

## Reporting a Conversation

**Read the following conversation carefully:**

“You don’t seem in a very good temper,” said Gortsby.

“You wouldn’t be in a good temper if you were in the fix I’m in,” the young man said. He further added, “I’ve done the silliest thing I’ve ever done in my life.”

“Yes?” said Gortsby.

“Come up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square,” continued the young man. “When I got there I found that it had been pulled down some weeks ago and a cinema theatre runs up on the site.”

**The above conversation can be reported in the following way:**

Gortsby told the young man that he did not seem to be in a very good temper. The young man retorted that Gortsby would also not be in a good temper had he been in the fix he was in. He further continued that he had done the silliest thing in his life. To Gortsby’s enquiry, the young man dejectedly said that he had come up that afternoon meaning to stay at the Patagonian Hotel but when he had gone there he had found that it had been pulled down some weeks ago and a cinema theatre had been running on the site.

### **Note:**

While reporting a conversation you must keep in mind the following principles:

- The general rules for changing from direct to indirect speech must be followed.
- Reported verbs like ‘asked’, ‘replied’, ‘suggested’, ‘enquired of’, ‘retorted’ etc. are to be used.
- Expressions like ‘replied in the affirmative’, ‘replied in the negative’ are to be avoided.
- The moods of the speeches should be reflected in the report.

## Exercise

### Report the following conversations:

1. "Oh, Teresa, you have no pressing business, I hope?" said Mr. Jones.

"No. Why do you ask?"

Mr. Jones continued, "I was going to ask you to write another letter."

"Very well! To Peter, eh?" asked Teresa.

"No, this time it is from him. I want you to draft a reply," said Mr. Jones.

2. "Can I check your tickets, sir?" said the conductor.

"My what?" said Henry.

"Your tickets," said the conductor, conscious he was addressing a foreigner.

"In the past I have always made the arrangements on the train, my good man."

"Not nowadays, sir. You'll have to go to the booking office and buy your tickets like everyone else," said the conductor.

Henry, in disbelief, asked, "I assume my wife may rest in the train while I go and purchase the tickets?"

"No, I'm sorry, Sir. No one is allowed to board the train without a valid ticket," said the conductor.

# Figures of Speech

Read the following sentences carefully:

1. Hours heave like sea waves.
2. The curfew tolls the knell of parting day.

Note that the above sentences are not only grammatically correct, they also carry a sense of force and persuasion, adding to the beauty of the language. Such expressions are called rhetorical expressions.

‘Rhetoric’ is literally the art of the orator but the word is now generally used to mean the whole art of elegant composition.

The use of different types of rhetorical or ornamental expressions make language more effective. Different types of rhetorical devices are known as **Figures of Speech**.

There are many kinds of figures of speech used in English literature. However, in this section, we will discuss only on some of them. They are:

- a) Figures based on similarity: Simile and metaphor
- b) Figures based on perception of human attributes: Personification
- c) Figures based on sound: Alliteration

## **(a) Figures based on similarity**

Now, read the following sentences carefully:

- 1) The child shows the man **as** morning shows the day.
- 2) His eyes twinkled **like** stars.

3) Variety is the spice of life.

4) All the world is a stage.

In sentences 1 and 2, the words 'as' and 'like' are used for comparison. In sentence 1, morning (i.e. the early stage of the day) is compared with a child (i.e. the early stage of man) by using the word 'as'. Again, in sentence 2, the twinkling of the stars is compared to the twinkle of his eyes by using the word 'like'.

The figure of speech, where two things are directly compared by using the word 'as' or 'like' because they share a common feature, is known as **Simile**. Hence, in sentence 1 and 2, the figure of speech that is used is the Simile.

The essential elements of a simile are as follows:

- The similarity between the two things must be distinctly stated by using the words 'as', 'like', 'such', 'so' etc.
- The two things compared in a simile must be different in kind. For example, any general comparison between Alexander and Napoleon is not a simile but the comparison between Napoleon and a meteor is a simile; e.g. Napoleon swept over France like a meteor.

