

**TEXT: SPRINGS**  
English Course Book  
Second Year Pre-University

**1. ROMEO AND JULIET**

-William Shakespeare

Answer the following in a word, phrase or a sentence [1 mark each]

	<b>QUESTIONS</b>	<b>ANSWERS</b>
1	What did Juliet teach the torches?	To burn bright
2	Where did Juliet seem to hang upon?	Upon the cheek of night
3	To which ornament was Juliet compared?	A rich jewel in Ethiope's ear
4	What does the phrase 'earth too dear' mean?	A rare beauty
5	Who is compared to a snowy dove?	Juliet
6	When do the hands of Romeo become blessed?	When he touches Juliet
7	what does Juliet compare Romeo with?	To the day in night
8	What does the phrase 'new snow' mean?	Love as pure as snow
9	What does Juliet want Romeo to become after her death?	Little stars
10	Why does Juliet want Romeo to become little stars after her death?	So that all the world will be in love with night
11	When will Romeo make the face of heaven so fine?	When he is cut and made into little stars
12	Had Romeo ever seen true beauty till that night?	No

**KEY POINTS ON THE POEM**

- The city of Verona
- Romeo and Juliet
- Noble families-Montagues and Capulets/animosity
- Capulets' party
- Intense and passionate love
- Romeo's glorification of Juliet's beauty
- Juliet's beauty surpasses the brightness of torches
- A rich jewel
- Juliet is compared to a snowy dove
- Romeo meets after the dance
- Juliet praises Romeo
- Compares to the day in night
- New snow on ravens back
- She wants Romeo to be little stars after her death

## QUESTIONS

- 1) How does Romeo glorify Juliet's beauty?
- 2) Why according to Juliet would all the world stop worshipping the garish sun?

The poem Romeo and Juliet is an extract from William Shakespeare's tragedy 'Romeo and Juliet'. Montagues and Capulets were the two noble families of Verona. They were arch rivals and known for their animosity. Though Romeo belonged to Montagues, he attended the party hosted by Capulets, in disguise. There in the party he saw Juliet and was fascinated by her enchanting beauty. The poem expresses Romeo and Juliet's intense and passionate love for each other.

Romeo glorifies the beauty of Juliet. He finds that her beauty surpasses the brightness of the burning torches. And she seems to hang upon the cheek of night like a rich jewel in Ethiop's ear. Romeo was fascinated by the rich and rare beauty of Juliet. He compares her with a snowy dove among the trooping crows. He expresses his desire to meet and touch her. So that his rude hands will become blessed. He openly admits that he had never seen such a true beauty in his life.

Juliet is also equally fascinated by the handsome and bright personality of Romeo. She compares him to the day in night and praises his attractive disposition. She calls his love a new white snow which is pure and perfect. Juliet wants Romeo to be cut into little stars after her death, so that he will make the face of heaven so fine. And the entire world will fall in love with night forgetting the garish Sun.

## 2. TOO DEAR

- Leo Tolstoy

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Where did the kingdom of Monaco lie?	Near the borders of France and Italy
2	What was the population of Monaco?	Seven thousand
3	How many soldiers did the army of Monaco have?	Sixty soldiers
4	Name the things that were taxed in Monaco.	Tobacco, wine, spirits and a poll-tax
5	Where did the special source of revenue come from for the king?	Gaming house
6	Name the game played in Monaco.	Roulette
7	What was the unusual incident that happened in Monaco?	A murder

8	What was the hitch in the execution of the criminal?	They neither had a guillotine nor an expert.
9	What was the punishment awarded to the criminal?	To have his head cut off/death punishment.
10	What help did the king of Monaco seek from France?	A machine and an expert to cut the head off
11	Who did the king of Monaco consider the 'brother of monarch'?	The king of Italy.
12	What was the only way to get rid of the criminal?	To pay him pension
13	What was the sum fixed as pension?	600 Francs
14	Where did the criminal settle at the end?	Across the frontier
15	What did the criminal do with his annuity?	He bought a bit of land
16	What was new item of expenditure that the king noticed?	The expenses of the criminal and the guard.

### KEY POINTS ON THE LESSON

- ☞ Monaco- a tiny little kingdom
- ☞ Various taxes
- ☞ Gaming house- a special source of income
- ☞ Murder- the unusual incident
- ☞ Death sentence
- ☞ No guillotine or an expert
- ☞ King writes to France and Italy but proved costly
- ☞ Change of death sentence into life imprisonment
- ☞ 600 francs annual maintenance
- ☞ The criminal does not want to leave
- ☞ Pension/one third of annuity in advance
- ☞ The criminal leaves

### QUESTIONS

- 1) What made the king of Monaco alter his decisions in dealing with the criminal?
- 2) Why did the authorities in Monaco fail to carry out the death sentence?
- 3) Why was the criminal finally offered pension in 'Too Dear'? How did this offer benefit him?

### ANSWER

"Too Dear", is one of the finest short stories written by Leo Tolstoy. It ridicules the way that the decisions are made by the kings and administrators. And explains how the criminals are let go freely without being punished severely.

Monaco was a little kingdom with seven thousand populations. It was near the borders of France and Italy. It had a king, ministers, courtiers and a small army of sixty soldiers. The king used to collect taxes on the things such as tobacco, wine, spirits and a poll tax. But the special revenue came from the gaming houses. The people played roulette which was generating a lot of income for the king.

Once, an unusual incident happened in Monaco. It was a murder. The criminal was tried in the court and awarded the death punishment. But the problem was, they had neither a machine nor an expert to cut the head off. So the king sought the help of France and Italy. Both the countries were ready to help by charging 16000 francs and 12000 francs respectively, but the king thought that it was too costly. Then the army of Monaco was requested to execute the punishment, this was refused on the ground that the army was not trained in it.

Finally the king decided to alter the death punishment into life imprisonment. Accordingly a guard was appointed and the criminal was put in a cell. Even this also proved costly as the king found a new item of expenditure of 600 francs every month. The guard was dismissed but the criminal didn't run away. He had nowhere to go and had forgotten to work. The only way to get rid of the criminal was to pay him a pension. The criminal agreed to it, and received one third of annuity. He left Monaco and settled across the frontier. There he lived peaceably and well.

### 3.ON CHILDREN

-Khalil Gibran

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Who does the word, 'He' refer to?	God/Prophet
2	Who do the children really belong to?	To the life
3	What can the parents give their children?	Love
4	What can't the parents give their children?	Their thoughts
5	What can the parents house?	Bodies of the children
6	What can't the parents house?	Souls of the children
7	Where do the souls of the children dwell?	In the house of tomorrow
8	Where can't the parents visit in their dreams?	The house of tomorrow
9	What should the parents strive for?	To be like their children
10	What should not the parents seek?	Make the children to be like them
11	Who are the 'bows'?	The parents
12	Who are the living arrows?	The children
13	Who sees the mark upon the path of infinite?	The archer
14	Who does the God love?	Both the parents and children

## KEY POINTS ON THE POEM

- A woman requesting prophet to speak on children
- Children belong to life not to parents
- Parents can give love but not thoughts
- Parents may give shelter to bodies but not their souls
- Children's souls dwell in the house of tomorrow
- Bows- parents. Living arrows- children.
- God- the archer
- Archer loves both children and parent

## QUESTIONS

- 1) How should parents raise their children according to the speaker of 'On Children'?
- 2) How is the parent-children relationship brought out using the metaphor of bows and arrows in 'On children'?

## ANSWER

"On Children" is a philosophical poem written by Khalil Gibran. The theme of the poem is the relationship between the parents and children. Traditionally the parents exercise a lot of authority over their children. And they try hard to impose many things on them. It is just because they have given births to them.

But the poet thinks in other way. The children don't belong to their parents; they really belong to the life. The parents can't own or claim their rights over the children. Though the children come from their parents but they belong to life. The parents can give their love but not their thoughts as the children have their own individual personality.

The parents can only protect the bodies of their children but not their souls. The souls of the children lie in the house of tomorrow. They can try to be like the children but should never attempt to make the children to be like them. The children belong to the future and not to the past. The future never stays with yesterday.

The parents are like the bows through which the living arrows are sent. It is the archer, the God who sees the mark upon the path of infinite. Therefore the parents should act like the guiding lights to the children and never be so authoritative in their attitudes. The children are the creation of God and they have to be free from any bondage.

