

Savitribai Phule Pune University

Distance Education Study Material 2014-15

Class: F.Y.B.A.

Subject: Compulsory English

Members of the Study Material Development Committee:

- 1. Dr. R. S. Jain**
- 2. Dr. Shilpagauri Prasad Ganpule**
- 3. Dr. Deepali Patil**
- 4. Dr. Sangita Ghodke**

Text Book: Visionary Gleam
A Selection of Prose and Poetry

BOARD OF EDITORS

Ashok Chaskar

Arjun Jadhav

Sanjay Pagare

Contents

PROSE

1. An Astrologer's Day - R. K. Narayan
2. Our Urgent Need for Self-Esteem – Nathaniel Branden
3. The Gift of the Magi – O. Henry
4. Karma – Khushwant Singh
5. A Tryst with Destiny – Jawaharlal Nehru
6. Youth and the Tasks Ahead – Karan Singh
7. Prospects of Democracy in India – B. R. Ambedkar
8. The Eyes are not Here – Ruskin Bond

POETRY

9. A Red, Red Rose – Robert Burns
10. Where the Mind is without Fear – Rabindranath Tagore
11. If You Call Me – Sarojini Naidu
12. Upon Westminster Bridge – William Wordsworth
13. An Old Woman – ArunKolatkarr
14. Success is Counted Sweetest – Emily Dickinson

GRAMMAR AND COMMUNICATION SKILL

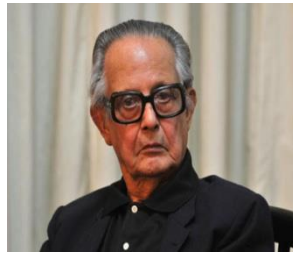
Grammar

Communication Skills

PROSE

1 : An Astrologer's Day

-R.K. Narayan



R.K. NARAYAN

R.K. Narayan (1906-2001) was among the renowned novelists and essayists in India. Rasipuram Krishnaswamy Iyer Narayanswamy stood shortened to R.K. Narayan on Graham Greene's advice. He wrote fifteen novels, five volumes of short stories, a number of travelogues and collections of non-fiction, English translation of epics and the memoirs, "My Days". One of his most famous novels, *The Guide* has been filmed and it also turned out to be a great success. He is considered one among the three great writers Mulk Raj Anand and Raja Rao who created a distinguished mark in Indian English Literature and won international acclaim.

R.K. Narayan is a classic narrator of tales with an enduring appeal which springs from his canvas where common men and women of all times and places share their commonality. His stories had a universal appeal being related to common man's experiences and issues.

List of Difficult Words:

cowrie shells: shells like conch usually used by children

mystic: having a spiritual or symbolic meaning not easy to understand

palmyra: palm leaf

equipment: tools, supplies

resplendent: glittering, shining brilliantly

obscure: mysterious, enigmatic

enhanced: improved

whiskers: hair growth on the sides of man's face

enchantment: powers of magic, conjuration

streamed: hung in a loose, flowing manner

halfwit: a stupid, foolish person

cosmos: plant with white, pink or purple flowers

flanked: beside, placed next to something

junk: useless or discarded material

vociferousness: noisiness, loud

dally: pass time in an idle or aimless manner

transact: conduct or carry out business

flare: bright blaze of fire used light

criss-cross- having many crossing lines, intersecting each other

tangles: complications, complexities

endeared: adored

perception: insight, exceptional power of understanding

disposed: inclined, willing

impetuous: acting quickly, usually with little thought, hasty or impulsive

regretfully: feeling sorry about, lament

forbidding: threatening, hostile, unfriendly

incantations: chanting, conjuration or spell

paraphernalia: articles needed for a particular activity, belongings

careworn: worried, burdened

piqued: hurt, offended

gasped: catch one's breath

bluff: lie, deceive

babble: confusion of sounds, talk nonsense

disgorge: surrender, pour out

haggle: bargain in a petty, quarrelsome manner

(to have the) blood of man on one's hands: to kill/murder someone.

Brief Outline

An Astrologer's Day is an interesting story of a man who shrewdly tries to dupe people and escape from his guilt. The story not only exposes the fake astrologer but also highlights the gullible and superstitious people who approach him.

The surrounding darkness seems to offer a refuge to the astrologer. There is an unexpected twist in the tale with the arrival of Guru Nayak on the scene. Gradually the mystery that is hidden in the darkness is unveiled by his questions. Guru Nayak challenges the astrologer's knowledge. He refuses to go away without getting a satisfactory answer to his questions. However, the astrologer who is at his wit's end now decides to face the situation. He displays accurate knowledge about Guru Nayak's past and is successful in convincing him. In answering the question of Guru Nayak, the astrologer has not only deceived him

but also saved himself from his own fate. The author superbly evokes the atmosphere of suspense and irony in the story. The story reveals how appearances are often deceptive. It shows the witty astrologer's encounter and escape from his former enemy.

List of Questions:

a) Answer in 100 words

1. Describe the astrologer's appearance.
2. What are the astrologer's strategies to win more customers?
3. How does R.K. Narayan describe the appearance and paraphernalia of the astrologer?
4. Who was the stranger? What was his challenge to the astrologer?

b) Answer in 150 words

1. Comment on the unexpected turn of events in the Astrologer's life.
2. How is Guru Nayak defeated twice by the astrologer?
3. Attempt a character sketch of the astrologer.

2 : Our Urgent Need for Self Esteem

-Nathaniel Branden



NATHANIEL BRANDEN

Nathaniel Branden Nathaniel Branden is one of the foremost psychologists of America and a pioneer in self esteem development. After the publication of Ayn Rand's magnum opus *Atlas Shrugged*, Nathaniel Branden created Nathaniel Branden Institute and presented lectures on Rand's philosophy of 'Objectivism'.

He systematized Rand's philosophy and presented lectures on the ideas published as *The Vision of Ayn Rand*. He went on to promote his psychological view on self-esteem. He also pioneered Objectivist psychotherapy, an alternative approach to healing which involved the rational mastery of emotions. He taught that the first step toward change is awareness and the second step is acceptance. He firmly advocated that self esteem is the reputation we acquire with ourselves. He has successfully demonstrated the need to acquire self esteem which is the basis of fulfillment in life.

List of Difficult words:

self esteem: a good opinion of oneself

challenges: difficult or complex tasks or situations

resilience: quick to recover

competent:., capable accomplished

adversity: disaster, trouble

escalating: rising

diminished: reduced

male bastion: dominance of males

self-reinforcing: strengthened by self

self-perpetuating: preserved and continued by self

regeneration: breathe new life, energize

toxic: venomous, poisonous

consummate: complete, fulfil (here)

prejudices: bias, preconception

indispensible: essential

autonomy: independence, self-determination

fraudulence: dishonesty

imposter: a person who pretends to be someone else

imperative: necessary

efficacy: usefulness

convictions: assurance, firmness or certainty

integrity: honesty, righteousness

Brief Outline:

Nathaniel Branden discusses the importance of self esteem. One needs to understand that self esteem cannot be determined by the responses or acceptance from others. It is an intimate experience, a sense of realization of one's worth. It is essential to understand that no other person

can help us in acquiring self esteem. One has to feel the love and acceptance for oneself or else life remains unhappy and worthless.

Of all the judgements we make in life, the most important is the one we make about ourself. The difference between low and high self esteem is the difference between passivity and action, between failure and success. In this essay he offers us the guidelines through his six pillars of self esteem to strengthen our sense of self worth. In the global economy with thriving modern business there is an urgent need for self esteem as it leads to higher levels of competence and achievement. The simple, straightforward techniques dramatically improve the way we think and feel about ourself. The essay evokes in us a sense of realization that self esteem is indispensable for success in life. It's urgent need is felt in the modern times that has its own challenges and greater demands for proficiency.

List of Questions

a) Answer in 100 words

1. Discuss the two components of self esteem?
2. What are the basic challenges of life? How does self esteem help to overcome these challenges?
3. What are the positive effects of higher self esteem?

b) Answer in 150 words

1. Why does the author say that 'the need for self-esteem has acquired new urgency? Elucidate.
2. Discuss briefly the six pillars of self esteem and their significance in life.
3. Elaborate Nathaniel Branden's view "Persons with high levels of self esteem are now needed economically in large numbers".

3 : The Gift of Magi

-O. Henry



O. Henry

O. Henry was an American writer whose short stories are known for wit, wordplay and clever twist endings. He wrote nearly 600 stories about life in America.

He was born as William Sidney Porter on September 11, 1862, in Greensboro, North Carolina. His father, Algernon Sidney Porter, was a medical doctor. When William was three his mother died and he was raised by his grandmother and aunt. He left school at the age of 15 and then had a number of jobs, including bank clerk. In 1896 he was accused of embezzlement. He absconded from the law to New Orleans and later fled to Honduras. When he learned that his wife was dying, he returned to US and surrendered to police. Although there has been much debate over his actual guilt, he was convicted of embezzling funds from the bank that employed him, he was sentenced to 5 years in jail. In 1898 he was sent to the prison at Columbus, Ohio.

While in prison he began writing short stories in order to support his young daughter Margaret. His first published story was "Whistling Dick's Christmas Stocking" (1899). He used a pseudonym, Olivier Henry, only once and changed his pen name to O. Henry, not wanting his readers to know he was in jail. He published 12 stories while in prison. After serving 3 years of the five-year sentence, he was released for good behavior. He moved to New York City in 1902 and wrote a story a week for the New York World, and also for other publishers. His first collection of stories was "Cabbages and Kings" (1904). The next collection, "The Four Million" (1906), included his well-known stories "The Gift of the Magi", "The Skylight Room" and "The Green Door". One of his last stories, "The Ransom of Red Chief" (1910), is perhaps the best known of his works.

List of Difficult Words:

bulldozing: bullying, ill-treating, threatening

imputation: suggestion or accusation, allegation or complaint

the Magi: The Three wise men from the East who brought gifts of gold, frankincense and myrrh for the new-born infant Jesus, according to the story in the Bible.

parsimony: miserliness, frugality, spending less

flop: to collapse, fall down

instigate: bring about, cause to start

predominating: to be in the majority, to be powerful

subsiding: descending or decreasing

vestibule: lobby, entrance or porch

mendiquancy squad: people who make their living by begging

mortal: human, earthly

coax a ring: make (the bell) ring through patient effort, force the bell to ring

appertaining: belonging

blurred: hazy, unclear

sterling: real, pure

pier glass: tall mirror, looking glass

agile: able to move, change direction

rapid: moving, acting or happening quickly

longitudinal: lengthways, sideways

conception: an idea or notion

whirl: to move with rapid circling or spiralling motion.

Queen of Sheba: a famous queen in the Bible who visited Solomon and gave him expensive gifts.