Now, in sentences 3 and 4, there are comparisons between two things but without using 'as' or 'like'. The comparisons are therefore implicit. In sentence 3, the varied experiences of life are compared with the varieties of spices, but this comparison is not explicitly stated by using the word 'as' or 'like'. Similarly, in sentence 4, worldly life is implicitly compared with that of a theatre. Such implicit comparisons are known as **Metaphor**. Thus, a metaphor differs from a simile only in form, not in substance. It is a more pleasing and lively mode of expression than a simile. As for instance,



- A camel is like the ship of the desert. (simile)
- A camel is the ship of the desert. (metaphor)

## Exercise 1

**Identify which of the following sentences are similes or metaphors:**

- (i) I will drink life to the lees.
- (ii) Gandhi was a pillar of the state.
- (iii) The thunder was as loud as furnace.
- (iv) Promit slept like a log.
- (v) The cat's fur was a blanket of warmth.

### **(b) Figure based on perception of human attributes**

Now, read the following sentences carefully:

- 1) The thirsty earth soaks up the rain.
- 2) The news took me by surprise.
- 3) The hare laughed at the tortoise.

In the above three sentences an inanimate object (i.e. 'earth'), an abstract idea (i.e. 'news') and an animal (i.e. 'bird') are given the attributes of a human being. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. Hence, the figure of speech used here is called **Personification**. Personification is not merely a decorative device. It serves the purpose of giving deeper meanings to literary texts. It adds vividness to expressions as we always look at the world from a human perspective. It is used in imaginative and impassioned writing.

### c) Figures based on sound

Read aloud the following sentences:

- 1) Peter Piper picked a peck of pickled peppers.
- 2) Sana's seven sisters slept soundly.
- 3) Around the rugged rock the ragged rascal ran.

In each of these sentences the initial consonantal sounds (e.g. 'p' in sentence 1) keep repeating. When a series of words in a row or close to a row have the same consonantal sounds, we call it **Alliteration**. Tolkien observed that alliteration "depends not on letters but on sounds." Thus, the phrase 'know nothing' is alliterative but 'climate change' is not.

## Exercise 2

Identify the figures of speech in the following sentences:

- (i) Time and tide waits for none.
- (ii) The music was as soothing as rain.
- (iii) Nita's nephew needed new notebooks.
- (iv) The sun played hide and seek with the clouds.
- (v) She froze with fear.
- (vi) Mita's mobile phone makes much music.

# Phrasal Verbs and Idiomatic Expressions

Read the following sentences:

1. Take off your coat! It's too hot here.
2. I'll catch up with you later.

In sentence 1, the verb 'take' carries with it the particle 'off'.

In sentence 2, the verb 'catch' carries with it the preposition 'up'.

The expressions 'take off' and 'catch up' are **Phrasal verbs**. The term 'phrasal verb' is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming a meaningful unit in a sentence. Some Phrasal verbs are formed by a verb-adverb combination.

## Exercise 1

Match the following phrasal verbs with their meanings :

Phrasal Verbs	Meanings
carry on	arrive unexpectedly
find out	start a journey
get along	continue
grow up	like being with
turn up	learn, discover
settle down	live in one place
set off	attain adulthood

## Exercise 2

Complete the following sentences using the correct forms of the phrasal verbs given in the list below. There is one extra phrasal verb:

1. The party \_\_\_\_\_ till 4a.m.
2. My five year old daughter wants to be a scientist when she \_\_\_\_\_
3. We have got a long way to drive, so we ought to \_\_\_\_\_ as early as possible.

4. Oh dear, I've just \_\_\_\_\_ that I've lost my book.
5. She \_\_\_\_\_ at 9 o'clock for the meeting.
6. Don't ask me to talk to him, we don't \_\_\_\_\_ at all.

**List:** carry on, set off, find out, settle down, turn up, grow up, get along

**Read the following sentences:**

1. It is known to all that Shakespeare is a man of letters.
2. You were hands down the best player of the team.
3. I've been feeling pretty down in the dumps lately.

In sentence 1, the expression 'a man of letters' refers to a person who is a scholar.

In sentence 2, the expression 'hands down' means without any competition.

In sentence 3, the expression 'down in the dumps' means sad or depressed.

The expressions 'a man of letters', 'hands down', and 'down in the dumps' are idiomatic expressions.