## 4. EVERYTHING I NEED TO KNOW I LEARNED IN THE FOREST

- Vandana Shiva

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Where did Vandana Shiva's ecological journey start?	In the Himalayan forests.
2	What was Vandana Shiva's father?	A forest conservator.

3	Where did Vandana Shiva learn about ecology from?	From the Himalayan forests.
4	What did the mothers compose 'songs and poems' about?	About trees and forests.
5	What is 'Chipko'?	A non violent movement against large scale deforestation.
7	What did Vandana Shiva do as a Chipko activist?	Participated in padayatras/documentated deforestation
8	What was the dramatic Chipko action happened in Advani?	Bachni Devi protested against her husband.
9	What are the effects of logging?	Landslides, floods, scarcity of water, fodder and fuel.
10	What did Vandana Shiva learn from Chipko?	About biodiversity and biodiversity based living economies
11	Name the book written by Vandana shiva.	Monocultures of the Mind
12	Where was the Navadhanya Farm started?	In Doon Valley.
13	When did the Navadhanya Farm start?	In 1994.
14	What was Navadhanya?	A movement for biodiversity conservation and organic farming
15	What did biodiversity teach Vandana Shiva?	Abundance and freedom/ Cooperation and mutual giving
16	What prompted UN to initiate a discussion on the rights of nature?	The constitution of Equador.
17	What does the word 'apartheid' mean?	Separateness
18	What is meant by 'eco apartheid' according to the author?	The separateness of human beings from nature.
19	What event in the history marked the beginning of separateness of human beings from nature	The industrial revolution.
20	What does the Earth University teach?	The Earth Democracy.
21	Earth Democrcy is a shift from anthropocentrism to .....	Eco centrism
22	Where was the Earth University located?	At Navadhanya Farm
23	By whom was the Earth University inspired?	Rabindranath Tagore.
24	Where have India's best ideas come from according to Tagore?	Trees, rivers and lakes.
25	What does the forest teach according to Vandana Shiva?	Enoughness / principle of equality.

26	What is the beginning of joy?	The end of consumerism
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### KEY POINTS ON THE LESSON

- ✓ Ecological journey from the forests of Himalaya
- ✓ Father-Forest conservator. Mother-a farmer
- ✓ Chipko movement-deforestation
- ✓ Logging-scarcity of water, fodder and fuel/women affected
- ✓ Bachni Devi's fight
- ✓ Bio-diversity-intensive and organic farming
- ✓ Navadanya Farm 1994
- ✓ Rights of Nature- Ecuador, Bolivia and UN
- ✓ Earth- a dead matter-industrial revolution
- ✓ Earth University-Earth Democracy-freedom for species
- ✓ Tagore's ideals-trees, rivers and lakes source of knowledge/thoughts
- ✓ Nature- source of beauty and joy
- ✓ Consumerism and accumulation

### QUESTIONS

- 1) "The conservation of bio-diversity is the answer to the food and nutrition crisis". Discuss?
- 2) 'Conservation of biodiversity is crucial for the sustenance of both nature and human society'. Discuss with reference to Vandana Shiva's essay.
- 3) Bring out the significance of bio-diversity and the rights of nature as explained by Vandana Shiva in her essay.

"Everything I Need to Know I Learned in the Forest", is an essay written by Vandana Shiva. It deals with the modern ideas such as deforestation, eco system, bio diversity, organic farming and rights of Nature.

Vandana Shiva was brought up in the Himalayan forests. Her father was a forest conservator and mother, a farmer. She learned everything from the Himalayan forests. She was associated with the 'Chipko Movement', a non violent movement against deforestation. Vandana Shiva was very much influenced by the women who protested against logging. The logging was the cause of landslides, floods and scarcity of water. The women were the victims as they had to walk for longer distances in order to fetch water, fodder and fuel for their hearths.

Vandana Shiva was against monoculture. She preferred biodiversity and biodiversity based economies. Therefore she started Navadhanya farm in 1994. The farmers were given demonstration and training. She conserved 600 varieties of rice and 150 varieties of wheat. Navadhanya was a movement for biodiversity conservation and organic farming.

Vandana Shiva strongly supported the rights of nature. And she gives the example of Ecuador which has recognized the rights of nature in its constitution. This inspired the United Nations Organization to arrange conference to discuss the

domination of people over nature. She expresses her disappointment over transforming the living earth into the dead matter which started with the industrial revolution.

The Earth University which was started in Navadhanya, teaches Earth Democracy. The Earth Democracy means freedom for all species and the freedom and responsibilities of humans in recognizing and protecting the other species. She stresses the need of ecocentrism as against anthropocentrism.

The ideals of Rabindranath Tagore have a great influence on Vandana Shiva. She quotes Tagore's 'Tapovan'. This is an essay where Tagore claims that the forests are the source of material and intellectual regeneration of our Indian civilization. India's best ideas have come where man was in communion with trees, rivers and lakes. Vandana Shiva is of the opinion that nature is the best teacher. And she appeals that we all should stop treating earth as a dead matter.

## 5. A SUNNY MORNING

- Serafin and Joaquin Alvarez Quinter.

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	How old was Dona Laura?	Seventy years.
2	Where does the action of the play take place?	At the park in Madrid.
3	Who does Petra make friendship with?	With the guard.
4	What did Dona Laura bring everyday to the park?	Bread crumbs.
5	Who did Dona Laura feed everyday in the park?	Birds/pigeons.
6	Who had occupied Don Gonzalo's bench?	Three priests.
7	Where did Don Gonzalo sit?	By Dona Laura.
8	Where did Don Gonzalo take his gun and dog every day for hunting?	To his estate.
9	What makes peace between Dona Laura and Don Gonzalo?	A pinch of snuff.
10	Where was Dona Laura bought up?	Valencia.
11	Where was Don Gonzalo from?	Marcela.
12	Who is referred to as 'The Silver Maiden'?	Dona Laura.
13	Who did Dona Laura love?	The gallant lover/Don Gonzalo
14	Who did the parents of Dona Laura want her to marry with?	With the merchant.
15	Where did the gallant lover die?	In Africa.
16	Who did Don Gonzalo run away with?	With the ballet dancer.



## KEY POINTS ON THE LESSON

- Meeting between Don Gonzalo and Dona Laura
- A sunny morning/Park in Madrid
- Complain each other not friendly
- A pinch of snuff brings peace
- Fictitious story of 'The silver maiden' and 'gallant lover'
- Meeting and exchanging flowers
- Deal with the merchant/ the lover hides
- Gonzalo writes letters but were intercepted
- Gonzalo and Laura get separated
- The gallant lover joins army- goes to Africa and dies
- The silver maiden leaves her house- goes to beach-swept away by waves
- Don Gonzalo and Dona Laura hide their real identity

## QUESTIONS

- 1) 'The ways of Providence are strange.' How is this true in case of Don Gonzalo and Dona Laura?
- 2) 'A Sunny Morning' revolves around concealing and revealing Laura and Gonzalo's identity. Elaborate.
- 3) 'A Sunny Morning' portrays the wit and humour through Don Gonzalo and Dona Laura's spontaneous reactions. Explain.

## ANSWER

"A Sunny Morning," is a comedy of in one act, by Serafin and Joaquin Alvarez Quintero. It is a humorous play which tells the story of Don Gonzalo and Dona Laura who loved each other on their youth but were forced to separate in life. The play begins on a sunny autumn morning in a quiet corner of a park in Madrid. Dona Laura a handsome seventy year old lady is feeding pigeons in the park. Don Gonzalo, a gentleman of seventy, gouty and impatient enters. The meeting of the Laura and Gonzalo in the park strikes the note of humour.

The conversation between the two seventy year olds begins sarcastically, they accuse each other. Don Gonzalo calls her "Senile old lady!". She finds him "an ill-natured old man! Later a pinch of snuff helps to clear their heads, and brings peace between them. Then they start talking of their hometowns and other things. Then Laura reveals that she lived in a villa Maricela,. Gonzalo is surprised to hear the name "Maricela." He then tells that he knows a girl who lived in that villa in Maricela, who was perhaps the most beautiful woman he has ever seen. He also reveals that the girl's name was Laura Llorente. Both of them realize each other to be former lovers.