Solomon: regarded as the wisest of men, King of Israel in the Bible; his court was noted for its riches

janitor: caretaker, doorkeeper

rippling: forming ripples or moving with a rising or falling motion.

cascade: small waterfall, flow of water

falter: to lose strength or conviction; to hesitate

Mme: (French) abbreviation for Madame

hash: to cut into small pieces; to make a mess of something

ransack: to search thoroughly, to turn upside down

fob chain: chain attached to a small watch carried in a small pocket in the waist-coat or waist-band

chaste: said of clothes, jewellery etc. simple; plain,spotless

meretricious: superficially attractive, showy and false

on the sly: secretly, furtive, tricky

intoxication: (here) the action or power of exhilarating or highly exciting mind

prudence: wisdom, cautiousness

ravages: damage or destruction

a mammoth task: a long and difficult task, huge task

truant schoolboy: a school boy who stays away from school without good reason or permission

critically: involving analysis and assessment

burden: a duty or obligation

immovable: impossible to move, fixed or permanent

Coney Island: an amusement centre in New York

setter: a dog trained for hunting

quail: a small, migratory bird of the partridge family

peculiar: strange, odd, unusual or wierd

laboriously: requiring hard work or much effort

patent: (here) very evident, obvious

trance: a dazed or absorbed state, reverie or stupor

enfolded: embraced, hold tightly, hug

discreet scrutiny: to conspicuously examine something, tactful inspection, careful anlysis

illuminated: (here) to make something clearer and more easily understood

adorned: decorated, decked, ornamented

coveted: popular, in demand

ardent: enthusiastic, fervent or zealous

Broadway: a street in New York famous for its theatres

like a singed cat: reference to sudden movement like a cat that has been burnt

dandy: good or just right

Babe in the manger: the infant Christ, who was put in the manger soon after he was born in Bethlehem

Uneventful chronicle: a regular sequence of events, everyday happenings

Brief Outline:

‘The Gift of Magi’ is an interesting story of selfless love of a poor couple Jim and Della. It is a classic tale of giving and receiving. The story describes the wretched living conditions of the family. They are proud owners of two possessions namely Jim’s ancestral gold watch and Della’s beautiful, long hair. The desire of Jim and Della to enhance the value of each other’s possession on Christmas eve ironically gives rise to an embarrassing situation. In their sincere efforts to express their genuine love and concern they decide to choose the best possible Christmas gift for one another.

Della sacrifices her long hair for buying a platinum fob chain for Jim’s gold watch, whereas Jim sells out his only precious possession for the sake of a set of combs that he purchases for Della. Jim earnestly wants to fulfill Della’s desire for the combs. Nevertheless their thoughtless sacrifice for each other turns out to be the gift of Magi, the wisest because it illustrates the strength and test of true love.

In many ways, "Gift of the Magi" is a story about what it means for something to be valuable. Does the value of something lie in its price only? Or are other things more valuable than money? The main characters are very poor – this is repeatedly emphasized – and yet the story suggests that their love for each other makes them very rich. It is that love, which motivates them to give up the only things of monetary (or personal) value they have to buy presents for each other. Perhaps their poverty is what enables them to appreciate what really matters. It shows that they are richer at hearts though poor in living conditions.

O’Henry beautifully weaves in the element of suspense and irony in the story. The twist in the tale makes it more gripping and an endearing story.

List of Questions

a) Answer in 100 words :

1. Why is Della crying? What does she decide to do for getting a Christmas gift?
2. What are the reactions of Jim and Della on discovering the truth?
3. What does Jim say when he discovers their errors and what plan does he make to forget everything?

b) Answer in 150 words :

1. Comment on the ending of the story. How does the climax bring out the true significance of the couple's love for each other?
2. Comment on the theme of the story? How is it related to the title of the story?
3. What does O' Henry mean by 'The Gift of the Magi'? How is it related to Jim and Della's story

4 : KARMA

-Khushwant Singh



KHUSHWANT SINGH

Khushwant Singh Khushwant Singh (1915 to 2014) a man of letters, a lawyer and a journalist by profession, a novelist, a playwright and a short story writer of twentieth century, is brilliant and straightforward writer. He worked as an Indian Foreign Service officer in Toronto, Canada, England, UNESCO, Paris and others. He worked as an editor on the Indian government journal *Yojana* and *Illustrated Weekly of India*. He was a member of Rajyasabha from 1980-86, received *Padmabhushan* 1974, and *Padmavibhushan* in 2007. His autobiography *Truth, Love and Little Malice* (2002) is an account of his journey from a common man to a renowned author of several books. His style of writing is very fluid and witty. He is known as a true secular Indian.

Brief Outline:

The story Karma is originally published in 1989 that illustrates a famous proverb ‘pride comes before a fall.’ The main theme of the story is mimicry of the west and its tragic consequences. The story is written in humorous style with omniscient narration. The story runs as follows. Mohan Lal is a middle-aged man who works as an employee in the British regime. He tries to imitate an English man and hides his originality as an Indian. He tries to acquire English taste and dresses him as if a high-ranked British official. He tries to be an intellectual by filling the crossword puzzles of newspapers. He tries to smoke English cigar and drink Scotch. Mohan travels in the first class compartment and his wife Lachmi travels in *zanana*, a common class compartment. Lachmi is a typical submissive traditional Indian woman who feels proud in following her husband. Her compromising nature is the only reason of the couple’s companionship. Lachmi obeys and worships her husband and never complains for her subjugation. The irony of the situation is that Lachmi does not understand her subordinate status and is full of praise for her sophisticated husband who is a ‘vizier and a barrister’. Mohanlal’s efforts of becoming the Englishman do not appeal the British soldiers who throw him away on the railway platform under the charges of

travelling illegally in the first class. The rest of the story of Sir Mohan Lal is a history for which every Indian must feel proud of.

List of Difficult Words:

The suit from Savile Row: a street in central London famous for men's suits that are tailored to order

Carnation: a red and white or pink flower

Umpteenth: something that has been repeatedly done

Ek Chota: it is a small peg of whisky in Hindi

Ruminate: brooding or think deeply about something

Ambled: walked slowly

Belch: to let air come out noisily from your stomach

Sang-froid: remain cool, even in a complicated situation

Opinionated: prejudiced or having strong opinions that you are unwilling to change

Rugger: also known as a game rugby.

Obese: very overweight

Nigger: a racial abuse for the blacks very

Inebriated: drunk and intoxicated

Preposterous: ridiculous or very shocking or annoying

Zenana: a compartment that is reserved for ladies in the Indian Railways

Glisten: gleam, to reflect a sparkling light

Sangfroid: dignity

List of Questions:

a) Answer the following questions in 100 words

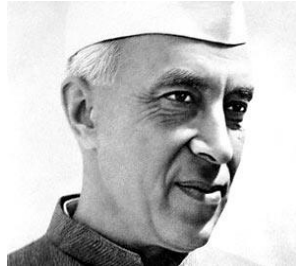
1. Portray a character of Lachmi in your own words.
2. Describe meaning of 'Karma' and its significance in the life of Sir Mohan.
3. What attitude does the story reflect about the British and the Indians?
4. What do the two English soldiers do with Sir Mohan?
5. Describe a few humorous and ironic situations from the story.
6. What is the moral of the story?

b) Answer the following questions in 150 words

1. Describe Sir Mohan's ideas of playing an English gentleman?
2. What qualities do you find of a typical Indian woman in Lachmi?
3. Write a note on the happenings on the railway platform.
4. Comment on the marital relationship between Sir Mohan and Lachmi.
5. What is the attitude of the English soldiers towards the Indians?
6. What is a simple meaning of the concept of 'Karma'? How can you relate it to the life of Sir Mohan?

5: A TRYST WITH DESTINY

-Jawaharlal Nehru



JAWAHARLAL NEHRU

Jawaharlal Nehru (1889-1964), the first prime minister and a statesman of independent India, an architect of modern India, a freedom fighter, a social reformer, a lawyer by profession, and the author of several books was born in Allahabad in an illustrious family. His western sensibility is due to his education at Harrow, Cambridge and London. The books *An Autobiography*, *The Discovery of India* and *Glimpses of World History* that he wrote during his imprisonment became the classics of Indian English Literature. His intense and close relationship with his daughter is reflected in his *Letters from a Father to His Daughter* that contains important incidents from the history of India and his own experiences as a freedom fighter. He died on 27th May 1964.

List of Difficult Words:

Tryst: meeting or appointment

Redeem: fulfil

Pledge: oath or promise

Quest: pursuit or search

Grandeur: magnificent

Endured: tolerated or suffered patiently

Sovereign: supreme or independent

Beckons: signals

Incessant: nonstop or constant

Isolated: lonely and separated

Cherish: appreciate or hold dear

Tempest: a storm

Verge: border

Slumber: peaceful sleep

Humility: humbleness

Obligations: compulsion or a duty of commitment

Privilege: **benefit**, advantage or immunity granted or available only to a particular group or a person

Rejoice: great joy or delight

Sorrow stricken: powerfully affected by sorrow

Brief Outline:

India got Independence on the 15th August, 1947. Nehru addressed to the nation as the first prime minister of India on All India Radio. He delivered a historic speech which is known as "Tryst with Destiny". He began his speech by referring to the pledge made by Indians long years ago to win the freedom for the homeland. He asked the people of India to dedicate them to the service of India and to the whole mankind. He remembered that behind this success lies the long and great sacrifice done by the freedom fighters of many generations. According to him, the people in India would collect their courage from the role models in the past. The success celebrated on 15th August was a beginning for great successes in future. He asked the people of India to accept this challenge and to serve the future generation of India. He reminded the people of India that freedom and power has brought responsibility. The country had to take her own decisions, learn from mistakes and move ahead. India has to grow into a mature and wise nation

and be a model to other nations. He felt that all Indians should work hard for the development of their nation. Doing service to India means doing service to millions of poor people who suffer all over the country. He felt that the past is over and it is the future that has to be taken care of. He urged the people to labour and to work for the fulfillment of the dream. He opined that no country can survive in isolation. Peace, freedom and prosperity are the common priorities of all humanity. He warned the people that disaster in one part of the world can affect everyone else, because the world cannot be divided into small isolated pieces.

a) Answer the following questions in 100 words

1. What do you mean by 'tryst with destiny'?
2. Discuss Jawaharlal Nehru's vision about 'futuristic India'.
3. What are the responsibilities and burdens that he has mentioned in the text?
4. What is his opinion about communalism?
5. Who, according to Nehru, is the architect of freedom?
6. Write a note on 'unity in diversity'.

b) Answer the following questions in 150 words

1. What has been brought by freedom and power?
2. Why does Pandit Nehru say that nations no longer live apart?
3. Who are the people that Nehru memorizes of the midnight hour?
4. What are the dreams that Nehru wants to fulfill?
5. Why is he appealing to all of us not to rest?
6. What does he mean by political boundaries? What care should be taken to remove the boundaries?

6 : Youth and the Tasks Ahead

Karan Singh



KARAN SINGH

Karan Singh was born in Cannes, France on 9th March, 1931. His father Hari Singh was the last ruler of the princely state of Kashmir and Jammu. His mother's name was Tara Devi. He had his schooling at the Doon School, Dehra Dun. He completed his graduation in Arts Faculty from Sri Pratap College, Srinagar. He did his M.A. and Ph.D. in Political Science from Delhi University. Karan Singh was appointed as the regent of Jammu and Kashmir State in 1949. He was then the youngest regent of the State. He worked as the Governor of Jammu and Kashmir State from 1965 to 1967. He served as a member of the Lok Sabha for a span of 17 years from 1967 to 1984. He lost the Lok Sabha election in 1984. He was the Indian Ambassador to the US in 1989–1990. The book "Brief Sojourn" is the outcome of his enriching experience as the Ambassador. He worked as a member of the Rajya Sabha from 1996 onwards. Thus Singh has a vast political experience. Along with his political career he was a great academician too. He worked as Chancellor of Banaras Hindu University, Jammu and Kashmir University, Jawaharlal Nehru University and NIIT University. He is the recipient of Padma Vibhushan (2005). *Towards A New India* (1974), *Autobiography* (1989), *Hymn to Shiva and Other Poems* (1991), *The Transition to a Global Society* (1991) are some of his books.

List of Difficult Words:

Onerous: involving much effort and difficulty.

Great vanguard: considerably above average in size, intensity, ability.

Juncture: a point in time, a join.

Reservoir: a lake used as a source of water supply, a container for a supply of fluid.