**An idiomatic expression is a phrase where the words taken together have a meaning that is different from the dictionary definition of the individual words.**

### **Exercise 3**

**Identify the idiomatic expressions in the following sentences and write their meanings:**

1. That sound is driving me up the wall.
2. This assignment is a piece of cake for me.
3. In spite of his best efforts, he was destined to miss the bus.
4. It is Greek to me, can't understand a thing.
5. No, I was just pulling your leg.
6. The boy wants to achieve success in the examination by hook or by crook.
7. We are all in the same boat; we must face the consequences together.
8. We should not indulge in washing our dirty linen in public.

## Précis Writing

**Read the following passage carefully:**

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole filled with the ends of worms and an oozy smell, not yet a dry, bare, sandy hole with nothing in it to sit down on or to eat; it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats. The hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill. The Hill, as all the people for many miles round called it, had many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side, for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river. (233 words.)

**The above passage can be written in a precise manner :**

### **The hobbit-hole**

In a hole in the ground lived a hobbit. The door had a round hole which opened into a smokeless tunnel. The tunnel went into the side of a hill. Many little round doors opened out of the hill. All the rooms were on the same floor. The best rooms were all on the left-hand side. These had round windows overlooking gardens, meadows and the river. The hobbit was fond of visitors . (76 words)

Note, while writing a précis of a given passage the following points are to be followed:

- To begin with, the passage must be read well to get the general meaning
- The passage must be re-read carefully to identify the important information
- The important points should then be organized to form a concise version of the given passage

- As far as possible one's own language has to be used
- Colloquial expressions, figures of speech, examples, spurious information should be avoided
- A rough draft of the précis must precede the final draft
- The précis should be one-third the length of the given passage
- The précis must carry a suitable title

Thus, **Précis writing** means bringing out the gist of the given passage in as few words as possible, discarding all redundant matter in the process, and retaining only that which is essential to the central theme.

### Exercise

**Read the following passages and make a précis of each:**

1) Sometimes when I am idle, my mind fills with a vivid memory. Some old night at sea, or in a tavern, or on the roads, or some adventure half-forgotten, rises up in sharp detail, alive with meaning. The thing or image, whatever it may be, comes back to me so clearly outlined, under such strong light that it is as though the act were playing before me on a lighted stage. Such a memory always appears to me significant like certain dreams. I find myself thinking of an old adventure, a day in a boat, a walk by still waters, the crying of the curlews, or the call of the wild swans, as though such memories, rather than the great events in life, were the things deeply significant. I think of a day beside a pool where the tattered reeds were shaking, and a fish leapt, making rings, as though the day were a great poem which I had written. I can think of a walk by twilight, among bracken and slowly moving deer, under a September moonrise, till I am almost startled to find indoors. For the most part, my significant memories are of the sea. Three such memories, constantly recurring, appear to me as direct revelations of something too great for human comprehension. The deeds or events they image were little in themselves, however pleasant in the doing, and I know no reason why they should haunt me so strangely, so many years after they occurred.

(249 words)

2) The saving of certain wild animals from extinction has for many years been a problem for zoologists and other specialists; but more recently the problem has

become so acute, and has received so much publicity, that most people are now concerned about it. This may at first seem strange because one of the most gratifying developments of the last few years has been the passing of strict laws to protect wild animals and the consequent decline in the hunting of big game for sport. Why is it then that some rare wild animals are still threatened with extinction and even some of the less rare ones are rapidly declining in number?

One reason is the 'march of civilization'. When an area is wholly cleared of vegetation to make room for new towns, factory sites or hydroelectric plants, the natural home of several species is destroyed. The displaced animals must either migrate to another area or perish. Even the clearing of land for a road or an airfield may involve 'pushing back' the jungle, and the smaller the area in which wild animals compete for a living, the smaller the number that can hope to survive.

Civilization brings, too, swift and easy transport and so assists those who are determined to break the various protective laws. Thieves can elude the game wardens, shoot an elephant for its tusk, a rhinoceros for its horns, or a deer for its meat, and be miles away from the site of the crime before the dead or dying victim is even discovered.

It is sad to reflect that civilization which can bring so many benefits to people who have previously known only hunger and misery, brings also facilities for the heartless criminals who, for material gain, will slaughter some harmless animals and threaten the disappearance of its kind from the earth forever.