Dona Laura was known in her locality as 'The Silver Maiden.' She was fair as a lily. She was in love with Gonzalo, the gallant lover. He used to pass by on horseback every morning through the rose garden and tossed up a balcony of flowers to her balcony

which she caught. On his way back in the afternoon she would toss the flowers back to him. But Laura's parents wanted to marry her off to a merchant whom she disliked. One day there was a quarrel between Gonzalo and the merchant, the suitor. So he fled from his hometown to Seville and then to Madrid. Even though he tried to communicate with Laura through letters, all attempts failed. He then joined the army and went to Africa.

According to Don Gonzalo, his 'cousin- the lover of Laura' met with a glorious death in Africa. Laura waited for her beloved's arrival for days, months and a year. But then one day she went to the sea shore, wrote her lover's name on the sand and sat down upon a rock. The tides rose to the rock and swept her out to sea. This is narrated by both Gonzalo and Laura respectively. But in reality after three months Gonzalo ran off to Paris with a ballet dancer and Laura on the other hand, got married after two years.

Thus there is a thread of humour running throughout the play. Even after realizing each other they pretend to be not and frame stories about their own deaths. Laura poses herself to be the friend of the real Laura and Gonzalo as the cousin of the 'dead Gonzalo.'

## 6. WHEN YOU ARE OLD

-W. B. Yeats

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Who does 'You' refer to in the poem?	Young woman.
2	What does 'book' refer to in the poem?	Memories.
3	What should the young woman dream of?	Soft look of her eyes.
4	What did the men love about her?	Moments of glad grace.
5	Who is the 'one man' in the poem?	The speaker.
6	How is the speaker's love different from others?	He loves her pilgrim soul.
7	What does the phrase 'Your changing face' mean?	The speaker's love is not temporary
8	What should the lady murmur about?	About how love fled.
9	Where did the love hide at last?	Amid a crowd of stars.

### KEY POINTS ON THE POEM

- ❖ The speaker addressing his beloved
- ❖ Asks her to read the book when she becomes old
- ❖ Asks her to dream of her soft looks
- ❖ Others loved her physical beauty

- ❖ The speaker loves her pilgrim soul
- ❖ He loved her joys and sorrows
- ❖ She sits by the glowing bars
- ❖ Murmuring about how love fled

### QUESTIONS

- 1) How does the speaker distinguish his love from that of the others in the poem 'When You Are Old'?
- 2) 'The speaker addresses a young lady in her old age.' Comment on the time sequence used by the poet in 'When you Are Old'.

### ANSWER

'When You Are Old', is a beautiful poem written by W. B. Yeats. The theme of the poem is love. Here the speaker is trying to explain his beloved how is love is a true and different one. He is addressing a young woman whom he loved a lot. When she becomes old and gray, the speaker wants her to take the book and read it slowly sitting by the fire. And dream of her soft looks that she had once.

There were many men who loved her, but they loved only her moments of glad grace. He is not sure whether their love for her was true or false. The speaker here is trying to convince her that the others loved only her physical beauty. But he loved her pilgrim soul and the sorrows of her changing face. By 'changing face' the speaker means that he loved both her joys and sorrows. He makes it clear that his love is not a temporary one.

The poem returns to the time frame of her old age. Sitting by the glowing bars she should murmur sadly about how love fled and went on the mountains. And how hid his face amid a crowd of stars. The time sequence of the poem is important because this isn't really written from the perspective of two old people. It's written about two young people imagining what life will be like when they are old.

## 7. THE GARDENER

-P. Lankesh

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	What helped the author to conceive the Story "The Gardener"?	His encounter with an old man.
2	Why did the owner employ the old man?	He was well versed in agriculture.
3	What was the owner's wife worried about?	The owner stopped working hard.
4	What story did the old man tell the wife?	The story of Tammanna and Basavaiah.
5	What was the most important among all the	His rivalry with

	possessions of Tammanna?	Basavaiah.
6	How much land did Tammanna own?	One thousand acres.
7	What unique idea did Tammanna have to annihilate Basavaiah?	Composing ballads and singing them.
8	What did Basavaiah do instead of singing ballads?	He performed his agricultural tasks more diligently
9	What was the last idea of Tammanna to destroy Basavaiah?	To die.
10	What does a man lose after a particular age?	His name.

### KEY POINTS ON THE LESSON

- o It is about mystery of human relations
- o Rivalry and its consequences
- o Gardener- well versed in agriculture/intelligent
- o Owner becoming lazy/wife worried
- o Tammanna and Basavaiah's rivalry
- o Basavaiah encroaching Tammanna's land
- o Tammanna started composing and singing ballads
- o Basavaiah amassed wealth
- o Tammanna's decision to die
- o Tammanna's repentance

### QUESTIONS

- 1) Give an account of the strategies used by Tammanna to destroy Basavaiah.
- 2) Bring out the changes in the lifestyle of the owner after the arrival of 'The Gardener'.
- 3) How does Tammanna take revenge on Basavaiah through invisible means?

### ANSWER

"The Gardener", is a short story by P.Lankesh. It tells us the story of rivalry and its consequences. The story is told in a multiple narrative technique which reveals the mystery of human relationship. The rivalry between Tammanna and Basavaiah keeps moving from visual domain to the invisible. Both of them adopt different strategies and counter strategies to challenge each other's wealth.

The gardener is an old man who lives in Channapatna. He is a tall figure with a long beaklike nose. But he is very intelligent and well versed in agriculture. It is because of his hard work and intelligence, he got a job. He could understand the problems of the workers very well. When the gardener stopped the petty thefts, the owner's income increased. Then the owner became lethargic and stopped working hard. Besides the owner developed all kinds of bad habits and had become an extravagant. This made the wife anxious. The gardener tried to console her with his story of Tammanna and Basavaiah.

Tammanna had one thousand of acres of land where as Basavaiah owned only

eight hundred acres. So Basavaiah asked Tammanna to sell two hundred acres of his land which he refused. Basavaiah was mad with rage and he went along with his people and encroached Tammanna's land forcibly. Tammanna started searching a method that could annihilate Basavaiah. He hit upon an idea of composing ballads and singing. He became very famous and his reputation started spreading all around. But Basavaiah couldn't do this; instead he went on amassing all kinds of material wealth. One day Tammanna was ill and Basavaiah thought that Tammanna's decease would be his health. But Tammanna at last thought of another idea of punishing Basavaiah. That was death. Foolish Basavaiah gave a tough completion and died at the end.

### 8. TO THE FOOT FROM ITS CHILD

-Pablo Neruda

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	What would the foot like to be?	A butterfly or an apple
2	What do the stones and bits of glasses refer to?	Hardships of life.
3	What teaches the foot that it cannot fly?	Stones, bits of glass, streets, ladders and paths.
4	Where is the foot condemned to live in?	In a shoe.
5	What do the soft nails change into?	Opaque substance.
6	When do the soft nails take the form of eyeless reptiles?	When the child grows old.
7	Where does the foot walk?	In the fields, mines, market and ministries.
8	How long will the foot walk?	Until the man chooses to stop
9	Where does the foot descend at last?	Underground.
10	What does time teach the child?	That it cannot fly.
11	What does the phrase "condemned to live in a shoe" suggest?	A prisoner
12	What is the child's foot not yet aware of?	It's a foot.
13	Where does the foot fall?	In the battle of life.

### KEY POINT SON THE POEM

- ☞ Foot- the symbol of the journey of life
- ☞ Continuously toiling
- ☞ The child's dream-butterfly or an apple
- ☞ Hardships teaching the lesson of reality
- ☞ Soft nails grow into hard opaque substance
- ☞ Blind foot walks everywhere

- ☞ Foot descending into underground
- ☞ Death marks the end of journey

### QUESTIONS

- 1) Bring out the stages of hardships faced by the foot after being confined in a shoe.
- 2) Bring out the contrast between illusion and reality in the poem.

### ANSWER

“To The Foot From Its Child”, is a beautiful narrative poem written by Pablo Neruda. The theme of the poem is journey of life. It narrates how the hardships of life crush the dreams and imagination of a child. From birth to death a man goes through various hardships and difficulties. Here the poet uses ‘the foot’, metaphorically suggesting that the foot toils throughout the life. It works continuously without rest and without stopping anywhere.

