe the two impostors mentioned in the poem. Why are they termed so?
4. What would you identify as the differences between a boy and a man from your study of this poem?

PARALLEL READING:

LIVE TO SOME PURPOSE

*They err who measure life by years,
With false or thoughtless tongue;
Some hearts grow old before their time;
Others are always young.*

*'Tis not the number of the lines
On life's fast-filling page,
'Tis not the pulse's added throbs,
Which constitute their age.*

*Some souls are serfs among the free,
While others nobly thrive;
They stand just where their fathers stood,
Dead, even while they live.*

*Others, all spirit, heart and sense,
Theirs the mysterious power.
To live in thrills of joy or work.
A twelve-month in an hour!*

*Seize, then, the minutes as they pass!
The woof of life is thought!
Warm up the colours! let them glow
With fire of fancy fraught.*

*Live to some purpose; make thy life
A gift of use to thee;
A joy, a good, a golden hope,
A heavenly argosy.*

- Adelaide Anne Proctor