Canalized: directed

Pulsating: v.- expand and contract.

Predatory: killing other for food.

Dogged: follow or affect persistently.

Mediocrity: of average or fairly low quality.

Forge: make or shape a metal object by heating and hammering.

Futile: pointless.

Disruptive: interrupt the normal operation of an activity or process.

Reiteration: say again or repeatedly.

Transcends: be or go beyond the range or limits of

Nepotism: favoritisms shown to relatives or friends esp. by giving them jobs.

Galvanise: shock or excite into action.

Impetus: the force or energy with which something moves.

Myriad: a very great number

Denominational: a recognized branch of a church or religion, the face value of banknote.

Cradled: a baby's bed on rockers, a supporting frame work.

Divinity: the state of being divine, a god or goddess.

Inherent in: existing in something as a permanent or essential.

Cynicism: a person who believes that people's motives are always selfish.

Defeatism: a person who accepts failure too readily.

Ingenuity: clever and inventive.

Momentous: very important.

Turbulent: involving much conflict, disorder or confusion, moving unsteadily.

Brief Outline:

“Youth and the Tasks Ahead” is a speech given by Karan Singh. Karan Singh tells the youth to become responsible citizens of India. He appeals the post-independence generation to realize their responsibilities towards the nation. Freedom should not be taken for granted. The youth should maintain and strengthen freedom. The youth should serve the nation, accelerate the process of economic development, demolish poverty and strengthen the fabric of democracy. They should make India a secular and democratic nation based on the principles of justice, liberty, equality and fraternity.

Karan Singh states that the immense strength of the youth should be properly canalized. The youth should safeguard the nation which has two ideals of secularism and democracy. They should have a commitment to safeguard the nation. Mere desire to serve the nation is not sufficient. It should be accompanied by the ability to do so effectively. In order to serve the society effectively it is important for youth to develop their physical, intellectual, patriotic and spiritual dimensions. Karan Singh states that it is a continuing process. The youth should give their whole-hearted participation in nation building. The youth can serve the nation by transcending political, communal, regional and linguistic diversities.

Thus Karan Singh appeals the youth to undertake the noble tasks of defending and developing a free India.

List of Questions:

a) Answer in 100 words

1. Mention two ideals of our nation?
2. How can the youth repay their debt to society?
3. What distinguishes human beings from other forms of life?
4. How can the twin ideals be sustained?

5. Why, according to the writer, should the younger generation be physically strong?
6. What is expected of those who belong to the independence era?

b) Answer in 150 words

1. The young generation is at the threshold of facing more challenges than their forefathers. Discuss.
2. 'Muscles of iron and nerves of steel' is the need of the hour for the youth. Explain.
3. How can the youth make themselves fit for the task of serving the nation?
4. What are the avenues for service open to the youth today?

7 : Prospects of Democracy in India

__ B. R. Ambedkar



B. R. AMBEDKAR

Dr. Bhimrao Ramji Ambedkar was born on 14th April, 1891 at Ambavade in the Ratnagiri District of Maharashtra. His father served in the British Army at the Mhow Cantonment. His father encouraged him to take education. He completed his matriculation in 1907 from Elphinstone High School, Mumbai. He took admission in Elphinstone College, Mumbai and successfully completed his graduation in Economics and Political Science in 1912. He got the scholarship of the Gaekwar ruler of Baroda for his post graduate studies. He completed his post graduation in Economics in Columbia University, New York. He successfully completed his Ph.D. in Economics in 1927. He got the Master's degree at the London School of Economics in 1921. In 1916 he took admission for the Bar Course at Gray's Inn and completed it around 1923.

He was appointed as the chairman of the Constitution Drafting Committee. He played a major role in drafting the Indian Constitution. He was a prolific writer. The upliftment of the down-trodden was the ultimate end of his life. He strove hard to protect the rights of Dalit by starting the periodicals like Mook Nayak, Bahishkrit Bharat and Equality Janta. He served as the first Law Minister from 1947 to 1951. The Bharat Ratna was conferred upon him posthumously in 1990.

List of Difficult Words:

Prospect: the possibility of something occurring.

Democracy: a form of government in which the people vote for representatives to govern on their behalf.

Assigned: give a task or duty to, provide with a value, date etc.

Diplomatic: of diplomacy, tactful.

Republic: a state in which power is held by the people's representatives, with president rather than a monarch.

Parliament: an assembly making the laws in a country.

Adult suffrage: the right to vote in political elections.

Equating: consider one thing as equal to another.

Parliamentary: an assembly making the laws in a country.

Government: the group of people who govern a state, the system by which a state is governed.

Associated living: connect in the mind, frequently meet or have dealings with

Connote: suggest in addition to its main meaning.

Praiseworthy community of: express approval of or admiration for, express thanks to or respect for god.

Purpose: the reason for an action or for existence, strong determination.

Loyalty: firm and faithful in your support.

Public ends: the intention to safeguard the interests of the public, that is, people

Mutuality: felt or done by two or more people equally, shared by two or more people.

Innumerable: too many to be counted.

Exclusive: restricted to the person group or area concerned, high-class and expensive, excluding something.

Denial: a statement denying something, refusal to accept something unpleasant.

Ideals: most suitable, perfect.

Embedded: fix firmly in a surrounding mass.

Glaring: stare angrily, shine with a dazzling light.

The rest: stop work or movement so as to relax or recover your strength, place in a specified position.

Rung: a horizontal bar on a ladder

The rest hang on: the remaining people struggle to hold on to the

The lowest rungs of the ladder: lowest positions in the industry

Pittance: a very small amount of money

Charity: an organization set up to help people in need, the giving of money or help to people in need.

Communal: shared or done by a group.

Downtrodden: oppressed

Outcasts: person rejected by their society or social group.

Militate against: make it less likely to succeed

Ascending: go up, climb or rise.

Descending: go down.

Contempt: the feeling that someone or something is worthless, disobedience or disrespect.

Pernicious: harmful.

Isolation: place apart or alone, extract a substance in a pure.

Stimulus: something that stimulates

Equitable: treating everyone equally, fair.

Arrested: seize and take into custody, stop or delay.

Privileged: a special right or advantage for a particular person or group.

Subject class: the class under the power or control (of the privileged class)

Endosmosis: passage of a fluid inwards through a porous septum or partition; here it means merging of different strands of society.

Occupation: a job or profession

Stably: firmly fixed, emotionally well-balanced, not likely to change or fail.

Aptitude: natural ability or skill

Progressively: steadily, gradually

Capacities: abilities

Stratification: form or arrange into strata.

Stunting: hinder the growth or development of, an action displaying skill and daring, something done to attract attention.

Deliberate: done on purpose, careful and unhurried.

Obstacle: thing that obstructs progress.

Disabled: having a physical or mental disability.

At the mercy of: dependent on

End: the final part, the furthest part, the stopping of a state or situation.

Accident: an unpleasant incident that happens unexpectedly, an incident that happens by chance.

Caprice: sudden change of mood.

Distracted: draw away the attention of.

Criterion: a standard by which something may be judged.

Factional: a small group within a larger one that disagrees with some of its beliefs.

Rationally: based on reason or logic, able to think sensibly or logically.

Caste-bound: conditioned or restricted by the caste system

Valuation: an estimate of the worth of something.

Insuperable: impossible to overcome.

Save: except

Perspectives: the art of drawing so as to give an effect of solidity and relative distance.

Consistency: agreement, not changing (one's mind)

Retention: the act of retaining.

Dissolve: to end

Solvent: a liquid in which solids dissolve or get absorbed

Rebellion: fight against an established government or ruler, oppose authority or accepted behaviour.

Blowing up: move, destroying.

Indiscriminate: done without (careful) thought and planning

Abolish: put an end to a law or custom.

In jeopardy: in danger of being damaged or destroyed

Brief Outline:

Dr. Babasaheb Ambedkar in the essay "Prospects of Democracy in India" presents before the reader the social reality of India. He states that democracy can be successful in India only in the absence of caste system. Democracy is primarily a mode of associated living. The roots of democracy are to be searched in social relationship. The existence of the cast system is a standing denial of the existence of democracy. The Caste System is based on 'Graded Inequality'. It results into a separation of society. As Indian society is embedded in the Cast System, everything is organized on the basis of caste. Moreover, there is no room for the

outcastes in politics, in industry, in commerce and in education. Thus the Caste System is the first obstacle in democracy.

Ambedkar talks about the second obstacle in democracy. He states that the Indian society does not know its common good and so it is disabled by unity of action. He further points out that only education can destroy the caste system. It is not sufficient. But it would raise the spirit of rebellion of the lower class people. Education should be given to the lower strata of Indian Society. If the lower stratum of the society is given education, the caste System will be blown up.

Thus Ambedkar suggests that education should be given to the lower strata of the society in order to demolish the Caste System.

List of Questions:

a) Answer in 100 words

1. What, according to the author, is a standing denial of democracy?
2. How, according to the author, does an Indian vote in an election?
3. What is the difference between the 'Class System' and the 'Caste System'?
4. What is the confusion caused by equating democracy with the Republic?
5. What does Indian society consist of?
6. Why is there no room for the downtrodden and the outcastes in politics, industry, commerce and education?

b) Answer in 150 words

1. How does Dr. Ambedkar describe democracy?
2. Why does Dr. Ambedkar express doubts about India's democratic system?
3. How does Dr. Ambedkar describe the existence of caste system in India?
4. How can education help in destroying the caste system?

8 : The Eyes are not Here

____ **Ruskin Bond**



RUSKIN BOND

Ruskin Bond was born in Kasauli, Himachal Pradesh on 19th May, 1934. He is a famous Indian author of British descent. Bond's mother separated from his father in 1938. He was raised by his grand mother after his father's untimely death in 1944. He did his schooling at Bishop Cotton School in Shimla. He completed his graduation from Shimla in 1952. After his high school education he shifted to England and stayed with his aunt for four years. He wrote his first novel *The Room on the Roof* and received John Llewellyn Rhys Prize for the same in 1957. As a journalist he worked in Delhi and Dehradun. He is working as a free-lance writer in Mussoorie. *Vagrants in the Valley* is a sequel to *The Room on the Top*. He is a prolific writer who has written many short stories, essays, novels and around thirty books for children. He is the recipient of the Sahitya Akademi Award in 1992.

List of Difficult Words:

To see off: to go to an airport, station, etc. with someone who is beginning a journey and to bid goodbye

Startle: shock or surprise.

Register on: to have an effect (on a person), to be noticed or remembered

Formidable: causing fear or respect.

Dahlia: a garden plant with brightly coloured.

A romantic fool: a highly imaginative person

Pretense: an act of pretending, a claim to have or be something.

Panting: a condition of being out of breath, through here, the sound made by the train's engine is compared to the sound made by a person if he/ she were out of breath

Venture: business project or other activity involving risk.

Gallant: brave, charming and attentive.

A brief: a short unexpected meeting

Tantalizing: tease with the sight or promise of something unobtainable.

Linger: be slow or reluctant to leave, spend a long time over.

Stammer: speak with difficulty, making sudden pauses and repeating the first letters of words.

Reverie: daydream.

Brief Outline:

‘The Eyes are not Here’ is an interesting story written by Ruskin Bond. It was first published in *Contemporary Indian English Stories*. It is a short story written in first person narrative. The narrator who tells the story is himself blind. The story is about the narrator and a girl – his co-passenger in the train. The story is about the troubles and problems of the blind people. It highlights the loneliness of the blind people and also shows Bond's concern for the blind people.