The child’s foot is not yet aware of that it’s a foot. It would like to be a butterfly or an apple. But as the time passes the stones, bits of glasses, streets, ladders and the paths teach the foot that it can’t fly. And it can’t be a fruit bulging on a branch. Thus the dreams of the child are defeated. It becomes a prisoner confined to a shoe and falls in the battle of life. As the time moves the foot grows in its own way and loses its touch with its fellows. It is almost blind.

When the child grows up, the soft nails of the foot become hard. They change into an opaque substance. They grow as hard as the horns. The tiny petaled toes of the child are out of trim and take the form of eyeless reptiles. At the end the foot faces the dangers of death.

The blind foot walks and walks without rest and stopping nowhere. Now it is a man’s foot walking in the fields, mines, markets and ministries. It neither knows love nor sleep. It walks until man chooses to stop. Finally the foot descends into the underground and meets its end.

## 9. I BELIEVE THAT BOOKS WILL NEVER DISAPPEAR

Robert Alfino with Jorge Luis Borges

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Where was Borges educated?	From his father’s library.
2	Who was an extraordinary person for Borges?	His mother.
3	What is given to us as raw material as clay according to Borges?	Humiliations/misfortunes / embarrassments.
4	What is poetry according to Borges?	An aesthetic act.
5	Name any one metaphor that Borges consider important?	Time and river.
6	What are the books an extension of?	Imagination and memory.

## KEY POINTS ON THE LESSON

- Luis Borges had a multifaceted personality
- Educated from father's library
- Great respect for mother
- Feels guilty for not giving the deserved happiness to her
- Blindness is a way of life
- Everything is given for a purpose
- Humiliations, misfortunes and embarrassments as raw material
- Poetry an aesthetic act
- Poetry-magical, mysterious and unexplainable
- Books are the extension of our imagination and memory

## QUESTIONS

- 1) Why according to Borges will books never disappear?
- 2) What value does Borges see in literature? Why it is important for the mankind?

## ANSWER

"I Believe That Books will Never Disappear" is an interview with the Argentinean writer Jorge Luis Borges by Roberto Alifano. Borges had a multifaceted personality. He was a short story writer, a poet, essayist and a translator and was born in Buenos Aires. In this interview Borges reveals his thoughts about life and literature.

Borges was educated from his father's library rather than from any high school or a university. The mother was a kind hearted and a gracious woman who had no enemies. She had a lot of influence on Borges. He felt somewhat guilty for not having given her the deserved happiness.

Borges became blind at the age of 55 but he never complained about it. Instead he considered it as a resource. He accepted his blindness and considered humiliations, misfortunes and embarrassments as raw material. Apart from his personal details Borges expresses his views on poetry and literature. According to him poetry is both an aesthetic and poetic act. It is magical, mysterious and unexplainable. He says that poetry is the use of right words in right place. And he reduces all metaphors into 5 or 6 groups such as time and river, life and dreams, death and sleep, and stars and eyes.

He thought that books will never disappear because they are the extension of our imagination and memories. The modern technology does affect the books. The books are the great memory of all centuries. Their function therefore is irreplaceable. Borges firmly believed that if books disappear, surely history would disappear and at the end man would disappear.

## 10. Heaven If You are Not Here On Earth - Kuvempu

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	Where is heaven according to the poet?	On earth.
2	Who have to be gods to make this earth a heaven?	Ourselves.
3	Where is the rolling surf found?	At the edge of waves.
4	Where does the tender sunshine lean?	On the verdant garden.
5	When does the heaven lie all over?	In the splendor of harvest and of moonlight.
6	Who creates heaven on earth by imbibing and spilling the song of nectar?	The poet.
7	What does the phrase 'song of nectar' refer to?	A beautiful song created by poet
8	What is more beautiful than the heaven according to the poet?	The earth.

### KEY POINTS ON THE POEM

- The theme of nature and beauty
- Transformation of human beings into gods
- Developing divine qualities
- Changing the earth into heaven
- Beautiful objects of nature-roaring stream, rolling surf
- Harvest and moonlight
- Poet creating heaven through sweet songs

### QUESTIONS

- 1) When according to the speaker can there be no Gods in 'Heaven, If you are not on Earth'?
- 2) Who can create heaven on earth in 'Heaven if you are not on Earth'?

### ANSWER



“Heaven If You Are Not Here On Earth”, is beautiful poem by Kuvempu on nature and its beauty. Kuvempu is one of the greatest Kannada poets of the 20<sup>th</sup> century. He was awarded Jnanpith award for his “Ramayana Darshanam”.

The theme of the poem is how we the human beings can transform this earth into a heaven by following the path of virtue. The concept of heaven is an abstract idea. But we can have the heaven here on the earth itself by becoming ourselves gods and nymphs. The poet expects us to develop noble and divine qualities so that the earth will be transformed into a place beauty.

The objects of nature such as ‘roaring stream’, ‘rolling surf’, ‘tender sunshine’, ‘verdant garden’ and the gentle sun make this earth a beautiful heaven. The splendour of harvest and the moonlight that has spread all over make this earth a beautiful place. The poet creates heaven on earth through his sweet songs. Thus the poem celebrates the beauty of nature and its beauty.

### 11. “Japan And Brazil Through A Traveler’s Eye”

- George Mikes

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	What are we convinced about when we are in Japan?	We are among the well-mannered people.
2	Where do the people of Japan live?	In an overcrowded island.
3	What do the Japanese respect more?	Privacy.
4	What is bowing equal to?	Shaking hands or kissing on the cheek.
5	What makes difference in Japanese’ bowing?	The rank and position of the people.
6	What did the deer do after bowing?	It snatched the food.
7	What should we do while eating soup in Japan?	We have to make noise.
8	What are the streets of Copacabana decorated with?	With beautiful black mosaics.
9	What are extremely expensive in Brazil?	Motor car.
10	Who are the hunter and prey?	The driver and pedestrian.

### KEY POINTS ON THE LESSON

- ❖ A travelogue-a story of a travel
- ❖ People and culture of Japan and Brazil
- ❖ Privacy in Japan

- ❖ Bowing mania
- ❖ Making sound while eating soup
- ❖ Brazilians walk slowly
- ❖ Driving speedily
- ❖ Cars are expensive
- ❖ Life of pedestrians-difficult
- ❖ The drivers quarrel but no anger or hostility
- ❖ Depiction of positive and negative aspects

### QUESTIONS

- 1) How does George Mikes describe bowing to be a quaint and infectious trait of Japanese people?
- 2) Whose life is becoming more hazardous in Brazil every day according to George Mikes?
- 3) Give an account of the Japanese mania for bowing as described by George Mikes.

### ANSWER

“Japan and Brazil Through a Traveler’s Eyes”, is a travelogue. It tells us a story about the people and culture of the two countries, they are Japan and Brazil. It is written by George Mikes, a publisher and journalist from Hungary.

Japan is an island which is overcrowded but the people are extremely well mannered. They respect privacy more than anything else. For instance they keep the telephone on a table or on a cash counter as they don’t have enough places for the booths. One can talk about his business or about love, but nobody listens to him.

The Japanese have a mania for bowing. Everybody bows to everybody else. Their act of bowing is natural and inimitable. The bowing is neither more nor less than shaking hands or kissing on the cheeks. The depth and length of bowing depends on the social positions and ranks of people. In the Japanese’ culture one should make noise while eating the soup. And it is a sign of appreciation.

The people of Brazil are very slow when they are walking but the same people become dangerous when they are driving cars. Because no speed is fast enough for them. Though the cars are very expensive in Brazil but their number is increasing leaps and bounds. The life of the pedestrians is so difficult that sometimes it becomes impossible to cross the roads. The drivers have wars but there is no anger or hostility and no hooting. Here the writer depicts both the positive and negative aspects of the Japanese and Brazilians.