(307 words)

## Paraphrasing a Poem

Read the following poem carefully:

### We are as Clouds

P.B. Shelley

#### I

We are as clouds that veil the midnight moon;  
How restlessly they speed and gleam and quiver,  
    Streaking the darkness radiantly! yet soon  
Night closes round, and they are lost forever—

#### II

Or like forgotten lyres whose dissonant strings  
    Give various response to each varying blast,  
To whose frail frame no second motion brings  
    One mood or modulation like the last.

#### III

We rest—a dream has power to poison sleep;  
We rise—one wandering thought pollutes the day;  
    We feel, conceive or reason, laugh or weep,  
Embrace fond woe, or cast our cares away—

#### IV

It is the same!—For, be it joy or sorrow,  
    The path of its departure still is free;  
Man's yesterday may ne'er be like his morrow;  
    Nought may endure but Mutability.



Now let us rewrite the poem in prose form:

**Stanza 1 (lines 1-4):**

We are like the clouds that cover the midnight moon. These clouds are continuously in motion. They move fast, shine and tremble in the radiance of the moon. The dark sky glimmers with their streaks. But once the night is over and the moon is lost, they are invisible. Human life is also short and transient like the clouds.

**Stanza 2 (lines 5-8):**

Next, human life is compared to forgotten lyres. Each person is different from the other just as each blast of wind produces its own note. Two notes are never alike. Every person experiences a certain situation differently from the other. Moods and modulation of each human being is different.

**Stanza 3 (lines 9-12):**

We lie down to take rest but a single bad dream is enough to spoil our sound sleep. We wake up but one sad thought can harm our happy state of mind. Our emotions, ideas, feelings, joys, woes, reasoning are all temporary and different from others.

**Stanza 4 (lines 13-16):**

Everything is transient on earth. We almost always experience different kinds of joys and sorrows; of course, we can never have our todays exactly like our yesterdays. But they are the same at one point, in being transient. Nothing remains unchanging except mutability.

Note that we have put the entire poem into prose changing all keywords, but, at the same time, we have retained all original ideas and images. This is called **Paraphrasing a poem.**

While paraphrasing a poem, remember:

- A paraphrase is a restatement or re-wording of a text that retains the basic meaning in another form. A paraphrase often clarifies the original statement by putting it into words that are more easily understood.
- We must take into account what the poet's words and phrases mean in relation to each other.

- A paraphrase will never try to offer an opinion as to what the words in the poem might symbolize or what the figurative meaning might be.
- A paraphrase considers every phrase in the poem. It is almost always longer than the original.
- A paraphrase also stays in the same voice as the poem. It never contains phrases like 'the poet says that' or change first person ('I') to third person ('he' or 'she'). So if the poem says 'I travelled lonely as cloud', the paraphrase would be like this: 'I travelled alone like a cloud'.
- A paraphrase must read naturally and smoothly like a well-constructed prose piece.

Thus the goal in paraphrasing a poem is to clarify the content by re-seeing and re-creating each word in every line. A good paraphrase never merely repeats parts of the original using the same words. It might reorder the lines slightly to improve understanding.

## Exercise

**Paraphrase the following poems:**

### 1. **Dreams**

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.

Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

-Langston Hughes

## 2. **Travel**

The railroad track is miles away,  
And the day is loud with voices speaking,  
Yet there isn't a train goes by all day  
But I hear its whistle shrieking.

All night there isn't a train goes by,  
Though the night is still for sleep and dreaming,  
But I see its cinders red on the sky,  
And hear its engine steaming.

My heart is warm with friends I make,  
And better friends I'll not be knowing;  
Yet there isn't a train I wouldn't take,  
No matter where it's going.

-Edna St. Vincent Millay

## **Essay Writing**

The word 'essay' literally means an attempt; and hence 'essay' is the name given to the form of composition which is a short attempt to write on a given subject. It focuses on one general topic and expresses the opinion or experiences of the writer.

Now, read the following essay titled 'A visit to a Hill Station':

### **A Visit to a Hill Station**

Vacations are always looked forward to, by most of us as a means of shedding our daily drudgery. Like almost every year, this year also I went on a trip with my family. My father suggested that we might take a trip to Shimla, and we readily agreed.