The narrator is on his way to Dehradun. He meets a girl in the train. He starts conversing with the girl. He never reveals the girl that he is blind. He tries to impress her. He is very happy in the company of the girl. He finds the girl very interesting. But the girl gets down at Saharanpur. The narrator fails to forget the sweet memory of the girl. He cannot stop thinking about the girl even after her departure. A new co-passenger tells the narrator that the girl was blind. It is a great shock for the narrator.

Thus story has a twist in the end. It is ironical that both the girl and the narrator are blind. The shocking end makes the story interesting.

List of Questions:

a) Answer in 100 words

1. Where was the girl going? Who would come for her at the station?
2. Why did she say that the narrator was luck?
3. What could the narrator see in his mind's eye when he looked out of the window?
4. What did the new passenger have to say about the girl?
5. Write in your own words how the narrator describes Mussoorie in October.
6. What did the girl say when she was told that she had an interesting face?
7. How does the narrator describe the way the girl talks?
8. Why does the narrator say that he had a game to play? What was the game?

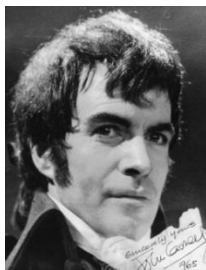
b) Answer in 150 words

1. Is there a climax in the story? How does the author lead up to it?
2. What are the instances in the story where it is evident that both the narrator and the girl have lost their sight? How do they try to mislead each other? Do they succeed?
3. Attempt to report the whole story from the point of view of the girl.
4. Do you think the narrator will attempt to mislead his next travelling companion? Does any part of the story suggest why the narrator may want to trick a person into believing he can see?

POETRY

9 : A Red, Red Rose

__ Robert Burns



ROBERT BURNS

Robert Burns, the Scottish poet, was born on 25th January, 1759 in Ayrshire, Scotland. He is considered to be the national poet of Scotland. He influenced the Scottish literature to a great extent. He became famous as a poet throughout the world. “*A Red, Red Rose*”, “*A Man’s a Man for A’ That*”, “*To a Louse*”, “*To a Mouse*” are some of his well known poems and songs. His poem “*Auld Lang Syne*” is sung on the last day of the year in Scotland. His song “*Scots Wha Hae*” is regarded as an unofficial national anthem of Scotland. He initiated the Romantic Movement in Scotland.

Robert Burn’s father taught him at home. He studied in his father’s school for a year. He read Shakespeare, Dryden, Milton, and the Bible in his teen age. He learnt French and Latin. After his father’s death he started farming with his brother. He published his *Poems Chiefly in the Scottish Dialect* on 31st July, 1786. With this volume Burns became a famous and successful poet. Robert Burns’ two great compilations of Scottish songs are *Scott’s Musical Museum* and *Select Collection of Original Scottish Airs for the Voice*.

‘Tom O’Shanter is his last famous narrative poem. He died in 1796. The poem was first published in 1794 in *A Selection of Scots Songs*.

List of Difficult Words:

Sprung: n.- past part. Of spring, came forth

Melody: n.- tune, the main part in harmonized music.

Art: are

Bonnie: beautiful

Lass: girl

Gang: become

Weel: well

Tho': though

Brief Outline:

The poem "A Red, Red Rose" is composed by the famous Scottish poet Robert Burns. In this poem the poet describes his unending love for his beloved. The poem is written in a joyful and pleasant mood. The poet makes use of the simile to describe his beloved. The poet gives his beloved a promise that he will not leave his beloved till death. The poem expresses the intense love of the poet. It presents the poet's commitment of love.

The poet expresses his deep love for his beloved through similes and hyperbolic comparisons. He compares his beloved with a red rose and a melody. He tells that his beloved is very pretty. He tells his beloved that he will return for her, though he travels ten thousand miles away from her. He tells the readers that love is beautiful and precious.

List of Questions:**Answer in 100 words**

1. Who is the poet addressing in the poem?
2. What does he compare his love to?
3. Till when does the poet promise to love his beloved?

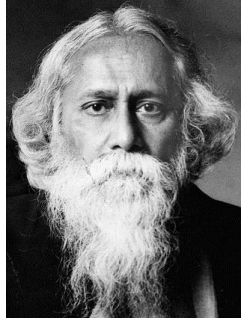
4. Which words describe the poet's beloved?
5. How does the poet express undying love for his beloved?
6. Which lines show that the poet is saying good bye to his beloved?

Answer in 150 words

1. A simile is a poetic device in which two different things are compared. What are the two similes used in the poem and how does the poet use this device effectively?
2. The poet uses very simple language to express his love for his beloved. How do you think simplicity appeals to his readers?

10 : Where the Mind is without Fear

-Rabindranath Tagore



RABINDRANATH TAGORE

Rabindranath Tagore (1861-1941) was born on 7th August, 1861 in Kolkata. He was a poet, a short story writer, a song composer, a novelist, a playwright, an essayist, a painter and an educationist. He was also a great philosopher. He wrote in Bengali and English. His contribution to Bengali literature, music and Indian art deserves a special mention. He translated his Bengali literary works in English. He received the Nobel Prize in Literature in 1913 for his noteworthy work Gitanjali. Gitanjali, The Gardener and Crescent Moon are his famous literary works.

List of Difficult Words:

Fragments: small pieces

Dreary: dull and gloomy

Dead habit: outdated practices

Tireless striving: constant struggle towards a goal

Brief Outline:

“Where the Mind is Without Fear” is an inspirational poem composed by Rabindranath Tagore. It is the 35th poem of the well-known anthology *Gitanjali*. The poem is in the form of a prayer to God. The poem was composed by Tagore in the pre-independence time when the Britishers were ruling over India. Tagore prays God to free India from the shackles of the British Rule. He pledges the Almighty to take India away from petty concerns and prejudices and give it the freedom of thought and action.

List of Questions:**Answer in 100 words**

1. What, according to Tagore are some of the qualities that the land of freedom should have? Does the poem apply to all countries or only to the country of the poet?
2. How does Tagore speak of sectarianism and communalism in the poem?

Answer in 150 words

1. How does this poem achieve meaning in the context of the Indian freedom struggle?

11 : If you call me

-Sarojini Naidu



SAROJINI NAIDU

Sarojini Naidu (1879-1949) was born in Hyderabad on 13 February 1879 to Aghoranath Chattopadhyay and Baroda Sundari Devi. She was a brilliant student. She was proficient in Urdu, Telugu, English, Bengali, and Persian. Sarojini Naidu attained national fame when she topped the matriculation examination at Madras University. Her father wanted her to become a mathematician or scientist but she was more interested in poetry.

At the age of 16, she traveled to England on scholarship to study first at King's College, London and later at Girton College, Cambridge. There she met famous laureates of her time such as Arthur Symonds and Edmond Gosse. It was Gosse who convinced Sarojini to use Indian themes-India's great mountains, rivers, temples, social milieu, to express her themes in poetry. She depicted contemporary Indian life and events. Her collections "The golden threshold (1905)", "The bird of time (1912)", and "The broken wing (1912)" attracted huge Indian and English readership.

Sarojini Naidu also known as the 'The Nightingale of India', was a child prodigy, Indian independence activist and poet. Naidu was the first Indian woman to become the President of the Indian National Congress and the first woman to become the Governor of Uttar Pradesh state. She was a great patriot, politician, orator and administrator. of all the famous women of India, Mrs. Sarojinidevi Naidu's name is at the top for her extraordinary talent and achievements.

List of Difficult Words:

trembling: shaking, quivering

swifter: faster, quicker

panting: breathing heavily, almost breathless

charmer: a snake charmer

thrall: captivity, hold

befall: happen, occur

shod: wearing shoes, wearing footwear

plumes: wings

chasms: deep opening or cracks in the ground

betide: something that may happen, prediction about future

Brief Outline

Sarojini's verse echoes the lyric forms of her contemporary *fin-de-siecle* British poets; the mood and colour is Indian. The present love poem' is included in Sarojini Naidu's last collection of poetry, *The Broken Wing* (published in 1917 albeit most of the poems were written during the preceding two years).

'*If You Call Me*' is the fifth section (lines 56-71) in the first part of the series, *The Gate Of Delight*. It is a passionate and ecstatic submission of the self to the lover as is seen in the Indian love poetry, where suffering is never viewed in a wholly negative light as the complete opposite of joy. But the poem does not show any melancholic enjoyment of agony as is generally observed in the Indian poetic tradition.

'If You Call Me', a passionate and rapturous offering of the self to the lover, is a highly reflective poem of Sarojini Naidu where a fascination for the 'sweetness of sorrow' in love and the 'pleasure of pain' reign supreme. The beloved offers herself completely, for true love. There is a compelling sense of total self-surrender, and an apparent glorification of the beloved's suffering to lose oneself in the Infinite. Such is the paradox of love, that the pleasure of separation is as great as the joy of union. The theme of this poem that love, is dealt with care and

all the appealing simplicity and melodious music of a Love song. It rests on duality, though it seeks unity. Again the swiftness of its rhythm wonderfully harmonizes to the desire of the beloved for a swift reunion with the lover. But all her efforts are self-generated and the stimulating recognition from her lover never comes.

Here the speaker seems to be trying desperately to revive a waning or dead love. The section declares an eternal and lofty love for her lover who remains unmoved. The speaker is severe on herself, often fearless in the hope of drawing the lover's attention. "If you call me, I will come/ Fearless what befall". If her lover calls her she would go to him more swiftly than a frightened deer of the forest running away from the hunter or a dove, which is 'breathless' and 'panting' because of its long flight in the sky. She would come to him more swiftly than does a snake at the call of the snake-charmer. If he calls her, she would come valiantly, whatever may be the consequences, or whatever may happen to her. Hers is a total surrender to the will of his lover; fear of consequences does not come into her calculation. She is perhaps

saying this in the hope of response from her lover. But there is no progression from dedication to the ecstasy of fulfillment or a union with her object of love.

The urgency of the speaker 'if you call me' becomes sadder and rises to a higher scale with repetitive insistence in the next stanza. The speaker seeks to sacrifice herself completely, to subordinate herself totally to the lover. If her lover calls her, she would fly to him, swifter than desire or thought, swifter even than the lightning that rushes across the sky wearing shoes of feathers or of fire. No obstacles would be able to prevent her. Dark oceans of misfortune may flow in-between them or the wide gulf of death may separate them, even then she would not stop. She pleads again if he calls her; she would come to him without any fear of consequence, or care for the obstacles and difficulties that may create obstacles in her path. Here is a love which can allow no delay or difficulty; but to no response.

List of Questions

a) Answer in 100 words :

1. Comment on the tone of the poet. Does the tone change in the course of the poem?
Justify your answer.
2. How is repetition used to suggest the intensity of the poet's love?

3. What are the obstacles discussed by the poet for meeting her lover?
4. Discuss the interplay of the images of life and death in the poem.

b) Answer in 150 words:

1. How do the images used in the poem enhance the poetic effect on the readers?
2. What is the central theme of the poem?
3. How is exaggeration used to produce the desired effect in the poem?

12 : Upon Westminster Bridge

- William Wordsworth



WILLIAM WORDSWORTH

William Wordsworth (1770-1850), Wordsworth, born in his beloved Lake District, was the son of an attorney. He went to school first at Penrith and then at Hawkshead Grammar school before studying, from 1787, at St John's College, Cambridge - all of which periods were later to be described vividly in '*The Prelude*'. In 1790 he went with friends on a walking tour to France, the Alps and Italy, before arriving in France.

The magnificent landscape of Lake District deeply affected Wordsworth's imagination and developed a love of nature. He lost his mother when he was eight and five years later his father. The domestic problems separated Wordsworth from his beloved and neurotic sister Dorothy, who was a very important person in his life.