## 12. The Voter

- Chinua Achebe

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	What was the short name for Rufus Okeke?	Roof.
2	Where did Roof work as a bicycle repairer's apprentice?	In Port Harcourt.
3	Name Roof's village.	Umuofia.
4	What does PAP stand for?	People Alliance Party.
5	What was Marcus Ibe in the outgoing government?	A Minister of Culture.
6	What was Roof expert in?	In election campaigning.
7	What was Marcus Ibe before he joined politics?	A school teacher.
8	What promise did the PAP make?	Pipe borne water.
9	Expand POP.	Progressive Organization Party
10	Who was the stranger that visited Roof?	A POP campaigner.
11	Name the local deity mentioned in the story.	Iyi.
12	How much money did the POP campaigner offer Roof?	5 pounds
13	Who was the candidate for POP?	Maduka
14	What was the election symbol of Marcus Ibe?	Car
15	What was Roof's dilemma at the end?	Whether to vote for Marcus Ibe or Maduka
16	What did the people realize after Marcus Ibe's feasting?	His wealth
17	What mesmerized Roof?	5 pounds

### KEY POINTS ON THE LESSON

- ✓ A short story
- ✓ Evils of elections
- ✓ Weaknesses for power and money
- ✓ Rufus Okeke – a young man from Umuofia
- ✓ Expert in campaigning
- ✓ Marcu Ibe- The minister for Culture-PAP party
- ✓ Former school teacher
- ✓ Amassed wealth in five years
- ✓ Maduka –POP party
- ✓ Roof takes five pounds
- ✓ Dilemma in Roof

### QUESTIONS

- 1) 'Roof is a clever manipulator.' Justify.
- 2) 'The Voter' ridicules the power and selfishness of Marcus Ibe. Explain.
- 3) Do you think that 'The voter' is right in demanding money to vote for Marcus Ibe? Explain

**ANSWER**

"The Voter", is a short story written by Chinua Achebe. He is a very well known poet, novelist and a story writer. "Things Fall Apart", "Arrow Of God", "No Longer At Ease", are some of his best novels.

In "The Voter", Chinua Achebe brings out the evils of elections in modern democracy and the human weaknesses for power and money. Rufus Okeke, Marcus Ibe and Maduka are the important characters of the story. Roof is a young and energetic man from Umuofia. People respected and trusted him for his sincerity and innocence. Like the other boys he didn't abandon his village in order to seek a better job in the cities. He stayed in the village to guide the people.

Roof was a real expert in election campaigning and he worked for Marcus Ibe, the minister for culture in the outgoing government. Marcus Ibe was a school teacher and later he joined politics to avoid the dismissal from service, as there was a complaint against him from a teacher. Within five years he earned a lot of wealth and many degrees. He owned two long cars and built a large mansion which he named it as "Umuofia Mansion". After attending Marcus Ibe's feast people realized his wealth and they decided that this time they would not vote for him free of charge.

Roof was strongly supporting the PAP candidate Marcus Ibe. Even he was in charge of whispering campaign and distributing money. He reminded the people about the promise of pipe borne water. But the day before election a POP campaigner visited Roof and offered him five pounds. Roof not only took the money he even took oath on the deity Iyi to vote for Maduka. But on the day of election, he was in a dilemma. Finally he took the ballot paper, tore it into two pieces and put them in each of the boxes.

Thus Chinua Achebe exposes the candidates, voters and the election campaigners.

**13. WHERE THERE IS A WHEEL**

- P. Sainath

Answer the following in a word, phrase or a sentence [1 mark each]

	<b>QUESTIONS</b>	<b>ANSWERS</b>
1	Which was the district that promoted cycling as a movement?	Pudukottai.
2	What doe cycling symbolize according to the women of Pudukottai?	Independence, freedom and mobility.
3	What was Fathima?	Secondary school

		teacher.
4	Who was the Arivoli coordinator?	N.Kannammal.
5	Who was one of the pioneers of cycling movement?	N.Kannammal.
6	Where did the 'cycling training camp take place?	Kilakuruchi village.
7	Whose brainchild was cycling?	Sheela Rani Chunkath.
8	What was Seela Rani Chunkath?	Former district collector.
9	How many women participated in the cycle rally at Pudukottai.	1500 women.
10	Who wrote the famous cycling song?	Muthu Bhaskaran.
11	What did the cycling boost?	Income.
12	What did the cycling cut down?	Time wasted in waiting for buses

### KEY POINTS ON THE LESSON

- ↪ Cycling as a movement in Pudukottai
- ↪ Rural women's participation
- ↪ Helped to fight against poverty and dependence
- ↪ N. Kannammal- the pioneer of cycling movement
- ↪ Vicious attacks on women
- ↪ Cycling training camp at Arivoli on Sundays
- ↪ Cycling- the brainchild of Sheela Rani Chunkath
- ↪ It helped in the literacy drive
- ↪ Cycling boosted income and reduced dependence

### QUESTIONS

- 1) How does cycling empower rural women according to P. Sainath?
- 2) How did Sheela Rani Chunkath empower the Pudukottai women by including cycling in the literacy drive?
- 3) Discuss how cycling movement has empowered the rural women of Pudukottai.

### ANSWER

"Where There Is A Wheel" is an essay written by P. Sainath. It narrates how cycling brought wealth and economic development among women in the poor and backward district of Pudukottai in Tamilnadu.

There was a cycling movement throughout the district of Pudukottai. The rural women specially the neo-literates actively participated. These rural women used cycling as a weapon to fight against their poverty and dependence. Women agricultural workers, quarry labourers and village health nurses were among the fans of cycling. N. Kannammal was one of the pioneers of cycling movement. According to her cycling gave women confidence and it reduced their dependence on men. The women had to

put up with vicious attacks on their character in the beginning but this did not deter them. Cycling camps were held in Arivoli on Sundays and a large number of women participated.

The cycling movement was the brainchild of Sheela Rani Chunkath, the former district collector. She even encouraged the banks to sanction loans for women to buy the bicycles. Cycling played an important role in the literacy drive as the women could reach the remote villages. The cycling movement boosted the income of women. For them it cut down the time wasted in waiting for buses. The women could cover large areas to sell their produces. It also reduced their dependence on fathers, brothers and husbands.

## 25. WATER

- Challapalli Swaroopa Rani

Answer the following in a word, phrase or a sentence [1 mark each]

	QUESTIONS	ANSWERS
1	What does the phrase 'generations- old strife' refer to?	The conflict between the village and the wada.
2	What difference of race does the water know?	The Samaria woman and Jesus the Jew
3	Whose agony does the water know?	The agony of the panchama.
4	Who didn't have the right to draw a pot of water from the well?	The panchama.
5	What humiliated the wada girl?	Pouring water from distance.
6	Who did Suvarthamma oppose?	The Kamma landlords.
7	What did Suvarthamma ask the Kamma landlords?	Not to pollute the pond water.
8	What is the water witness to?	To centuries of social injustice.
9	Which mighty movement did the water cause?	The Mahad struggle.
10	What does a single drop of water embody?	Tears shed over generations.
11	What does the phrase 'wondrous festival 'refer to?	The weekly bath.
12	Where can water sit innocently?	In Bisleri bottle.
13	What is the new name for water?	Mineral water.

## KEY POINTS ON THE POEM

- A narrative poem
- Discrimination on the basis of caste and creed
- The agony of low caste people
- Water has a long history of conflict
- Knows the difference of race
- Samaria woman and Jesus
- Panchama had no right to draw water
- Wada girl humiliated
- Suvarthamma's fight
- Mahad struggle
- The speaker's childhood memories
- Water as a commodity
- Falling in the hands of multinational companies

## QUESTIONS

- 1) Why is water a mighty movement according to the speaker of 'Water'?
- 2) How does the poem 'Water' demonstrate the disparity and discrimination in our society using water as a symbol?

## ANSWER

"Water" is a narrative poem written by Challapalli Swaroopa Rani. The poem deals with the struggle against discrimination on the basis of caste and creed. It narrates how the low caste panchamas underwent the hardships and exploitations in the hands of the upper caste people.

According to the speaker water is not an insignificant thing because it has a long history of conflict. It created a huge gap between the village and wada. Water also knows the difference of race between the Samaria woman and Jesus the Jew. It is sad that the panchama had no right to draw a pot of water from a well. They had to wait all day near the well just for a pot of water. The wada girl was insulted as the Shudra poured water to her from a distance.

Suvarthamma was beaten and threatened when she opposed the Kamma landlords polluting the pond. Water led to many mighty movements like Mahad struggle. Every drop of water embodies tears of the dalits and panchamas. The upper caste people enjoyed the bath twice a day but the panchamas had only a weekly bath.

The speaker remembers her childhood when she used to carry a pot of water on her head and used to walk miles together. Water was responsible for a number of atrocities on the low caste people. Their houses were burnt; men and women were killed brutally. It swallowed village after village. Water is both a creator and destructor and now it has been treated like a commodity. It is unfortunate that it has fallen into the hands of the multi-national companies like Pepsi.