We started our journey on 26<sup>th</sup> May 2014 from Howrah station and reached Shimla on 28<sup>th</sup> morning. I was spellbound to witness the Himalayas in all its snow-capped beauty and splendor. The cool weather and the still yet animating ambience of the famous hill station captured my imagination. We were lodged in a hotel on the Mall Road. We hired a private car and visited all the places worth seeing in and around Shimla like the Kali temple, Kufri and Naldehra.

Being one of the most beautiful hill stations, Shimla was made the summer capital of the Government of India by the British. By following a flight of steep steps surrounded by tall trees, we reached 'Jhaku', a mountain peak. Throughout we could see monkeys in great numbers. The Mall Road leads to a skating ground thronged with enthusiasts.

After staying in Shimla for three days we visited Manali. I felt sad as our trip was drawing towards its end. The serenity of the Himalayas seemed to have cast a spell on my mind as I felt like staying there forever. I returned home but could feel that I had left a part of me somewhere amidst the misty hills.

The above essay describes the writer's experience of visiting Shimla, a beautiful hill station. It is a **descriptive essay**. Descriptive essays mainly consist of the description of some events, circumstances, of some place or thing. For example, essays attempted on topics like 'Motor-cars', 'Mobile-phones', 'A Street Quarrel', 'A journey by Boat' etc. are descriptive essays.

Note:

- A) A descriptive essay should have —
  - i) a suitable title
  - ii) an introduction (ref. para 1)
  - iii) a body (ref. para 2 & para 3)
  - iv) a conclusion (ref. para 4)
- B) It is important to remember that
  - i) the subject matter should be clearly defined in the introduction.
  - ii) the description should be coherent and the specific focus of the topic should be maintained
  - iii) personal feeling and opinions are to be incorporated, where required
  - iv) the style should be simple, direct and clear.

Now, let's read another essay:

### **Environmental Pollution**

Environmental pollution is one of the most important issues of concern for the modern world since it deals with the processes, phenomena and effects of contaminating our surrounding with impurities. Our world gets polluted due to our own callous attitudes towards the environment.

Air pollution is one of the most common types of environmental pollution that

affects our right to breathe fresh air. Impure air, poisonous gases and smoke add to air pollution and victimise us by populating the list of deadly diseases like asthma, lung-cancer, tuberculosis etc. The smoke discharged from factories, automobiles and kitchen is a mixture of poisonous gases like carbon monoxide, carbon dioxide and methane.

Sound pollution is caused by indiscriminate use of horns by different sorts of vehicles. A large number of people nowadays are on the verge of losing their power of hearing due to these ever-increasing effects of sound pollution.

The different water bodies of this earth are getting polluted due to various chemical and harmful wastes which are disposed of thoughtlessly. Again, reckless use of chemical fertilizers, insecticides and pesticides pollute the soil and render the vegetables and crops unfit for consumption.

To save us from the menace of different types of environmental pollution, we need to plant more trees, purify the contaminated water and recycle it for purposes of irrigation. But above everything, we need to be self-conscious, realizing our need and duty to save all forms of life from the brink of extinction.

As we can see, the above essay explores the theme of 'Environmental Pollution' single-mindedly by focusing on its harmful effects. The writer's reason for denouncing all forms of environmental pollution is quite clear, and is justified on the grounds of sound logic and common sense. This essay on 'Environmental Pollution' serves the purpose of justifying the writer's opinion regarding a particular issue. It is a **reflective essay**.

A reflective essay is written in a way to make the reader think deeply about the contained topic (which can often be abstract ideas like nature, time, happiness, family etc.) and contain the author's feelings and emotions on the subject. For

example, essays on topics like 'Man and Trees', 'Liberty', 'Child Abuse', 'Responsibilities of Students' etc. are generally reflective in style and manner.

If it is purely a point of debate that we try to resolve through a reflective essay, it should provide a clear rationale to justify our views. Needless to say that like a descriptive essay, a reflective essay is generally written in well defined paragraphs, having an 'introduction', a 'body' and a 'conclusion'.

We also need to understand that despite categorizing essays into different types, we can write one type of essay in another form. Since the personal treatment of a topic varies from person to person, an essay written in a descriptive way can be written reflectively too. Both these forms can be written in the first person, but it is not an essential feature. The difference shows in the focus and treatment of the individual essays.