He is credited with ushering in the English Romantic Movement with the publication of *Lyrical Ballads* (1798) in collaboration with Samuel Taylor Coleridge. Encouraged by Coleridge and stimulated by the close contact with nature, Wordsworth composed his first masterwork, *Lyrical Ballads*, which opened with Coleridge's "Ancient Mariner." About 1798 he started to write a large and philosophical autobiographical poem, completed in 1805, and published posthumously (after his death) in 1850 under the title *The Prelude*.

Wordsworth's second verse collection, *Poems, In Two Volumes*, appeared in 1807. Wordsworth's central works were produced between 1797 and 1808. His poems written during middle and late years have not gained similar critical approval. Wordsworth's productive period ended in 1813. He was appointed official distributor of stamps for Westmoreland. He moved to

Rydal Mount, Ambleside, where he spent the rest of his life. In later life Wordsworth abandoned his radical ideas and became a patriotic, conservative public man.

In 1843 he succeeded Robert Southey (1774-1843) as England's poet laureate. Wordsworth died on April 23, 1850.

List of Difficult Words:

fair: beautiful, blond

majesty: impressive quality, dignity

doth: does

garment: a piece of clothing, item of clothing

glittering: shining brightly, sparkling

steep: cover, here envelop

glideth: moved slowly

splendor: grandeur, magnificence, brilliance

Brief Outline

“Earth has not anything to show more fair”... This is the opening line of William Wordsworth’s sonnet “Composed upon Westminster Bridge, September 3, 1802”. As a romantic poet, Wordsworth usually praises nature and its beauty but this sonnet differs from his other poems. In this text, Wordsworth expresses strong feelings and emotions towards London in the 19th century. He describes London in the morning and surprisingly he is amazed by the beauty of the city itself.

The poem, written in the Petrarchan sonnet form, describes the beauty of London in the early morning just when the sun rises. We observe the beauty of the city through a sense of the appreciation of the speaker. It is as if he is looking at a wonder, at something that cannot be, but is

still there. This sense of admiration is communicated through the development of a strange paradox, which states the impossible unity of two contradictory things: the industrial city and the natural beauty of nature. This paradox is introduced through the image of dress, which the rhymes of the *octave* highlight: the city is *fair* (beautiful) because it *wears* ‘like a garment’ the natural beauty of the morning; but wearing the beauty of the morning in fact means that the city is *bare* (naked): what it wears is just ‘the smokeless *air*’.

The paradox is carried over and developed further in the sestet. The connection with the dress metaphor is established through the image of the city being steeped in the light of the sun and then the paradox is extended to the strange union of being dead (or asleep) and being alive. The city is now more attractive and more alive than nature itself, but this is only so because it is steeped in the light of the sun and is thus deep asleep. The rhyming words *steep* – *deep* – *asleep* highlight these connections. As opposed to the city, which is ‘lying still’, the natural parts of the landscape, the sunlight, the ‘valley, rock, or hill’ as well as the river are now active, they dominate over the sleeping city, as is emphasized by the rhyming words *hill* – at their *will* – lying *still*. The city, represented in the last line by the metaphor of the heart, is thus alive because it is dead, because it is inactive and is dominated by its natural environment.

The thematic development of the poem is beautifully supported by the rhythms. The enjambments (and the eye-rhyme) in the octave express the endless admiration for this beautiful sight, the overflowing emotion of the speaker. This is further emphasized by the fact that although the lines of the Petrarchan sonnet in English should be iambic pentameters, none of these lines are exactly iambic. Even where the rhythm gets very close to this (lines 3, 4, 5, 12), the sentence structure or a caesura disrupts the smooth iambic rhythm. This is true of all the lines except the very last one where the rhythms smoothes out and a perfect iambic pentameter ends the poem:

‘And all that mighty heart is lying still!’

One function of this metrical development is clearly to mark the end of the poem. While the line says that the ‘mighty heart’ of the city ‘is lying still’, the iambic rhythm gives us a strong sense of the beating of a heart. Thus the paradox that is developed all through the poem reaches

its final statement in this line. The city now is 'lying still', it is dead, it is not itself, it is dominated by its natural environment; and it is precisely because of this that it can come to life: the mighty heart begins to beat only when it is lying still.

As we understand, this sonnet is perhaps not a true nature poem so much as a poem in which a city appears as part of a natural landscape. In fact, his portrayal of the city has a deeply idealized quality, as if he is talking about a heavenly rather than an earthly city. It uses beautiful and descriptive language, an easy flow of meter, and satisfying rhymes to convey a sense of the exalted feeling that has been evoked in the speaker.

List of Questions

a) Answer in 100 words :

1. How does Wordsworth describe the city? What are the features of the city?
2. How does this poem express Wordsworth's sense of surprise?
3. What role does the reference to rivers play in the poem?

b) Answer in 150 words :

1. Describe in your words the speaker's attitude towards the city.
2. Can this poem be called a Nature poem? Justify your views.
3. Comment on the theme of the poem.

13: AN OLD WOMAN

-Arun Kolhatkar



ARUN KOLATKAR

Arun Balkrishna Kolatkar (1932-2004) is a painter, an art director, graphic designer and artist, and a bilingual poet of Marathi and English, a recipient of the Commonwealth Poetry Prize, recipient of Marathi awards like Kusumagraj Puraskar, Bahinabai Puraskar, was born in Kolhapur, Maharashtra. He translated a few Marathi poets and Saint *Tukaram* in English. He has also contributed to *Kavi*, *Opinion Literary Review*, *New Writing in India*, and *The Shell and the Rain*. His early Marathi poetry deals with surrealism and expressionism. His first verse in English *Jejuri* appeared in 1976 that is called as a quest poem. It has become the most controversial work by Kolatkar. *Jejuri* is a series of poems that discusses about a pilgrimage by the author and gives a record to a very sacred religious place in Maharashtra. It deals with the ancient religious practices and the modern rational view of dealing with it. It oscillates between faith and skepticism. It is a spiritual quest that tries to find divine traces amidst the degenerated world. It depicts fine contrast between ancient stones of the temple and modern consumer world of the town.

List of Difficult Words:

Grab: seize or hold tightly

Tag: label

Burr: something or somebody that sticks like a burr

Finality: conclusiveness or the condition or fact of being final

Wretched: miserable or very unhappy

Crone: an old woman

Brief Outline:

An Old Woman is a graphic imagery of an old beggar woman who is struggling hard to survive on the barren hill of the town Jejuri. She is begging mere fifty paise to the poet and wants to be his guide for the Horse Shoe Shrine. She clings to the poet like a burr that the poet does not appreciate. The poet portrays two contrasting and paradoxical worlds in which the old woman represents problems of her generation and the poet represents the world of intellectuals that remains aloof from the glaring social disparity. The poem vividly describes the wretched hill and the wretched old woman who try to survive in the name of God. She pinpoints her problem that she can't do anything except begging due to her age. She tries to guide the poet though he has not asked for it. The old woman understands the poet's unwillingness but then she pinpoints the fact that she can survive on the wretched hills by becoming guides for the pilgrims. The poet feels pity for her helplessness in the end and offers her what she demands. It portrays the pathos that a small amount of fifty paise can make the old woman happy but at the same time it makes the poet unhappy when he realizes her hardships at this very old age. As the speaker views her squarely, he, in a sort of 'revelation' becomes aware of the decay which has set in her person and which is extended to the decaying tradition symbolized by the hills and the temples. The poet's use of concrete imagery, subtle irony and symbolism reinforces the central theme of alienation and perception. 'Humanity stands above all' is the message of the poem.

List of Questions

a) Answer the following questions in 100 words.

1. Describe a portrait of the old woman in the poem.
2. What is the poet doing on the wretched hill of Jejuri?
3. Why does the poet give fifty paise to the old woman?
4. What is the similarity between the hill and the old woman?
5. What is the poet's intention in visiting the temple? Is it fulfilled?
6. How does the stature of the old woman and that of the narrator change in the end?

b) Answer the following questions in 150 words.

1. Write a note on the conflict between the modern consciousness and the ancient religious tradition in India.
2. Why does the poet's attitude to look at the old woman change in the end?
3. What is the reason for the old woman's begging?
4. What does the narrator mean when he says, 'You want to end the farce'?
5. What do the hill and the temple symbolize?
6. What, in your opinion, is the connection between the beggars like the old woman the Indian temples?

14 : SUCCESS IS COUNTED SWEETEST

-Emily Dickinson



EMILY DICKINSON

Emily Dickinson (1830-1886) American poet, is widely considered one of the greatest poets in American literature. Daughter of a successful lawyer, she was born in Amherst, Massachusetts. She was unmarried and preferred lonely life by staying at home. Her unique lyrics are distillations of profound feeling and original intellect that stand outside the mainstream of 19th-century American literature. Emily Dickinson composed almost 1800 poems, but fewer were published in her lifetime. She freely ignored the usual rules of versification and even of grammar, and in the intellectual content of her work she proved exceptionally bold and original. Her verse is distinguished by its epigrammatic compression, haunting personal voice, enigmatic brilliance, and lack of high polish.

Brief Outline:

The poem is basically about the passion for success of any kind. It is a thought provoking poem about the eternal truth of the life of a successful person who goes through many hurdles in order to become successful. It deals with the basic human concern for love, pain, fame, death and immortality, intense and painful inner struggle. She opines that one can understand the value of nectar, when he/she goes through 'sorest need'. She gives an example of a person who holds flag in his hand but that doesn't mean that he is victorious. The real victory can be very well understood by the one who fought for the dignity of that flag and defeated. She thinks that winning a war is not without those who have sacrificed their lives. He perhaps would have realized the importance of victory more than anyone else. Simple diction, colloquial rhythms and unconventional imagery are the special features of her poetry. The message of the poem is 'no pain, no gain'.

List of Difficult Words:

Comprehend: grasp, understand or appreciate

Nectar: a sweet or nourishing thick liquid which would bestow immortality

Sorest need: a painful desire

Purple host: an army wearing a purple uniform

Took the flag: were the winners

Forbidden ear: an ear on which the music is not meant to be heard

Strains: musical notes

Burst: loud and sudden sound

List of Questions**a) Answer the following questions in 100 words. (any five)**

1. What is the poet's idea of a success?
2. Who, according to the poet, counts success as sweet like nectar?
3. Who can be called victorious?
4. What are the distant strains of triumph that the defeated person hears?
5. What philosophy of life does the poet share through this poem?
6. Explain the meaning of 'to comprehend nectar requires sorest need'.

b) Answer the following questions in 150 words. (any five)

1. Explore the theme of desire and want in the poem. Illustrate with examples from the poem.
2. The poet has skillfully used imagery in the poem. What effect does it have on the reader?
3. Write a note on the style and rhythm of the poem.
4. Elaborate the central idea of the poem.
5. How will you explain 'success is counted sweetest by those who ne'er succeed'?
6. Do you agree with the poet's definition of success? What is your definition of success?

Grammar

Chapter – 1

1. Articles - Refer to the textbook

Exercises - 1

Fill in the blanks in the sentences below with 'a', 'an' and 'the'. In case more than one be used, and in case you think one would be more

Appropriate than the other(s) use it to complete the sentence. If the blank space do not need any of the three words indicate this with an x.

- a. The peacock is in danger of extinction.
- b. Could you get me a kilogram of tea, please.
- c. There is a European and an Eskimo among the tourists.
- d. The Sally i know lives in Bhubaneswar.
- e. Sajita found a wallet on her way home. She took the wallet to the police station.
- f. We must work to save X tigers from becoming extinct.
- g. Have you had the breakfast?
- h. You must reach the school before 9 a.m.
- i. It is an awe-inspiring sight to see the Brahmaputra in spite.
- j. This is a painting of the Western Ghats, and that is a photograph of the Mahabaleshwar peak.
- k. Mary will go to X school when she is three.
- l. Our library has three copies of the Mahabharata.