## GRAMMAR

01	Right forms of verbs
02	Reported speech
03	Dialogue Writing (Language Functions)
04	Idioms and Phrases
05	Linkers
06	Note Making
07	Letter of Application
08	Speech Writing/Report Writing
09	Pronouns
10	Rearrangement of jumbled segments

### 1. RIGHT FORMS OF VERBS

Question No 26 [3 Marks]

- 1) Romeo loved Juliet
- 2) Juliet was loved by Romeo

When we study the above sentences we find out that there is no change in the meaning. But the only difference is in the way of expression. Sentence no (1), is an Active sentence and the sentence no (2), is a Passive sentence.

**Structure of an Active Sentence:** (S + V + O)

**SUBJECT + VERB + OBJECT**  
Romeo            loved            Juliet

**Structure of a Passive sentence:** (O + HV + MV III FORM /PP + BY + SUBJECT)

**OBJECT + HELPING VERB + MAIN VERB/PP FORM + BY + SUBJECT**  
Juliet            was            loved            by            Romeo



☞ Note: Verb in Active Voice is called an **Active Verb**. Ex- loved

☞ Note: Verb in Passive Voice is called a **Passive Verb**. Ex- was loved

Structure of passive verb: **HV+MV III FORM**  
**was + loved**

**Question:**

A fence ..... (build) around Tammanna’s land by Basavaiah. Both of them ..... (encourage) by their supporters. Tammanna ..... (advise) by his supporters about the various means available for getting back his land

**Answer:**

A fence **was built** around Tammanna’s land by Basavaiah. Both of them **were encouraged** by their supporters. Tammanna **was advised** by his supporters about the various means available for getting back his land

**Question:**

In the Toy kingdom, a council ..... (call) to consider what ..... (could,do) and it ..... (decide) to send a letter to Italy

**Answer:**

In the Toy kingdom, a council **was called** to consider what **could be done** and it **was decided** to send a letter to Italy

**2. REPORTED SPEECH**  
 Question No 34 [5 Marks]

KIND OF SENTENCE	CONJUNCTION USED	EXAMPLES
<b>1.Assertive</b> (Reporting verb) Said, replied. explained, added, pointed, declared, suggested, admitted,	<b>that</b>	<u>Direct:</u> Gonzalo said, “they have occupied my bench”.  <u>Indirect:</u> Gonzalo said <b>that</b> they had occupied his bench
<b>2.Interrogative</b>  <b>A. “Wh” Questions</b>  <b>B. Yes or No</b>	same “Wh” word of the direct speech	<u>Direct:</u> Gonzalo, “what <u>do you wish?</u> ”  <u>Indirect:</u> Gonzalo asked <b>what she</b>

<p><b>Questions.</b> (Reporting Verb) asked, questioned, enquired, inquired,</p>	<p><b>If or whether</b></p>	<p><u>wished.</u> <u>Direct:</u> Gonzalo, "Have the priests gone?" <u>Indirect:</u> Gonzalo asked <b>if</b> the priests had gone. <b><u>NOTE THE STRUCTRE</u></b> Direct: Verb + Subject Indirect: Subject +Verb</p>
<p><b>Imperative</b> (Reporting Verb) ordered, requested, commanded, begged, advised, warned.</p>	<p><b>to</b></p>	<p><u>Direct:</u> Roof said, "vote for the car." <u>Indirect:</u> Roof requested <b>to</b> vote for the car</p>
<p><b>Exclamatory</b> (Reporting Verb) exclaimed</p>	<p><b>that</b></p>	<p><u>Direct:</u> Laura said, "What an atrocious lie it is!" <u>Indirect:</u> Laura exclaimed <b>that</b> it was a great atrocious lie.</p>

### Question:1

Dona Laura: Do you use a shoe brush as a handkerchief?  
Don Gonzalo: What right have you to criticize my actions?  
Dona Laura: A neighbor's right  
Don Gonzalo: I don't care to listen to nonsense.  
Dona Laura: You are very polite.

### **Reported Speech:**

Dona Laura questioned Don Gonzalo if he used his shoe brush as a handkerchief for which he asked her as to what right she had to criticize his actions. Dona Laura replied that she had a neighbour's right. Don Gonzalo continued that he didn't care to listen to nonsense but Dona Laura remarked that he was very polite.

### Question:2

Dona Laura: Are you coming tomorrow?  
Don Gonzalo: Most certainly, if it is a sunny morning. And not only will I scare away the birds but I will bring a few crumbs.  
Dona Laura: Thank you very much. Birds are grateful and repay attention.

**Reported Speech:**

Dona Laura asked Don Gonzalo if he was coming next day. Don Gonzalo replied positively and continued that not only he would scare away the birds but he would bring a few crumbs. Dona Laura thanked him and said that birds were grateful and repaid attention.

**3. DIALOGUE WRITING (LANGUAGE FUNCTIONS)**

Question No: 28 [4 Marks]

A language function is the use of an expression (a sentence or a phrase) for a specific purpose. It is the purpose of speaking. For example when we say, "Good morning" our purpose is greeting someone. And when we say, "I am sorry" our purpose is apologizing. In our everyday conversations we use innumerable expressions for different purposes.

A language teacher's task is to make the effective communicator. These language functions help the students developing communicative skills. The students must be exposed to vocabulary and grammatical structures associated with the language functions.

LANGUAGE FUNCTIONS	EXPRESSIONS USED	RESPONSES
1.Expression of greeting	Good morning ..... Good afternoon ..... Good evening ..... Good night .....	Good morning ..... Very good morning ..... Good afternoon ..... Good evening ..... Good night .....
2.Expression of personal habits	I always..... I often ..... Sometimes I ..... I usually .....	Is it so ..... That is nice .... That is great ... That is good .....
3.Expression of leave taking	Bye ..... Bye now ..... Good bye .... See you later ..... See you soon ... May I take leave ... Well it is time for me now ...	Ok then ..... Bye, take care .... Good bye ..... Fine ..... All right ..... Bye-Bye ...
	Would you please ..... Could you possibly ... If you don't mind .....	Why not ..... Don't worry ..... By all means .....

4.Expression of requests	Sorry to trouble you ..... I would be grateful if you .... I hope you don't mind ....	
5.Expressing Likes and Dislikes	I like ..... I am fond of ... I love ..... ..... is my favourite..... I am addicted to ..... I enjoy ..... I am crazy about ... I don't like ... I dislike ... I hate ..... I never like ....	That is fine..... It is so nice ... That is very good ... Good, keep it up ... That is very bad ... Very good ..... So interesting ... Is it? .....
6.Expressing Gratitude	I am grateful to you ..... It is very nice of you ..... It is very kind of you .... Thank you so much .....	It is my pleasure ... It is my pleasure ... It is my duty ..... Welcome .....
7.Expressing Apology	I beg your pardon .... I apologize ..... I am so sorry .... I am extremely sorry ....	It is OK ... It is all right .... Don't worry ... Nothing to worry
8.Expressing sympathy	So sad ..... How sad! ..... I sympathize with you ... My sympathies are with you ..	
9. seeking Permission	May I ..... Would it be all right if I ..... Can I ..... Shall I .....	By all means ... Why not ..... Go ahead ..... Certainly .....
10.Complaining	I am sorry to say ... I regret to inform you ...	Sorry for ..... We will take note .....
11.Congratulating	Congratulations ... I must congratulate you.. We would like to congratulate..	Thank you .....

**Question:** Complete the following dialogue. (Deepak and his wife Rani plan to have a holiday. They discuss the options.)

Deepak : Rani, today my boss told me that I could take a vacation.

Rani : Wow! ..... (congratulating)

Deepak : ..... (Suggesting a place)

Rani : ..... ; it will be too cold (disagreeing)

Deepak : ..... It will be lovely (Giving an option)

**Answer:**

Deepak : Rani, today my boss told me that I could take a vacation.

Rani : Wow! I would like to congratulate you.

Deepak : Shall we go to ooty?

Rani : No it is winter season; it will be too cold.

Deepak : Then how about going to Goa, It will be lovely.

**Question:** (Raju is studying in PUC II year. He is suffering from fever so he wants to meet the principal and get leave)

Raju : ..... (seeks permission to enter the office)

Principal : .....What is the matter Raju. (gives permission)

Raju : Sir, I am suffering from fever for some days. ....  
..... (requests to sanction leave)

Principal : ..... (gives permission)

Raju : .....( thanks)

**Answer:**

Raju : May I come in sir?