### **Exercise**

**Write essays on the following topics:**

- a) A star-lit night
- b) Your duties as a citizen of India
- c) Eco-tourism
- d) A memorable evening

## Model Questions : 1

### The Boy, the Dog and the Spaceship

1. **Choose the correct answer from the given alternatives:**
  - a) When the Captain of the spaceship pressed a button
    - (i) he was tied to the seat with iron straps
    - (ii) he was enfolded immediately by padded arms
    - (iii) the speed of the spaceship increased
    - (iv) the spaceship came to a halt
  - b) Billy and Scamp stopped their wrestling match because
    - (i) they heard a strange noise
    - (ii) they saw an Unidentified Flying Object
    - (iii) it began to rain
    - (iv) Billy's mother called out to him
  - c) The Captain decided to enter the body of the monster as he wanted to
    - (i) get help from the monster
    - (ii) play with the monster
    - (iii) take the monster back to the spaceship
    - (iv) take control of the monster's brain
  - d) Billy was terrified because
    - (i) the Captain of the spaceship was about to attack him
    - (ii) his mother shouted at him angrily
    - (iii) Scamp stood over him with jaws open and teeth bared
    - (iv) he found Scamp lying unconscious
2. **Answer the following questions within 15 words:**
  - a) How did the planet appear from inside the spaceship?
  - b) Why did the Captain find Earth to be different from other planets?
3. **Answer the following question within 150 words:**

"The Captain lay vanquished with his dream of conquering the planet Earth."

Why do you think the Captain's dream remained unfulfilled?



## Model Questions : 2

### Evening:Ponte Al Mare, Pisa

1. **Choose the correct answer from the given alternatives:**

- a) In the evening city of Pisa, the bats were
  - (i) falling asleep
  - (ii) creeping out of damp corners
  - (iii) flitting fast in the grey air
  - (iv) wandering here and there
- b) The wrinkled image of the city on the fleeting river
  - (i) remains unchanged
  - (ii) changes with the passage of time
  - (iii) changes according to the change of seasons
  - (iv) changes with the change in human nature
- c) The motion of the breeze was
  - (i) inconstant
  - (ii) mild
  - (iii) violent
  - (iv) slow

2. **Answer the following question within 15 words:**

Pick out an example of personification from the poem and explain it.

3. **Answer the following question within 25 words:**

Why does Shelley use the words 'immovably unquiet' to describe the image of the city?

4. **Answer the following question within 150 words:**

How does Shelley describe the city of Pisa in the evening?

## Teachers' Guidelines

India is a multicultural, multilingual nation. With the development of information technology (ICT), English has become an essential medium of communication. And although most of our learners learn English as Second language, many of them opt to take English as their First language. Their objective is not merely to read, write and speak English fluently, but to gain literary sensibility as well.

It is through the acquisition of the language that these learners develop their creative and higher order thinking skills (HOTS). In other words, the students seek to develop Cognitively Advanced Language Proficiency (CALP) by learning English as First language. In this regard, National Curriculum Framework (NCF) 2005 observed that the 'literature can also be a spur to children's own creativity. After hearing a story, poem or song, children can be encouraged to write something of their own. They can also be encouraged to integrate various forms of creative expression.'

On the basis of these observations WBBSE has introduced the syllabus of English as First language to foster an aesthetic and cultural sensitivity in the learners. The teaching of English as First Language would seek to refine literary sensibility and enrich the aesthetic sense of the learners through exposure to different literary genres. Apart from gaining Cognitively Advanced Language Proficiency (CALP) in the basic use of the language and being conversant with the proper forms of address, lexicon, register and idioms, it is desired that English as First Language learners would nourish their critical and creative thinking ability.

The new textbook for first language English, *Splendour*, aims to develop the literary and creative aspects of the learner through their exposure to different genres of English literature. Besides, the learners are given exposure to certain figures of speech and idiomatic expressions to enrich their mode of expression. Other grammatical items, like synthesis and analysis of sentences, are taught to consolidate their grammatical knowledge. The syllabus provides enough scope to the learners for written work. Essay writing, précis writing, paraphrasing a poem and reporting a conversation are to be taught for the development of Cognitively Advanced Language proficiency of the learners. Thus, it is hoped the new English textbook for first language English, *Splendour*, will instill in the learners an awareness of the world experienced through literature in English.