Exercises - 2

Some of the following sentences may have errors relating to the use of articles. Rewrite the sentences correctly.

1. The oranges and lemons are citrus fruits.

Ans. - The oranges and the lemons are citrus fruits.

2. Asif is going to visit the Oxford University.

Ans. - Asif is going to visit Oxford University.

3. The elephant and the lions are found in India.

Ans. - Elephants and lions are found in India.

4. Have you been to Nilgiri hills?

Ans.- Have you been to Nilgiri's hills?

5. History is not really Lisa's favorite subject, but she finds the history of the Greek fascinating.

Ans.- History is not really Lisa's favorite subject, but she find history of the Greek fascinating.

6. You can take Kerala express to Shoranur.

Ans.- You can take the Kerala express to Shoranur.

7. The children have been sent to the bed.

Ans.- The children have been sent to bed.

8. Gold you buy here is of excellent quality.

Ans.-The gold you buy here is of excellent quality.

9. Manoj heard a old tale about an unicorn.

Ans.-Manoj heard an old tale about a unicorn.

10. Philosophy discussed in this book is very difficult to understand.

Ans.- Philosophy discussed in this book is very difficult to understand.

Chapter – 2

2. Prepositions - Refer to the textbook

Exercises - 1

Fill in the blanks in the following sentences with suitable prepositions.

- a. The bag is on the top rack of the cupboard.
- b. They are sorry for having disturbed you.
- c. The woman in the car is my neighbor.
- d. Did you see the article on the applications of biotechnology?
- e. shikha spent a day withher out aunt at 12, Begumpetin Hyderabad.
- f. The baby slept peacefully until the telephone rang.
- g. Inspite of the bandh, people want out to work.
- h. Rini was angry with Simon and spoke harshly to him.
- i. The building is deserted by pigeons and mice.
- j. His clients are happy with Mani's work.

Exercises - 2

Correct errors in the use of prepositions in the following sentences.

- a. **Among the two sisters, Habiba is the better dancer.**

Ans.-Between the two sisters, Habiba is the better dancer.

- b. **They left in midnight to their village.**

Ans.- They left at midnight to their village.

- c. **Manu has been living at Dubai since ten years.**

Ans.- Manu has been living in Dubai since ten years.

d. The shop is under my flat.

Ans. - The shop is below my flat.

e. The girls sat down besides the lake.

Ans. - The girls sat down beside the lake.

f. There is a reference of the drug in page 33 on chapter 6.

Ans. - There is a reference to the drug on page 33 of chapter 6.

g. We insisted to going out for a walk.

Ans. - We insisted on going out for a walk.

h. Don't interfere with my affairs.

Ans. - Don't interfere in my affairs.

i. He was in great need for affection.

Ans. - He was in great need of affection.

j. I am surprised over the slow pace of life here.

Ans. - I am surprised at
the slow pace of life here.

Chapter – 3

3. Verb - Refer to the textbook

Exercises - 3

Look at the verbs in the following sentences and say whether they are regular or irregular.

a. I won a set of twelve coffee mugs at the fair.

Ans. - won-irregular verb.

b. The trees swayed in the wind.

Ans. - swayed-regular verb

c. We fried the potatoes with the brinjals.

Ans. - fried-regular verb

d. My uncle smiled gently.

Ans. - smiled-regular verb

e. Nidhi looked surprised.

Ans. - looked-regular verb

f. It rained hard in the afternoon.

Ans. - rained-regular verb

g. The balloon burst with a loud bang.

Ans. - burst-regular verb

h. The police found a bag of fake currency notes in the room.

Ans. - found-regular verb

i. I forgot my doctor's telephone number.

Ans. - forgot- regular verb

j. The lake froze last winter.

Ans. - Froze- regular verb

Exercises - 4

Look at the verbs in the following sentences and pick out the auxiliary verbs. Say whether they are primary or modal auxiliary verbs.

a. You should talk to the teacher.

Ans.- should-model auxiliary

b. He should have been in class by now.

Ans.- should-model auxiliary

c. They might sing again tomorrow.

Ans.- might-model auxiliary

d. I will go shopping today.

Ans.- will-primary auxiliary

e. You shall finish this by 6 pm.

Ans. - shall- primary auxiliary

f. Is he coming?

Ans.- is- primary auxiliary

g. I have been cleaning all day.

Ans. - have -primary auxiliary

h. Have you finished reading the book?

Ans. - have- primary auxiliary

i. She must have forgotten.

Ans. - must-modal auxiliary

j. She could have helped if she wanted to.

Ans. - could -modal auxiliary

Chapter – 4

4. Tenses - Refer to the textbook

Exercise 1

Fill in the blanks in the sentences below, using verbs in simple present form to express eternal truths.

- A Most snakes lay (lay) eggs, but the python gives (give) birth to young ones.
- B People who work (work) for long hours in the sun often get (get) sun burnt.
- C Computers store (store) large amount of data.
- D Magnets attract (attract) iron filings.
- E Plants produce (produce) their own food through the process of photosynthesis. During this process, plants take in (take in) carbon-dioxide from the air and give out (give out) oxygen.
- F Our lungs expand (expand) when we breathe in (breathe in) and contract (contract) when we breathout (breath out). The lungs have (have) tiny blood vessels which are called capillaries. Oxygen goes (go) directly into the blood through these capillaries. The heart pumps (pump) blood to different parts of the body.

Exercise 2

Fill in the blanks in the sentences below, using verbs in simple present tense to show present truths.

Raghavan lives (live) in Kochi. He works (work) in a bank. He has (have) two children, who go (go) to an English medium school. Raghavan's wife teaches (teach) Sanskrit in the school. His brother is (be) an artist. He paints (paints) pictures.

Exercise 3

Write headline for the following news report. The Headline should be not have more than five words and should include a verb in simple present tense form.

A. The Indian under 19 cricket team defeated the Sri Lankan team by six wickets in the Arjun Ranatunga Trophy match which was played in Colombo yesterday. The captain of the Indian team side every player in the team had contributed to this victory,

Ans. The U19 team brings glory.

B. On Thursday, the chief minister of Kerala inaugurated a new computer training centre in Kottayam. In his inaugural speech, the chief minister said that this centre would provide advanced training in software development, and would open up new job opportunities for the youth of Kerala.

Ans. Kerala gears up software development.

Exercise 4

Fill in the blanks in the paragraphs below using the present progressive tense forms of the verbs in brackets.

A My uncle who lives in Varansi, is visiting (visit) Kerala. He is spending (spend) a week in a village near Guruvayoor. He is travelling all over the state by bus, although it is his first trip to the place.

B Mohanan fell ill and went to see a doctor, who advised him to be careful about his diet and to take plenty of exercise. So now Mohanan is drinking (drink) a litre of milk every day. He is eating plenty of fruit and is going for a walk in the park every morning.

C The president of India **is arriving** (arrive) in Kolkata next week everyone is busy preparing for his visit. Workers **are cleaning** (clean up) the streets. Painters **are painting** (paint) the buildings.

D I live in Chennai, where the coffee is excellent. But I **am spending** (spend) a week in Delhi. I can't get filter coffee here, so I **am drinking** (drink) tea instead. I **am eating** (eat) chapattis instead of idlis and quite like the change.

E The Republic Day parade has begun. The soldiers **are marching** (march) into the stadium. The president **is taking** (take) the salute and all the other guests **are standing** (stand up) to honour the national flag. The military band **is playing** (play) the national anthem.

Exercise 5

Fill In the blanks in the sentences below by using either the simple present tense or the present progressive form of the verb given in the bracket.

A meeting of the students is in progress. The secretary of the Student's Union **is speaking** (speak). He **is reading out** (reading out) the annual report of the union. He **thinks** (think) that the college

should organize a debate and offer a prize to the best speaker as the union **has** (have) a lot of money. But some of the other students **feel** (feel) that the money should be used to help deserving students with their fees and books.

Exercise 6

Fill In the blanks in the sentences below by using present perfect tense.

A

Mother: Rima are you ready to go to school?

Rima: Yes, mother. I **have brushed** (brush) my teeth.. I have **combed** (com) my hair.

I have **packed** (pack) my books in my school bag.

Mother: What about your breakfast?

Rima: I have **eaten** (eat) my breakfast already.

Mother: Good girl! Well your bus **has come** (come). Bye Rima.

Rima: Bye, mother!

B

The following scene takes place in a school. An inspection team is to visit the school on the next day everyone is busy cleaning the place. The headmaster is questioning one of the students to find out how much work has been done. Fill In the blanks in the dialogue, using the given verbs in the present perfect tense.

Headmaster: Are the classroom clean?

Student: Yes sir, **we have washed** (wash) the floors with water.

Headmaster: What about the furniture?

Student: We **have wiped** (wipe) all the desks and benches. There is not dust on them.

Headmaster: And the banners? Are they in place?

Student: Yes sir, we **have put up** (put up) the banners on the walls.

Headmaster: What about the invitations?

Student: We **have sent out** (sent out) all the invitations to guests as well as to parents.

Headmaster: Good. Is someone going to take photographs?

Student: Yes sir. We **have arranged for** (arrange) for a photographer.

Headmaster: Excellent. You seem to have done a good job.

Student: Thank you sir.

Exercise 7

Fill In the blanks in the sentences below by using the given verbs in the simple present, present progressive, Present perfect or present perfect progressive tenses, as required.

A My brother is a writer. He writes novels. He has been writing novels since 1990 and has written 15 novels so far.

B I love learning languages. I have been learning (learn) different languages since I was in school. So far, I have learnt (learn) eight languages. I am learning (learn) Japanese now.

C Rajeev: Where do you live, Babu?

Babu: I live (live) in Thrissur.

Rajeev: Trussr? I thought you were from Kochi

Babu: Yes, I was born in Kochi, but I moved (move) to Thrissur now. I have been (be) there since 1999 and I am building (build) a house there.

Rajeev: Do you work in Trissur?

Babu: Yes, I am teaching (teach) in a school there. My wife works (work) there too, but this year she is doing (do) a teacher training course in Hyderabad. Her school has given (give) her a year's leave.

Rajeev: Does she write to you?

Babu: Oh yes, she writes (write) to me regularly. She also talks (talk) to the children on the telephone every night. She is missing (miss) them very much.

Exercise 8

A Fill in the blanks using the past tense form of verb in brackets.

- 1 Kalidas was (be) a great poet. He lived (live) 2000 years ago.
- 2 We had (have) a house in Alapuzha but we sold (sell) it last year.
- 3 The child broke (break) the cup. He was (be) sleepy and he dropped (drop) the cup on the floor.

B Fill in the blanks using verbs in either the simple past or present perfect tense as required.

- 1 Madan first visited (visit) Nagaland in 1980, when he was (be) only 15 years old. He fell (fall) in love with the place at once. Later, he returned (return) to Nagaland many times, and became (become) an expert on it.
- 2 My brother is a famous artist. He has painted (paint) many beautiful pictures, but his most famous painting is a portrait of Indira Gandhi, which he painted (paint) in 1980.

Exercise 9

Fill In the blanks in the sentences below by using the simple past or 'used to' or 'would' to show habitual activity in the past.

Raman lived (live) in Chennai for 10 years. He used to work (work) in a bank. He would go (go) to the office at 9.00 every morning and return late at night. He used to take (take) his family to the beach every Sunday.

Exercise 10

Fill In the blanks using the given verbs in their simple past or past progressive forms.