Principal : Yes, come in. What is the matter, Raju?

Raju : Sir, I am suffering from fever for some days. Would you please sanction me leave for two days sir?

Principal : No problem, you may take leave.

Raju : Thank you very much sir.

**4. IDIOMS AND PHRASES**

Question No.29 [2 Marks]

**Idioms and Phrases** are group of words which have a different meaning when used together. People often use them as a way of saying something.

Example: Roof felt as though he were being **split in two**.

Here 'split in two' is an idiomatic phrase which means '**confused or in dilemma**'.

**A list of idioms and phrases**

IDIOMS AND PHRASES	MEANING
hard put to	something difficult to do
get rid of	to become free from something or someone
broke down	to cry or weep
put up with	tolerate
go in for	to choose
cut down on	to reduce
to throw away	to lose
pass by	miss something or someone
face lit up	to show happiness

give up	to abandon
take by storm	to succeed overwhelmingly
the calm before the storm	peaceful time before a trouble
in full swing	very busy
in high spirits	to be in good mood
keep a whole skin	save oneself without suffering harm
leap higher	over excitement
look blue	sad
looking forward to	to expect
run into	to take or drive
Zip along	to move fast
Shrunk into	to become smaller
run out of	shortage
hit out at	to face
take to	to become fond of
take part	to participate
take account of	to consider particular facts
take care of	look after
Cut down	to save
Hit upon	too discover
All and sundry	one and all
to get hold of	to reach
to put up with	to tolerate
to take a nap	to have sleep for awhile
Move away	to withdraw
Move to	to shift

**Question:** Fill in the blanks by choosing the appropriate expressions given in brackets.  
(2x1=2)

(to be in high spirits, to throw away, pass by)

Marcus knew that he would win but he didn't want ..... a single vote. All the while Roof weighed down with guilt, pretended .....

**Answer**

Marcus knew that he would win but he didn't want **to throw away a single** vote. All the while Roof weighed down with guilt, pretended **to be in high spirits**.

**Question:**

(cut down on, put up with, go in for)

A lot of women in Pudukottai were unable to wait for lady's cycles. Therefore they had to ..... men's cycle. They knew that bicycles ..... time, wasted in waiting for buses.

**Answer:** A lot of women in Pudukottai were unable to wait for lady's cycles. Therefore they had **to go in for** men's cycle. They knew that bicycles **cut down on** time, wasted in waiting for buses.

## 5. COHESIVE LINKERS

Question No 30 [4 Marks]

Linkers or linking words are the words which are used to connect words, phrases, clauses, and sentences

**Question:** Fill in the blanks with the linker.

**Question:**

**(before, and, although, as)**

.....Roof would have put it. Then he had received a strange visit from the leader of POP campaign team. .... he and Roof were well known to each other. .... might even be called friends, his visit was cold business like. No words were wasted. He placed five pounds on the floor ..... Roof

**Answer:**

**As** Roof would have put it. Then he had received a strange visit from the leader of POP campaign team. **Although** he and Roof were well known to each other. **And** might even be called friends, his visit was cold business like. No words were wasted. He placed five pounds on the floor **before** Roof

**Question:**

**(but,such as, and, in addition to)**

Look at a waste garbage dump ..... Vegetable waste, paper and broken glass, you will find a considerable amount of plastic material ..... Shampoo bottles, bags .....worn out shoes. Vegetable scraps paper are biodegradable ..... glass and plastic continue to accumulate and harm the environment.

**Answer:**

Look at a waste garbage dump **such as** vegetable waste, paper and broken glass, you will find a considerable amount of plastic material **in addition to** Shampoo bottles, bags **and** worn out shoes. Vegetable scraps paper are biodegradable **but** glass and plastic continue to accumulate and harm the environment.

## 6. NOTE MAKING

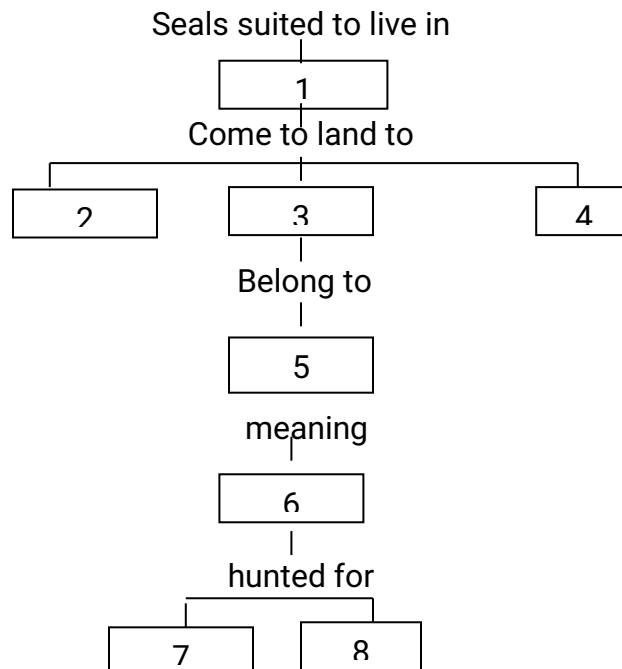
Question No: 31. [1/2x8= 4 Marks]

### 🔍 Note the Points.

- 👉 Read the short passage carefully.
- 👉 Don't rush through it.
- 👉 Understand the gist.
- 👉 Identify the main points.
- 👉 Remember the essential details.
- 👉 Fill in the blanks with essential details.

### Exercise

Seals have a streamlined body and four flippers. So they are suited to live in water. They come to land to rest, mate and give birth. Together with walrus they belong to the order 'Pinnipedia' meaning 'wing foot'. They live all over the world but are most common in Arctic and Antarctic where there is plenty of food. They have been hunted for their fur and blubber.





## 7.WRITING A LETTER OF APPLICATION (Question No: 32 [5 Marks])

### ADVERTISEMENT:

The students are required to study the given advertisement carefully. And note down the following points

India Today Requires, Journalists  
Qualification : M.A. In Journalism/Mass Communication  
Candidates With 3 Years Experience Will Be Given Preference  
Should Have Exclent Communication Skill  
Apply Within 10 Days To  
The Editor  
India Today  
No.1 M.G.Road  
Bangalore

- ☞ Identify the company or the person who requires the position
- ☞ Identify the position or the post that is required
- ☞ Identify the name of the news paper in which the advertisement has appeared
- ☞ Identify the date of the publication of the advertisement
- ☞ Identify the prescribed qualification
- ☞ Identify the address of the company or the person to whom the application has to be sent

### FORMAT OF A LETTER OF APPLICATION

XXX  
YYY  
YYY

00/00/0000

.....

.....  
.....  
Respected sir/Madam  
Subject: Application for the post of .....  
Ref : Your advertisement published in.....dated.../...../.....  
.....  
.....  
.....  
.....  
.....(Body of the letter)

Thank you  
Yours faithfully  
Signature  
XXX

### MODEL LETTER OF APPLICATION

Advertisement That Appeared in The Vijayavani dated 10-12-2014

ROYAL ENFIELD  
WANTED  
Receptionist  
Qualification: IIPUC with computer knowledge  
Knowledge of Kannada, English and Hindi languages is must  
Apply immediately to  
The Manager  
Classic Motors  
Kusagal Road, Keshwapur,Hubli-23

XXX  
YYY  
YYY

12/12/2014

The Manager  
Classic Motors  
Kusgal Road,Keshwapur,Hubli-23

Dear sir/Madam  
Subject: Application for the post of Receptionist  
Ref : Your advertisement published in The Vijayavani. .Dated 10/12/2014  
In response to your advertisement mentioned in the reference, I would like to apply  
for the post of receptionist.

I have passed IIPUC with a distinction and I have a diploma course in computer. Besides I am fluent in Kannada, English and Hindi. In addition to this I have an experience of having worked as a receptionist for two years.