A Last night while my friend was taking (take) a walk in the park, he saw (see) a snake. It was crawling (crawl) through the grass.

B The bell rang (ring) while I was having (have) a bath. I opened (open) the door and found (find) a child sitting on the verandah. He was reading (read) a comic.

C When the principal walked (walk) into the classroom he saw (see) the teacher correcting test papers. The students were playing (play) football outside.

Exercise 11

Fill In the blanks in the sentences below by using the given verbs in brackets in either the simple present, present progressive, Present perfect tenses, as required.

A The sun had set (set) by the time we left (leave) for home.

B I had seen (see) the Charminar earlier and went (go) only to keep Gopi happy.

C Abu just posted (post) the letter that he had written (write) two weeks ago.

D Before we got (get) to the bridge, the water had risen (risen) above the danger mark.

E By the time they had consulted (consult) a doctor, the man's condition worsened (worsen).

Exercise 12

Fill In the blanks in the sentences below by using appropriate tense forms of the verb in brackets.

A

My father is an engineer. He builds (build) houses. He had been building (build) houses for more than 20 years now and has built (build) about 200 houses during this time. But now he is planning (plan) to change his profession. For the last two years, his friends were asking (ask) him to take up singing as a career. He sings (sings) well and does (do) several shows. Before he become (become) an engineer, he had dreamt (dream) of becoming a singer. Father is hoping (hope) to succeed in achieving his heart's desire soon.

B

Interviewer: Mr. Menon, what do you do?

Menon: I am (be) a teacher, sir.

Interviewer: How long have you been teaching Mr. Menon?

Menon: I have been teaching (teach) for the last 12 years.

Interviewer: What subject do you teach?

Menon: I usually teach (teach) chemistry, but I am teaching (teach) biology this year.

Interviewer: Why?

Menon: Our biology teacher, Ms Monipally, has been (be) away. She is expecting (expect) a baby, and is (be) on leave since February. The principal has asked (ask) me to take her classes when she is (go) on leave.

Interviewer: Is your wife a teacher too, Mr. Menon?

Menon: No sir, she is (be) a nurse.

Interviewer: Does she work in a government hospital?

Menon: She is (be) in a government hospital last year but at present she is working (work) in a private clinic.

Interviewer: Do you have any experience of working in a foreign country?

Menon: Yes sir, I **worked** (work) in Kuwait. I **was** (be) there from 1999 to 2004.

Interviewer: Would you like to go back there?

Menon: Not at all. As a matter of fact, I **got** (get) offers from several employment agencies in Kuwait, but I **have** not **accepted** (accept) anything so far.

Exercise 13

Fill in the blanks in the sentences below using **will/shall + stem**, **'going to' + stem**, the **present continuous** or the **simple present tense forms of verbs in the brackets**.

A According to the weather forecast, there will(be) heavy rainfall all over the state tomorrow.

B I have decided to become a sculptor when I grow up. I am going to join (join) an art school/

C The directors of the company are meeting next week. All the arrangements for the meeting are complete.

D He buy's (buy) a new car tomorrow. It is a silver grey Alto.

E My daughter will return (return) home soon, but she has not made a booking so far.

F The doctor is busy now but he is going to see (see) you after an hour.

G You are neglecting your health. You will fall sick.

H a: What is the programme for the prime minister's visit tomorrow?

B: Well, the prime minister will arrive (arrive) at 7.30 a.m. sharp. He will go (go) first to the Raj Bhavan. Then he is going to visit (visit) the State Museum and unveil (unveil) a statue of the former chief minister. He returns (return) to Delhi at 8.30 p.m.

I Wewill visit (visit) Mumbai next Tuesday. We have already bought our tickets.

J Let us hope they are going to learn (learn) English.

Exercise 14

Fill in the blanks in the sentences below using the future progressive forms of the verbs in the brackets.

- A Don't phone me tomorrow morning because I **will be writing** (write) some important letters.
- B My friend promised to drop in next week but I don't think he will be able to come as he **will be travelling** (travel).
- C Raghavan**will be waiting** (wait) at the airport when you reach Kozhikode tomorrow.
- D Next Monday, at this time **will be shaking** (shake) hands with President Abdul Kalam.

Exercise 15

Fill in the blanks in the sentences below using the future perfect forms of the verbs in the brackets.

A Rita has decided to deposit Rs 100 into her savings account every month. By the end of year she will have save (save) Rs 1200.

B VirenderSehwag has played 96 test matches so far. By the end of this tour he will have played (play) his hundredth test match.

C Our examination has begun, and by next Saturday I will have written (write) my last paper.

D Call me two days from now. By then we will have taken (take) a decision about your transfer.

E Navnita will have arrived (arrive) by the time you reach home.

Exercise 16

Fill in the blanks in the sentences below using the future perfect Progressive forms of the verbs in the brackets.

- A At this time tomorrow, the man **will have been sleeping** (sleep) for twelve hours.
- B When you reach college in the afternoon, the other students **will have been attending** (attend) classes continuously since morning.
- C They **will have been cleaning** (clean) the house since morning when you reach there.
- D Asif **will have been teaching** (teach) for six years at the computer institute by the time his father retires in 2009.
- E When you see me on stage tomorrow, I **will have been dancing** (dance) continuously for four hours

Exercise 17

Rewrite the following sentences in the tense suggested in brackets.

A Rosamma is keying in her paper for the conference. (Change into the present perfect tensw)

Ans. Rosamma has keyed in her paper for the conference.

B They were working all day. (Change into the simple present tense)

Ans.They work all day.

C I lived in Kolkata for ten years. (Change into the present perfect progressive tense)

Ans. I have been living in Kolkata for ten years.

D Farukh will buy us chocolates when we visit him. (Change into the future perfect tense)

Ans.Farukh will have bought us chocolates when we visit him.

E Huge boulders has rolled down the mountainside when we got there. (Change into the simple past tense)

Ans. Huge boulders rolled down the mountainside when we go there.

F I am playing a game of card with my uncle. (Change into the past progressive tense)

Ans. I was playing a game of card with my uncle.

G Jessie met you at the clinic (Change into the simple future tense)

Ans. Jessie will meet you at the clinic.

H The bees have left the hive. (Change into the present progressive tense)

Ans. The bees are leaving the hive.

I Kunju broke his leg when the vacation started. (Change into the past perfect tense)

Ans.Kunju had broken his leg when the vacation started.

J Sarabjit Singh has been practicing for the tournament since October. (Change into the past perfect progressive tense)

Ans.Sarabjit Singh had been practicing for the tournament since October.

Chapter – 5

5. Subject-Verb Agreement (Concord) – (Refer to the textbook)

Exercise 1

Fill in the blanks in the sentences below using the appropriate form (singular or plural) of the verb given in brackets. Use the verbs in the tenses suggested.

- A Bose speaks (speak: simple present) Kannada fluently.
- B I work (work: simple present) for an NGO in Gwalior.
- C There were (be: simple past) three crows on the tree branch.
- D The boys were playing (play: past progressive) table tennis.
- E Stephen has cleared (clear: present perfect) the table.
- F The planes are approaching (approach: present progressive) the airport.
- G You were staying (stay: past progressive) alone in the huge house.
- H Natasha and her sister went (go: simple past) for a walk in the park.
- I They paint (paint: Simple present) very well.
- J Reena wants (want: Simple present) to go to Chennai for her holiday, but her friends prefer (prefer: Simple present) to go to Mumbai.
- K Ahmed and Rafi were (be: Simple past) on their way to school. They were running (run: past progressive) to catch the bus as they were (be: simple past) late.
- L Mr. Kutty is moving (move: present progressive) into his new house next week. He has invited (invite: present perfect) all his friends to a house warming party and we have accepted (accept: present perfect) his invitation.

Exercise 2

Fill in the blanks in the sentences below using the appropriate form (singular or plural) of the verb given in brackets. Use the verbs in the tenses suggested.

- A The young children in this school have (have: Simple present) yoga classes twice a week.
- B Both the rice and the curd were (be: simple past) fresh and tasty.
- C The rice and curd which the restaurant serves are (be: simple present) fresh and tasty.
- D Rs 10,000 a month is (be: simple present) a good salary for a beginner.
- E Neither Murali nor Tara knows (know: simple present) the answer to this questions.
- F Either the boys or their parents have collected (collect: present perfect) the report cards.
- G The furniture in these rooms is (be: simple present) very expensive.
- H Each chapter in these books needs (need: simple present) to be read carefully.
- I Everyone is looking at (look at: present progressive) the beautiful paintings on the walls.
- J The information you gave me happens (happen: Simple present) to be incorrect.
- K The jury were looking (look: past progressive) at one another with puzzled expressions on their faces.
- L The luggage is falling (fall: present progressive) off the rack.
- M Physics is (be: simple present) my favorite subject
- N Either you or your sisters have used (use: present perfect) these brushes.
- O The public has (has: simple present) a right to know the facts of the case.

Communication Skills

1. Greeting and Taking Leave

(Refer to the Textbook)

Exercise 1

Look at some expressions used to greet people and take leave of them. Read each item and repeat it. Note the use of contracted forms such as 'I'm for 'I am' and 'you'll' for 'you will'

- Good morning, how are you?
- I'm very well, thank you. What about you?
- I'm fine, thanks.
- We haven't met for quite sometime, have we?
- It's a pleasure to see you.
- It was nice meeting you, but I'm afraid I have to go now.
- I must leave. I hope you'll excuse me.
- That's quite alright. I hope we can meet again soon.
- Yes, we must.
- Yes, I hope so too.
- Yes, please do come over.
- Bye, bye!

Exercise 2

Look at some other more informal expressions used to greet people and take leave of them. Read each item and repeat it as you did in Exercise 1.

- Hello! What a lovely surprise!
- Good to see you after so long.
- Hi! Its great to see you too.
- How're you and where have you been?

- Just fine, thanks. How're things with you?
- Everything's okay, thanks.
- We must meet and catch up on what's happening.
- Yes, we must do that.
- Wish I could have stayed longer, but I must run.
- Sure, see you sometime. Bye, bye!

Exercise 3

Working in pairs, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

1. Nita is on her way to violin class. She meets Dr. Prakash, her father's boss outside the music school. The two persons greet each other and exchange a few words before taking leave.
2. Abhay runs into Abdul, a friend, at a supermarket. The two men greet each other and exchange a few words before taking leave.

Model Answer:

Participants: Abhay, Abdul

Abhay: Hello! What a lovely surprise to see you here.

Abdul: Hi! Its great to see you too.

Abhay: How are you and where have been so long?

Abdul: I'm fine, thank you. I have joined Bank of India as an accountant.

Abhay: Congratulations! That's a great news. I'm really happy for you. I'm pursuing my course in journalism.

Abdul: Thank you. It was nice meeting you, Wish I could have stayed longer, but I must rush.
I will call you later and arrange for a treat. Surely, we must meet again.

Abhay: O course, see you soon. Bye, bye!

2. Introducing Yourself

(Refer to the Textbook)

Exercise 1

Look at some expressions used in both formal and informal situations to introduce yourself to somebody. Read each item and repeat it with a name of your choice.

1. Good morning!/ Hello! My name is
2. Good morning!/ Hi, I'm
3. I have just joined
4. I have just moved in
5. I'm from
6. I work for
7. I'm the new

3. Introducing People to One Another

(Refer to the Textbook)

Exercise 1

Look at some expressions used in formal and informal situations to introduce two persons to each other and those that they can use to respond. Read each item and repeat it filling a name of your choice:

1. I'd like to introduce you to.....
2. Please meet
3. This is
4., meet
5. I'm happy to meet you.
6. This is indeed a pleasure.
7. Nice meeting you.

Exercise 2

Write brief dialogues choosing appropriate expressions from those given above.

1. Rohit Kumar from Alpha Electronics, Kanpur, enters the Delhi office of his company's chartered accountant with whom he has an appointment. He introduces himself to the person's secretary, explaining who he is, where he is from and the purpose of his visit.
2. Dharam goes to his friend Praveen's house. His cousin, Smita, is with him. Dharam introduces the two to each other.

Model Answer:

Participants:

Dharam: Hi! Praveen, meet my cousin, Smita. She is a Computer Engineer in Infosys, the renowned software company in Pune. Smita, this is my friend Praveen, he is an architect and also a very good violinist.

Praveen: Hi Smita ! Nice meeting you.

Smita: It's indeed a pleasure meeting you. I would surely like to attend your concerts someday.

4.Making Requests and Asking Directions

(Refer to the Textbook)

Exercise 1

Look at some expressions used in both formal and informal situations to make requests and also to respond to them. Read each item and repeat it, using the right intonation.

- Do you think I could use your telephone, please?
- Could I ask a favour of you?
- Excuse me, could you help me, please.
- I'm sorry to trouble you, but I need your help.
- Would you mind helping me with this, please?
- I wonder if you could do me a favour.
- Certainly, I shall be glad to help.
- Sure. I 'd be glad to help.
- Of course, by all means.
- Thank you.
- Thank you very much.
- Thanks a lot.
- You're most welcome.
- You're welcome.
- Not at all.

Exercise 2

Read the following and write dialogues on the situations given below using appropriate expressions given above.

1. Mr. Joseph has just arrived in Guntur and asks a traffic policeman for directions to a hotel where his office has made arrangements for his stay.
2. Chandra requests her neighbor, Madhu, to teach her to bake a cake.
3. Priya goes to the Head of the Department to request for a day's leave.

Model Answer:

Participants: Priya, H.O.D.

Priya: Good morning Sir! I request you to grant me a day's leave tomorrow as I have to attend my friend's wedding in Mumbai.

H.O.D: Certainly, I shall grant you the leave. Submit your application for leave.

Priya: Thank you Sir! I will finish all the urgent files today itself.

H.O.D: No problem at all.

Priya : I thank you once again Sir!

H.O.D: You're welcome.

5. Making and Accepting an Apology

(Refer to the Textbook)

Exercise 1

Look at some expressions used in both formal and informal situations to make apologies and also to respond to them. Read each item and repeat it, using the right intonation.

- I must apologize for
- I'm terribly sorry about.....
- Please accept my sincere apologies.
- I hope you'll excuse me.
- Please forgive me.
- I'm so sorry.
- It won't happen again, I promise.
- I'm really ashamed of myself.
- It's quite alright.
- I really hope it won't happen again.
- No need to feel so bad about it. These things happen.

Exercise 2

Write brief dialogues on the following situations choosing the appropriate expressions from those given above:

1. Parveen forgets to wish her friend Anju on her birthday and calls her to apologize.
Anju assures her that it is all right.

2. Ashok Garg apologizes to his senior colleague, Tony Alfred, for a mistake that he made in drafting a legal document. Alfred excuses Ashok.

Model Answer:

Participants: Ashok, Mr. Tony

Ashok: Mr. Tony, please accept my sincere apologies for making a mistake in drafting the legal document you gave me yesterday. I assure you it won't happen again. I will rectify the error and hand over the document again till 3 O'clock today. I hope you will excuse the delay.

Mr. Tony: It's alright. Be more careful. I really hope it won't happen again. You may proceed with the work right away.

Ashok: Thank you for being so supportive and considerate.

6.Inviting and Accepting/Declining an Invitation

(Refer to the Textbook)

Exercise 1

Look at some of the expressions used in both formal and informal situations to extend invitations and also to accept and decline them. Read each item and repeat it, using the right intonation.

- There's some good news.
- I'm so happy to hear that.
- My son is getting engaged.
- I'll be happy if you and your family could come.
- Are you free tomorrow evening?
- Why don't you join us at a get-together?
- Thank you for the invitation. We'll certainly come.
- It'll be a pleasure.
- Oh, sure. I'd love to come.
- Thank you for inviting me. I wish I could have come.
- I'm afraid I'll not be able to come.
- I'm sorry, but I'll have to miss the engagement.
- What a pity you won't be able to come!
- Thank you so much. We look forward to seeing you.
- Thanks for saying yes. Be there on time.
- It's disappointing that you won't be there.
- We'll all miss you.
- It can't be helped, I suppose. But we'll make it up some other time.

Exercise 2

Working in groups of three, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

1. The general manager of a company invites two colleagues to lunch. One accepts and the other declines the invitation because of some other engagement.
2. Anita invites her friends, Hari and Rina, to go with her family on a picnic. Rina accepts the invitation but Hari declines it because of urgent work that he has to attend to on that day.

Model Answer:

Participants: Anita, Hari, and Rina

Anita: Hello Hari! Hi, Rina!

Hari and Rina: Hi, Anita!

Anita: Are you free tomorrow? Why don't you join my family on a picnic?

Hari: Thank you for the invitation. We'll certainly come.

Rina: Thank you for the invitation. I'm afraid. I'll not be able to come!

Anita: What a pity you won't able to come.

Hari: We'll miss you.

7. Making a Complaint

(Refer to the textbook)

Exercise 1

Look at some of the expressions used in both formal and informal situations to make complaints.

Read each item and repeat it, using the right intonation.

- I'm sorry to trouble you, but there's a problem I'd like to speak to you about.
- It would help if you could have the leaking pipe repaired.
- That's very kind of you.
- I hope you didn't mind.
- I have a complaint to make.
- My new washing machine is not working.
- Your dealer has not responded to my calls.
- I'd like to have the piece replaced.
- Thank you for being so understanding and helpful.
- I'm sorry to have bothered you.
- I'm very upset with you.
- I'm annoyed with you.
- I'm surprised you didn't think of giving me the good news.
- That's all right.
- I guess these things happen.
- Let's just forget it, shall we?

Exercise 2

Working in pairs, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

1. Mr. Nikam has by mistake been sent a huge bill by the telephone department for calls made on another number. He goes to meet the official in charge of billing at the Bharat Sanchar Nigam office in his area and makes a formal complaint.
2. Maria finds that her sister has forgotten to feed the parrot that she left in her care while out of station. She calls her on the telephone and complains.

Model Answer:

Participants: Mr. Nikam and the official in charge

Mr. Nikam: Good morning Sir! I'm sorry to trouble you, but I've a complaint to make.

The Official: What is it about?

Mr. Nikam: There's a problem in the bill that has been sent by the department.

The Official: I'd help you if you could show the bill please.

Mr. Nikam: Here it is.

The Official: The record shows that the calls have been made on another number. I'm sorry. We'll send the corrected copy of the bill.

Mr. Nikam: That's all right.

The Official: Thank you very much.

8. Congratulating, expressing sympathy and offering condolences

(Refer to the textbook)

Exercise 1

Look at some of the expressions used in both formal and informal situations to congratulate somebody on an achievement, to express sympathy and to offer condolences. Read each item and repeat it, using the right intonation. Remember that these are situations that call for sincerity and genuine feeling and in the absence of these, the words become mere clichés.

- Congratulations
- We are proud of you.
- You really deserve this honour.
- Very well done! Keep it up!
- I'm sure this won't happen again.
- I've no doubt that you'll do much better next time.
- I just got the sad news. This must be a terrible blow to all of you.
- It is a great loss indeed.
- You must be brave.
- Remember that we are all with you.
- I'm sorry about what happened.
- You mustn't let this depress you.

Exercise 2

Working in pairs, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

1. Prabha is in bed with jaundice. She will not be able to take the final examinations in two subjects. Her aunt visits her to express sympathy and comfort her.
2. Professor Prasad has won ICAR's Scientist of the Year award. His colleagues Dr. Susie Sapra congratulates him.

3. On hearing about the death of Steve's mother, Rajesh visits his colleague to offer his condolences.

Model Answer:

Participants: Prabha and her aunt

Aunt: How are you, Prabha? I just heard that you are in bed with jaundice.

Prabha: I will be fine very soon. The doctor has asked to take rest for a week. I feel very sad as I will not be able to take the final examinations in two subjects.

Aunt: I'm sorry. You mustn't let this depress you. I've no doubt that you'll do much better next time.

Prabha: I'll try my best. Thank you for boosting my morale.

Aunt: Take care. All the best for your future prospects.

Prabha: Thanks a lot.

9. Making Suggestions, Offering Advice and Persuading

(Refer to the textbook)

Exercise 1:

Look at some of the expressions used in both formal and informal situations to offer suggestions, to advise or to persuade. Read each item and repeat it, using the right intonation.

- I suggest you repeat these expressions twice each.
- I think you should repeat these expressions as often as you can.
- Let's repeat these expressions for practice.
- Why don't we repeat these expressions a few more times?
- I really advise you to repeat these expressions several times.
- You should repeat these expressions in order to perfect them.
- They ought to repeat these expressions if they wish to speak fluently.
- Why don't you try repeating these expressions?
- Could I persuade you to repeat these expressions as many times as possible?

Exercise 2

Working in pairs, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

1. Madhuri finds her brother, Manu slipping in his studies. She advises him on how he could pull himself up again.
2. Bhatia gives suggestions to his junior colleagues on how to promote a new brand of health drink.
3. Manohar persuades his friends to visit an exhibition of Indian art.

Model Answer:

Participants: Mr. Bhatia and his colleagues Rajiv and Nisha

Mr. Bhatia: Hello Rajiv and Nisha. Please have a seat.

Rajiv and Nisha: Thank you Sir.

Mr. Bhatia: I suggest you to follow some tactics to promote a new brand of health drink.

Rajiv: Sure What are we supposed to do?

Mr. Bhatia: I advise you to follow this format that I have made for you. It will guide you to promote our product.

Nisha: We'll go through it and work accordingly.

Mr. Bhatia: That's nice. All the best.

Rajiv and Nisha: Thank you Sir.

10.Expressing Agreement/Disagreement and Seeking Clarification

(Refer to the textbook)

Exercise 1

Look at some of the expressions used in both formal and informal situations to express agreement and disagreement, and to seek clarification on something. Read each item and repeat it, using the right intonation.

- I quite agree with you.
- Perhaps you're right.
- I'm afraid; I'll differ with you on that point.
- I'm sorry, but I can't accept the idea.
- You're absolutely right.
- Excuse me. I'm sorry to interrupt, but I have a doubt that I'd like you to clarify.
- Pardon me for interrupting, but is it true that ...?

Exercise 2

Working in pairs, write and enact the following situations in the form of brief dialogues choosing appropriate expressions from those given above.

- a. Two persons discuss the issue of euthanasia. They agree on some points and disagree on others.
- b. Ms. Anjali Majumdar is giving a talk on the first topic in your physics textbook. You have a doubt and would like Ms. Majumdar to explain a point she has made before she continues her lecture. You ask for clarification politely.

Model Answer:

Participants: Ms. Majumdar, Mr. Abhijit

Mr. Abhijit: Excuse me, ma'am, pardon me for interrupting, but I have a doubt. Would you like to explain the point you have made before?

Ms. Majumdar: I quite agree with you. I'll try to explain it again.

Mr. Abhijit: I'm sorry. I completely agree with the first two points but I'll differ with you on the third point.

Ms. Majumdar: I'll prepare myself tomorrow on the disagreement and we'll discuss it.

Mr. Abhijit: Thank you, this is fine.

Ms. Majumdar: My pleasure.

Thank You