Herewith I have enclosed a resume. I hope that it will meet all of your requirements

Thank you

Yours faithfully

Signature

XXX

## RESUME

Name : XXX  
Father's Name : MMM  
Date of birth : 00-00-0000  
Permanent Address : YYY  
YYY  
YYY  
Nationality : Indian  
Languages Known : Kannada, English and Hindi  
Educational Qualifications

Name of the examination	Board/University	Year/ Marks	Subjects studied
SSLC	SSEB	2010. 490/625	K.E.H.SS.Sc.Maths
PUC	Pre-University Edu Dept	2012. 540/600	Kan.Eng,Hist,Eco,P ol Sc,Soc

Experience : Two years

Other Hobbies : Reading, listening to music and sports

Place:

Date:

Signature

XXX

## 8. SPEECH WRITING AND REPORT WRITING (Any one) Question No 33[5 Marks]

**SPEECH WRITING:**

## Introduction:

"A speech is an oral communication which is usually made in public either on a formal or on an informal occasion"

## A speech varies .....

- According to the audience that we are speaking to
- According to the topic that we are speaking about
- According to the occasion that we are speaking on

## Some examples of speeches

- Thank you speech
- Farewell speech
- Welcome speech
- Speech on topic of interest
- Speech on social issues
- Speech on the introduction of guests

## ✎ Note the Points

- ☞ Study the topic given for speech writing.
- ☞ Identify the audience and address accordingly.
- ☞ Identify the occasion of the speech.
- ☞ Organize the thoughts in a logical order.

## The structure of good speech writing is as following.

- A. Beginning
- B. Middle
- C. End

### A. Beginning (Introduction):

- It includes the address to the audience.
- Introduction of the topic that you are going to speak.
- Mention the occasion on which you are speaking

### B. Middle (Body):

- It includes the details of the subject of speech.
- The thoughts should be organized.
- There should be a logical progression.
- Avoid the repetition of the points.

### C. End (Conclusion):

- It includes the summary of the main points.
- Conclude with a compelling remark.
- Say thanks for listening to you.

#### EXAMPLE-1

You are the secretary of your College Union. You have invited the District Commissioner as the chief guest for the College Day. Based on the following details about him, write a speech in about 100 words to introduce him at the function.

Name : Dr Niranjan  
Birth place : Bangalore  
Education : M.B.B.S. from Bangalore University  
I.A.S. ---2005 batch  
Profile : Started career as an I.A.S. probationer. Posted as Asst. Commissioner to Haveri-Got the budget sanctioned for city Drinking water project and earned good name. Now D.C. in your town

#### Answer:

Good morning

Respected Principal, beloved teachers, my dear friends, ladies and gentlemen.

I, XXXX the secretary of College Union, have a great honour and privilege to be able to introduce you today's chief guest Dr Niranjan, on this auspicious occasion of our College Day.

Dr Niranjan was born in Bangalore and studied in this Garden City only. He received his M.B.B.S. degree from Bangalore University. And he passed I.A.S. in the year 2005.

Dr Niranjan started his career as an I.A.S. probationer. Then posted as an Assistant Commissioner to Haveri. As an Asst. Commissioner he got the budget sanctioned for city drinking water. This was his remarkable achievement and it brought him a good name.

He has distinguished himself as a sincere officer. He took several measures to put an end to the menace of corruption. And he has a great concern for the downtrodden people. We are very fortunate to have an honest and sincere officer like Dr Niranjan as our District Commissioner.

I am sure that you will all enjoy his words of wisdom.

Thank you one and all.

### **EXAMPLE-2**

**QUESTION:** Imagine you are the secretary of Eco Club of your college. On the occasion of “World Environment Day” you are required to give a speech on the need for awareness to preserve nature. Based on the following information write a speech in about 100 words.

- need for conservation
- cause of destruction
- depletion of ozone layer
- health hazards

### **ANSWER:**

Good morning everybody

Respected Principal, my beloved lecturers and dear friends.

As you all know that every year 5<sup>th</sup> June is celebrated as “World Environment Day” to create global awareness in order to take a positive environmental action to protect nature and planet earth. As a part of it we have assembled here. I XYZ, the secretary of the Eco Club of this institution is here before you to present some of my views on the “World Environment Day”.

Every one of us know the importance of nature. It consists of all living beings on earth, which are mutually dependent on each other. Because of the pollution some birds and animals are on the verge of extinction. So there is an urgent need for the preservation of nature. The increasing number of vehicles and industries is leading to the excessive release of carbon dioxide. This is not only responsible for the depletion of ozone layer but also causing many health hazards. Man, birds and animals all depend on plants and trees.

On this great day I humbly request all of you to plant trees on all the special occasions that you come across and inspire others to do so. With this I would like to conclude my speech.

Thank you one and all.

### **REPORT WRITING:**

**Introduction:** It is said that a picture is worth a thousand words, so also a graph provides us with an in-depth information about variety of things. They help us to compare and contrast various facts and figures.

Graphs are very useful in the fields such as industry, trade & commerce, education,

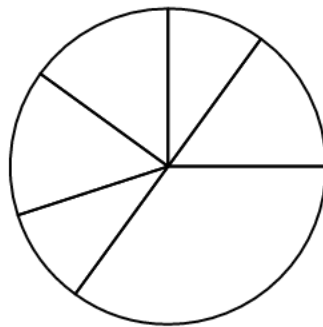
science and technology.

#### SOME OF THE DICTIONARY DEFINITIONS OF A GRAPH

- Graph is a diagram showing the relation between variable quantities, typically of two variables, each measured along one of a pair of axes at right angles.
- a diagram representing a system of connections or interrelations among two or more things by a number of distinctive dots, lines, bars, etc.
- A diagram that exhibits a relationship, often functional, between two sets of numbers as a set of points having coordinates determined by the relationship.
- A pictorial device, such as a pie chart or bar graph, used to illustrate quantitative relationships. Also called *chart*.

#### Example: 1.

A survey was conducted to understand how the P.U.C. students spend their leisure time. Based on the information given in the pie chart below, prepare a critical report for your college magazine



#### **Report:**

The survey provides ample evidence that how the P.U.C. students misuse their leisure time instead of utilizing it to get refreshed. They seem to have forgotten the good hobbies such as painting, sketching, sculpting and music. It is evident from the data that most of the students are addicted to television. They spend almost half of their leisure time in watching movies, sports and serials on T.V.

As a result of this the students are growing more violent and aggressive in their conduct. They have little time for playing, sleeping and going out with friends. It is really unfortunate that the students don't know what to do with their leisure time. They are under the impression that leisure time means merry making. Therefore it is necessary on the part of both the teacher and the parents to counsel the students.

### **09. PRONOUNS**

Question No: 34[4x1=4 Marks]

Definition: Pronoun is a word used instead of a noun. Pronouns are used in order to avoid the repetition of nouns.

### Kinds of Pronouns

Personal pronouns	I, We, You, He, She, It, They
Possessive pronouns	My, Our, Your, His, Her, Its, Mine, Ours, yours, Theirs, Hers,
Reflexive pronouns	Myself, Yourself, Himself, Itself.
Interrogative pronouns	Who, Whom, Whose, What, which,
Relative pronouns	Who, That, Which,
Demonstrative pronouns	This, There, That, Those.
Distributive pronouns	Each, Every, Either, Neither.
Indefinite pronouns	Anyone, Anybody, Someone, Somebody, No one, Nobody.

**QUESTION:1** What do the underlined words in the following extract refer to?

Luisa's parents did not approve of her marriage to a telegraph operator, and **her** son Gabriel, the oldest of twelve children, was sent to live with his maternal grandparents. Marquez later said that **his** love of storytelling came from his grandparents. After the riots he went to the university in Cartagena, **where** he took up journalism to support **himself**.

- i . her :
- ii. his :
- iii. where :
- iv. himself :

**ANSWER:**

- i . her : Luisa's
- ii. his : Marquez's
- iii. where : Cartagena
- iv. himself : Marqueza

### 10. ARRANGEMENT OF JUMBLED SEGMENTS



Question No: 35 (1 Mark)

**WORD ORDER IN ENGLISH**

☞ A sentence is divided into two parts 1. **Subject** and 2. **Predicate**  
Subject part includes -a noun, pronoun or a noun phrase  
Predicate part includes- verbs, verb phrases and complements

**Question:** Knowledge/not just/the source of was and freedom/the forest

**Answer :**The forest was not just the source of knowledge and freedom.

**Question:** Extremely/expensive/in Brazil/motor cars/are

**Answer :**Motor cars are extremely expensive in Brazil